

The Influence of Students' Feedback Practices on Their Writing (A Quantitative Approach at Pre-Intermediate Grammar Subject)

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ARTICLE INFO

Article history

Received: 03 April 2026

Revised: 10 April 2026

Accepted: 16 April 2026

Keywords:

Students' Feedback Practices',
Their Writing, quantitative
approach, Pre Intermediate Grammar



ABSTRAK

Tujuan praktik Umpan Balik Siswa menjadi strategi yang efektif karena mendukung pembelajaran berkelanjutan, bukan hanya fokus pada hasil tulisan akhir. Melalui sesi umpan balik kolaboratif, siswa didorong untuk berinteraksi, bertukar ide, dan mengembangkan kesadaran kritis terhadap kualitas tulisan. Oleh karena itu, mengintegrasikan praktik Umpan Balik Siswa ke dalam pengajaran menulis direkomendasikan sebagai pendekatan pedagogis yang efektif untuk mendorong pencapaian menulis, otonomi pembelajar, motivasi, dan keterampilan belajar kolaboratif siswa. Studi di masa depan disarankan untuk mengeksplorasi penerapan praktik umpan balik dalam berbagai konteks pendidikan dan menyelidiki berbagai jenis umpan balik, seperti umpan balik dari teman sebaya, umpan balik guru, dan umpan balik yang dimediasi teknologi, agar tulisan mereka lebih efektif.

ABSTRACT

The aims of the Students' Feedback practice make an effective strategy because it supports continuous learning rather than focusing solely on final writing products. Through collaborative feedback sessions, students are encouraged to interact, exchange ideas, and develop critical awareness of writing quality. Therefore, integrating Students' Feedback practice into writing instruction is recommended as an effective pedagogical approach to foster students' writing achievement, learner autonomy, motivation, and collaborative learning skills. Future studies are suggested to explore the implementation of feedback practices in different educational contexts and investigate various types of feedback, such as peer feedback, teacher feedback, and technology-mediated feedback, to make their writing more effective.

Background of the study

Pre-Intermediate Grammar is one of the compulsory courses taken by second-semester students in the English Language Education Study Program as a foundation for developing comprehensive English language competence. This course aims to equip students with an understanding of



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intermediate-level grammatical structures, such as the use of various tenses, modal auxiliaries, passive voice, relative clauses, and complex sentence structures that serve as the foundation for more advanced language skills. A solid mastery of grammar not only helps students understand the rules of English but also supports their ability to produce accurate, clear, and communicative writing (Celce-Murcia & Larsen-Freeman, 2015).

Currently, teaching Pre-Intermediate Grammar in higher education is generally still dominated by group presentation activities, in which students are assigned to study specific grammar topics, prepare presentation materials, and explain the concepts in front of the class. This approach is commonly implemented to encourage students' communication skills, teamwork, responsibility, and confidence in expressing their ideas. However, when this method is applied repeatedly without variation, it may create a monotonous learning environment in which students become less engaged during the learning process. Students often tend to focus only on their own presentation tasks, while their involvement in other groups' presentations remains limited to listening passively. As a result, classroom interaction becomes less dynamic, and opportunities for students to practice, discuss, and apply grammatical concepts in meaningful contexts are reduced. Furthermore, grammar learning requires continuous practice, contextual application, and constructive feedback to help students understand and use language structures accurately. Therefore, relying solely on group presentations may not sufficiently support students' needs in developing their grammar competence. To overcome this issue, lecturers need to integrate more innovative and interactive teaching strategies, such as collaborative learning, task-based activities, digital learning media, and reflective practices. These approaches can create a more engaging learning atmosphere, increase students' motivation, and facilitate deeper understanding of grammar concepts through active participation and meaningful learning experiences.

Students tend to be passive when other groups are presenting and only become actively involved when it is their group's turn to present. This situation leads to reduced motivation to learn, low classroom participation, and suboptimal understanding of grammatical concepts that require ongoing practice and feedback. In addition, monotonous learning can also diminish students' interest in exploring the material on their own. Students tend to be passive when other groups are presenting and only show active engagement when it is their group's turn to present the material.

This situation results in less-than-optimal learning interactions in the classroom, as most students act merely as listeners without offering responses, questions, or reflections on the material presented. This low level of participation leads to decreased motivation to learn and fewer opportunities for students to develop a deeper understanding of grammatical concepts. In fact, mastering grammar depends not only on theoretical understanding but also requires continuous practice, discussion, hands-on language use, and constructive feedback so that students can independently identify and correct their language errors.

If learning proceeds always monotonous, it means the same routine/strategies at every meeting, students lose interest in exploring the material further and focus solely on completing their presentation assignments. This situation can hinder the development of critical thinking skills, collaboration, and independent learning.

Therefore, instructors need to implement more interactive and student-centered teaching strategies, such as task-based learning, peer feedback, collaborative learning, and the use of digital technology. These strategies have been shown to increase student engagement, intrinsic motivation, and understanding of grammatical concepts through more active, reflective, and meaningful learning experiences.

Learning Pre Intermediate Grammar becomes more effective when it is designed to be interactive, student-centered, and supported by collaborative activities that provide every learner with opportunities to actively participate in the learning process. A student-centered learning approach



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enables learners not only to passively receive information but also to construct knowledge through interaction, discussion, problem-solving, and meaningful learning experiences. Research has shown that the implementation of learner-centered approaches in English language learning can enhance students' engagement, learning strategies, and academic achievement, as students are given greater opportunities to take control of and develop their own learning processes (Du, 2021).

When the students' active engagement is an essential aspect because mastering grammar requires repeated practice, contextual application in communication, and opportunities to receive feedback. Therefore, innovative and varied learning strategies are needed, such as the integration of digital media, task-based language teaching, collaborative learning, and reflective activities. A task-based approach provides students with opportunities to use language in more authentic situations, allowing grammar concepts to be understood not only from a theoretical perspective but also applied effectively in practical communication. (Ahmadian & García Mayo, 2020).

In other words, collaborative learning can enhance interaction among students, foster a sense of responsibility toward the learning process, and improve their ability to build understanding through the exchange of ideas. Chowdhury (2021) explains that cooperative and collaborative learning in language instruction can support active learning and enhance students' independence in learning. Peer feedback is included in this approach; thus, innovative grammar instruction that integrates various active strategies can create a learning experience that is more engaging, meaningful, and effective in boosting students' motivation and grammar proficiency.

As a means of reinforcing the material presented in the Pre-Intermediate Grammar course, students are given the opportunity to implement the grammar concepts they have learned through their writing in the Writing course. This activity is designed so that students not only understand grammatical rules theoretically but are also able to apply them in authentic academic writing contexts. They analyzed by their peers (peer feedback) using the established assessment guidelines. This process aims to develop students' ability to identify grammatical errors, evaluate

Providing feedback is an essential component of formative assessment because it enables students to recognize the gap between their current level of performance and the intended learning outcomes. Rather than simply indicating whether an answer is correct or incorrect, effective feedback offers meaningful guidance that helps learners understand the nature of their errors, identify strategies for improvement, and monitor their progress over time. According to Hattie and Timperley (2007), feedback is among the most influential factors affecting student achievement when it addresses three fundamental questions: Where am I going?, How am I going?, and Where to next? By responding to these questions, feedback directs students toward continuous improvement and supports deeper engagement with the learning process.

In the context of Grammar and Writing instruction, feedback plays a particularly significant role because writing requires students to integrate grammatical knowledge with vocabulary, organization, coherence, and communicative purpose. Constructive feedback on grammatical accuracy, sentence structure, cohesion, and idea development encourages students to revise their work critically and develop greater linguistic awareness. Shute (2008) emphasizes that formative feedback is most effective when it is timely, specific, non-evaluative, and focused on guiding future performance rather than merely judging past work. Furthermore, combining teacher feedback with peer feedback creates opportunities for collaborative learning, reflective thinking, and self-assessment, which contribute to the development of self-regulated learners (Nicol & Macfarlane-Dick, 2006). Through repeated cycles of drafting, receiving feedback, revising, and reflecting, students gradually internalize grammatical rules and improve the overall quality of their academic writing. Therefore, integrating Grammar and Writing instruction through systematic feedback practices is expected not only to strengthen students' grammatical competence but also to enhance their critical thinking, revision skills, and confidence in



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producing accurate and coherent academic texts.

METODE

This study employed a **mixed-methods approach** using an **explanatory sequential design**, in which quantitative data were collected and analyzed first, followed by qualitative data to explain and enrich the quantitative findings. According to Creswell and Plano Clark (2018); Paudel et al., (2025), this design enables researchers to obtain a comprehensive understanding of educational phenomena by integrating numerical evidence with participants' experiences.

The quantitative phase adopted a **quasi-experimental pretest-posttest control group design**. Two intact classes were selected because random assignment of students was not feasible in the university setting. One class served as the **experimental group**, receiving writing instruction through structured peer feedback practice, while the other functioned as the **control group**, receiving conventional teacher-centered writing instruction. The effectiveness of peer feedback was determined by comparing students' writing achievement before and after the intervention.

The participants were undergraduate students enrolled in the Writing course in the English Education Department during the 2025/2026 academic year. The study uses IBM SPSS v.21.

Result and Discussion

A normality test is a test conducted to determine the nature of data collected from either a pretest or a post-test, which can determine whether the data is normally distributed or not. The results of the normality test for learning outcomes can be seen in the table 4.9

Tabel 4.9
The Result of normality test

One-Sample Kolmogorov-Smirnov Test		
	Unstandardized Residual	
N	33	
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	27.18401347
Most Extreme Differences	Absolute	.179
	Positive	.179
	Negative	-.109
Kolmogorov-Smirnov Z	1.028	
Asymp. Sig. (2-tailed)	.241	

a. Test distribution is Normal.

b. Calculated from data.

Based on Table 4.9 above, regarding the results of the normality test for learning outcomes, it can be concluded that the value of Asymp. sig. (two-tailed) value obtained is $0.241 > 0.05$. Therefore, the sample tested is normally distributed. The results of the normality test for learning interest can be seen in the table 4.10

Tabel 4.10
Uji Normalitas Minat Belajar
One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		33
Parameters ^{a,b}	Normal	Mean .0000000
		Std. Deviation 6.96507105
Most Extreme Differences	Absolute	.110
	Positive	.071
	Negative	-.110
Kolmogorov-Smirnov Z		.633
Asymp. Sig. (2-tailed)		.817
a. Test distribution is Normal.		
b. Calculated from data.		

Based on Table 4.10 above, regarding the results of the normality test for learning motivation, the Asymp. sig. (2-tailed) value obtained is $0.817 > 0.05$. Therefore, the sample under test is normally distributed.

Paired Sampel T-test

A paired-sample t-test was conducted to determine whether there was a difference in learning outcomes both before and after the intervention, as can be seen from the pretest-posttest results. The results of the paired t-test for learning outcomes are presented in Table 4.11

Tabel 4.11

Paired-Sample T-Test Results on Learning Outcomes

Tabel 4.11

Paired-Sample T-Test Results on Learning Outcomes

Paired Samples Test

		Paired Differences				t	df
		Mean	Std. Deviation	95% Confidence Interval of the Difference		Sig.(2 tailed)	
		Error		Lower	Upper		
1	Pair 1	Hasilbelajar_	-43.030	29.632	5.158 -53.537	32.523	-8.342
		pretest					
		hasilbelajar_					
		posttest					

Based on Table 4.11 above regarding the results of the paired-sample t-test of learning outcomes, the sig. value was found to be $0.000 < 0.05$. Therefore, it is accepted that the Students' Feedback practice has an effect on learning outcomes for Pre-Intermediate Grammar. The results of the paired-sample t-test for learning interest can be seen in Table 4.12.

Tabel 4.12

Uji Paired Sampel T-test Minat Belajar

Paired Samples Test									
		Paired Differences			t		df		
		Mean	Std.	95%	Sig.(2-				
		Std.	Deviation	Confidence					
		Error		Interval of the tailed)					
				Difference					
				Lower					
		Mean		Upper					
Pair 1	minat_ pretest	-6.818	8.056	1.402 -9.675	-3.962	-4.862	32	.000	
	minat_ posttest								

Based on Table 4.12 above, regarding the results of the paired t-test for student essays, it was found that the sig. value was $0.000 < 0.05$. Therefore, it is accepted that there is an effect of the "Students' Feedback" practice on the learning students motivation at second-semester.

This MANOVA test was conducted to analyze whether there is a relationship between the independent and dependent variables. The results of the MANOVA test are shown in Table 4.13.

Tabel 4.13

Manova Test

Multivariate Tests^a

Effect Value		F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.994	5102.6	2.000	.000	.994
	Wilks' Lambda	.004	5102.6	2.000	.000	.994
	Hotelling's Trace	17.088	5102.6	2.000	.000	.994
	Roy's Largest Root	17.088	5102.6	2.000	.000	.994
	Pillai's Trace	44.016	2.000	60.000	.000	.595
	Wilks' Lambda	.595	2.000	60.000	.000	.595

Wilks'	.40	44.016 ^b	2.000	60.	.0	.595
Lambda	5			000	00	
Hotelli	1.4	44.016 ^b	2.000	60.	.0	.595
ng's Trace	67			000	00	
Roy's	1.4	44.016 ^b	2.000	60.	.0	.595
Largest	67			000	00	
Root						

a. Design: Intercept + model_pembelajaran

b. Exact statistic

Based on the results of the Mann-Whitney U test in Table 4.11 above, it is known that the sig. (2-tailed) is $0.000 < 0.05$, so it can be concluded that the Students' Feedback practice has an effect on students' learning outcomes.

Based on the results of the hypothesis analysis conducted using a paired-sample t-test on learning motivation, a significance value of $0.000 < 0.05$ was obtained. Therefore, H₀ is rejected and H₁ is accepted, concluding that Students' Feedback practice has an effect on their writing.

Discussion

The findings of this study indicate that Students' Feedback practice has a significant effect on students' writing outcomes. Based on the results of the Mann-Whitney U test presented in Table 4.11, the significance value (2-tailed) was 0.000, which is lower than the significance level of 0.05. This result indicates that there is a statistically significant difference between students who participated in feedback practice and those who did not. Therefore, the null hypothesis (H₀) is rejected, while the alternative hypothesis (H₁) is accepted, confirming that Students' Feedback practice contributes positively to students' writing performance.

The improvement in students' writing achievement can be explained by the role of feedback as an essential component of the writing process. Through feedback activities, students are encouraged to identify weaknesses in their writing, evaluate their language use, and revise their drafts based on suggestions from their peers or instructors. Unlike traditional writing instruction, where students often receive feedback only after completing the final product, feedback practice provides continuous opportunities for reflection and improvement throughout the writing process. This finding supports Hattie and Timperley (2007), who emphasize that effective feedback helps learners understand the gap between their current performance and the expected learning goals, enabling them to make meaningful improvements.

Furthermore, the results of the paired-sample t-test on students' learning motivation also revealed a significance value of $0.000 < 0.05$, indicating that Students' Feedback practice significantly influenced students' motivation in writing activities. This finding suggests that feedback practice not only improves students' writing competence but also increases their engagement and willingness to participate in the learning process. When students provide and receive feedback, they become more actively involved in analyzing writing quality, discussing language problems, and developing awareness of effective writing strategies.

The positive influence of feedback practice on students' writing motivation is consistent with the concept of formative assessment, in which feedback functions as a tool to support learning development rather than merely evaluating students' final performance. According to Shute (2008), formative feedback can enhance students' motivation by providing specific information about their progress and guiding them toward improvement. In the context of writing instruction, feedback encourages students to become more autonomous learners because they learn to critically evaluate



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their own and others' writing.

Moreover, the effectiveness of Students' Feedback practice may also be related to the collaborative nature of the activity. During feedback sessions, students interact with their peers, exchange ideas, and negotiate meaning regarding the quality of writing. Such interaction creates a supportive learning environment where students can develop both linguistic competence and social skills. Hyland and Hyland (2019) argue that feedback in second language writing is not simply the correction of errors but a dialogic process that helps learners construct knowledge and develop greater awareness of writing conventions.

Overall, the statistical findings demonstrate that Students' Feedback practice has a significant contribution to improving students' writing outcomes and learning motivation. The implementation of structured feedback activities provides students with opportunities to revise, reflect, and actively engage in the writing process. Therefore, integrating Students' Feedback practice into writing courses can be considered an effective instructional strategy to enhance students' writing competence, confidence, and motivation.

Conclusion

Based on the findings and discussion, it can be concluded that Students' Feedback practice has a significant positive effect on students' writing outcomes and learning motivation. The results of the Mann-Whitney U test showed a significance value of $0.000 < 0.05$, indicating a statistically significant difference between students who participated in feedback practice and those who did not. This finding confirms that the implementation of Students' Feedback practice contributes effectively to improving students' writing performance. Through systematic feedback activities, students are provided with opportunities to identify weaknesses, receive constructive suggestions, revise their drafts, and develop a deeper understanding of effective writing strategies. Furthermore, the results of the paired-sample t-test demonstrated that Students' Feedback practice significantly influenced students' motivation in writing activities, as indicated by the significance value of $0.000 < 0.05$. This finding suggests that feedback activities not only enhance students' writing competence but also encourage greater engagement, confidence, and active participation in the learning process. By involving students in giving and receiving feedback, they become more reflective learners who are able to evaluate their own writing and recognize areas for improvement.

Acknowledgements

The authors would like to thank the participants, colleagues, and the English Education Department for their valuable support during the implementation of this research.

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