

PERCEPTIONS OF ONLINE TEACHER FEEDBACK VIA SCREENCAST AMONG INDONESIAN STUDENTS IN ONLINE WRITING CLASSES

^{*1}Ratih Novita Sari, ²Bambang Yudi Cahyono

¹English Language Teaching, Universitas Negeri Malang, Indonesia

¹English Language Education, Universitas Muhammadiyah Prof. Dr. HAMKA, Indonesia

²Department of English, Faculty of Letters, Universitas Negeri Malang, Indonesia

*Corresponding Author Email: ratihnovitasari@uhamka.ac.id

Article Info	Abstract
Article History Received: May 2024 Revised: June 2024 Published: July 2024	<i>There have been several studies interested in combining Internet Computer Technology (ICT) in writing because it improves the writing performance of L2 students in a widespread link to instruction. However, an earlier study has concentrated on the specific writing technologies employed. Few research has examined students' impressions of Screencast's use as an online video-audio tool for delivering feedback. This study adds to the corpus of knowledge about Indonesian students' perspectives on feedback. Participation, revision incorporation, feedback performance, and student preferences are the four feedback components examined in this research. The acquisition of primary data used varied methods. Online perception surveys were sent to Indonesian second-year college students. Personal and quasi interviews were also employed to improve data and learn what may drive students to perceive more. To analyse the interview data, a descriptive analysis was performed. Students reported a high level of pleasure while using video feedback with a particular technology, Screencast, in an online writing course. The interview data provide support. The students believed that video feedback allows them to strengthen their writing skills more effectively than textual feedback provided by the teacher. In this study, the implications for language teaching and learning practice are examined further.</i>
Keywords Online writing; Video feedback; Online feedback; Screencast; Students' perceptions;	
How to cite: Sari, R.N., & Cahyono, B.Y. (2024). Perceptions of Online Teacher Feedback Via Screencast among Indonesian Students in Online Writing Classes. <i>JOLLT Journal of Languages and Language Teaching</i> , 12(3), 1207-1222. DOI: https://dx.doi.org/10.33394/jollt.v12i3.11418	

INTRODUCTION

In recent years, the shift towards online and hybrid learning environments has significantly influenced teaching methodologies, particularly in writing classes. As technology evolves, a plethora of cost-effective tools has become available for implementing these online programs, notably in writing instruction where feedback is vital for student development (Cunningham, 2019). Effective feedback not only conveys essential revisions but also significantly impacts student learning outcomes (Hattie & Timperley, 2007; Mahoney, Macfarlane & Ajjaw, 2018). Therefore, it is imperative for educators to employ methods that deliver constructive and meaningful feedback..

Numerous research investigates how certain technologies serve distinct goals in online writing classes to provide helpful feedback. Several studies investigate online and offline platforms (Cheng and Li, 2020; Ene & Upton, 2018; Yeh & Lai, 2019). They concentrate on utilizing technology to provide textual feedback to online writing students. The technologies include computing classrooms, Browsers, and emails (Chang, 2012), conferences (Stewart,

2017), and Word processors (Ishtaiwa & Aburezeq, 2015; Neumann & Kopcha (2019), and Learning Management platforms (LMP) (Neumann & Kopcha, 2019). (Laflen & Smith, 2017). Even though most studies indicate positive results for the deployed technologies, there are some disadvantages. Programs usually give textual feedback. Therefore, lack of explanation (Ali, 2016), group pressure (Vincelette & Bostic, 2013) and limited comments (Cunningham, 2019) may inhibit participation. A growing amount of evidence indicates that instructors use video feedback in online writing classrooms because it is comprehensive and detailed (Cunningham, 2019; Cheng & Li, 2020; Grigoryan, 2017; Mahoney et al., 2018; Ozkul & Ortactepe, 2017).

In online writing courses, the challenge of delivering effective feedback is magnified due to the lack of face-to-face interaction. Research highlights that feedback in such settings often needs to be more dynamic and interactive to genuinely engage students and promote meaningful learning (Ene & Upton, 2018; Ice et al., 2019). To overcome these challenges, educators have employed diverse technologies ranging from text-based tools to more sophisticated video and audio feedback systems (Cheng & Li, 2020; Grigoryan, 2017).

The Screencast is an application that displays the most recent technology in giving feedback (Cunningham, 2019). Screencast technology, which allows instructors to provide asynchronous video feedback, has emerged as a significant innovation in this area. This approach not only personalizes feedback but also provides detailed, context-specific insights that text-based feedback may lack (Anson et al., 2016; Cheng & Li, 2020). Studies have shown that screencast feedback can enhance the clarity and perceived usefulness of the feedback, thereby potentially improving student satisfaction and learning outcomes (Mathieson, 2012; Séror, 2013). However, the reception of screencast feedback among students has been mixed. While some students appreciate the detailed and personalized nature of video feedback, others find it less approachable than traditional text comments (Pritchard & Morrow, 2017; Silva, 2012). These mixed reactions underscore the importance of understanding student preferences and the contextual factors that influence their reception of different feedback forms..

This study aims to explore the perceptions of Indonesian students toward screencast feedback in online writing classes, an area that remains underexplored, especially outside of Western educational contexts. The focus on Indonesian students provides a unique perspective on how cultural and educational contexts influence the acceptance and effectiveness of innovative feedback tools (Suci et al., 2021; Tuzi, 2004).

Guided by the existing literature and the need for more culturally inclusive research, this study addresses two main research questions: 1) What are Indonesian students' perceptions of the implementation of screencast feedback in online writing classes? 2) How do students perceive the benefits of receiving screencast feedback on their writing skills? The outcomes of this research will contribute to a broader understanding of effective feedback strategies and inform the development of more responsive and inclusive digital pedagogies in the field of English language teaching (Machili et al., 2020; Mahoney et al., 2019).

REVIEW OF RELATED LITERATURE

Technology utilized by online writing feedback

Online writing instructors may give their students instant and helpful feedback tools with current technological advancements. Gibson and Musti-Rao (2016) classify four commonly used devices as follows: (1) ear bug devices (Bluetooth instruments used by learners and lecturers), (2) teaching Classroom (TeachLivE technology, laptop or PC, and X-Box Gesture recognition

camera), (3) presentation software (digital picture frame, computer monitor, smart board, Microsoft Access, and presentation), and (4) communication devices (iPod touch and various smartphone apps). Textual, audio, video, and video-based feedback are employed differently depending on the tools (Cunningham, 2019). Utilizing introductory online and offline comments on academic writings, in-text feedback, MS Word features, emails, and discussion forum posts are utilized extensively. Moreover, instructors using audio feedback to manage their speaking disclose bug-in-the-ear technologies (Gibson & Musti-Rao, 2016). Screen-capture technology is applied for video feedback. Video clips provide comments (Crook et al., 2012)

In addition, teachers can use all word-processing functions through video feedback while producing video feedback on the students' compositions. The instructors speak exclusively into a microphone during the filming but then employ a camera to capture the video image into the screen-capture movie. Thus, video feedback enables students to view feedback on their screens while listening to their teacher explain (Özkul & Ortaçtepe, 2017). The application of diverse technologies yields a variety of results.

While much research on online writing feedback employed technology that produced favorable results, there were also reports of negative replies. E-learning with internet connectivity is the best way to deliver online writing feedback, argue Andujar, Gibson, and Musti-Rao (2016). However, they also suggest that students spent time on the application differently. Some students participated actively in mobile learning, while others observed the feedback activities passively. According to Ene (2018)'s finding, the amount of time available for dialogue is reduced when computer-mediated feedback is implemented, whether in the form of video and audio conferencing. In addition, Suci et al. (2021) discovered that students did not depend only on the Grammarly program findings since the recommended terms in the automated writing evaluation (AWE) feedback did not adequately convey the desired meaning. Although several research studies investigate new and more advanced technologies in online writing classrooms, this does not imply that the technologies used to deliver effective online writing feedback are thriving. Therefore, online writing instructors recommended investigating alternative feedback methods to satisfy the requirements for effective feedback (Ali, 2016). For example, instructors can optimize technology to provide feedback in a new format; move beyond electronic text comments to video feedback (Cunningham, 2019).

Video feedback

The technological innovations eliminate the constraints of traditional textual feedback and enable instructors to engage in multimodal feedback using video-audio communication technology. Screencast feedback is a relatively new technique for video feedback that is more suited to the task than traditional methods (Cunningham, 2019). Previous research on Screencast has indicated that feedback has several advantages. Silva (2012) indicates that the pupils in her research may sense the presence of the teacher when the feedback is explained. Cheng et al. (2020) note that the feedback is beneficial since it mixes a conversational style with screen captures of lecturers' explanations.

Additionally, instructors can pause the video when they want comments from students. This dialogue element encourages comparable involvement in traditional writing schools. (see figure 1 below).

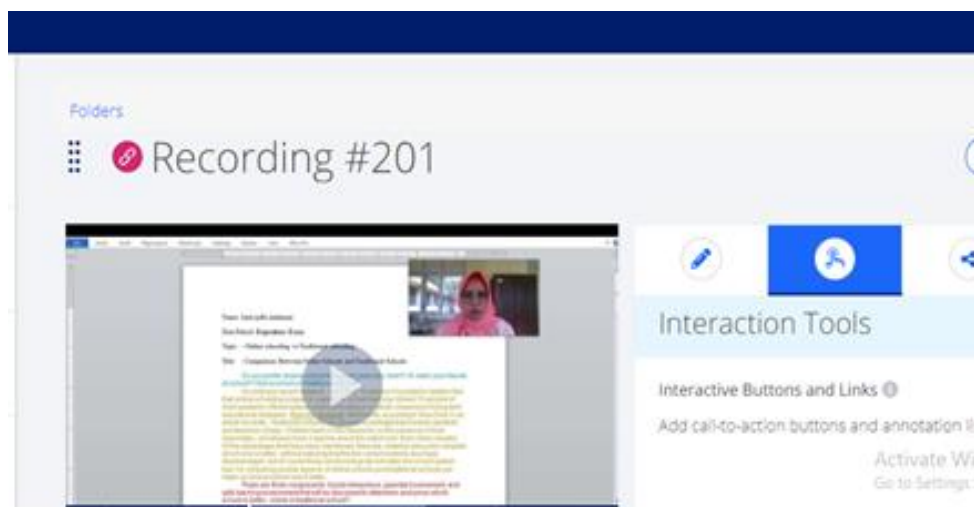


Figure 1. The interaction tools in Screencast feedback

Screencast feedback enables students to comprehend the feedback with great clarity, specificity, and detail (Ali, 2016). Due to the technical nature of the feedback, it records voice narration contained in specific components of the computer displays of the users and electronically uploads them in the form of Excel spreadsheet, text file, worksheet, PowerPoint or Word presentation, website, or online video (Ali, 2016).

According to Cheng et al., (2020), both instructors and students provide positive responses to screencast feedback for a variety of reasons. For instance, it raises the level of motivation among students and makes the instruction more engaging, efficient, and exhaustive, which also makes the feedback appear to be more "specific" and "genuine" (Mathieson, 2012). However, due to the novelty of online schooling, many Screencast feedback researchers reported technical problems (Mahoney et al., 2019). For instance, a pupil was unaware that the cursor functioned as a pointer (Elola & Oskoz 2016). In addition, providing feedback might consume a substantial amount of instructional time; providing feedback took slightly longer than text-only feedback (Mathieson, 2012).

In addition, video feedback capture and editing require additional monitoring. For example, feedback may need to be re-recorded due to recording interruptions or dissatisfaction with the feedback's quality on the part of the marker (Mahoney et al., 2019). Moreover, instructors should moderate their mood and tone to minimize unpleasant emotional experiences when reassessing student contributions. Therefore, it is required to conduct an additional empirical study on audiovisual feedback in an online writing classroom to address the problems that have been outlined earlier (Grigoryan, 2017).

Students' Perceptions

Mathieson (2012) discovered that students were satisfied with content input using an open-ended questionnaire survey. In terms of engaging with the teacher, fostering community, and facilitating their learning, participants viewed text-plus-video comments as even more beneficial (Mathieson, 2012). This conclusion is consistent with Ice et al. (2019)'s finding that students viewed audio feedback as more effective in conveying nuance, increasing engagement, enhancing learning community interactions, increasing topic retention, and instilling a sense of teacher concern. In addition, the meta-analysis of video feedback conducted by Mahoney et al.

(2019) found that students may experience a spectrum of negative emotional responses while seeing video feedback, ranging from a relatively little discomfort to fear and powerlessness.

Lamey (2015) and Henderson and Phillips (2015) reveal that another difficulty with Screen capture comments for participants is that it may be challenging to link responses to the assignment components to which they pertain. Students have a high preference for instructor comments delivered through Screencast, while other researchers have noted disputed issues. According to Crosthwaite (2017), students had difficulty comprehending their instructors' comments. It is essential to evaluate students' perceptions of the utilized technology while evaluating Screencast feedback. Instructors anticipate that students choose a digitally mediated response to their work due to their attraction to new technologies (Anson et al., 2016). Instructors sometimes fail to grasp what occurs to students when they hear feedback; therefore, they have insufficient knowledge about students' responses to such responses.

Intriguingly, Students questioned and introduced to the Screencast remarks by Thomas, West, and Borup (2017) have presented perspectives that differ from those of their predecessors. They would prefer written feedback over video input. In Orlando's (2016) study, students felt more at ease reading written comments than Screencast comments. These contradicting student perspectives demonstrate the need for a more comprehensive understanding of Screencast implementation, mainly when ESL or EFL feedback is applied from various situations.

Implementing feedback in an EFL environment has therefore gotten less interest. Mahoney et al. (2018) examined video feedback publications published in respectable journals between 2005 and 2018. In Orlando's (2016) study, students felt more at ease reading written comments than Screencast comments. These disparate findings in English-speaking countries that 90% of Screencast comments have been embraced. In light of the fact above and in response to Mann's (2015) request for empirical research utilizing video input from a different environment, This study focuses on the adoption of Screencast in Indonesia. This study seeks to assess how university students in Indonesia perceive the use of Screencast comments as well as to identify the elements that influence their impressions of the input. This work contribute to the existing body of knowledge with its findings.

RESEARCH METHOD

Research Design

This study adopted a mixed-methods approach, combining quantitative and qualitative methods to provide a comprehensive understanding of how screencast feedback affects students' writing processes and perceptions. The rationale for using a mixed-methods design is based on its ability to triangulate data, thus enhancing the validity of the research findings by cross-verifying quantitative survey data with qualitative insights from interviews (Creswell & Plano Clark, 2011). This approach aligns with the research objectives to assess both the perceived value and the tangible effects of screencast feedback on student learning.

Research Participants

The participants were 31 pre-intermediate EFL students from an Indonesian university. This participant group was chosen to explore the impact of screencast feedback in a context where digital feedback methods are not yet widespread, thereby providing fresh insights into its adaptability and effectiveness in diverse educational settings (Ali, 2016). Ethical considerations were strictly adhered to, with all participants providing informed consent, ensuring voluntary participation and confidentiality in line with international research standards (American Psychological Association, 2012).

Ethical compliance was a priority in this study. In addition to obtaining informed consent, measures were taken to ensure data anonymization and secure storage. The ethical protocol was designed to mitigate any potential conflicts of interest and to uphold the integrity of the research process (British Educational Research Association, 2018).

Research Instruments

The study employed three main instruments to collect data: Firstly, an online survey was developed based on the framework by Vincelette and Bostic (2013), which has been validated for assessing feedback utility in educational contexts. This survey utilized a Likert scale, allowing for the collection of quantifiable data regarding students' attitudes and experiences. Secondly, semi-structured group interviews were conducted. This method was chosen to generate deeper insights into the collective perceptions of the student cohort. It enabled students to express their views more freely and elaborately, as highlighted by Turner (2010). Thirdly, individual interviews were carried out to gather detailed, personal accounts of the impact of feedback on individual students. This method is particularly effective in exploring deep, contextual personal narratives and has been extensively described by Seidman (2013). Additionally, the choice of screencast technology via Screencast-o-matic.com was driven by the platform's ease of use. It allows for the enhancement of videos with text and graphics and provides functionality for students to engage directly with the feedback through comments.

Data Collection Techniques

This study's stages were separated into 10 parts. The duration was a semester. Table 1 demonstrates how the researchers carried out the data collection procedures.

Table 1
Research Procedures

Meeting	Activity
1	Distributing a demographic survey. Activity
2	Informing students to utilize the university-designed Learning Management System (LMS).
3	Requesting that students submit writing assignments in Microsoft Word or Adobe PDF
4	Using Screencast to create the video feedback and investigating all the embedded elements depending on the students' written draft.
5	Uploading the video feedback file to each student's LMS account
6	Inviting students to remark on the video feedback by utilizing the Screencast engagement tool's commenting capability.
7	Allowing sufficient time for pupils to revise depending on the input
8	After the writing process was completed, the perception survey was issued.
9	Administrating Interview
10	Analyzing the data collected from the respondents

Data Analysis Techniques

Quantitative data were analyzed using descriptive statistics, providing a clear, generalized view of student responses. Qualitative data underwent thematic analysis, a method well-suited for identifying patterns and themes within rich, textual data, and for aligning these findings with the quantitative trends (Braun & Clarke, 2006).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

RQ1: What are Indonesian students' perceptions of the implementation of screencast feedback in online writing classes?

The evaluation of students' perceptions regarding Screencast feedback revealed consistent appreciation across several dimensions. Descriptive statistics indicate a general agreement with the effectiveness of Screencast as a feedback tool:

Table 2
Descriptive Statistical Information

	SD	mean
1. Participation,	0.543	2.96
2. Revision incorporating	0.613	2.94
3. Feedback performance	0.626	2.99
4. Students' preferences	0.604	2.95

The range of mean scores for four components is presented in Table 2: (1) Participation, (2) Revision Incorporation, (3) Feedback Performance, and (4) Students' Preferences. This table provides the mean scores and standard deviations for four key components of student feedback regarding Screencast: Participation, Revision Incorporating, Feedback Performance, and Students' Preferences. The mean scores, ranging from 2.94 to 2.99 on a 4-point scale, suggest a positive response towards Screencast feedback with minimal variability (low standard deviations), indicating consistency in students' perceptions. These results suggest that students were more interested in the Agree option than the other components. Each percentage represents a conclusion taken from a single online Google Form-delivered questionnaire item.

Table 3
Participation

	SD/D	A/SA
1. Greater attention to video feedback.	4 (13%)	27 (87%)
2. Enhanced understanding of writing improvements.	6 (20%)	25 (80%)
3. Video feedback led to better writing skills.	3 (10%)	28 (90%)

This figure illustrates how frequently students accessed the Screencast feedback. A significant majority viewed the feedback multiple times, which underscores the utility and engagement of Screencast in facilitating a deeper understanding and revision process. High agreement percentages (80%-90%) demonstrate that the majority of students found video feedback more engaging and effective for understanding and improving their writing skills compared to traditional feedback methods. Figure 1 depicts the frequency with which students see the video feedback.

Table 3
Revision Incorporation

	SD/D	A/SA
1. Video feedback clarified work organization.	4 (17%)	27 (87%)
2. Created more persuasive arguments.	4 (13%)	27 (87%)
3. Enhanced elaboration in writing.	6 (20%)	25 (80%)
4. Improved comprehension of mechanics.	2 (8%)	29 (93%)
5. Better understanding of paper formatting.	3 (12%)	28 (90%)

This table assesses specific areas of writing that Screencast feedback helped improve. High agreement rates on organizational skills, argument strength, and mechanics indicate that video feedback is particularly effective in helping students grasp more complex aspects of writing, leading to substantial improvements in their ability to structure and express their ideas more clearly and persuasively.

Table 5
Performance Feedback

	SD/D	A/SA
1. More feedback than in previous writing classes.	9 (29%)	22 (71%)
2. Better comprehension of critique than previous writing tools	6 (20%)	25 (80%)
3. Enhanced writing from feedback compared to earlier programs.	4 (13%)	27 (87%)
4. Feedback helped improve work beyond just mechanical issues	5 (17%)	26 (83%)
5. Improvement of writing skills compared to previous programs.	3 (13%)	27 (87%)
6. Development of better work than what was achieved with paper comments	3 (13%)	27 (87%)

Each item in Table 5 is designed to assess the effectiveness and perceived improvement that Screencast feedback has brought to the students' writing process. A significant majority of students felt that the video feedback was more comprehensive and useful than previous experiences, particularly noting improvements not just in mechanical aspects of writing but also in overall writing skills and the ability to produce better work. The consistency in the high agreement percentages (ranging from 71% to 87%) across various feedback aspects underscores the perceived efficacy of video feedback over traditional, text-based feedback.

Table 6
Students' Preferences

	SD/D	A/SA
1. Prefer video feedback for technical and usability issues.	6 (20%)	25 (80%)
2. Prefer video feedback for organizational help.	7 (23%)	24 (77%)
3. Prefer video feedback for overcoming elaboration difficulties.	4 (13%)	27 (87%)
5. Prefer video feedback for addressing structural issues.	2 (7%)	29 (93%)
6. Recommend video feedback for writing instruction.	5 (17%)	26 (83%)

All of the questions in Table 6 ask students about their preferences for obtaining feedback for various reasons. 80% of students expressed a preference for video feedback to help with technical aspects of writing, suggesting that visual and auditory cues provided by screencast feedback may be more effective in addressing specific problems that written feedback might not adequately clarify. 77% of students found video feedback more beneficial for organizational aspects of writing. This could be due to the ability of screencasts to demonstrate structural concepts dynamically, which might be more difficult to grasp through text alone. A significant 87% preferred video feedback for help with elaboration, indicating that the nuanced explanations possible in screencasts can better guide students in developing more detailed and extended arguments or narratives. The highest preference was for video feedback to address structural issues (93%), underscoring its effectiveness in visually outlining and explaining the organization of texts, which is often a complex aspect of writing instruction. 83% of students would

recommend the use of screencast feedback for writing instruction overall, reflecting a strong endorsement of its utility across various facets of learning and writing development.

RQ2: How do students perceive the benefits of receiving screencast feedback on their writing skills?

This section shows the questionnaire and interview data indicating the benefits of video feedback on online writing growth for students. The findings from the questionnaire and interview responses revealed a range of perceptions among students regarding the benefits of screencast feedback on their writing skills. Key themes emerged from the students' statements as follows::

Enhanced Learning Experience

Screencast feedback uniquely leverages both visual and auditory learning channels, enriching students' understanding and engagement with course content. This multimodal approach not only caters to diverse learning preferences but also facilitates deeper information processing, enabling students to visualize examples and hear explanations in a cohesive format:

Positive Responses and Benefits

Various positive responses from students illustrate the substantial benefits of screencast feedback. Firstly, flexibility and pace of learning are significantly enhanced. Student S2 appreciates the adaptability of screencast feedback to individual learning speeds, stating, "It allows students to learn at their speed, which is vital for both students and instructors." This highlights the importance of personalized learning experiences. Secondly, comfort and reduced anxiety are notable advantages. Student S24 comments on the enhanced comfort and effectiveness of online courses facilitated by screencast feedback: "After obtaining feedback via Screencast video, I feel a lot more comfortable and comprehend more." Similarly, Student S9 mentions that the reduction in anxiety when responding to instructors' comments makes learning less stressful and more accessible. Lastly, screencast feedback enhances understanding. Student S1 emphasizes the clarity and exemplification provided by screencast feedback, finding it more elucidative than textual comments: "Screencast feedback provides not just an explanation but also an example, whereas written comments typically merely explain what went wrong." This suggests that the visual and auditory elements of screencast feedback contribute to a deeper comprehension of the material.

Challenges and Limitations

Despite these advantages, screencast feedback presents certain challenges that affect its overall efficacy. One major challenge is the need for direct interaction. Student S10 expresses frustration due to the absence of real-time interaction, which sometimes leads to misunderstandings and the need for repeated viewing: "It's a brand-new manner for me to provide comments in writing class. Therefore, I sometimes feel irritated since I have to view the video many times to grasp its message fully." This highlights the limitation of screencast feedback in providing immediate clarification, which can hinder the learning process. Overall, screencast feedback significantly enhances the learning experience by making educational content more accessible and engaging through its multimodal format. However, to fully leverage its potential, educators should consider integrating additional interactive elements that facilitate real-time feedback. This approach would not only mitigate the challenges but also maximize the educational benefits of screencast feedback, potentially transforming it into a more effective and inclusive teaching tool.

Motivation and Engagement

Screencast feedback uniquely enhances student motivation and engagement through its dynamic and interactive format. Unlike traditional text-based feedback, Screencast incorporate both visual and auditory elements, making the learning experience more engaging and easier to follow. This feedback supports active learning by enabling students to visualize concepts and hear explanations simultaneously, which can be particularly motivating and helpful for complex subject matter. Student responses highlight several key areas where screencast feedback has been particularly impactful.

Increased Engagement and Clarity

Student S20 emphasizes the motivational aspect of screencast feedback, stating, "Screencast feedback is quite enough, and it helps us because students may be more motivated to listen than to read a lengthy assignment evaluation." This highlights how the auditory and visual elements of screencasts can enhance student motivation by making feedback more engaging and easier to digest. Additionally, Student S9 comments on the accessibility and straightforward nature of screencast feedback: "Screencasts are preferable to traditional written reviews, in my opinion, because they are straightforward to comprehend and I do not feel embarrassed answering questions." This underscores the clarity and simplicity of screencasts, which can make the feedback process more approachable and less intimidating for students. These comments illustrate how the interactive nature of screencasts can make the feedback process not only more engaging but also less daunting. By providing a more active and comfortable learning environment, screencast feedback encourages students to engage more readily with their evaluations, fostering a positive and effective feedback experience.

Enhanced Learning Tools

Students appreciate the rich, multimedia nature of screencasts, which can offer more nuanced feedback than text alone. Student S24 notes the benefit of screencast feedback for learning from past successes and improving revision efforts, stating, "Learning from past successes, I think using Screencasting as feedback is beneficial. It improves my revision." This indicates how the dynamic nature of screencasts can aid in refining academic work. Student S17 highlights its suitability for novice writers, saying, "It is a great method for a beginner writer." This suggests that screencasts can provide clear, supportive feedback that helps build foundational skills. Student S18 views screencasts positively as an effective input method, remarking, "I consider it as a good input method." This underscores the versatility of screencasts in delivering comprehensive feedback. Student S14 emphasizes the multimedia aspects of screencasts, noting, "Screencasts add text, photos, and sound. We can comprehend it by setting the feedback Screencast multiple times." This reflects how the combination of visual and auditory elements can enhance understanding and retention. These insights suggest that screencast feedback supports a variety of learning preferences, providing a rich, multi-sensory learning experience that can adapt to different educational needs and styles. The multimedia approach of screencasts allows for more detailed and engaging feedback, catering to diverse learning preferences and enhancing the overall educational experience.

Preference for Screencast Feedback

Student S22 provides a comparative perspective that highlights the structural benefits of screencasts, although acknowledging the value of face-to-face interaction: *"I believe using Screencasting to provide feedback is not a terrible idea, as it is a more structured and helpful way that allows us to replay the video whenever we need a comprehensive statement."*

The positive feedback from students indicates that screencast feedback can significantly enhance motivation and engagement by making learning more interactive and responsive to student needs. However, it is also clear that screencast feedback should be part of a broader pedagogical strategy that includes opportunities for real-time interactions to address any gaps in understanding.

Discussion

In the evolving landscape of online and hybrid learning environments, the integration of innovative technologies has transformed teaching methodologies, particularly in writing classes where feedback plays a crucial role in student development. As educators seek effective feedback mechanisms, screencast technology has gained attention for its potential to provide personalized and detailed insights that enhance student learning outcomes (Hattie & Timperley, 2007; Mahoney, Macfarlane & Ajjawi, 2018).

This study focuses on the implementation of screencast feedback in online writing classes, a domain where the absence of face-to-face interaction challenges the traditional dynamics of educational feedback (Ene & Upton, 2018; Ice et al., 2019). Screencast feedback, which allows for asynchronous video communication, is posited as a significant innovation, offering context-specific commentary that text-based methods may lack (Anson et al., 2016; Cheng & Li, 2020). Despite its advantages, the reception of screencast feedback among students has been mixed, with some finding it more engaging and others less approachable compared to traditional textual comments (Pritchard & Morrow, 2017; Silva, 2012). Particularly in Indonesian online writing classes, the acceptance and effectiveness of screencast feedback have not been extensively explored. This gap highlights the need for research that considers the cultural and educational specifics influencing student perceptions in non-Western contexts (Suci et al., 2021; Tuzi, 2004). By examining how Indonesian EFL students perceive screencast feedback, this study aims to contribute to the understanding of effective feedback strategies and the development of more responsive and inclusive digital pedagogies.

Building on this foundation, the utilization of Screencast feedback within the Indonesian EFL context closely aligns with contemporary research advocating for the beneficial impact of multimedia feedback tools on educational outcomes. Studies by Cheng & Li (2020) and Seror (2013) have extensively documented how multimedia feedback enhances student engagement and comprehension. These tools create a learning environment that is not only more interactive but also richer in feedback delivery, integrating visual and auditory stimuli that go beyond traditional text-based feedback. The dynamic capabilities of multimedia tools like Screencast offer a multimodal learning experience, effectively catering to the diverse learning styles present within educational settings.

Nonetheless, despite the generally positive reception, this study has uncovered significant variability in student experiences with Screencast feedback. While many students thrived using this innovative feedback method, others faced challenges, especially concerning the clarity and accessibility of the feedback provided. This variability can be primarily attributed to disparities in digital literacy and access to adequate technological infrastructure, which are not uniformly distributed among students. Such findings highlight that while multimedia feedback tools are potentially transformative, their effectiveness is dependent on students' ability to engage effectively with the technology. These challenges underscore the necessity for educational

practitioners to critically assess their deployment strategies for technology-based tools to ensure inclusivity and effectiveness.

Furthermore, this study also brings to light some reservations expressed by students about the effectiveness of Screencast feedback, particularly regarding accessibility and clarity. This divergence prompts critical reflection on the deployment of technology-based feedback methods. While these tools are undeniably beneficial, they must be implemented thoughtfully to accommodate the diverse needs and technological capabilities of all students (Ozkul & Ortactepe, 2017). The mixed responses from students also emphasize the need for further research, especially studies that delve deeper into individual student experiences through qualitative methodologies such as interviews or focus groups. Such research could provide a more granular understanding of the factors influencing student perceptions and help tailor feedback methods to better meet their needs.

In addition to exploring student perceptions, this study sought to identify differences in engagement between online and traditional feedback modalities. Findings indicated that Screencast feedback could sometimes result in lower task-related collaboration compared to traditional methods, a concern that resonates with Breuch's (2004) discussion on the spatial and temporal shifts in online education. This suggests that while Screencast and similar tools offer innovative ways to deliver feedback, they also reconfigure the traditional dynamics of classroom interaction, which can affect student engagement and the collaborative learning process. Therefore, educators implementing these tools must consider strategies to foster interaction and collaboration in online settings.

The study further explores the implications of these findings for online writing instruction, particularly within the EFL context. The positive reception of Screencast feedback among most participants suggests that when effectively implemented, such tools can significantly enhance the educational experience by providing detailed, accessible, and engaging feedback. This supports the notion that digital feedback tools can transcend traditional barriers of feedback delivery, offering a more flexible and interactive approach that can be particularly beneficial in language learning (Goldstein & Conrad, 1990). Nevertheless, the study also underscores the complexity of integrating technology in education. Despite the advantages, the implementation of tools like Screencast requires careful consideration of educational goals, student preferences, and the technological landscape. Future research should therefore not only continue to evaluate the effectiveness of these tools but also explore the pedagogical practices that optimize their use in diverse educational settings. This includes investigating how such feedback mechanisms can be tailored to enhance usability and inclusivity, thereby maximizing their pedagogical value.

While this study contributes valuable insights into the use of Screencast feedback in Indonesian EFL contexts, it also opens avenues for further research, implication and limitations. The findings from this study have several implications for theory, practice, and policy in the field of EFL education, particularly within digital learning environments. Theoretically, this research advances our understanding of the pedagogical dynamics of screencast feedback by demonstrating its effectiveness in enhancing student engagement and comprehension of writing concepts. This aligns with multimedia learning theory, which posits that learners can benefit from instructional methods that incorporate both visual and auditory information (Mayer, 2009).

Practically, the positive reception of screencast feedback among most Indonesian EFL students suggests that educational practitioners should consider integrating screencast tools into their feedback repertoire to cater to diverse learning preferences. This approach not only

personalizes feedback but also provides nuanced, context-specific insights that are often missing in text-based feedback. Consequently, institutions may need to invest in training educators to utilize these technologies effectively and to develop digital literacy skills among students to ensure equitable access and utilization.

From a policy perspective, the study highlights the need for educational policy-makers to support the adoption of technology-enhanced feedback methods in learning institutions. Policies could be formulated to provide the necessary infrastructure and resources, such as high-speed internet and access to compatible devices, which are critical in leveling the playing field for all students, regardless of their socio-economic background. This study is not without its limitations, which must be acknowledged to better contextualize the findings. One significant limitation is the sample size, which, while sufficient for initial insights, is not large enough to generalize the findings across all Indonesian EFL contexts. Further research with a larger, more diverse sample could help verify these results.

Additionally, the methodological approach focused predominantly on quantitative data. While this provided a broad overview of student perceptions, it limited the depth of insight into individual student experiences and responses to screencast feedback. Future studies might incorporate qualitative methods, such as interviews or focus groups, to gain a more comprehensive understanding of student interactions with screencast feedback. External factors also influenced the outcomes of this study. The variability in students' digital literacy levels and access to technology may have affected their ability to engage fully with screencast feedback. These disparities highlight the importance of considering socio-economic factors when implementing new educational technologies.

Despite these limitations, this study contributes valuable insights into the use of screencast feedback in Indonesian EFL contexts, supporting the notion that effectively implemented digital feedback tools can transcend traditional feedback modalities and enhance educational outcomes. The exploration of screencast feedback presents both opportunities and challenges that warrant further investigation, particularly in understanding how such tools can be most effectively utilized to support and enhance student learning outcomes in an increasingly digital educational environment.

CONCLUSION

This study systematically examined the integration and impact of Screencast feedback within the framework of online English as a Foreign Language (EFL) classrooms in Indonesia, responding directly to the evolving needs and challenges posed by the shift to online and hybrid educational environments. Addressing the research questions posed, the findings conclusively demonstrate that Indonesian students generally perceive Screencast feedback positively, appreciating its dynamic and multimodal nature which significantly enhances their understanding and engagement in the writing process. This aligns with the broader research which indicates that advanced technological tools, when effectively implemented, can substantially enrich educational experiences (Cunningham, 2019; Cheng & Li, 2020).

Firstly, in response to the question of students' views on the implementation of screencast feedback, the data revealed that the majority of students found this method of feedback to be more engaging and informative than traditional textual feedback. This positive reception underscores the potential of Screencast to transform feedback sessions into more interactive, and comprehensible experiences, thereby facilitating deeper learning. However, it also highlighted a spectrum of responses, with some students experiencing difficulties mainly due to varying levels of access to technology and digital literacy skills. This mixed response serves as a critical

reminder of the need to ensure that technological implementations in education are accessible and inclusive for all students.

Secondly, regarding the benefits of receiving screencast feedback, the study found that Screencast feedback significantly aids students in enhancing their writing skills by providing clearer, more detailed, and contextually rich feedback. The ability of Screencast to allow for the replaying of feedback addresses common issues in traditional feedback such as the lack of clarity and the limitation of single-exposure learning. Moreover, students reported that this form of feedback made the revision process more directed and purposeful, aligning with findings from Mahoney et al. (2018) that emphasized the effectiveness of video feedback in improving student engagement and the quality of academic work. Despite its advantages, the study revealed critical areas for improvement, particularly in terms of accessibility and the personalization of feedback. These insights direct future educational practices and research towards developing more sophisticated, user-friendly, and adaptable feedback mechanisms that can cater to a diverse student body. It is recommended that future research explore these areas further, particularly through qualitative studies that can provide deeper insights into individual student experiences and perceptions. In conclusion, the integration of Screencast feedback within Indonesian EFL classrooms presents a promising advancement in educational feedback mechanisms, with the potential to significantly enhance student learning outcomes. This study contributes to the ongoing discussion about the best practices in digital pedagogy, particularly in the context of TEFL programs, advocating for a thoughtful and inclusive approach to the integration of new technologies in educational settings.

REFERENCES

- Alghasab, M., Hardman, J., & Handley, Z. (2019). Teacher-student interaction on wikis: Fostering collaborative learning and writing. *Learning, Culture, and Social Interaction*, 21, 10–20. <https://doi.org/10.1016/j.lcsi.2018.12.002>
- Ali, A. D. (2016). Effectiveness of using screencast feedback on EFL students' writing and perception. *English Language Teaching*, 9 (8), 106. <https://doi.org/10.5539/elt.v9n8p106>
- American Psychological Association. (2012). *Ethical principles of psychologists and code of conduct*
- Andujar, A. (2016). Benefits of mobile instant messaging to develop ESL writing. *System*, 62, 63–76. <https://doi.org/10.1016/j.system.2016.07.004>
- Anson, C. M., Dannels, D. P., Laboy, J. I., & Carneiro, L. (2016). Students' perceptions of oral screencast responses to their writing: Exploring digitally mediated identities. *Journal of Business and Technical Communication*, 30 (3), 378–411. <https://doi.org/10.1177/1050651916636424>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- British Educational Research Association. (2018). *Ethical guidelines for educational research*.
- Chang, C.-F. (2012). Peer review via three modes in an EFL writing course. *Computers and Composition*, 29 (1), 63–78. <https://doi.org/10.1016/j.compcom.2012.01.001>
- Cheng, D., & Li, M. (2020). Screencast video feedback in online TESOL classes. *Computers and Composition*, 58, 102612. <https://doi.org/10.1016/j.compcom.2020.102612>
- Crook, A., Mauchline, A., Maw, S., Lawson, C., Drinkwater, R., Lundqvist, K., Orsmond, P., Gomez, S., & Park, J. (2012). The use of video technology for providing feedback to

- students: Can it enhance the feedback experience for staff and students? *Computers & Education*, 58 (1), 386–396. <https://doi.org/10.1016/j.compedu.2011.08.025>
- Cunningham, K. J. (2019). Student perceptions and use of technology-mediated text and screencast feedback in ESL writing. *Computers and Composition*, 52, 222–241. <https://doi.org/10.1016/j.compcom.2019.02.003>
- Ene, E., & Upton, T. A. (2018). Synchronous and asynchronous teacher electronic feedback and learner uptake in ESL composition. *Journal of Second Language Writing*, 41, 1–13. <https://doi.org/10.1016/j.jslw.2018.05.005>
- Gibson, L., & Musti-Rao, S. (2016). Using technology to enhance feedback to student teachers. *Intervention in School and Clinic*, 51 (5), 307–311. <https://doi.org/10.1177/1053451215606694>
- Grigoryan, A. (2017). Feedback 2.0 in online writing instruction: Combining video audio and text-based commentary to enhance student revision and writing competency. *Journal of Computing in Higher Education*, 29 (3), 451–476. <https://doi.org/10.1007/s12528-017-9152-2>
- Ice, P., Curtis, R., Phillips, P., & Wells, J. (2019). Using asynchronous audio feedback to enhance teaching presence and students' sense of community. *Online Learning*, 11 (2). <https://doi.org/10.24059/olj.v11i2.1724>
- Ishtaiwa, F. F., & Aburezeq, I. M. (2015). The impact of Google Docs on student collaboration: A UAE case study. *Learning, Culture, and Social Interaction*, 7, 85–96. <https://doi.org/10.1016/j.lcsi.2015.07.004>
- Laflen, A., & Smith, M. (2017). Responding to student writing online: Tracking student interactions with instructor feedback in a *Learning Management System*. *Assessing Writing*, 31, 39–52. <https://doi.org/10.1016/j.asw.2016.07.003>
- Machili, I., Papadopoulou, I., & Kantaridou, Z. (2020). Effect of strategy instruction on EFL students' video-mediated integrated writing performance. *Journal of Second Language Writing*, 48, 100708. <https://doi.org/10.1016/j.jslw.2019.100708>
- Mahoney, P., Macfarlane, S., & Ajjawi, R. (2019). A qualitative synthesis of video feedback in higher education. *Teaching in Higher Education*, 24 (2), 157–179. <https://doi.org/10.1080/13562517.2018.1471457>
- Mathieson, K. (2012). Exploring student perceptions of video feedback via screencasting in online courses. *American Journal of Distance Education*, 26 (3), 143–156. <https://doi.org/10.1080/08923647.2012.689166>
- Neumann, K. L., & Kopcha, T. J. (2019). Using Google Docs for Peer-then-Teacher Review on Middle School Students' Writing. *Computers and Composition*, 54, 102524. <https://doi.org/10.1016/j.compcom.2019.102524>
- Özkul, S., & Ortaçtepe, D. (2017). The use of video feedback in teaching process-approach EFL writing. *TESOL Journal*, 8 (4), 862–877. <https://doi.org/10.1002/tesj.362>
- Pifarré, M., & Li, L. (2012). Teaching how to learn with a wiki in primary education: What classroom interaction can tell us. *Learning, Culture and Social Interaction*, 1 (2), 102–113. <https://doi.org/10.1016/j.lcsi.2012.05.004>
- Pritchard, R. J., & Morrow, D. (2017). Comparison of online and face-to-face peer review of writing. *Computers and Composition*, 46, 87–103. <https://doi.org/10.1016/j.compcom.2017.09.006>
- Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.

- Séror, J. (2013). Show me! Enhanced feedback through screencasting technology. *TESL Canada Journal*, 30 (1), 104. <https://doi.org/10.18806/tesl.v30i1.1128>
- Silva, M. L. (2012). Camtasia in the classroom: Student attitudes and preferences for video commentary or Microsoft Word comments during the revision process. *Computers and Composition*, 29 , 1–22. <http://dx.doi.org/10.1016/j.compcom.2011.12.001>
- Stewart, M. K. (2017). Communities of Inquiry: A Heuristic for Designing and Assessing Interactive Learning Activities in Technology-Mediated FYC. *Computers and Composition*, 45 , 67–84. <https://doi.org/10.1016/j.compcom.2017.06.004>
- Suh, S., & Michener, C. J. (2019). The preparation of linguistically responsive teachers through dialogic online discussion prompts. *Teaching and Teacher Education*, 84 , 1–16. <https://doi.org/10.1016/j.tate.2019.04.015>
- Suci, D. N., Basthomi, Y., Mukminatien, N., Santihastuti, A., & Syamdianita. (2021). EFL students' responses on teacher's online written feedback: Interaction, revision, and perception. *Indonesian Journal of Applied Linguistics*, 11 (2), 292-306. <https://doi.org/10.17509/ijal.v11i2.28549>
- Turner, D. W. (2010). Qualitative interview design: A practical guide for novice investigators. *The Qualitative Report*, 15(3), 754-760
- Tuzi, F. (2004). The impact of e-feedback on the revisions of L2 writers in an academic writing course. *Computers and Composition*, 21 (2), 217–235. <https://doi.org/10.1016/j.compcom.2004.02.003>
- Vincelette, E. J., & Bostic, T. (2013). Measuring the effects of video feedback on teacher development in higher education. *Computers & Education*, 60, 86-92
- Yeh, H.-C., & Lai, W.-Y. (2019). Speaking progress and meaning negotiation processes in synchronous online tutoring. *System*, 81 , 179–191. <https://doi.org/10.1016/j.system.2019.01.001>