Indonesian students' engagement in online EFL writing class and their perceptions on teacher feedback

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ABSTRACT
Teacher feedback on students' writing is critical in developing students' writing performance which is evident from the abundant research on this area. However, little is known about students' engagement with teacher feedback in an online EFL writing class. Therefore, applying a survey research design, this study aimed to depict how students engaged in an online EFL writing class. It also examined the students' perceptions on the teacher feedback provision. This study involved 24 Indonesian students taking Paragraph Writing course offered at a university level. The students' online EFL writing class activities were observed to know their engagement with teacher feedback on their written work. They were also asked to fill in the questionnaire and interviewed to know their perceptions on the feedback. The results showed that students engaged actively in an online EFL classroom. Besides, teacher feedback was seen as a positive practice that was useful to the process the students undergo in EFL writing, leading to improving their writing performance. The findings imply the need for teachers to use an online class as a new setting for teaching writing and in providing feedback on the students' drafts. The provision of feedback in the online class should take cognitive and affective dimensions into account to cater to knowledge diversity and lower anxiety.

Keywords: Engagement; online EFL writing; students' engagement; teacher feedback; writing performance

INTRODUCTION
Corrective feedback, which can be provided by the teacher or peers, is believed to be advantageous in drafts revision (Carless & Boud, 2018; Hyland & Hyland, 2006), thus helping students enhance their writing performance (Farid & Samad, 2012; Nassaji & Tian, 2010). Unlike teacher feedback, peer feedback is likely to miss serious linguistic and rhetorical issues (Hyland & Hyland, 2006) because students may not be able to recognize problems in these two aspects of writing. Teacher feedback can be direct or indirect and focused or unfocused. In addition to the various types of teacher feedback, for an online EFL classroom setting, the feedback can

be provided synchronously or asynchronously. Some types of teacher feedback are claimed to be more effective to help students in writing their drafts than other types. For example, in Shintani's (2015) research, synchronous teacher feedback is found to be more effective than that of asynchronous and it prevents the students from making the same errors in later writing.

There are a number of positive effects of teacher feedback on students' writing. First, the students are aware of their mistakes so that they can improve the quality of their writing through self-editing (Kurzer, 2017). Second, students can improve their awareness of linguistic errors such as

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grammar (Penning de Vries et al., 2019), verb tense (Benson & DeKeyser, 2018; Nemati et al., 2019), and articles (Bitchener & Knoch, 2010). Finally, teacher feedback can enhance students learning motivation (Tang & Liu, 2018). In short, it is useful for students to enhance their awareness in revising their errors and in composing their writing.

The effectiveness of teacher feedback cannot be separated from the role of students' engagement in response to the feedback. Teachers should understand how the students respond to the feedback, to what extent students are committed to their learning and how their attitudes are in receiving the feedback. All of these aspects are important to relate the teacher feedback and its effect on students' writing performance. It is important to note that teacher feedback will not work well if the students do not engage in the process of learning (Nguyen et al., 2018). Students' engagement refers to how students participate in learning and to what extent they are willing to make progress in the learning process. It includes understanding and responding to the feedback given by the teacher, state of feeling after receiving feedback, or immediate actions in revising their writing based on the teacher feedback. Therefore, students' engagement with teacher feedback plays a crucial role in improving their writing performance and students should not be passive receivers of feedback (Zheng & Yu, 2018). This is because positive behavior and students' sense of belonging are needed in the classroom.

Students' engagement in online class
One of the important factors that affect the success of the teaching and learning process is engagement of the students. Engagement is one of the vital factors affecting the success of teaching and learning. It refers to the students' commitment, participation, and willingness to take part in the learning process. Students' engagement relates to the students' behavior, experience, and thought towards the learning process (Schindler et al., 2017). Han (2019) suggests that students' engagement can be conceptualized as a process of perceiving and acting in embedding students with teacher feedback. Engagement in online learning is not considered as easy as engagement in the teaching and learning process which done is face to face. Because it is a remote learning, it needs students' motivation and participation in class. Students should attend the class in front of a computer or device. This situation reduces students' motivation in learning. Therefore, teachers should maintain the engagement of the students in online class by helping them to be active in participating in class, comprehend the material, do the assignment and encourage them to submit the assignment on time.

Ellis (2010) categorized students' engagement into three dimensions, namely cognitive, behavioral, and affective. Cognitive dimension refers to how students attend to feedback cognitively including noticing and understanding the feedback given by the teacher (Han & Hyland, 2015). Behavior dimension refers to how students correct their revision, including whether the students revise their draft by deleting the errors that they have made, substituting the errors, or with no revision. Affective dimension refers to how students react emotionally toward teacher feedback. Affective engagement deals with students' feelings, emotions, and attitudes toward teacher feedback (Carless & Boud, 2018)

Further concept of engagement is restricted to computer feedback on L2 writing. Zhang (2017) explored Chinese students' engagement with *Pigai* feedback. In his study, behavioral engagement is defined as the number of submissions and time spent on revisions. Emotional engagement refers to reaction in form of affective and motivation, while cognitive engagement refers to the student understanding the information given in feedback, monitoring the process of revision and self-regulating. This concept of engagement is also used by Koltovskaia (2020). Behavioral engagement refers to the revision operation such as carrying out the actual revision, using strategies in revising the accuracy of student's draft, and revision timing. Cognitive engagement refers to how students notice or understand the feedback given and how students use their metacognitive and cognitive in revising their writing. Affective engagement refers to emotional reaction and attitudinal responses to feedback.

Efforts of the students in understanding and reacting on teacher feedback is an aspect that should be considered to make feedback effective (van der Kleij, 2020). When the students do not accept the feedback, cannot interpret it, do not assume that it is useful for them, and are unable to use it, this leads to lack of engagement. Reaction to the feedback in the form of emotion, feeling and attitude is also crucial in building students' engagement with feedback. Emotional responses could be attributed to criticism, negative evaluation, and miscommunication between teachers and their students (Mahfoodh, 2017). The students' feeling of disappointment with the feedback will make it hard to understand and discourage the students. In contrast, good emotional state on teacher feedback can motivate students to make revision.

Teacher feedback in L2 writing
The debate on corrective feedback was triggered by Truscott (1996). He claimed that corrective feedback gives little significance to the students' grammatical accuracy. Accordingly, many scholars studied comprehensively on the growing literature focusing on corrective feedback in second language (L2) writing (Lee, 2020). Meta-analysis on teacher corrective feedback has been analyzed by some

scholars. One of the studies was done by Kang and Han (2015) who analyzed 22 studies. The findings of growing evidence show that the range of the effect of corrective feedback on the grammatical accuracy of L2 writing is moderate to large scale. Furthermore, the findings of the comparison among types of feedback effect on students' writing performance show that there are no significant differences between direct and indirect feedback. Similarly, there are no significant differences between focused and unfocused feedback. In addition, the findings in the form of treatment sessions as moderator variable show that there are no significant differences between single session treatment and multiple sessions treatment. This result of meta-analysis is contradictory to Truscott's finding.

The current belief that teacher feedback is useful to improve the students' writing performance has been supported by various forms studies such as the use of non-verbal corrective feedback (Wang & Loewen, 2016), comparison of direct and indirect feedback (Diab, 2015), and comparison of several types of feedback (Ahmadian & Yazdani, 2019). Karim and Endley (2019) investigated effect of teacher feedback on intermediate level pre-faculty university students' writing revision accuracy. They conducted the experiment by dividing the students into four groups. Each group received different treatment (direct, underlying only, underlining metalinguistic and a control group). The findings show that the groups that received feedback reduced their grammatical errors after 3 weeks treatment significantly. Similarly, Suzuki et al. (2019) investigated the effect of written corrective feedback explicitness on target structure accuracy. They argue that teacher written corrective feedback types enabled students to improve the accuracy of target structures. Overall, the experimental studies have supported the effectiveness of teacher corrective feedback on students' writing performance.

Students' engagement in online class with teacher feedback in L2 writing

From the sociocultural perspective, teachers can be considered as subjects in providing feedback to motivate their students (Jiang et al., 2020) and students are considered as active agents of their own learning (Kim & Emeliyanova, 2019). Consequently, students' engagement should be considered as one aspect that affects the effectiveness of teacher feedback. Most studies have examined the effectiveness of teacher feedback on students' writing performance. However, little is known about students' engagement. In relation to students' engagement on teacher feedback, Hyland (2003) investigated how student engaged with teacher feedback focused on form. The findings show that students who were categorized into lower-intermediate level engaged on teacher feedback with

strong emotional aspect. This means that student's emotional responses give great effect to the teacher's comment on student's writing. Similarly, Storch and Wigglesworth (2010) argue that the affective factor is important. Their research finding shows that students' engagement on teacher feedback was influenced by student's attitude, beliefs, and goals.

Furthermore, in an online class, there are many things that should be mastered by the teacher to keep the students engaged in their class. More importantly, the teacher should give students valuable learning experience in the online classroom. Teacher should master how to be a good public speaker, how to express through their facial expression, the movement of hand. Furthermore, teacher should spread positive emotions so that students engage well in the online classroom (Hazzam & Wilkins, 2023)

Empirical studies in exploring students' engagement are still limited. Han dan Hyland (2015) explored the engagement of four average level students with written corrective feedback. Qualitative inquiry was used in their study and the findings show that the students engage differently based on the student's belief and learning experience in receiving and processing written corrective feedback. Unlike Han and Hyland (2015), Zheng and Yu (2018) conducted a case study with 12 lower-proficiency students as their participants. Using multiple sources (students' writing draft, teacher written feedback, students' oral report and semi-structure interviews), the findings show that students' affective engagement was positive. Students' behavioral and cognitive engagement was not as great as the affective one in language accuracy, especially when the teacher gave them indirect feedback. Furthermore, they argue that the findings contribute to the various and dynamic nature of lower proficiency level of EFL students. Another study was done by Mahfoodh (2017). He focused on students' emotional responses and examined how students' emotional engagement with teacher feedback on students' revision of their drafts. The finding shows that different responses (happiness, dissatisfaction, frustration) affect students' understanding and processing of the teacher's written corrective feedback. Thus, the limited number of studies about students' engagement with teacher feedback needs further studies in the same field to add the evidence and give more empirical studies. To this direction is the present study conducted.

Previous researchers have examined the effectiveness of teacher feedback in writing class, comparing among types of feedback, and accuracy in certain grammatical aspect on students' writing performance. Benson and DeKeyser (2018) studied the effect of different feedback on verb tense accuracy. The result shows that groups which

received direct or metalinguistic feedback showed progress with verb tense compared to the control group which received general feedback. The effectiveness of feedback on target structure revision is also explored by Suzuki et al. (2019). Nemati et al. (2019) found that Iranian English beginner students achieved better writing after receiving teacher feedback. In addition, they argued that focused direct teacher feedback is more effective for English beginner learners than indirect one. Besides, Karim and Endley (2019) investigated the effect different types of teacher feedback on English preposition. The result shows that teacher feedback significantly reduced the students' errors in writing prepositions. All results indicated that teacher feedback was useful in writing' accuracy and contributed to grammatical accuracy.

To summarize, most studies focused on the effect of teacher feedback on students' writing performance. In addition, most of previous studies were done in an offline classroom. However, because only a few studies explored about how students engage in an online EFL writing class, it is necessary for teachers to be able to provide corrective feedback in online class setting as an alternative of corrective feedback provided in the face-to-face mode of instruction. To investigate whether corrective feedback is effective or not, teachers should know students' perception on it, especially on teacher feedback. Therefore, it is important to explore further about students' engagement with teacher feedback in an online EFL writing class and to know their perceptions on the teacher's feedback provision. Therefore, this study is aimed to answer the following research questions:

1. How do the students engage with teacher feedback in an online EFL writing class?
2. How do the students perceive the teacher feedback in an online EFL writing class?

METHOD
Design and Platform
The present study applied a survey design which aims to descriptively depict how students engage with teacher feedback in an online class setting and to find out the students' perceptions on it. The data gathered from the students were based on their perceptions and this can be considered a survey (Delete, 2016). The survey design is suitable for the purpose of the study which requires data elicited from several students. This study involved one of two classes of students who took Paragraph Writing course at the English Department of a reputable private university in Malang, East Java, Indonesia. The class selected for this study consisted of 24 students. The students of the Paragraph Writing course were chosen for this study because the course is the basic level in the three writing courses offered in the Department: Paragraph Writing (basic level),

Essay Writing (intermediate level), and Argumentative Writing (advanced level). The basic level of writing course was chosen in order to provide the students with experience in receiving online feedback and how to respond to the teacher feedback properly in an online setting. The experience and engagement of the students are prominent to prepare them in joining the higher levels of writing courses. The platform used for online class in this study was e-learning platform (which functions as a learning management system/LMS) provided by the university. It was designed for the online class setting to support the teaching and learning process during the pandemic situation. The navigation profile of the platform has some menus such as *file, forum, assignment*, and *feedback*. The function of *file* space is to upload the material that should be learned by the students; *forum* space can be used as a place to discuss the material with the students; while *assignment* space is a place for students to submit their works. Besides, *feedback* space can be used by the teacher to give feedback to the students' works. Besides, synchronous meeting was also provided by the teacher after giving written feedback. The synchronous meeting was implemented using Google Meet Application. Both synchronous and asynchronous meetings were applied by the teacher to make the students understand the feedback before doing revision.

Procedures
The data in this study were collected by using observation, questionnaire and interview. The observation was done to find out the student behavior engagement. To observe the individual students' behavioral engagement, the observation code was adapted from Liu et al. (2018) who have implemented Shapiro and Keller's (2006) Behavioral Observation of Students in School (BOSS). The adaptation of this observation code was done because the original code was for face-to-face classroom setting. Consequently, the code was adapted to suit observation in online class. The original code was divided into two parts, on-task behavior and off-task behavior, but this study only used on-task behavior. On-task behavior was divided into two categories namely active engagement and passive engagement. These categories have different categories which are opposite to each other. Active engagement refers to how the students actively attend to the assigned task such as active participating in online discussion about the assignment and asking questions to the teacher or friends. Passive engagement refers to the students' responses contrary to engagement such as unwillingness to take participation in the online class and lateness in submitting the assignment (see Table 1). Students' writing quality was observed to know their cognitive engagement.

Table 1
*Observation Code Adapted from Liu et al. (2018)*

	Categories	Definition	Example	
On Task Behavior	Active Engagement	The students actively attending to the assigned task	a.	Participating in an online discussion
			b.	Asking/questioning the teacher about the assignment
			c.	Giving reaction/answering teacher's question
			d.	Giving suggestion/opinion to others
			e.	Submitting the assignment/revision on time
	Passive Engagement	The students passively attending to the assigned task	a.	Do not participate in an online discussion
			b.	Do not/rarely ask/questioning the teacher about the assignment
			c.	Do not, rarely give reaction/answer teacher's question
			d.	Do not/ rarely give suggestion/opinion to others
			e.	Do not submit the assignment/revision on time

The quality of the students' writing was assessed holistically by considering some components: content (how students substantially develop the topic), organization (how students organize ideas, including parts of paragraph: the topic sentence, supporting sentences, and concluding sentences), and language use (vocabulary, grammar and mechanic). To know whether the students' writing was good or not, the marking criteria was based on the teacher's comments on the students' drafts. To know the students' perception and feeling on teacher feedback, a questionnaire was delivered to the students after receiving teacher feedback. Interviews were conducted with some students to strengthen the results of the questionnaire.

This study was done in five meetings. In the first meeting, the teacher explained the material and components in writing a paragraph. In the second meeting, a model paragraph was given to the students and analyzed; this was followed by writing a paragraph by the students in third meeting. The students submitted their first draft in *assignment* feature in the online platform. In this period, student's first draft was collected as a document that was observed. In the fourth meeting, the teacher gave feedback to the students' work and sent the work to the students. The teacher used *Feedback* feature in giving written feedback to the students' draft. In addition, the teacher also gave feedback in online oral form in the synchronous meeting. This was aimed to make sure that the students understand the feedback given. The online oral feedback given by mentioning the common errors and mistakes made by students and reviewing three students' writing drafts as random example of the written feedback. In the last meeting, students were asked to submit their revision. Detailed information of data procedures can be seen in Figure 1.

Figure 1
Procedures in collecting the data
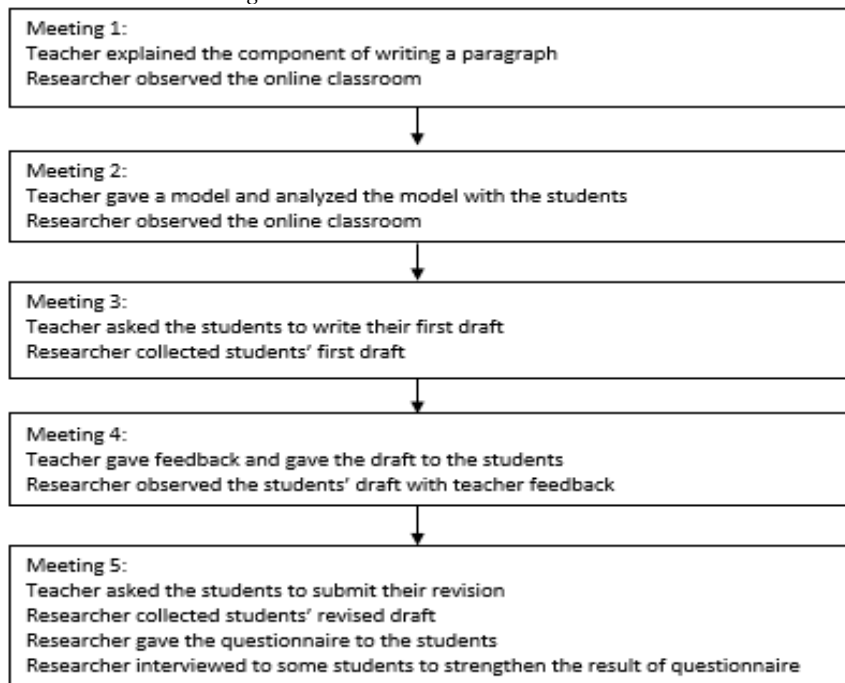
Based on Figure 1, the procedures of the research started since the class started. The class was observed to know whether the students actively engaged or not from the first meeting to the last meeting. When the teacher asked the students to write their first draft, students' first drafts were collected to be observed. After the teacher gave written feedback and score, the aspect of feedback given by the teacher was analyzed. Besides, the students' revised writings were also observed. After the class and students' writing were observed, the questionnaire was given to the students and some students were interviewed to check the trustworthiness of the data.

Data analysis
After the data were gathered, the data were classified on the basis of the observation code. Students' behavior engagement was served in percentage to know whether the students engage actively or passively. Students' cognitive engagement was depicted on the basis of students' writing draft, by comparing their first draft and their revised draft while students' affective engagement

was described on the basis of the result of interview. Furthermore, the results of questionnaire were depicted in the form of narration to know the students' perception on teacher feedback in writing class. Aspects of feedback to be analyzed from the students' narration were how they understand and implement the feedback to their revision.

FINDINGS AND DISCUSSION
The aims of the study were to explore the students' engagement with teacher feedback in an online EFL writing class and to know their perception on the teacher feedback in the online class. The results of the study are depicted in the following.

Students' Engagement with Teacher Feedback in an Online EFL Writing Class
Behavioral engagement
Students' behavioral engagement can be derived from the way they participated in the online EFL writing class, be it actively or passively. The result of observation can be seen in Figure 2.

Figure 2
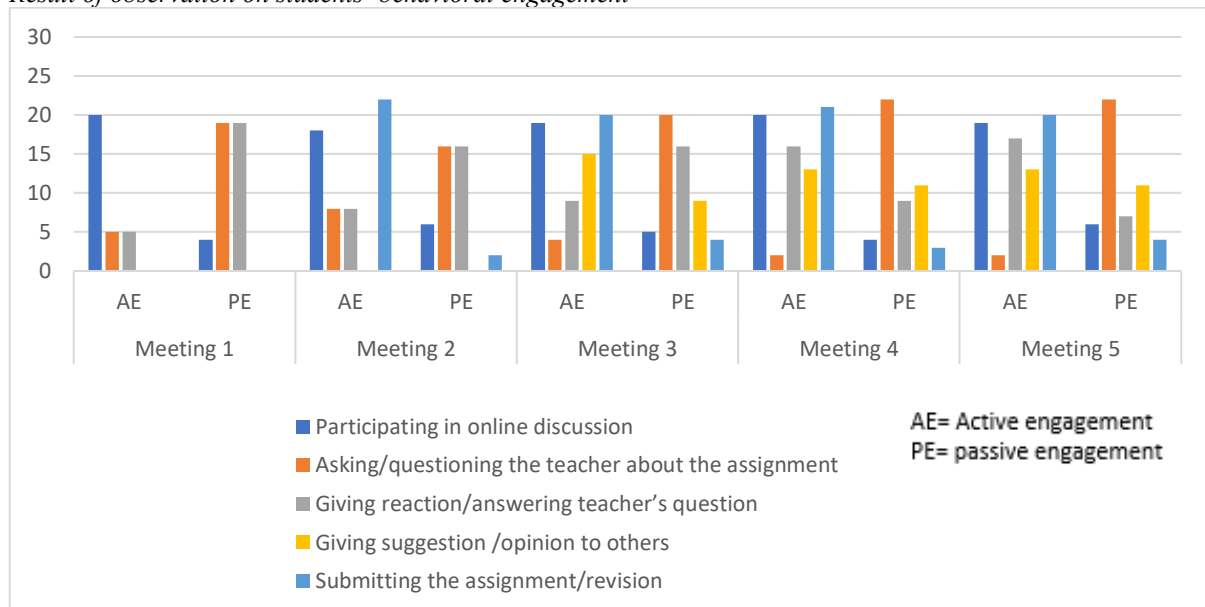*Result of observation on students' behavioral engagement*

Figure 2 shows that the students' behavioral engagement varied from active to passive. The number of students who participated in online discussion showed that more than 50% of the total number of students actively engaged in the discussion. In Meeting 1, 20 students were active in online discussion. In Meeting 2, 18 students were actively involved. In the third meeting there were 19 students who were actively involved in discussion. While in Meetings 4 and 5, there were 20 and 19 students who actively participated in discussion,

respectively. Different from the students' involvement in discussion, students were passive in asking or questioning the teacher about the assignment. Only 5 students asked the teacher about the assignment; 8 students asked in Meeting 2, 4 students in Meeting 3, 2 students in Meeting 4, and 2 students in Meeting 5. This means that only a few students were active in asking or questioning the teacher about the assignment.

In giving reaction or answering the teacher question, the number of students varied in each

meeting. The number of students rose from 5, 8, 9, 16 to 17 students in answering teacher's questions. Furthermore, there was no student who gave a suggestion or opinion to other students' writing in the first and second meetings. This happened because in the first meeting, the teacher gave an explanation on the material (parts of paragraph) and in the second meeting the teacher gave the model and analyzed the model based on the material given in the first meeting. Although there were no students who gave a suggestion or opinion to their friends, it did not mean that students were not engaged in the class. It was just because of the material that was not suitable with the two ways communication among the students. Consequently, communication happened only between teacher and students. Besides, in the third, fourth, and the last meetings students interacted with each other by giving suggestions to other students. There were 15 students who were involved in giving suggestions to their classmates in the third meeting and 13 students involved in giving suggestions to their classmates in the fourth and fifth meetings.

The last indicator to know whether the students engage in online class is how the students submit their assignment. In the first meeting there was no assignment; the assignment was given in the second and the next meetings. The engagement of the students in submitting their assignment is evident from their willingness to submit the assignment on time. There were 22 students who submitted their assignment on time in the second meeting, 20 students submitted on time in the third and fifth meetings, and 21 students submitted on time in the fourth meeting. Thus, students' behavioral engagement in writing online class varied among indicators (see Figure 3). From Meetings 1 to 5 the students who were involved in the online class raised except for the asking question to the teacher about the assignment. This can be caused by the clear instruction from the teacher which prevented students from disengagement. Overall, students' behavioral dimension was categorized as active engagement.

Figure 3
Students' Active Engagement
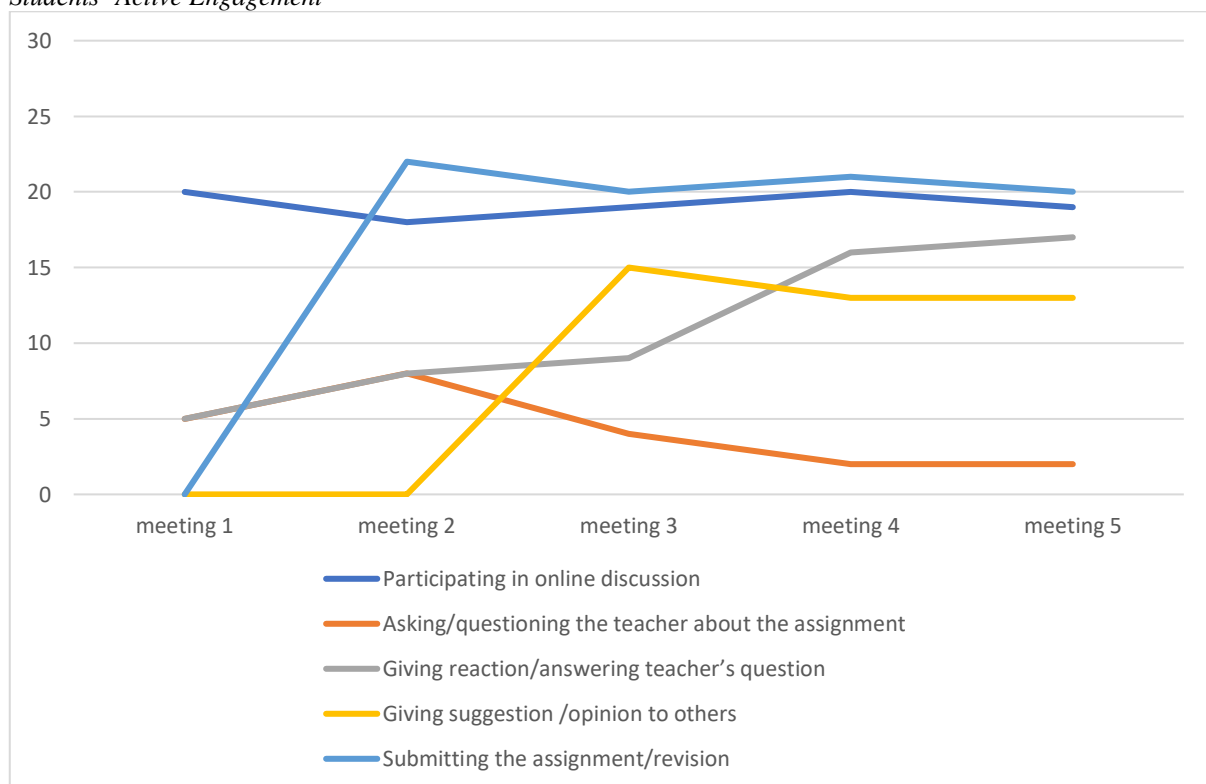
Cognitive engagement
Student cognitive engagement with teacher feedback can be examined from how they notice and how they understand the teacher feedback so that they revise their writing based on the feedback given. Based on the observation of the feedback given, the teacher focused on the organization and language

use. Mechanical aspect reminds the students to revise their drafts based on the academic conventions in writing a paragraph such as capitalization, punctuations and sentence indentation. Figure 4 is an example of teacher feedback given to one of the students.

Figure 4
Example of teacher feedback

As displayed in Figure 4, the teacher suggested one of the students to indent the first sentence in a paragraph. Besides, he also reminded the student to give comma after the word "Blitar" (a name of a town). In grammatical aspect, the teacher gave indirect feedback by giving a notice that "He give" has a wrong subject and verb agreement. Furthermore, based on the questionnaire result, most of the students (71%) answered that they reread, analyzed the errors they have made in the first draft and then they revised their drafts. Table 2 is an example of student's first draft and revised draft.

Table 2
Example of a Student's First Draft and Revised Draft

First draft	Revised draft

Table 2 shows that the student analyzed the errors on indirect feedback given by the teacher, why some words were in bold. Then the student realized that in writing an experience, past tense should be used. Besides, when student did not understand the teacher feedback, he or she did not revise it like he or she did in the first sentence. This action was also described in the following statement:

"I don't understand why my teacher thinks that I was wrong in composing my first sentence. My teacher only writes that it is not a good sentence. So, I didn't revise it. While for the next revision, I changed the verbs that is wrong because my teacher said that I have to write with past tense." (S5)

From the student's statement above, understanding and noticing teacher feedback is important. Students can revise their draft well when they understand what the feedback means. Every individual has a different understanding of the feedback. The following is a statement from another student:

"When I don't understand what the feedback is, I ask my teacher by sending message (WA), then he explains, after I get the point, I revise my draft." (S3)

Similarly, another instance, Student 16 said that he did not care about what the teacher wrote on his draft, "I don't care. I just repost my first draft as my revised draft."

To sum up, the cognitive engagement of the students cannot be generalized because every student has his or her own capacity in understanding and revising their draft based on the teacher feedback.

Affective engagement

Affective engagement includes students' feeling of happiness, sadness, and anxiety after receiving feedback from the teacher. From the questionnaire result, 62.5% of students felt happy. There were two reasons why they felt happy; the teacher had read their works and the students knew what the errors were. As a result, they could revise their draft. This reason was clarified in students' responses on the interview:

"*I am very happy if my teacher gives feedback to my writing draft because I know which part that I have to revise.*" (S1)

"*Getting feedback from my teacher is a happy thing. I can know my errors in writing a paragraph and I can revise my draft based on the feedback given by my teacher although sometimes I do not really understand it.*" (S5)

A number of students stated that they were happy and at the same time sad, depending on whether the feedback was positive or negative. This answer was expressed by 5 students.

"*It depends … if the feedback is positive, I am happy. If the feedback is negative, I am really disappointed.*" (S10)

Few students felt anxious toward the teacher's feedback. Three students were unsure about their errors.

An unpredicted answer came from one of the students (S16). He said that teacher feedback has no effect on him. He said, "It is nothing for me; I do not care with the feedback; I do not like writing."

Students' Perceptions on Teacher Feedback in an Online Class

In general, the students perceived that teacher feedback in an online class was useful and they enjoyed the class. Students' perceptions on teacher feedback in online class can be seen in Table 3.

Table 3
Students' Perceptions on Teacher Feedback in an Online Class

No	Statement	yes		no	
		Number of students	percentage	Number of students	percentage
1.	Teacher feedback is useful	20	83%	4	17%
2.	Teacher feedback improve my writing skill	19	79%	5	21%
3.	Teacher feedback makes me realize of my mistakes in writing paragraph	21	87%	3	13%
4.	Teacher feedback helps me how to compose a good paragraph	20	83%	4	17%
5.	Teacher feedback helps me to write better in the future	15	63%	9	37%
6.	Teacher feedback makes me feel good in writing	16	67%	8	33%
7	I am happy with the feedback given to me	15	63%	9	37%
8	I enjoy writing online class with teacher feedback	20	83%	4	17%

Table 3 indicates that 20 students (83% of the total number of students) agreed that teacher feedback was useful. Teacher feedback helps students to improve their writing performance. This was indicated by 19 students or 79% of the total number of students. Teacher feedback also helps students in realizing their mistakes or errors in writing draft. This can be seen from the responses of 21 students who chose "yes" in answering question Number 3. Many of the students (83%) agreed that teacher feedback helps them to compose a good paragraph and 63% of students believe that teacher feedback helps them to write better in the future or the next tasks.

Furthermore, teacher feedback had a positive effect. For example, in Statements 6, 7, and 8, teacher feedback motivated the students to a good feeling when they joined online writing class. More than half of the students (63%) felt happy with the feedback given by the teacher, and most of the students (83%) enjoyed the online class with teacher feedback. Briefly stated, teacher feedback is useful to the students to make them raise their awareness in reducing errors and to make a good paragraph.

Besides, students got positive affect of feedback. The students were happy, and they enjoyed the online class with teacher feedback.

DISCUSSION

This study has explored students' engagement with teacher feedback in an online EFL writing class. Students' engagement was seen from three dimensions: behavioral, cognitive, and affective. In terms of behavioral dimension, the results of this study revealed that students showed active engagement. Students participated actively in the discussion and in answering the teacher's questions. Interaction between the teacher and students make students more engaged in the class. Alghasab et al. (2019) suggested that it is important to involve teachers in the classroom interaction to help students transform commitments both in face-to-face and online class.. Nguyen et al. (2018) stated that students' engagement can be increased through interactions with other students and the teacher. Teachers' initiative in opening the discussion bound the interaction between teacher and students (Mafulah at al., 2023). Not all of the students asked the teacher about the assignment; one question may enlighten all of the students; therefore, only a few students took part in this indicator. This also happened in answering the teacher's question. The role of the teacher influences students' attitudes. When the teacher lectured or only gave instruction, there was limited opportunity to answer the teacher's question. Submitting the assignment was a good response as most of the students submitted the assignment on-time. Online class provides on time submission, otherwise the submitted assignment will be restricted by the system (Koltovskaia, 2020).

From the cognitive dimension, most of the students learned from the feedback before revising their writing. In case of direct feedback, students simply corrected and revised their drafts by looking at the teacher feedback, but in case of indirect feedback, students relied on their linguistic competence to edit their drafts. This is in line with the result of study done by Zheng and Yu (2018). In addition, when the students did not understand the teacher feedback, the student ignored the feedback and resubmitted the draft without revision. This finding confirms the study conducted by Han and Hyland (2015) who argued that cognitive operation was used in revision process. When students have limited previous knowledge, they cannot revise the drafts well. In this finding only one student experienced this condition. Every student has a different capability in evaluating and analyzing teacher feedback, as a result the revision was based on the students' cognitive operation. Different level of cognitive presence has a strong relation to the students' success academically (Galikyan & Admiraal, 2019). Moreover, online class setting makes it difficult for the teacher to identify students' cognitive engagement (Liu et al., 2023) and teacher feedback influences students' cognitive engagement (Chase et al., 2019). Chase et al. (2019) found that the most vigorous relationship to the students' cognitive is teacher talk or feedback. In sum, the presence of the teacher encourages students to engage cognitively (Shi et al., 2021). Tong & Long, 2021).

Regarding the affective dimension, most of the students were happy with the teacher's feedback. They felt happy when they got teacher feedback because they could realize the errors that they have made so that they can write better. Students' good emotional response brings a huge motivation to revise their writing drafts as Sigh et al. (2022) suggested that engagement is affected by motivation. Moreover, most of the students appreciated teacher feedback. The interview result showed that the students were happy when receiving feedback which means that the teacher read students' work. This reason can be as a consideration that teachers should give contribution to the students' work. This happened because the students actually need teacher' attention. For the students, the teacher feedback means that the teacher appreciates the students. Furthermore, when they get feedback, they can realize what mistake they have made, and they know what to fix. To some extent, there was a student who said that did not have a certain feeling. Further he said that he does not like writing. Zumbrunn et al. (2016) stated that disliking teacher feedback made students unable to realize that teacher feedback helps them to reach their writing goals. Although this study did not cover the different level of proficiency level, Zheng and Yu (2018) found that low proficiency level students feel frustrated in receiving teacher feedback because they know that they cannot revise their writing draft well.

In terms of the students' perceptions on the teacher feedback provided in the online EFL writing class, they considered that teacher feedback was useful for the students to understand their mistakes or errors in writing a paragraph. The students also thought that teacher feedback helps them improve their writing performance. More importantly, many of the students were happy, and they enjoyed the online EFL writing class with teacher feedback. The results of the present study confirm to the results of the study conducted by Mahfoodh (2017) who found that students' responses varied from positive (happiness) to the negative (dissatisfaction, frustration) responses. In the present study, a bigger number of students felt happy while a smaller number of students felt anxious in response to the teacher's online feedback. The finding the present study also extended Zheng and Yu (2018)'s study which found that students' affective engagement was positive by exploring more on the students'

affective responses to the questionnaire and the results of interview.

There are some limitations in this study, this study only focused on teacher feedback given in the basic level of writing course. Besides, since this study was done in five meetings, the length of period of the study may not capture detailed information on each dimension of students' engagement.

CONCLUSION

The present study was to investigate students' engagement with teacher feedback in an online EFL writing and students' perception on it. The students' engagement was observed from three dimensions: behavioral, cognitive, and affective engagement. The findings showed that in terms of behavioral engagement the students were active. In terms of cognitive dimension, every student has different engagement depending on student's knowledge so that he or she can revise his or her writing well. In terms of affective dimension, students tend to feel happy in receiving teacher feedback, but some students feel anxious. Regarding students' perception of the teacher feedback, most of the students agreed that teacher feedback was useful, and the students enjoyed the online class. The findings recommend teachers use online class as a new setting in teaching writing and in providing feedback to the students' drafts. However, this study focused on teacher feedback given in the basic level of writing course (Paragraph Writing). Therefore, it is suggested that the future researchers consider involving students from the intermediate level (Essay Writing) and/or advanced level (Argumentative Writing) of writing courses. Another aspect that needs further attention is the length of the period of online feedback provision. With feedback that took place in the period of five meetings, while many of the students were happy, some of the students were still anxious to receive feedback from the teacher. It would be worth studying to see the effects of online feedback provision in the longer period of meetings on the students' engagement, more particularly in the affective dimension. The longer period of meetings might also open opportunities to examine students' engagement in relation to their feedback uptakes and outcomes in an online setting.

ACKNOWLEDGEMENT

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