

EFL TEACHER'S AUDIO FEEDBACK IN IMPROVING ENGLISH WRITING SKILLS: SECONDARY STUDENTS' PERCEPTION AND MOTIVATION

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ABSTRAK

Umpan balik guru berperan penting dalam mendukung perkembangan belajar siswa, tetapi metode langsung maupun tidak langsung masih memiliki keterbatasan dalam membantu siswa memahami dan menerapkan umpan balik pada proses revisi. Dalam pembelajaran bahasa Inggris sebagai bahasa asing (*English as a Foreign Language/EFL*), kendala tersebut dipengaruhi oleh kemampuan kognitif siswa dan penyampaian umpan balik yang kurang tepat. *Audio feedback* diusulkan sebagai strategi pelengkap untuk mengatasi permasalahan tersebut. Meskipun telah banyak diteliti, sebagian besar penelitian berfokus pada mahasiswa, sedangkan kajian pada siswa sekolah menengah di Indonesia masih terbatas. Oleh karena itu, penelitian ini mengkaji persepsi siswa EFL sekolah menengah pertama di Indonesia terhadap penggunaan *audio feedback* dalam pembelajaran menulis berdasarkan aspek kejelasan, kemanfaatan, dan motivasi. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan enam partisipan untuk mendapatkan gambaran proses alami umpan balik, terdiri atas lima siswa kelas VIII yang menjadi fokus utama dan seorang guru bahasa Inggris untuk memberikan perspektif dari sisi pengajar. Data dikumpulkan melalui jurnal refleksi, tugas menulis, rekaman *audio feedback*, dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa siswa memandang *audio feedback* membantu memperjelas umpan balik guru apabila bahasanya mudah dipahami dan didukung dengan strategi umpan balik yang lebih efektif, bukan semata-mata karena bentuk medianya. Tingkat kemahiran berbahasa Inggris turut memengaruhi kemampuan siswa dalam memahami dan menerapkan umpan balik untuk menghasilkan pengetahuan yang bermanfaat. Selain itu, motivasi merevisi tulisan lebih dipengaruhi oleh persepsi terhadap kemampuan diri dan respons emosional dibandingkan dengan penyampaian melalui audio. Penelitian ini menyimpulkan bahwa *audio feedback* akan lebih efektif apabila guru menggunakan bahasa yang mudah dipahami, disesuaikan dengan tingkat kemahiran siswa, serta mendukung kondisi emosional mereka sehingga dapat menghasilkan ilmu yang bermanfaat dalam meningkatkan kemampuan menulis Bahasa Inggris. **Kata kunci:** *umpan balik guru, umpan balik audio, persepsi siswa, menulis bahasa Inggris, siswa EFL Indonesia*

ABSTRACT

Teacher feedback plays an important role in supporting students' learning, yet both direct and indirect feedback have limitations in helping students understand and apply feedback during revision. In English as a Foreign Language (EFL) classroom, these challenges are associated with unclarity and incomplete feedback delivery. *Audio feedback* has been proposed as a complementary strategy to address these issues. Although widely investigated, previous studies have mainly focused on tertiary students, while evidence from Indonesian secondary schools remains limited. Therefore, this study examined Indonesian junior secondary EFL students' perceptions of *audio feedback* in English writing classes in terms of clarity, usefulness, and

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motivation. This qualitative case study involved six participants to capture the natural process of feedback, including five eighth-grade students as the focus area and one English teacher to provide the instructional viewpoints. Data were collected through reflection journals, writing assignments, teacher audio recordings, and semi-structured interviews. The findings revealed that students perceived *audio feedback* as insufficient to support feedback clarity due to language inaccessibility and employed a more effective feedback strategy based on students' linguistic readiness rather than audio form delivery. English proficiency also influenced students' ability to interpret and apply the feedback to produce useful knowledge. Furthermore, motivation to revise writing was shaped more by students' perceived competence and emotional responses than by the audio delivery mode itself. This study concludes that *audio feedback* will be more effective when the teacher utilizes accessible language, adjusts to students' proficiency levels, and provides emotionally supportive setting so that students can produce useful knowledge in improving English writing skills.

Keywords: *Teacher feedback, audio feedback, student perception, English writing, Indonesian EFL students*

INTRODUCTION

Teacher feedback plays a crucial role in improving students' learning because it helps learners recognize their strengths, identify errors, and understand how to improve their performance (Hattie & Timperley, 2007). In English as a Foreign Language (EFL) classroom, where students have limited opportunities to use English outside school, teacher feedback becomes an important source of language input and corrective guidance. Among the four language skills, writing is widely recognized as one of the most challenging because it requires students to organize ideas while applying appropriate grammar, vocabulary, and text structure simultaneously (Butterfuss et al., 2022). Consequently, writing errors are common, making effective teacher feedback essential for supporting students' writing development.

Effective feedback should not only identify students' errors but also provide clear and constructive guidance for improvement. According to Corrective Feedback Theory, feedback is effective when learners can understand corrective information and use it to modify subsequent language production (Lyser & Saito, 2013). Similarly, feedback should be understandable, task-oriented, and encourage students to revise their work independently (Archer, 2010; Aslam & Khan, 2021). However, conventional feedback practices still present several challenges. Oral feedback is often delivered spontaneously during classroom interactions, which may increase students' anxiety and fear of making mistakes, while written feedback is sometimes perceived as brief, unclear, or difficult to interpret (Alharbi & Alghammas, 2021; Bakla, 2020; Molloy & Boud, 2014). These challenges are particularly evident among secondary EFL learners, who frequently experience difficulties, such as in grammar, vocabulary, punctuation, and text organization due to different cognitive skills to follow the learning process and comprehend feedback, which influenced psychological pressures for some related students that hinder the learning process (Alsoweed et al., 2025; Dobson & Sojisirikul, 2023).

To address these challenges, researchers have explored technology-assisted feedback, including audio feedback. Audio feedback enables teachers to communicate corrective comments through voice recordings, allowing students to hear tone, emphasis, and encouragement that are often absent in written comments (Heimbürger, 2018). Students can also replay the recordings whenever needed, enabling them to process feedback at their own pace and reducing the pressure associated with immediate oral correction (Saputra et al., 2023).

From the perspective of Social Cognitive Theory, learning occurs through interaction between cognitive processes, behavior, and environmental support, suggesting that clear and supportive feedback can strengthen students' confidence in revising their writing (Bandura, 1986). Likewise, Self-Determination Theory emphasizes that learning motivation develops when students experience competence, autonomy, and supportive interpersonal relationships (Ryan & Deci, 2020). Therefore, audio feedback may promote not only cognitive understanding but also emotional support and learning motivation.

Previous studies have shown that audio feedback improves students' understanding of teacher comments, increases engagement, and promotes more positive learning experiences than conventional written feedback (Mahoney et al., 2019; Solhi & Eginli, 2020). Despite these promising findings, empirical evidence regarding teacher audio feedback in Indonesian secondary EFL classrooms remains limited. Most previous studies were conducted in higher education or in educational contexts outside Indonesia, with greater emphasis on learning outcomes than on students' perceptions of feedback. Consequently, there is still limited understanding of how Indonesian secondary students perceive the clarity, usefulness, and motivational value of teacher audio feedback in authentic classroom settings.

This study addresses these gaps by investigating students' perceptions of teacher audio feedback implemented through WhatsApp voice notes in an Indonesian junior high school. Unlike previous studies that mainly examined structured interventions, this research explores naturally occurring classroom practices in which the teacher independently adopted audio feedback as part of writing instruction. The novelty of this study lies in examining audio feedback through the integrated perspectives of Corrective Feedback Theory, Social Cognitive Theory, and Self-Determination Theory to understand how students perceive its clarity, usefulness, and motivational value in authentic Indonesian secondary EFL writing classrooms. Therefore, this study aims to examine how Indonesian secondary school students perceive the clarity and usefulness of teacher audio feedback and how such feedback influences their motivation to improve English writing. The findings are expected to contribute to the growing literature on technology-assisted feedback and provide practical recommendations for English teachers seeking more effective and supportive feedback strategies in EFL writing classrooms.

METHODOLOGY

This study employed a qualitative case study design to explore Indonesian secondary EFL students' perceptions of teacher audio feedback in English writing. A case study was selected because it enables an in-depth understanding of participants' experiences within a specific educational context where audio feedback has been naturally implemented (Creswell et al., 2007). The research was conducted at an Indonesian junior high school where an English teacher had consistently used audio feedback through WhatsApp voice notes, discussing recount text material in the 2025/2026 academic year's second semester. Six participants were selected using purposive sampling (Gammelgaard, 2017), consisting of one in-service English teacher, five eighth-grade students (14–15 years old) representing different English proficiency levels (low, average, and high). Four participants were taken from two regular classes (low and average) and one participant from an advanced class (high) as shown in the table 1:

Table 1. Student Participant

Participant	English Proficiency Level	Age	Grade	Class
P1	High	15	VIII	Advanced

P2	Average	14	VIII	Regular
P3	Average	14	VIII	Regular
P4	Low	15	VIII	Regular
P5	Low	15	VIII	Regular

The selection was assisted by the teacher's recommendation based on student's formative assessment results to ensure variation in learning experiences and perspectives. This sample size was considered sufficient because qualitative case study research emphasizes obtaining rich and in-depth information rather than statistical representation. Data collection continued until no substantially new themes emerged from the interviews, indicating that sufficient depth and data saturation had been achieved (Guest et al., 2020).

Data were collected from four sources to enhance the credibility of the findings through data triangulation (Ishtiaq, 2019): (1) teacher audio feedback recordings, (2) students' writing assignments before and after feedback, (3) students' reflective journals completed through Google Forms after receiving feedback, and (4) semi-structured interviews. The interviews were conducted individually in Bahasa Indonesia to allow participants to express their views comfortably, while teacher interview focused on questioning the implementation and purpose of audio feedback.

Data analysis was conducted in two stages. First, supporting data, including audio feedback recordings, reflective journals, and writing assignments, were analyzed to identify preliminary patterns related to feedback clarity, usefulness, and students' responses. Teacher recordings were transcribed and examined based on Corrective Feedback Theory, while reflective journals and writing artifacts were analyzed using thematic analysis to identify students' understanding of feedback and evidence of writing improvement (Braun & Clarke, 2006).

Second, interview transcripts were analyzed using thematic analysis following Braun and Clarke (2006). All interviews were transcribed verbatim, translated into English with the assistance of DeepL for translation verification, and coded using QDA Miner software. Initial codes were generated inductively and subsequently grouped into categories and themes representing students' perceptions of audio feedback. The interpretation of the themes was informed by Corrective Feedback Theory, Social Cognitive Theory (Bandura, 1986), and Self-Determination Theory (Ryan & Deci, 1985).

To ensure trustworthiness, data triangulation and member checking were employed. Themes derived from interview data were compared with findings from the supporting data to confirm consistency across data sources. Preliminary interpretations were also shared with participants to verify the accuracy of the researchers' interpretations (Vivek, 2023). Ethical approval was obtained from the participating school before data collection. All participants provided informed consent and were informed about the purpose of the study, the voluntary nature of participation, and their right to withdraw at any stage without academic consequences. Participants' identities were anonymized using pseudonyms, and all collected data were treated confidentially throughout the research process.

RESULTS AND DISCUSSION

Results

Students Perceived Clarity When Audio Feedback Provides Language Accessibility

Participants rarely discussed the audio format itself. They focused on the quality of explanation delivered in the recording. Most participants described audio feedback helps clarity when the teacher explicitly identified the location of the error, explained why it was incorrect, and provided enough information to support the uptake. For example, P1 explained that audio feedback became useful because the teacher clearly pointed out grammatical errors before directing to relevant learning materials:

"When I sent it, after that, the teacher explained my grammar mistakes 'this part is not correct, there should be verb two, not verb one.' Usually, she said 'try to look at your notes in the book I gave you yesterday, try to learn it again.' It was very helpful." (P1 student)

Rather than simply receiving correction, P1 perceived that the feedback provided a clear pathway for improvement. Similarly, several participants emphasized that identifying which part that contained errors were more valuable than receiving a general evaluation. P5 (low) stated:

"Feedback that shows where are the errors I made."

This indicated that participants valued feedback that reduced ambiguity during revision. They expected feedback to act as instructional guidance rather than simply signaling that an error existed. Hattie & Timperley (2007) also stated that feedback becomes meaningful only when it answers the questions *Where am I going? How am I going? and What Should I do Next?* So, participants were judging teacher audio feedback's clarity based on its ability to answer these practical questions during revision.

However, most participants also described situations where teacher comments lacked sufficient clarity. Even though audio feedback could help to highlight errors, most participants frequently reported difficulty in understanding teacher's approaches during lecturing in the English learning. Because this study is not focusing on this area, the investigation was limited. The notable difficulty to comprehend teacher comment in the audio feedback practice was emerged from several interconnected language accessibility such as such as the extensive use of English code-switches without L1 (Bahasa Indonesia) translation, presence of unfamiliar accent; and teacher corrective feedback strategy such as, explicit error correction, metalinguistic feedback, and elicitation.

Language Accessibility

Across the teacher's audio feedback recordings, the identification of teacher's linguistic feature in giving feedback was code-switching of Bahasa Indonesia and English. According to participants, it became a clarity barrier because the teacher did not include the proper L1 translations:

"You have to put yourself... at the beginning ya... You have to put yourself setelah orang lain."

This type of teacher comment created restriction toward all participants. P2, P4, and P5 experienced teacher code-switch as the clarity barrier that reduced comprehension of the feedback.

P5' wrote in the reflection journal:

"Because when explaining it (feedback) was not translated into Bahasa Indonesia for me who did not understand the word in English."

Additionally, P2 showed language inaccessibility problem from teacher's inconsistent accent that became a clarity barrier that reducing the comprehension when the teacher articulated comments.

Interviewer: *What makes you think it (feedback) was unclear to you?*

P2: *The accents.*

Interviewer: *Oh. The accents?*

P2: *Teacher's accent... the English accent was sometimes mixed, so it's even more confusing.*

Participants explicitly conveyed that teacher code-switch and unfamiliar accents became an obstacle in language accessibility. As a result, teacher's valuable information was still linguistically

inaccessible and pedagogical intention was understood incompletely before the revision began. So, language use functioned as a bridge for learners to comprehend teacher feedback, especially for participants in secondary EFL level. They perceived the feedback was insufficiently clear because they could not interpret an extended English utterance independently,

Moreover, P3's illustrated language inaccessibility of teacher comment as a prolonged explanation which did not help feedback clarity.

"If the teacher explained it in detail or more clearly, maybe I could understand it more easily. If the teacher seemed to prolong the explanation, it would be more difficult for me to understand it."

Rather than receiving clarification in the feedback, P3 experienced additional cognitive demand while trying to interpret teacher's intention in English. Interestingly, P1 also described related experience as a high English language proficiency student:

"When the teacher explained too much in English... because my English is not that good."

Instead of rejecting English entirely, Participants preferred bilingual feedback in which proper English utterance was followed with its Bahasa Indonesia translation, not simply a code-switch. They believed that by adjusting to participants linguistic readiness, it could enable them to focus on understanding the information concepts rather than processing unfamiliar language. So, students perceived insufficient clarity during feedback uptake when they were required to comprehend knowledge from a language that they had not yet mastered.

Teacher Feedback Strategies

After analysing the audio feedback recordings, it identified that the teacher employed differentiated corrective feedback strategy by the level of students' language proficiencies. Based on reflection journal and interview data, participants demonstrated responses toward teacher feedback arrangement as shown in Table 2:

Table 2. Teacher Feedback Strategy Across English Proficiency Levels

English Proficiency	Typical teacher strategy	Student	Student response
High	Brief metalinguistic prompts	P1	Generally understood independently
		P2	Generally understood independently
Average	Explicit explanation with reminders	P3	Frequently reported confusion and limited comprehension
		P4	Both frequently reported confusion and limited comprehension
Low	Longer explanation with elicitation	P5	

In the Table 2, students' responses differed across proficiency levels. Students with High-proficiency (P1) and one average-proficiency (P2) generally understood the feedback independently without significant clarity barriers. Meanwhile, one average-proficiency (P3) student demonstrated only partial understanding and frequently required additional support before revising their work. These students reported confusion despite receiving explicit error explanation and more detailed explanations. This indicates that increasing the amount of explanation and employing elicitation did not necessarily lead to better understanding for most average proficiency students, as well as the low proficiency students. This finding showed that the average and low English proficiency participants still experienced unclarity in interpreting teacher comment and its instructional message contained in the audio feedback.

Interestingly, the teacher demonstrated a different interpretation of the feedback characteristics. The teacher intentionally encouraged students to think independently rather than immediate correct answer:

"...Sometimes I tell them directly, sometimes I drop a hint first, like, 'If it is like this, what's the correct way to do it? If they answer correctly, I tell them they're right."

T teacher further explained:

"I'm trying to get them to open the book again, if they forget."

Form T perspective, elicitation was intended to reactivate prior learning and promote independent problem solving. This Approach reflects principles of formative feedback in which learners are encouraged to construct understanding instead of passively receive correction [Molloy & Boud \(2014\)](#). Similarly, [\(Lyster & Saito, 2013\)](#) argued that elicitation can stimulate learner by encouraging students to retrieve existing linguistic knowledge. However, the present findings indicated that this instructional strategy was not consistently recognized by students. Rather than perceiving elicitation and English feedback as scaffolding, several participants interpreted simply as insufficient explanation or unclear explanation. P3 described one memorable interaction:

"I was asking T, it was... 'T, why does the sentence 'We couldn't 'ate', the word 'ate' is not changed to... past?' T asked me back. If I'm not mistaken, it was, 'What is 'could'? What is 'ate'? Then, I replied, 'Could is can, Ate is 'eat'. Then, T said, 'Lah, that's it'. I was confused."

Instead of helping retrieve grammatical knowledge by giving further specifications in the question, *What is 'could'? What is 'ate'?* is a incomplete question arrangement that left uncertainty, because P3 lacked the conceptual understanding needed to comprehend the intended question before answering. This practice was interpreted differently by teacher and students. What the teacher viewed as encouraging autonomy, was experienced as incomplete instructional support by students. This showed that the clarity of feedback depends not only on the pedagogical strategy but also learners' readiness to interpret the strategy. According [Hattie & Timperley \(2007\)](#), when feedback requires knowledge that students have not yet developed, learners may struggle to translate prompts into meaningful revision actions.

Students Rarely Processed Audio Feedback Independently but Engaged in Social Mediated Feedback Uptake

After listening to the teacher's recording, participants did not similarly proceed revision strategy. Instead, they performed selective feedback uptake based on their linguistic readiness and perceived clarity. the usefulness of audio feedback was to inspire socially mediated feedback uptake instead of performing self-reliance as what the teacher expected. This reflects that the usefulness of audio feedback could not be identified equally. Through participants behavior in extracting teacher comments into a writing revision as shown in Figure 1:

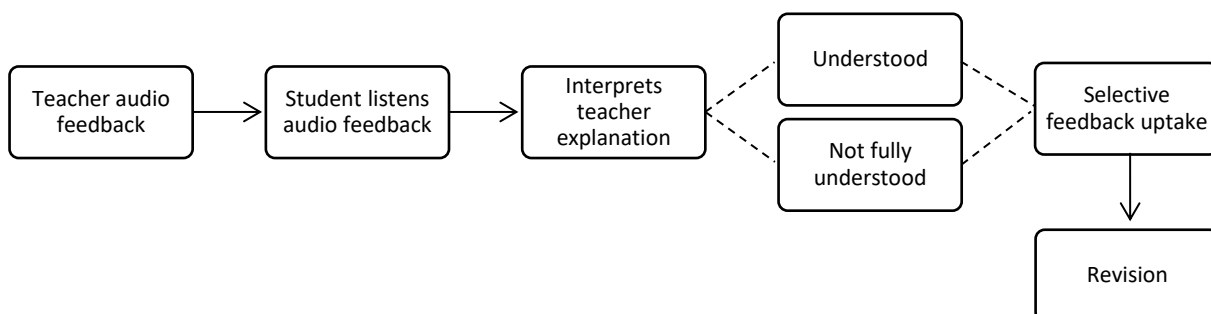


Figure 1. Students Feedback Uptake Process Observed

Figure 1 illustrates the feedback uptake process identified during the first phase of the study. After receiving the teacher's audio feedback, students first interpreted the comments before deciding which corrections could be applied during revision. Rather than implementing all suggested corrections, students tended to revise only those aspects that they were able to understand. More complex grammatical problems frequently remained unchanged, while simpler language features such as lexical choice, punctuation, or individual word forms were more likely to be revised as shown in the Table 3:

Table 3. Students' Observable Revisions

Participant	Teacher's Feedback Focus	Observable Revision	Uptake pattern
P1	Grammatical accuracy and verb tense	Some highlighted errors remained	Partial uptake
P2	Grammatical accuracy and sentence structure	Some highlighted error remained	Partial uptake
P3	Grammatical accuracy and verb tense	Highlighted errors remained	Surface uptake
P4	Text structure and verb tense	Highlighted errors remained	Partial uptake
P5	Grammatical accuracy and verb tense	Some highlighted errors remained	Partial uptake

Table 3 summarizes the relationship between the teacher's corrective feedback and students' observable revisions. Overall, four participants demonstrated partial feedback uptake, whereas one participant exhibited surface uptake. Across all participants, grammatical accuracy

and verb tense were the primary focus of teacher feedback. However, many of the targeted grammatical problems remained unresolved in the revised texts.

Students who demonstrated partial uptake were able to implement some of the teacher's corrections while simultaneously improving several minor aspects of their writing, such as punctuation or lexical choice. Nevertheless, they did not successfully revise every grammatical issue highlighted in the feedback. In contrast, the participant categorized as demonstrating surface uptake mainly revised visible language features, whereas the major structural and grammatical problems identified by the teacher largely remained unchanged. These observable revision patterns suggest that students selectively applied teacher feedback according to the aspects they understood during the revision process.

Based on the illustration in the Figure 1, P1 and P2 showed a self-reliance behavior, while P3, P4, and P5 tended to have forced self-reliance learning. It demonstrates that feedback uptake was not a direct process from receiving comments to completing revisions. Instead, students filtered the feedback based on their comprehension and linguistic readiness before producing their revised texts. This pattern was consistently identified across the teacher's recordings, students' reflection journals, and writing artifacts.

Forced Self-Reliance

Forced self-reliance showed in average and low proficiency participants. It described a process of seeking additional support before revising their writing that caused by confusion (Carless & Boud, 2018). This indicated that feedback functioned less as a primary instructional resource and more as a starting point for further interpretation through peer assist and independent information searching. From P3 and P5 participants, the revision process was rarely an individual activity. These participants frequently relied on classmates to clarify teacher comments, validate interpretations, and reduce uncertainty before making the actual revisions. This behavior appeared to represent a strategy for increasing confidence in understanding the feedback which sometimes occurred in a group learning. For example, P4 explained:

"I usually ask my friends first, to compare their feedback and mine. For example, 'Is your answer wrong too?'"

The reason why P4 used this approach was:

"It's better to ask a friend. Someone who knows us better."

In this case, peer interaction was used as an interpretive space where students collectively negotiated the meaning of teacher feedback (Cavanaugh & Song, 2014). P5 used classmates as accessible learning partner who could explain concepts using more familiar language.

Self-Reliance

While other participants looked for help from friends, P1 and P2 attempted to construct understanding independently by integrating teacher feedback with textbooks, prior knowledge, and online resources support before asking questions if necessary. This described self-reliance feedback uptake. The behavioral strategies indicate that students could regulated their own learning after receiving feedback. It reflects feedback uptake as an active meaning-making process rather than simple compliance with teacher correction (Lui, 2022). P1 demonstrated a slightly different plan by combining several learning resources simultaneously.

I listened while reading the explanation in the book, sometimes searching on Google. So, I know what I'm wrong about."

In the interview, P1 further explained that P1 usually paused for self-review on errors before revising.

"I looked at A while understanding it. After that, I fixed it."

Furthermore, P2's prior knowledge helped in recalling grammatical concepts during feedback uptake:

"It's not too difficult, maybe just think for a moment which parts I need to improve."

Further explanation in the interview described the process of meaning-making during P2's uptake:

"I processed it (feedback)... to understand the core of the problem first, how to solve it, how to overcome it. If I could not figure it out, I asked it."

Meanwhile, the teacher intentionally encouraged this independent learning behavior. T teacher further explained the use of additional learning sources to help students understood the content of feedback:

Interviewer: *You also allow them... or, encourage them to.... look for resources on their own, right?*

T: *Yes, I do. I give them that freedom.*

Interviewer: *As long as they understand?*

T: *Yes.*

Participants' experience generally supported this instructional intention, even though not always in the way the teacher expected. T teacher anticipated that students would work independently, but many participants prioritized discussions with classmates. Friends were perceived as more approachable, easier to communicate with, able to explain confusing points using appropriate language to their level of understanding. P5 stated:

"When I go to the teacher, we have to be polite, so we're confused about whether to use English or Bahasa Indonesia."

Participants' decision to seek peer support was influenced not only by cognitive factors but also interpersonal considerations. Participants viewed classmates as discussion partners that psychologically harmless, allowing them to ask questions without fear of making mistakes or violating classroom norms. This finding relates with Bandura (1986) Social Cognitive Theory, that learning develops through mutual interactions between individuals and their social environment. Peer discussion became an adaptation strategy to transform teacher feedback into useful knowledge. Therefore, effective feedback uptake emerged not from the audio recording alone but from a wider learning ecosystem that the participants adapted and constructed around it. The educational value of feedback relies on how learners interpret, negotiate and apply it within reliable learning context (Butterfuss et al., 2022)

Students' Motivational Responses Were Shaped More by Affective Response Than Audio Feedback Features

Participants motivation was influenced by their affective experiences. Most participants did not perceive recorded feedback as threatening. They appreciated the flexibility that audio feedback offered, because they could listen to the recordings repeatedly and review them at their own pace. However, their affective responses changed when the teacher's delivery was perceived as unclear and insufficiently supportive. These findings suggest that students distinguished between the feedback communication standard and the interpersonal qualities of the feedback.

Affective Enablers

Some participants described audio feedback as creating a relatively comfortable learning environment because it allowed them to process corrections without the pressure of direct classroom interaction. P1 explained that revising after listening to the recording felt relaxed because P1 could choose his own learning conditions.

"It's normal. Relaxed, I can eat something, no pressure."

Similarly, P3 described the flexibility provided by audio feedback.

"I feel unrestricted. When we don't understand, we can ask friends, we can work from home, while having chats on WhatsApp, while listening to music."

These experiences support previous findings that recorded feedback can create a more comfortable learning environment by allowing learners to control the pace of engagement and revisit explanations multiple times (Heimbürger, 2018). This autonomy in the asynchronous feedback may reduce some of the social pressure commonly associated within face-to-face-corrective feedback.

Affective Barriers

Positive affective responses weakened when students perceived the teacher's delivery as overly critical or tend to more personal. In these situations, emotional discomfort emerged because of the interpersonal meaning that participants involved towards reacting to teacher's comments. P2, P4, and P5 described comparable experiences, although the source of discomfort differed. P2 and P5 suggested one important improvement for the characteristics of teacher's feedback that causing student's fear of making mistakes and reluctant to ask an authority figure:

"Maybe, don't simply blame your students." P2

"When the teacher said, 'That's why don't just fool around in class.' I feel something uneasy." P5 (low)

In addition, P4 (low) illustrated how learner's unpreferred English subjects as the goal orientation in motivational determinants that became affective barriers that hindered the usefulness of feedback. P4 stated:

Interviewer: *Okay. Can you tell me what part that helped you the most and which part you may still find it confusing? A part that helped you in the audio feedback... from your teacher.*

P4: *Nothing.*

Interviewer: *Nothing?*

P4: *Nothing at all.*

Interviewer: *Absolutely nothing?*

P4: *Yes.*

Further questioning in the later segment:

Interviewer: *Hmm... You feel more uninterested. Do you prefer English subjects, by the way?*

P4: *I don't prefer it, Mas.*

This was evidence among participants in low English proficiency. P4 openly admitted that English as a unpreferred subject that had become the source of discomfort during feedback. This condition was obviously reduced motivation to engage with the revision immediately. As a result, P4 and P5 postponed revision until there was a chance to ask classmates or compare their work.

P5 remarked:

"I usually ask my friends first, to compare their feedback and mine."

On the other hand, P1 (high) who perceived audio feedback as sufficiently clear, described as attempting revision independently.

"I understood what the teacher said in the audio feedback, and then tried to correct it (errors)."

These findings support Self-Determination Theory (Ryan and Deci, 1985), which proposes that learner's intrinsic motivation develops when instructional support is matched to students perceived competence. When feedback remained achievable and inspiring, student's perceived competence stimulates motivation. But, when explanations exceeded their current competence, motivation decreased despite the availability of the feedback itself.

Furthermore, [Brandmo and Gamlem \(2025\)](#) argues that effective feedback should concentrate on performance and improvement. Feedback that shifts attention from the task to the learner's personal may reduce its educational effectiveness because students worried more on emotional reactions rather than improvement.

The teacher on the other hand, perceived quite differently. The conveyed evidence was the way in communicating, T teacher intentionally maintained a firm tone when delivering the voice.

"If I use a soft tone, they won't take it seriously. You have to be firm."

When asked how she designed her tone to ensure students felt supported, she responded:

"There's no specific design. Depending on the question."

These suggested that the teacher primarily viewed tone as a classroom management strategy to encourage students to respond more seriously. For her perspective, firmness was associated with maintaining instructional authority than criticizing students personally.

The contrast between teacher intention and student interpretation revealed another important mismatch within the feedback process. The teacher believed that audio feedback increased students' affective because they could free from FLCA and revisit explanations independently.

"They are more confident than face-to-face. They can repeat it again if they don't understand."

Participant indeed participated the opportunity to replay recordings and perform self-paced learning. However, confidence appeared to less depend on these features, but the explanation and student's emotional condition that enabled students to uptake the feedback with the presence of competence and motivation. Whereas, motivation depended on learners experience the interpersonal qualities in the feedback. These findings supported previous literature arguing that effective feedback required both cognitive and affective sensitivity to maximize students' engagement with revision ([Schwab et al., 2024](#); [Brandmo and Gamlem, 2025](#)).

Together, participants did not evaluate audio feedback simply as an alternative mode of delivering corrective comments. Instead. They evaluated its usefulness through an interconnected process involving cognitive understanding, feedback uptake, and affective experience. Students considered audio feedback effective when it provided explicit and accessible guidance to identify their writing problems and understand those problems could be improved. However, in the practice, most participants looked additional support from peers, textbooks, online resources, or follow-up communication with the teacher after they felt ready to revise. This suggests that audio feedback functioned as one component within a broader learning process than a self-reliant instructional tool.

Cross-Source Triangulation

Table 3. Findings from Phase 1 Analysis

Data source	Main Finding
Teacher recordings	Teacher emphasized language feature and text structure correction through explicit error correction, metalinguistic feedback, and elicitation.
Reflection journal	Several participants reported insufficient clarity of teacher feedback due to language accessibility and inconsistent instruction.
Writing artifacts	Selective feedback uptake and many targeted problems remained after revision

Table 3 presents the triangulation of Phase 1 findings obtained from teacher recordings, students' reflection journals, and writing artifacts. The three data sources consistently revealed complementary evidence regarding the implementation of teacher audio feedback. Teacher recordings showed that the teacher mainly employed explicit error correction, metalinguistic feedback, and elicitation to guide students' revisions. Reflection journals indicated that several students experienced difficulty understanding the feedback because of language accessibility and inconsistencies in instructional delivery. Meanwhile, the analysis of writing artifacts demonstrated that students only partially implemented the teacher's corrective comments during revision.

The consistency across these three sources strengthens the credibility of the Phase 2 interview findings. Although each source represents a different perspective of the feedback process, all of them indicate that students' revision performance depended largely on their ability to understand and interpret the instructional meaning conveyed through the teacher's audio feedback. The triangulated evidence therefore provides a comprehensive description of how teacher feedback was delivered, perceived, and implemented during writing revision.

Discussion

Students' Perceptions of the Clarity and Usefulness of Teacher Audio Feedback

The findings demonstrate that students' perceptions of teacher audio feedback were primarily shaped by the clarity, comprehensibility, and instructional value of the feedback rather than by the audio format itself. Although audio feedback has frequently been associated with greater teacher presence, personalization, and communication flexibility (Cavanaugh & Song, 2014; Heimbürger, 2018; Solhi & Eğinli, 2020; Saputra et al., 2023), the present study indicates that these advantages do not automatically lead to effective feedback uptake. Instead, students valued feedback that explicitly identified errors, explained why revisions were necessary, and provided practical guidance for improving their writing. This finding supports Hattie and Timperley (2007), who argued that effective feedback should answer three essential questions: *Where am I going?*, *How am I going?*, and *What should I do next?* Similarly, Archer (2010) emphasized that feedback contributes to learning only when learners clearly understand how to improve their performance.

These findings are consistent with Oral Corrective Feedback Theory (Lyster et al., 2013), which argues that explicit corrective feedback facilitates learners' awareness of linguistic errors and promotes successful language repair. The participants in this study reported

that audio feedback became meaningful when teachers clearly explained grammatical, lexical, and organizational problems instead of merely indicating that mistakes existed. Such explicit explanations reduced misunderstanding and enabled students to revise their writing more confidently. Similar findings were reported by Butterfuss et al. (2022), who found that learners are more likely to apply feedback successfully when corrective information is accompanied by sufficient instructional guidance. Therefore, the effectiveness of audio feedback should not be attributed solely to the use of voice recordings but to the quality and explicitness of the teacher's pedagogical explanations.

Another important finding is that feedback clarity was influenced by learners' language proficiency. Although all participants received identical audio feedback, students interpreted and utilized the comments differently according to their English proficiency. High-proficiency students generally understood elicitation and metalinguistic feedback with minimal difficulty, whereas students with average and lower proficiency required more explicit explanations, simpler language, and occasional use of Bahasa Indonesia before they could successfully revise their work. These findings extend those of Alharbi and Alghammas (2021) and Bakla (2020), who mainly compared audio and written feedback, by demonstrating that learner readiness substantially influences the effectiveness of feedback regardless of delivery mode. Furthermore, the findings support Brandmo and Gamlem (2025), whose systematic review concluded that students' perceptions of teacher feedback are strongly affected by their ability to interpret and apply the information received.

The variation in students' responses also reflects the complexity of second language writing. EFL learners commonly experience difficulties related to grammar, vocabulary, sentence construction, and organization (Alsoweed et al., 2025; Manirakiza et al., 2021). Consequently, feedback becomes useful only when it corresponds to students' linguistic competence and addresses the specific writing problems they encounter. These findings also align with Zhan (2023), who argued that the effectiveness of audio feedback depends more on instructional quality and contextual factors than on technological delivery alone. Therefore, designing audio feedback for secondary EFL learners requires teachers to adapt explanations to students' proficiency levels rather than assuming that changing the feedback mode alone will improve writing performance. Such adaptive feedback practices also reflect the characteristics of constructive feedback recommended by Aslam and Khan (2021), where explanations should be understandable, actionable, and appropriate to learners' needs.

Teacher Audio Feedback and Students' Motivation for Writing Revision

The present study further demonstrates that students' motivation to revise their writing was primarily influenced by their perceived competence in responding to teacher feedback rather than by the audio format itself. Students expressed greater willingness to revise when they clearly understood the teacher's explanations and believed they possessed the ability to implement the suggested revisions. Conversely, unclear explanations, untranslated English expressions, inconsistent task instructions, and insufficient corrective guidance reduced students' confidence and discouraged engagement in revision activities. These findings support Self-Determination Theory (Ryan & Deci, 1985), which identifies competence as one of the fundamental psychological needs underlying intrinsic motivation. When feedback successfully enhanced students' understanding of their writing problems, it strengthened their confidence and encouraged more active participation in the revision process.

The findings also reinforce previous research emphasizing that learners' responses to feedback are shaped by motivational and cognitive factors rather than by feedback format alone. Lui (2022) argued that students' feedback uptake is influenced by prior knowledge, self-

regulation, perceived task value, and learning motivation. Likewise, Wei (2023) demonstrated that self-regulated learning significantly enhances students' engagement with instructional feedback. In the present study, students appreciated the opportunity to replay audio recordings repeatedly, allowing them to regulate the pace of learning according to their individual needs. This flexibility supported autonomous learning, but only when the explanations were sufficiently clear to facilitate comprehension. Therefore, audio feedback influenced students' motivation indirectly by creating opportunities for self-regulated learning instead of functioning as an independent motivational factor.

Another noteworthy finding is that students rarely processed teacher audio feedback independently. Many participants discussed the feedback with classmates, consulted online learning resources, translated unfamiliar expressions, or reviewed previous instructional materials before revising their writing. This finding suggests that feedback uptake represents a socially mediated learning process rather than an exclusively individual cognitive activity. The result is consistent with Social Cognitive Theory (Bandura, 1986), which explains that learning emerges through reciprocal interactions among personal characteristics, behavioral responses, and environmental support. Peer discussions, online resources, and teacher explanations collectively shaped students' understanding of corrective feedback and increased their confidence during revision.

The collaborative nature of feedback processing observed in this study also supports contemporary perspectives that conceptualize feedback as an interactive learning process instead of one-way information transmission (Molloy & Boud, 2014). Rather than indicating weaknesses in audio feedback, students' collaborative behaviors demonstrate their ability to actively construct understanding by integrating multiple learning resources. Similar conclusions have been reported in studies of audio and video feedback, where learners frequently seek additional support to interpret teachers' comments effectively (Mahoney et al., 2019; Voelkel & Mello, 2014). Furthermore, teacher communication style may influence students' emotional responses to feedback, particularly in foreign language classrooms where anxiety frequently limits participation (Dobson & Sojisirikul, 2023). Feedback that is supportive, explicit, and emotionally encouraging has also been associated with greater student well-being, social acceptance, and positive classroom emotions (Schwab et al., 2024).

Overall, the findings indicate that the educational value of teacher audio feedback depends on the interaction between instructional quality, learner characteristics, and the surrounding learning environment rather than on the audio medium itself. Audio recordings provide flexibility and strengthen teacher presence; however, meaningful learning occurs only when explanations are explicit, linguistically accessible, and responsive to students' proficiency levels. For Indonesian secondary EFL classrooms, teachers should combine clear corrective explanations with opportunities for collaborative discussion, self-regulated learning, and additional instructional support so that students can interpret, evaluate, and apply feedback more effectively during writing revision. This study therefore contributes to the growing body of research by demonstrating that successful audio feedback implementation is fundamentally a pedagogical issue rather than merely a technological one.

CONCLUSION

The usefulness of audio feedback depended on the quality of the teacher comments. Students perceived audio feedback as useful when it clearly identified writing problems, explained the causes, and provided sufficient guidance for revision. Interestingly, student's English proficiency influenced how they interpreted and utilized the feedback, indicating that

the effectiveness of audio feedback was determined by learner's linguistic readiness. This study also found that students' motivation to revise their writing emerged from their understanding of teacher feedback than receiving audio feedback alone. Clear explanations enable students' confidence to revise, while difficulties in understanding often led them to seek support from peers and other learning resources. These suggest that teacher audio feedback should be viewed as a pedagogical tool that relies on explicit, accessible, and proficiency-based explanations that facilitate meaningful feedback uptake.

This study contributes to the growing literature on audio feedback by demonstrating that feedback clarity and learners' English proficiency are the central factors shaping students' feedback uptake and motivation in Indonesian secondary EFL writing class. Practically, English teachers are encouraged to adapt the depth, language, and corrective delivery strategy in audio feedback to students' proficiency levels to maximize its instructional value. As this study was conducted within a single qualitative case, future research involving broader educational contexts and diverse learner populations is recommended to further examine audio feedback in different EFL settings.

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