The Impact of Teacher's Feedback on Students' Writing Ability

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Abstract

Teacher feedback on students' essay writing is often an alternative for teachers to support the improvement of students' writing quality. This study has the main objective to find out the relationship between teacher feedback and student essay writing by looking at the difference in student essay scores before and after feedback. The methodology this research used was descriptive quantitative by looking at the data of students' project scores in one class.The student score data that was analyzed was obtained from written data owned by the teacher after assessing project 1 and project 7. This data was then analyzed with non-parametric statistical testing to test the researchers' hypotheses.The results showed that there was a good improvement in students' ability to write essays, this was shown through the average student score which had a significant difference between before and after being given feedback from the lecturer. In conclusion feedback from teachers is effective in improving the quality of student writing. For further knowledge, research involving student perspectives is needed to find out more about the impact of lecturer feedback on student essay writing.

Keywords: *teacher feedback; essay; writing*

INTRODUCTION

Writing is an ability to bring out creativity and knowledge capacity in a person. Day (2023) in his book states that writing helps in remembering, reflecting, communicating, observing, gathering evidence, and, most importantly, learning. Writing essays is crucial for students, enabling them to express opinions and assessments effectively. According to Warburton (2007), essay writing is an essential skill for any student, and the ability to produce clear, well-argued essays is fundamental to good coursework and written exams. It involves a lengthy process of drafting, revising, and continuous refinement. It also relies on peer review and feedback from friends and tutors. Therefore, it is important to write in their own words to better understand the topic and be able to easily explain it to the tutor (Redman, 2017). Feedback involves a constructive assessment of a particular text (Hyland, 2019). There are two kinds of

feedback that students can use to improve their essays, which are online and offline feedback.

Online feedback is one of the promised educational strategies using online media and the internet to develop students' ability to write argumentative essays (Latifi et al., 2021). Whereas feedback using offline methods referred to a common style such as face-to-face (Cao et al., 2022). The lecturer feedback is a modification of the traditional lecture that can be utilized to engage students with differing learning styles (Ogden, 2013). Feedback can be used to support the communication between students and lecturers (Zarraonandia et al., 2013). In essence, involving learners in the review showed a range of advantages for reviewersand tutors (Darvishi et al., 2022). It is also expected that by using teacher feedback, students can develop their skills and become effective writers. In addition, there are also literature reviews and integrative reviews.A literature review can be used by writers with the aim of learning more about the topic to be written and consider whether the writer will proceed with the draft or not (Oermann, 2016). Whereas Integrative review is used as a stepping stone by postgraduate students and the basis of their doctoral projects (Toronto et al., 2020).

This exploration allowed the researchers to study the intricacies of the relationship of teacher feedback approaches in essay writing. With the use of teacher evaluation, which opens up the possibility for students to recognize their abilities, including knowledge, skills, or attitudes, it is also a way for students to take responsibility. By examining the correlation, we aim to explain how these important elements can work together to improve writing competence in a more effective way, which from a theoretical point of view. The effectiveness of teacher corrective feedback has been a concern for many teachers and researchers (Alharbi, 2022). The researchers plan to examine not only the individual benefits of teacher review and feedback but also their combined effects on essay improvement. Understanding how these relationships work will provide valuable insights for educators and writers, paving the way for more effective writing instruction and better writing outcomes. Through this research, we seek to contribute to a more comprehensive understanding of strategies that can improve essay writing skills.

The benefits of corrective feedback conducted by previous researchers provide valuable insights into students' perceptions and preferences for teacher feedback. For example, Zacharias (2007) utilized qualitative methods to take the view that both teachers and students have a clear preference for teacher feedback. The main reason for the high preference for teacher feedback was the respondents' positive attitude towards teacher feedback. Thus, this study highlights that students prefer specific teacher feedback because this type of feedback will facilitate students in the revision process. In addition, students also showed a high preference for language-focused feedback rather than content-focused feedback. However, feedback on content is considered less helpful as it tends to be general and sometimes contradicts students' ideas. In addition, the data from the study also illustrated that teacher feedback contributed significantly to students' emotional state, especially their motivation and attitude towards writing.

Followed by another study by Câmpean et al. (2024) highlighted the effect of positive feedback on students' motivation and engagement in the classroom using qualitative methods. These researchers found that teachers see positive feedback as a powerful tool to increase students' motivation and engagement in learning activities.

Therefore, this research emphasizes the importance of incorporating positive feedback strategies in educational settings to create an inclusive and supportive learning environment for students.

The investigation in our article fills the gap by examining the effect of general teacher feedback on improving students' writing skills, whereas previous studies have highlighted students' preferences for certain types of feedback and the effect of positive feedback on students' motivation and engagement. Our research addresses this gap by using a descriptive quantitative methodology to examine the relationship between teacher feedback and student essay writing. We aim to provide empirical evidence on the effectiveness of teacher feedback in improving students' writing skills. In addition to complementing existing qualitative findings, it also offers a more objective assessment of the impact of feedback. Thus, our study can make an additional contribution by expanding the understanding of how teacher feedback as a whole can influence the improvement of students' writing skills, while still paying attention to aspects such as the specificity of feedback and its effect on students' motivation.

Understanding more about this relationship is important for both teachers and students. Understanding how these two approaches complement each other is crucial to designing a comprehensive and effective writing pedagogy for educators. Feedback is a balancing act whose disadvantages in terms of productivity can be neutralized through a series of preventative measures (Watling et al., 2022). Similarly, students can use this knowledge to maximize their learning outcomes; they can give and receive constructive criticism, as previous research shows that students have positive attitudes toward teacher feedback. This research led to the analysis and disclosure of the dynamics of the relationship, indicating the profound impact it can have on the development of proficient essay-writing skills. This study aimed to answer the question about what the impact of teacher feedback on students' essay writing scores is.The researchers assume that there is an effect of teacher feedback on students' essay writing, while the null hypothesis states that there is no effect of teacher feedback on students' essay writing through projects 1 and 7.

METHOD

For this study, descriptive quantitative research methodology was used to systematically to find out whether there is an influence that arises from providing teacher feedback on students' writing ability. This approach allows the collection of numerical data (Ahmad et al., 2019) which is then statistically analyzed to draw conclusions about the relationship between teacher feedback and students' writing ability. The subjects in this study were 50 undergraduate students from paragraph writing class in the English Education Study Programof Universitas Tidar. Researchers conducted research in two assignments, project 1 and project 7. The score data for projects 1 was the student's score for the first assignment before being given feedback by the teacher. Meanwhile, project 7 was after being given teacher feedback in the previous assignment.The instrument in this study was documentation and secondary data, such as official documents and stored investigation data. The official document was in the form of a transcript of students' paragraph writing scores on project assignments 1 and 7. During data collection, data on project scores 1 and 7 of paragraph writing class students were analyzed. The assessment rubric used by the teacher to assess the two student projects has several categories including organizing skills, idea development,

language use, and creativity and originality. The score categories after using the rubric above is from scale A to E with a score range of 0 to 100.These grades determine whether there is an effect from providing feedback from the teacher on previous assignments and subsequent project assignments. If a student's grades increase, providing feedback from the teacher has a good effect on the student. In this study, the researchers used a series of analyses starting from data collection, then calculated the descriptive statistics to figure out the mean and normality assumption test. These steps followed by non-parametric hypothesis such as Wilcoxon Signed-Rank Testto determine the accepted hypothesis.

FINDINGS AND DISCUSSION

Findings

Based on data collection from the course teacher, project 1 is the essay grade before feedback while project 7 is the essay grade after feedback. The scores were obtained from the teacher's assessment using a rubric that included organizational skills, idea development, language use, and creativity and originality.After data collection and calculation, it was found that there was an increase in students' essay scores before and after receiving feedback from the teacher.The significance of the data collected will be statistically tested using paired t-tests to determine if there is a significant improvement between the two projects.

In project 1, the teacher assigneddiary essays to students with a theme that determined together. After the essay is written, the teacher gives feedback according to the existing assessment rubric. Then in project 7, students are required to improve their essays according to the feedback they get from the teacher. Each student has different feedback according to their abilities.

The following are the results of the grades obtained by the students based on the assignment grades at project 1 and project 7 of the class period.In general, it can be seen that the majority of students experienced a significant improvement in their work after receiving feedback from the teacher.The comparison results are shown in the following diagram:
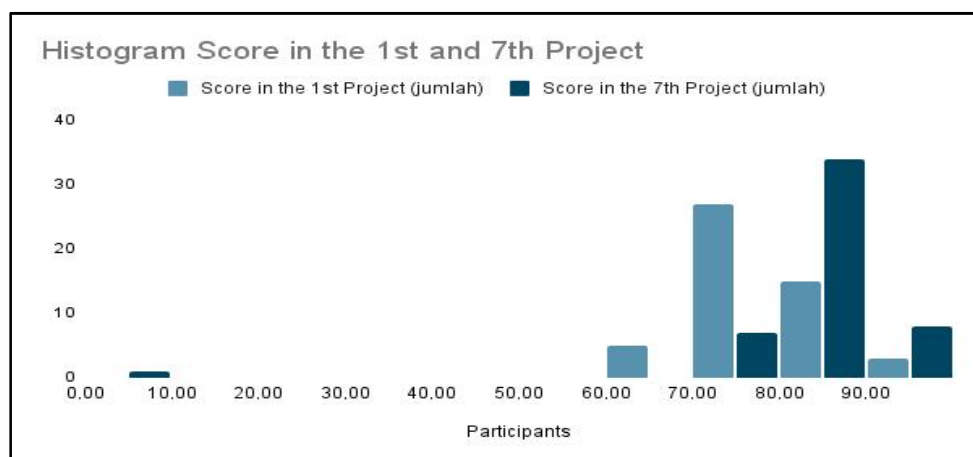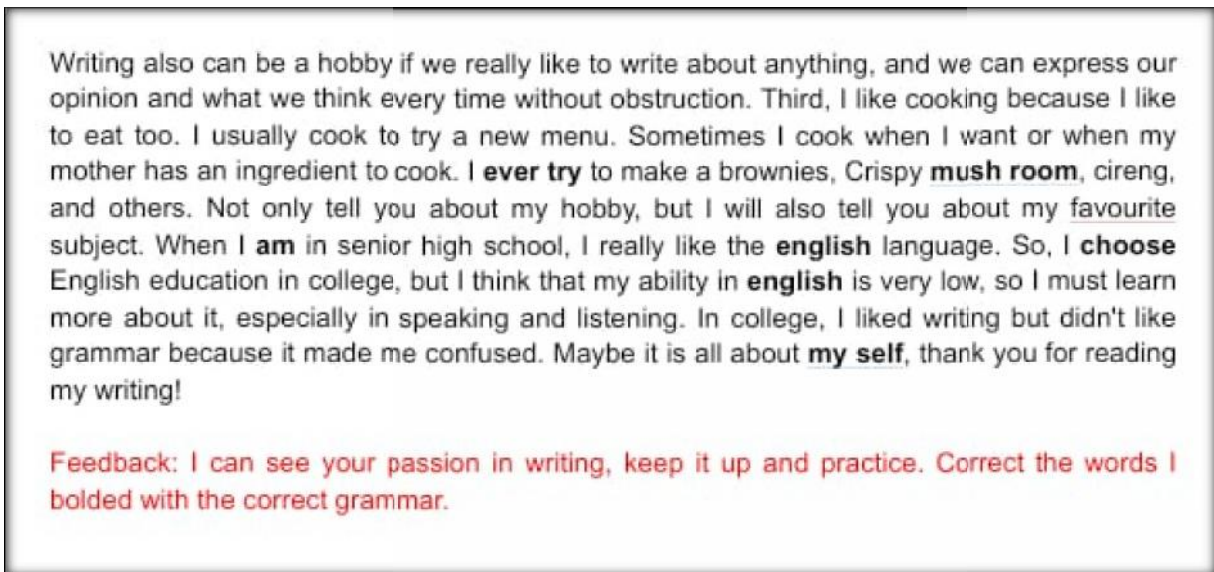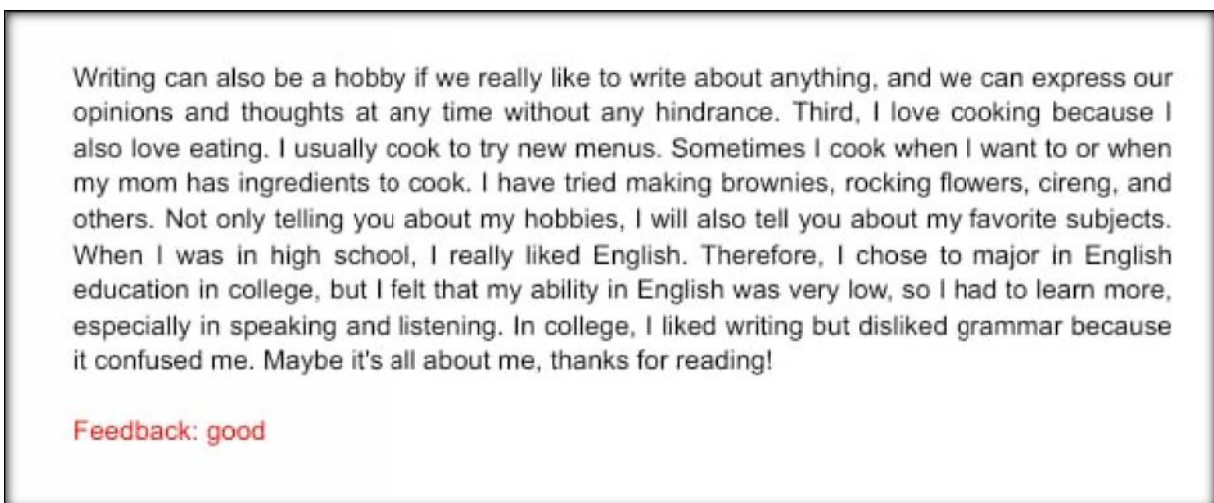

Diagram 1. Bar Chart of 50 Participants' Scores

The diagram above shows a significant increase in student essay scores between project 1 and project 7. For further data, here is an example of student work in project 1 and project 7 with teacher feedback in it.

Writing also can be a hobby if we really like to write about anything, and we can express our opinion and what we think every time without obstruction. Third, I like cooking because I like to eat too. I usually cook to try a new menu. Sometimes I cook when I want or when my mother has an ingredient to cook. I **ever try** to make a brownies, Crispy **mush room**, cireng, and others. Not only tell you about my hobby, but I will also tell you about my favourite subject. When I **am** in senior high school, I really like the **english** language. So, I **choose** English education in college, but I think that my ability in **english** is very low, so I must learn more about it, especially in speaking and listening. In college, I liked writing but didn't like grammar because it made me confused. Maybe it is all about **my self**, thank you for reading my writing!

Feedback: I can see your passion in writing, keep it up and practice. Correct the words I bolded with the correct grammar.

Picture 1. Student essay diary project 1

Writing can also be a hobby if we really like to write about anything, and we can express our opinions and thoughts at any time without any hindrance. Third, I love cooking because I also love eating. I usually cook to try new menus. Sometimes I cook when I want to or when my mom has ingredients to cook. I have tried making brownies, rocking flowers, cireng, and others. Not only telling you about my hobbies, I will also tell you about my favorite subjects. When I was in high school, I really liked English. Therefore, I chose to major in English education in college, but I felt that my ability in English was very low, so I had to learn more, especially in speaking and listening. In college, I liked writing but disliked grammar because it confused me. Maybe it's all about me, thanks for reading!

Feedback: good

Picture2. Student essay diary project 7

In analyzing the data from the diagram above, the researchers calculated descriptive statistics to determine the average and standard deviation of the data. The result is as follows:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Project1	50	60	90	76,92	6,919
Project7	50	0	97	83,44	12,907
Valid N (listwise)	50				

After finding the descriptive statistics, the researchers then tested the assumption of normality. However, it was found that project 7 did not meet the assumption of normality,so the researchers conducted the Wilcoxon test to calculate the hypothesis test.

Tests of Normality

	Project	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil belajar siswa	Project 1	,108	50	,200[*]	,977	50	,431
	2	,277	50	<,001	,442	50	<,001

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

a. Lilliefors Significance Correction

In testing the hypothesis through the Wilcoxon test, researchers used statistical software for more accurate calculations. The results of the Wilcoxon test below show the results of whether there is a significant difference between Project 1 and Project 7 with the p value determined to reject or accept the hypothesis.

Test Statistics[a]

	project 7 - project 1
Z	-5,049[b]
Asymp. Sig. (2-tailed)	<,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Discussion

From the results of the previous non-parametric test calculations, the p results proved to be less than 0.05, which means that there is a significant difference between the scores of project 1 and project 7. The results of this study provide insight into the effectiveness of teacher feedback on students' essay writing skills. It can be seen that the student's average score increased from 76.92 to 81.84, indicating a significant and positive improvement. As in previous research from Kelly (2014) and Bradley (2017), feedback from teachers is helpful and useful in writing revision essays and improving students' writing skills. In this study, the students also showed positive attitudes towards the feedback given by the teacher as was the case with the research of Razali and Jupri (2014).Meanwhile, research by Zhengdong et al., (2021) shows that although teacher feedback increases student satisfaction with courses, there is no evidence to show that this feedback directly increases student grades. This occurs due to the quality of students' understanding in processing and applying feedback. The differences in results obtained by these researchers show that the effectiveness of feedback also depends on how the feedback is delivered and received by students.

The results of this study highlight the importance of timely feedback. The study showed that students who received feedback from the teacher at the beginning of the semester (Project 1) showed an improvement in their grades, which was then reflected in their performance grades at the end of the semester (Project 7). However, these results show that each student responds differently to feedback from the teacher. Some students may be more successful in applying the feedback to their work, while others may still have difficulties in applying the teacher feedback in their writing. Some students do not enjoy rewriting their essays because it requires additional time and effort eventhough they eventually get better (Deliang et al, 2021). This is evident from the data which shows that some participants did not improve their scores.

In conclusion, the results of this study provide evidence that teacher's feedback have effective impact for improving students' essay writing performance. The results of this study highlighted a significant increase in students' scores although it was still characterized by difficulties experienced by some students. With the three factors of high frequency, difficulty, and diversity assessment, perceived teacher feedback was more likely to improve students' learning engagement (Shutao and Demei, 2020). The research results obtained by Shutao and Demei, teachers should strive to provide feedback that is specific, constructive, and focused on improving students' writing skills to maximize the impact of feedback on student performance while ensuring that all students apply their feedback well.

CONCLUSION

The results of this research show that teacher feedback has a significant influence on students' essay writing results. The feedback given by teachers is useful in the process of revising their essays. Students receive constructive and inspiring feedback to create and develop good essays and increase their confidence in writing essays. In addition, teacher feedback can improve independent learning. After receiving feedback regarding the design and what needs to be revised, students then improve their essays based on the input provided. Feedback gives them new ideas and they can understand what the teacher wants in an essay that contains their ideas clearly and relevantly. It can be concluded that if the teacher's feedback is well-directed, students can understand the input given and produce better essays. However, students' perspectives on the influence of teacher feedback are needed to find out more about the impact of teacher feedback on students' essay writing more subjectively. Therefore, in future research, direct student involvement is needed for more accurate data and actionable measures.

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