Students' Voices of Teachers' Online Written Feedback

Lailatus Sa'adah[1,*], Rosi Anjarwati[2], Mohammad Romadhoni[3], Eva Nikmatul Rabbianty[4]

[1] English Department, STKIP PGRI Jombang, Jombang 61418, Indonesia
[2] English Department, STKIP PGRI Jombang, Jombang 61418, Indonesia
[3] Humanities and Social Studies College, National Dong Hwa University, Hualien 974, Taiwan
[4] English Teaching Learning Program, Tarbiyah Faculty, Institut Agama Islam Negeri Madura, Pamekasan 69371, Indonesia

A R T I C L E   I N F O

A B S T R A C T

Feedback should be beneficial to learners; it should provide information about their performance of a task or activity. This study aims to explore students' concerns and expectations toward teachers' online written feedback through photovoice. Participants involved fifteen students of a writing course. To obtain the data, a photovoice was used following Wang et al.'s SHOWeD protocols based on the theme "students' voices on teachers' online written feedback to promote discussion among participants and researchers about critical topics to generate solutions. Two instruments were used to collect the data; documentation in the form of the participants' photographs and a semi-structured interview with each participant. The result revealed that students had raised some points regarding the teacher's online written feedback. These points include: 1) online written feedback is sufficient; 2) online feedback should show the strength of students' writing; 3) students' revision will improve students writing quality; 4) students need a comfortable place, correct times, and snacks when revising. The study concludes that instead of simply making suggestions, as is customary when providing feedback, the students require the teacher's assessment of their strengths. The findings suggested that teachers and lecturers should consider the points when providing online written feedback to students.

1. INTRODUCTION

Implementing online learning has influenced how teachers prepare, conduct, and evaluate the teaching and learning process as one of the pandemic Covid 19 consequences. Teachers and students, on the other hand, must adapt to new circumstances. They are taught how to facilitate online classes using several online learning platforms such as Google Classroom, Moodle, Zoom, and WhatsApp, Telegram (Febrianingrum & Rabbianty, 2022; Gunawan, Suranti, & Fathoroni, 2020; Rabbianty, Ghofur, & Wafi, 2021). Teachers are also taught how to grade students' work using online tools like Google Forms, Kahoot, and Quizziz. In addition, teachers can provide written

feedback to students via online learning platforms such as WhatsApp, Google Classroom, Moodle, Zoom, and others, though it is limited.

If done correctly, teachers' feedback can be highly effective (Raihany, 2014). Good feedback provides valuable information to learners, allowing them to understand where they are in their learning and what they should do next. This method is essential for understanding the cognitive factor of learning. When learners reach the point where they understand what to do and why they should do it, they will develop a sense of control over their learning. This approach is also essential to obtain their motivational learning factor. Teachers' feedback was more helpful to learners who were aware of their learning objectives (Vattøy & Smith, 2019).

Feedback is an essential intervention for the online educator because it allows the instructor-learner relationship to develop, academic performance to improve, and learning to improve. A debate includes the best practices for providing online feedback to learners, such as prompt, frequent, personalized, detailed, clear, specific, and balanced feedback (Leibold & Schwarz, 2015). Specific teaching competencies include communicating learner performance expectations, visible grading to learners, providing prompt feedback, providing feedback that is helpful and enhances learning, and providing clear, detailed feedback on assignments (Bigatel, Ragan, Kennan, May, & Redmond, 2012).

Teachers should carefully select the most beneficial feedback that motivates their students and assists them in improving their language skills. In most cases, teachers have several options for providing written feedback to students. Among those methods, feedback communications codes revealed that approximately 61 percent were in grades, numbers, or symbols, with only 33 percent being commented (Ruiz-Primo & Li, 2013). However, it may be different if it is done through online learning during a pandemic. Some online learning platforms offer features that only allow teachers to provide feedback in the form of grades or numbers. Others allow teachers to provide feedback through spoken or written comments. This feature limitation alters the type of feedback provided by teachers for various online platforms.

Feedback as teachers' written responses to students' writing is critical for improving the teaching and learning processes. Many researchers have investigated the significance of written feedback on students' writing. Written feedback from teachers on students' writing has always been an essential part of writing because it helps students improve their writing ability (Zhang, 2016). Students generally value all types of written feedback from teachers on their compositions. Teachers' written feedback encourages student revisions, and students have made attempts to make revisions based on the teacher's written feedback (Razali & Jupri, 2014). Furthermore, Leng (2014) stated that the teachers' written feedback, which is specific and information-rich, aided the students in revising their essays. Teachers' more specific, marginal comments, requests for clarification, and comments on grammatical issues have been shown to be effective. Students expect teachers to comment on those topics and are disappointed when they do not receive any (Bitchener & Ferris, 2012).

Recently, as technology can help the teaching-learning process, online feedback can be a promising educational strategy to improve student writing. Feedback can be given to students via online materials such as assignments or homework, with suggested changes noted by the teacher or a peer, or via technology-supported activities such as online quizzes that provide online written feedback (Kılıçkaya, 2022). According to Shintani and Aubrey (2016), synchronous feedback provided in online computer-mediated environments is also effective when teachers provide feedback while students are working on the task. Sarré et

al. (2021) investigated and compared the effects of various corrective written feedback on online participants' writing accuracy. The study's main finding is that any written corrective feedback is preferable to no feedback, and that unfocused indirect corrective feedback, when accompanied by metalinguistic comments on the errors and combined with computer-mediated micro-tasks for a set period of time, leads to participants producing more accurate samples of writing. Furthermore, research has shown that peer feedback can improve students' writing quality (Huisman et al., 2018; Noroozi & Hatami, 2019; Sarré et al., 2021) and students' feedback quality (Valero Haro, Noroozi, Biemans, & Mulder, 2019).

Students' emotions strongly mediated their perceptions of written feedback. Effective written feedback should be aligned with pedagogies which specifically include the development of rich dialogue within the teaching and learning context (Ferris & Roberts, 2001). Ferguson (2011), who investigated students' perceptions of the quality of feedback in teacher education programs in a metropolitan Australian university, found that students wanted personalized feedback with clear guidance on improving their work. It is suggested that students' emotional responses to feedback could be interpreted as a continuum of growth in academic confidence (Dowden, Pittaway, Yost, & McCarthy, 2013). The students reveal that while the teachers consider their feedback as a tool to promote accuracy in writing in their EFL classes, the students prefer a type of teacher feedback that would also take into account the content of their written production (Ferguson, 2011).

Different learners may interpret teachers' feedback in different ways. In this sense, individual and situational characteristics influence how students perceive teachers' feedback (Havnes, Smith, Dysthe, & Ludvigsen, 2012). Many studies investigated the students' perception of teachers' feedback (Cunningham, 2019; Khan et al., 2021; ONeill & Russell, 2019; Ryan et al., 2019; Suci et al., 2021), but a few of them investigated the students' perception by exploring their concerns, needs, and expectations. Most studies are concerned with online feedback and getting the data through questionnaires, interviews, and observation, and none use photovoice as a research method. Considering the students' perspective as a critical aspect of successful learning achievement, this study explores students' concerns, needs, and expectations toward teachers' online written feedback through photovoice.

2. METHOD

2.1 Research Design

This article was based on research data that investigated students' voices following their involvement in writing essay training and their contribution to teachers' policies and changes from a perspective that allowed us to collect data other than words and numbers, such as photographs. Joyce (2018) recognized the benefit of photovoice as a methodology for uncovering the elements in the school environment that foster connection and disconnection from the school. Photovoice was used as a research method in a higher education setting to investigate students' perceptions of good teaching and effective learning (Wass et al., 2020). As a result of these considerations, photovoice was chosen as the methodological foundation for this study. The choice of photovoice for the study was based on how this methodology allowed research participants to control the data. Furthermore, the choice of photovoice for the study was based on how this methodology allowed research participants to control the research process: they decided what

photographs to capture, the meaning behind the photographs, and which photographs represented their concerns about social issues affecting their lives.

2.2 Research Setting

This study was conducted at a university in East Java, Indonesia. Fifteen students taking essay courses were purposively recruited as participants. They were students in the fourth semester and had diverse writing achievement backgrounds. The students joined the hybrid class during the semester and got online written feedback from the lecture through Google Classroom. This study used a case study constrained by space and time amid a pandemic. They did, however, knew the members of this research, either directly or indirectly, which opens up the possibility of gaining trust and openness from the participants. Throughout the study, participants were encouraged to take photographs of what they considered critical while writing an essay and receive online feedback from the teachers. Finally, they had to choose two photographs that accurately represented the most current condition they had encountered in order for it to have an impact on their lives. The names of all participants in the study were pseudonyms.

2.3 Research Instruments

Some instruments used to collect the data of this study were (1) a document in the form of the participants' photographs; (2) a semi-structured interview with each participant. The photographs were taken by the participants guided by some prompts asking about their concern, their need, and their expectation toward the teachers' online written feedback. The semi-structured interview was developed following SHOWeD protocols.

2.4 Data Collection Procedure

The students were introduced to the aims of this study to see their acceptance or rejection of the offer to join the program. Before the project began, the participants were instructed on how to use the camera to take the photographs properly and, most notably, to avoid violating the codes of ethics in society. After the session ended, they began to capture the images by following Wang et al.'s. (2004), SHOWeD protocols based on the theme "students' voices on teachers' online written feedback." These protocols suggested five primary questions to ask 1) What do you see in the photo? 2) What is really happening? 3) How does this relate to our lives? 4) Why does this problem or strength exist? And 5) What can we do about it? After we received the photographs, we contacted the participants through WhatsApp. This contact aimed at delving into information. We asked the participants to select two photographs representing the condition they experienced according to the proposed themes. We discussed these photographs intensively based on SHOWeD protocols as earlier instructed. This communication was about 10 to 15 minutes. All the conversations were recorded for the benefit of analysis.

2.5 Data Analysis

Braun and Clarke's (2006) thematic analysis technique was used to analyze the data collected. After transcribing and immersing ourselves in it, we coded, reviewed, and categorized the themes in the data. In these analytical processes, we focused on underlying sets of interconnected ideas drawn on and addressed during the teachers' online written feedback process, guided by our research question. The results of the analyses and

categorization were then developed into themes, along with the photographs, to describe the participants' concerns about the condition of teachers' online written feedback during the COVID-19 pandemic, as well as the student's needs and expectations about the program's application through the use of Photovoice. After the theme development was completed, the data was reorganized in a Word format and presented back to the participants for review, comments, and suggestions on the data's completeness.

3. RESULTS

Based on the data collected from several photographs of fifteen students and the interview session with them, the researchers analyzed and confirmed the analysis results on the participants. In order to describe the participants' concerns about the state of teachers' online written feedback during the COVID-19 pandemic, as well as the student's needs and expectations about the program's application through the use of Photovoice, the findings of the analyses and categorization are then developed into themes and combined with the photographs. Finally, the participants voiced some high points regarding the teacher's online written feedback.

3.1 Online written feedback is sufficient

Most participants thought the teacher's online written feedback was understandable. Participants felt very clear when detailed feedback was provided on each paragraph, sentence, and even the wrong words and punctuation marks. Most students stated that they do not need to receive offline feedback as long as the teacher's online written feedback directs them on what they should do to improve their writing. The following photograph (Fig. 1), taken by one of the participants, demonstrates the type of feedback students need.
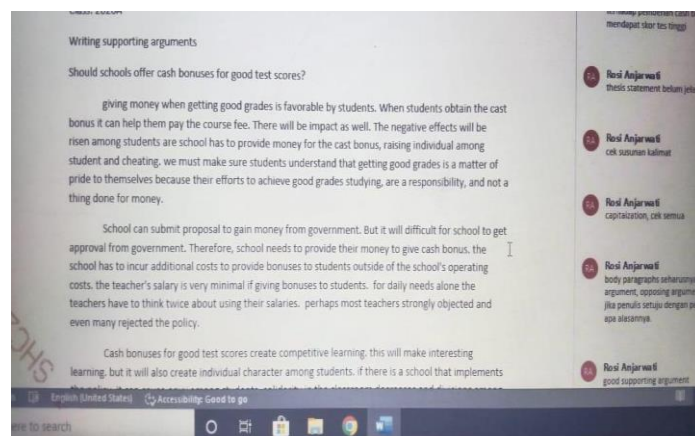

Fig. 1. Teacher's online written feedback

Furthermore, one participant stated that he acquires clear and understandable feedback, whether online or offline feedback. "*For me, online written feedback is sufficient if it is simple to understand, such as why something is wrong and how it should be corrected. So, it doesn't need to have offline written feedback.*"

Moreover, one participant believes that the need for offline written feedback is unnecessary if the online written feedback is detailed and precise. The participant confirms, "*Online written feedback, in my opinion, is sufficient if the feedback is clear and detailed; offline written feedback is unnecessary.*"

In line with the above statement, a similar opinion was stated by other participants. What the students want from online written feedback is detailed information about what is wrong with their writing, what part of the word, sentence, or paragraph, and how to revise it into better writing. Unfortunately, based on the participants' experiences, mostly the teacher's feedback is given only in the form of information about the weakness of students' writing, without any more explanation about how to overcome or revise the problem.

> "In my opinion, online written feedback is very helpful, ma'am, because the feedback given by Mrs. Anne is very detailed and gives directions on how to revise my writing. So I am not confused how to fix it. The teacher's feedback usually only criticizes, but it does not explain how to revise it, and it's confusing for us."

Other participants believe that the teacher should provide both written and oral feedback. Because it is online feedback, the oral feedback could be in the form of a video. She thinks that providing both online written and oral feedback in the form of a video might help them understand what to do to revise their writing. The video represents offline feedback in which they can meet and have such a kind of consultation session directly.

> "If the feedback is given online, I would like it to be in the form of both written and oral feedback, possibly with explanation video to make it easier to understand. If there is a video, it's like meeting and consulting directly with the teacher, ma'am ..."

Video and synchronized feedback are two more time-saving techniques that educators can use. Video recordings of feedback for learners save time and provide clear, individualized messages that include nonverbal communication for the student. One way online instructors can deliver feedback is synchronous, web-based conferencing. Tools for conferencing with learners include Google Meet, Zoom meetings, Skype, and others.

3.2 Online feedback should show the strength of students' writing

It is understandable if online feedback is given to show the weaknesses of students' writing and includes criticism so that the writing improves. On the other hand, students expect criticism and praise if their writing is good. Knowing one's weaknesses, as well as one's strengths, will make students feel valued. This feedback is significant for students because teacher praise often significantly impacts increasing self-confidence and student motivation in writing. A participant expressed gratitude for receiving compliments from the teachers' online feedback. A photograph taken by one participant who gets compliments from the teacher's online feedback shows that she appreciates the teacher's online feedback if it not only criticizes her writing but also compliments (Fig. 2). Those compliments strengthen her motivation in writing and make her happy.

> "The online feedback not only criticizes my writing by pointing out its flaws, but it also highlights some of its strength and good points. This is a very positive influence, and I am more enthusiastic about writing as a result. That kind of compliment makes me so happy."
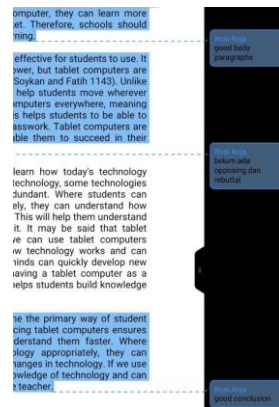
Fig. 2. Teacher's compliment shown in online feedback

3.3 Students revision will improve students' writing quality

All participants responded positively to the teacher's online feedback by revising their writing. Participants believed that revising their writing based on the teacher's feedback would improve their writing quality. One of the students states "*As soon as I get a feedback notification, I immediately try to revise it, ma'am. I am sure that by responding to the feedback given by Mrs. Anne, my writing will be better.*"

Similar to the statement above, another participant explains why she revises her writing after receiving online written feedback from the teacher. As a result, the participant expects an improvement in her writing quality and an increase in her score. A participant nodes "*After I got feedback from Mrs. Anne, I saw that there were several revisions and I tried to understand one by one, then I edited it according to the revised order. I hope that after I revise the feedback it will help my grades get better.*"

One of the participants said that he realized the mistakes he made after knowing the teacher's online written feedback. As a result, he revised a reflection of his writing assignment.

> "At that time there was a notification that there would be feedback from the lecturer, when I checked mine, I was a bit surprised because the revisions in my assignment were quite a lot and tended to be more trivial things, which I didn't pay attention to, such as typos or choppy sentences. I immediately revised it because that way I did an introspection of the mistakes I made."

In order to convey his reflection on the errors he made in his work, he shot a photograph of himself holding his phone (Fig.3). Everything depended on how he interpreted the lecturer's online written feedback. A student will reflect on his perception and revise his assignment if favorable.
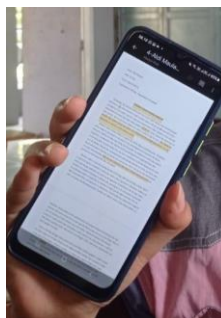

Fig. 3. The students' responses toward the teacher's online written feedback.

3.4 Students need examples of how to do a revision

Students greatly value the written feedback provided by the teacher. They can learn about their mistakes, weaknesses, and strengths from the teacher's online written feedback. The teacher also provides examples and suggestions for revising their writing. In terms of providing examples, students may require additional examples in some cases to better understand, as they showed in Fig. 4. Otherwise, they occasionally ask their friends to provide examples similar to the teachers.

"In paragraph 6, I looked for additional references and proof that tablet computers are efficient and useful for students. Finally, there is supporting evidence, including statements made by Soykan and Faith 1143 that "tablet computers are portable and can be taken home by students. It's preferable if you include a hint or an example of opposition and re-battle." Ma'am, I need the assistance in editing my writing as my re-battle is still not good."
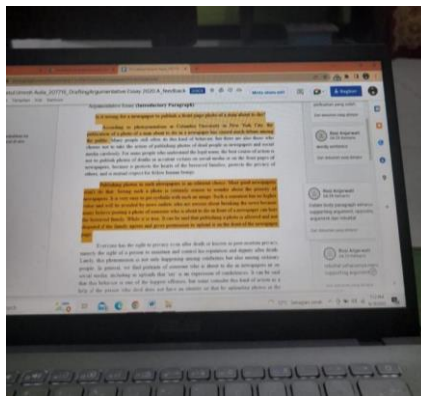

Fig. 4. The students need more examples.

3.5 Students need a comfortable place when doing revision

The success of the learning process depends not only on the teacher or learner. It should be noted that various factors, ranging from infrastructure to the learning environment, influence the success of the learning process. Creating a comfortable and conducive learning environment is important in maximizing the learning process. As a result, it is understandable if students believe that a comfortable and safe environment is one of their requirements when working on assignments. One participant contended that she required a representative study environment. The location should be quiet so that concentration on the task is not disrupted, and it should be comfortable, as reflected in the photograph below (Fig. 5). She took the photograph in her bedroom. She was lying on the bed while checking and revising the teacher's online written feedback.
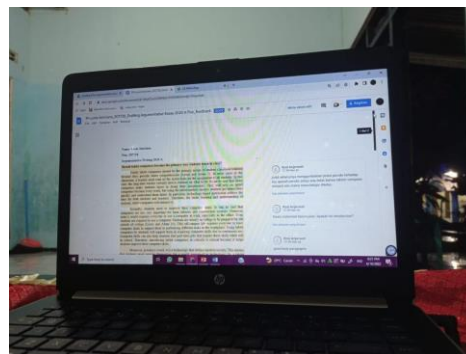

Fig. 5. The students need a comfortable place

3.5 Students need the right times when doing revision

Finding the best time to study will be beneficial so that learning does not take too long and the material being studied is quickly understood and stored in the brain for a long time. It turns out that our brain has its own rhythm, which determines the best time for the brain to do something, including learning. However, because the brain is a part of our body, its function and performance cannot be separated from our body's biological system. This is important to understand so we can plan our study schedule based on our physical condition. Most participants said they immediately revised their writing after receiving the teacher's online written feedback. However, they still need the right time when revising. One of the participants stated that the best time for him is at night because it is always quiet and there is no disturbance.

> "I need the right time to study, at that time when I checked the teacher's feedback, it was crowded. Usually when conditions are calmer or more conducive, for me the conducive time is usually 7 and up, I started to do the revision."

Another participant has a similar opinion, but the conducive time for her depends on her feeling and mood. It can be seen from the photograph she was taken. The photograph reflects the situation in which she was smiling at the camera, which means she was ready to revise her writing (see Fig. 6). However, the most important point is that students need the right time when revising.

Fig. 6. The students need the right time to do the revision

3.6 Students need snacks when doing revision

Some participants consider that snacking while working is needed. It feels suitable to snack while working, especially if there has yet to be a chance to eat. At least snacking will keep you from being hungry.

> "I enjoy eating snacks while doing my homework, ma'am. It's my bad habit, when I'm doing my assignment. Sometimes, I don't have time to eat, so eating a snack while revising the task is safer because it can prevent hunger."

Many people believe that snacking while studying improves concentration. When learning, the brain is encouraged to continue focusing on the subject matter being studied; however, concentration suffers if this monotonous activity has no pause. As a result, even

if she has just finished studying, anyone can feel sleepy or bored. On the other hand, another participant said that eating snack keep her motivated to finish her work. The students captured a photograph (Fig.7) showing snacks next to the writing assignment, meaning snacking is needed when they do or revise the writing assignment.

> "The atmosphere looks cool and relaxed, ma'am, because I am working on revisions accompanied by snacks, and it's true when I do revisions while eating snacks, to keep me motivated to do my assignments."
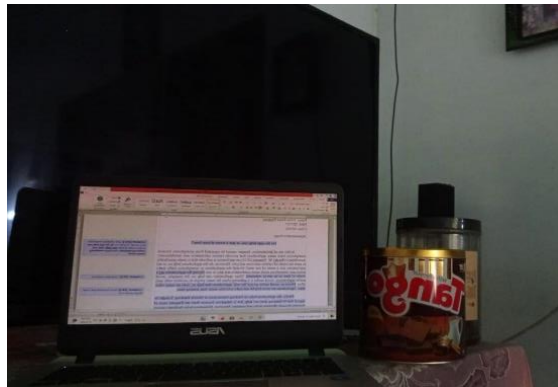

Fig. 7. The students need snacking while doing the revision

According to the findings of the analysis presented above, students have raised some points regarding the teacher's written online comments. These points include: 1) online written feedback is sufficient, and they do not need more offline feedback if it is understandable and detailed; 2) online feedback should show the strength of students' writing; 3) students' revision will improve students' writing quality; 4) students need a comfortable place when revising; 5) students need the right times when revising; 6) students need snacks when revising.

4. DISCUSSION

Feedback essentially describes what students have done and have not done. Additionally, such feedback must be impartial, descriptive, and given to students at the appropriate time, i.e., when they are still thinking about the learning objectives. A teacher must be able to find a balance between positive and negative feedback in order to improve student performance in the future. The primary objective of providing feedback is to help students understand what worked and what did not, as well as to give advice on how to move forward and avoid making the same mistakes.

Similar to the finding, students point to the need for effective feedback, which according to Hattie and Timperley (2007), must answer three primary questions given by a teacher and/or a student. The first question is, "Where am I going?" (What are the goals?)." that connect to generating ideas. The subsequent inquiry is, "How am I doing?" (How is progress toward the goal being made?) That relates to feedback concepts. "Where do we go from here?" is the final question. (What activities must be carried out to create progress?) that relate to the feed-forward ideas. When feasible, feedback should let students make their own judgments about what to do next.

Recently, as technology has assisted in the teaching and learning process, online feedback has emerged as one of the potential educational tools for improving student

writing. Students can receive feedback through online resources like assignments or homework, with proposed adjustments set down by the teacher or a peer, or through technology-supported activities such as online quizzes that provide online written feedback (Kılıçkaya, 2022). According to Shintani and Aubrey (2016), synchronous feedback is also beneficial in online computer-mediated environments when teachers deliver feedback while students are working on the assignment. Besides, in providing online feedback, it is important to consider the strengths and weaknesses of particular modes and the value of offering multiple modes (Ryan et al., 2019). The previous study has shown that screencast video feedback was preferred for its efficiency, clarity, ease of use, and heightened understanding (Cunningham, 2019).

Furthermore, the findings revealed that the feedback that led to student changes was suggestions based on the teacher's online written commentary on the compositions. This is also consistent with the students' preferences based on the photograph and interview session. The interview responses revealed that students favored suggestions over other types of feedback. Thus, this study agrees with the findings of Ferguson (2011), in which students from both studies demonstrated a strong preference for suggestions. The students said that such comment was crucial in helping them improve their writing and ideas. This can be viewed positively in terms of helping their L2 development. In this situation, teacher suggestions in the form of teacher online written feedback can be used as a tool to help learners identify their weaknesses. Moreover, students tend to revise more based on suggestions because research shows that this type of feedback contains the highest quantity compared to the other feedback types. This finding aligns with Razali and Jupri (2014), where teachers' written feedback encourages student revisions, and students have attempted to revise depending on the instructor written comments. Furthermore, the finding is also in line with Leng (2014), who claimed that the teachers' detailed and information-rich written feedback assisted the students in improving their essays. Teachers' more detailed, minor comments, clarification requests, and grammatical comments have been proven to be effective. Similar to this finding, Bitchener and Ferris (2012) students expect teachers to comment on specific issues and are disappointed if none are provided.

Further analysis of the revisions revealed that the majority of the effective revisions were those that received critical comments. This is due to the specificity of the feedback. Compared to suggestions, most comments in the form of criticism were specific. Although most adjustments were based on suggestions, they only resulted in a portion of successful revisions since most of them needed to be more detailed. The feedback provided was more direct in pointing out the students' mistakes. Among the lectures' criticisms were: "You are still weak in your grammar," "incorrect use of prepositions," "There is no thesis statement," and "There is no such word." As a result, students can revise more easily because teachers identify the errors the students make.

According to Ferguson (2011), inexperienced ESL writers avoid editing because they fear making mistakes. This helps them focus on the task of selecting the right words and sentences to convey their meaning in writing. As a result, given that the students in this study were primarily low-proficiency and inexperienced, the majority of successful changes were just Surface Changes. According to the findings, the preferred style of teacher written feedback between lecturers and students is aligned. This is due to the fact that the most common sorts of instructor written feedback utilized by lecturers are (1) suggestions, (2) criticism, and (3) praise. On the other hand, responses from the questionnaire show that students like suggestion-type feedback and loathe criticism. On the other hand, one student

in this study enjoys criticism since it can help him improve his writing. Dowden et al. (2013) found the same results, with their pupils preferring suggestions and hating criticism. Furthermore, one student considered criticism as a tool for helping to improve writing skills. In addition, this current study also shows that students also like praise, and this type of comment is usually associated with positive feelings. Dowden et al. (2013) also found that students believed that feedback in the form of praise provided the most helpful for them to improve their writing. In contrast, a small number of students in this current study reason that praise could lead to detrimental effects on their written work, where the positive comments will make them lazy to improve because of the feel-good factor. This also concurs with Ferguson (2011), where one of the participants was against praise type of feedback as she claimed feedback given in the form of praise was insincere. Ferguson (2011) further maintained that feedback in the form of praise gave students a false impression about their writing ability and eventually would lead them to distrust such feedback. Moreover, findings also suggest that students generally have a positive attitude towards writing compositions and teacher-written feedback. This proves that students appreciate teacher-written feedback on their written work.

In terms of the need, the result showed that the students need a comfortable place, time, and snack to help them do the revision. The students did not mention how the feedback was provided. However, among all these results, there are important things that must be considered as a whole, as Khan et al. (2021) encourage policymakers and educational institutions to handle online-based learning more effectively by implementing innovative online class techniques and continuously training teachers and students in this new technology so that the teaching and learning process becomes more enjoyable.

5. CONCLUSION

The study reveals that students have raised some points regarding the teacher's written online comments. These points include: 1) online written feedback is sufficient, and they do not need more offline feedback if it is understandable and detailed; 2) online feedback should show the strength of students' writing; 3) students' revision will improve students' writing quality; 4) students need a comfortable place when revising; 5) students need right times when revising; 6) students need snacks when revising. This study provides an overview of what students expect from the teacher's online written feedback and how students might respond and improve their writing. Students used photovoice to communicate their hopes and wish for the teacher's feedback, which is valuable to them and helps them enhance their writing. If the feedback received thus far has primarily taken the form of criticism and suggestions, feedback that describes students' writing strengths is extremely beneficial since it may improve students' confidence in writing and motivate them to write even better. Because the students stated that they require a comfortable environment, appropriate times, and snacks when revising. Teachers should consider accommodating their needs when they complete their writing revision tasks. This study contributes to the online written feedback and writing areas for further research for education researchers, such as proving which one is more powerful, online written feedback focusing on the student's strengths or weaknesses. Furthermore, other teachers should consider the students' voices if they want to provide online written feedback.

Authors' Contribution
Lailatus Sa'adah worked on the project, and the main conceptual ideas, collected the data, analyzed the data, and wrote the manuscript. Rosi Anjarwati collected the data, worked on the data analysis, and proofread the manuscript. Mohammad Romadhoni and Eva Nikmatul Rabbianty collaborated in data visualization and proofreading the manuscript.

Authors' Information
LAILATUS SA'ADAH got her Bachelor of Arts (in English Education) and master's in ELT from Universitas Negeri Malang. She is now pursuing an English Education doctoral degree at Universitas Negeri Surabaya. Her expertise is in ELT and Professional Development.
Email: lailaamilud.stkipjb@gmail.com; ORCID https://orcid.org/0000-0003-1270-6804
ROSI ANJARWATI is a Lecturer in the English Education Study Program at STKIP PGRI Jombang from 2009 until now, with expertise in English Language Teaching and Writing. The author completed his undergraduate education majoring in English Education at STKIP PGRI Jombang in 2009. In 2013, the author completed his Master's degree in English Education (S2) at UNISMA Malang. She earned her Doctorate degree in Language Education and Literature from Universitas Negeri Surabaya in 2021.
Email: rosi.stkipjb@gmail.com; ORCID https://orcid.org/0000-0001-7337-7827
MOHAMMAD ROMADHONI has been an English Tutor at the Academy of English Empowerment at National Dong Hwa University Taiwan since 2022. He got his Bachelor of Education at STKIP PGRI Jombang and Master TESOL (Teaching English to Speaker of Other Languages) from National Dong Hwa University. Now, he is pursuing his Ph.D. Program in Asia Pacific Regional Studies, College of Humanities and Social Sciences, National Dong Hwa University.
Email: 81110B001@gms.ndhu.edu.tw; ORCID https://orcid.org/0000-0002-6271-1209
EVA NIKMATUL RABBIANTY is a lecturer at the State Islamic Institute of MADURA. She attends the Doctoral Degree in English Language Education at the State University of MALANG. Her research areas are English language Teaching and Learning, specifically in Teaching English to Young Learners.
Email: eva@iainmadura.ac.id; ORCID https://orcid.org/0000-0001-8361-040X

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