Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
5 (3) 2025, Page: 32243-32251

The Role of Teacher Feedback in Developing Students' Writing Performance

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Published: November , 2025

ABSTRACT
Feedback is an essential element in the learning process, playing a crucial role in helping students improve their learning outcomes, including writing skills. This study aims to explore in depth the role of teacher feedback in developing students' writing performance and the factors affecting its effectiveness. A qualitative descriptive method was employed, involving one teacher and several students from a secondary school in Bengkulu City, selected purposively. Data were collected through in-depth interviews, classroom observations, and documentation of students' writings before and after receiving feedback. Data analysis followed the steps of data reduction, data presentation, and conclusion drawing. The findings indicate that teachers provide various types of feedback, including corrective, developmental, and motivational feedback, applied flexibly according to student needs. Feedback was found to significantly improve students' writing quality, particularly in language accuracy, content completeness, paragraph coherence, and text organization. Improvements were especially evident after students revised their writings based on teacher feedback. Furthermore, students' attitudes and responses to feedback strongly influenced the success of the revision process. Most students responded positively, feeling helped and more confident, although a small number initially experienced anxiety before understanding the purpose of the feedback.In conclusion, teacher feedback plays a vital role in enhancing students' writing quality and should be applied consistently, clearly, and tailored to individual student needs. These findings are expected to serve as a reference for teachers in optimizing feedback strategies in writing instruction.

Keywords: Teacher Feedback, Student Learning, Writing Performance

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INTRODUCTION
Writing skills are an important competency that students must master in language learning. Writing is not only a means of conveying messages, but also a medium for thinking, organizing ideas, and building new understanding. Through writing, students are trained to organize ideas in a coherent, logical manner that follows linguistic rules. However, in reality, many students still experience difficulties when asked to produce good writing. They often face obstacles in developing ideas, choosing the right words and sentence structures, and reviewing their mistakes. This shows that students need appropriate pedagogical support so that their writing skills can develop optimally (Mutia & Zaitun, 2024).

One strategy that has proven effective in improving the quality of students' writing is the provision of feedback by teachers. Feedback provides direct information about the parts of the writing that are correct and the aspects that need improvement. More than just corrections, feedback helps students understand the writing process more deeply from planning ideas and developing paragraphs to revision (Burhanuddin et al., 2024). Thus, teachers not only act as

assessors but also as mentors who guide students' thinking in producing better writing. In learning practices, there are various types of feedback that can be given, such as direct, indirect, verbal, written, and formative feedback. Each type has different characteristics and effects on the student revision process (Ardiansyah, 2023). Clear, specific, and constructive feedback has been proven to help students improve the structure of their writing, increase their linguistic accuracy, enrich their vocabulary, and foster metacognitive awareness of the writing process. However, the effectiveness of feedback greatly depends on how teachers deliver it and how students respond to it (Wulandari, 2022).

In addition, feedback also plays a crucial role in fostering students' autonomy in learning. When teachers provide feedback that encourages self-reflection, students gradually learn to identify their own strengths and weaknesses without relying entirely on external guidance (Putri, & Nugroho, 2022). This autonomy helps them develop critical thinking skills, responsibility for their learning outcomes, and resilience in facing challenges. Over time, students who are trained to respond actively to feedback become more independent writers who can evaluate and refine their work with minimal intervention, which is an essential competency in lifelong learning (Hapsari, 2024).

Feedback not only improves technical writing skills, but also creates a more meaningful learning experience. Through feedback, teachers can monitor students' progress, while students receive guidance that helps them understand the quality of their own writing. When given appropriately, feedback can increase students' motivation, confidence, and engagement in the writing process. This makes students more prepared to correct mistakes and revise independently (Fitriani, 2023). The implementation of effective feedback also requires a flexible and adaptive approach from teachers. Each student has different needs, learning styles, and ability levels, so feedback must be tailored to have a positive impact (Burhanuddin et al., 2024). Teachers need to pay attention to the context and characteristics of students so that feedback is not only an instruction for improvement, but also a source of motivation and inspiration. With a personal and empathetic approach, the process of giving feedback can become a meaningful and profound learning moment for students, while strengthening the positive relationship between teachers and students in the classroom environment (Fatima et al., 2024).

In addition to improving linguistic aspects, feedback also encourages students to be more creative and daring in trying different writing styles. When students are accustomed to receiving regular feedback, they not only know which parts need improvement, but also begin to understand how to develop their writing to be more lively and interesting. This process forms a habit of reflective thinking, where students learn to reevaluate their choice of words, flow of ideas, and the accuracy of the structure they use (Renata et al., 2024). They become more open to constructive suggestions because they see feedback not as negative criticism, but as an opportunity to grow. Over time, students become more confident in taking risks, such as experimenting with sentence variations, developing ideas in greater depth, or trying different perspectives in their writing (Rahayu et al., 2023).

The success of feedback is greatly influenced by students' perceptions of that feedback. If students feel that the feedback they receive is fair, informative, and relevant, they will be more motivated to apply it in revision their writing. Conversely, feedback that is confusing, overly demanding, or not in line with students' abilities can actually lower their confidence and hinder the learning process. In addition, the quality of the relationship between teachers and students also affects the effectiveness of feedback. Feedback that is delivered in a supportive and appreciative manner makes students feel valued and understood, thereby creating a positive learning environment and encouraging them to be more open to receiving input. Based on the above description, this study aims to gain an in-depth understanding of the role of teacher feedback in developing students' writing skills. The results are expected to provide practical guidance for

teachers, help students utilize feedback effectively, and support schools in implementing higher quality and sustainable writing instruction.

METHOD

This study uses a qualitative descriptive method that aims to reveal and deeply understand the role of teacher feedback in developing student writing performance in English language learning. A qualitative approach was chosen because it facilitates the exploration of processes, experiences, and meanings that arise in interactions between teachers and students during writing activities, so that the findings obtained are able to describe the phenomenon naturally according to its context. This study emphasizes understanding the practice of giving feedback, students' responses to that feedback, and how the process contributes to improving the quality of writing.

The research was conducted in a secondary school in Bengkulu City, which was selected purposively based on its relevance to the focus of the study. This school has structured writing learning activities, making it a suitable location for observing the practice of teacher feedback. The research subjects consisted of an English teacher and a number of students in the class that was the focus of observation. The selection of informants followed the purposive sampling technique, namely the determination of informants based on certain criteria that supported the research objectives, such as the intensity of involvement in writing activities and experience of receiving feedback from teachers.

Data collection was conducted using three main techniques, namely in-depth interviews, direct observation, and documentation studies. Interviews were conducted using semi-structured guidelines that provided flexibility for researchers to explore more extensive information about the form, strategy, and purpose of feedback given by teachers. Observations were conducted during several learning sessions to see firsthand how teachers provided feedback, how students responded, and how the writing revision process was carried out. Documentary studies were conducted by collecting students' writing, teachers' correction sheets, class notes, and other relevant supporting documents, so that the data obtained could be strengthened through triangulation.

The data analysis process was carried out in stages through data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher organized, grouped, and selected important data related to the research focus, such as feedback patterns, changes in students' writing, and students' interpretations of teacher input. Data presentation was carried out by compiling the findings in the form of a systematic descriptive narrative so that the relationship between data categories could be clearly seen. The final stage of drawing conclusions was carried out by interpreting the overall findings to produce a comprehensive picture of the role of teacher feedback in improving student writing performance.

DISCUSSION

1. Form and Pattern of Feedback Given by Teachers

The form and pattern of feedback given by teachers reflects how teachers respond to the learning process of students, both during learning and after students complete their assignments. Effective feedback usually includes verbal and written comments that are specific, clear, and directly address the areas that students need to improve. In the context of learning in schools in Bengkulu, teachers generally provide feedback through direct explanations during class discussions, brief notes on students' work, and individual guidance when students encounter difficulties. A good feedback pattern not only emphasizes correction of mistakes, but also provides positive reinforcement, guidance on improvement steps, and motivates students to reflect on their learning process so that learning outcomes can improve continuousl

The results of the study show that teachers consistently provide feedback on every writing assignment completed by students. This feedback is delivered in various forms, such as corrections, margin notes, and verbal explanations after the writing activity is completed. Of these forms, direct feedback is most often used to correct specific language and sentence structure errors. In addition, teachers also use indirect feedback that encourages students to find and correct their own mistakes independently. This approach helps students to be more active in understanding their mistakes and developing their writing skills.

In addition to corrective feedback, teachers also provide formative feedback during the writing process. This formative feedback aims to help students correct and refine their drafts before submitting them as final products. Thus, students have the opportunity to go through a process of repetition, which is very important in learning to write. The use of various types of feedback shows that teachers are able to tailor their approach to the abilities and needs of each student, making the learning process more effective.

Based on observations and interviews, there are three main types of feedback provided by teachers, namely corrective, developmental, and motivational feedback. Corrective feedback focuses on improving linguistic aspects, such as grammar, spelling, and sentence structure. The aim is to ensure that students' writing complies with the applicable language rules. Furthermore, developmental feedback is aimed at encouraging students to expand their ideas, clarify their arguments, and improve the flow and cohesion between paragraphs in their writing. This form of feedback helps students not only improve technical aspects, but also enhance the quality of their writing content.

Table 1. Types of Teacher Feedback and Examples of Their Application

Types of Feedback	Focus on Improvement	Research Results
Corrective	Grammar, spelling, punctuation	Teachers mark grammar mistakes with specific codes so that students can correct them independently.
Development	Ideas, coherence, text organization	Teachers ask students to add supporting reasons to strengthen argumentative paragraphs.
Corrective	Confidence, motivation to create	Teachers give positive comments before explaining the parts that need improvement.

Based on Table 1, it can be seen that teachers at the research school in Bengkulu apply three main types of feedback, namely corrective, developmental, and motivational, each of which has a focus on improvement and a real impact in the field. Corrective feedback emphasizes the improvement of technical aspects such as grammar, spelling, and punctuation, which encourages students to be able to correct mistakes independently. Developmental feedback is directed at refining ideas, paragraph coherence, and text organization, so that students can strengthen their arguments and improve the quality of their writing. Meanwhile, motivational feedback serves to build confidence and encourage students to continue working, as demonstrated by the provision of positive comments before the teacher explains the parts that need to be corrected. Overall, the table illustrates that teachers do not only focus on technical corrections, but also on strengthening students' thinking skills and motivation to learn.

2. The Impact of Feedback on Student Writing Performance

The impact of feedback on student writing performance is evident in their improved ability to compose more organized, clear, and focused writing. The feedback provided by teachers helps students understand which parts need improvement, whether in terms of language, content, or structure. Through a process of improvement guided by feedback, students become more careful in their choice of words, more organized in developing ideas, and better able to construct a logical flow of writing. In addition, feedback also increases students' confidence in writing, as they feel they have guidance to help them improve their weaknesses.

The results of the study show that the quality of students' writing improved after they received continuous feedback from teachers. This improvement was seen in three main aspects, namely language use, content completeness, and writing structure regularity. In terms of language, students began to be able to choose more appropriate vocabulary so that the ideas conveyed became clearer. In terms of content, students' writing appeared to be more complete and relevant to the topic. Meanwhile, the structure of the writing also became more coherent, with a flow that was easier to understand.

The revision process carried out by students based on feedback made them more aware of the importance of revising their drafts before considering them final. This not only improved the technical quality of their writing but also fostered reflective skills in the writing process. In addition, students appeared more confident when composing paragraphs and developing ideas, indicating that feedback also influenced their motivation to write.

Table 2. Comparison of Student Writing Performance Before and After Feedback

Writing Aspects	Before Feedback	After Feedback
Language Accuracy	Many grammar and sentence structure errors Fewer errors, more consistent sentence structure	Fewer errors, more consistent sentence structure
Content Completeness	Main ideas not sufficiently supported Arguments more complete and clear	More complete and clear arguments
Paragraph Coherence	Paragraphs do not flow and jump around More organized and logical flow	More organized and logical flow

Based on the results of Table 2 comparing students' writing performance before and after receiving feedback, there was a clear improvement in all aspects of assessment. In terms of language accuracy, students who previously made many grammar and sentence structure errors showed significant improvement after receiving feedback, as indicated by fewer errors and more consistent use of sentence structures. In terms of content completeness, students' writing, which was initially lacking in reasoning and idea development, became more complete, relevant, and able to convey ideas more clearly. Meanwhile, in terms of paragraph coherence, writing that was initially disjointed and tended to jump around became more coherent and logical.

3. Changes in Writing Quality after Receiving Feedback

Changes in the quality of students' writing began to be evident after they underwent a process of improvement based on feedback provided by teachers. Gradually, students show improvement in how they organize their ideas, choose more appropriate words, and improve sentence structures that were previously ineffective. They also become more sensitive in identifying which parts need to

be added, clarified, or summarized to make the writing flow better and be easier to understand. Through this iterative revision process, students' abilities improve not only in technical aspects, but also in constructing stronger and more focused writing.

Improvements in the quality of students' writing were evident after they received and applied feedback from teachers. These changes were seen in various aspects of writing skills, ranging from content development and accurate use of language to coherence between sentences and paragraphs. Before receiving feedback, most of the students' writing still showed irregular ideas, superficial explanations, and logical leaps that made the flow of writing less coherent. Language errors in sentence structure, word choice, and punctuation were also quite common and affected the readability of their texts. After the improvement process based on feedback was implemented, a more consistent improvement in quality began to be seen. Ideas that previously seemed disjointed and unfocused became more coherent, accompanied by supporting explanations that were appropriate to the context of the topic. Vocabulary choice also appeared more appropriate and reflected the students' efforts to convey information more accurately. In terms of grammar, the number of errors decreased, indicating that students were beginning to understand the patterns of errors they often made.

The coherence of the paragraph structure also showed significant improvement. Paragraphs that initially lacked a clear flow were transformed into paragraphs with strong topic sentences, supporting explanations, and more logical relationships between sentences. This indicates that students successfully applied the teacher's instructions on effective and communicative paragraph writing techniques. Not only that, the process of repeated improvement also encourages students to think more critically about their own writing. They begin to notice mistakes that they had previously overlooked and show initiative to correct certain parts without having to wait for corrections from the teacher. This condition indicates the development of students' metacognitive abilities in evaluating the quality of their writing independently. Teacher feedback contributes significantly to improving students' writing skills. The changes that occur are not only technical in nature, but also encompass the process of thinking and strategies for composing writing in a more structured and meaningful way.

Students' understanding and response to feedback are important factors that determine the success of the process of improving their writing. Students who are able to understand the content of feedback well are generally able to make corrections more accurately and quickly, because they know which parts need to be corrected and how to correct them. Conversely, students who still have difficulty understanding feedback often need additional explanations so that they do not misinterpret the teacher's intentions. This difference makes the effectiveness of feedback highly dependent on the students' ability to receive and process the information provided. In addition, students' attitudes toward feedback also have an effect. Students who are open and feel supported tend to be more motivated to improve their writing, while students who lack confidence often feel hesitant or afraid of making mistakes when making improvements. Students' understanding and response not only determine the quality of the improvements, but also influence the development of their writing skills as a whole.

4. Student Responses and Attitudes toward Feedback

Student responses and attitudes toward feedback refer to how students receive, understand, and respond to each piece of input provided by the teacher during the writing learning process. These responses can take the form of emotional reactions, such as feeling anxious, helped, or motivated, as well as concrete actions to improve their writing based on the guidance provided. Student attitudes also include their openness to criticism, willingness to make improvements, and ability to interpret feedback as an important part of improving the quality of their writing. Students' understanding of the purpose of feedback greatly determines whether they will see it as a burden or as support for their development.

The results of the interviews showed that in the early stages, some students felt anxious and depressed when they received many notes from their teachers. They considered the corrections to be a sign that their writing was not good enough, which made them feel doubtful and afraid of making mistakes. These feelings were natural, especially for students who were not used to making in-depth corrections. However, after the teacher explained the purpose of each note and guided the revision process, the students' attitudes began to change. They came to understand that the feedback was not intended as negative criticism, but rather as guidance to help their writing improve. This guidance helped the students see the feedback as an important part of the writing learning process. This change in perception made the students more receptive to criticism and motivated them to gradually improve the quality of their writing.

The change in response can be seen in the way students begin to accept the teacher's notes more openly. They no longer see feedback as a burden, but as a guide that helps them improve areas that are still lacking. Some students said that feedback made them feel more focused in developing ideas and structuring their writing. Students whose writing skills are already better are usually able to respond to feedback quickly. They immediately understand the teacher's intentions and can correct mistakes independently without needing much additional explanation. This condition shows that the level of students' understanding of the content of feedback greatly affects the quality and speed of their corrections. Conversely, students who are still weak in writing often have difficulty understanding what the teacher means. They often need further explanation in order to grasp the message in the feedback and know the appropriate corrective steps.

These differences in student responses illustrate that the effectiveness of feedback is determined not only by the form or content of the correction, but also by how students receive and interpret the feedback. Students who do not understand the intent of the feedback well may feel confused or even lose motivation because they do not know what to improve. This is where the role of the teacher becomes very important. Teachers need to ensure that feedback is delivered in a clear, easy-to-understand manner and supported by good communication. Teachers can provide examples of improvements, accompany students during the improvement process, or open a brief discussion so that students truly understand the directions given.

In addition, students' confidence also increases with more regular feedback. They feel more confident in correcting their mistakes and are no longer afraid to experiment with new writing styles. This shows that students' acceptance of feedback is greatly influenced by the way teachers convey corrections and provide support during the revision process. Students' responses and attitudes can change positively when feedback is given clearly, supportively, and accompanied by guidance. A supportive learning environment makes students more ready to accept criticism, understand the benefits of revision, and be motivated to improve their writing skills. The following is a summary table of the categorized responses:

Table 3. Students' Attitudes toward Teacher Feedback

Attitude Categories	Findings Indicators	Research Results
Positive	Motivated, more confident	Students felt that it helped them understand the weaknesses in their writing.
Neutral	Accepting but not yet actively improving	Students only corrected the parts that were marked.
Negative	Afraid of making mistakes, reluctant to rewrite	Only a small number of students experienced this in the early stages.

Based on Table 3, it can be seen that students' responses and attitudes toward teacher feedback can be divided into three main categories, namely positive, neutral, and negative. Students who show positive attitudes generally appear to be more motivated and confident because they feel helped in understanding the weaknesses of their writing. In the neutral category, students actually accept feedback, but are not yet fully active in making improvements, so the improvements made are still limited to the parts they understand. Meanwhile, negative attitudes only appear in a small number of students who, in the early stages, still feel afraid of making mistakes and are reluctant to repeat improvements. Overall, this table illustrates that the majority of students respond to feedback constructively, while the obstacles that arise are usually related to uncertainty and a lack of understanding of the improvement instructions.

CONCLUSIONS

Based on the research objective to examine the role of teacher feedback in improving students' writing skills at a school in Bengkulu City, it can be concluded that teachers provide varied feedback tailored to students' needs. This feedback is not only corrective in nature to improve language and sentence structure errors, but also developmental in nature to encourage ideas and motivation to increase students' confidence. As a result, after receiving feedback, the quality of students' writing improved, as seen in the improvement in language accuracy, content completeness, and coherence between paragraphs, as well as an increase in students' critical thinking and self-evaluation skills regarding their writing. Students' positive responses to feedback also played an important role in the success of the process of improving writing skills.

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