Indonesian Journal of Linguistics and Educational Studies
Vol. 1, No. 3, September 2026, pp. 202~213
ISSN: 3163-3668, DOI: https://doi.org/10.67490/ijled.v1i3.1053

Feedback as dialogue: teacher response, student revision, and the interactional life of writing instruction in indonesian classrooms

Noval Maliki
Institut Studi Islam Fahmina Cirebon, Indonesia

Article Info

Article history:

Received Aug 17, 2026
Revised Sep 21, 2026
Accepted Sep 30, 2026

Keywords:

dialogic feedback;
classrooms;
revision uptake;
student agency;
writing instruction.

ABSTRACT

Background: Writing feedback in Indonesian classrooms is often treated as correction, although its pedagogical value depends on how teachers, students, and texts interact across successive responses and revisions. **Objective:** This study examined how teacher feedback was formulated, how students engaged with it, and how interactional trajectories were reflected in revision and student agency. **Method:** A focused qualitative corpus design analysed twenty-three verified public documents, including thirteen Indonesian empirical studies, seven analytical sources, and three official contextual documents, through interactional sequence analysis, revision-uptake analysis, and an agency–authority matrix. **Results:** Teacher response ranged from directive correction to dialogic elaboration, with reciprocity depending on clarification, contingent follow-up, and opportunities for student contribution. Revision uptake varied from surface correction and direct adoption to meaning-preserving reformulation, substantive revision, and reasoned non-adoption, although many sources lacked fully matched drafts. Student participation was often bounded by teacher-framed structures, while stronger agency appeared when learners could explain intentions, propose alternatives, and influence subsequent feedback. **Implication:** Feedback design should prioritize reciprocal response pathways, traceable revision cycles, and multilingual spaces that make student reasoning consequential. **Novelty:** This study integrates teacher moves, revision evidence, and authority relations within a feedback–response–revision episode framework across diverse Indonesian educational settings and varied institutional contexts.

This is an open access article under the CC BY-SA license.

Corresponding Author:

Noval Maliki
Institut Studi Islam Fahmina Cirebon, Indonesia
Jalan Swasembada No. 15, Majasem, Karyamulya, Kesambi, Kota Cirebon, Jawa Barat 45135, Indonesia
Email: novalmaliki1@gmail.com

1. INTRODUCTION

Writing feedback has become a consequential site of classroom participation in Indonesia because students are expected not merely to receive correction but to interpret it, respond, and revise accordingly. Public studies reveal scale and unevenness in this process. Suci et al. [1] analysed 355 online comments across four meetings by five students and identified fifteen teacher interactional moves, while Thamrin et al. [2] examined multimodal feedback involving 39 university students and interviewed eleven participants. Mafulah and Cahyono [3] studied twenty-four undergraduates in an online paragraph-writing course, whereas Syahrianti et al. [4] investigated thirty-two secondary students and reported limited student reaction alongside reluctance to question teachers. These cases show that feedback is embedded in authority, affect, modality, and access to clarification. Consequently, studying feedback only as written correction obscures how

classroom interaction determines whether students can understand comments, articulate intentions, negotiate alternatives, and convert evaluation into purposeful revision within writing instruction.

Existing scholarship has established that feedback mode, explicitness, timing, and interpersonal design shape student engagement and textual uptake. Indonesian research has documented preferences for direct and indirect correction [5], teacher beliefs and enacted practices [6], online engagement with written response [3], multimodal feedback through Google Docs and Zoom [2], and dialogic supervision in graduate writing [7]. International studies likewise conceptualize feedback as cyclical, involving response, feedback-on-feedback, and re-feedback rather than one-way transmission [8], [9]. However, these strands rarely connect moment-by-moment teacher moves, students' spoken or written replies, and corresponding changes across drafts within one analytical unit. Perception surveys may reveal acceptance, while revision studies may classify textual change, but neither necessarily explains how interaction produces, constrains, or redirects revision decisions. This unresolved empirical connection constitutes the central research gap addressed by this study.

This study examines feedback as an interactionally organized process linking teacher response, student participation, and textual revision in Indonesian writing classrooms. It asks four questions. First, how do teachers formulate feedback through correction, explanation, questioning, prompting, evaluation, and invitations for student contribution? Second, how do students acknowledge, interpret, question, resist, or reformulate these responses during classroom discussion, conferencing, and digitally mediated exchange? Third, how are different interactional trajectories associated with non-revision, surface correction, direct adoption, meaning-preserving reformulation, substantive revision, or reasoned non-adoption? Fourth, how do authority relations, language choice, affective positioning, and platform design shape opportunities for students to influence feedback and retain ownership of textual decisions? To answer these questions, this study treats the feedback–response–revision episode as its principal unit of analysis and combines interactional sequence analysis, revision-uptake analysis, and an agency–authority matrix. This design preserves distinctions among what teachers provide, how students respond, and what changes in writing.

This study advances the argument that feedback becomes dialogic only when students can do more than acknowledge or implement teacher directions. A dialogic episode permits learners to clarify meaning, explain rhetorical intention, propose alternatives, and affect teacher response; multiple turns do not guarantee participation. This proposition draws on research showing that productive classroom dialogue depends on contribution and contingent uptake [10], while meaningful revision emerges when talk is integrated with rewriting rather than detached from it [11], [12]. It also recognizes that Indonesian classrooms may combine teacher authority with multilingual resources, face concerns, workload, and unequal response channels [1], [4]. Accordingly, this study tests whether revision is associated with negotiated explanation and re-feedback rather than directive correction, while avoiding causal attribution. Its implication is a relational account of writing development grounded in interaction.

2. LITERATURE REVIEW

2.1. Dialogic feedback

Dialogic feedback refers to feedback constructed through reciprocal interpretation rather than delivered as completed judgment. Steen-Utheim and Wittek [13] describe it as relational meaning-making, whereas Adie et al. [14] emphasize coded interaction supporting self-regulation. More recent work treats dialogue as cyclical engagement involving response, feedback-on-feedback, and re-feedback [8], [9]. Yet reciprocity alone is insufficient: exchanges may contain several turns while remaining teacher-controlled. Hennessy et al. [10] therefore distinguish productive dialogue through contingent uptake, explanation, and shared reasoning. This distinction positions dialogicity as a quality of participation, not merely a conversational format within culturally situated educational encounters.

Dialogic feedback comprises four dimensions: initiation, reciprocity, contingency, and epistemic openness. Initiation concerns whether teachers correct, explain, question, or invite alternatives; reciprocity concerns whether students can respond substantively; contingency concerns whether later feedback changes following student contributions; and epistemic openness concerns whose interpretation governs revision. Chinpakdee [15] links such features to feedback literacy, while To et al. [16] show that design determines whether student voice becomes audible. Le and Pham [17] further connect dialogic reflection with learning. Indonesian studies similarly report clarification, opinion-sharing, and multimodal conferencing, but also limited reaction and deference [7], [4].

2.2. Revision uptake

Revision uptake concerns how learners transform feedback into textual action. Traditional accounts often equate uptake with correction, measuring whether suggested changes appear in subsequent drafts. This view is useful for tracking observable response but risks treating compliance as learning. Alharbi [18] and Alharthi [19] demonstrate that feedback mode and editing conditions shape revision quantity and quality, while Li et al. [20] show that self-efficacy and prior knowledge moderate uptake. Dialogic perspectives instead define uptake as interpretive decision-making, including selective adoption, reformulation, resistance,

or justified non-adoption. Revision therefore represents a negotiated textual consequence rather than a mechanical endpoint of teacher commentary.

Revision analysis requires distinctions among non-revision, surface correction, direct adoption, meaning-preserving reformulation, substantive transformation, and reasoned non-adoption. Surface correction addresses grammar or mechanics, whereas substantive revision alters argument, evidence, organization, or rhetorical purpose. Bouwer and Van Der Veen [11] and Tavsanli et al. [21] show that talk between drafts can support meaningful rewriting, while Bouwer et al. [12] connect feedback conversations with revision quality. Indonesian research documents benefits from online written response, multimodal feedback, and multiple corrective sources across differently mediated settings [1], [2]. However, textual change must remain linked to specific interactional episodes.

2.3. Student agency

Student agency in feedback denotes learners' capacity to interpret comments, articulate intentions, make revision choices, and influence subsequent pedagogical response. This definition differs from participation understood as visible activity or simple compliance. Indah [22] frames dialogic feedback through power, emphasizing that voice depends on who may question evaluative authority. Khosronejad et al. [23] similarly locate agency interactionally, while Er et al. [24] conceptualize collaborative feedback as social learning. In Indonesia, teacher authority, face concerns, multilingual repertoires, and institutional hierarchy shape participation unevenly [25], [26], [27]. Agency is therefore relational rather than individually possessed.

Agency can be operationalized through opportunity, enactment, and influence. Opportunity asks whether students are invited to question or propose; enactment identifies clarification, intention explanation, disagreement, or alternative formulation; influence examines whether student contributions alter feedback or revision decisions. Authority may remain hierarchical, negotiated, or redistributed, while language choice may enable explanation, mitigation, and translanguaging. Mafulah and Cahyono [3] show that engagement depends on online conditions and may be constrained by workload, response timing, and platform affordances. Accordingly, this study integrates dialogicity, revision uptake, and agency within the feedback–response–revision episode, treating writing development as interactionally mediated, textually evidenced, and institutionally situated.

3. METHODS

This study adopts feedback–response–revision episodes as its principal unit of analysis. Each episode links a teacher response to a specific textual problem, a student's spoken or written reaction, any contingent re-feedback, and a subsequent revision or reasoned non-revision. Material objects comprise twenty-three verified public documents: thirteen Indonesian empirical studies, seven recent theoretical or review sources, and three official policy or instructional documents. Twenty-seven evidence segments were extracted from article abstracts, full texts, published participant excerpts, and government guidance. This layered corpus permits interactional, textual, and contextual comparison without treating document-level frequencies as direct measures of classroom prevalence or behaviour prematurely.

Table 1. Composition of corpus dataset

Code	Data type or source	Source and setting	Location	Period	Quantity or reported scope	Principal characteristics	Status
IND-PRI-001	Online feedback interactions	[1], online paragraph-writing course	Indonesia	2021	355 comments; five students; four meetings	Teacher moves, student interaction, and revision engagement	Primary
IND-PRI-002	Multimodal feedback	[2], university writing class	Indonesia	2024	39 students; 11 interviewees	Google Docs feedback, Zoom conferences, and student texts	Primary
IND-PRI-003	Supervision dialogue	[7], graduate thesis supervision	Indonesia	2023	Five graduate students	Observation, interviews, clarification, and opinion negotiation	Primary
IND-PRI-004	Teacher feedback practice	[6], Indonesian EFL writing classroom	Indonesia	2022	One experienced teacher	Teacher beliefs compared with enacted practices	Primary
IND-PRI-005	Online writing engagement	[3], paragraph-writing course	Indonesia	2023	24 university students	Observation, questionnaire, interviews, and perceptions	Primary
IND-PRI-006	Screencast feedback	[32], online writing classes	Indonesia	2024	Scope retained in full article	Audiovisual explanation and student perceptions	Primary
IND-PRI-007	Written teacher feedback	[4], Grade 10 classroom	Makassar	2023	32 students	Feedback practices, student reactions, and barriers	Primary
IND-PRI-008	Corrective-feedback practices	[31], university EFL teachers	Multiple Indonesian regions	2021	80 teachers	Perspectives and reported applications	Primary
IND-PRI-009	Scientific-writing feedback	[28], online university platforms	Indonesia	2023	Lecturers from Indonesian universities	Feedback modes, workload, and platform conditions	Primary
IND-PRI-010	Academic-writing feedback	[29], academic-writing class	Yogyakarta	2021	One experienced teacher	Organization of written corrective feedback	Primary
IND-PRI-011	Learner feedback preferences	[5], Indonesian EFL learners	Indonesia	2022	21 students	Direct, indirect, metalinguistic, and reformulation preferences	Primary
IND-PRI-012	Oral corrective feedback	[25], senior-high EFL classroom	Lampung	2024	Scope reported in full article	Teacher practices, student preferences, and mediation	Primary
IND-PRI-013	Dialogical classroom interaction	[30], junior-high language learning	Lumajang	2026	Three state junior-high schools	Ethnographic interaction and reflective evaluation	Primary
INT-SEC	Analytical and review literature	Dialogic feedback, productive dialogue, and revision research	International	2021–2025	Seven documents	Conceptual and methodological calibration	Secondary

IDN-CTX	Policy and instructional documents	Kemendikdasmen curriculum, assessment, and teacher guidance	Indonesia	2017–2025	Three official documents	Formative assessment, portfolios, and instructional context	Context

A focused qualitative corpus design combines interactional discourse analysis, revision-trace analysis, and contextual interpretation. This design is appropriate because feedback develops through sequences rather than isolated comments, while revision can only be understood by connecting evaluative moves with student responses and textual change. Dialogic feedback is therefore examined as an observable interactional quality, following Adie et al. [14], Hennessy et al. [10], and Jwa [8], rather than assumed from modality or turn count. This study remains interpretive and comparative: it identifies patterns, contrasts, and associations across documented episodes but does not infer causal effects of feedback practices on writing development.

Information sources were organized into primary, secondary, and contextual strata. Primary sources comprised Indonesian classroom, online-writing, conferencing, supervision, and corrective-feedback studies reporting interaction, engagement, or revision evidence. Secondary sources supplied analytical concepts for dialogicity, uptake, meaningful revision, feedback literacy, and student agency, including Bouwer et al. [12], Zhao et al. [9], and Chinpakdee [15]. Contextual sources consisted of official Indonesian curriculum, assessment, portfolio, and teacher-guidance documents. Journal articles were retained from official publisher or university platforms, while government materials were taken from Kemendikdasmen domains. Each source retained authorship, date, DOI, URL, access status, educational level, region, method, and scope precisely.

Data collection followed a documented search and screening protocol covering January 2021 to 10 July 2026, with earlier official guidance retained only for contextual interpretation. Searches combined "teacher feedback," "dialogic feedback," "writing revision," "student response," "corrective feedback," "writing conference," and "Indonesia." Eligible items required a verifiable public source, Indonesian educational relevance, and evidence connecting feedback with writing, interaction, or revision. Duplicate article pages, PDFs, mirrors, and repository copies were reconciled through DOI or normalized title matching. Extracted records included short quotations, analytic paraphrases, page or section locations, speaker roles, modality, contextual notes, and links to available revision evidence for auditing.

Analysis proceeded in three linked stages. First, interactional feedback move and sequence analysis coded correction, explanation, prompting, clarification, opinion invitation, student response, and re-feedback, then reconstructed how exchanges opened, developed, and closed. Second, revision uptake and textual transformation analysis aligned feedback with later drafts and classified non-revision, surface correction, direct adoption, meaning-preserving reformulation, substantive revision, or reasoned non-adoption. Third, a dialogicity, agency, and authority matrix assessed opportunity, enactment, influence, hierarchy, language mediation, and participation constraints. Coding followed iterative comparison, memo writing, and source triangulation; ambiguous episodes were retained as unresolved rather than prematurely forced into definitive categories analytically during interpretation.

Table 2. Analytical procedures and operational outputs

Analytical stage	Unit examined	Principal coding dimensions	Procedure	Expected output	Validity safeguard
Interactional feedback move and sequence analysis	Individual turns and linked interactional sequences	Correction, explanation, prompting, clarification, opinion invitation, student reply, re-feedback, closure	Segment exchanges, identify adjacency relations, and reconstruct contingent response pathways	Teacher-move inventory and sequence maps	Multiple turns are not automatically classified as dialogic
Revision uptake and textual transformation analysis	Matched feedback–response–revision episode	Non-revision, surface correction, direct adoption, reformulation, substantive revision, reasoned non-adoption	Align feedback with textual spans across successive drafts	Before-and-after revision matrix	Compliance is not equated with learning or improvement
Dialogicity, agency, and authority matrix	Episode and surrounding participation context	Opportunity, enactment, influence, hierarchy, language mediation, affect, and platform constraints	Compare available response opportunities with enacted participation and influence	Agency profiles and authority-pattern matrix	Silence is interpreted contextually rather than as a learner deficit
Integrated interpretation	Evidence across all three analytical stages	Interactional trajectory, revision depth, and student influence	Triangulate sequence, textual, and contextual evidence	Explanatory typology of feedback episodes	Interpretive associations are distinguished from causal effects

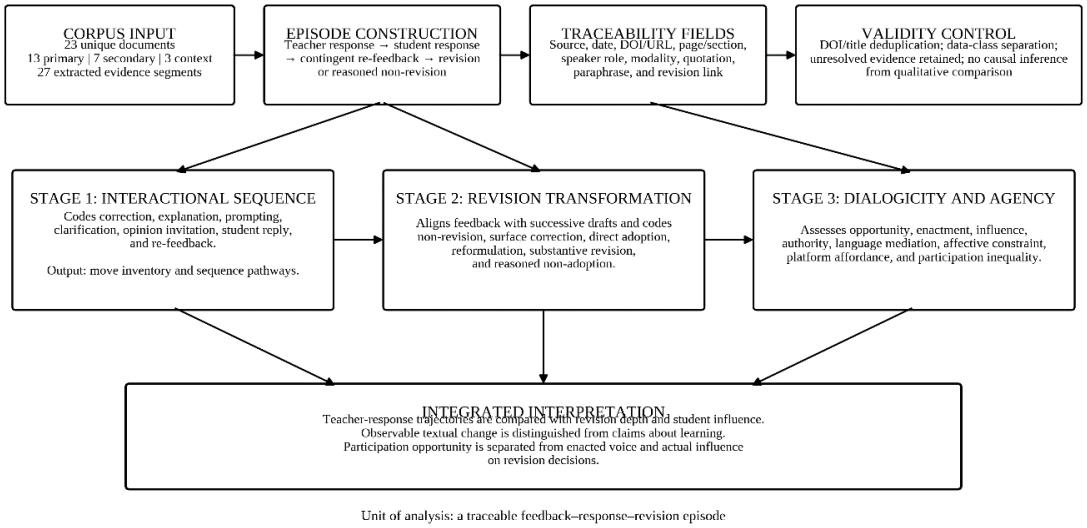


Figure 1. Operational analysis matrix

4. RESULTS

4.1. Teacher-response trajectories: from corrective delivery to dialogic elaboration

Teacher response in this corpus is organized as a sequence rather than as an isolated comment. Seventeen primary evidence segments were classified according to response form, interactional move, sequence position, dialogic orientation, and modality. Seven segments formed dialogic expansion, three represented directive transmission, two documented constrained interaction, and five remained mixed or indeterminate because available public evidence did not permit full sequence reconstruction. This distribution establishes an analytical map rather than a claim about national classroom prevalence. It also preserves distinctions between observed excerpts, article-level summaries, and reported practices. By beginning with coded trajectories, this analysis connects teacher formulation to the presence or absence of student reply, contingent follow-up, and opportunities to influence subsequent feedback within traceable instructional settings systematically.

Table 3. Distribution of teacher-response trajectories across primary corpus evidence

Main trajectory	Interactional subcategory	Operational indicator	Frequency	Percentage	Data variation	Illustrative evidence	Data codes
Dialogic expansion	Multimodal explanation and conferencing	Written feedback is extended through synchronous explanation, clarification, or conferencing	2	11.8%	Google Docs, Zoom conferencing, iterative classroom cycles	"Google Docs and Zoom conferences" [2]	SEG-003; SEG-004
Dialogic expansion	Clarification and opinion invitation	Students can request explanation, articulate understanding, or propose an interpretation	2	11.8%	Graduate supervision; synchronous discussion	"gave me room for discussion when I do not understand" [7]	SEG-005; SEG-006
Dialogic expansion	Engagement, prompting, and reflection	Teacher response invites engagement, mediated correction, or post-evaluation reflection	3	17.6%	Online writing, oral feedback, face-to-face reflection	"students engaged actively in an online EFL classroom" [3]	SEG-008; SEG-016; SEG-017
Directive transmission	One-way audiovisual explanation	Teacher supplies audiovisual explanation without a documented reply or re-feedback pathway	1	5.9%	Asynchronous screencast feedback	"Online Teacher Feedback Via Screencast" [32]	SEG-009
Directive transmission	Correction and evaluative delivery	Teacher identifies, corrects, or evaluates textual problems while retaining control over resolution	2	11.8%	Written correction; direct and indirect feedback	"students lacked reaction" [4]	SEG-010; SEG-012
Constrained interaction	Inhibited student questioning	Clarification is formally possible but restricted by deference, affect, or classroom authority	1	5.9%	Face-to-face secondary classroom	"students are too shy to ask the teacher" [4]	SEG-011
Constrained interaction	Workload-limited response production	Time and workload restrict feedback elaboration or sustained follow-up	1	5.9%	Online scientific-writing instruction	"assignments were so time-consuming" [28]	SEG-013
Indeterminate or mixed evidence	Mixed repertoire or incomplete sequence evidence	Sources describe feedback forms, preferences, boundaries, or teacher decisions without reconstructable interactional sequences	5	29.4%	Online comments, belief–practice accounts, preference studies, academic-writing feedback	"the teacher enacted fifteen moves" [1]	SEG-001; SEG-002; SEG-007; SEG-014; SEG-015

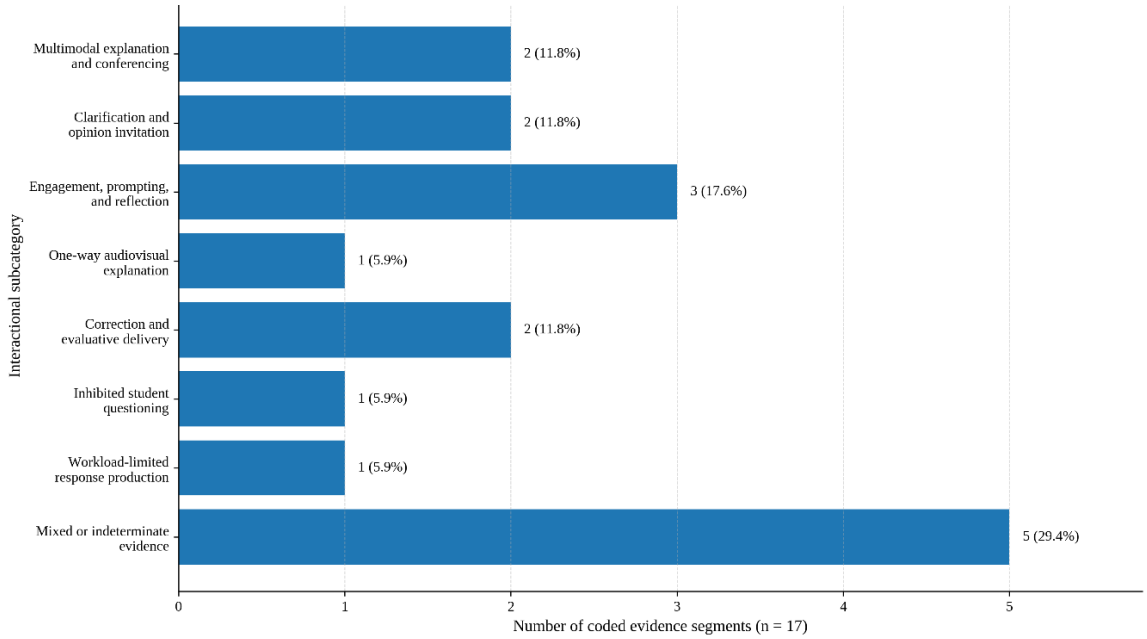


Figure 2. Distribution of teacher-response trajectories across primary corpus evidence segments

Dialogic expansion is the largest classifiable trajectory, accounting for seven segments, or 41.2 percent of primary evidence. Its strongest forms combine explanation with conferencing, invite clarification, or request student opinion. One graduate participant reported that a supervisor "gave me room for discussion," while another explained that feedback included being asked for an opinion [7]. Multimodal cases likewise joined Google Docs comments with Zoom conferences rather than relying on annotations alone [2]. Directive transmission comprised three segments, including corrective delivery and potentially one-way screencast explanation. Two further segments identified constraints: students were described as "too shy to ask the teacher," and lecturer workload restricted sustained response production [4], [28].

These patterns support a distinction between conversational multiplicity and substantive dialogicity. Feedback becomes dialogic when a student contribution can clarify meaning, introduce an alternative, or reshape a teacher move; several turns consisting only of acknowledgement remain transmissive. This interpretation accords with Hennessy et al. [10], who associate productive dialogue with contingent uptake and shared reasoning, and with Jwa's [8] cyclical account of response and re-feedback. At the same time, mixed evidence cautions against imposing a binary classification on sources that report feedback forms without complete interactional sequences. Modality is also insufficient: written, oral, or audiovisual feedback may support dialogue only when reply channels and contingent follow-up exist. Dialogicity therefore emerges from sequence organization, not technological format or teacher intention alone.

4.2. From feedback receipt to textual transformation: patterns of revision uptake

Revision uptake was examined through the same seventeen primary evidence segments used to map teacher-response trajectories, preserving a consistent analytical unit across findings. Each segment was treated as a documented feedback–response–revision episode or as an episode candidate when one component remained unavailable. Coding distinguished directly traceable textual uptake, indirectly reported engagement, and evidence that could not support revision classification. Four segments contained a visible connection between feedback, student response, and textual development; four documented perceived or weakly linked uptake; and nine lacked matched drafts, contained constrained participation, or addressed adjacent non-writing responses. This arrangement prevents article-level claims from being mistaken for observed revisions while retaining evidence about how uptake becomes possible, partial, delayed, or analytically indeterminate across Indonesian writing settings.

Table 4. Revision-uptake patterns across primary feedback–response–revision evidence

Revision status	Uptake pathway	Operational indicator	Frequency	Percentage	Textual-evidence variation	Illustrative evidence	Data codes
Traceable textual uptake	Multimodal iterative textual development	Written comments are followed by conferencing, further explanation, and reported development across drafts or instructional cycles	2	11.8%	Google Docs annotations, Zoom conferences, successive classroom cycles	Writing skills were reported as "gradually developing" [2]	SEG-003; SEG-004
Traceable textual uptake	Clarification-led local problem resolution	Student uncertainty is articulated and addressed through a contingent	1	5.9%	Immediate clarification during graduate supervision	A participant received "room for discussion" when a point remained	SEG-005

		explanation				unclear [7]	
Traceable textual uptake	Student-generated alternative	Student opinion or textual intention produces an alternative revision pathway	1	5.9%	Student proposal during synchronous supervision	A supervisor "asks about my opinion on it" rather than prescribing a final solution [7]	SEG-006
Indirectly reported uptake	Reported engagement or revision support	Sources report active engagement, perceived usefulness, or revision support without providing aligned textual spans	3	17.6%	Online comments, classroom engagement, screencast perception	Students reportedly "engaged actively in an online EFL classroom" [3]	SEG-001; SEG-008; SEG-009
Indirectly reported uptake	Limited or weakly linked response	Student response is documented, but its relationship to subsequent textual change remains limited	1	5.9%	Written feedback with restricted student reaction	Students reportedly "lacked reaction" to teacher feedback [4]	SEG-010
Unresolved revision evidence	Candidate evidence without matched drafts	Feedback forms, teacher decisions, or learner preferences are reported without traceable before-and-after texts	5	29.4%	Interaction inventories, belief–practice accounts, preferences, corrective-feedback repertoires	One study identified fifteen teacher moves, but public evidence did not align each move with a revised textual span [1]	SEG-002; SEG-007; SEG-012; SEG-014; SEG-015
Unresolved revision evidence	Constrained or unavailable uptake	Participation or follow-up is restricted by authority, affect, workload, or response conditions	2	11.8%	Inhibited questioning and time-limited feedback production	Students were "too shy to ask the teacher," while assignments were described as "so time-consuming" [4], [28]	SEG-011; SEG-013
Unresolved revision evidence	Adjacent or non-writing response evidence	Interaction concerns oral correction or reflection without a directly matched writing revision	2	11.8%	Oral corrective feedback and post-evaluation reflection	Evidence concerned mediated oral response and "post-evaluation reflective interaction" rather than aligned drafts	SEG-016; SEG-017

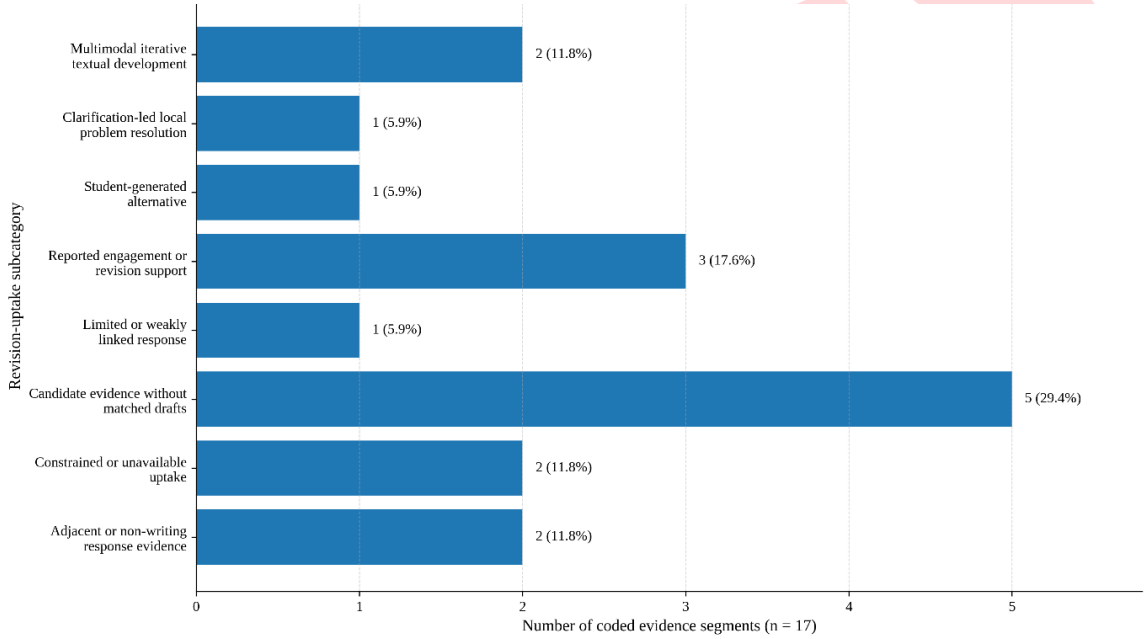


Figure 3. Distribution of revision-uptake evidence across primary corpus segments

Directly traceable uptake appeared in four segments, representing 23.5 percent of primary evidence. Multimodal cases linked Google Docs comments and Zoom conferencing with writing that was reported as "gradually developing" [2]. Graduate supervision excerpts showed students using feedback to resolve uncertainty or formulate alternatives: one participant received "room for discussion," while another reported that a supervisor asked for an opinion [7]. Three additional segments described engagement or revision support without matched textual spans, and one recorded limited reaction. Evidence gaps were therefore dominant: five segments lacked paired drafts, two documented inhibited or workload-restricted uptake, and two concerned oral or reflective responses whose relationship to writing revision remained indirect. The strongest evidence consequently involved interaction and textual change together.

Revision uptake emerges here as a graded relation between interaction and textual transformation rather than a binary measure of compliance. Direct adoption may resolve a local problem, but clarification-led reformulation and student-generated alternatives display greater interpretive involvement because learners contribute to the reasoning behind change. This position aligns with Alharbi [18] and Alharthi [19], who differentiate revision quantity from quality, and with Bouwer et al. [12], who connect meaningful revisions to feedback conversations. It also supports Jwa's [8] cyclical model, in which response and re-feedback mediate engagement. However, the large unresolved category shows that claims about uptake

require paired drafts and sequence evidence. Perception, preference, or participation alone cannot establish how feedback entered the text.

4.3. Student voice under unequal conditions: agency, authority, and participation in feedback encounters

Student agency was assessed across the same seventeen primary evidence segments used in the analyses of teacher-response trajectories and revision uptake. Coding separated opportunities for participation from students' enacted responses and from their demonstrable influence on subsequent feedback or textual decisions. Two segments showed negotiated high-agency participation, six documented bounded participation within teacher-framed structures, two reflected recipient-oriented involvement, and two revealed affective or institutional restrictions. Five remained indeterminate because public evidence did not reconstruct student turns or their consequences. This distribution prevents visible activity from being automatically interpreted as agency. Answering a teacher, expressing a preference, and shaping a revision decision represent analytically different levels of participation, even when all occur within exchanges described as interactive or dialogic.

Table 5. Student agency and authority patterns across primary feedback–response–revision evidence

Main pattern	Agency–authority subcategory	Opportunity indicator	Enacted participation	Influence on feedback or revision	Frequency	Percentage	Authority configuration	Language mediation	Illustrative evidence	Data codes
Influential student voice	Negotiated high-agency participation	Teacher creates space for clarification, explanation, or alternative proposals	Student explains uncertainty or offers an independent textual position	Student contribution can redirect advice or determine a revision pathway	2	11.8%	Negotiated authority; teacher retains evaluative responsibility while student reasoning enters decision-making	Not explicitly reported in available excerpts	A supervisor "asks about my opinion on it" [7]	SEG-005; SEG-006
Bounded participation	Responsive participation within a teacher-led structure	Students can reply, consult, or engage with feedback	Responses remain connected to teacher-framed questions or tasks	Influence is possible but not consistently traceable to altered feedback	3	17.6%	Teacher-led but interactionally open	Language choice not sufficiently documented	Students "engaged actively in an online EFL classroom" [3]	SEG-001; SEG-003; SEG-008
Bounded participation	Preference, reflection, and mediated participation	Students express preferences, respond to oral mediation, or reflect after evaluation	Participation occurs through preference statements, immediate responses, or reflective talk	Influence on textual revision remains indirect or incompletely documented	3	17.6%	Facilitated participation within institutional teacher authority	Potential L1–L2 mediation; precise language shifts not recoverable	Evidence includes learner preferences and "post-evaluation reflective interaction"	SEG-015; SEG-016; SEG-017
Recipient-oriented participation	Recipient-oriented or minimal agency	Feedback is available, but response channels are limited or primarily receptive	Students acknowledge, receive, or react minimally	Teacher wording or evaluation remains largely determinative	2	11.8%	Teacher-controlled response trajectory	Audiovisual or written mediation without documented reciprocal language use	Screencast feedback provided explanation, while another source reported that students "lacked reaction"	SEG-009; SEG-010
Restricted participation	Authority- and affect-constrained participation	A nominal opportunity to ask may exist	Questions or disagreements are withheld	Student influence is absent because uncertainty remains unvoiced	1	5.9%	Hierarchical and face-sensitive	Not documented	Students were described as "too shy to ask the teacher" [4]	SEG-011
Restricted participation	Institutionally constrained feedback opportunity	Follow-up depends on teacher time and manageable response workload	Sustained dialogue is curtailed before student influence can become visible	Revision decisions receive limited contingent elaboration	1	5.9%	Authority shaped by workload and institutional conditions	Online platform mediation	Assignments were reported as "so time-consuming" [28]	SEG-013
Indeterminate participation	Indeterminate or unobserved agency	Available sources report feedback forms or practices without sufficient response evidence	Student participation cannot be reconstructed reliably	Influence on feedback or revision remains unverified	5	29.4%	Unknown, mixed, or insufficiently documented	Not recoverable from public evidence	Sources describe feedback inventories, beliefs, applications, or preferences without complete interactional sequences	SEG-002; SEG-004; SEG-007; SEG-012; SEG-014

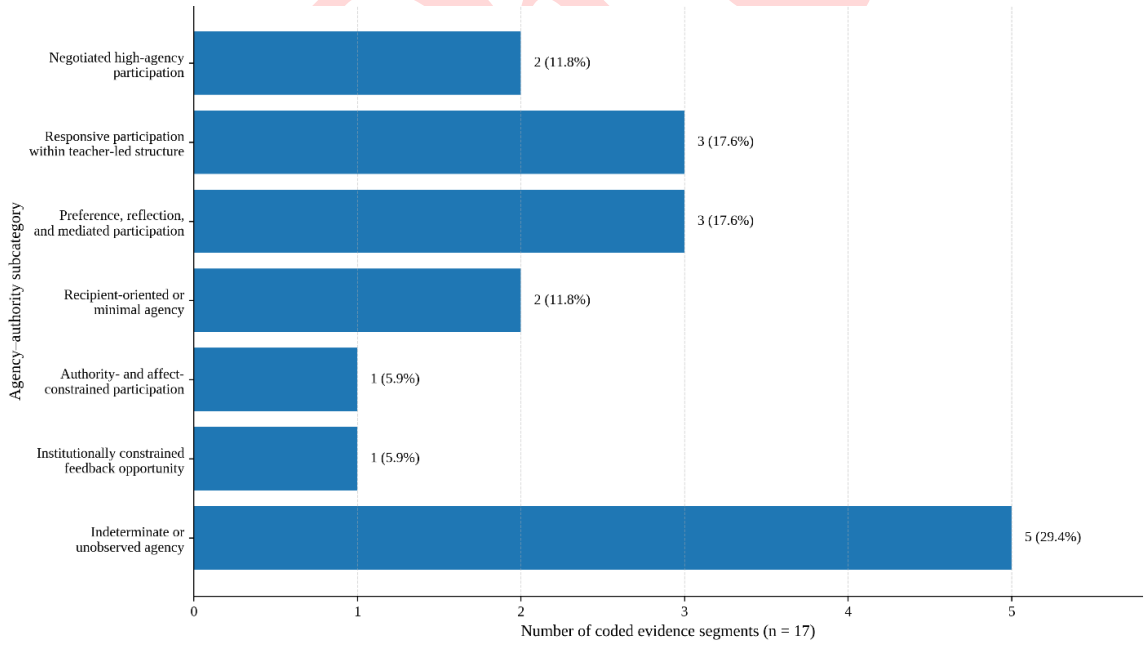


Figure 4. Distribution of student agency and authority patterns across primary corpus evidence segments

Bounded participation was the largest classifiable pattern, appearing in six segments, or 35.2 percent of primary evidence. Students engaged, responded to oral mediation, expressed feedback preferences, or participated in post-evaluation reflection, but their influence on later teacher moves or revised texts was not consistently visible. Stronger agency appeared when students could clarify uncertainty and propose alternatives. A graduate participant reported receiving "room for discussion," while another emphasized that a supervisor asked for an opinion rather than supplying an unquestionable solution [7]. By contrast, recipient-oriented and restricted patterns combined minimal reaction, one-way audiovisual delivery, inhibited

questioning, and workload-limited follow-up. The evidence therefore distinguishes participation that is merely permitted from participation that substantively reorganizes an evaluative exchange.

Agency in feedback is relational because it depends on how pedagogical authority distributes interpretive rights. Students exercise stronger agency when they can explain intended meaning, question an evaluation, or offer an alternative that affects subsequent response. This pattern accords with Indah's [22] account of dialogic feedback as a power-sensitive practice and with To et al. [16], who argue that student voice depends on feedback design rather than invitation alone. Indonesian evidence further indicates that deference, face concerns, platform structure, and teacher workload can restrict dialogue before revision choices become negotiable. Multilingual mediation may expand explanation and mitigate disagreement, as Utami [27] suggests, but available segments do not support frequency claims. Student voice consequently emerges through opportunity, enactment, and influence, not through participation counts alone.

5. DISCUSSION

The first implication concerns what counts as productive feedback. The distribution of teacher-response trajectories indicates that dialogue cannot be inferred from modality, turn count, or teacher intention alone. Feedback functions productively when subsequent moves remain contingent on student interpretation, whereas it becomes dysfunctional when correction closes interaction before meaning is negotiated. This distinction extends Hennessy et al. [10], who associate productive dialogue with contingent uptake, and supports Jwa's [8] cyclical account of response and re-feedback. It also qualifies claims that multimodality is inherently dialogic. Thamrin et al. [2] show that Google Docs and Zoom can widen explanatory space, yet screencast evidence suggests that audiovisual richness may remain one-directional without a reply channel. Consequently, pedagogical value lies less in adding media than in designing opportunities for students to alter subsequent feedback. This reframes teacher response as an interactional architecture whose success depends on openness, contingency, and recoverable student influence within classrooms.

Why these trajectories differ is best explained by participation structures rather than by feedback form alone. Teacher authority organizes who may diagnose a textual problem, whose interpretation is treated as valid, and whether disagreement can be voiced without relational cost. In Indonesian classrooms, this structure intersects with face concerns, deference, workload, and platform affordances. Syahrianti et al. [4] document reluctance to question teachers, while Saragih et al. [28] show how workload can truncate elaboration. These findings align with Indah's [22] power-sensitive account of dialogic feedback, but they complicate more procedural models that treat dialogue as a sequence of available moves. A clarification prompt may formally exist yet remain ineffective when students perceive questioning as risky or when teachers lack time for follow-up. Thus, variation in dialogicity is correlated with how institutional and interpersonal conditions distribute interpretive rights. Feedback becomes reciprocal only when those conditions make response both permissible and consequential.

The second implication concerns revision as evidence of learning. This study's uptake patterns show that textual change should not be equated with successful engagement, because direct adoption, surface correction, reformulation, and reasoned non-adoption represent different relations to feedback. Revision functions pedagogically when learners interpret comments and make defensible textual decisions; it becomes dysfunctional when compliance substitutes for understanding or when changes cannot be traced to exchanges. This interpretation supports Alharbi [18] and Alharthi [19], who distinguish revision quantity from quality, and it converges with Bouwer et al. [12], who link meaningful revision to the quality of feedback conversation. Yet it also cautions against assuming that every dialogic exchange produces substantive change. Some interactions may resolve local uncertainty without restructuring argument or evidence. Therefore, revision should be evaluated through aligned drafts and interactional reasoning, not through acceptance rates alone, because uptake is a process of textual judgment rather than mere correction.

Why revision outcomes vary can be understood through the completeness of the feedback cycle and the resources available for interpretation. When comments are followed by clarification, student explanation, and re-feedback, learners gain opportunities to test meanings before altering text. Zhao et al. [9] describe this as feedback, feedback-on-feedback, and re-feedback, while Jwa [8] conceptualizes engagement as cyclical rather than linear. The corpus patterns are consistent with these accounts, although they do not establish that dialogue causes deeper revision. Alternative explanations remain plausible: prior knowledge, self-efficacy, task difficulty, and genre familiarity may shape uptake, as Li et al. [20] demonstrate. The large body of unmatched or incomplete revision evidence also reveals a methodological structure: studies often collect perceptions, preferences, or final drafts without preserving the interactional chain that connects them. Apparent variation in uptake therefore reflects both pedagogical differences and evidentiary design. Stronger explanation requires synchronized comments, responses, drafts, and follow-up.

The third implication is that student voice should be judged by influence, not visibility. Bounded participation was more common than high agency, indicating that speaking, replying, or expressing preference does not necessarily redistribute authority over revision. Participation functions dialogically when

students can explain intention, propose alternatives, or modify subsequent teacher response; it becomes dysfunctional when students are heard but remain unable to affect textual decisions. This distinction supports To et al. [16], who argue that feedback design determines whether voice becomes consequential, and it resonates with Khosronejad et al. [23], who locate agency within interactional space. At the same time, the evidence complicates celebratory accounts of participation. A student may be active within a teacher-framed exchange while possessing limited control over interpretation. Accordingly, agency should be analyzed through opportunity, enactment, and influence separately. This model avoids treating silence as passivity and avoids treating verbal contribution as proof of ownership.

Why student agency remains uneven is related to the relational organization of authority, language, and risk. Learners do not enter feedback encounters with entitlement to challenge evaluation, and teachers do not operate outside institutional constraints. Enita and Sumardi [7] show that opinion invitations can open negotiated space, whereas Syahrianti et al. [4] illustrate how shyness and hierarchy may suppress questioning. Utami [27] suggests that multilingual resources can support explanation and inclusion, although this corpus does not permit frequency claims about translanguaging. These patterns imply that agency emerges when linguistic resources, interpersonal safety, and response channels align. They also challenge individualistic interpretations that attribute limited participation to confidence alone. What appears as reluctance may reflect rational adaptation to authority, public exposure, or uncertain consequences. This study therefore positions feedback agency as distributed across participants, technologies, and institutions. Its practical implication is to design interaction where student contributions can reshape revision decisions.

6. CONCLUSION

This study shows that feedback in Indonesian writing instruction is best understood as an interactional process rather than a completed teacher judgment. Its lesson is that dialogue depends on whether students can clarify meaning, explain textual intentions, propose alternatives, and influence subsequent response. By linking teacher moves, student participation, and revision within feedback–response–revision episodes, this study renews feedback research methodologically and conceptually. It distinguishes conversational turn-taking from dialogicity, textual change from learning, and visible participation from agency. Its main contribution is an integrated framework that connects sequence organization, revision uptake, and authority relations without reducing feedback to correction or compliance.

Several limitations qualify these conclusions. Available sources did not consistently provide complete transcripts, matched drafts, or longitudinal re-feedback chains, leaving some episodes analytically indeterminate. Document-level coding also cannot establish national prevalence, causal effects, or differences across educational levels, regions, and modalities. Future research should therefore assemble synchronized classroom recordings, teacher comments, student responses, successive drafts, and stimulated-recall interviews across multilingual Indonesian settings. Comparative longitudinal designs could examine how dialogic opportunities develop over time and how platform affordances, language choice, teacher workload, and institutional hierarchy shape revision agency. Such work would strengthen explanatory depth while preserving context, traceability, and methodological caution.

ACKNOWLEDGMENTS

The author thanks the reviewers and editorial team for their constructive feedback on this manuscript.

FUNDING INFORMATION

Author states no funding involved.

AUTHOR CONTRIBUTIONS STATEMENT

Noval Maliki: conceptualization, methodology, formal analysis, writing – original draft, writing – review and editing.

CONFLICT OF INTEREST STATEMENT

Author states no conflict of interest.

AI USE DECLARATION

The author used artificial intelligence tools to assist with the generation of illustrative figures and with the formatting and layout of this manuscript. AI was not used to generate the substantive content, conceptualization, data, analysis, or conclusions of the research, all of which remain the sole responsibility of the author.

INFORMED CONSENT

Not applicable – this study did not involve direct human participants. Data consisted solely of publicly accessible documentary sources: Indonesian empirical studies, analytical and theoretical sources, and official contextual documents concerning writing feedback and classroom interaction.

ETHICAL APPROVAL

This research did not involve human or animal subjects; it analyzed publicly accessible documentary and scholarly materials, and therefore no institutional review board approval was required. Where research does involve human subjects, the author affirms that such research would be conducted in full compliance with all relevant national regulations and institutional policies, in accordance with the tenets of the Declaration of Helsinki, and would be approved by the author's institutional review board or equivalent committee.

DATA AVAILABILITY

The documentary corpus of publicly accessible Indonesian empirical studies, analytical sources, and official contextual documents analyzed in this study are available from the corresponding author upon reasonable request.

REFERENCES

[1] D. N. Suci, Y. Basthomi, N. Mukminatien, A. Santihastuti, and S. Syamdianita, "EFL students' responses to teachers' online written feedback: Interaction, revision, and perception," Indonesian Journal of Applied Linguistics, vol. 11, no. 2, 2021.

[2] N. Thamrin, S. Madya, and N. H. P. S. Putro, "Employing multimodal dialogic feedback on EFL tertiary students' writing: A formative assessment framework," Englisia: Journal of Language, Education, and Humanities, vol. 11, no. 2, 2024.

[3] S. Mafulah and B. Y. Cahyono, "Indonesian students' engagement in online EFL writing class and their perceptions of teacher feedback," Indonesian Journal of Applied Linguistics, vol. 13, no. 1, 2023.

[4] S. Syahrianti, S. Gaffar, S. Nur, and M. C. Daniel, "Exploring teachers' feedback on students' writing skills in Indonesian EFL classrooms," Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa, vol. 17, no. 1, 2023.

[5] I. W. D. Agustiani, H. Yaman, and S. Hartati, "EFL Indonesian learners' preference on teachers' written feedback strategies for L2 writing," JUDIKA (Jurnal Pendidikan Unsika), vol. 10, no. 1, 2022.

[6] M. Farida, "Beliefs about feedback provision in EFL writing and the actual practices by an experienced Indonesian teacher," English Education: Journal of English Teaching and Research, vol. 7, no. 2, 2022.

[7] S. Enita and S. Sumardi, "Dialogic feedback on graduate students' thesis writing supervision: Voices of Indonesian graduate students," AL-ISHLAH: Jurnal Pendidikan, vol. 15, no. 1, 2023.

[8] S. Jwa, "Written feedback dialogue: A cyclical model for student engagement with feedback," TESOL Quarterly, 2024.

[9] Y. Zhao, F. Zhang, C. D. Schunn, P. He, D. Li, and Y. Zhao, "Feedback, feedback-on-feedback and re-feedback: Effects of written dialogic peer feedback on English as a foreign language writing," Assessment & Evaluation in Higher Education, vol. 49, pp. 523-538, 2023.

[10] S. Hennessy, E. Calcagni, A. Leung, and N. Mercer, "An analysis of the forms of teacher-student dialogue that are most productive for learning," Language and Education, vol. 37, pp. 186-211, 2021.

[11] R. Bouwer and C. Van der Veen, "Write, talk and rewrite: The effectiveness of a dialogic writing intervention in upper elementary education," Reading and Writing, vol. 37, pp. 1435-1456, 2023.

[12] R. Bouwer, M. Van Braak, and C. Van der Veen, "Dialogic writing in the upper grades of primary school: How to support peer feedback conversations that promote meaningful revisions," Learning and Instruction, 2024.

[13] A. T. Steen-Utheim and A. L. Wittek, "Dialogic feedback and potentialities for student learning," Learning, Culture and Social Interaction, vol. 15, pp. 18-30, 2017.

[14] L. Adie, F. M. Van der Kleij, and J. Cumming, "The development and application of coding frameworks to explore dialogic feedback interactions and self-regulated learning," British Educational Research Journal, 2018.

[15] M. Chinpakdee, "Talking feedback: Fostering student feedback literacy through a dialogic approach," RELC Journal, vol. 57, pp. 158-171, 2025.

[16] J. To, D. Aluquin, and K. Tan, "Making student voice heard in dialogic feedback: Feedback design matters," Frontiers in Education, 2025.

[17] T.-T. Le and T.-T. Pham, "Writing-with assessment: Dialogic reflection as a bridge between teacher feedback and student learning," Language Testing in Asia, vol. 15, 2025.

[18] M. Alharbi, "Exploring the impact of teacher feedback modes and features on students' text revisions in writing," Assessing Writing, 2022.

[19] S. Alharthi, "Examining EFL learners' quantity and quality of uptake of teacher corrective feedback on writing across three different editing settings," Assessing Writing, 2025.

[20] K. Li, Y. Li, Y. Wang, Y. Chen, and W. Hu, "Feedback features and revision uptake in dialogic peer feedback: The moderating effect of self-efficacy and prior knowledge," Instructional Science, vol. 53, pp. 49-69, 2024.

[21] O. F. Tavsanli, S. Graham, and Y. Cao, "The effect of the write, talk, and rewrite dialogic writing treatment on argumentative texts: A replication study in Türkiye," Educational Psychology Review, vol. 36, 2024.

[22] R. Indah, "Freire, dialogic feedback, and power issues," Current Issues in Comparative Education, vol. 23, no. 2, 2021.

[23] M. Khosronejad, M. Ryan, and L. Weber, "In quest for a dialogic space: A microethnographic approach to classroom interaction about writing," Learning, Culture and Social Interaction, 2023.

[24] E. Er, Y. Dimitriadis, and D. Gašević, "A collaborative learning approach to dialogic peer feedback: A theoretical framework," Assessment & Evaluation in Higher Education, vol. 46, pp. 586-600, 2020.

[25] B. Irfani and A. O'Boyle, "Teacher practices and student preferences of oral corrective feedback in Indonesian EFL classrooms: A Vygotskian perspective," Training, Language and Culture, vol. 8, no. 1, pp. 101-114, 2024.

[26] S. M. Sari, Y. Suhoyo, D. Mulyana, and M. Claramita, "The interactional communication of feedback in clinical education: A focused ethnographic study in a hierarchical and collectivist culture," Heliyon, vol. 9, 2023.

[27] D. F. Utami, "Translanguaging practices in Indonesian multilingual classrooms: Pedagogical implications for inclusive education," Indonesian Journal of Language and Educational Studies, vol. 1, no. 1, pp. 1-13, 2026.

[28] E. Saragih, T. T. Zein, and D. Sumbayak, "Contextualizing corrective feedback in scientific writing through online learning platforms," Studies in English Language and Education, vol. 10, no. 3, 2023.

[29] D. Dayat, "Written corrective feedback in academic writing class: How does an experienced teacher lead effective practice?," Edukasi: Jurnal Pendidikan, vol. 19, no. 1, pp. 150-160, 2021.

[30] A. Fawzi, I. Suyitno, and S. Tamphu, "Dialogical interaction in Indonesian language learning: An ethnographic study of teacher strategies and student engagement in a junior high school in Lumajang," GHANCARAN: Jurnal Pendidikan Bahasa dan Sastra Indonesia, vol. 7, no. 2, 2026.

[31] W. W. Purnomo, Y. Basthomi, and J. A. Prayogo, "EFL university teachers' perspectives on written corrective feedback and their actual applications," International Journal of Evaluation and Research in Education, vol. 10, no. 3, 2021.

[32] R. N. Sari and B. Y. Cahyono, "Perceptions of online teacher feedback via screencast among Indonesian students in online writing classes," Journal of Languages and Language Teaching, vol. 12, no. 3, 2024.

BIOGRAPHY OF AUTHOR



Noval Maliki is affiliated with Institut Studi Islam Fahmina Cirebon, Indonesia, where his work engages writing pedagogy and classroom interaction. His current research examines how teacher feedback and student revision form a dialogic process in Indonesian writing instruction. He can be contacted at email: novalmaliki1@gmail.com.

In Press