

# Students' Strategies In Revising Writing Draft After Receiving Teacher Feedback

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## ABSTRACT

Teacher's feedback is one of important things to be given to improve the students' writing quality. After receiving feedback from the teacher, students applied different strategies in revising their draft. Therefore, the aim of this study was finding out students' strategies in revising draft after receiving teacher feedback in Essay Writing class. Qualitative method was applied in this study with the different intake participants at one of Universities in Malang, Indonesia. The research instruments were questionnaires, the questionnaire was delivered to 27 students and from the result of questionnaire was chosen randomly 9 students to be interviewed. In analyzing the data, data reduction, data display, and conclusion drawing/verification were done. To validate the data, data triangulation techniques was applied. The finding shows that most students received direct feedback from the lecturer in Essay Writing class. In carrying out revisions, students have strategies for revising their draft. Students did revision strategies through translating from online dictionary, reviewing of errors before the exam, consulting with lecturer, sharing with friends, translating from bilingual dictionary, and recording the lecturer voice. Besides, students carried out revision operation including Deleting, Reorganization, Addition, Correcting, Rewriting, Substituting, and No Correcting. From the result of this study, it can be concluded that students have different ways in revising their writing based on their preference and need. Therefore, teacher should treat the students in different ways in giving feedback.

*Keywords: Student's strategies, Teacher feedback, Writing*

## INTRODUCTION

The ability to write English is the most important in learning English (Zhou, 2022). Student needs motivation in writing. Writing motivation can also be interpreted as a psychological drive that makes someone able to write, or choose a writing topic to express or communicate the ideas (Sudirman & Ati, 2019). Not only motivation is needed in writing but also a clear structure in writing essays. It must follow the points or charts that are structured in writing. Papers that have been written by students, require feedback from the lecturer, because students' errors in writing can be known by feedback from the lecturer. They also have to pay attention to the feedback given and have many opportunities to work on the corrections that have been given (Gue, 2007). Giving feedback for university students was done by many teachers and the value of feedback given by teachers which contain writing assessments has been widely recognized in universities (Shrestha, 2022). Feedback is only valuable if it has an impact on students or if students can be directly involved in actions to improve the results of the feedback provided by the teacher (Steen-utheim & Hopfenbeck, 2018). It means that feedback create a good two-ways communication or a good interaction between students and teacher (Mafulah et al., 2023)

Corrective Feedback has several types in writing (Zohra & Hamitouche 2022). The first is Direct Corrective Feedback, this type of feedback requires the lecturer to correct errors and provide corrections. The second is Indirect Corrective Feedback. It is a type of feedback that only gives or shows errors in the students' writing without providing

corrections to their writing errors. The third is Focused and Unfocused Corrective Feedback. Lecturers provide corrections for all types of writing errors that have been found in the results of their students' writing. The fourth is Metalinguistic Corrective Feedback. It contains explicit comments from lecturers to students. This comment can be an error code or an abbreviation below the error in the text or margin. For example, article (art), preposition (prep), wrong word (WW).

After receiving feedback, students revise their draft. Students respond to teacher feedback differently due to differences in student engagement styles (Z. (Victor) Zhang & Hyland, 2018). In carrying out revisions, students have their own strategies, namely translating draft essay writing by translating through online dictionaries, consulting with friends, consulting with lecturers and even looking up difficult vocabulary, they usually use a bilingual dictionary. As for behavioral engagement with WCF, not only revision (uptake) operations need to be considered, but also revision and learning strategies that facilitate WCF processing and help students improve their writing in the future (Han and Hyland, 2015). In this case, students need to learn what strategies they use to revise their essay drafts. Furthermore, they must plan WCF strategies carefully to increase students' engagement with WCF. Students need to be careful in planning what kind of revision strategies they will use. Students must also understand what strategies are suitable and appropriate to use for revising.

Regarding strategies for revising writing draft, there were some scholars did research on that field. Zhang and Hyland (2018) studied about student engagement with teachers and automated feedback on L2 writing, the study used 2 students as research participants. This study investigates how two Chinese English students received feedback from the teacher and digital on their work during a 16-week semester. The strengths and weaknesses of the feedback analyzed through student texts, teacher feedback, digital feedback, and student interviews. The study was to find out the difference in student involvement in revising students' writing after receiving teacher and digital feedback. The result shows that interaction with different sources of feedback impact on their writing over time.

Further, Zhang & Hyland (2022) studied fostering student engagement with Feedback: an integrated approach, this study used a group of 33 students who were involved as research subjects. The study used a systematic pedagogical approach that incorporates three types of feedback on academic writing: automatic, peer, and teacher feedback. The study was conducted at a university in China and was based on an analysis of drafts of students' written assignments, an automated evaluation system, feedback to peers and teachers, and transcripts of retrospective interviews with teachers and students. The study found that most of the students participated actively in this integrated approach. By providing feedback on their work, this approach effectively encourages students' behavioral, affective, and cognitive engagement, and encourages them to consider revisions.

Different from previous studies, Zhang and Hyland (2018) research concentrated on how two students engage with a teacher and AWE feedback on their writing during a semester at university. Highly engaged students tend to spend more time working with feedback, showing positive attitudes toward it, and using revising strategies. This finding shows a dynamic interaction between behavioral, affective, and cognitive engagement. On the other hand, Zhang and Hyland (2022) study of 33 students at a Chinese university found that the students performed all seven types of revision operations in their drafts, however, there were differences in frequency after the different types of feedback were received. In addition, it was shown that many students were able to evaluate essays and focus on content after they received feedback. Based on the previous studies research result, most students have their ways and tricks regarding revision. Therefore, this research aimed to find out student strategies in revising their drafts after receiving feedback from teacher in Essay Writing Class.

## METHOD

Due to the aim of the study is to find out students' strategies in revising their drafts after receiving feedback from teacher, qualitative research method was applied. Questionnaire and interview was used to get the data. There were some characteristics of the participant that can join in fulfilling questionnaire. They were students of the English Education Department who had taken the Essay Writing class at University of PGRI Kanjuruhan Malang, consisting of a maximum age limit of 25 years, and the gender of the participants was male and female. To obtain data about student perceptions, questionnaire was distributed to 30 students. The questionnaire were adapted from Han and Hyland, (2015); Zhang and Hyland, (2022); Zhang and Hyland, (2018). The questionnaire used Google form to make the participant easy to answer, it is no need to fulfill questionnaire face to face. The students who participated in this study were Class of 2019, Class of 2020, and Class of 2021, the three classes met the criteria of participant. However, out of 30 students only 27 students filled the questionnaire. There were nine students from Class of 2019, nine students from Class of 2020, and nine students from the Class of 2021.

After data from questionnaire were gathered, interview was done. Out of 27 students only nine students were available to be interviewed. Only the students who were available and willing to be interviewed were chosen. They were

three students from Class of 2019, three students from Class of 2020, and three students from Class of 2021. The detail information about participants can be seen in Figure 1

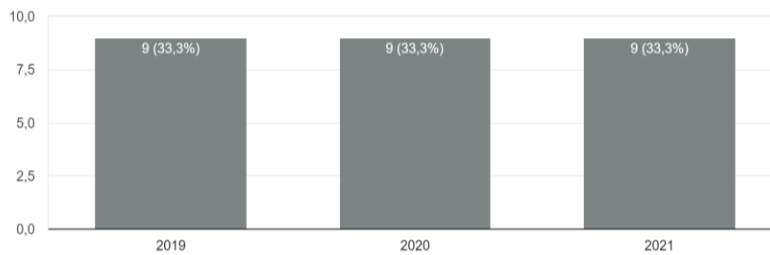


Figure 1. number of respondent

Figure 1 shows the percentage of respondents who have filled out the research questionnaire. The total number of respondents who filled out the research questionnaire was 27 students. This percentage shows that the respondents consisted of 9 students (33.3%) class of 2019, 9 students (33.3%) class of 2020, and 9 students (33.3%) class of 2021. So in this study the number of respondents who the same for each Intake. In addition, the students' gender can be seen in the Figure 2

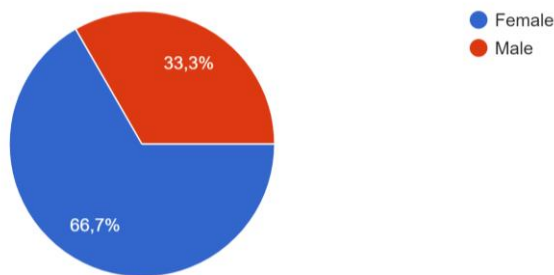


Figure 2. Gender of the Respondents

Figure 2 shows the percentage of respondents who have completed the research questionnaire. The total number of respondents who filled out the research questionnaire was 27 students. From this percentage, it shows that there were 18 (66.7%) responses from Females and 9 (33.3%) responses from Males, who had filled out the research questionnaire. Of the total respondents who completed the questionnaire, the most dominant in this study were Females with a percentage of 66.7%. While the age of the students, it can be seen from Figure 3.

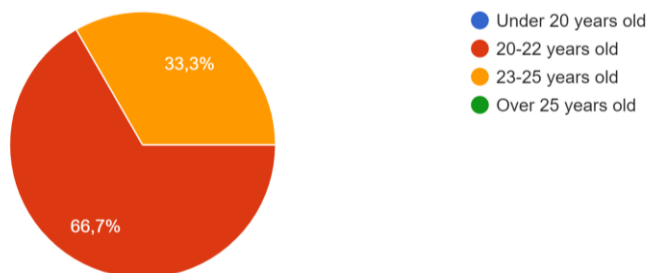


Figure 1. Respondents' age

Figure 3 shows the percentage of respondents of this study consisted of 18 students (66.7%) aged 20-22 years and 9 students (33.3%) aged 23-25 years. So in this study it was shown that students aged 20-22 years were more dominant with a percentage of 66.7%.

Before conducting the interview session, the researcher contacted the participants who had been selected to submit a request for approval on whether they could become respondents in the interview session. The interview session

was carried out according to the working hours of the participants, so as not to disturb the participants' time. The interview process was conducted online using the Google Meet or Zoom Meeting application. The recording was transcribed into written form so that it can be studied in detail. Complete interview transcription from the recording then classified based on the strategies categories.

Furthermore, data analysis was done through data reduction, data display, and conclusion drawing/verification put forward by (Miles & Huberman in Abdussamad, 2021). First step was data reduction, this stage was to perform data analysis through summarizing and focusing on important things, and looking for themes and patterns. Through this step, a clear picture of the reduced data can be obtained and it was to collect further data and look for it. The data collected was in the form of notes on the answers to the questionnaires and interviews which have been reduced to a narrative. After the data has been collected and reduced, the next step is displaying the data. The data displayed regarding students' strategies in revising their draft essay writing which has been given feedback by the lecturer in descriptive form and it was presented in the form of brief descriptions, and table. In addition, drawing conclusion/ verification was the last steps.

In making the data valid, triangulator was used. It was done in data collection, therefore the data obtained can be more consistent, certain, and complete. Thus, this research used the data gather from questionnaire and interview. Because by using a questionnaire the data obtained was not strong enough to support the data from the data source obtained, this interview stage was carried out to find out and strengthen the data deeply from the results of the questionnaire that had been obtained previously.

## FINDINGS AND DISCUSSION

### Feedback from Teacher

From the questionnaire result, most of the students stated that they get feedback from the teacher in Writing class and understand what the feedback given by their teacher, so that they revise their writing (see Table 1).

**Table 1.** Results of Student's Receiving Feedback

Receiving Feedback	Percentage	
	Total	%
I get feedback from the lecturer in essay writing class.	27	100
I revise the draft after being given feedback by the lecturer.	26	96.3
I understand the feedback given by the lecturer.	26	96.3

All students (100%) answered yes to the statement "I get feedback from the lecturer in essay writing class". Then looking at the answers to the statements "I revised the draft after being given feedback by the lecturer" and "I understand the feedback given by the lecturer", it was found that 26 students answered yes and only 1 students (3.7%) answered 'no'. This was also confirmed from the interview results that all students received both direct or verbal feedback and indirect or written form. This finding was confirmed by the statement of PI 13

*"The feedback I received was from the lecturer in verbal form" (PI 13).*

When the lecturer was unable to attend class (for example abroad), the type of feedback obtained is indirect feedback delivered online. As stated by PI 4:

*"Most of the time, it's direct. But there are moments when, like, when Ma'am goes abroad, or when she's busy, she usually tells us to gather on the Spada" (PI 4).*

Regarding students' responses to the feedback, the answers were varied. However, the majority of them, as many as 96.3%, would revise their draft after being given feedback from the lecturer and the reason why they revised their drafts was that they wanted to correct errors or deficiencies in their imperfect drafts so that they could improve the quality of their essays, get better grades, and thus pass the essay writing course. As stated by PI 18:

*"Because I want to improve the quality of my essay and correct mistakes that might disturb readers or reduce my grade" (PI 18).*

*"Of course to get better grades and to pass the course, that is" (PI 3).*

As PI 18 statement that the reason in revising her draft was to improve the quality of her essay while another reason was stated by PI, it was to get better grades. It is known that feedback from lecturers has an important role because the competencies possessed by the lecturer himself and the courses taught by the lecturer are courses that can be

useful when students complete their thesis later. These findings are in line with research was done by Zhang and Hyland (2018), where this study states that cognitive involvement is related to how students pay attention to feedback, which includes understanding and interpreting, as well as planning and revising.

In addition, 96.3% understood the feedback they get from teacher. unfortunately, further investigation through interview, some of the students stated they found difficulties in revising their draft as stated by PI 24 and PI 20

*"Sometimes there is miscommunication between lecturers and students, meaning that when we revise when we are explained, we just understand, okay, that's it. But when we revised it, we realized that "What does this mean, huh? What did the lecturer mean by this or this one?" like that..." (PI 24).*

*"Maybe the difficulty I experienced was, yes, at first, I didn't understand what was being revised, then the lecturer's input was which one, where to revise, I was confused at first, but over time I understood" (PI 20).*

In a nut shell, most of the studnets received feedback from the teacher well, they revise their draft based on the teacher's feedback, and the understand with the feedback although some of the students find difficulties on it.

### Student's Strategies in Revising Draft after Receiving Feedback

Based on the data obtained, Translating using online dictionary, reviewing errors that they have made, consulting with teacher, consulting with friends were done as the studnents strategies in revising their draft. Detail information about studnets' strategies in revising draft after receiving feedback can be seen in Table 2.

**Table 2** Results of The Student's Strategies in Revising Draft after Receiving Feedback

Student's Strategies	Percentage	
	Total	%
I revise the draft by translating through an online dictionary.	25	92.6
I revise the draft by reviewing errors before the exam.	23	85.2
I revise the draft in consultation with the lecturer.	21	77.8
I revise the draft in consultation with friends.	19	70.4
I revise the draft in other ways (besides consulting friends, lecturers, dictionaries, and reviewing errors before the exam).	18	66.7
I revise the draft by translating using a bilingual dictionary.	15	55.6

From Table 2, it can be known that the highest percentage of students carry out revision strategies by translating through online dictionary. Out of 27 students, only 2 students answered 'No'. They use Google Translate to translate Indonesian into English or vice versa, and Grammarly to check grammar errors in their drafts as in PI3 and PI4's statement.

*"Usually I use Google Translate, with the help of Google Translate I make revisions if there are one or two words that feel inappropriate in a sentence, I look for inspiration from there" (PI 3).*

*"...I made it roughly in my mind, like using English as best I could. Then I translated it into Indonesian. For example, if something is missing, like something is wrong, like a misspelling, I will correct it from the online dictionary, and it will be detected. Well, then if it's clear, I move to Grammarly usually to check grammar..." (PI 4).*

From the statement above, it can be concluded that students tend to use online dictionary in revising their draft. This finding was in line with revious research conducted by Han and Hyland (2015), that when revising drafts, the students tend to use online dictionaries to look up words phrases without questioning the information they provide. The same finding also found in Zhang and Hyland's (2018) study, where highly engaged students tend to spend more time working with feedback, and use more revision strategies.

Besides, some of the students also carry out other revision strategies, such as reviewing errors before the exam, consultation with the lecturer, consultation with friends, translating using a bilingual dictionary, and other ways. Furthermore, the questionnaire results with the second highest percentage were students revising their drafts by reviewing errors before the exam. As well as learning and understanding language rules related to writing errors from sources that have been obtained. From the 27 students, 4 students (14.8%) answered 'No' to the statement "I revised the draft by reviewing errors before the exam". As stated by PI 24:

*"... Based on my experience, there is something wrong with an article if we read it over and over again. So, read it over and over again, countless times, and only then will we notice if it turns out this is wrong. So, if I reread it many times, even a few minutes before submitting it to the lecturer, I will reread it to find out where the mistakes are" (PI 24).*

In addition, consulting with teacher was also done by 21 students (77.8%). It means that some students often ask to their teacher when they do not understand with the feedback. PI 18 and PI 3 are the example of students that like to ask teacher.

*"... I also prepare several questions that I want to ask the lecturer, such as about content, structure, language or citations from the essay that I have written" (PI 18).*

However, they admitted that they preferred to carry out direct consultations because they could receive explanations from lecturers more clearly. As stated by PI 3:

*"Usually I ask directly about my mistakes in the draft, like whether this is correct or not, I see" (PI 3).*

In different way, some students tend to discuss with friends who understand better how to review mistakes in the draft. As stated by PI 2, PI 24, and PI 1:

*"First, check the teaching materials that have been given by the lecturer, second, open the notes that have been written again, third, make a draft, and finally discuss it again with friends" (PI 2).*

*For example, if I have difficulty with grammar, I will ask a friend who has better grammar skills. If the difficulty is in choosing words, choosing words that are more educative, more polite, perhaps yes, that's also asking a friend who understands better," (PI 24).*

*"To consult with friends, I just go straight, like asking what they think about my essay writing rules, what the first paragraph is like, whether the support that follows is lacking. The point is to meet him directly, immediately ask his opinion" (PI 1).*

Regarding other strategies they used in revising drafts, it was found that the majority of them, as many as 66.7% of students, had other strategies in revising drafts. This is supported by the results of interview. Participants were asked about "Do you have other strategies for revising your draft? If so, what other strategies did you use in revising the draft?" Regarding this question, PI 24 shared her experience regarding the revision strategy. As stated by PI 24:

*"... Maybe what I will do when I meet my lecturer is to record the lecturer's voice, then note down the points. So, when I take a look at my notes, I don't just look at the notes, but also listen to the voice recording again to find out the details of this point, right? Then, immediately after consulting with the lecturer, I will revise according to the suggestions given by the lecturer,... If after the consultation we immediately revise, we usually still remember the small details." (PI 24).*

Regarding other revision strategies was in the form of conducting voice recordings, by recording the lecturer's voice when providing input or providing feedback, and making notes on the results of consultations with the lecturer wherever there are write errors. In general, we can see how each student responds to feedback from the teacher differently due to differences in student engagement styles, for example, students organize their revision time more with their own learning plans (Z. (Victor) Zhang & Hyland, 2018).

### Student's Strategies in Revising Draft with Operation Revision

Using Zhang and Hyland's (2018) parameter of students' strategies in revising draft with operation revision, the findings show that students tend to do deleting, reorganizing, adding, correcting, rewriting, substituting, and even no correction. Detail information can be seen in Table 3.

**Table 3.** Results of The Student's Strategies in Revising Draft with Operation Revision

Operation Revision	Percentage	
	Total	%
I made revisions in the form of deleting unnecessary words and sentences (Deletion).	26	96.7
I made revisions in the form of reorganizing some sentences or paragraphs (Reorganization).	25	92.6
I made revisions in the form of adding more explanations to increase clarity (Addition).	24	88.9
I made revisions in the form of correcting errors in grammar (e.g. verbs and nouns) and mechanics (e.g. spelling and punctuation) (Correction).	23	85.2
I made revisions in the form of correcting errors as desired by the lecturer (Correction).	23	85.2
I make revisions in the form of rewriting some sentences or paragraphs (Rewriting).	23	85.2
I made revisions in the form of replacing words with the same meaning (Substitution).	22	81.5
I made revisions in the form of replacing redundant phrases or words (Substitution).	22	81.5
I do not respond to or correct feedback from the lecturer (No correction).	21	77.8

From the Table 3, it can be seen that deletion is the most students do in operation revising. All the students did Deletion. Otherwise, 21 students or 77.8% stated that they sometimes do not respond to the feedback given by the teacher. Furthermore, students were also asked about "Explain how you carry out revision operations on your drafts, which do you usually do?". From the results of the question above it can be concluded that it is known that revision strategies use various revision operations. However, several participants admitted to carrying out revision operations by first re-reading their essay draft and then continuing to review the mistakes in their draft. Then, correcting mistakes regarding grammar, correct them according to what the lecturer wants, arrange the paragraphs and sentences so that they are coherent, add missing parts, replace missing points, or type the ideas they get into a draft what he made. As stated by PI 24:

"... We said that the writing was in English, so I read it in English, and then I tried to translate it into Indonesian to see if the words were suitable, delicious, and what I meant. ..." (PI 24).

She used operation revision in the form of Correcting errors in grammar and Mechanics (Correction). Likewise, PI 3 also said:

"... After that, I checked using Google Translate and Grammarly to find out the wrong vocabulary, ..." (PI 3).

Then, PI 20 said that he used a revision operation in the form of correcting mistakes as desired by the lecturer (Correction):

"Usually I write the feedback first, then read the essay again, then adjust it to the feedback" (PI 20).

Likewise, PI 18 said:

"... I also pay attention to the criteria and standards set by the lecturer for writing a good essay. and correct" (PI 18).

PI 4 also said:

"The revision is by the points highlighted by the lecturer, sir, it's like what's wrong, isn't it, what he said wasn't enough, or what he said was good, I didn't change it" (PI 4).

Then, PI 24 said that she used a revision operation in the form of replacing redundant phrases or words (Substitution):

*"I pointed out where the error was. I find out why this is wrong, why this is wrong, and then maybe look for words or sentences that are more suitable to correct the mistake ..."* (PI 24).

Then, PI 25 said that she uses a revision operation in the form of adding more explanations to increase clarity (Addition):

*"... then in the end I added parts that were missing or there were errors as soon as I corrected them"* (PI 25).

Then, PI 24 said that she uses a revision operation in the form of Reorganizing several sentences or paragraphs (Reorganization):

*".... If it is appropriate, we read it again, then connect the first second, and third paragraphs so that there is continuity between one paragraph and another. Not just paragraphs, including the sequence between one sentence and another sentence like that"* (PI 24).

Likewise, PI 2 also said:

*"... revise it, see if it is suitable, is advanced, if the composition of the essay is correct, if the context is correct, read it again, and read it correctly, is it right like that"* (PI 2).

Then, PI 3 said that he uses a revision operation in the form of rewriting several sentences or paragraphs (Rewriting):

*"... Then, I type those ideas into a draft that I create. ..."* (PI 3).

In carrying out revision operations in the form of correcting errors in grammar and mechanics, many students tried to translate into Indonesian to see the right words or using Google Translate and Grammarly to find out the wrong vocab. Using grammarly or any other tools can help students in enhancing their writing (Koltovskaia, 2020).

Next, students also carry out revision operations correcting mistakes as desired by the lecturer by paying attention to the criteria and standards determined by the lecturer and revising according to the points highlighted by the lecturer. Students also carry out substitution revision operations by looking for more appropriate words or sentences to correct mistakes. Some students carry out the revision operation by adding more explanations. To increase clarity, they add missing parts or errors after they have corrected them. Finally, some students carry out the revision operation of rewriting several sentences or paragraphs by typing ideas in the draft they have made. These findings is in line with (Han, 2019; Z. (Victor) Zhang, 2020) that found students like to use different strategies in revising their draft.

Some of them also combine the use of revision operations, for example making substitutions, correcting errors in grammar, and reorganizing. There are also those who correct errors in grammar and correct errors as desired by the lecturer. This finding engages students with good interaction with the teacher (Mafulah et al., 2023), or rewrite and correct errors in grammar. In general, these findings are in accordance with research Zhang and Hyland (2018), where students made changes in their drafts and were coded as zero correction, effective correction, addition, deletion, replacement, and rewriting. For one of the students studied, where the student carried out revision operations by correction, no correction, deletion, substitution, addition, rewriting, and reorganization. Some studies also show that willingness in doing revision strenghten the students engagement in the classroom (Mafulah & Cahyono, 2023; Yu et al., 2019), improve writing development (Cheng & Liu, 2022; Rahimi, 2024), and enhance self-regulated learning (Wagener, 2018; J. Zhang & Zhang, 2024; Zhu et al., 2024)

## CONCLUSION

From the results of the research and discussion, it can be concluded that English Language Education students from the Class of 2019, Class of 2020, and Class of 2021 at University of PGRI Kanjuruhan Malang have shown a positive response to the Essay Writing class. Students get direct feedback from the lecturer, and students also understand and make revisions after being given feedback by the lecturer in the Essay Writing class.

Students have several strategies for revising their essay drafts after being given feedback by the lecturer. Starting from strategies for revising and translating through an online dictionary, reviewing errors before the exam, consultation with the lecturer, consultation with friends, translating using a bilingual dictionary, and in other ways besides the revision strategies mentioned previously. Students often use online dictionaries to look up words and phrases without questioning the information they provide. However, some of them also carried out other revision strategies. In this case, students also carry out a revision strategy in the form of consulting with the lecturer regarding the content, structure, language, or citations of the essay that has been written. Students also use other strategies, even combining several strategies. Some students use the revision strategy of consulting with friends and completing it using an online dictionary. When he gets revisions on the grammar section, he will ask a friend who is more versed in grammar, besides



using Grammarly or an online linguistic error checker. These students rarely use the strategy of revising by translating using a bilingual dictionary. Apart from the other strategies mentioned by the researcher, the researcher obtained findings regarding other revision strategies in the form of conducting voice recordings, by recording the lecturer's voice when giving input or providing feedback, and making notes on the results of consultations with the lecturer wherever there are write errors.

In carrying out revision strategies, students also carry out revision operations on their essay drafts. Revision operations carried out by students include deletion, reorganization, addition, correction, rewriting, substitution, and no correction. These include reorganizing some sentences or paragraphs, adding more explanations to increase clarity, correcting grammar errors (e.g. verbs and nouns) and mechanics (e.g. spelling and punctuation), correcting errors as desired by the lecturer, rewriting some sentences or paragraphs, replacing words with the same meaning, replacing redundant phrases or words and not responding to or correct feedback from the lecturer. Next, students carry out a revision operation on their draft by reorganizing several sentences or paragraphs. For example, by matching and considering the relationship between paragraphs, as well as paying attention to the composition of the essay so that it is more correct than before. Some students also combine the use of revision operations, for example making substitutions, correcting grammar errors, and reorganizing.

Since this research focuses on investigating the students' strategies in revising their drafts after receiving feedback from the lecturer in an essay writing course. This research has several drawbacks, including the lack of deeper information digging into students' strategies in revising their drafts after receiving feedback from the lecturer in the essay writing course and the difficulty of students being contacted for interviews. Therefore, it is expected that future researchers will be able to explore more new strategies used by students after being given feedback by the lecturer and look for more participants.

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