



Exploring English Students' Perception of Lecturer's Corrective Feedback in Writing Class

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ARTICLE INFO	ABSTRACT
<p>Received: 2024-05-03 Revised: 2024-06-07 Accepted: 2024-06-08</p> <p>Keywords: Corrective Feedback; Perception; Writing</p>	<p>Corrective feedback plays a crucial role in the teaching and learning process, particularly in developing students' writing skills. This research explores English language students' perceptions of lecturers' corrective feedback in writing classes and its impact on their writing motivation. Employing a qualitative descriptive approach, data were collected through questionnaires and interviews from 15 participants. The findings reveal that students have a positive perception of the corrective feedback provided by lecturers during writing classes. They perceive the feedback as beneficial in enhancing their understanding of writing tasks and identifying areas for improvement. Notably, only 27% of students acknowledged experiencing negative emotions such as sadness, confusion, or disappointment when unable to comprehend the lecturers' feedback. Overall, students greatly appreciate the oral and written corrective feedback, as it substantially aids in developing their writing proficiency. Furthermore, the study highlights the positive impact of lecturers' feedback on students' motivation in writing, fostering enthusiasm, focus, and a willingness to learn. These findings underscore the importance of effective corrective feedback strategies in enhancing students' writing skills and sustaining their motivation in the learning process.</p>

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INTRODUCTION

Feedback crucially plays an important role in teaching and learning activities. Feedback deals with a crucial element of the ideal teaching cycle, resulting from teaching and responding to student performance (Asnawi et al., 2022; Isma, Lestari, Halim, et al., 2024). Feedback provides students with valuable information about their actual performance, allowing them to compare it with their perceived performance their actual performance, which they can compare against what they think they were required (Nicol, 2014). Providing feedback aims to furnish students with information on their writing by suggesting improvements and pointing out corrections necessary for enhancing assignment quality and suggestions that must be considered to improve the quality of writing on a given assignment (Muhayyang & Ariyani, 2020; Puspitarini et al., 2024). It can be understood that providing feedback offers some necessary information for students to pump up and improve their writing well.

Feedback from lecturers is also valuable for foreign language learners, as it encompasses subject-specific hurdles about language, grammar, and curriculum (Isma, Hermansyah, et al., 2023; Vattoy, 2020). TEFL refers to teaching English to students whose first language is not English, and TEFL instructors can come from native or non-native English speakers (Rohmah, 2013). English encompasses four skills: speaking, reading, listening, and writing. Typically, lecturers most frequently provide feedback on speaking and writing among these skills. This study, however, focuses on writing.

In the field of academic writing, instructor feedback is not always delivered directly but rather provided after the assignment is complete or given in the form of graded papers returned to each student. This observation is backed by the recurring phenomenon among EFL (English as a foreign language) students. Several students have shared their thoughts on the feedback and have expressed that it serves as comments on their assignments and helps them identify areas in which they can improve. However, feedback was infrequent and only a handful of instructors gave it. Another student countered, stating that "feedback is a response, so



the more requests made, the more feedback received." This is how one can determine if the assignment requires further refinement or not.

When lecturers provide feedback, it can enhance students' ability to manage their learning, leading to faster progress through reflection and self-regulation, and better performance results (Tan *et al.*, 2018). Therefore, it is recommended that lecturers utilize effective feedback strategies to enhance student learning outcomes. Research has shown that the vast majority of students seek correction or feedback from their instructors regarding errors in their writing (Isma, Rasmin, et al., 2023; Mohammad & Rahman, 2016). It means that feedback given by lecturers helps learners to improve their errors and avoid making some errors in writing. It is also impactful for learners to strengthen their weaknesses and learn better.

Perception

Perception involves experiencing objects, events, or relationships by inferring information and interpreting messages from the environment (Qiong, 2017; Shipley & Zacks, 2008). Perception is the process of interpreting and organizing sensory sensations to create a meaningful experience. Therefore, perception is the formation of one's experience, particularly involving the processing of sensory input (Eliwarti & Maarof, 2017; Isma, Basri, et al., 2024). In brief, perception refers to the acquisition, interpretation, and selection of information obtained from the external environment through the aid of the senses and is then processed by the brain.

There are three stages of perception (Qiong, 2017). They involve selection, organization, and interpretation. Selection is the process through which we convert environmental stimuli into meaningful experiences. Organization refers to the need to arrange information obtained from external sources in a specific manner that enables us to identify meaningful patterns. This stage is achieved through the categorization of individuals or objects. Finally, interpretation is the process through which we assign meaning to the selected stimuli. Everyone can provide a distinct interpretation of the same stimulus, as this depends on their response to the stimulus. In summary, perception refers to the process of interpreting and organizing feelings to create meaningful experiences. It consists of three stages namely selection, organization, and interpretation. Each stage has a distinctive process.

Corrective Feedback

Feedback is a response provided by the teacher to students regarding their performance, particularly in learning activities and outcomes (Sofyatiningrum *et al.*, 2020). Feedback holds significant value for both teachers and students. The primary function of feedback for teachers is to assess the accuracy of the strategy, model, or approach they have adopted. One way to help students enhance their writing skills is by providing written corrective feedback on their work (Isma, Lestari, Rohimajaya, et al., 2024; Ramadhani et al., 2021). This enthusiasm for learning can later serve as a foundation and motivation for students to further enhance their academic performance. Additionally, students' shortcomings can also serve as an opportunity for self-correction and a better grasp of the material, ultimately leading to improved learning outcomes.

For this reason, feedback not only motivates to sustain positive behavior in students, particularly in the teacher's corrections but also increases student awareness of the errors they commit (Gan et al., 2021). Providing corrective feedback over time can enhance students' metacognitive knowledge, which, in turn, can improve their understanding of the material. The feedback is valuable when received, comprehended, and acted upon by the recipient. As for the strategy for providing corrective feedback, the focus should be on providing global feedback that addresses all errors. Additionally, feedback must align with the learner's objectives and be clear. It should also be directed specifically towards areas containing errors and delivered in a positive manner (Muhayang & Ariyani, 2020). It can be interpreted that corrective feedback deals with impactful students' motivation to enhance their motivation and writing.

Corrective feedback is important to the advancement of students' learning. Therefore, Sofyatiningrum *et al.* (2020) describe the main purpose of feedback are: justify students how their grades or results are derived, identify and reward quality in student work, guide students on what steps to take to improve results, motivate students to act on their assessments and develop their ability to monitor, evaluate, and manage their learning independently. Corrective feedback will help students adjust their thinking and behavior to produce better learning outcomes. The function of feedback is equally strong, namely to signal the instructor's attention to errors or weaknesses in teaching methods that might be improved (Asnawi et al., 2022). Six types of corrective feedback can be used, they are recast, clarification, elicitation, metalinguistic, explicit corrective feedback, explicit with metalinguistic, and repetition (Rahmi, 2017).

There are two aspects of students' perception of feedback they are positive affect and negative affect (Marrs *et al.*, 2016). Positive affect describes those students like feedback if what is given is something positive about their work. Meanwhile, negative affect is the opposite of positive affect, which means that students will dislike feedback, and may hate feedback if what is given is negative feedback. The positive and negative effects of students' perception of feedback depend on giving feedback by lecturers.

METHODS

This research utilized a qualitative approach to describe data. Qualitative research methods are applied to examine natural object conditions or experiments where researchers serve as the primary instrument, combining data collection techniques, and emphasizing the meaning of research results rather than generalization (Sugiyono, 2013). Descriptive research is a type of research that aims to describe a particular objective, where this study will provide some information about social conditions (Purba & Simanjuntak, 2012). As the name suggests, descriptive research includes analysis and interpretation of the meaning of the data collected by the researchers.

The data was taken from English Language Education students who are in the second semester. These students are researcher's students in the subject writing class. In collecting the data, the questionnaire and interview are applied. Fifteen students were to be the participants. The students' answer statements on the close-ended questionnaires were distributed online by using Google Forms, and then the interview. This research uses The Responsive Pedagogy Questionnaire (RPQ). Responsive pedagogy is a recursive dialogue between students' internal feedback and external feedback provided by teachers (Nurjanah, 2021). The statement consists of 24 items which are divided into 5 aspects, namely Teacher Feedback Practice (TFP), External Goal Orientation (EGO), Self-regulation (SR), Self-efficacy (SE), and English Foreign Language (EFL).

FINDINGS AND DISCUSSION

Perceived Teacher Feedback Practice

Teacher Feedback Practice is the students' perception of the usefulness of feedback from the lecturers. The results of perceived teacher feedback practice can be seen in the table 1:

Table 1. The Result of Teacher Feedback Practice

No	Statement	SD	D	A	SA
1.	The feedback I receive from writing lecturers tells me how I can do better next time	0%	0%	66,7%	33,3%
2.	The feedback I receive from writing lecturers is provided in a way that I learn something from working on it	0%	8,3%	58,3%	33,3%
3.	The feedback I receive from writing lecturers helps me understand the writing task better	0%	0%	41,7%	58,3%
4.	The feedback from writing lecturers makes me better understand what I am going to learn in writing	0%	0%	58,3%	41,4%
5.	My lecturer makes me aware of what I need to write more on to achieve a better writing result	0%	0%	41,7%	58,3%
6.	When I receive back written task, I am told what I need to practice more in writing to do better next time	0%	0%	50%	50%

The highest scale (SA) for this aspect is the Third and Fifth Statement with the result of percentage was 58,3%. The third statement is "The feedback I receive from writing lecturers helps me understand the writing task better", and the fifth statement is "My lecturer makes me aware of what I need to write more on to achieve a better writing result". Then, for the third scale (A) the highest percentage is the first statement with the result of 66,7%. It is "The feedback I receive from writing lecturers tells me how I can do better next time".

While, for the Disagree the highest percentage is the second statement with the result 8,3%. Which, the statement is “The feedback I receive from writing lecturers is provided in a way that I learn something from working on it”. The last, for the lowest scale (SD) of this aspect there is not the students' choice.

Perceived External Goal Orientation

External Goal Orientation is students' understanding and activation or rejection of external goals provided by the lecturer. The results of perceived external goal orientation are as follows:

Table 2. The Result of External Goal Orientation

No	Statement	SD	D	A	SA
7.	I receive enough help to understand what I need to learn in writing	0%	8,3%	58,3%	33,3%
8.	I most often understand what the learning goals in writing are	8,3%	25%	58,3%	8,3%
9.	The lecturers explain clearly what I should learn in writing	0%	8,3%	50%	41,7%
10.	The lecturers help me set learning goals in my writing class	0%	0%	83,3%	16,7%

The highest scale (SA) for this aspect is nine statements with the result of percentage was 41,7%. The statement is “The lecturers explain clearly what I should learn in writing”. For the third scale (A) the highest percentage is the tenth statement with the result 83,3%. It is “The lecturers help me set learning goals in my writing class”. Then, for the second scale (D) the highest percentage is the seventh statement with the result 8,3%. It is “I receive enough help to understand what I need to learn in writing”. The lowest scale (SD) for this aspect is eight statements with the result of a percentage was 8,3%, which the statement is “I most often understand what the learning goals in writing are”.

Perceived Self-regulation

Self-regulation is students' ability to regulate themselves metacognitive, behaviorally, and motivationally during the learning process. The result of perceived self-regulation is as follows:

Table 3. The Result of Self-regulation

No	Statement	SD	D	A	SA
11.	When I work with writing in English, I force myself to practice my writing if I remember what I have learned	0%	8,3%	75%	16,7%
12.	When I work with writing in English, I practice by rewriting my draft based on feedback from my lecturer	0%	8,3%	58,3%	33,3%
13.	When I work with writing in English, I often stop to check if what I have written is correct	16,7%	8,3%	58,3%	16,7%
14.	When there is something, I do not understand in writing, I try to find information that could make it clearer and better	0%	8,3%	41,7%	50%

The highest scale (SA) for this aspect is the fourteenth statement with the result of a percentage of 50%, which the statement is “When there is something I do not understand in writing, I try to find information that could make it clearer and better”. For the third scale (A) the highest percentage is the eleventh statement with a result of 75%. It is “When I work with writing in English, I force myself to practice my writing if I remember what I have learned”. While for the second scale (D) the percentage is 8,3% for all statements. The last, for the lowest scale (SD) of this aspect, is the thirteenth statement with the result of a percentage was 16,7%. It is “When I work with writing in English, I often stop to check if what I have written is correct”.

Perceived Self-efficacy

Self-efficacy describes students' self-beliefs in their abilities and skills themselves in EFL. The results of perceived self-efficacy can be seen in the table 4 below:

Table 4. The Result of Self-efficacy

No	Statement	SD	D	A	SA
15.	If I want to learn something in depth in writing, I can do it	8,3%	8,3%	66,7%	16,7%
16.	If I decide to get good marks in writing, I can achieve them	8,3%	16,7%	50%	25%
17.	If I decide to achieve tasks in writing, I can do it	0%	8,3%	66,7%	25%
18.	I am confident that I understand the most complicated material taught by the lecturer	16,7%	41,7%	33,3%	8,3%
19.	I am confident that I can do a good job on writing tasks in English	8,3%	0%	83,3%	8,3%
20.	When I decide to manage something really difficult in writing, I can do it	8,3%	25%	66,7%	0%

The highest scale (SA) for this aspect with the result of percentage was 25%. The second statement is “If I decide to get good marks in writing, I can achieve them”, and the third statement is “If I decide to achieve tasks in writing, I can do it”. Then, for the third scale (A) the highest percentage is the fifth statement with the result of 83,3%. It is “I am confident that I can do a good job on writing tasks in English”.

For the second scale (D) the highest percentage is the first statement with the result 8,3%. Which, the statement is “If I want to learn something in depth in writing, I can do it”. The lowest scale (SD) for this aspect is the sixth statement with the result of a percentage was 8,3%. It is When “I decide to manage something really difficult in writing, I can do it”.

Perceived EFL Teaching

English Foreign Language in this research refers to students’ perception of EFL learning in writing class. The result of perceived EFL teaching can be seen in the following Table 5:

Table 5. The Result of EFL Teaching

No	Statement	SD	D	A	SA
21.	I like English because the content of the teaching is exciting	0%	16,7%	41,7%	41,7%
22.	I like teaching in English	0%	25%	58,3%	16,7%
23.	I look forward to teaching English	0%	0%	25%	75%
24.	English is fun, so I will not quit	0%	0%	33,3%	66,7%

The highest scale (SA) for this aspect is the third statement with the result of a percentage was 75%. It is “I look forward to the teaching of English”. Then, for the third scale (A) the highest percentage is the second statement with the result of 58,3%. It is “I like teaching in English”. For the second scale (D) the highest percentage is also the second statement with the result of 25%. The last, for the lowest scale (SD) of this aspect there is not the students' choice.

English Students’ Perceptions of Lecturers’ Corrective Feedback in Writing Class

Based on the data in Tables 1 and 2, it is known that the English students’ perceptions of lecturers’ corrective feedback in writing classes are positive. The result of the table above is also supported by the data interview:

Do you have positive experiences about lecturer’s feedback in writing class?”

P5 : “Ever”

P6 : “Yes”

P13: “Yes, it trains me to write according to the rules. In addition, I also became more focused and careful”

“Have you ever felt positive emotion when you received of lecturer’s feedback?”

P1 : “Yes”

P2 : “Ever”

P3 : "Ever"

P11: "Yes"

The students also still clearly remember examples of feedback sentences that are often uttered by lecturers. As in the interview question:

"Can you give examples of several positive emotion response sentences given by the lecturer's feedback in writing class?"

P2 : "Great, the sentence is correct"

P4 : "Good, it's still being improved..."

P13: "Okay good job, next time, please improve your writing even more"

The result of this research is similar to the previous study from Mohammad & Rahman (2016) in almost all students want correction or feedback from lecturers for the mistakes in their writing (Mohammad & Rahman, 2016). The third statement is "The feedback I receive from writing lecturers helps me understand the writing task better". It can be said that the students want corrective feedback from lecturers to help them understand the writing task.

Overall, these findings found that through corrective feedback from lecturers, they become more understanding of the material presented, students feel happy, not afraid to start writing, and are more focused and careful during writing learning. Therefore, for teacher feedback practice students feel helpful to understand the material and be aware of what they need to write more on to achieve a better writing result. That way over time their ability to write can increase and errors due to not following grammar rules are reduced.

Impacts of Lecturer's Corrective Feedback on English Students' Motivation in Writing

The impact of the lecturer's corrective feedback on English students' motivation in writing has been proven in Table 3-5. The table showed that giving corrective feedback from lecturers had a positive impact on student motivation in learning to write. The statement also supported by the interview, that is:

"Please describe the positive emotion it!"

P1 : "I feel happy and enthusiastic when I get feedback from the lecturer"

P2 : "The feedback provided by the lecturer had a positive impact on me and made me feel enthusiastic in the sense that I was active again"

P3 : "I once felt happy when I got feedback from the lecturer"

P11: "I became more enthusiastic in studying English"

The researchers obtained information that as long as students are willing to try to complete writing assignments and listen to corrective feedback from lecturers well, the results of the writing they make must be good. Moreover, if the corrective feedback given by the lecturer is positive, students will more quickly capture and understand the material presented. They are also looking for information from lecturers if there is something they do not understand regarding writing and trying to find clarity. Therefore, they become more likely to write and also learn writing, so for students whose English skills are lacking, over time it can go up.

The result of this research is similar to the research from Muhayyung & Ariyani (2020) that the impact of lecturers' corrective feedback can make students have high motivation in writing and they feel joy also like receiving responses from lecturers (Muhayyung & Ariyani, 2020). The sixteenth statement is "If I decide to get good marks in writing, I can achieve them". It can be said that when the students had high motivation in their own self, they would try to do good things in writing to achieve their goal of learning.

Even though many students claim to feel a positive impact from providing corrective feedback from lecturers, it does not mean that there are no students who feel negative.

"Please describe the negative emotion it!"

P1 : "I felt sad and confused when I did not understand what the lecturer was saying"

P5 : "I felt disappointed if I did not understand the material the lecturer was teaching"

"Can you give examples of several negative emotion response sentences given by the lecturer's feedback in writing class?"

P14: "This is wrong, you are less carefully. Please pay attention again!"

Based on the data, the researchers found that students will feel sad and disappointed when they get negative corrective feedback from lecturers. Thus, it can be said that the self-beliefs among students are almost similar. That is starting to decrease self-confidence when faced with the task of writing difficult.

The result showed that corrective feedback from the lecturer was effective and important to also increase students' skill and motivation in writing. This research was conducted at the English Education Department in the second semester at Universitas Nahdlatul Ulama Sunan Giri. The result was that the majority of participants said that the perception of the lecturer's corrective feedback was very helpful and needed for the writing class.

CONCLUSIONS

This research explored English language students' perceptions of lecturers' corrective feedback in writing classes and its impact on their motivation. The findings revealed that the participants held predominantly positive perceptions of the corrective feedback received from their lecturers during writing instruction. The students acknowledged the feedback as a valuable resource for improving their writing skills, comprehending writing tasks, and identifying areas that required further attention and development. Notably, the majority of students reported experiencing positive emotions, such as happiness, enthusiasm, and a heightened willingness to learn, when receiving constructive feedback from their lecturers. They appreciated the oral and written feedback as it provided them with a roadmap for enhancing their writing abilities and addressing their weaknesses. Consequently, the corrective feedback fostered increased motivation, focus, and a proactive approach to learning among the students. However, it is essential to acknowledge that a small percentage (27%) of students experienced negative emotions, including sadness, confusion, and disappointment, when they encountered difficulties in comprehending the lecturers' feedback. This highlights the need for lecturers to employ effective feedback strategies tailored to individual student needs and to ensure that the feedback is conveyed clearly and constructively. Overall, this study underscores the pivotal role of corrective feedback in enhancing English language students' writing skills and sustaining their motivation in the learning process. By providing timely, constructive, and comprehensible feedback, lecturers can create an environment that fosters writing development, self-reflection, and a positive attitude toward learning. Ultimately, the findings emphasize the importance of incorporating effective feedback practices in English writing instruction to support students' academic growth and overall success.

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