The Impact of Teacher Feedback towards Students' Learning Outcomes

**Mutmainna Muinuddin M.Dyah[1*]; Rafi'ah Nur[2]; Salasiah Ammade[3]; Ammang Latifa[4];
Siti Hajar Larekang[5]**
Universitas Muhammadiyah Parepare[12345*]
*Corresponding Author. E-mail: innamuhammadiyah@gmail.com[1]

Abstrak

Umpan balik guru selalu dipahami sebagai pengetahuan mengenai kelebihan dan kekurangan prestasi akademik siswa serta saran perbaikannya. Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa terhadap feedback guru dan bagaimana feedback guru mempengaruhi hasil belajar Mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Muhammadiyah Enrekang. Subyek penelitian ini adalah 10 mahasiswa semester tiga. Teknik analisis data menggunakan SPSS V.25 dengan mencari pengaruh umpan balik guru terhadap hasil belajar siswa. Umpan balik guru diukur menggunakan angket dan hasil belajar siswa diperoleh dari tes menulis. Hasil penelitian menunjukkan bahwa feedback guru dan hasil belajar siswa berada pada kategori sedang. Berdasarkan hasil analisis dan uji hipotesis diperoleh nilai signifikan sebesar 0,013 < 0,05. Hal ini menunjukkan bahwa H0 ditolak dan H1 diterima. Dengan demikian dapat disimpulkan bahwa terdapat pengaruh yang signifikan antara feedback guru terhadap hasil belajar mahasiswa program studi pendidikan bahasa inggris di universitas muhammadiyah enrekang.

Kata Kunci: umpan balik guru, hasil belajar, menulis.

Abstract

Teacher feedback has always been understood as knowledge regarding the strengths and weaknesses of students' academic performance as well as suggestions for improvement. This research aims to find out students' perceptions about teacher feedback and how teacher feedback influences the learning outcomes of English Education Study Program Students at Muhammadiyah University of Enrekang. The subjects of this research were 10 third semester students. The data analysis technique uses SPSS V.25 by looking for the influence of teacher feedback on student learning outcomes. Teacher feedback is measured using a questionnaire and student learning outcomes are obtained from writing tests. The research results show that teacher feedback and student learning outcomes is in the medium category. Based on the results of analysis and hypothesis testing, the significant value is 0.013 < 0.05. It showed that H0 is rejected and H1 is accepted. Hence, it can be concluded that there is a significant influence between teacher feedback on the students' learning outcomes of English education study program students at Muhammadiyah University of Enrekang.

Keywords: teacher feedback, learning outcomes, writing.

Introduction

The teacher has an important role in the facilitation of socialization in a student's life (Austin & McDaniels, 2006);(Rokita-Jaśkow et al., 2023). Students bring a unique blend of their family history, learning preferences, skills, and interests to school, while teachers bring a certain set of abilities, management styles, and expectations with them (Renzulli & Reis, 2008). Teachers and students converse with one another in the classroom, which could improve learning (Larasati, 2018). The teacher creates an atmosphere that makes learning easier during the socialization process. It is imperative that educators are cognizant of the needs, interests,

and talents of their students. (Bijami, M., Pandian, A., & Singh, 2016)

From a cognitivist standpoint, teacher feedback has always been understood as knowledge regarding the strengths and weaknesses of students' academic performance as well as suggestions for improvement (Sadler, 2010). Although feedback is essential to students' learning, teachers have long considered it to be a difficult, demanding, and time-consuming task (Glover & Brown, 2006). Teachers were more positive about the feedback's quality than students were. (Guo & Zhou, 2021). Haiti and Timperley define feedback as knowledge about one's performance or comprehension that is given by an agent (teacher, peer, book, parent, self, experience) (Hattie & Timperley, 2007). The agent providing the feedback in this instance is the teacher. When a student writes something incorrectly, the teacher can correct them by pointing out the desired response or the right answer above or close to the error.

Hamp divides feedback into two broad categories (Bollati et al., 1988): 1) Formative feedback, 2) Summative feedback. Formative feedback correction is the teacher corrects the learner's errors. While summative feedback is kind of feedback that more familiar with grading, assessment, or marking. The teacher gives a score by a number or a letter. The learner can do nothing when the score has been made.

An essay is a piece of writing that has multiple paragraphs as opposed to only one or two (Caplan, 2019);(Latifi et al., 2023). An essay is a written work that typically expresses the author's personal viewpoint (Bartow, 2021);(Alsowat, 2022). Essays are non-fictional yet frequently subjective; they can be narrative as well as explanator (Wiese, 2015). Essays can be literary critiques, political manifestos, intelligent debates, observations of day-to-day existence, memoirs, and author reflections (Rogan, 2017). An essay is divided into three basic sections: an introduction, a body, and a conclusion. The opening paragraph draws the reader in and clarifies the topic of the essay. The thesis statement appears in the last sentence of an essay introduction. An essay's body can have one or multiple paragraphs. Every paragraph expands on a certain aspect of the subject. Similar to the last sentence of a paragraph, the conclusion serves as a summary or recap of the key ideas covered in the body. (Kane, 2000)

The research is based on the researcher's personal experience, one of the teachers provided feedback, and the researcher felt she had a higher level of motivation to learn, but I have not yet linked this to student achievement. This is the basis for researchers to carry out research about the Impact of teacher feedback towards students' learning outcomes. Based on the background of the research, there are some formulations of the problem which have to be answered through this study. This research needs to answer the following research questions: 1) How is students' perception about teachers' feedback in learning of Student English Education Department Muhammadiyah University Enrekang?'. (2) Is there any effect of teachers' feedback toward students' learning outcomes of Student English Education Department Muhammadiyah University Enrekang?

Previous researchers have carried out by Sofyatiningrum et al (2020) about teacher feedback towards students learning outcomes. The difference in this research is the data collection method and objects used. Another research conducted by Al-Hattami (2019) about the perception of students and faculty staff on the role of constructive feedback. The results showed that students and instructors agree on the importance of providing constructive feedback as a crucial tool to the process of teaching and learning. The next research conducted by Gan et al (2021) about teacher feedback practices, student feedback motivation, and feedback behavior. The difference in this research is used three variables, namely teacher feedback, student motivation and student learning outcomes, whereas in this study only used two variables, namely teacher feedback and student learning outcomes. This also the same with research conducted by Zhang & Hyland (2022) about fostering student engagement with feedback. The difference from this research is how teacher feedback can encourage student involvement in the learning process.

Method

This research uses ex post facto research. Ex-post facto research is research conducted to examine events that have already occurred (Waruwu, 2023). The population of this study were students from the English education study program at Muhammadiyah University of Enrekang. The researcher used purposive sampling by taking samples studying the essay writing course, namely the third semester with a total of 10 students. Teacher feedback is taken

through a questionnaire while student learning outcomes are taken from the results of the writing test. Researchers used SPSS v.25 to analyze data results. The research hypotheses are:

H_a = Teacher feedback significantly affects learning outcomes of Student English Education Department Muhammadiyah University Enrekang. $H_a = \beta1 \neq 0$

H_0 = Teacher feedback does not affect learning outcomes of Student English Education Department Muhammadiyah University Enrekang. $H_0 = \beta1 = 0$

Result and Discussion

Result

1. **Descriptive Statistical Analysis**
   a. **Descriptive Analysis of teacher feedback**

   Teacher feedback was measured using a questionnaire distributed to the research sample. To carry out descriptive analysis, researchers used SPSS 25.0. The following is the output for descriptive analysis of teacher feedback.

Table 1. Descriptive Analysis of teacher feedback

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Feedback	10	37	45	41.20	2.860
Valid N (listwise)	10				

Based on table 1, the mean of the teacher feedback score is 41.20, the highest score is 45 and the lowest score is 37. The standard deviation of the teacher feedback questionnaire is 2.860.

An overview of teacher feedback can be seen in the following table:

Table 2. Teacher feedback variable categories

Interval Score	Category	Frequency	Percentage
X ≥ 44	High	3	30%
38 ≤ X < 44	Medium	6	60%
X < 38	Low	1	10%
			100%

Based on the table above, it can be seen that teacher feedback is in the medium category with a percentage of 60%.

b. **Descriptive Analysis of students learning outcomes.**

Students learning outcomes was measured using a test that distributed to the research sample. To carry out descriptive analysis, researchers used SPSS 25.0. The following is the output for descriptive analysis of students learning outcomes.

Table 3. Descriptive Analysis of students learning outcomes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Students Score	10	35	85	67.00	16.193
Valid N (listwise)	10				

Based on table 3, the mean of students learning outcomes is 67.00. The highest score obtained by students was 85 and the lowest score obtained by students was 35. The standard deviation of student learning outcomes was 16.193.

An overview of student learning outcomes can be seen in the following table:

Table 4. Students Learning Outcomes Categories

Interval Score	Category	Frequency	Percentage
$X \geq 50$	High	2	20%
$50 \leq X < 84$	Medium	6	60%
$X < 84$	Low	2	20%
			100%

Based on the table above, it can be seen that there were 2 students who have scores in the high category with a percentage of 20%. There were 6 students who have scores in the medium category with a percentage of 60%, and there were 2 students who have scores in the low category with a percentage of 20%. Thus, it can be said that student learning outcomes are in the medium category.

2. Hypothesis Testing

a. Normality Test

The reason for carrying out a normality test is to find out whether the independent variable and dependent variable have a normal effect or not. The measure for testing normality is that if the significance value is more than 0.05, then the relationship between the autonomous variable and the dependent variable is typical or the data is normally distributed, and vice versa, if the data is not normally distributed, non-parametric statistics can be used. This test is carried out with the aim of finding out whether the data is normally distributed or not (Kwak & Park, 2019). The results of the normality test can be seen in the following table.

Table 5. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		10
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	10.77989888
Most Extreme Differences	Absolute	.188
	Positive	.188
	Negative	-.115
Test Statistic		.188
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on table 5, it can be seen that the teacher feedback and students learning outcomes obtained a significance value of $0.200 > 0.05$, so it can be concluded that the teacher feedback and students learning outcomes is normally distributed.

b. Linearity Test

The purpose of carrying out a linearity test is to find out whether the independent variable and dependent variable have a straight influence or not. The basis for decision making is if a sig value is obtained. Linearity < 0.05 and sig value. deviation from linearity > 0.05 then the relationship between variables is linear (Sujarweni & Utami, 2019). The linearity test results can be seen in the following table.

Table 6. Linearity Test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students Score * Teacher Feedback	Between Groups	(Combined)	1778.750	5	355.750	2.448	.203
		Linearity	1314.144	1	1314.144	9.044	.040
		Deviation from Linearity	464.606	4	116.151	.799	.583
	Within Groups		581.250	4	145.313		
	Total		2360.000	9			

The table above illustrates that the sig.linearity value is 0.040 < 0.05 in linearity and sig. deviation from linearity is 0.583 > 0.05. The test results show that there is a linear relationship between the distribution of teacher feedback and student learning outcomes.

c. Hypothesis Testing

Decision making in the simple linear regression test refers to two things, namely comparing the significance value with the probability value of 0.05. If the significance value is < 0.05, it means that variable X has an effect on variable Y. Conversely, if the significance value is > 0.05, it means that variable does not has an effect. (Huang, 2022)

Table 7. Simple Linear Regression Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1314.144	1	1314.144	10.052	.013[b]
	Residual	1045.856	8	130.732		
	Total	2360.000	9			

a. Dependent Variable: Students Score

b. Predictors: (Constant), Teacher Feedback

Based on the table above, it can be seen that the significant value is 0.013 < α (0.05). This means that there is an influence between students' score and teacher feedback.

Table 8. Coefficient Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.746[a]	.557	.501	11.434

a. Predictors: (Constant), Teacher Feedback

b. Dependent Variable: Students Score

Based on the table above, the correlation value (R) is 0.746. From this output, a coefficient of determination (R Square) of 0.557 is obtained, which means that the influence of teacher feedback on student learning outcomes is 55.7%.

Discussion

Teacher feedback has always been understood as knowledge regarding the strengths and weaknesses of students' academic performance as well as suggestions for improvement (Sadler, 2010). Based on the analysis of the data that collected through questionnaire, the mean of the teacher feedback score is 41.20, the highest score is 45 and the lowest score is 37. The standard deviation of the teacher feedback questionnaire is 2.860. Researcher divided into three categories namely high, medium and low. There were 3 students in high category, 6 students in medium category and 1 student in low category.

According to Harmer, there are two forms of giving feedback, oral and written form. Verbal communication between a teacher and a student or between students is known as oral feedback. It may be directed towards multiple people or a group. In order to avoid focusing on any one student in particular, the teacher gathers the most frequent errors and fixes them in class; this is known as "collective feedback," which could be thought of as more group-focused oral feedback. Oral feedback in the classroom may involve pointing out mistakes made by students as they are learning. Consequently, the students are aware of their areas of weakness. (Mi-Young Jung, 2013)

The first statement from the questionnaire distributed was "The feedback given by my teacher is objective" which aims to find out whether the feedback given by the teacher is in accordance with student learning outcomes. The results show an average score of

4.1 so it can be concluded that the feedback given by teachers to students is objective

The next statement, namely "The grades given by the teacher are in accordance with my abilities" reflects students' perceptions of fairness and accuracy in academic assessments. When students feel that the grades they receive accurately reflect their abilities, this can increase their motivation and confidence in the learning process. Conversely, if there is a mismatch between the grades given and their perceived abilities, students may feel unappreciated or not understood by the teacher. This can affect their enthusiasm for learning and their relationship with the teacher. The results show an average value of 3.8. This figure shows that the grades given by the teacher are in accordance with the abilities that the students have, so that students

The third statement is "Feedback given by teachers is more optimal than feedback given by friends" emphasizing the important role of teachers in the learning process. Teachers usually have deeper knowledge and experience in the field being taught, so they can provide more comprehensive and accurate feedback. The results of the research show an average score of 4.3 which shows that students prefer feedback from the teacher because they feel that it is more optimal.

The next statement is "I can understand the feedback given by the teacher easily" highlighting the importance of effective communication in the learning process. A clear understanding of teacher feedback is a key factor in improving student academic performance. When students can easily understand the feedback provided, they are better able to identify their strengths and weaknesses and develop appropriate improvement strategies. The results of the research show an average figure of 3.8 so it can be concluded that students have understood the feedback given by the teacher well.

The fifth statement "I always wait for the teacher's feedback every time I submit my assignment" reflects the importance of feedback in the learning process. The research results show an average figure of 4.3. Feedback from teachers not only helps students understand their weaknesses and strengths, but also plays a role in increasing learning motivation. Waiting for feedback shows that students have a desire to improve and develop themselves based on the input received.

The next statement "Feedback has an important role in the English learning process"

shows an average figure of 3.9. Based on these results, it can be said that feedback has an important role in the learning process. Through feedback, students can identify strengths and weaknesses in their language skills, such as grammar, vocabulary, pronunciation, and writing skills. This process helps students to make specific and targeted improvements, and increases their learning motivation.

Another statement that distributed to students "Feedback helps me to find out where I went wrong" highlights the importance of feedback in the learning and development process of individuals. The research results show an average figure of 4.2. Constructive feedback provides specific and relevant information regarding student performance or work results, making it easier for students to identify errors and areas that need improvement.

The eighth statement "Feedback helps improve students' abilities in English lessons" shows an average score of 4.2. Positive feedback can increase students' motivation and self-confidence, encouraging them to continually strive to achieve higher levels of proficiency. This process also allows teachers to monitor student progress more accurately and provide appropriate support according to individual needs.

The next statement "I always read the feedback given by the teacher" shows an average score of 4.2. Reading feedback from teachers can provide valuable insight for students regarding their strengths and weaknesses in understanding the material. Apart from that, this habit also reflects students' proactive and responsible attitude towards their own learning. This can increase student engagement and help them achieve better academic results.

The last statement "After getting feedback, I want to improve it" shows a mean value of 4. This result shows a proactive attitude towards learning and self-development. Response to feedback is an important indicator of a student's readiness to accept constructive criticism and use the information to improve the quality of work or performance. The desire to improve after receiving feedback reflects the ability for introspection and a commitment to continuous improvement.

In this research, researchers also conducted interviews with lecturers who taught essay writing courses. In conducting the courses, lecturers always giving feedback. As she said in the interview:

"Iya, saya sering memberikan feedback ke mahasiswa karena saya merasa bahwa feedback yang kita berikan itu sangat membantu mahasiswa agar mereka mengetahui letak kesalahannya. Kalau tugasnya dikumpul saja tanpa memebrikan feedback, saya rasa mahasiswa kurang paham tentang tugas yang sudah iya kerjakan" ("Yes, I often give feedback to students because I feel that the feedback we give really helps students so that they know where their mistakes are. If assignments are just collected without providing feedback, I think students will not understand the assignments they have completed.")

In the stage of providing feedback, lecturers combine two types of feedback, namely written and oral feedback. However, lecturers prefer to give oral ones because one mistake can be learned from by everyone. This is in accordance with the results of interviews that have been conducted:

"Saya biasanya combine, jadi ada yang saya periksa pakai tulisan atau coret-coret kemudian saya berikan kembali ke mahasiswanya, kadang juga dalam bentuk oral, jadi pada saat pembelajaran, saya koreksi beberapa tulisan mahasiswa, jadi mahasiswa lain bisa langsung liat kesalahan temannya yang lain, kalau disuruh pilih, saya lebih suka oral karena bisa dipelajari sama-sama". (I usually combine things, so I check something using writing or scribbling and then I give it back to the students, sometimes also in oral form, so during learning, I correct some of the students' writing, so other students can immediately see the mistakes of their other friends. If I had to choose, I would prefer oral because you can learn it together).

In providing feedback, lecturers often provide motivation, and also provide sentences that should be in the wrong sentences.

"Iya, saya biasa menyelipkan kata-kata yang bisa meningkatkan motivasi mereka. Contohnya saya biasa selipkan Don't Give Up, apalagi kalau coretannya banyak. Yang lain biasa juga Every Mistake is an Opportunity to Learn and Grow. Jadi saya kasih motivasi itu agar mahasiswanya tidak menyerah, insecure atau berputus asa kalau misalnya hasil kerjanya itu

banyak salahnya". (Yes, I usually insert words that can increase their motivation. For example, I usually insert Don't Give Up, especially if there are a lot of scribbles. Others are also common. Every Mistake is an Opportunity to Learn and Grow. So I give that motivation so that students don't give up, become insecure or give up if, for example, their work results have a lot of mistakes).

"Kalau untuk feedback dalam bentuk written, kata yang seharusnya langsung saya tulis setelah dicoret. Jadi mahasiswanya bisa langsung tahu. Kalau oral, saya langsung jelaskan ke mahasiswanya, saya kasi perumpanan dalam bentuk kalimat yang lain jadi mahasiswa bisa paham betul penggunaan kata atau kalimat yang masih salah". (For feedback in written form, I should write the words immediately after being crossed out. So students can know immediately. "If it's oral, I immediately explain it to the students, I give paraphrases in the form of other sentences so the students can really understand the use of words or sentences that are still wrong).

Based on the research results, the teacher feedback category level is in the medium category. This shows that the teacher feedback provided by lecturers is starting to be good and its existence influences student learning outcomes.

Students learning outcomes is measured by giving students a test. Based on the analysis of the data, the mean of students learning outcomes is 67.00. The highest score obtained by students was 85 and the lowest score obtained by students was 35. The standard deviation of student learning outcomes was 16.193. the student learning outcomes are in the medium category. Researcher divided into three categories namely high, medium and low. There were 2 students in high category, 6 students in medium category and 2 students in low category.

After getting the result of the test and questionnaire, researcher conducted normality and linearity test. Normality test showed a significance value of $0.200 > 0.05$, and can be concluded that the teacher feedback and students learning outcomes is normally distributed. Researcher took a linearity test and showed sig.linearity value is $0.040 < 0.05$ in linearity and

sig. deviation from linearity is 0.583 > 0.05. The test results showed that there is a linear relationship between the distribution of teacher feedback and student learning outcomes.

Simple linear regression is used to test the hypothesis. Decision making in the simple linear regression test refers to two things, namely comparing the significance value with the probability value of 0.05. If the significance value is < 0.05, it means that variable X has an effect on variable Y. Conversely, if the significance value is > 0.05, it means that variable does not has an effect. After took Simple linear regression, the result showed the significant value is $0.013 < \alpha$ (0.05). This means that there is an influence between students' score and teacher feedback.

Many studies have looked for the effects of teacher feedback and student learning outcomes. One of which is Gan et al entitled "Teacher Feedback Practices, Student Feedback Motivation, and Feedback Behavior: How Are They Associated With Learning Outcomes?". Results showed that students from the key university reported a higher level of teacher feedback use as well as student feedback motivation and behavior. According to structural equation modeling (SEM), student feedback behavior significantly predicted course satisfaction and exam results in the non-key university scenario. Teacher feedback also had an indirect impact on course satisfaction and test results. At the key university, student behavior and teacher feedback both had a significant impact on course satisfaction, but neither had a significant direct impact on exam results. Meanwhile, teacher feedback did not have a significant indirect impact on exam results. (Gan et al., 2021)

This research is also supported by the results of research conducted by Nisa et al. After receiving the intervention, students' writing results improved. The pre-test mean score for the students was 61.7, however the post-test result showed an 81.6 score. It demonstrated that, with a significant level of 0.05, there was a significant difference between the writing outcomes of the students before and after the teacher provided written feedback. Furthermore, out of all the components of writing, grammar or language use showed the greatest improvement. All things considered, it can be concluded that students can enhance their writing results by using written feedback from teachers. (Nisa et al., 2021)

Conclusion

The impact of teacher feedback on students' learning outcomes is both significant and multifaceted. Effective feedback from teachers plays a crucial role in enhancing student learning by providing clear guidance, encouraging self-assessment, and fostering a growth mindset. Research consistently shows that timely, specific, and constructive feedback helps students understand their strengths and areas for improvement, which in turn boosts their academic performance and motivation.

Furthermore, feedback that is personalized and delivered in a supportive manner can significantly improve students' engagement and self-efficacy. When students perceive feedback as fair and helpful, they are more likely to take ownership of their learning process, set realistic goals, and strive for continuous improvement. Conversely, feedback that is vague, overly critical, or delivered in a negative tone can have detrimental effects, leading to decreased motivation and self-confidence.

In conclusion, teacher feedback is a powerful tool in the educational process. To maximize its positive impact, educators should focus on providing feedback that is constructive, actionable, and tailored to individual student needs. By doing so, they can create a supportive learning environment that encourages student growth and enhances learning outcomes.

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