

## EVALUATING UPTAKE TOWARDS WRITTEN CORRECTIVE FEEDBACK TO IMPROVE WRITING SKILLS

Jessica F. Maureen<sup>1\*</sup>, Vera Syamsi<sup>2</sup>

<sup>1,2</sup>Sampoerna University

(jessica.maureen@my.sampoernauniversity.ac.id)

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### ABSTRACT

This study evaluates the effectiveness of written corrective feedback (WCF) in higher education, specifically within a Composition II course. It aims to identify the most commonly used types of WCF, their acceptance by students, and their impact on writing improvement. Using content analysis, 88 instances of WCF from the first and second essay drafts of 18 students were categorized into four types according to Hattie and Timperley framework: feeding up at the task level, feeding back at the task level, feeding back at the process level, and feeding forward at the process level. Feeding forward at the process level was most prevalent (51%), followed by feeding up and feeding back at the process level (20.5% each), and feeding back at the task level (8%). Feeding up at the task level had the highest acceptance rate (89%). Conversely, feeding back at the task level and feeding back at the process level had moderate reception (57% and 56%), while feeding forward at the process level had a substantial acceptance rate (67%). The findings emphasize that clear, varied, and goal-oriented feedback enhances students' engagement, self-regulation, and writing proficiency by addressing specific areas for improvement and guiding future development, ultimately fostering sustained academic growth.

**Key Words:** EFL writing skills; feedback strategies; written corrective feedback

### ABSTRAK

Penelitian ini mengevaluasi efektivitas *written corrective feedback* (WCF) dalam konteks pendidikan tinggi, khususnya pada mata kuliah *Composition II*. Penelitian ini bertujuan untuk mengidentifikasi jenis WCF yang paling sering digunakan, tingkat penerimaan mahasiswa terhadap WCF, serta dampaknya terhadap peningkatan kemampuan menulis. Dengan menggunakan analisis konten, sebanyak 88 kasus WCF dari draf esai pertama dan kedua milik 18 mahasiswa dikategorikan ke dalam empat jenis berdasarkan kerangka kerja Hattie dan Timperley: *feeding up at the task level*, *feeding back at the task level*, *feeding back at the process level*, dan *feeding forward at the process level*. *Feeding forward at the process level* adalah jenis yang paling dominan (51%), diikuti oleh *feeding up* dan *feeding back at the process level* (masing-masing 20,5%), serta *feeding back at the task level* (8%). *Feeding up at the task level* memiliki tingkat penerimaan tertinggi (89%). Sebaliknya, *feeding back at the task level* dan *feeding back at the process level* memiliki tingkat penerimaan moderat (57% dan 56%), sementara *feeding forward at the process level* memiliki tingkat penerimaan yang cukup tinggi (67%). Temuan ini menekankan bahwa umpan balik yang jelas, beragam, dan berorientasi tujuan meningkatkan keterlibatan mahasiswa, regulasi diri, dan kemampuan menulis dengan menangani area yang perlu diperbaiki serta memberikan panduan untuk pengembangan lebih lanjut, sehingga mendukung pertumbuhan akademik yang berkelanjutan.

**Kata kunci:** keterampilan menulis EFL; strategi umpan balik; umpan balik korektif tertulis

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## INTRODUCTION

\*Corresponding author

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Writing an academic paper can be challenging for many students as it requires not only grammatical proficiency and vocabulary knowledge but also a deep understanding of the subject matter, critical thinking skills, and the ability to convey complex ideas coherently (Hyland & Shaw, 2016; Swales & Feak, 2012). EFL students often face challenges when writing in terms of language proficiency, grammatical accuracy, mechanics errors, and clarity in presenting ideas (Ariyanti & Fitriana, 2017; Muamaroh et al., 2020; Paul & Elder, 2006; Toba et al., 2019). One strategy to improve writing skills is Written Corrective Feedback (WCF), which provides explicit corrections, comments, or recommendations to improve language accuracy and fluency (Bitchener & Knoch, 2018). Effective written corrective feedback (WCF) is essential for addressing language issues and enhancing writing skills, though debate persists regarding the most effective types (Craven, 2023; Hattie & Timperley, 2007; Kang & Han, 2023; Kreitzer & Sweet-Cushman, 2021). Recent studies in Asian EFL contexts offer valuable insights. Chen, Nassaji, and Liu (2016) found that Chinese university students favor detailed WCF on grammar and content, emphasizing learner engagement in revisions. Similarly, Zarei and Karimpour (2020) demonstrated the effectiveness of metalinguistic WCF for Iranian learners' grammatical accuracy. However, inadequate feedback—marked by a lack of specificity, clarity, and timeliness—continues to hinder its potential benefits (Allman, 2019; Ferris, 2003; Lee, 2017).

Moreover, addressing issues in academic writing necessitates identifying how students improve through feedback provision, yet research on this in Indonesian higher education contexts remains limited. While studies on WCF have demonstrated its benefits, they often lack focus on how feedback uptake translates into measurable improvement, particularly in non-native English-speaking environments like Indonesia. Investigating this gap by examining the effectiveness of WCF and its uptake could provide deeper insights into optimizing feedback practices for Indonesian EFL learners. Uptake of feedback, or how students incorporate feedback into their revisions, is a key indicator of feedback efficacy (Bitchener & Knoch, 2008; Ellis et al., 2001; Storch, 2013). Research shows that students' active feedback application improves writing skills and metacognitive development (Nicol, 2020; Sheen, 2011).

A feedback model by Hattie and Timperley (2007) provides a comprehensive framework for categorizing feedback types, organized around three essential questions that guide effective feedback: "Where am I going?" (feeding up), "How am I going?" (feeding back), and "Where to next?" (feeding forward). These questions emphasize the importance of clarity in setting learning objectives, evaluating current performance, and identifying steps for improvement. "Where am I going?" focuses on establishing clear learning objectives and goals. Teachers must ensure students understand these objectives and align their efforts with the intended outcomes (Hattie & Timperley, 2007, pp. 88–90). "How am I going?" involves assessing students' current performance through specific, constructive, and actionable feedback, helping them identify their strengths and areas for improvement. Finally, "Where to next?" directs attention to future learning steps, offering strategies and resources to bridge the gap between current performance and desired goals, fostering reflection and preparation for continued progress.

The model further categorizes feedback into four levels: task level, process level, self-regulation level, and self-level. Task-level feedback focuses on the specific requirements of a task, while process-level feedback addresses the strategies and cognitive processes needed for successful completion. Self-regulation feedback encourages learners to assess and adjust their work, promoting deeper learning and self-evaluation. In contrast, self-level feedback, often involving praise, has a limited impact on learning, as noted by Hattie and Timperley. Due to its potential drawbacks, this study excludes the assessment of self-level feedback. This study adopts Hattie and Timperley's feedback model to analyze WCF practices, aiming to explore how the various levels of feedback contribute to students' writing development. By focusing on task, process, and self-regulation levels, the study seeks to provide insights into practical strategies for improving writing proficiency, particularly in Indonesian higher education.

Given the gap in research regarding WCF uptake in Indonesian higher education, this study seeks to answer three key questions:

1. What type of written corrective feedback is commonly used by the lecturer in a Composition II course?
2. Which type of written corrective feedback generates the most learners' uptake?
3. To what extent does written corrective feedback help improve students' writing skills?

## **METHODS**

### ***Research design***

This study adopted a qualitative approach to investigate the impact of lecturers' written feedback on students' writing skills. According to Creswell (2014), qualitative research is well-suited for examining social settings and understanding behaviors, making it an ideal choice for this context. The study aimed to explore the types of written corrective feedback commonly used in a Composition II course, assess which types are most embraced by students, and evaluate their overall impact on writing skills. The study utilized a content analysis design to systematically categorize and examine the written feedback provided by lecturers, as it allows for a structured assessment of how different types of feedback—such as corrective comments on grammar, organization, and argumentation—affect students' writing development over time. This method aligned with the study's objectives to deepen understanding of feedback mechanisms in academic writing contexts, providing a framework to quantify and interpret the effects of various feedback types.

### ***Research site and participants***

The study targeted EFL students enrolled in a Composition II course at a private university in South Jakarta, Indonesia. Composition II focuses on developing students' academic writing, critical thinking, and rhetorical analysis skills. Purposive sampling was employed to select 18 students who had received written corrective feedback, specifically targeting individuals with direct experience relevant to the study's focus, ensuring that the data collected would be rich and pertinent to the research objectives. This approach ensured that participants had relevant experience with academic writing and feedback strategies, providing valuable insights into the research questions.

### ***Data collection and analysis***

Data collection involved document analysis of students' essay drafts, followed by a focus group discussion (FGD) with 3 participants. The participants for the FGD were purposefully selected based on their engagement with written corrective feedback during the study. This selection ensured that the participants had diverse experiences with feedback, providing varied perspectives. The FGD included only 3 participants to ensure an in-depth and manageable discussion that allowed for detailed insights from each participant. Document analysis examined 36 student essay drafts with lecturer feedback to identify common feedback types and assess their uptake. Feedback was categorized using Hattie and Timperley's (2007) framework. Additionally, FGD was conducted to capture student perceptions of the feedback, exploring how they interpreted and utilized the lecturer's comments. This method provided more profound insights into student experiences through feedback. Data analysis employed relational content analysis to identify patterns and themes within the documents and FGD, with a rater assisting in categorizing the feedback. Relational content analysis begins with systematically organizing and categorizing the textual and qualitative data obtained from documents and FGDs (Flick, et al., 2017). It focuses on identifying how different pieces of information relate, whether through direct references, thematic similarities, or contrasting perspectives (Brown & Johnson, 2020). Thematic analysis was also used to analyze FGD data, focusing on student discussions about the feedback's clarity, helpfulness, and effectiveness.

## **FINDINGS AND DISCUSSION**

## Findings

### *Dominant type of feedback*

The document analysis examined the feedback given to 18 students, and the study identified a total of 88 instances of written corrective feedback. The total amount of feedback identified was gathered from students' first essay draft, in which the lecturer wrote the feedback highlighting the errors made in the essay. By examining 88 feedback instances, the study categorized them into four distinct types: feeding up at the task level, feeding back at the task level, feeding back at the process level, and feeding forward at the process level. Each type serves a unique purpose in guiding student learning and improving educational outcomes. Feeding up at the task level accounted for 18 instances (20.5% of total feedback). This type sets clear learning goals and clarifies task expectations, helping students understand the standards they need to meet (Hattie & Timperley, 2007). Feeding back at the task level, observed in 7 instances (8%), provides specific information about the accuracy of a student's work, pinpointing mistakes or confirming correct answers. Feeding back at the process level, with 18 instances (20.5%), focuses on the methods and strategies used by students, helping them understand their processes and how they contribute to performance. The most prevalent feedback type, feeding forward at the process level, with 45 instances (51%), emphasizes future learning by guiding students to improve their methods and strategies, enhancing self-regulation, and applying constructive strategy (Hattie & Timperley, 2007). Table 1 shows the distribution of feedback types found in students' essays, reflecting which feedback influences writing development. The data highlights the prevalence of different feedback practices, which significantly shape students' writing skills and their approach to revision and improvement.

**Table 1** Distribution of feedback types

Feedback Type	Code	Total (n=88)
Feeding up at the task level	FUT	18 (20.5%)
Feeding back at the task level	FBT	7 (8%)
Feeding back at the process level	FBP	18 (20.5%)
Feeding forward at the process level	FFP	45 (51%)

### *Uptake Frequency*

The study then investigated how students respond to the feedback given, referred to as "uptake" (Dressler, Chu, Crossman, & Hilman, 2019). This section provides insights into the effectiveness of different feedback approaches through the uptake frequency. The analysis used the categorization framework proposed by Dressler et al. (2019) to assess the quality of feedback in language learning contexts. This framework categorizes uptake into three types: total acceptance, partial acceptance, and feedback rejection. The findings reveal varying degrees of acceptance and effectiveness across different feedback levels. Feeding back at the task level achieved a high acceptance rate, with 16 out of 18 instances (89%) entirely accepted by students, indicating its usefulness in clarifying achievement expectations. However, there were partial acceptance and rejection, each comprising one instance (5.5%), suggesting some students may struggle with or misunderstand this feedback type. Feeding back at the task level also showed a mixed reception, with 4 out of 7 instances (57%) fully accepted and 3 out of 7 instances (43%) rejected, indicating a polarizing effect among students. Feedback at the process level garnered moderate acceptance, with 10 out of 18 instances (56%) fully accepted, accompanied by 4 instances each (22%) of partial acceptance and rejection, reflecting the varying impact of feedback on learning strategies. Similarly, feeding forward at the process level had a substantial acceptance rate, with 30 out of 45 instances (67%) fully accepted, but also encountered 4 instances (9%) of partial acceptance and 11 instances (24%) of rejection, suggesting challenges in applying forward-looking feedback effectively. Table 2 shows the uptake frequency across different types of feedback identified.

**Table 2** Uptake frequency

Types of Written Corrective Feedback	Code	Total Acceptance	Partial Acceptance	Rejection
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Feeding up at task level (n=18)	FUT	16 (89%)	1 (5.5%)	1 (5.5%)
Feeding back at task level (n=7)	FBT	4 (57%)	- (0%)	3 (43%)
Feeding back at process level (n=18)	FBP	10 (56%)	4 (22%)	4 (22%)
Feeding forward at the process level (n=45)	FFP	30 (67%)	4 (9%)	11 (24%)

### Improvements from WCF in writing skills

Among WCF that was mostly uptaken by the learners, feeding forward at the process level and feeding back at task level (FBT) helped learners to improve their organization skills, e.g., learners know how to develop ideas in thesis statements better, provide sufficient analysis, and structure arguments as shown in figure 1 to 10. This finding was also further supported by participants' statements in the FGD. Participants, using pseudonyms Amy, Ben, and Chris, shared their experiences incorporating feedback given to them on their essay drafts. Participants acknowledged the helpfulness of written feedback in improving their writing skills

Amy found written feedback, especially feeding forward at the process level, useful for developing ideas. She shared an instance where her lecturer questioned the clarity of a thesis statement:

*"She stated that if it is unable to be changed, then the thesis statement should be changed entirely" (Amy, May 13, 2024).*

Figure 1 Amy's first draft

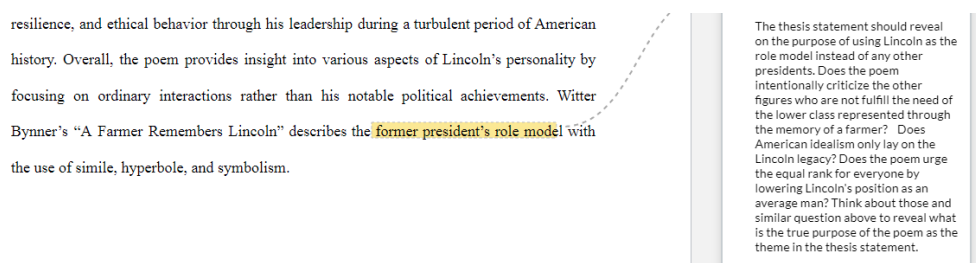


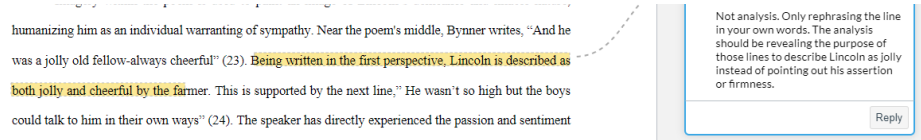
Figure 2 Amy's second draft

Lincoln's personality by focusing on the minor interactions in his life instead of his famous political accomplishments. Witter Byner's "A Farmer Remembers Lincoln" aims to stop the stereotypical image of Lincoln as a far-off political figure, by the contrary, he wants to portray Lincoln as a person of genuine connection, modesty, and simplicity using literary devices like simile, hyperbole, and symbolism.

Furthermore, Ben found written corrective feedback, namely feeding back at the task (FBT) level, helpful, especially after clarifying it with his lecturer. He described a situation where feedback on a jumpy paragraph structure helped him better organize his writing:

*"In this specific instance, it's like when my lecturer commented on the part of my paragraph, and they said this needs further analysis; why. Why is this very jumpy, you need to first go on? You need to first explain a story first to explain a story first, then go on to another story that you try to prove your point like that, for instance. " (Ben, May 13, 2024).*

Figure 3 Ben's first draft



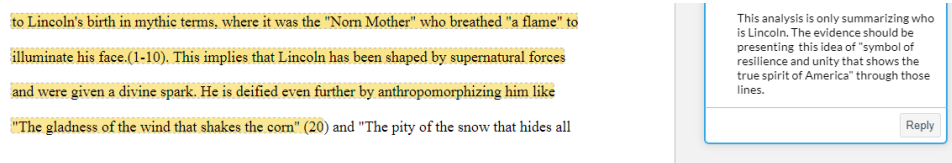
**Figure 4** Ben's second draft

was a jolly old fellow-always cheerful" (23). Being written from the first perspective, Lincoln feels more human. Not a simple one-dimensional caricature but someone readers could connect with. This is supported by the next line, "He wasn't so high but the boys could talk to him in their own ways" (24). The speaker has directly experienced and connected with the passion and sentiment of Lincoln as a human, and thus, recounts him as such. The speaker recognizes Lincoln's personality, feelings, and troubles trying to hold a

Chris found feedback to be helpful when it comes to structuring his arguments in an essay. He stated:

*" I would sometimes say for me, I find it hard to differentiate between summarizing or analyzing, but in one of the cases, when I wrote about my essay, she pointed out that in the second paragraph, you already analyzed by blah, blah, blah, and in the first paragraph, you're summarizing." (Chris, May 13, 2024).*

**Figure 5** Chris' first draft



**Figure 6** Chris' second draft

"Norm Mother" (1) is seen breathing life into his visage and sets the stage for his mission that reflects America's faith in exceptionalism and destined fate. Language Markham employs to identify Lincoln takes the reader right on the native ground where the soil is "in him, without color [red]" (13), allegorically binding Lincoln with the values of his native land. Moreover, this bond is further explored by the poem's reference to Lincoln's origins from "rail-split"

Furthermore, feeding up at task level (FUT) was found helpful when it comes to addressing syntax and vocabulary issues in writing, e.g. learners know how to use cohesive devices in their writing as shown in figure 7 to 8. A statement from Ben also supported this finding. Ben stated:

*"I remember there's one comment where she asked me not to use questions in my thesis statement and I think it's better (for the readers) to read." (Ben, May 13, 2024).*

**Figure 7** Ben's first draft

how great of a man and a leader that he was, exaggerating his attributes humbly.

Avoid using 'WH-Question' in the thesis statement.

Figure 8 Ben's second draft

his humanly aspects, his humane sense and efforts in becoming a man of the people. Markham, with the use of imagery and metaphors, paints Lincoln so human, yet so heroic, exaggerating his attributes humbly to seemingly convince us that Lincoln, no matter our political biases, was a man who cared for the people.

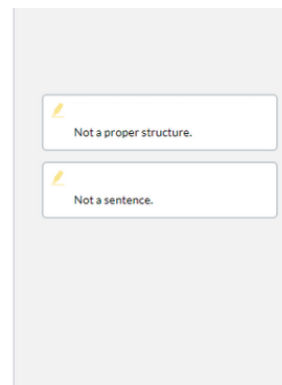
Lastly, feeding back at process level helped learners to improve their mechanics in writing as seen in figure 9 to 10. A statement from Amy further supports this finding. She stated:

*"An example on how it helped me, maybe when the lecturer highlights the part when it is quite lacking and then she directly or he or she directly questions what do you actually mean from this or when at one time I got a sentence that is actually a phrase and then my lecturer highlighted it." (Amy, May 13, 2024).*

Figure 9 Amy's first draft

Figure

Secondly, Hughes used imagery to describe the stoic presence of Lincoln's portrait on the wall and the events in the theater: "The head of Lincoln looks down from the wall / While movies echo dramas on the screen" (1-2), the head of Lincoln that looks down to the people can indicate that his vision of equality is still flawed; equality can be promised by bringing both their points of view to the same level so that they can see eye to eye. Unreachable and intimidating was an image of Lincoln as a ruler in this poem: "The head of Lincoln is serenely tall / Above a crowd of black folk, humble, mean" (3-4). Although he was one of the founding fathers and a symbol of change during his reign, he is described as separate from the people, making his role a spectator rather than an active participant in the poetry. In addition, imagery has been used to describe the people's ethnicities and colors in the room, as well as their professions and characteristics.



10 Amy's second draft

Secondly, Hughes used imagery to describe the stoic presence of the head of Lincoln that looks down on the people; it can indicate that his vision of equality is still flawed in the lively dynamic of a theater, "The head of Lincoln looks down from the wall / While movies echo dramas on the screen" (1-2). Unreachable and intimidating was an image of Lincoln as a ruler in this poem, as he was seen so far above his people, implicating the segregation that happened at the time; the only way to rectify this is to bring both their points of view to the same level so that they can see eye to eye: "The head of Lincoln is serenely tall / Above a crowd of black folk, humble, mean" (3-4). Although he was one of the founding fathers and a symbol of change during his reign, he is described as separate from the people, making his role a spectator rather than an active participant in the poetry. In addition, imagery has been used to describe the ethnicities of the people present in the room, as well as their professions and characteristics, hence adding background to the poetry.

## Discussion

The distribution of feedback types observed in this study aligns well with the theoretical

\*Corresponding author

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framework proposed by Hattie and Timperley (2007), which emphasizes the importance of varied feedback in fostering effective learning. The lecturer's use of feeding up, feeding back, and feeding forward at both the task and process levels illustrates a comprehensive approach to student feedback. By incorporating feeding up at the task level (FUT), the lecturer helps students set clear learning goals and understand the expectations for their assignments. This type of feedback accounted for 20.5% of the total feedback instances, is crucial as it provides a clear framework for students to aim for and understand what success entails. Feeding back at the task level (FBT), although less prevalent (8%), is equally important as it addresses the correctness of the students' work, helping them recognize their mistakes and understand correct answers. This balance ensures that students are aware of their current performance and understand the standards they need to meet, thus creating a strong foundation for learning (Hattie & Timperley, 2007; Shute, 2008).

Moreover, the significant emphasis on feeding back and feeding forward at the process level further supports the development of students' metacognitive abilities and self-regulation skills. Feedback at the process level (FBP), which made up 20.5% of the instances, encourages students to reflect on their learning strategies and understand the processes that led to their performance. This reflection is essential for deep learning and helps students develop critical thinking skills. The most prevalent type of feedback, feeding forward at the process level (FFP), which accounts for 51% of the result, underscores the lecturer's focus on future learning by guiding students on improving their methods and strategies for upcoming tasks. This forward-looking feedback is designed to enhance students' ability to self-regulate and apply constructive strategies in new contexts, which is crucial for continuous improvement. By addressing immediate learning needs and future learning potential, this multifaceted feedback approach significantly enhances students' overall academic success, as supported by the literature on effective feedback practices (Hattie & Timperley, 2007; Nicol, 2020; Shute, 2008).

Consequently, the high acceptance rate of feeding up at the task level (FUT), with 16 out of 18 instances (89%) being fully accepted, underscores the effectiveness of this feedback type in clarifying task expectations. Students' recognition of the value of clear guidance and goal-setting aligns with contemporary educational research, emphasizing the importance of explicit learning objectives for student success (Brookhart, 2017). However, the existence of partial acceptance and rejection in a small fraction of cases (5.5% each) indicates that some students may struggle with or misinterpret the goals and standards set by the feedback. These outliers suggest further investigation into how goal-setting feedback can be made universally comprehensible and actionable for all students, potentially through personalized feedback strategies (Winstone et al., 2017). Feeding back at the task level (FBT) received a mixed reception, with 57% of instances being fully accepted and 43% being rejected, showing a polarized student response. This divergence might stem from the directness of task-level corrections, which can be perceived as either constructive or overly critical depending on the student's perspective (Carless, 2019). The lack of partial acceptance suggests that students find task-specific correctness feedback immediately useful or entirely dismiss it, potentially due to discouragement or criticism. This dichotomy highlights the challenge of delivering corrective feedback that is both direct and supportive, suggesting that lecturers might need to balance correction with encouragement to mitigate adverse reactions. Recent studies have emphasized the importance of framing feedback to promote a growth mindset, which could help students better receive and utilize corrective feedback (Dweck, 2016).

Feeding back at the process level (FBP) had a moderate acceptance rate, with 56% of instances being entirely accepted and a balanced distribution of partial acceptance and rejection (22% each). This suggests that while many students find feedback on their learning processes beneficial for enhancing their strategies, a significant portion may find it complex or challenging to integrate. The necessity for reflection and adjustment inherent in process-level feedback, as Boud and Molloy (2013) highlighted, may require more time and cognitive effort from students, contributing to its varied acceptance. Similarly, feeding forward at the process level (FFP), with a substantial acceptance rate of 67%, indicates that students generally appreciate feedback that helps them prepare for future tasks. The high rate of full acceptance aligns with recent research suggesting that forward-looking feedback promotes self-regulation and continuous improvement (Nicol, 2020). However, the notable rejection



rate (24%) suggests that some students may struggle with applying future-oriented feedback, possibly due to difficulty seeing its immediate relevance or challenges in adapting strategies for future use.

The focus group discussion (FGD) findings provide compelling evidence of the positive impact of written corrective feedback (WCF) on students' writing skills. Participants – Amy, Ben, and Chris – shared their experiences and reflections on how specific feedback types significantly enhanced their writing abilities. Their insights are supported by related studies, which underscore the effectiveness of targeted feedback strategies in fostering organizational skills, syntactic proficiency, and mechanical accuracy in student writing.

Amy discussed the value of feeding forward at the process level (FFP), which helped her refine her ideas and clarify her thesis statement. This proactive feedback approach aligns with research highlighting its role in improving argument articulation and overall organizational coherence (Ferris, 2014; Hyland & Hyland, 2006). Similarly, Ben found feeding back at the task level (FBT) instrumental in enhancing the coherence of his writing. By addressing issues such as paragraph structure and argument development, Ben's feedback experience resonates with studies emphasizing the benefits of task-oriented feedback in refining students' organizational strategies (Ferris, 2012; Hyland, 2003). Chris's reflection on differentiating between summarizing and analyzing in his writing highlights the cognitive benefits of detailed feedback. By identifying specific instances requiring analysis versus summarization, Chris's experience underscores feedback's role in fostering critical thinking and analytical skills development (Bitchener & Ferris, 2012; Lee, 2008).

Furthermore, Ben's feedback experience also highlighted the role of feeding up at the task level in addressing syntax and vocabulary issues. His adjustment to avoid questions in thesis statements focuses on syntactic clarity, echoing findings that effective feedback enhances grammatical accuracy and lexical precision (Ferris, 2003; Hyland, 2007). Amy's feedback journey, supported by feedback at the process level, underscored improvements in the mechanical aspects of writing. Her experience aligns with research suggesting that systematic feedback on mechanics enhances students' attention to detail and adherence to writing conventions (Ferris & Roberts, 2001; Hyland & Hyland, 2001).

## CONCLUSIONS AND SUGGESTION

The analysis of Written Corrective Feedback (WCF) in a Composition II course highlights the crucial role of targeted feedback in guiding student writing. This study identified various types of WCF, examined learner uptake rates, and evaluated their impact on writing improvement. Focus group discussions revealed significant benefits of WCF, including enhanced clarity in thesis statements, improved argument coherence, and the development of critical thinking skills. These findings emphasize the importance of feedback tailored to specific learning objectives and individual student needs.

Based on these insights, several recommendations can guide educators in optimizing feedback practices in EFL settings. A comprehensive feedback approach incorporating clarity on expectations, corrective guidance, and forward-looking suggestions can effectively address diverse learner challenges. Using structured formats to differentiate feedback types helps reduce ambiguity, while personalized strategies ensure feedback resonates with individual learning preferences. Balancing constructive criticism with encouragement is essential to fostering a supportive learning environment that motivates students to engage with feedback. Additionally, incorporating reflective practices and workshops can enhance students' ability to internalize feedback and apply it effectively.

Finally, educators are encouraged to emphasize actionable, future-oriented feedback, enabling students to connect current learning experiences to broader academic goals. By fostering a structured, personalized, and supportive feedback culture, educators can significantly enhance students' academic growth and writing proficiency, equipping them with the skills needed for sustained success.

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\*Corresponding author

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