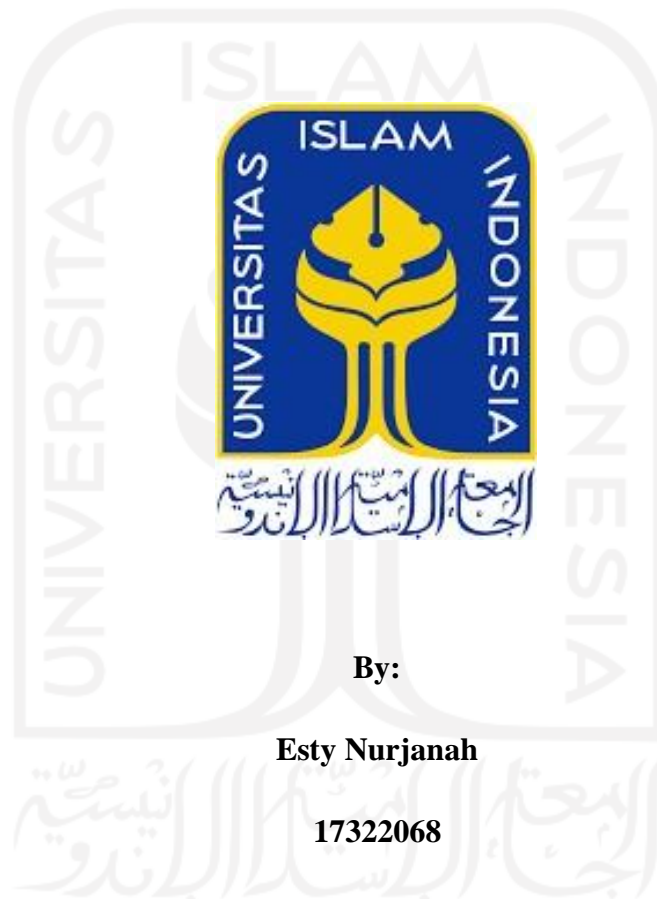


**STUDENTS' PERCEPTION ABOUT FEEDBACK PRACTICES DURING  
ACADEMIC WRITING COURSE: A SURVEY STUDY**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



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2021**

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**STUDENTS' PERCEPTION ABOUT FEEDBACK PRACTICES DURING  
ACADEMIC WRITING COURSE: A SURVEY STUDY**

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ACADEMIC WRITING COURSE: A SURVEY STUDY**

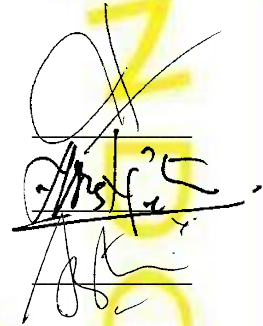
Defended before the Board of Examiners on 2021 and Declared Acceptable

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## STATEMENT OF WORK'S ORIGINALITY

I honestly declare this thesis is originally written by me. This thesis does not contain any work of others except those cited in quotation and references, as a scientific paper should.

Yogyakarta, 20<sup>th</sup> March 2021

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الجمعة الاثنتان الاثني عشرية

## MOTTO

“If you don’t go after what you want, you’ll never have it. And if you don’t ask, the answer is always no. Also if you don’t step forward, you’re always in the same place”.

(Nora Roberts)



## DEDICATION

I dedicate this undergraduate thesis to my mother, my father, my sister, my brothers, my friends and my lecturers who always support me so that I can finish writing this thesis.

Yogyakarta, 20<sup>th</sup> March 2021

The Writer,



**Esty Nurjanah**

17322068



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Wassalamualaikum warrahmatullahi wabarakatuh

Yogyakarta, 20<sup>th</sup> March 2021

The Writer,



Esty Nurjanah





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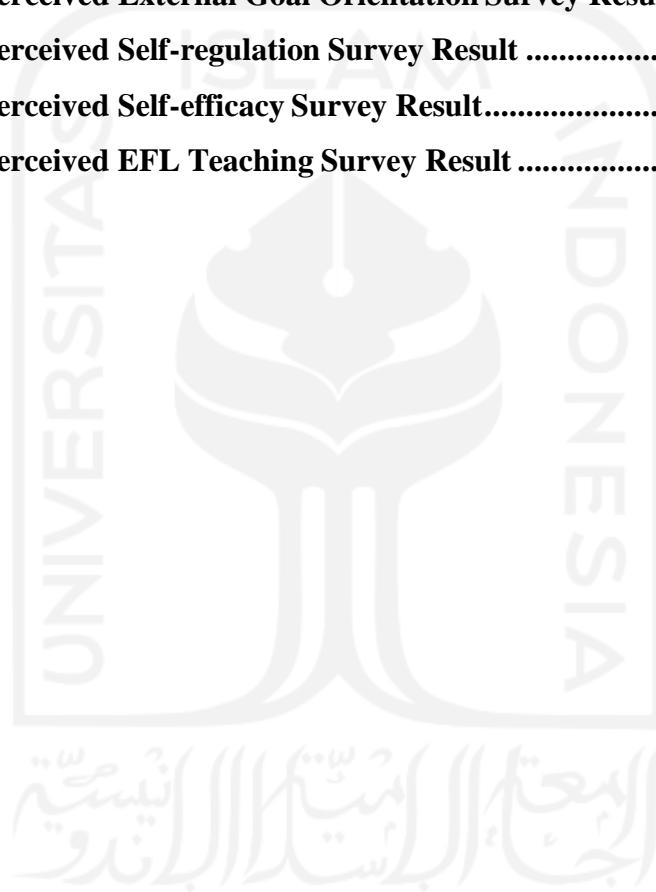
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**Appendix 2.** Letter of Acceptance from Journal of English Language Teaching (Jo-ELT)

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**STUDENTS' PERCEPTION ABOUT FEEDBACK PRACTICES DURING  
ACADEMIC WRITING COURSE: A SURVEY STUDY**

**ABSTRACT**

In Indonesian context, there is still very little research regarding how students' voicing their perception on the use of feedback practices by their teachers. Therefore, to fill this gap, this research is aimed to describe students' perception through a survey about their experiences in dealing with feedback practices by their teacher. This study involved 75 students from English courses and college. The Responsive Pedagogy Questionnaire (RPQ) was used in this study. There were 24 items with 4 likert points in data completion. To analyze the data, Microsoft Excel was used by the researcher. Findings showed that teachers' feedback practice matters to the students (M=3.70). It means that the participants have positive responses toward teacher feedback practices. This findings have pedagogical implications that teachers of academic writing can consider not only to the instructions but also to the content or the material.

*Keywords: Students Perception, Feedback, Academic Writing, Higher Education*

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

Feedback practice is necessary for the teaching and learning process to students for improvement. Current studies on feedback issues in higher education reached the following areas related to the use of feedback practices on students' learning process. Ruegg (2014) investigated teacher feedback and peer feedback in Japan high school context. They found that teacher feedback affected to English Foreign Language students' writing self- efficacy. It shows that students' who received teacher feedback tend to be able to increase their confidence in aspects of writing ability more than students' that perceived peer feedback. However, Wang (2016) found that Chinese university teachers of EFL provided both oral and written feedback practices to students' oral presentation. Teacher in his oral feedback given feedback related to the content and logical thought of students. Whereas, the teacher in his written feedback gave feedback related to the problems of students' PowerPoint design. The teacher did not give much attention to grammatical error but rather than that teacher focused on phonological errors. On the other hand, Deeley (2019) investigated the problem of students' dissatisfaction with assessment and feedback. It pointed out about the variety of assessment and feedback because of misunderstanding and miscommunication between teacher and students'. From the current research, it is concluded that feedback has a significant role both as a way to assess students' writing mechanics and

at the same time build students' logical reasoning. It is also uneasy in its implementation. Knowing that it has a side effect of misunderstanding between students and teachers. Thus, having studies on issues about feedback is necessary to do due to its important roles as mentioned before.

In the Indonesian context, feedback practices have been conducted in some schools and universities. Susanti (2016) investigated students' perceptions toward effective feedback based on their proficiency level that feedback from lecture is effective in writing form and feedback from the peer is effective in oral form. However, Widiastuti (2019) found that teachers gave both positive and negative feedback. Students' perceived negative when the teacher gave feedback directly in front of the class that made students feel being mentally judged in front of others. Some students perceive positive feedback because it can help them develop critical thinking and enhances their motivation to improve their learning. Students' ability about academic writing skills in Indonesia is still low. It shows that there is a possibility of lack of feedback exposure in the class and outside the class. When there is an effective feedback exposure instead of giving meaningful feedback, teachers give judgement that made students down or whether students use the feedback or not. According to Widiastuti (2009) that students perceived negative feedback because it was given in front of the class that probably was not used by students. Thus, research about feedback practices in higher education especially for academic writing is still needed in Indonesian context.

However, there is still very little research conducted in the Indonesian context regarding how students' voicing their perceptions on the use of feedback practices by their teachers. Therefore, to fill this gap, this research is aimed to describe students' perception through a survey about their experiences in dealing with feedback practices by their teacher. It is important to listen to how students perceive the feedback since feedback is expected to enhance students' performance through accurate and communicative diagnosis of students' work. It is expected that the feedback should not bring more confusion to the students.

## **1.2. Formulation of the problem**

How are the students' quantitative perceptions about feedback practices that students' received on their academic writing assignment?

## **1.3. Objective of the study**

The objective of this research is to identify the students' quantitative perceptions about feedback practices that students' received on their academic writing assignment.

## **1.4. Significant of the study**

The results of this study will contribute to students' perception about feedback that they received and this research is useful to know the impact of feedback on students' language learning and for language teachers to be more aware of the importance of giving the student the feedback to support students' learning outcome.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Feedback Practices in Higher Education

Feedback practice is an essential aspect of both teaching and learning because it can help students understand the learning goal and diagnosing problems with students' work. Feedback is conceptualized as information provided by an agent (teachers or peers) about an individual performance (Hattie & Timperley, 2007). The purpose of feedback is to reduce the discrepancy between where students are and where teachers want students to be. In addition, Ur (1996) stated that feedback as information given to the students performance of the task with the aim to improve students' performance. To this extent, the author agrees that feedback is defined as information that is given to individual performance which is used for improvement. It can be concluded that feedback is any information that is beneficial to be given about students' performance to enhance the future performance of the students.

There are two ways of feedback that can be given such as oral forms and written forms. Students in written feedback concerns on evaluating the task, while in the oral feedback they provided suggestions for revision (Breg et al., 2006). Meanwhile, Harris, Brown, and Harnett (2015) explored which the level of feedback directed throughout peer and self assessments. They pointed out that most of feedback directed to task level, while self regulatory feedback solely found on self assessment. According to Hattie & Timperley

(2007) effective feedback must answer three questions. 1) Where am I going. The first question refers to a goals to achieve learning outcomes. 2) How am I going. The second question is related to progress feedback. Teacher provided information to students about their performance or task. 3) Where to next. The third question refers to students' next steps to improvement. Hattie & Timperley (2007) classified feedback in four level:

1. Feedback on task refers feedback about how well a task is understood, providing information about a task, such as whether the task is correct or incorrect, leads to obtain information and knowledge.
2. Feedback on the process includes providing information about the process used to accomplish a task or create a product.
3. Feedback on self-regulation involves providing information in relation to performance that directs to self evaluation. It focused on student's monitoring of their learning processes.
4. Feedback on self refers to feedback about the self as a person ("You are a great student") like praise that can support the student but mostly does not help them to enhance learning.

## **2.2. Empirical Review of Students Perception about Feedback**

Students' perception about teacher feedback may be different from one student with another. Tom (2013) reported that students view feedback as important in helping students' know the strength and weakness in writing. Students received a significant amount of teacher feedback on grammar. Ali & Al-Adawi (2013) reported that students and teachers perceive the

feedback positively. Students believed that both oral and written feedback is important to them, but they consider that written feedback is more effective than oral feedback. Furthermore, Zhan (2016) found that students' perception of teacher feedback was positive. Students thought they could learn a lot from the feedback and would improve their writing.

Dargusch & Davis (2015) argued that the relationship between lecturers and students influences students' perceptions about feedback. Additionally, by having a great relationship with teachers, student will have positive perception about feedback. Further, Vattoy & Smith (2019) investigated students' perceptions about teachers feedback as related to students perceived self regulation, external goal orientation, self efficacy, and EFL. The relationship was linear between all factors that affected students who perceived their teacher feedback. From the empirical review above, It is concluded that students' perceived feedback practice positively because it can help students to enhance their performance in the learning process.

### **2.3. Theoretical Framework**

After having conceptual review and empirical review about feedback practices, this research use The Responsive Pedagogy Questionnaire (RPQ). The RPQ originally developed by a reseach team (Smith et al., 2016). Responsive pedagogy is a recursive dialogue between students' internal feedback and external feedback provided by teachers and peers (Smith et al., 2016). The RPQ adapted for EFL subject by Vattoy & Smith (2019).

The framework is presented in the table below:

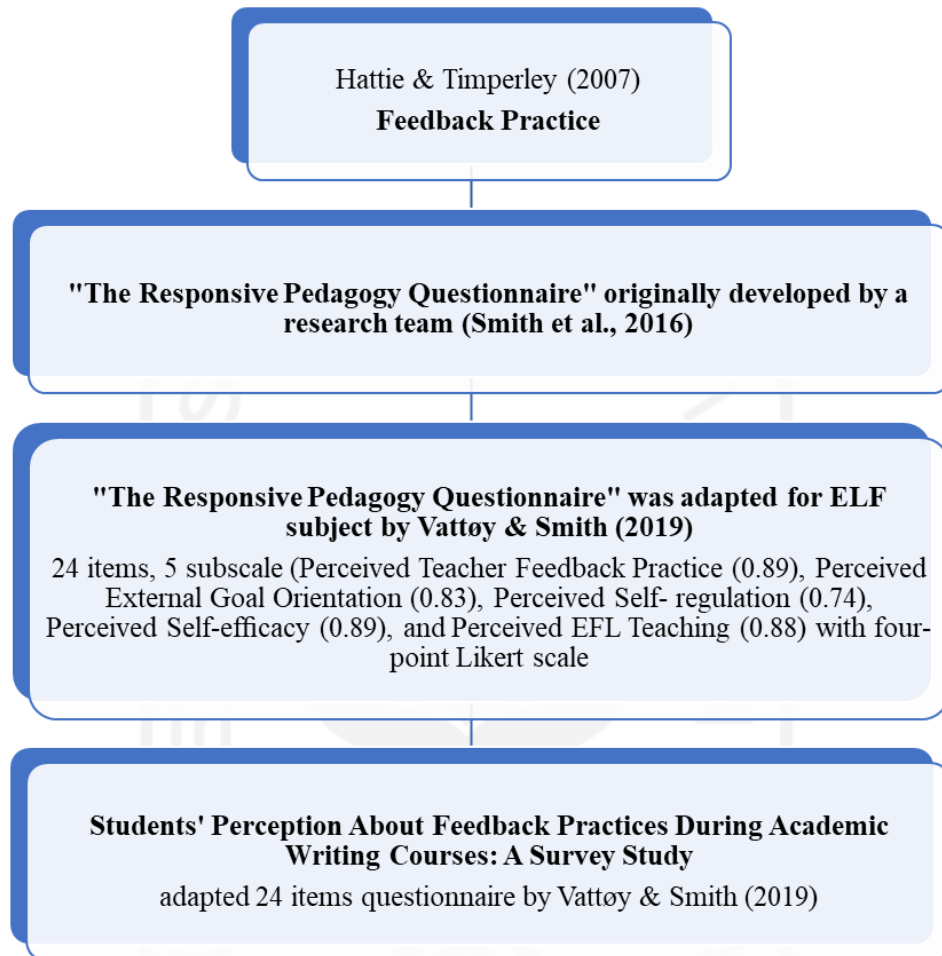


Figure 1. Theoretical Framework

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1. Research Design

This study was designed to describe students' perceptions by quantitatively about feedback practices that students' received on their academic writing assignment. This research used survey research method which provides a description of attitudes, opinion, behaviours or characteristics of the population by studying its sample (Creswell, 2014).

#### 3.2. Research Instrument

There is one instrument in this research, The Responsive Pedagogy Questionnaire (RPQ). The RPQ was originally developed by a research team for use in mathematics in Norwegian lower-secondary schools (Smith et al., 2016). The RPQ was adapted for the EFL subject by Vattoy & Smith (2019). The RPQ was adapted by replacing the word mathematics with English. It consist of 24 items divided into 5 domains.

The RPQ is scored using a 4-point Likert scale ranging from "strongly disagree" (1) to "strongly agree" (4). Validity & reliability on Perceived Teacher Feedback Practice (0.89), Perceived External Goal Orientation (0.83), Perceived Self- regulation (0.74), Perceived Self-efficacy (0.89), and Perceived EFL Teaching (0.88).

### **3.3. Setting and Participants**

The research was conducted at English courses and college in Yogyakarta because it made the researcher easy to get access and to collect data from the participants of this research. Researcher writing a permission letter to the head of English course to receive an approval for research data with students as participants in their institutions.

There were 92 numbers of population in this research. Those are English department students in college and students in English courses in Yogyakarta. The sampling method that researcher used was non probability sampling. Thus, to achieve 95% confidence level, by referring to Slovin's formula as manifested in the Raosoft sample size calculator, there were 75 numbers of participants as the sample in this study. The participants have similar prior experiences about feedback during academic writing assignment. The procedures of participants recruitment were:

1. Students of 7th semester at college in Yogyakarta who have taken Thesis Proposal Defense.
2. Students of Academic Writing courses in Yogyakarta.
3. Ask for student willingness to be a participant and fill out a questionnaire.

### **3.4. Method of Data Collection**

In this study, the researcher used a questionnaire to collect the data. The questionnaire was adapted from Vattoy & Smith (2019) namely The Responsive Pedagogy Questionnaire (RPQ). The instrument will distribute

by online questionnaire and participation in this research study is voluntary. For participants by filling out the questionnaire, they might have an understanding of their perceptions about feedback practices and being more aware of the importance of teacher feedback to improve students' learning process.

### **3.5. Method of Data Analysis**

Data analysis techniques used Microsoft Excel to find out the mean and standard deviations of the variables. After that, the result presented in the form of charts. The researcher took same appropriate steps with this research:

1. Provided an online form for the questionnaire. In this research, researcher used Google form
2. Distributed 24 items questionnaire with English and Bahasa Indonesia to students through Google form.
3. Downloaded the data from the online questionnaire in the form of Spreadsheet
4. Analyze the data used Microsoft Excel 2016 to find Mean and Standard Deviation.

### **3.6. Data Indicators**

The data should be acknowledged as high frequency if the average score was 3.68 or higher as mid frequent if the average score was 2.34 to 3.67 an as low frequent if the average score was 2.33 or lower.

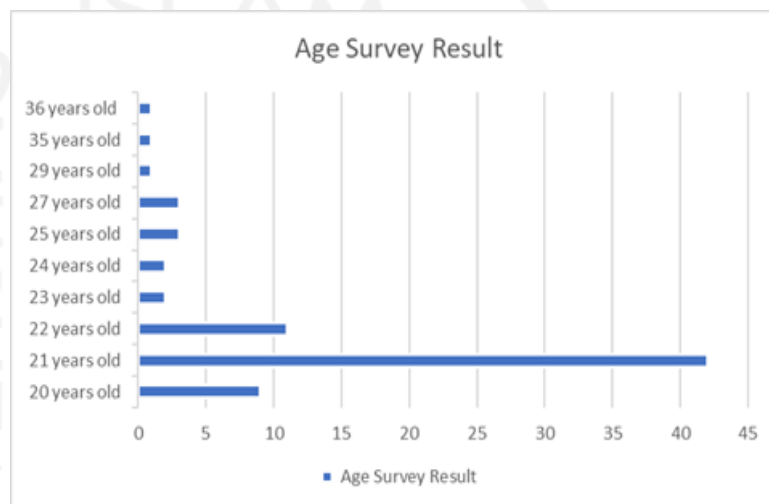
## CHAPTER IV

### FINDINGS AND DISCUSSION

#### 4.1. Data Findings

##### 4.1.1. Demographic Survey Result

###### a. Age

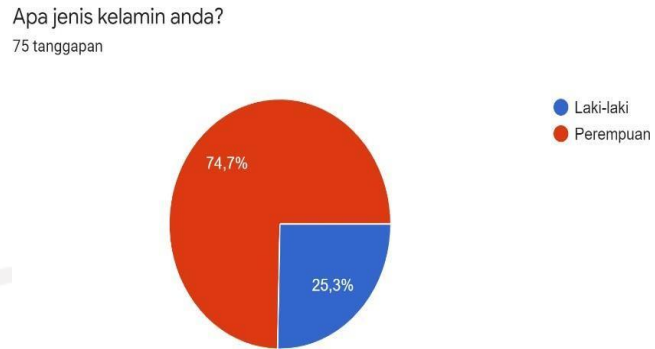


**Figure 2. Age Survey Result**

The overall age survey based on 75 participants have an age range of 20 – 36 years old. There were 9 people aged 20 years old, 42 people aged 21 years old, 11 people aged 22 years old, 2 people aged 23 years old, 2 people aged 24 years old, 3 people aged 25 years old, 3 people aged 27 years old, 1 people aged 29 years old, 1 people aged 35 years old and 1 people aged 36 years old.



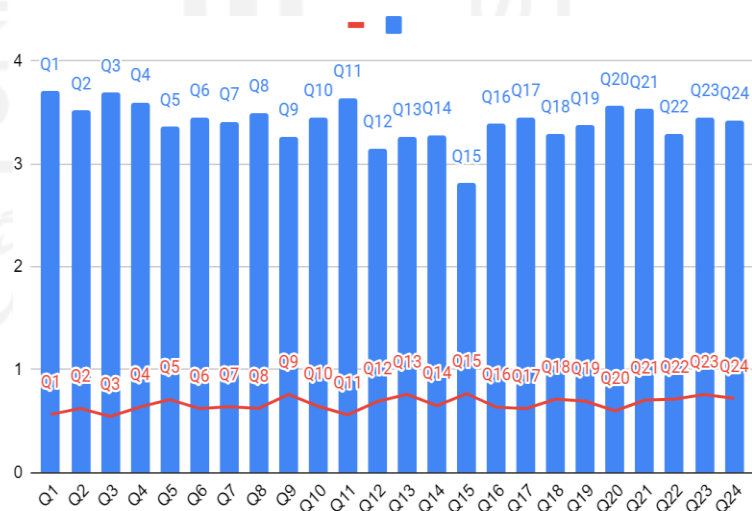
## b. Gender



**Figure 3. Gender Survey Result**

The overall gender survey result based on 75 participants found that 56 (74,7%) participants were female and 19 (25,3%) were male.

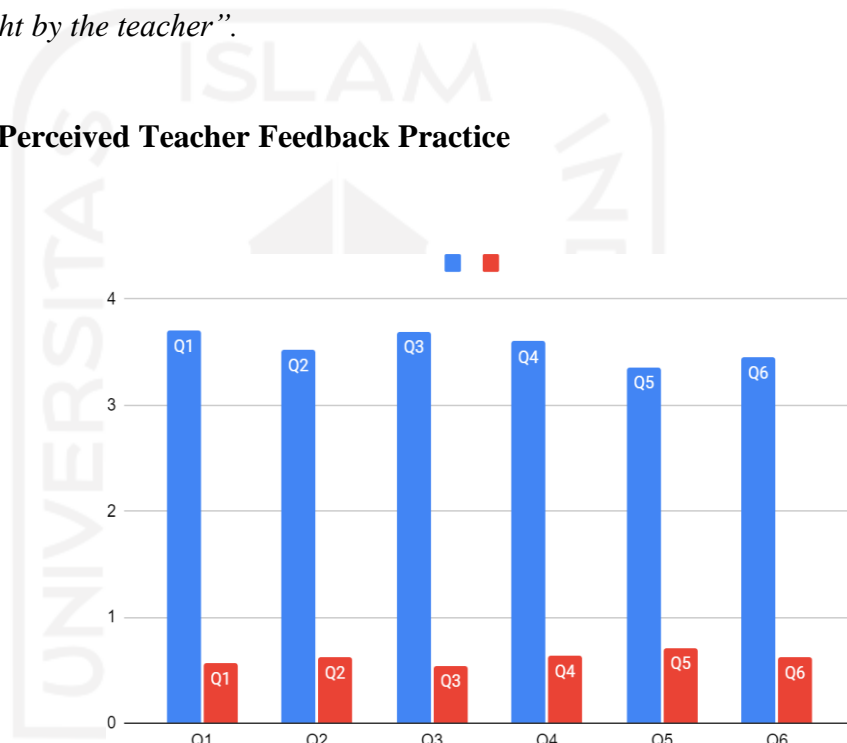
### 4.1.2. Overall Survey Result



**Figure 4. The Overall Survey Result**

The overall survey result. The highest mean is Q1 with the results of Mean= 3.70 and SD= 0.56 of which the statement is “*The feedback I receive from English teachers helps me understand the task better*”. The lowest mean is Q15 with the results of Mean= 2.81 and SD= 0.76 of which statement is “*I am confident that I understand the most complicated material taught by the teacher*”.

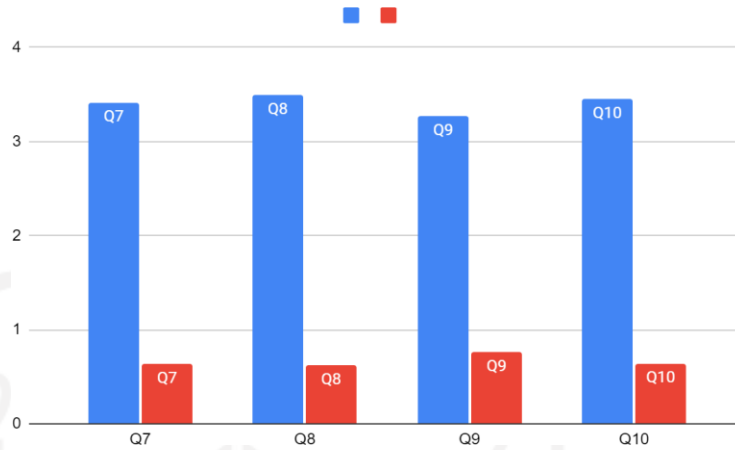
**a. Perceived Teacher Feedback Practice**



**Figure 5. Perceived Teacher Feedback Practice Result**

Perceived Teacher Feedback Practice survey result. The highest mean is Q1 with the results of Mean= 3.70 and SD= 0.56 of which statement is “*The feedback I receive from English teachers helps me understand the task better*”. The lowest mean is Q5 with the results of Mean= 3.36 and SD= 0.70 of which statement is “*When I receive back tests or tasks in English, I am told what I need to practise more to do better next time*”.

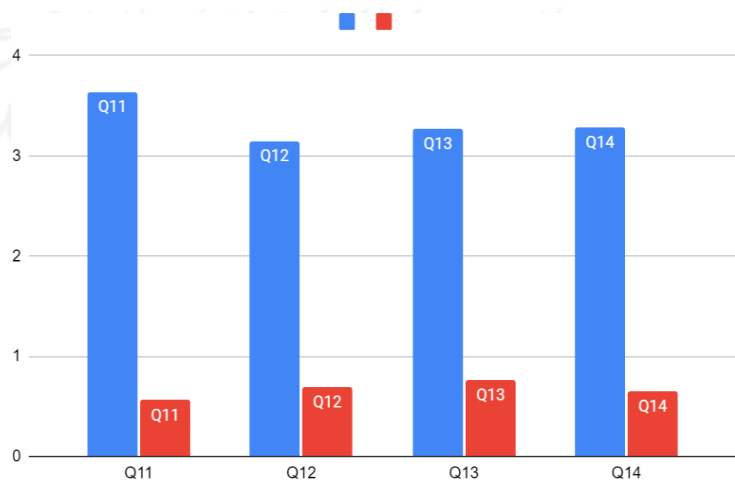
### b. Perceived External Goal Orientation



**Figure 6. Perceived External Goal Orientation Survey Result**

Perceived External Goal Orientation survey result. The highest mean is Q8 with the results of Mean= 3.49 and SD= 0.62 of which statement is “*I receive enough help to understand what I need to learn in English*”. The lowest mean is Q9 with the results of Mean= 3.26 and SD= 0.75 of which statement is “*The teachers help me set learning goals in English*”.

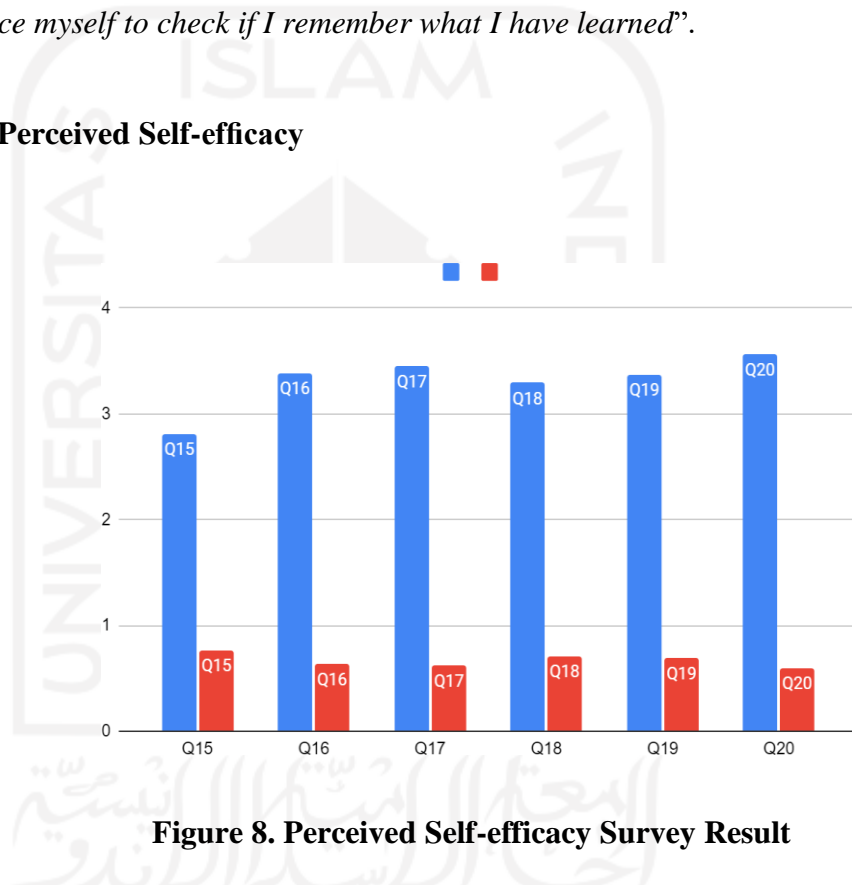
### c. Perceived Self-regulation



**Figure 7. Perceived Self-regulation Survey Result**

Perceived Self-regulation survey result. The highest mean is Q11 with the results of Mean= 3.64 and SD= 0.56 of which statement is “*When there is something I do not understand in English, I try to find information that could make it clearer*”. The lowest mean is Q12 with the results of Mean= 3.14 and SD= 0.69 of which statement is “*When I work with English, I force myself to check if I remember what I have learned*”.

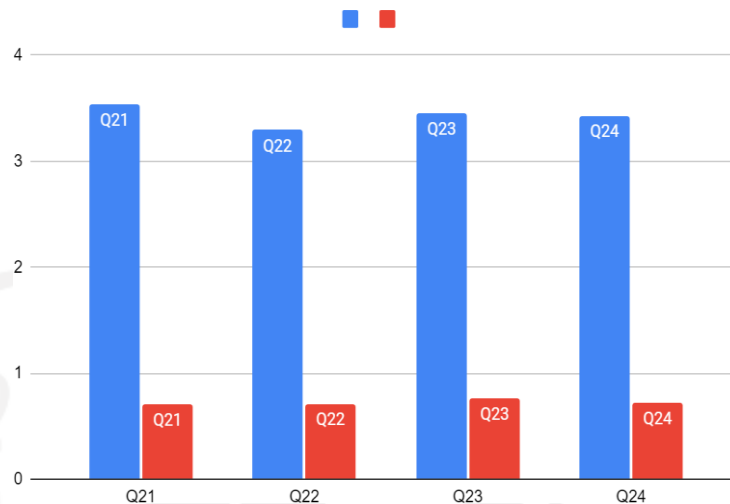
**d. Perceived Self-efficacy**



**Figure 8. Perceived Self-efficacy Survey Result**

Perceived Self-efficacy survey result. The highest mean is Q20 with the results of Mean= 3.56 and SD= 0.59 of which statement is “*If I decide to achieve tasks in English, I can do it*”. The lowest mean is Q15 with the results of Mean= 2.81 and SD= 0.76 of which statement is “*I am confident that I understand the most complicated material taught by the teacher*”.

#### e. Perceived EFL Teaching



**Figure 9. Perceived EFL Teaching Survey Result**

Perceived EFL Teaching survey result. The highest mean is Q21 with the results of Mean= 3.53 and SD= 0.70 of which statement is “*I look forward to teaching of English*” and the lowest mean is Q22 with the results of Mean= 3.29 and SD= 0.71 of which statement is “*I like teaching in English*”.

#### 4.2. Discussion

The result of data analysis shows that the participants have positive responses toward teacher feedback practices. For students, having a positive responses about feedback is important to help students understand the task better and gives students clear guidance to improve their learning. Zimmerman (1995) suggested that metacognition is not enough to support the learning process, there should be one additional factor which is self regulation. As proposed by Vattoy & Smith (2019), this factor also supports

how students perceived feedback from their teachers. In accordance with these concepts, the findings of this research showed that teachers' feedback practice matters to the students ( $M=3.70$ ).

The findings of this research acknowledge that there are two significant issues in accordance with feedback delivery by teachers. The first one is that the feedbacks were seem to be helpful in making students understand the instructions and task completion. However, it does not clearly make the students understand the materials. By this finding, it could be interpreted that there might be an issue on the task itself, maybe the content or how significant the task helps students understand the materials. There is why feedback tends to be helpful in understanding only the instructions. The next possible issue is that since the study focuses on the feedback for academic writing thus the instructors and teachers focus on writing structure on the task. While academic writing itself more on skill based courses instead of content based subject. Thus the feedback refers to writing a good essay, and how to write a good opinion. To some extent, if this research is extended to content based subjects, the feedback can be on the material.

Hattie & Timperley (2007) state that effective feedback must answer three questions. The first question refers to a goal to achieve learning outcomes (Where am I going) Items External Goal Orientation 1-4. The second question is related to progress feedback (How am I going) Items Teacher Feedback Practice 1-6. The third question refers to students next steps to improvement (Where to next).

Thus, the feedback in academic writing should include, the first one is fit to the learning outcomes. The learning outcomes of academic writing are coherent, accurate and relevant. The second one is how students proceed on the feedback, the teachers should not only give suggestions but also rechecking how the students work on each feedback or suggestion. The last one is to monitor how the students complete the task by finishing all of the feedbacks. By considering the result there is a possibility that the instructors and teachers of academic writing tend to accomplish only on the first questions that refer to the learning outcomes.

Based on the result of questionnaire, Most of the students give positive responses on teachers feedback practices. The students strongly agree that teacher feedback help them understand the task better. There was relevant research written by Zhan (2016) in his journal “Written Teacher Feedback: Student Perceptions, Teacher Perceptions, and Actual Teacher Performance” stated that students’ perception of teacher feedbacks were positive in the benefits they could have from the feedback and would improve their writing. It helped students much on grammar, organization, vocabulary and helped them find their problems. Further is Tom (2013) in his journal “Students’ Perception and Preferences of Written Feedback in Academic Writing”, the result showed that feedback from the teacher was effective and important to increase students’ writing ability.

## **CHAPTER V**

### **CONCLUSION**

From the discussion, it is concluded that feedback practices have been appreciated as positive, however it depends on the teacher's way of giving the feedback. It shows that students appreciate the feedback from their teacher and perceived feedback as positive but feedback they receive is not enough to help them understand the complicated materials. This findings have pedagogical implications that teachers of academic writing can consider not only to the instructions but also to the content or the material. This research however was limited to the participants of the academic writing course in Yogyakarta. It might result differently when the data were collected in different cities. Thus, further study regarding perception of feedback practices could be extended to those of participants in another city.



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## APPENDICES

Appendix 1. The RPQ (The Responsive Pedagogy Questionnaire) by Vattøy & Smith (2019)

(1) Strongly Disagree

(2) Disagree

(3) Agree

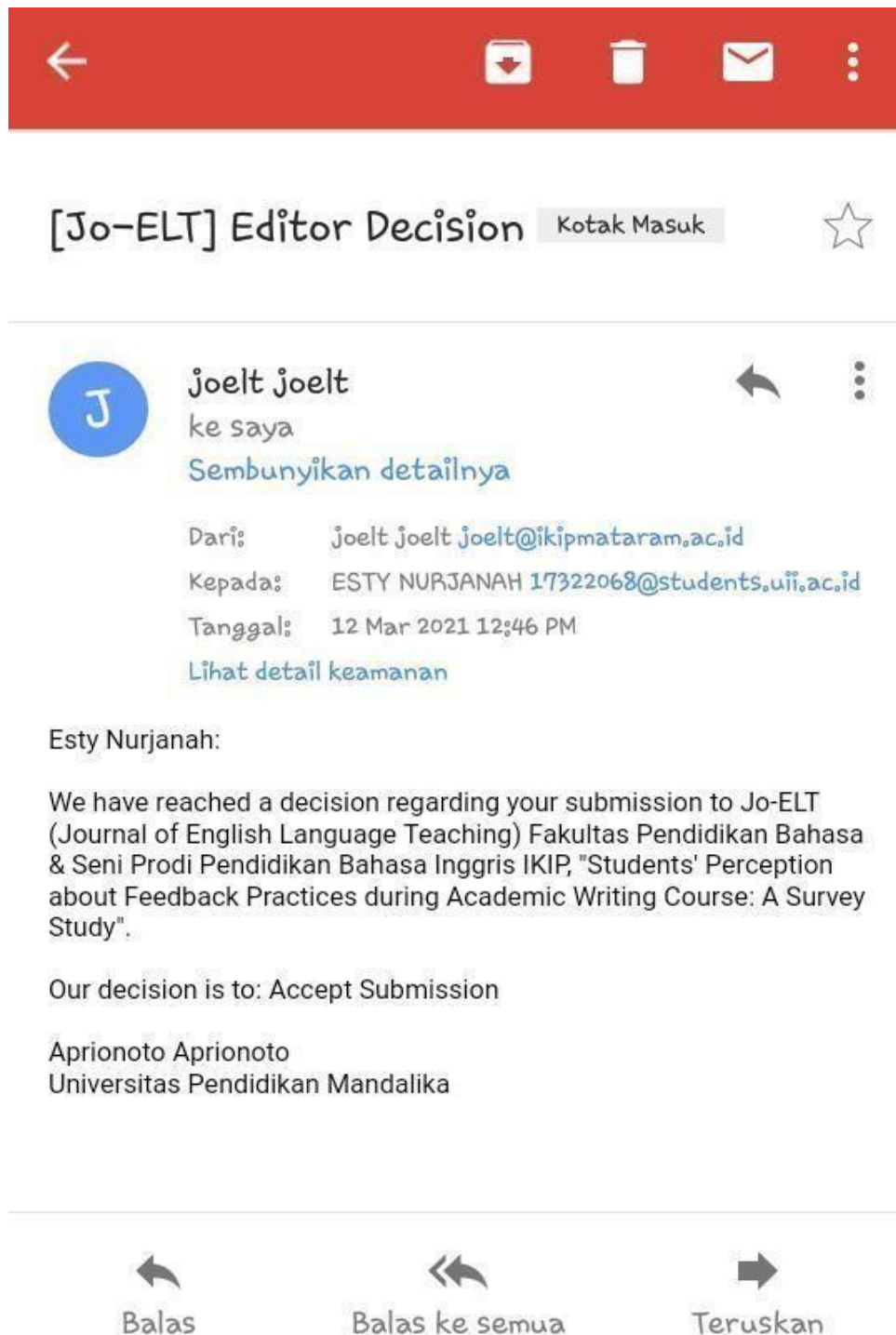
(4) Strongly Agree

| Item | Statement  | Scale |   |   |   |
|------|--|-------|---|---|---|
|      |  | 1     | 2 | 3 | 4 |
| TFP1 | The feedback I receive from English teachers helps me understand the task better                             | 1     | 2 | 3 | 4 |
| TFP2 | The feedback I receive from English teachers is provided in a way that I learn something from working on it  | 1     | 2 | 3 | 4 |
| TFP3 | The feedback I receive from English teachers tells me how I can do better next time                          | 1     | 2 | 3 | 4 |
| TFP4 | The feedback from English teachers makes me better understand what I am going to learn                       | 1     | 2 | 3 | 4 |
| TFP5 | When I receive back tests or tasks in English, I am told what I need to practise more to do better next time | 1     | 2 | 3 | 4 |
| TFP6 | My teachers make me aware of what I need to work more on to achieve a better learning result                 | 1     | 2 | 3 | 4 |
| EGO1 | The teachers explain clearly what I should learn in English  | 1     | 2 | 3 | 4 |
| EGO2 | I receive enough help to understand what I need to learn in English  | 1     | 2 | 3 | 4 |
| EGO3 | The teachers help me set learning goals in English   | 1     | 2 | 3 | 4 |

|      |  |   |   |   |   |
|------|--|---|---|---|---|
| EGO4 | I most often understand what the learning goals in English are   | 1 | 2 | 3 | 4 |
| SR1  | When there is something I do not understand in English, I try to find information that could make it clearer | 1 | 2 | 3 | 4 |
| SR2  | When I work with English, I force myself to check if I remember what I have learned.                         | 1 | 2 | 3 | 4 |
| SR3  | When I work with English, I often stop to check if what I have done is correct                               | 1 | 2 | 3 | 4 |
| SR4  | When I work with English, I practise by repeating the material to myself again and again                     | 1 | 2 | 3 | 4 |
| SE1  | I am confident that I understand the most complicated material taught by the teacher                         | 1 | 2 | 3 | 4 |
| SE2  | If I decide to get good marks in English, I can achieve them   | 1 | 2 | 3 | 4 |
| SE3  | If I want to learn something in depth in English, I can do it  | 1 | 2 | 3 | 4 |
| SE4  | When I decide to manage something really difficult in English, I can do it                                   | 1 | 2 | 3 | 4 |
| SE5  | I am confident that I can do a good job on tasks and tests in English  | 1 | 2 | 3 | 4 |

|       |  |   |   |   |   |
|-------|--|---|---|---|---|
| SE6   | If I decide to achieve tasks in English, I can do it           | 1 | 2 | 3 | 4 |
| EFLT1 | I look forward to teaching of English.                         | 1 | 2 | 3 | 4 |
| EFLT2 | I like teaching in English                                     | 1 | 2 | 3 | 4 |
| EFLT3 | English is fun, so I will not quit it                          | 1 | 2 | 3 | 4 |
| EFLT4 | I like English because the content of the teaching is exciting | 1 | 2 | 3 | 4 |

Appendix 2. Letter of Acceptance from Journal of English Language Teaching (Jo-ELT)



## Appendix 3. Review from reviewers

Jo-ELT (Journal of English Language Teaching) Month Year, Vol. x No.y  
 Fakultas Pendidikan Bahasa dan Seni online: 2548-5865  
 Program Studi Pendidikan Bahasa Inggris IKIP print: 2355-0309  
<http://ojs.ikipmataram.ac.id/index.php/joelt> pp.  
 Email: joelt@ikipmataram.ac.id doi:

### STUDENTS' PERCEPTIONS ABOUT FEEDBACK PRACTICES DURING ACADEMIC WRITING COURSE: A SURVEY STUDY

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 Islamic University of Indonesia, Indonesia  
 Corresponding Author Email : 17322068@students.uii.ac.id

| ABSTRACTS   | ARTICLE INFO   |
|---|--|
| <p>Feedback practice is necessary in the teaching and learning process to students for improvement. In Indonesian context, there is still very little research regarding how students' voicing their perception on the use of feedback practices by their teachers. Therefore, to fill this gap, this research is aimed to describe students' perception through a survey about their experiences in dealing with feedback practices by their teacher. This study involved 75 students from English department students of English courses and college. The Responsive Pedagogy Questionnaire (RPQ) was used in this study, which was adapted for the EFL subject by Vattoy &amp; Smith (2019). There were 24 items with 4 likert points in data completion. To analyze the data, Microsoft Excel was used by the researcher. Findings showed that teachers' feedback practice matters to</p> | <p><b>Article History:</b><br/>           Received:<br/>           Revised:<br/>           Published:</p> <p><b>Keywords:</b><br/>           Students Perception,<br/>           Feedback,<br/>           Academic Writing,<br/>           Higher Education.</p> |

**Windows User** February 25, 2021  
 I suggest to remove the theory. The theory will appear in the introduction

Reply Resolve

feedback exposure in the class and outside the class. When there is an effective feedback exposure instead of giving meaningful feedback, teachers give judgement that made students down or whether students use the feedback or not. According to Widiastuti (2009) that students perceived negative feedback because it was given in front of the class that probably was not used by students. Thus, research about feedback practices in higher education especially for academic writing is still needed in Indonesia context.

However, there is still very little research conducted in Indonesian context regarding how students' voicing their perception on the use of feedback practices by their teachers. Therefore, to fill this gap, this research is aimed to describe students' perception through a survey about their experiences in dealing with feedback practices by their teacher. It is important to listen to how students perceive the feedback since feedback is expected to enhance students' performance through accurate and communicative diagnosis of students' work. It is expected that the feedback should not bring more confusion to the students.

Formulation of the problem :

1. How are the students' quantitative perceptions about feedback practices that students' received on their academic writing assignment?

The objective of this research is to describe the students' quantitative perceptions about feedback practices that students' received on their academic writing assignment. The results of this study will contribute to students' perception about feedback that they received from their teacher and this research is useful to know the impact of feedback to students language learning and for language teachers to be more aware of the importance in giving student the feedback to support students' learning outcome.

Feedback practice is an essential aspect of both teaching and learning because it can help students understand about the learning goal and diagnosing problems with students' work. Feedback is conceptualized as information provided by an agent (teachers or peers) about an individual performance (Hattie & Timperley, 2007). The purpose of feedback is to reduce the discrepancy between where students are and where teachers want students to be. In

**Windows User** February 23, 2021  
 This is a journal article not a thesis so research question is not needed in a journal. You just need to discuss the purpose of this research

Reply Resolve

The highest mean is Q21 with the results of Mean= 3.53 and SD= 0.70 of which statement is "I look forward to teaching of English" and the lowest mean is Q22 with the results of Mean= 3.29 and SD= 0.71 of which statement is "I like teaching in English".

**Discussion**

The questionnaire used in this study is a questionnaire taken from the journal Vattoy and Smith (2019). In this study, this questionnaire used to collect the data about students' perception about feedback practices during academic writing course. Hattie & Timperley (2007) stated that feedback as information provided by an agent (teacher or peer) about learner performance. The purpose of feedback is to reduce the discrepancy between current understanding and student desired goal. The result of data analysis shows that the participants have positive responses toward teacher feedback practices. For students, having a positive response about feedback is important to help them understand the task better. Zimmerman (1995) suggested that metacognition is not enough to support the learning process, there should be one additional factor which is self regulation. As proposed by Vattoy & Smith (2019), this factor also supports how students perceived feedback from their teachers. In accordance with these concepts, the findings of this research showed that teachers' feedback practice matters to the students (M=3.70).

According to the result of the questionnaire data calculation from the students' on the overall data, based on the diagram described the whole finding from the teacher feedback practice with M=3.70 become the highest average from the whole data, the highest average come from question number one "The feedback I receive from English teachers helps me understand the task better". It means that students feel that feedback from the teachers give them many benefits to understand the assignment better. Hattie & Timperley (2007)

**Windows User** February 23, 2021  
Discussion is no longer discuss the table/chart/diagram of findings in your research. The discussion contains how you discuss your research findings and how the theory and previous research support your research. In addition, you can discuss the novelty of this research

Reply Resolve

Author's last name \_\_\_\_\_ 4 words of the title .....

research. Researcher writing a permission letter to the head of English course to receive an approval for research data with students as participants in their institutions.

There were 92 numbers of population in this research. Those are English department students in college and students in English courses in Yogyakarta. The sampling method that researcher used was non probability sampling. Thus, to achieve 95% confidence level, by referring to Slovin's formula as manifested in the Raosoft sample size calculator, there were 75 numbers of participants as the sample in this study. The procedures of participants recruitment were:

1. Students of 7th semester at college in Yogyakarta who have taken Thesis Proposal Defense.
2. Students of English courses who have taken IELTS and Academic Writing courses.
3. Ask for student willingness to be a participant and fill out a questionnaire.

**Instruments**

There is one instrument in this research, The Responsive Pedagogy Questionnaire (RPQ). The RPQ was adapted for the EFL subject by Vattoy & Smith (2019). It consists of 24 items divided into 5 domains. Validity and Reliability on Perceived Teacher Feedback Practice 0.89 (items 1-6), Perceived External Goal Orientation 0.83 (items 7-10), Perceived Self-regulation 0.74 (items 11-14), Perceived Self-efficacy 0.89 (items 15-20), Perceived EFL Teaching 0.88 (items 21-24). The RPQ is scored with 4 Likert points starting from strongly disagree (1) to strongly agree (4).

**Data Analysis**

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It does not need to be conveyed in a journal article because it does not provide information that supports knowledge development. It is only about your administration in collect the data

Reply Resolve

**Windows User**  
I suggest to delete the procedures of participants recruitment

**Windows User**  
I suggest using these two points to describe your population, but don't use numbers