

Students' Perceptions of Lecture Feedback in Learning Writing at The University of Mataram

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Abstrak

Umpan balik dosen memainkan peran penting dalam mengembangkan kemampuan menulis bagi mahasiswa. Penelitian ini meneliti persepsi mahasiswa tentang umpan balik dalam proses menulis di Jurusan Pendidikan Bahasa Inggris Universitas Mataram. Penelitian ini mengeksplorasi jenis-jenis umpan balik yang menurut mahasiswa paling bermanfaat dalam meningkatkan kemampuan menulis mereka. Data dikumpulkan dengan menggunakan kuesioner dan wawancara, yang dianalisis secara tematik untuk mengidentifikasi pola umum dalam preferensi dan persepsi umpan balik. Hasil penelitian menunjukkan bahwa mahasiswa menganggap umpan balik perkuliahan penting untuk mengidentifikasi dan memperbaiki kesalahan tertentu, meningkatkan akurasi tata bahasa, dan meningkatkan kualitas tulisan secara keseluruhan. Selain itu, umpan balik secara signifikan meningkatkan motivasi dan kepercayaan diri mahasiswa selama proses penulisan. Mahasiswa lebih menyukai umpan balik yang spesifik dan langsung yang membahas kesalahan secara rinci. Temuan ini menekankan pentingnya strategi umpan balik yang efektif dalam mendorong pengembangan keterampilan menulis dan menawarkan wawasan yang berharga bagi para pendidik untuk meningkatkan metode pengajaran berdasarkan kebutuhan mahasiswa.

Kata Kunci: *Persepsi, Feedback Dosen, Kemampuan Menulis*

Abstract

Lecture feedback plays a crucial role in developing writing skills for second-language learners. This study examines students' perceptions of feedback in the writing process within the English Education Department at the University of Mataram. It explores the types of feedback that students find most beneficial in enhancing their writing abilities. Data were collected using questionnaires and interviews, which were analyzed thematically to identify common patterns in feedback preferences and perceptions. The results show that students regard lecture feedback as important for identifying and correcting specific errors, improving grammatical accuracy, and enhancing overall writing quality. Additionally, feedback significantly increases students' motivation and confidence throughout the writing process. Students preferred specific and direct feedback that addressed detailed mistakes. These findings emphasize the importance of effective feedback strategies in fostering writing skill development and offer valuable insights for educators to improve teaching methods based on students' needs.

Keywords: *Perception, Lecture Feedback, Writing Skills.*

INTRODUCTION

Writing is important in higher education as it enhances students' academic performance and prepares them for future careers. For students in English as a Foreign Language (EFL) programs, mastering writing is crucial for academic success and active participation in global discourse (Saragih, 2021). Writing facilitates knowledge expression and cultivates critical thinking, helping students evaluate and present ideas systematically. In academic contexts, students must produce well-organized, coherent, and grammatically accurate writing (Harmer, 2008). However, challenges in mastering English writing are prevalent among students in EFL

programs, including those at the University of Mataram. Many students in the English Education Program have expressed dissatisfaction with their writing progress due to grammar, paragraph structure, and vocabulary development difficulties. According to Ariyani et al. (2017), students face challenges in coherence, organization, and linguistic accuracy. These challenges are often compounded by linguistic interference from their native language, further complicating the writing process. Additionally, lacking motivation, confidence, and interest in writing has been identified as a significant barrier to improvement (Bulqiyah et al., 2020). Lecture feedback is crucial in addressing these challenges, providing students with targeted guidance to improve their writing skills. Feedback helps students identify their strengths and weaknesses, builds confidence, and fosters self-improvement (Mulyah et al., 2020). Furthermore, effective feedback enhances student engagement by encouraging deeper involvement in the learning process (Marrs, 2016).

Several studies have explored feedback for students; however, gaps remain in understanding students' perceptions of beneficial feedback types and their importance, particularly in Indonesia's higher education context. Saragih et al. (2021) found that second-language learners prefer detailed written feedback, highlighting their preference for specific guidance in language learning. However, research on how Indonesian students respond to various feedback strategies, especially at the university level, is limited. Additionally, Sultana (2021) emphasized that feedback has a more significant impact when provided early and frequently. Although early and frequent feedback is important, understanding the types of feedback and delivery methods is equally effective and acknowledged. Majid (2022) further found that electronic feedback can be as effective as face-to-face feedback, especially in digital learning environments. Despite these findings, there is a lack of research on how Indonesian students perceive and respond to different feedback modes (e.g., written, oral, or electronic), particularly about improving their writing skills. This study aims to fill these gaps by focusing on students' perceptions of lecturer feedback in the English Education Department at the University of Mataram, specifically regarding its role in improving writing skills. Unlike previous studies focusing on broader educational contexts or second-language learners, this research investigates explicitly how students in the English Department at the University of Mataram perceive different types of feedback. Understanding students' views on the importance of feedback and the benefits of various feedback types can offer valuable insights for educators to develop more targeted feedback strategies that align with students' needs. By optimizing feedback practices, educators can enhance students' writing skills and foster greater academic engagement and performance.

This study contributes to the ongoing discussion on the importance of feedback in second-language learning, particularly in EFL contexts. It will explore the types of feedback that students perceive as most beneficial for their writing development and how these insights can inform teaching practices. The findings will provide practical recommendations for improving feedback delivery and advancing the quality of writing instruction, both at the University of Mataram and beyond. Therefore, this study is titled "Students' Perceptions of the Lecture Feedback in Writing Skills at the English Department of the University of Mataram."

RESEARCH METHOD

This study employed a qualitative approach with a case study design, which is relevant for exploring the perceptions of English Education students regarding the importance of lecturer feedback in learning writing and the types of feedback considered beneficial for improving writing skills. The research was conducted at the University of Mataram, involving 30 fifth-semester students, 7 males, and 23 females, who had completed writing courses such as paragraph, essay, argumentative, and academic writing. The subjects were selected using purposive sampling, ensuring that participants were chosen based on their experience receiving feedback on their writing. Data collection was carried out through questionnaires and interviews, and the data were analyzed descriptively to gain a deeper understanding of students' perceptions. The data analysis followed the Miles and Huberman (1994) framework, including data reduction, display, and conclusion drawing. Triangulation techniques were employed to

compare the results of the questionnaires and interviews to enhance the data's validity. The findings from this analysis are expected to provide new insights into the importance of lecturer feedback and the types of feedback beneficial for students' writing learning.

Table. 1 Research Design and Steps

Research stage	Activity	Description
1. Preparation stage	Identifying research objectives	Explore students' perceptions of the importance of lecturer feedback in writing learning. The focus is on understanding the perceived value of feedback and the types that contribute to improving writing skills.
	Determining the research location	The research location was chosen as it fits the subjects and context of the study, and it was at the University of Mataram.
	Identifying research subjects	Fifth-semester students from the English Education Department were selected using purposive sampling based on their experience receiving feedback on writing assignments.
	Developing a questionnaire and interview guide	The guides were designed to collect data on students' perceptions of the importance of feedback and the types of feedback they find beneficial. The questionnaire was adapted from Marrs (2016) and then further developed, and interviews were used to gain in-depth information.
2. Data Collection	Questionnaire	A Likert scale-based questionnaire was used to collect data on students' perceptions of the importance of the feedback and the types of feedback they found beneficial.
	Semi-structured Interview	Interviews were conducted with five students further to explore their perceptions of lecturer feedback in writing learning, offering flexibility to investigate specific responses in-depth.
	Data Triangulation	Combining data from two sources (questionnaires and interviews) to ensure consistency and validity of the research findings.
3. Data Analysis	Data Reduction	Summarizing and selecting relevant data based on the research focus to derive meaningful insights about students' perceptions of feedback.
	Data Display	Organizing the reduced data into tables and descriptive narratives to aid interpretation and analysis.
	Drawing Conclusions	Based on the questionnaire and interview data analysis, conclusions are drawn to address the research objectives and provide answers about students' perceptions of feedback.

FINDING AND DISCUSSION

This study's findings are divided into two categories: the importance of feedback for students' writing skills and the types of feedback students find most beneficial. Data collected from questionnaires and interviews provide insights into students' challenges when developing their writing abilities. Below is an overview of the findings based on the responses.

Students' Perception of the Importance of Feedback in Learning Writing

In learning to write effectively, lecture feedback is pivotal in guiding students toward improvement. Lecture feedback helps students identify their writing mistakes. Understanding the role of lecture feedback on students' writing abilities is essential, as it provides insights into how students perceive and utilize the feedback they receive. In writing education, lecture feedback is a tool for skill enhancement and significantly contributes to students' emotional/motivational responses. The insights gained from feedback allow students to identify their strengths and weaknesses, fostering a deeper understanding of their writing abilities. The following table presents the findings from the questionnaire, highlighting the important role of lecture feedback in improving student's writing skills and confidence and encouraging self-assessment in their writing journey.

Table. 2 The Importance of Lecture Feedback

No	Statements	Disagree	Agree
1	Feedback helps me identify and understand writing mistakes.	0%	100%
2	Feedback is important for improving writing skills.	3.3%	96.7%
3	Feedback highlights areas for improvement in writing.	13.3%	86.7%
4	Feedback helps improve writing organization and structure.	6.7%	93.3%
5	Feedback contributes to overall writing improvement.	3.3%	96.7%
6	I revise my writing based on feedback to improve quality.	3.3%	96.7%
7	Without feedback, it is not easy to assess writing progress.	6.7%	93.3%
8	Feedback highlights strengths and weaknesses in writing.	3.3%	96.7%
9	Feedback motivates me to achieve better writing results.	0%	100%
10	Feedback provides insights into effective writing techniques.	23.3%	76.7%
11	I feel confident sharing my work after receiving feedback.	0%	100%
12	Feedback motivates me to continue improving my writing skills.	10%	90%
13	Feedback supports my growth as a student and writer.	13.3%	86.7%

The findings from the questionnaire reveal that lecture feedback plays a crucial role in enhancing students' writing abilities, with the majority of students reporting positive perceptions of its impact. Almost all students agreed that feedback helps them identify and understand writing mistakes, with 100% affirming this sentiment. This finding aligns with previous research, such as that of Tay et al. (2022), who emphasized the role of feedback in error correction and skill development. The data further reveals that feedback is essential for improving writing skills, with 96.7% of students agreeing that feedback helps them enhance their writing capabilities. This result supports Marrs (2016), who stated that students value feedback when it helps identify problems and guide meeting academic expectations. Students expressed that lecture feedback provided clarity and identified areas needing improvement. It acknowledges the strengths of the student's work, providing a well-rounded evaluation that supports their growth as writers. Moreover, feedback also plays a vital role in motivating students to continue improving their writing skills. 90% of students reported that lecture feedback motivates them to improve their writing. In interview results, students expressed that without feedback, it would be difficult to assess their writing progress. This highlights the role of feedback as a crucial tool for self-assessment and tracking improvement, echoing Ahmad and Aziz (2009), who suggested that feedback is critical in fostering motivation and encouraging continuous improvement in writing. Additionally, students emphasized the importance of feedback in boosting their confidence.

This study found that 100% of respondents reported feeling more confident after receiving feedback, suggesting that feedback not only aids in skill development but also serves as a confidence-building tool. This is consistent with Sultana (2021), who argued that feedback enhances students' self-assurance, particularly in second-language writing contexts. However, an exciting result emerged from the statement regarding feedback providing insights into effective writing techniques. 23.3% of respondents disagreed with this statement, suggesting that while

feedback is generally valued, some students may need more specific guidance on writing techniques. This points to an area for improvement in feedback practices, indicating that lecturers could offer more detailed strategies to address writing issues and enhance students' understanding of writing mechanics. Despite this, the overwhelming consensus is that feedback is indispensable for improving writing. This study showed that 100% of participants agreed that feedback is crucial for writing improvement, reinforcing the argument that feedback is essential for students' writing development. This result corroborates Farida (2022), who discussed how students' respect for their lecturer's authority enhances their trust in the feedback they receive. In the context of second-language learners, students tend to place high value on feedback due to their confidence in the lecturer's expertise, which makes the feedback process more effective.

In conclusion, this study suggests that feedback plays a dual role in students' writing development: it helps improve writing skills and motivates students to continue improving. The positive impact of feedback on motivation and confidence highlights the importance of providing timely, constructive, and personalized feedback. Such feedback is essential for enhancing academic growth and encouraging students to engage in self-improvement, ultimately empowering them to become better writers.

The Beneficial Types of Lecture Feedback in Improving Student's Writing Skills

In exploring the beneficial types of lecture feedback that enhance students' writing skills, it is essential to understand how different feedback methods impact student learning and engagement. The following table presents findings from the questionnaire that reveal students' perceptions regarding various feedback formats, including oral, written, and electronic feedback. By examining these preferences, we can gain insights into which types of feedback are most effective in supporting students' writing development and how they contribute to a more personalized learning experience.

Table. 3 The Beneficial Types of Lecture Feedback

No	Statements	Disagree	Agree
1	Content-focused feedback (topics, creativity)	6.7%	93.3%
2	Form-focused feedback (grammar, tenses, vocabulary)	0.0%	100%
3	Oral feedback	6.7%	93.3%
4	Written feedback	60.0	40.0%
5	Electronic feedback	63.3%	36.7%
6	Direct feedback	3.3%	96.7%
7	Indirect feedback	63.3%	36.7%

The findings from the questionnaire provide valuable insights into students' preferences regarding different types of lecture feedback and their perceived effectiveness in improving writing skills. One of the most notable results is the strong preference for direct feedback, with 93.3% of students agreeing that direct feedback makes revising their writing easier. Students expressed that direct feedback, which provides explicit corrections and clear guidance, helps them quickly identify specific mistakes. This finding aligns with Dignath et al. (2021), who argue that direct feedback offers clear recommendations and helps students improve their understanding through immediate corrections. Students stated that receiving detailed feedback to ensure they are on the right track is very important to help them improve their writing skills and correct their mistakes. According to Ellis (2009), direct feedback is especially beneficial for students who struggle with error codes or symbols used in indirect feedback. Indirect feedback, which leaves errors uncorrected and encourages students to self-correct, is less favored by the respondents. Although 63.3% of students acknowledged its cognitive benefits, they found it less practical for immediate improvement, supporting Ellis's (2009) view that direct feedback better clarifies lecture expectations and aids student understanding. In addition to the preference for direct feedback, this study highlights the importance of integrated feedback that addresses grammatical accuracy and content quality. Content-focused feedback was deemed necessary by 93.3% of students, while all respondents emphasized the need for form-focused feedback to

improve their writing. Students acknowledged that effective writing requires balancing content quality and language mechanics. Integrated feedback helps students see the connection between grammar and the clarity of their ideas, which is crucial for their overall writing development. Many students' broader challenge in understanding grammar beyond its formulas and rules, which can often feel disconnected from practical writing tasks. This preference for integrated feedback reflects a growing awareness among students that both aspects of writing are interdependent and essential for effective communication.

Oral feedback also emerged as a preferred mode of feedback, with 93.3% of students finding it more beneficial for understanding their writing mistakes than written feedback. Students valued the interactive nature of oral feedback, which allowed them to ask questions, seek clarification, and engage more deeply with the lecturer's comments. In contrast, 60% of students considered written feedback less effective, as it often lacked clear explanations or was difficult to interpret. These findings align with Ellis (2009), who emphasizes that explicit and clear feedback is crucial for helping language learners grasp their errors. While electronic feedback provides convenience, students had mixed feelings about its effectiveness. Only 36.7% of students found electronic feedback helpful, with many expressing that face-to-face feedback offered more immediate and personalized guidance. This preference for face-to-face feedback contrasts with Majid (2022), who suggested that electronic feedback could be equally effective in specific contexts. However, the students in this study indicated that face-to-face interactions were more conducive to building stronger connections with the lecturer and fostering greater engagement with the feedback process.

These findings also support Dignath et al. (2021), who emphasized that straightforward feedback allows students to correct mistakes more quickly, improving their writing skills more effectively. Although indirect feedback can encourage self-correction and autonomy, students found it less practical for immediate comprehension and improvement. Similarly, Farida (2022) argued that feedback on both form and content significantly enhances writing skills. The preference for oral feedback aligns with Muthia (2022), who suggested that real-time, interactive feedback is crucial for refining students' writing abilities. This study underscores the importance of providing direct, integrated, and oral feedback in helping students improve their writing skills. Clear, actionable feedback delivered interactively allows students to understand their mistakes better and make necessary improvements. While electronic feedback offers certain advantages, it does not match the immediacy and engagement of face-to-face feedback. Educators should strive for a balanced approach, combining direct and integrated feedback with opportunities for oral discussions, to foster both skill development and learning outcomes.

CONCLUSION

Based on the findings. Fifth-semester students at the English Department of the University of Mataram recognize lecture feedback as essential for improving their writing skills. The findings show that lecture feedback is important in helping students identify mistakes, correct errors, and stay motivated for self-improvement. Students also value feedback for clarifying writing concepts and enhancing their writing abilities. This study also reveals that students prefer direct feedback over indirect feedback due to its practicality and ease of use during revisions. As second-language learners, students benefit from integrated feedback, which addresses grammar and content within the context of their chosen topics. Additionally, oral feedback is preferred over written feedback, as it offers more clarity, focus, and immediacy, helping students better understand areas for improvement. In conclusion, lecture feedback is highly valued by students for its role in correcting mistakes, providing motivation, and offering clear guidance for improvement. Direct and oral feedback are favored for their practical application and precision, ensuring students can effectively enhance their writing skills.

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