# Understanding Impact Feedback on English Writing Ability Among

# High School Students

**Laila Isroyani**
Universitas Hamzanwadi

**Siti Raodatul Warni Mukti**
Universitas Hamzanwadi

**Muslimaini Muti'ain**
Universitas Hamzanwadi

**Selamet Riadi Jaelani**
Universitas Hamzanwadi

Alamat:Jl. Cut Nyak Dien No.85
*Korespondensi penulis: lailaisroyani1@gmail.com*

*Abstract. This study aims to understand feedback on English writing skills among high school students. Effective feedback is recognized as an important factor in developing students' English writing skills. This study adopts a qualitative approach to explore students' perceptions and experiences of receiving feedback from teachers or peers and how this affects their writing ability. The research method involved in-depth interviews with several high school students representing various levels of writing ability. The data collected was analyzed thematically to identify general patterns and differences in their perceptions of feedback and their writing abilities. In addition, questionnaires were also used to collect additional data about students' preferences and views on certain feedback. The results of the study show that constructive, specific, and directed feedback positively affect students' English writing abilities. Participants stated that supportive feedback and practical guidance were very helpful in improving the quality of their writing. In addition, this study revealed differences in feedback preferences between students with different levels of writing ability.*

*Keywords: English, writing skills, feedback*

**Abstrak**. Penelitian ini bertujuan untuk memahami umpan balik tentang keterampilan menulis bahasa Inggris di kalangan siswa SMA. Umpan balik yang efektif diakui sebagai faktor penting dalam mengembangkan keterampilan menulis bahasa Inggris siswa. Penelitian ini mengadopsi pendekatan kualitatif untuk mengeksplorasi persepsi dan pengalaman siswa menerima umpan balik dari guru atau teman sebaya dan bagaimana hal ini mempengaruhi kemampuan menulis mereka. Metode penelitian ini melibatkan wawancara mendalam dengan beberapa siswa SMA yang mewakili berbagai tingkat kemampuan menulis. Data yang terkumpul dianalisis secara tematis untuk mengidentifikasi pola umum dan perbedaan persepsi mereka terhadap umpan balik dan kemampuan menulis mereka. Selain itu, kuesioner juga digunak an untuk mengumpulkan data tambahan tentang preferensi dan pandangan siswa tentang umpan balik tertentu. Hasil penelitian menunjukkan bahwa umpan balik yang konstruktif, spesifik, dan terarah berpengaruh positif terhadap kemampuan menulis bahasa Inggris siswa. Peserta menyatakan bahwa umpan balik yang mendukung dan bimbingan praktis sangat membantu dalam meningkatkan kualitas tulisan mereka. Selain itu, penelitian ini mengungkapkan perbedaan preferensi umpan balik antara siswa dengan tingkat kemampuan menulis yang berbeda.

**Kata kunci**: Bahasa Inggris, keterampilan menulis, umpan balik

**INTRODUCTION**

Teaching English as a foreign language in Indonesia can be difficult but easy. This becomes difficult because English has many linguistic rules which are quite different from the linguistic rules. they are in Indonesia. This can cause various problems. However, it becomes easy because there are many language learning experts who offer general theories of language acquisition problems faced by students. Proposed solutions and strategies experts can make students and teachers. One option that can be done. The teacher provides feedback on solving language learners' problems.

feedback has the equivalent word in Indonesian, namely feedback. Feedback in a more detailed sense is as follows: Results or consequences are reversed as a stimulus to be followed up. Materials recovered as repair elements in follow-up.(Akhyak et al., 2013) Feedback is all information regarding both output and transformation. This feedback is needed to improve input and transformation. Input here is defined as students who are just entering learning.(Lengnick-Hall, 1996)The current practice of providing feedback in writing classes is largely conventional, e.g.

correct grammar, speech, and editing, not impactful emphasis, target audience, and type of text. He pressures that formative feedback will be the best student writing. On the other hand, researchers see that there is also corrective feedback important for writing skills. Both content and mechanics are important in writing. However, students may make mistakes in articulating ideas in a good and acceptable way English Therefore, this study aims to provide strategies on how to give Effective feedback helps improve students' writing skills independently some kind of feedback.

states that writing ability as one of those productive language skills encourages a person to communicate ideas, thoughts, desires, and feelings to others through written language. (Rao, 2019). Writing skill is the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar, and the use of spelling. (Hyland & Hyland, 2006). English writing skills are an important aspect of education that plays a key role in developing effective communication and literacy skills in today's era of globalization. In an age where the exchange of information through various digital platforms is accelerating, strong English writing skills are becoming more and more important for students to succeed in education and career.

Therefore, teachers and educators need to understand how to provide effective feedback to improve students' writing skills.

According to Bonaraja Purba, et al in the book Communication Studies: An Introduction (2020), feedback is information received as a response to a message that was previously sent. Good feedback is one of the key factors in learning and developing writing skills. When students receive constructive, specific, and targeted feedback, they can identify strengths and weaknesses in their writing and proactively improve the quality of their writing. Although feedback has long been recognized as an important part of the teaching and learning process, there are still challenges in providing effective feedback and differences in student feedback preferences.

Previous studies have investigated different feedback methods and their effects on English writing skills at different educational levels. However, there is a need to conduct a more in-depth and in-depth study that examines students' perceptions of feedback and its impact on writing skills. Therefore, the current study aims to fill this knowledge by using a qualitative approach to thoroughly understand the effect of feedback on English writing skills among secondary school students.

In this study, we explore students' views and experiences of receiving feedback from teachers or peers. Through in-depth interviews and thematic analyses, we hoped to identify general patterns and differences in students' perceptions of feedback and its impact on their writing skills. It is hoped that the results of this study will provide teachers and curriculum planners with valuable insight into developing more effective feedback strategies that focus on developing secondary students' writing skills.

## LITERATURE REVIEW

Definition of writing ability

Writing ability refers to the skill and proficiency a person possesses in expressing their thoughts, ideas, and information in written form. It encompasses various aspects, including grammar, vocabulary, sentence structure, coherence, organization, and clarity of expression. A person with a strong writing ability can effectively communicate with others through the written word, conveying their message in a way that is understandable, engaging, and impactful. Writing ability is essential in both academic and professional contexts. In academics, it is crucial for completing assignments, essays, research papers, and other written tasks. It enables students to articulate their knowledge and understanding of various subjects and demonstrate critical thinking skills.

In the professional world, writing ability plays a vital role in communication with colleagues, clients, and stakeholders. Whether it's composing emails, reports, memos, or presentations, effective writing can enhance a person's credibility and professionalism. Furthermore, creative writing ability is valued in literary and artistic pursuits. Being able to craft compelling stories, poems, or scripts requires imagination, creativity, and mastery of language. Improving one's writing ability often involves practice, feedback, and continuous learning. Reading extensively, studying grammar and style guides, and seeking constructive criticism can all contribute to enhancing writing skills. A strong writing ability can open doors to various opportunities and is a valuable asset in both personal and professional growth.

The impact of writing skills

The impact of writing skills on students is far-reaching and significant. Proficient writing abilities can positively influence various aspects of a student's academic, personal, and professional life. Here are some key impacts of writing skills on students. Writing is an integral part of education across all subjects. Students with strong writing skills can effectively convey their understanding and knowledge, leading to better performance in exams, assignments, essays, and research papers. Clear and coherent writing helps students communicate complex ideas, demonstrate critical thinking, and express their arguments convincingly.

Writing skills are closely connected to communication skills. Students who can express themselves well in writing are better equipped to communicate their thoughts and ideas to others in a precise and organized manner. This ability extends beyond academics and is valuable in personal and professional interactions. Writing encourages students to think critically about the topics they are addressing. It requires organizing thoughts, analyzing information, and making coherent arguments. As a result, students develop their ability to think critically and problem-solve effectively. Students with strong writing skills often have greater confidence in their abilities. They are more likely to actively participate in class discussions, express their opinions, and engage in various academic and extracurricular activities.

Writing offers a platform for students to unleash their creativity and imagination. Through creative writing, students can explore various genres, experiment with language, and develop a unique voice for self-expression. In the professional world, writing skills are highly valued. Students who can communicate effectively through writing have an advantage in job applications, resumes, cover letters, and workplace communication. Strong writing skills are crucial for professions that involve written communication, such as journalism, marketing, public relations, and content creation. Proficient writing skills empower students to share their perspectives, advocate for causes they believe in, and become active participants in societal discussions. It gives them a voice and the ability to make a difference through their words.

Writing is a fundamental skill that continues to be valuable throughout life. Students who develop strong writing skills are better equipped for continued learning in higher education and beyond. Overall, writing skills contribute to a well-rounded and versatile education. They enable students to articulate their thoughts, engage with diverse ideas, and connect with others effectively. Therefore, fostering and developing strong writing skills among students is essential for their academic success and personal growth.

**METHOD**

In conducting this research, the authors used a qualitative approach method. To understand the effect of feedback on English writing skills among high school students, a qualitative research method was chosen. a qualitative research method is a research method based on the philosophy that is used to research scientific conditions (experiments) where researchers as instruments, data collection techniques, and qualitative analysis put more emphasis on meaning.(Amaratunga et al., 2002). A qualitative approach emphasizes deep understanding and a holistic context, which is consistent with the purpose of the research to investigate students' perceptions and experiences of feedback and its impact on writing ability. To conduct research, the authors took several steps as follows:

A. This study uses a single case study design or multiple case studies.

B. Data Collection: In-Depth Interviews

C. Observation, and Selection of Participants

D. Data collected from interviews and questionnaires will be analyzed thematically.

E. Data Exploration

This study used a twin-case study to compare the effects of two different types of feedback on English writing skills between two high school students. In addition, we also observed differences and similarities in the implementation of suggestions by two different teachers. Data were collected through observations, written tests, and interviews with students and teachers. This study used a twin-case study to compare the effects of two different types of feedback on English writing skills between two high school students. In addition, we also observed differences and similarities in the implementation of suggestions by two different teachers. Data were collected through observations, written tests, and interviews with students and teachers.

The following are interview questions that the author asked to collect interview data
RESULT AND DISCUSSION

| NO | Questioner | Respondent |
|---|---|---|
| 1 | How do you provide feedback on students' writing in English lessons? What tools or strategies do you use to provide effective feedback? | I provide written feedback on students' writing using the comments at the bottom of their worksheets. In addition, I also provide some additional notes in addition to certain paragraphs or sentences that need to be corrected or enhanced. |
| 2 | How do you involve students in the feedback process? Do you encourage students to respond and improve their writing based on the feedback provided? | I encourage students to respond to feedback by providing opportunities for them to revise their writing. I strive to create an open classroom environment where students feel comfortable asking for clarification or asking for additional help. |
| 3 | In your opinion, to what extent does the feedback affect the students' English writing ability? Did you see an improvement in your writing skills after providing feedback? | In my opinion, feedback has a significant impact on students' writing ability. I've seen many students improve their writing after receiving targeted and in-depth feedback |
| 4 | How would you rate the effectiveness of your feedback? | I judge the effectiveness of feedback based on students' progress in responding to it. If I |

| | What criteria did you use to judge whether the feedback helped students improve their writing skills? | see students can correct the same mistakes over and over again after receiving feedback, I try to find new ways to explain the concept |
|---|---|---|
| 5 | What challenges do you face in providing effective feedback on student writing? How do you overcome these challenges? | The main challenge I face is providing feedback that is tailored to the needs of individual students, as each student has a different learning style and level of ability. To overcome this, I try to personalize the feedback more and provide concrete examples that are relevant to each student. |
| 6 | Are there differences in the feedback approach between different students? How do you adapt your approach according to individual student needs? | Yes, there are differences in the approach to feedback between different students. Some students respond better to written feedback, while others are more responsive to oral feedback. I try to use a combination of the two to achieve more effective results. |
| 7 | How do you see the role of feedback in increasing students' motivation and interest in writing English? | Feedback plays an important role in increasing students' motivation to write. When students see improvement in their writing and receive recognition for their efforts, they tend to be more motivated to continue improving their writing skills. |
| 8 | Do you believe that written feedback is more effective than oral feedback in improving students' writing skills? Why is that? | I believe that both types of feedback are of equal value. Written feedback provides opportunities for students to reflect and revise their writing, while oral feedback allows for immediate responses and opportunities to ask questions directly. |
| 9 | Do you have specific experiences or interesting case studies on the impact of | I had an interesting experience with one of my students who was not confident in writing at first. After receiving continuous |

| | feedback on students' writing skills? Tell me more. | positive and constructive feedback, she began to show rapid improvement in her writing skills and became bolder in expressing her creative ideas. |
|---|---|---|
| **10.** | Do you have specific experiences or interesting case studies on the impact of feedback on students' writing skills? Tell me more. | In my view, the most important thing for English teachers to provide feedback is honesty and tact. Feedback should objectively identify students' strengths and weaknesses while providing support and guidance to improve their writing skills. |

Feedback can provide information regarding learning progress and students' level of understanding. This can be obtained from the results of tests, assignments, and projects that students work on. With these results, the teacher can provide feedback in the form of improvements, enrichment, or new assignments so that student's understanding of writing skills increases.The steps in this method can motivate to learn in students so that students are more enthusiastic and happier to write.

Using a variety of teaching methods to improve students' understanding of writing ability makes learning in class not boring so that students can enjoy learning while in class.

Without proper feedback, communication is considered incomplete.

With feedback, a person can express his feelings and perceptions to other individuals about his behavior and work style. So, feedback in communication is a response, reaction, or information that is given by the teacher then to his students.

 When giving feedback to students and teachers, give a detailed description.

Try to provide input point by point and focus on one section first. So that students can understand how to write correctly. Learning that can train students to be skilled in writing can be done through activities such as tracing, copying, staring, fine writing, dictation, simple composing, and composing with the help of pictures.

A lot of reading is also a method that can help students to improve their ability to write because both are very closely related to the student learning process.

 Providing time to write at home can also help students to improve their writing skills so that students' strategies can improve their learning abilities.

From some of these methods is a learning structure that can improve students' ability to write, so that learning strategies to write can improve students' understanding well. So that feedback between teachers and students can run well.

## CONCLUSION AND SUGGESTION

### Conclusion

In conclusion, this study explores the impact of feedback on English writing skills among high school students using a qualitative research approach. The findings reveal that constructive feedback plays an important role in improving student's writing skills. Students perceive feedback as a valuable tool that motivates them to improve, increases their engagement with the writing process, and refines their revision skills. This study also emphasizes the importance of considering individual preferences and learning styles when providing feedback. Understanding the impact of feedback has significant implications for educational practice, including personalized feedback strategies, an emphasis on the revision process, and cultivating a positive feedback culture.

### Suggestion

Based on the findings of this study, several suggestions can be made to further enhance the impact of feedback on English writing ability among high school students: (1) Teacher Training. Provide professional development workshops and training sessions for teachers focused on effective feedback strategies. Teachers must be equipped with the knowledge and skills to provide constructive feedback that motivates students and supports their writing development. Activity (2) Peer Review Integrate peer review activities into the writing process. Encouraging students to provide feedback to their peers not only helps improve their writing skills but also fosters a collaborative and supportive learning environment.

Writing Portfolio, apply a writing portfolio to track student progress over time. By maintaining a collection of their written work and associated feedback, students can reflect on their growth as writers and set goals for improvement. Technology Integration Leveraging technology tools to provide feedback, such as digital commenting and editing features. Integrating technology can streamline the feedback process, making it more accessible and efficient for both teachers and students. (3)Technology Integration, utilize technology tools for

providing feedback, such as digital commenting and editing features. Integrating technology can streamline the feedback process, making it more accessible and efficient for both teachers and students. (5) Feedback Self-Assessment, encourage students to self-assess their writing and compare it with the feedback they receive. Self-assessment fosters metacognitive skills and empowers students to take ownership of their learning.(6) Longitudinal Studies, conduct longitudinal studies to explore the long-term impact of feedback on students' writing ability. Understanding the persistence and sustainability of the effects of feedback can guide educators in designing effective writing instruction. (7) Feedback Culture, Promote a culture where feedback is viewed as an integral part of the learning process rather than a mere evaluation. Create a safe and supportive environment where students feel comfortable seeking and receiving feedback.

**REFERENCES**

Akhyak, A., Idrus, M., & Abu Bakar, M. Y. (2013). Implementation of teachers' pedagogy competence to optimize learners development in public primary school in Indonesia. *International Journal of Education and Research Vol. 1 No. 9 September 2013*, *1*(9), 1–10.

Amaratunga, D., Baldry, D., Sarshar, M., & Newton, R. (2002). Quantitative and qualitative research in the built environment: application of "mixed" research approach. *Work Study*, *51*(1), 17–31.

Hyland, K., & Hyland, F. (2006). Feedback on second language students' writing. *Language Teaching*, *39*(2), 83–101.

Lengnick-Hall, C. A. (1996). Customer contributions to quality: A different view of the customer-oriented firm. *Academy of Management Review*, *21*(3), 791–824.

Rao, P. S. (2019). The significance of writing skills in all environment. *ACADEMICIA: An International Multidisciplinary Research Journal*, *9*(3), 5–17.

(Amaratunga et al., 2002)Akhyak, A., Idrus, M., & Abu Bakar, M. Y. (2013). Implementation of teachers' pedagogy competence to optimizing learners development in public primary school in Indonesia. *Nternational Journal of Education and Research Vol. 1 No. 9 September 2013*, *1*(9), 1–10.

Amaratunga, D., Baldry, D., Sarshar, M., & Newton, R. (2002). Quantitative and qualitative research in the built environment: application of "mixed" research approach. *Work Study*, *51*(1), 17–31.