# A Comprehensive Exploration of Lecturer's Written Corrective Feedback on Students' Counterargument Paragraphs in Enhancing Argumentative Writing Proficiency

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**ABSTRACT**

**Objective:** This study delved into the methods employed by lecturers when offering feedback on argumentative essays authored by students. It particularly emphasized examining the feedback mechanism about counterargument paragraphs within these essays. **Method:** The research utilized a qualitative method to delve into the feedback provided by the lecturer on students' argumentative essays. This involved thoroughly exploring the various types of feedback imparted by the lecturer. Additionally, document analysis served as the primary means of data collection, enabling a comprehensive examination of written feedback and its nuance. **Results:** The results emphasize the importance of feedback in improving writing skills and suggest that lecturers should continue to give clear and direct feedback. **Novelty:** In the context of existing literature on lecturer's written corrective feedback, this study provides valuable insights into students' argumentative writing dynamics. It highlights the significance of using clear feedback to enhance writing skills, benefiting lecturers and students in academic writing. Additionally, feedback on counterarguments could increase writing proficiency since it is usually the weakest point.

## INTRODUCTION

Writing instruction for English language learners in non-English-speaking countries has traditionally drawn upon theories and teaching methods from English-speaking nations. Therefore, writing is an essential productive ability for students studying English as a foreign language (EFL), particularly for those pursuing higher education. It is integrated as a primary goal (Al-khazraji, 2019; Filippou et al., 2019) because it enhances students' academic attainment and educational progress. Furthermore, acquiring skills related to strategic planning, self-regulation of writing, revision, and reader engagement has become imperative for creating exemplary written work. As a result, students in higher education are frequently tasked with creating essays, papers, or articles to acquaint them with various writing methodologies. Despite the significance of writing courses for college students, most still perceive it as a challenging skill due to the multitude of writing genres. One type of writing genre that students must master is argumentative writing, where the authors must formulate a position on a particular topic, explicate and elucidate it, and furnish substantiating evidence to buttress their viewpoint (Ozfidan & Mitchell, 2020). Therefore, argumentation is paramount in composing argumentative texts (Valero et al., 2022). Students commonly encounter challenges during the writing process, often making errors related to grammar, cohesion, coherence, paragraph structure, word choice, and spelling (Salaxiddinovna, 2022). These difficulties can stem from various factors, such as a need for grammar proficiency, limited vocabulary, particularly in academic contexts where

word choice differs from everyday language, and confusion about using appropriate transition signals to connect sentences or paragraphs (Febriani, 2022). These common mistakes often arise due to students' existing knowledge and skills. Besides that, more cognitive resources are needed; writers need to be able to develop ideas, organize and arrange activities, write, edit, and monitor their writing depending on feedback received (Teng et al., 2022). Therefore, argumentative writing presents the most significant challenge as it necessitates the integration of factual and pertinent evidence to support the claims.

Furthermore, it is essential to comprehend how an argumentative essay is organized to support persuasive and efficient communication for the reader since it serves as a structural framework to provide a clear and logical flow of ideas. The typical organization of an argumentative essay is called "the five-paragraph essay," which includes the thesis statement occurring in the first paragraph, the argument stage in the subsequent three paragraphs (two paragraphs for controlling ideas and one paragraph for counterargument), and the conclusion stage as the fifth and final paragraph (Hyland, 1990). This well-structured flow allows readers to follow and engage with the writer's idea seamlessly. Interestingly, including counterarguments is imperative for cultivating a nuanced and compelling discourse. While articulating a robust thesis and providing supporting evidence is essential, acknowledging opposing viewpoints enhances the depth and credibility of the overall argument (McCarthy et al., 2021). Previous research has indicated that an excellent essay articulates a distinct perspective supported by logical arguments and addresses opposing viewpoints with evidence, highlighting the importance of critical thinking (Noroozi et al., 2020). An organized flow of an argumentative essay allows readers to follow the ideas presented, especially the counterargument paragraph, to acknowledge other points of view.

Moreover, the initial study showed that crafting a counterargument paragraph is the trickiest aspect of argumentative writing. This is because authors need to recognize opposing views and provide evidence to support those views while still sticking to their stance (Sundari & Febriyanti, 2021). Also, the study found that students' argumentative essays often needed higher quality due to the inclusion of irrelevant information and weak arguments (Sundari & Febriyanti, 2021). Consequently, the essays are less convincing because they include irrelevant information and present weak arguments. Another study found that students often either need to pay more attention to the inclusion of counterarguments or produce significantly fewer counterarguments compared to their supportive arguments (McCarthy et al., 2022). In general, the students find composing counterarguments to be the most challenging aspect.

It is essential to grasp the significance of feedback to utilize it effectively. Corrective feedback, a form of assessment, enables teachers to engage with students regarding specific academic elements, fostering critical thinking (Koltovskaia & Mahapatra, 2022). Research has shown its significant impact on learning outcomes and development, varying effectiveness based on delivery methods (Yu & Liu, 2021). Feedback is thus a vital component in the teaching and learning process, particularly in teaching argumentative writing. A deeper understanding of how students engage with feedback is necessary to aid teachers in enhancing their corrective feedback practices, as it forms a crucial link between feedback delivery and learning outcomes.

In order to facilitate optimal outcomes in student writing, teachers play a crucial role in the writing process by acting as facilitators and providing feedback on students' progress. Furthermore, encouraging the provision and application of feedback is a

fundamental aspect of successful writing instruction. Proficiency in assessing student work and delivering constructive feedback is crucial to effective writing instruction (Deane, 2022). Moreover, getting better at writing is not a one-time thing but involves a continuous and iterative process (Ferris & Hedgcock, 2023). This suggests that consistently working on writing skills over time is crucial for improvement. Thus, feedback provision would help in the writing process. The investigation uncovered that providing corrective feedback can augment students' writing proficiency (Kushki et al., 2022; Wicaksono, 2024). In conclusion, the provision of feedback by the teacher may assist students in overcoming challenges encountered during the formulation of an argumentative essay and obtaining a sound writing output.

Henceforth, it is imperative to grasp the significance of feedback to employ it appropriately. It has been ascertained that feedback exerts a significant influence on learning outcomes and development, with the extent of this influence contingent upon the delivery method (Yu & Liu, 2021). Feedback is essential to the instructional process, particularly in teaching argumentative writing. Feedback refers to teacher-written corrective feedback, in which the providers or the teachers provide assessments and comments on students' writing to improve their abilities (Li & Vuono, 2019). In order to provide students with comprehensible and precise feedback, a deeper understanding of the types of written corrective feedback used by teachers is required since students must interpret the feedback they have accepted.

Scholars have classified the types of written corrective feedback into six categories: direct, indirect, metalinguistic, the focus of feedback, electronic feedback, and reformulation. Direct feedback is the first type. It represents how the instructor systematically rectifies students' written work. The feedback facilitates the substitution of erroneous expressions with correct ones. Conversely, indirect feedback may manifest as a general indication of errors in students' work within the margins or highlighting errors without providing specific correctional forms. The third category is metalinguistic explanation. It involves the placement of error codes in the page margin to apprise students of the specific types of errors made.

Moreover, the teacher may enumerate the errors within the text and provide grammatical explanations for each error at the bottom of the page, serving as a method for imparting metalinguistic feedback. Furthermore, the fourth classification pertains to the distinction between focused and unfocused corrective feedback. Focused corrective feedback concentrates on a limited set of specifically identified error types, while unfocused or comprehensive corrective feedback encompasses all or most error categories. The other forms are electronic and reformulation feedback. Within electronic feedback, educators identify specific errors in students' texts using hyperlinks, serving as resources for error correction (Barrot, 2023; Link et al., 2022; Perkins et al., 2024; Saeed & Al Qunayeer, 2022). In the reformulation process, individuals proficient in the language, either native or near-native speakers, rephrase texts based on students' original writing to enhance linguistic expression while preserving meaning. Ellis (2009) proposed those classifications. Overall, the six categories of feedback have different procedures in their applications.

Furthermore, several studies have examined students' and teachers' feedback preferences. A study revealed that students who pursue a developmental approach goal expressed a preference for receiving corrective feedback that is more explicit, driven by the significant learning value they attribute to such feedback (Papi et al., 2021). Additionally, the predominant feedback methods employed by educators consist of

concordance and metalinguistics. Facilitating learning is most effectively achieved through prompt feedback (Kılıçkaya, 2022). Besides, the most commonly employed feedback method was direct feedback, frequently supplemented by metalinguistic explanations (Koltovskaia & Mahapatra, 2022). Furthermore, it is supported by the students' preferences of feedback that most students prefer to attain explicit feedback (Prihatini et al., 2024). In summary, these studies underscore the importance of explicit corrective feedback for students pursuing developmental goals and emphasize the effectiveness of prompt feedback in facilitating learning, with direct feedback supplemented by metalinguistic explanations being a common approach among teachers.

Most studies and research investigating the effectiveness of teacher's written corrective feedback (e.g., Brown et al., 2023; Ha & Murray, 2023; Lira-Gonzales & Valero, 2023; Solmaz et al., 2023) either on students' academic writing and other types of writing have been broadly examined. However, none of those studies examined teachers' written corrective feedback on students' argumentative writing drafts, specifically in counterargument paragraphs of argumentative essays. In addition, counterargument paragraphs are the weakest points because students often lose their position in composing them. Therefore, this study aims to comprehensively explore the lecturer's written corrective feedback on students' argumentative essays to bridge the gap. Subsequently, these research questions were presented to cover the gap:
1. What are the lecturer's comments on students' counterargument paragraphs?
2. What types of written corrective feedback does the lecturer provide on students' counterargument paragraphs?

## RESEARCH METHOD
### Design
This study employs a qualitative research approach to comprehensively understand specific phenomena (Ary et al., 2018). The selection of this method is grounded in the tradition of the lecturer's written feedback, as it can unveil how the lecturer articulates and furnishes feedback on students' drafts of argumentative essays. In the context of this research, the primary aim is to investigate the various forms of written corrective feedback offered by lecturers on students' writing.

### Participants
The study involved four students from a state university in Surabaya who were enrolled in an Argumentative Writing class. Two students had the highest scores, while the other two had the lowest scores in the class. The lecturer evaluated the essays using a specific rubric, and the participants were selected based on their argumentative final scores. Additionally, the participants were chosen using convenience sampling. The method used to select research participants aimed to identify individuals willing and able to participate, although they may not entirely represent the population (Creswell, 2014). The participants' selection was based on their willingness and availability and their final score in the Argumentative essay.

### Instruments
The method employed for the data collection technique was documentation as the instrument, encompassing the compilation of lecturer-authored comments on students' argumentative writing. This data collection technique was selected to align with the study's objective, which centers on examining lecturer feedback on drafts of students'

argumentative writing. The instrument was an argumentative writing rubric developed by the lecturer's team, which teaches argumentative writing classes. Therefore, the instrument's validity was based on the Course Learning Outcome (CLO) developed based on Program Learning Outcome (PLO) numbers 1 and 8 from the faculty. At the same time, the reliability of the instrument was 0.8, calculated using states.

## Data analysis

In the data analysis process, information extracted from students' argumentative writing was systematically documented and categorized to discern various types of feedback. Theoretically, the analysis process applied thematic analysis, including collecting the data, selecting the relevant data, classifying the theme, reviewing the data, defining the data, and reporting the result (Xu & Zammit, 2020). Furthermore, the procedural details of the data analysis are delineated in Figure 1.
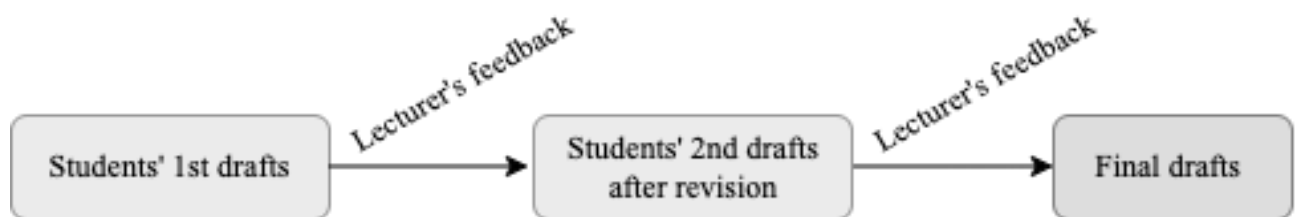


**Figure 1** Steps of data analysis.

Figure 1 illustrates the procedures involved in data analysis. Initially, the initial drafts of argumentative essays, incorporating lecturer-provided feedback, are gathered, and assessments of the feedback on counterargument paragraphs are compiled. Subsequently, following the students' revisions based on the initial feedback, second drafts are resubmitted. The lecturer then provides feedback on these revision drafts. Ultimately, the compiled second drafts, incorporating lecturer feedback, are collected, and assessments of counterargument feedback are compiled for analytical purposes.

## RESULTS AND DISCUSSION

### Results

The scoring of each student's draft is based on the assessment of individual content. For instance, the maximum point for the first draft's counterargument paragraph is 15, indicating a point range of 1 to 15. Subsequently, the points for each component from the introductory to the concluding paragraph are calculated, and the total score is converted to a final score within the range of 75-100. The first feedback on the students' first drafts encompassed comprehensive commentary on the specific elements of the counterargument paragraph, including the counterclaim, supporting evidence, examples, and pertinent references. These remarks represent the lecturer's feedback on the first drafts of the argumentative essays.

- **Counterclaim Paragraph (14/15):**
  Develop your counterclaim further with more examples and explanations. Make it clear and compelling.
  Original: "The debate about the ethical use of ... to cheat (Cassidy, 2022 as cited in Kohnke et al., 2023)."
  Revised: "A compelling example of the ethical dilemma surrounding AI in education is the use of ChatGPT. Critics have raised concerns about its impact on assessments and the potential for academic misconduct. As Cassidy (2022, as cited in Kohnke et al., 2023) notes, there is a legitimate fear that students might misuse AI to cheat, undermining the integrity of the education system."

**Figure 2.** Lecturer's comment for a student with the first highest score.

Figure 2 depicts the lecturer's feedback on the first draft of a student who achieved the highest score in the class. The feedback suggested enhancing the counterargument paragraph with additional examples and explanations. However, it should be composed clearly and compellingly. Additionally, the counterargument paragraph in student 1's draft can earn a maximum of 14 points, which is considered an excellent score since it is close to 15 points. After all, the feedback in Figure 2 suggests enhancing the top-scoring student's counterargument with more examples and clear explanations. Despite this, the paragraph has the potential to earn an excellent score of 14 points, near the maximum of 15 points. The feedback provided by the lecturer is direct feedback, wherein the original form of the student's writing is directly addressed, and the revision is presented in a complete sentence. The explicit nature of the revision allows the student to incorporate it and restructure the counterargument in the draft directly.

- **Counterclaim Paragraph (11/15 points):**
  Provide real-life examples of how AI might hinder creativity in the learning process and offer a compelling refutation.
  ✓ Original: "Some argue that AI focuses on achieving results and following instructions, which can limit creativity."
  ✓ Revised: "Critics contend that AI, by primarily emphasizing results and adherence to instructions, might limit students' creative thinking. However, it's important to note that AI can enhance creativity by offering personalized learning experiences tailored to individual preferences."

**Figure 3.** Lecturer's comment for a student with the second highest score.

Moreover, Figure 3 presents the feedback provided by the lecturer for the second-highest-scoring student in the argumentative writing class. According to the comments, the student should provide a convincing argument and real-world examples of how artificial intelligence (AI) might hinder creativity in the classroom. The absence of real-life examples in the explanation of the counterargument has a direct impact on the points awarded by the lecturer. Hence, the student attained a score of 11 out of 15 points. Overall, the feedback for the second-highest-scoring student in the argumentative writing class emphasizes the importance of providing a more convincing argument with real-world examples of how artificial intelligence (AI) impacts creativity in the classroom, directly impacting the awarded points. The feedback rendered by the lecturer assumes the form of explicit and direct commentary, wherein the original rendition of the student's composition is directly acknowledged, and the revised version is articulated in a comprehensive sentence. The unambiguous nature of the revision facilitates the student's direct assimilation and restructuring of the counterargument within the draft.

- **Counterclaim Paragraph (12/15):**
  Your counterclaim discusses the potential for AI misuse and cheating. It is well-structured and includes references to support your argument. To strengthen it further, add some examples or cases where AI was misused for cheating, making your argument more persuasive. For example, "A case reported by [Source] highlights a situation where students exploited AI writing tools to submit essays that were not their own, thereby violating academic integrity."

**Figure 4.** Lecturer's comment for student feedback with the first lowest score.

Figure 4 furnishes feedback for the student with the first lowest score in argumentative writing. The provided feedback comprises expressions of appreciation and recommendations to incorporate illustrative examples and cases, thereby augmenting the persuasive efficacy of the argument. Moreover, this counterargument has the potential to

accrue 12 points out of a total of 15, signifying the coherent structuring of ideas and their substantiation with pertinent references. In short, Figure 4 provides feedback to the lowest-scoring student in argumentative writing, suggesting adding examples for a more persuasive argument that could earn 12 out of 15 points, reflecting well-organized ideas with relevant references. Moreover, the nature of feedback supplied by the lecturer is categorized as explicit feedback, given that a solution for the recommended alternative is proffered within the draft. Consequently, the student can directly incorporate the provided option into the following argumentative essay while revising.

- **Counterclaim Paragraph (2 points):**
  Restructure the counterclaim paragraph to effectively address an opposing viewpoint. Provide strong evidence and reasoning. Example: "While it's true that some students may be disrespectful to teachers, fostering positive relationships can mitigate these issues. For instance, a study by Johnson (2019) showed that students who had close relationships with teachers were less likely to engage in disruptive behavior."

**Figure 5**Lecturer's comment for student feedback with the second lowest score.

Finally, Figure 5 illustrates the feedback received by the student attaining the second-lowest score in argumentative writing. The feedback recommends restructuring the counterargument to address the opposing viewpoint effectively. This indicates that the counterargument paragraph must have considered the opposing viewpoint adequately, lacking robust evidence and reasoning. Furthermore, the score attained by this student is meager, amounting to only 2 points out of a possible 15. In brief, Figure 5 highlights feedback for the student with the second-lowest score in argumentative writing, recommending a needed restructuring of the counterargument for better addressing opposing viewpoints. This reveals the counterargument's shortcomings in evidence and reasoning. The student's score is also significantly low, just 2 out of 15 points. Furthermore, the instructor's feedback is classified as explicit feedback, as a resolution for the suggested alternative is offered within the draft. Subsequently, the student can immediately integrate the provided option into the subsequent argumentative essay during the revision process.

After receiving feedback on their first drafts, students made revisions based on the feedback. The revised drafts were submitted, and the lecturer provided additional feedback for the second draft after revision. The counterargument paragraph can earn a maximum of 20 points in the second draft of the argumentative essay. This paragraph contains refutation, challenging the author's claims about the selected topic. However, even though refutation should be presented, the authors must still strengthen their stance. Overall, refutation within the author's argument does not weaken their position, as it only acknowledges the perspectives of others that differ from one's own. The instructor's subsequent feedback on the second drafts of students' argumentative essays concentrated on the comprehensive content of the counterargument paragraph. Consequently, the lecturer should have highlighted specific elements within the counterargument paragraph. These remarks encapsulate the lecturer's evaluations of the second drafts of the argumentative essays.

- Refutation (17/20): The acknowledgment of potential misuse is present, but a more thorough refutation of opposing views would strengthen your argument.

**Figure 6.** Lecturer's comment for a student with the first highest score.

Figure 6 furnishes the feedback for the second draft of the foremost student achieving the highest score in the argumentative essay. The lecturer's feedback recommends crafting a more exhaustive refutation of the opposing viewpoint to fortify the overall argument. This paragraph scored 17 out of 20, signifying its proximity to an exemplary counterargument, as the author adeptly acknowledged opposing perspectives.

- Refutation (19/20): A strong acknowledgment of AI's potential drawbacks, but it could benefit from addressing potential counterarguments to strengthen your position.

**Figure 7.** Lecturer's comment for a student with the second highest score.

Figure 7 depicts the feedback given by the lecturer to the student who achieved the second-highest score in the argumentative essay class. The lecturer's feedback suggests that the student should counter potential rebuttals to strengthen the position rather than acknowledge potential adverse effects. Nevertheless, despite this suggestion, the paragraph receives a near-perfect score of 19, signifying its exceptional quality as an almost perfect counterargument.

- Refutation (18/20): The refutation is generally effective, addressing potential AI misuse. Strengthen your argument by providing more detailed examples or counterarguments.

**Figure 8.** Lecturer's comment for a student with the first lowest score.

Figure 8 furnishes feedback for students with the lowest score in the argumentative writing class. The feedback indicates that the refutation is generally effective in addressing the misuse of AI. Nevertheless, additional detailed examples of counterarguments are required to fortify the overall argument. The student scored 18 out of 20, signaling a commendable performance with room for improvement by incorporating more detailed examples.

- Refutation (15/20): While you acknowledge the possibility of student disrespect, a stronger refutation would delve into potential counterarguments and present more robust evidence supporting your stance. This section needs more depth to address potential skepticism effectively.

**Figure 9.** Lecturer's comment for a student with the second lowest score.

Ultimately, Figure 9 outlines the second student who attains the second-lowest score in the class. The feedback advises the student to augment the refutation, delving more profoundly into potential counterarguments and furnishing more substantial evidence to underpin the stance. The counterargument paragraph accrues 15 points, indicating its weak refutation and the need for more robust evidence to bolster the argument. Overall, these results were derived from four participants in the study, comprising two high-achieving students and two low-achieving students. Additionally, the data for these results were obtained from the initial and revised drafts of argumentative essays, incorporating feedback from the lecturer. The subsequent section will delve into a detailed discussion of these results.

## Discussion

The analysis of lecturer feedback in the initial drafts, as illustrated in Figures 2 and 3 for the students with the highest score of argumentative essays and Figures 4 and 5 for the students with the lowest score of argumentative essays, illuminates critical aspects of students' argumentative writing in an academic context. Figure 2 underscores that even the student achieving the highest score, with the possibility of an outstanding point, can gain advantages from suggestions to enhance their counterargument. This aligns with research emphasizing the continuous nature of writing improvement (Ferris & Hedgcock, 2023). The concordance with this study substantiates the notion that the enhancement of writing proficiency constitutes a continuous and iterative undertaking, emphasizing the need for sustained efforts in enhancing writing abilities over time.

The feedback format, characterized by direct and explicit commentary, as demonstrated in Figures 2 and 3, emerges as a pedagogically effective strategy. The research underscores the importance of clear, specific feedback for enhancing writing skills (Ha & Murray, 2023). The direct feedback and restructuring this feedback format facilitates are by the recognized best practices outlined in literature (Koltovskaia & Mahapatra, 2022). This aligns with the current understanding of the role of feedback in fostering meaningful revisions and improvements in student writing. The insights gleaned from Figures 4 and 5 shed light on critical aspects of students' performance in argumentative writing within an academic framework, contributing to the discourse on effective feedback strategies and common errors in student drafts. Figure 4 outlines feedback provided for the student with the lowest score, recommending incorporating illustrative examples to enhance the argument's effectiveness. This suggested improvement can raise the counterargument to a commendable score, underscoring the skillful organization of ideas supported by relevant references. Moreover, the feedback provided in Figure 4 is explicit, offering a clear solution that the student can readily implement in subsequent revisions (Yu, 2022).

Moving on to Figure 5, the feedback for the second lowest-scoring student suggests a fundamental restructuring of the counterargument to address opposing viewpoints more effectively. Additionally, a nuanced consideration of opposing perspectives is integral to constructing a robust argument. This result aligns with a previous study highlighting the challenges in writing counterarguments as the most difficult part (Sundari & Febriyanti, 2021). The connection between the present results and the earlier research underscores the ongoing acknowledgment of the complexities in adeptly managing counterarguments. This supports the idea that effectively addressing opposing viewpoints is crucial in building a robust argument. Moreover, the exploration of lecturer feedback in the subsequent drafts, depicted in Figures 2 and 3 for students achieving the highest scores in argumentative essays and Figures 4 and 5 for those obtaining the lowest scores, sheds light on essential facets of students' argumentative writing within an academic context. The current results, illuminating essential facets of students' argumentative writing within an academic context, align with the emphasis placed on argumentative writing as a primary goal in the previous study conducted by Al-Khazraji (2019). This alignment underscores the significance of argumentative writing as an integrated educational goal and a crucial factor contributing to students' academic attainment and overall educational progress, as identified in the earlier study.

Figures 6 to 9 reveal nuanced insights into the strengths and areas for improvement in argumentative essays. Figure 6 highlights the highest-scoring student, whose feedback emphasizes the need for a more exhaustive refutation of opposing viewpoints. This aligns

with the challenges identified in the previous study, where crafting a counterargument paragraph was deemed the trickiest aspect of argumentative writing, emphasizing the necessity for recognizing opposing views (Sundari & Febriyanti, 2021). In contrast, Figure 7 showcases feedback for the second-highest scoring student, advising against acknowledging potential adverse effects and instead focusing on countering potential rebuttals. This aligns with the earlier study's results, which noted that students' argumentative essays often had lower quality due to the inclusion of weak arguments (Sundari & Febriyanti, 2021). Together, these results highlight the ongoing challenges in effectively addressing opposing views and strengthening argumentative writing skills, providing a consistent narrative across studies.

Moving to Figures 8 and 9, which pertain to the first-lowest and second-lowest scoring students, respectively, the feedback underscores the effectiveness of refutation in addressing the misuse of AI. However, both students are encouraged to incorporate more detailed examples (Figure 8) and furnish more substantial evidence (Figure 9) to fortify their arguments. The recent results, as presented in Figures 8 and 9, focusing on the first-lowest and second-lowest scoring students, highlight the importance of effective refutation in addressing the misuse of AI. This aligns with the emphasis from the previous study, which stated that while articulating a robust thesis and providing supporting evidence is crucial, acknowledging opposing viewpoints enhances the depth and credibility of the overall argument (McCarthy et al., 2021). Specifically, Figures 8 and 9 in the present study recommend that both low-scoring students incorporate more detailed examples and furnish more substantial evidence to strengthen their arguments. This underlines the ongoing significance of considering opposing viewpoints and reinforcing arguments through comprehensive examples and evidence, providing a cohesive connection between the current and previous research.

## CONCLUSION

**Fundamental Finding:** The comprehensive analysis of lecturer feedback on argumentative essays delineated through Figures 2 to 9 provides profound insights into students' argumentative writing dynamics within an academic framework. Significantly, the results highlight the enduring essence of enhancements in writing, aligning with existing research emphasizing the iterative nature of enhancing writing proficiency. The study affirms that even students achieving the highest scores benefit from targeted suggestions, emphasizing writing enhancement's continuous and iterative nature. Moreover, the efficacy of a feedback format characterized by direct and explicit commentary is established, in line with recognized best practices in literature, highlighting its pedagogical effectiveness in fostering meaningful revisions and improvements in student writing. **Implication:** Based on the identified patterns and effective practices, it is recommended that lecturers continue to employ a feedback format characterized by direct and explicit commentary. This strategy proves pedagogically effective in enhancing writing skills, aligning with established best practices. Furthermore, the study suggests that lecturers should consistently emphasize the importance of continuous improvement in writing, even for high-scoring students, focusing on specific aspects such as refining counterarguments. This proactive approach can contribute to the sustained development of students' writing abilities over time. The implications of this study extend to both educators and students in the realm of academic writing. Educators should consider the effectiveness of providing clear and specific feedback, incorporating explicit recommendations for improvement. **Limitation:**

However, it is essential to acknowledge the limitations of this study. The scope was limited to analyzing lecturer feedback on argumentative essays, which may only partially capture some aspects of the writing process. Additionally, the study focused primarily on qualitative analysis, which may limit the generalizability of the findings. Future research could benefit from incorporating quantitative methods and exploring feedback dynamics across different writing genres and student populations. **Future Research:** Future research endeavors could explore the effectiveness of feedback interventions in enhancing writing skills over the long term. Additionally, further investigation into the role of peer feedback and self-assessment in the writing process could provide valuable insights into alternative approaches for improving writing proficiency. Moreover, exploring the impact of technology-mediated feedback tools on student writing outcomes could offer innovative avenues for enhancing writing instruction in academic settings.

## ACKNOWLEDGEMENTS

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