

**INDONESIAN SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF TEACHER
CORRECTIVE FEEDBACK IN ENGLISH LANGUAGE LEARNING**

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Jesikawanda Sholihat

18322029

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIOCULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
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APPROVAL SHEET

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By

Jesikawanda Sholihat

18322029



Approved by Supervisor on March 11th 2025

Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D

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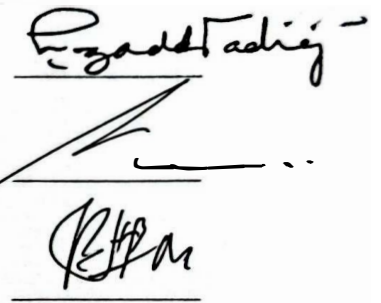
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Chairperson : Nizamuddin Sadiq, S.Pd., M.Hum., Ph.D

First Examiner : Willy Prasetya, S.Pd., M.A.

Second Examiner : Bannatul Murtafi'ah, S.Pd., M.Pd



Yogyakarta, March 11th 2025

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,



Puji Rahayu S.Pd., M.L.S.T., Ph. D
NIP: 053310402

STATEMENT OF WORK'S ORIGINALITY

I declare that my work titled “INDONESIAN SECONDARY SCHOOL STUDENTS’ PERCEPTIONS OF TEACHER CORRECTIVE FEEDBACK IN LANGUAGE LEARNING” the thesis and its contents are entirely original and has not been plagiarized or copied from any existing work. The ideas, concepts, and research presented in this thesis are the sole intellectual property of the author and have not been previously published or submitted elsewhere. Any sources used have been appropriately cited and referenced. This Statement of work guarantees the authenticity and uniqueness of the thesis in question, adhering to the highest standards of academic integrity.

Yogyakarta, March 11th 2025

Author,



Jesikawanda Sholihat

MOTTO

"Life isn't about waiting for the storm to end, but about learning to thrive in the rain."

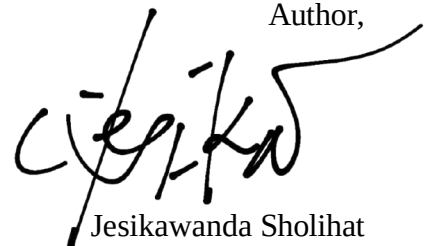
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TABLE OF CONTENT

APPROVAL SHEET	2
STATEMENT OF WORK'S ORIGINALITY	4
MOTTO	5
ACKNOWLEDGMENT	6
TABLE OF CONTENT	7
ABSTRACT	9
CHAPTER I.....	10
INTRODUCTION.....	10
1.1 Background of the study	10
1.2 Identification of the problem.....	11
1.4 Purpose of the study	11
1.4 Research Questions	12
1.5 Significance of the Study	12
CHAPTER II.....	13
LITERATURE REVIEW.....	13
2.1 Corrective Feedback.....	13
2.2 Previous Study on Student's Perception toward Teacher Corrective Feedback	15
2.3 Flow of Reviewed Literature.....	18
CHAPTER III.....	19
RESEARCH METHODS	19
3.1 Research Design.....	19
3.3 Research Instrument.....	20
3.4 Data Analysis Technique and Procedures	21
3.5 Trustworthiness	21
CHAPTER IV	23
FINDINGS AND DISCUSSION	23
4.1 Findings.....	23
4.1.1 Questionnaire Results.....	23
Table 4.1 Total Answer and Percentage of Questions	23
4.1.2 Interview Results.....	24
Table 4.2 Descriptors and samples of participants' answer	25
4.1.2.1 The Importance of Corrective feedback.....	26
4.1.2.2 Positive Role of Corrective Feedback in English Language Teaching	27
4.1.2.3 The Type of Feedback Motivates Learning Improvement	28
4.1.2.4 Understanding Errors Through Feedback	29
4.1.2.5 The Use of Feedback in Enhancing Learning	31

4.1.2.6 The Benefits Between Written and Oral Feedback	32
4.1.2.7 Strategies for Managing Recurring Errors Following Feedback.....	33
4.1.2.8 Preferences for Online Feedback (Automated) or Offline Feedback (Delayed) in the Learning Context.....	35
4.2 Discussion	36
CHAPTER V	43
CONCLUSION.....	43
5.1 Conclusion and Implications	43
5.2 Limitation and Further Research.....	44
REFERENCES.....	45
APPENDIX	49

INDONESIAN SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF TEACHER CORRECTIVE FEEDBACK IN ENGLISH LANGUAGE LEARNING

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ABSTRACT

This research aimed to investigate secondary school students' perspective on teachers' corrective feedback in English Language Learning, focusing on participants from three academic cohorts in Banjaran, Indonesia. The data were collected through interviews and questionnaires, with a mixed methods approach using embedded analysis. The study examined students' preferences for feedback delivery modes, challenges in understanding corrections, and their impact of feedback delivery modes, challenges in understanding corrections, and the impact of feedback timing. Key findings revealed a strong preference for direct, immediate feedback, with written corrections valued for clarity and oral feedback for fostering interaction. Different views on online versus offline feedback reflected individual learning contexts, while recurring errors due to insufficient explanations highlighted the need for explicit guidance. The study encourages a balanced feedback approach that includes written corrective guidance with engaging oral interactions, personalized to students' academic and emotional needs.

Keywords: Corrective feedback, EFL learning, Mixed methods approach, Secondary school student

CHAPTER I

INTRODUCTION

1.1 Background of the study

The active participation of teachers in guiding students' academic development is integral to the educational process. This participation involves the provision of feedback on student performance within the classroom environment. According to Tsao, Tseng, and Wang (2017), providing corrective feedback to English as a Foreign Language (EFL) students plays a pivotal role in augmenting students' motivation for learning. Corrective feedback has been widely studied as an important component of classroom instruction in both ESL and EFL contexts (Lyster, Saito & Sato, 2013). Similarly, Ahmadi, Maftoon, and Mehrdad (2012) argue that corrective feedback plays a constructive role in improving students' academic performance. Furthermore, how students interpret feedback tends to shape the delivery and efficacy of corrective feedback (Chen, Nassaji & Liu 2016; Hattie & Timperley 2007).

Students have the option of receiving either direct corrective feedback or indirect corrective feedback. According to Ahmad et al. (2015), direct feedback involves teachers visibly identifying and correcting errors, while indirect feedback consists of highlighting errors without accompanying comments. Several investigations have indicated that a majority of students exhibit a preference for direct feedback over indirect feedback, attributing this preference to its perceived efficacy (Ahmad et al., 2015; Chen, Nassaji, & Liu, 2016). On the other hand, Sadat et al. (2015) state that indirect corrective feedback can yield substantial benefits in enhancing students' performance, given that this form of feedback requires students to independently identify the corrected forms of errors. In substance, students are less likely to replicate the same errors due to

the self-correction process. Therefore, the satisfaction of students with feedback depends on how well it aligns with each student's requirements.

While many studies (Kang & Han, 2015; Li, 2010; Li & Vuono, 2019; Li, Swanto, & Said, 2023) have examined the effectiveness of corrective feedback in English language learning, most of these studies tend to focus on the teacher's perspective or the impact of feedback on accuracy and fluency. There are also differences in perspective views between teachers and students in feedback, in the results of research by Hopper, D., & Bowen, N. (2023), showing that students' perspectives are more focused on more comprehensive feedback, while from the teacher's perspective it is more focused on feedback that is given in a focused manner. Halim, Wahid, & Halim (2021), studied students' perceptions of focused feedback for one of the schools in Arabia, showing that some students considered feedback as a useful motivational tool to improve their linguistic abilities. However, this study was only limited to the perspective of female students, so the perspective of male students was not represented. However, there is limited research on students' perceptions, particularly among Indonesian secondary school students. Few studies have explored in-depth how students interpret, respond to, and utilize corrective feedback from their teachers within the context of English as a Foreign Language (EFL) education. This study aims to fill this gap by exploring the experiences and views of Indonesian secondary school students regarding the corrective feedback they receive.

1.2 Identification of the problem

Based on the background of the problem, the authors identify the problem as follow:

- a. Students are rarely asked for their views on teacher feedback.
- b. Students do not understand which feedback can improve English learning ability.

1.3 Limitation of the problem

Among several problems that can be identified related to Corrective Feedback (CF) carried out by teachers, this study is limited only to the problem of students who are rarely asked for their opinions about CF carried out by teachers.

1.4 Purpose of the study

The primary aim of the study is to examine Indonesian secondary school students' perceptions of teacher corrective feedback in English language learning.

1.4 Research Questions

The author would like to formulate the problem as follows: What are the Indonesian secondary school students' perceptions of teacher corrective feedback in English language learning?

1.5 Significance of the Study

The significance of this study is to explore how students view the corrective feedback given by their teachers in language learning. By gaining insight into students' perceptions, teachers can better understand how their feedback impacts learning. This information allows teachers to adjust their teaching methods to better meet the individual needs of their students.

CHAPTER II

LITERATURE REVIEW

This section of the study provides an extensive review of the relevant literature concerning the research topic. To commence, the concept of oral corrective feedback in pronunciation is clearly explained. Subsequently, an in-depth analysis of prior research studies on this subject is presented. Finally, the flow of the reviewed literature is comprehensively outlined to establish a compact foundation for the current investigation.

2.1 Corrective Feedback

Corrective Feedback (CF) is described as "responses to learner utterances that contain an error," as well as a "complex phenomenon with multiple functions" (Ellis, Loewen, and Erlam, 2006, p. 340). Quoting Ellis (2005, p.19, Schmidt (1994) asserts that corrective feedback is important to demonstrate the significance of finding and noticing-the-gap in L2 acquisition. Corrective Feedback is the collective term for the responses generated by teachers and peers to rectify errors observed in learners' second language (L2) production. It involves the feedback provided by teachers when a learner's L2 output diverges from the desired target, a concept articulated by Ellis (2009) and Li (2010).

Ellis (1993) and Ferris (1999) suggest that corrective feedback should focus on specific grammatical patterns that are often problematic for learners. They argue that corrective feedback can direct learners' attention to linguistic forms and encourage deeper understanding of the second language. Schmidt (1990 and 1994) argues that students are aware of the mismatch between their current knowledge and target language skills and the corrective feedback they receive.

Furthermore, some researchers argue that learners' attitudes towards feedback may be affected by their cultural background and beliefs.

According to Sadat et al. (2015), indirect corrective feedback can actually be useful for improving student performance because sometimes some types of feedback require students to find the form of student errors that have been corrected independently during the learning process. In other words, students tend not to repeat the same mistakes repeatedly because of independent correction. In addition, corrective feedback can also be given in written or oral form. Previous studies have shown that corrective feedback given simultaneously such as written and oral feedback is preferred by students, this is what makes students need immediate feedback. (Lee, 2013; Roothoof & Breeze, 2016). On the other hand, Aghajanloo, Mobini, and Khosravi (2016) claim that students only want to be given written feedback because they want to read the feedback specifically at a certain time.

Feedback comes in two forms: positive and negative. Positive feedback indicates that a learner's response to an activity is accurate and plays a crucial role in providing effective support to the learner, fostering motivation for continued learning (Long, 2007). On the other hand, negative feedback signifies that the learner's response to an activity is incorrect. From the research of Rakayana et al. (2014), revealed that corrective feedback is the most frequently used form in written correction. What is interesting is that teachers and students have similar views and there are also differences in the types of feedback that are considered most effective. Meanwhile, according to Lyster and Saito (2010), various forms of oral feedback have been studied, some are negative and some are positive in second language learning. The results showed that students showed that negative feedback was explicitly more useful in improving linguistics than positive feedback.

The instructional materials provided to teachers along with course books often recommend delaying corrective interventions until the conclusion of fluency-focused activities. There is a consensus that when it comes to activities that prioritize accuracy, corrections should be administered promptly. Certain Second Language Acquisition (SLA) researchers put forth theoretical justifications for immediate correction, extending this approach even to fluency-oriented tasks (Hedge 2000). Doughty (2001) and Willis and Willis (2007) posited that "providing corrective feedback with a delay redirects the learner's focus toward linguistic form, leading to the acquisition of explicit rather than implicit knowledge of the second language." The choice of the appropriate corrective feedback method is contingent upon factors such as the students' individual needs, the instructor's expertise, and the specific learning context. Brown and Douglas (2000), highlighted the significance of feedback in two aspects. First, providing a balanced blend of affective and cognitive feedback, whether positive or negative, serves to encourage students to sustain communication in the target language and assimilate specific speech patterns. Second, students inherently anticipate receiving feedback and corrections for their errors. Consequently, through the provision of feedback, instructors effectively meet these expectations.

2.2 Previous Study on Student's Perception toward Teacher Corrective Feedback

Students' views on teachers' corrective feedback play a crucial role in shaping their learning experiences. As Mahfoodh (2017) emphasizes, the emotional impact of feedback on students is significant. Feedback that is too harsh or critical has the potential to create anxiety and decrease students' confidence, thus disrupting the learning process.

Beyond just academic performance, the way students perceive corrective feedback can impact their motivation and well-being. Vergara-Torres et al. (2020) found that when students viewed feedback as fair and constructive, it boosted their sense of competence and connection with

their teachers. This, in turn, increased their overall engagement and enthusiasm for learning. Their study suggests that feedback isn't just about pointing out mistakes it is also a tool for fostering confidence and a positive learning environment.

On the other hand, inconsistent or unclear feedback can lead to frustration and disengagement. Some students feel overwhelmed when corrections are vague or excessive, making it difficult for them to understand what they need to improve (Hargreaves, 2012). Similarly, Chen, Nassaji, and Liu (2016) found that students often prefer detailed and specific corrections rather than selective feedback that only addresses certain mistakes. This indicates that effective feedback should be both comprehensive and clear, helping students recognize their errors while also guiding them toward improvement.

Alghammas (2021) found that students tend to be more comfortable with feedback delivered indirectly, mainly because they want to avoid the embarrassment of being corrected in front of others. However, in more personal contexts, such as written feedback given directly to them, students preferred an explicit and clear approach. This suggests that the environment and mode of delivery play a big role in how students receive and respond to correction from teachers.

Al-wossabi's (2019) research highlights learners' cultural influences on their perception of corrective feedback, our study distinctly reveals a positive orientation among advanced-level English as a Foreign Language (EFL) learners. Contrary to Al-wossabi's findings, the participants showcase a constructive attitude towards teachers' corrective feedback, whether conveyed implicitly or explicitly. Students have mixed feelings about corrective feedback from teachers. Some find it helpful for learning and self-improvement, while others experience anxiety and discouragement. Tahir et al. (2023) discovered that many students appreciate oral corrective feedback because it helps them recognize their mistakes, stay motivated, and feel more engaged

in learning. However, some students feel uncomfortable or self-conscious, worrying that their mistakes might make them look bad in front of their peers. This suggests that while feedback is useful, how it is delivered matters just as much.

Similarly, Agudo (2013) explored how students emotionally react to feedback. While some learners appreciate being corrected because it helps them improve, others find it demotivating, especially if they feel criticized rather than supported. This highlights the importance of teachers delivering feedback in a way that encourages students rather than making them feel judged or embarrassed. Muslem et al. (2017) looked at corrective feedback in speaking classes and found that when done well, it can significantly boost students' speaking skills. However, if given in a harsh or unclear manner, feedback can have the opposite effect—lowering students' confidence and making them hesitant to speak in class. This shows that the way feedback is framed plays a crucial role in whether students benefit from it or feel discouraged.

According to Lasagabaster and Sierra (2005) compared how students and teachers view error correction. They found that students generally prefer direct and explicit corrections, while teachers tend to use more indirect methods. This mismatch suggests that teachers may need to adjust their approach to better align with what students find most helpful. Zhang and Rahimi (2014) examined how students' anxiety levels influence their views on corrective feedback. They found that highly anxious students tend to perceive feedback more negatively, often feeling overwhelmed or discouraged by corrections. This indicates that teachers should be mindful of students' emotional states and create a supportive learning environment where feedback is constructive rather than intimidating.

2.3 Flow of Reviewed Literature

These points are concluded in the chart below.

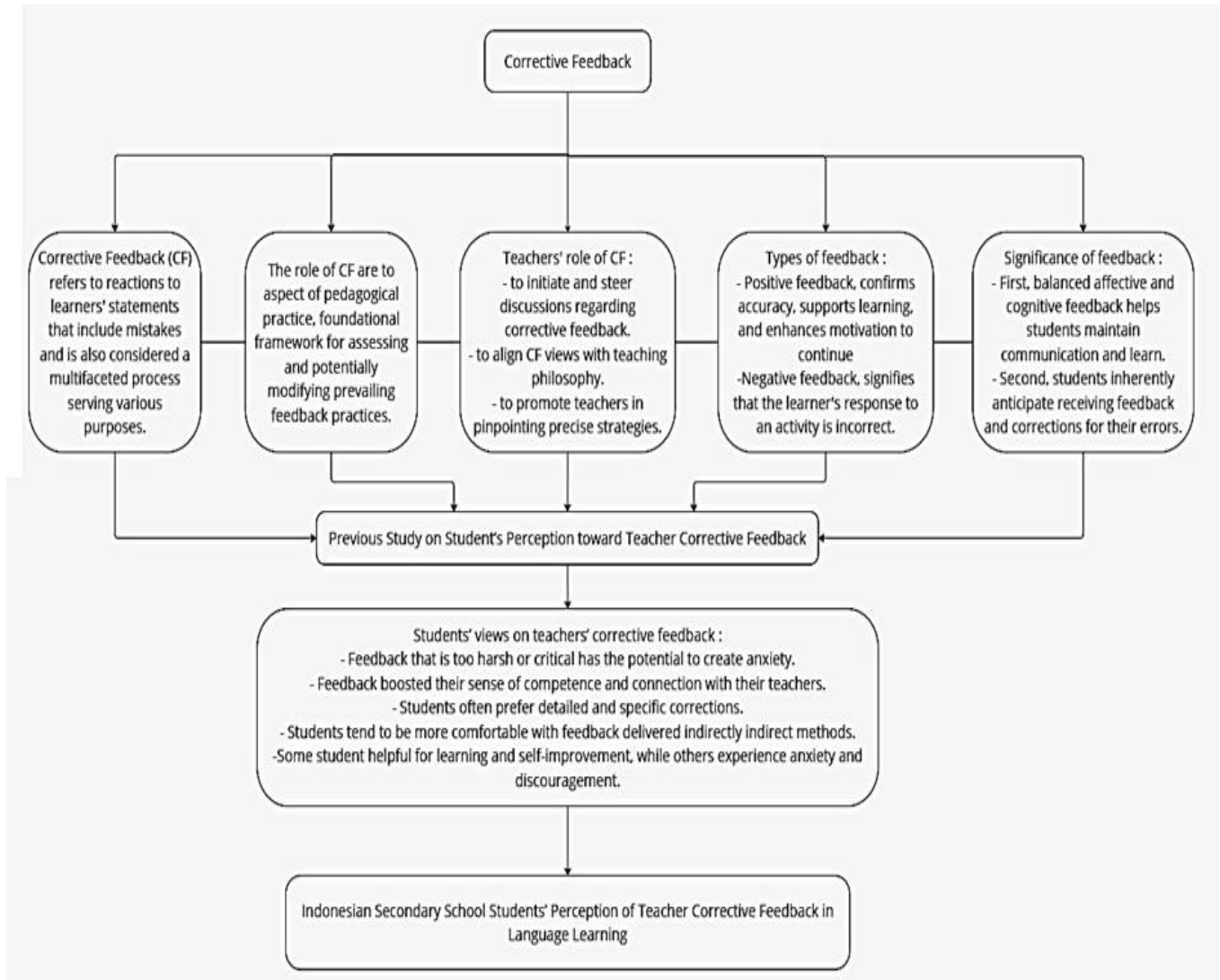


Figure 2.1 The flow of reviewed literature

CHAPTER III

RESEARCH METHODS

This chapter outlines the research design, settings, participants, data collection, data analysis technique, and trustworthiness measures employed in this study. It aims to establish a credible foundation for the study's conclusions.

3.1 Research Design

This study aims to examine Indonesian secondary school students' perceptions of teacher feedback correction in English language learning. The author used mixed methods as a method that aims to provide a more comprehensive understanding of a phenomenon (Creswell, 2013). The author uses embedded analysis that is dominant in interview data processing that is equipped with a questionnaire. In this study, data from interviews is more important for understanding students' experiences in receiving teacher feedback, while data from questionnaires helps to know the student preference of feedback.

3.2 Setting and Participant

The study involved 56 secondary school students in Bandung aged 15 to 18 years old. The students consisted of 3 batches namely 10, 11, and 12. Among them, 22 students were male and 34 students were female. The author chose the participants on the grounds that they were the ideal group to explore their perceptions of corrective feedback from teachers in English language learning. They represent diverse experiences at every level, and also, they are directly involved in the English learning process including receiving corrective feedback from teachers. Their insights and experiences are crucial to understanding how they perceive, react to and apply the feedback.

In the data collection process, students were given a clear explanation of the purpose of the study and how their privacy would be protected.

3.3 Research Instrument

The research includes questionnaires with surveys and interviews. The questionnaire was designed to be simple with the data taking 15-20 minutes to be administered to 56 students including 22 male and 34 female. This study employed questionnaires with 8 questions and 5 dimensions.

Table 3.1. *Research Instrument*

Dimensions	Questions
Anticipation of Feedback	Do you wait for the teachers' feedback after you complete a task?
Attitude towards feedback	Do you take feedback as something positive? Does it motivate you?
Understanding and Implementation Feedback	Do you find it easy to understand what errors to correct when you get feedback? Does feedback help you to improve your performance? Do you overcome repeating the same errors after getting corrected?
Feedback Type Preferences	Is written feedback more helpful than oral feedback?
Feedback Method Preferences	Do you prefer online feedback (immediate/automated) over offline (immediate/delayed) classroom feedback?

Adapted from Halim, Wahid, & Halim (2021) to investigate corrective feedback in Indonesian secondary schools' context. The original questionnaire, which was designed for university EFL students in an Arab context, was modified for this research. The modifications included translating items into Bahasa Indonesia and adjusting the language and scope to ensure relevance and comprehensibility for secondary school students in Indonesia. It was conducted during class time in Bahasa Indonesia so that they could answer the questionnaire comfortably. To deepen the findings, the author conducted face-to-face interviews in a quiet school room which lasted about 20-30 minutes each. The author conducted interviews with 3 students from each grade (10, 11 & 12) taking into account the three participants, for grade 10 because it is still in the introduction stage of the teacher feedback method, for grade 11 it is one level more experienced than grade 10 regarding feedback, grade 12 already has a lot of experience and better cognitive abilities. These interviews were also conducted in Bahasa Indonesia so that students could answer more freely and express their experiences well.

3.4 Data Analysis Technique and Procedures

In this study, the author used embedded analysis to investigate data, which means that quantitative and qualitative data processing are collected simultaneously but one method plays a major role and the other as a support (Creswell, Fetters, and Ivankova 2004; Curry et al. 2013). The questions in the questionnaire are consistent with the recognized literature on corrective feedback in second language learning (e.g., Ellis, 2009; Ferris, 1999). All participants answer the same questions with “Yes” and “No”. The author determines the main dataset, which is qualitative using interviews, then collects supporting datasets using questionnaires, then analyzes the data separately for questionnaires focusing on percentages and for interviews focusing on category sections. The last stage connects the results where supporting data is explained by the main data.

The researcher analysed questionnaire data by tabulating frequencies of "Yes" and "No" responses for each item. The researcher used the formula below for the percentage: $YES(\%) = \frac{\text{The number of "Yes" responses}}{\text{the total number of responses}} \times 100\%$

$NO(\%) = \frac{\text{The number of "No" responses}}{\text{the total number of responses}} \times 100\%$

The Most Preferred: Result of Percentages $\geq 81\%$

The Less Preferred: $18\% \leq$ Result of Percentages

3.5 Trustworthiness

Trustworthiness in research relies on credibility, a criterion that is strengthened through methodological triangulation, a strategy to verify findings using diverse data sources (Denzin, 1978). To achieve this, the study combined structured questionnaires and semi-structured interviews, following mixed methods principles that advocate integrating quantitative and qualitative approaches (Creswell & Plano Clark, 2017). Questionnaires were used to systematically measure behavioral frequencies, attitude distributions, and demographic correlates in a large group of participants. In contrast, interviews explore participants' lived experiences, capturing context-specific motivations and emotional tones that quantitative metrics alone cannot reveal. This interpretivist emphasis on depth and subjectivity complements the breadth of questionnaires, bridging the gap between statistical trends (what) and narrative explanations (why/how).

This research used a mixed methods approach to overcome the limitations of individual research methods. While questionnaires provide a broad overview, they lack depth. In contrast, interviews offer deep insights but can be subjective. By combining these methods with quantitative analysis, this research enhances the contextual relevance and credibility of the findings through

methodological triangulation. This approach ensures a more comprehensive understanding than any single method could provide.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the results. Detailed descriptions of both findings and discussion are presented below.

4.1 Findings

Findings are divided into two sections, supporting the quantitative data and qualitative data or results. Each of this section is elaborated in the following sections.

4.1.1 Questionnaire Results

The results are presented in Table 4.1, which show students' responses to the questionnaires in terms of yes and no questions. In general, students mostly agreed with the questions given to them.

Table 4.1 *Total Answer and Percentage of Questions*

Questions	Yes (n)	Yes (%)	No (n)	No (%)
Do you wait for the teachers' feedback after you complete a task?	51	91%	5	9%
Do you take feedback as something positive?	54	96%	2	4%
Does it motivate you?	50	89%	6	11%
Do you find it easy to understand what errors to correct when you get feedback?	53	95%	3	5%
Does feedback help you to improve your performance?	54	96%	2	4%

Is written feedback more helpful than oral feedback?	32	57%	24	43%
Do you overcome repeating the same errors after getting corrected?	41	73%	15	27%
Do you prefer online feedback (immediate/automated) over offline (immediate/delayed) classroom feedback?	28	50%	28	50%

Note. The table presents students' perception of teacher corrective feedback in the English language learning. Percentages are rounded to the nearest whole number.

4.1.2 Interview Results

The results of the interview are highlighted directly from the questions asked to the three participants. Therefore, the participants' answers are classified into a table through the keywords of their response. The below table shows this classification.

Table 4.2 Descriptors and samples of participants' answer

Descriptor	PX	PXI	PXII
The importance of corrective feedback.	Knowing the difference between writing and speaking	Knowing the errors.	Knowing the wrong and correct tasks.
Positive Role of Corrective Feedback in English Language Teaching.	Recall strategy from feedback	Increasing vocabulary from teachers' feedback.	Take the initiative and improve the writing and come up with new ideas.

The Type of Feedback Motivates Learning Improvement.	Motivated to improve word pronunciation and word writing.	Motivated by online and immediate feedback.	Motivated by immediate feedback, if delayed focus decreases.
Understanding Errors Through Feedback.	Identify errors, sometimes errors are easy to spot.	Teacher feedback is tailored to the material book, sometimes it is difficult to recognize mistakes.	Easy to understand when really paying attention to mistakes.
The Use of Feedback in Enhancing Learning.	Peer cooperation and observing the repair results.	Teacher feedback is immediately written down and read back.	Rereading and collaborative learning.
The Benefits Between Written and Oral Feedback.	Written feedback is easy to remember.	Write more in-depth feedback and become more knowledgeable.	Written feedback becomes a long-term effect.
Strategies for Managing Recurring Errors Following Feedback.	Repeated errors, requests for explanation in the comprehension process.	Repeated errors, active learning strategies, asking questions or self-searching.	Repeated mistakes, the teacher should be clearer in feedback.
Preferences for Online Feedback (Automated) or Offline Feedback (Delayed) in the Learning Context.	Lack of focus when repairs are delayed.	Get more insight into online and immediate feedback.	Prefer online and immediate feedback.

4.1.2.1 The Importance of Corrective feedback

All three participants consider the importance of corrective feedback. They could respond to the questions confidently saying their perception of it. Each participant has commonalities in responding to questions but they emphasize different aspects. These issues are presented below.

It is important, because in English lessons, writing and speaking can sometimes be different, so I think It is important (PX).

The above excerpts show the perception of PX who points out that the importance of corrective feedback is to know the difference between written and spoken errors. Meanwhile, PXI considers corrective feedback as knowing the mistakes made by students. She expresses this issue below.

In my opinion, It is important to know what is wrong (PXI).

Furthermore, PXII focuses on knowing which assignment is correct or not. This point is presented below.

Yes, It is very important to know what is wrong and what the correct answer is when there is an error in a task (PXII).

She emphasizes the importance of receiving immediate clarification when they make mistakes in their assignments. She seeks not only to identify the errors but also to understand the correct approach. This highlights the need for prompt and clear feedback to facilitate effective learning and improvement.

4.1.2.2 Positive Role of Corrective Feedback in English Language Teaching

Three participants are able to identify the positive aspects of the teacher's feedback. They can mention the benefits of the feedback on several subjects. These issues are explained below.

Yes, feedback is good and beneficial. For example, if I am asked to read a sentence by the English teacher, and I make a mistake, the teacher immediately corrects it, and I reread it, which helps me remember that the previous reading was incorrect (PX).

The above excerpt shows that PX holds a positive view of feedback, particularly when it proves beneficial in addressing mistakes. For instance, in cases of reading errors, the teacher provides direct feedback, enabling participants to correct themselves by rereading and remembering the mistakes.

Furthermore, another benefit of corrective feedback in writing is expanding vocabulary. PXI further elaborates this point below.

In English, I receive a lot of feedback, especially for writing tasks like creating formal letters, where I often don't understand things clearly, so feedback from the teacher is really important. I also don't have a lot of vocabulary in English, and besides giving corrections, the teacher also provides vocabulary I don't know. From there, I can expand my vocabulary and understand better (PXI).

Participants view teacher feedback positively, as they often struggle to fully understand English assignments and have limited vocabulary. Teacher feedback helps them gain a better understanding and expand their vocabulary in English lessons.

For PXII, corrective feedback is a positive tool to correct her mistakes. The following is her perception.

In English class, the tasks usually involve writing, such as creating procedure texts. After finishing, we submit them, and the teacher directly shows us where the mistakes are. For example, if a verb should be in the base form, or if when showing steps, words like "first," "second," or "next" need to be used. This helps me identify where I went wrong and what the correct version should be. I correct my mistakes right away; sometimes I copy the teacher's correction, but if the teacher only points out where the mistake is, I search for a new idea or word. I've also looked for words to indicate steps in a procedure text, usually in the textbook, but I hadn't read it before (PXII).

Lastly, PXII finds feedback very useful as it helps them identify mistakes and correct her immediately. With the teacher's guidance, she can directly fix errors, either by copying corrections

or finding alternative words and ideas. This makes participants more active, initiative-taking, creative, engaged, reflective, and confident in their learning process.

4.1.2.3 The Type of Feedback Motivates Learning Improvement.

Participants evaluated the effectiveness of corrective feedback provided by the teacher. They expressed their perceptions regarding the types of feedback that could motivate their performance, with each receiving similar types of feedback on different materials. This is presented as follows.

The feedback that is online and immediate, whether spoken or written, is what I prefer. Sometimes, I'm still unsure how to pronounce a word or how a word is spelled (PX).

Direct corrective feedback from the teacher, whether spoken or written, plays a crucial role in motivating students and facilitating their learning process. By promptly recognizing and addressing mistakes, participants can enhance their learning experience.

PXI is also motivated by direct feedback, particularly in speaking or reading materials. The explanation is as follows.

I like both, but what motivates me the most is immediate online feedback. For example, in speaking or reading, corrections are more motivating when given online and right away (PXI).

PXI points out that Feedback provided directly and online, especially in speaking or reading activities, is more motivating for participants because she can quickly identify and correct her mistakes. This immediate correction increases participation, helps build confidence, and accelerates her understanding.

For PXII, it is similar to the other participants, with the addition of written feedback, as explained below.

In my opinion, immediate feedback is more motivating. It is better when It is given right away and written down. If It is delayed, usually the work is collected first and then corrected, and by then, my focus has already shifted. For some materials, like dictation, feedback should be immediate and written right away, but for materials like procedure text, It is usually delayed. However, I prefer immediate feedback (PXII).

PXII emphasized that direct feedback, especially when given while writing, is more motivating and helps participants learn more effectively. With direct feedback, she can immediately correct her mistakes without losing focus. In contrast, when feedback comes after the task is submitted and then corrected, her concentration is often disrupted, especially with tasks like dictation, which can affect their understanding and learning progress.

4.1.2.4 Understanding Errors Through Feedback

Two of the participants were able to identify errors through feedback from their teachers, and one of the participants struggled to find the errors. The participants provided clear responses regarding how they recognized their mistakes after receiving feedback, although some participants found it slightly difficult. This case is described as follows.

Sometimes I don't understand when the teacher just points out the mistake without explaining where exactly the error is, and then the discussion happens when the lesson is almost over. But this doesn't always happen; there are some mistakes that are easy to identify, like reading a sentence I mentioned earlier (PX).

Based on the data above, PX sometimes struggles to understand their mistakes when the teacher only points her out without providing detailed explanations. Simply highlighting the errors is not enough to help her understand the reasons behind the mistakes or how to correct her, making clear explanations crucial for more effective learning.

Slightly different from PX, PXI sometimes feels confident with their own work and, when receiving feedback, refers to other references. The explanation is as follows.

Actually, when I study, I'm confident about what I do or work on. When a mistake happens, I still stick to my own understanding. It is only when I check the book and

see that the corrections match what's in the book that I make the correction. So, It is not easy, but It is not too difficult either (PXI).

For PXI, even though they make mistakes, she remains confident and is able to recognize her errors after receiving feedback. By referring to the materials, she finds it easier to correct her mistakes, which helps her better understand the topic.

Additionally, for PXII, they find it easier to recognize the teacher's corrections when paying closer attention. This is demonstrated in the perception below.

When there is a mistake, the teacher corrects it. When the teacher gives feedback, I pay attention to what is being corrected. By paying attention, I understand what is wrong, and then I correct it, which helps me understand better. So, I find it easy to recognize mistakes when I pay attention to the teacher explaining where the error is (PXII).

PXII responds to feedback in order to understand mistakes by carefully paying attention to the errors and the feedback provided by the teacher. She understands their mistakes by identifying the feedback, which makes it easier for them to recognize the errors and apply the teacher's feedback.

4.1.2.5 The Use of Feedback in Enhancing Learning

In the interview data, the three participants had different experiences in using teacher correction feedback to improve their learning. These varied experiences are presented in the following data.

For writing or grammar assignments, after receiving feedback, I usually compare them with my desk partner or other classmates. If there's something I missed, I immediately write it down and review it again (PX).

In writing tasks such as grammar, PX compares her feedback with classmates to ensure accuracy and identify any missed mistakes. After receiving feedback and comparing it with peers, any overlooked errors are immediately reviewed. This allows her to learn collaboratively for error correction.

Unlike PX's perception, which enhances the results of the teacher's feedback through a peer comparison, PXI places more trust in their own feedback. The explanation is as follows.

I usually write down the corrections or feedback from the teacher right away, then read it again to improve further. Sometimes, if a friend asks, I just give an answer based on my own understanding (PXI).

PXI indicates that after receiving feedback from the teacher, participants write down and review the mistakes to ensure better understanding. She relies more on their personal understanding and tends to answer their peers' questions with their own knowledge, although she is still willing to help others.

Similar to PX, PXII also collaborates with peers and helps others who have the same mistakes. This is explained below.

I usually read it again or look it up in the book. Sometimes, if a friend has the same mistake and hasn't been corrected yet, I usually help explain what I learned from the teacher's feedback (PXII).

For PXII, she often revisits the feedback or consult their textbook for further clarification. If she notices a classmate making the same mistake that hasn't been corrected, she willingly helps by explaining the correction based on the feedback she received. This shows that PXII not only focuses on understanding and applying the feedback for themselves but also plays an active role in helping their peers by sharing their insights. In doing so, she not only reinforced their own learning but also supported others in the learning process.

4.1.2.6 The Benefits Between Written and Oral Feedback

A number of participants presented perceptions about the benefits of written and oral feedback, which were largely similar, and they also provided well-reasoned answers to the questions. These issues are presented as follows.

Written feedback is more helpful, because it makes it easier to remember if there is further discussion (PX).

In PX, Participants mentioned that written feedback is more beneficial because it is easier to remember, especially when further discussion is required. She finds written feedback helpful as it allows her to review it at their own pace and refer back to it when needed.

The statement above reflects PX's perception that written feedback is more beneficial because it helps her remember better. Similarly, PXI also states that written feedback is more useful as it not only helps her remember but also enhances their understanding. The details are explained below.

It is confusing, as all feedback is useful. Maybe the advantage of written feedback is that the teacher can be more detailed, which helps with understanding. However, oral feedback also has its benefits, as I can understand it immediately. Written feedback seems more beneficial, though (PXI).

According to PXI, both written and oral feedback have their respective advantages, but written feedback is often regarded as more comprehensive and provides a deeper understanding. Written feedback offers more detailed explanations, giving participants time to review and reflect on corrections at their own pace.

Like the other participants, PXII also finds written feedback more beneficial because it has a long-term impact. Below is their perception.

I prefer written feedback because its effects last longer. So, if I forget a correction, I can review it. Oral or immediate feedback is sometimes remembered if practiced a lot,

but I tend to remember written feedback more, whether It is on the board together or individually at the front (PXII).

PXII considers written feedback more effective because it is easier to remember in the long term. She feels that written corrections, whether on the board collectively or individually, are more memorable compared to oral feedback, which needs to be practiced to retain. Overall, PXII values written feedback for its enduring effects and its ability to support sustained improvement in learning.

4.1.2.7 Strategies for Managing Recurring Errors Following Feedback

In providing feedback from the teacher, some participants made repeated mistakes. In response to this, the participants shared strategies or approaches related to this issue, which are outlined as follows.

At that time, I asked the teacher to explain it again because I made the same mistake twice. After it was explained again, I finally understood and immediately corrected it (PX).

The response from PX, she addresses recurring mistakes by seeking further clarification from the teacher. After receiving the explanation, she is able to understand the error more clearly and immediately correct it. This approach highlights the importance of teacher assistance in deepening understanding and effectively correcting mistakes, ensuring better comprehension.

The explanation above shows that for PX, when making the same mistake for the second time, they ask the teacher for further clarification. Meanwhile, for PXI, when making the same mistake after receiving correction, they take the initiative to search for the answer in the book. Below is PXI's explanation.

If the material is difficult, I immediately ask the teacher, but if It is a simpler topic and I'm still making mistakes, I tend to look it up myself, either through the textbook or

worksheets, until the teacher discusses it again at the end of class or in the next meeting (PXI).

PXI addresses difficulties with the material by directly asking the teacher for help when needed. However, for easier topics, she tends to find answers on their own through textbooks or worksheets. She also waits for further explanations from the teacher at the end of the class or the next meeting to clarify their understanding.

Unlike the two participants above, PXII prefers to ask the teacher for more detailed feedback after making the same mistake for the second time. Below is their explanation.

The grammar material was initially wrong, then the teacher provided feedback, but it was still incorrect. This means that I did not fully understand the teacher's correction from the first feedback, so I think the teacher should explain the feedback in more detail. I will keep searching until I get it right (PXII).

PXII acknowledged that initially, she did not fully understand the teacher's feedback regarding grammar mistakes. Even after receiving the first correction, the mistakes persisted, indicating that the initial explanation was not clear enough. Therefore, PXII feels that the teacher needs to provide more detailed explanations. She is determined to keep seeking the correct understanding, reflecting her strong commitment to correcting mistakes and gaining a deeper understanding.

4.1.2.8 Preferences for Online Feedback (Automated) or Offline Feedback (Delayed) in the Learning Context

There is a tendency among some participants in answering questions, specifically regarding the way the teacher provides feedback, whether online or automated, or offline or delayed. This issue is outlined by the participants as follows.

I prefer online and automated feedback because if it is delayed, my mind shifts to other things, and I lose focus if the feedback is postponed (PX).

In the above issue, PX prefers online feedback or automated because delayed feedback can distract

her, making it difficult to stay focused. With quick feedback, she can easily understand the corrections and maintain focus on the task. She emphasizes that timely feedback is crucial for maintaining concentration and effectively improving skills.

The same response to the same question is that PX prefers online or automated feedback, and PXII feels the same because it helps them remember and understand immediately. Below is the explanation.

I prefer online and immediate feedback because I remember and understand it right away (PXI).

Sharing a similar perspective, PXI feels that direct and online feedback is more effective because it allows for quick understanding and retention. Real-time feedback helps her grasp corrections quickly, enabling immediate error correction.

On the other hand, PXII has their own reasons regarding their preference for online and offline feedback. Below is the explanation.

That's why I prefer online or automated feedback, so I can understand the material right away. However, sometimes text tasks are not immediately corrected, and the feedback is usually provided in the next meeting. So, by the next meeting, after receiving the feedback, I just open it and don't pay much attention to it anymore (PXII).

For PXII, she prefers online feedback or automated feedback because she can understand the material on the same day. However, for text assignments, where the results are provided in the next meeting, she tends to lose focus. After receiving feedback, she simply opened the results without paying much attention, as she felt the previous explanation was sufficient.

4.2 Discussion

In this section, the results of quantitative and qualitative findings are discussed. The results

of questionnaires show that students generally have a positive view of corrective feedback, appreciating its role in motivating them, helping them learn from their mistakes, and improving their performance. This is evident in the high number of "yes" responses to Questions 1 through 5, which found that most of the students after being told where the mistakes were and given feedback in writing class, they viewed the feedback positively. Students felt helped and were able to improve their abilities (Mahardika, 2019).

In the quantitative results, students have different preferences when it comes to how and when they receive feedback. For example, 43% of students in Question 6 do not necessarily find written feedback more useful than oral feedback, which shows the importance of tailoring feedback to individual learning styles, a point also emphasized by Al Aluf (2024) that most students felt that written feedback from teachers had a good impact. However, there were also students who were less comfortable with written feedback. For them, the presence of praise and more detailed feedback made the learning process better.

Similarly, students are divided on whether they prefer immediate feedback online or delayed feedback in a classroom setting. This split suggests that there's no one-size-fits-all approach, a finding that aligns with Anggraeni's (2022) research on feedback timing in Indonesian education, even though their study looked at a different subject. Rahmawati (2017) adds another layer to this discussion by showing that direct and indirect feedback can affect students' writing skills differently, depending on the individual.

For qualitative findings, it was found that corrective feedback (CF) plays a vital role in language learning. The findings of this study confirm students' appreciation of CF, consistent with previous research on the impact of corrective feedback on students. For instance, Huang and Jia

(2016) noted that both teachers and learners view CF as essential, particularly for addressing persistent pronunciation difficulties. Similarly, Skenderi (2022) found that students consider CF beneficial, as it helps them refine their skills without feeling discouraged. This suggests that CF not only increases awareness of language errors but also encourages improvement in language proficiency. Furthermore, students in this study emphasized the value of CF in building confidence and promoting continuous development. They acknowledged its effectiveness in improving writing, reading, and pronunciation, reinforcing its significance in language learning.

Another perception of students found CF as key to understanding language structure, while others view it as a tool for pinpointing errors or confirming the right way to express something. For example, Skenderi (2022) discovered that students view corrective feedback as a beneficial aid in language learning, allowing them to strengthen their weak areas without experiencing embarrassment when receiving corrections. However, not all participants of the interview have a positive perception of corrective feedback (CF). Some feel that written CF, in particular, can reduce motivation if not delivered appropriately. Research by Al Aluf (2024) found that while most students view written CF positively, those with negative perceptions emphasize the need for praise, clear explanations of errors, and the use of Indonesian when providing feedback. Learners have demonstrated a favorable disposition toward teachers' corrective feedback, perceiving it as a motivating learning tool. Moreover, learners have articulated the view that corrective feedback is highly beneficial in enhancing the learning process for EFL learners (Halim, Wahid, & Halim, 2021). This suggests that CF approaches that do not take students' preferences into account may lead to feelings of discomfort or frustration.

This finding aligns with Lee's (2019) study that highlights providing feedback in a timely manner keeps students engaged and enhances their language proficiency by allowing them to

correct their mistakes immediately and refine their skills more effectively. The idea behind this support is that when students receive feedback immediately after making a mistake or completing a task, they stay more engaged and motivated in their learning process. Prompt feedback enables them to correct their errors while the information is still fresh, making it easier to grasp and remember. Moreover, receiving feedback in a timely manner allows students to refine their skills as they learn. If there is a delay in providing corrections, students might have already shifted their focus to a new topic or forgotten the details of their mistakes, making it harder to benefit from the feedback. In contrast, immediate and direct feedback helps reinforce positive learning habits, build confidence, and accelerate their language development. Similarly, Ferris (2018) discovered that delayed feedback allows students to process information more efficiently and promotes deeper cognitive engagement. Another argument against immediate corrective feedback is that it may not always align with students' individual learning preferences.

Furthermore, the findings related to understanding errors through feedback align with previous study on the role of teacher feedback in improving students' ability to identify and correct mistakes. Putri et al. (2021) highlighted that teacher feedback is essential for EFL learners, helping them recognize their strengths and areas for improvement. Additionally, Gamlem and Smith (2013) emphasized that effective feedback, particularly when accompanied by clear explanations, enhances learning outcomes. However, Muliyah (2022) noted that students sometimes struggle to interpret feedback on writing assignments, suggesting the need for teachers to provide explicit clarifications and discussions on error correction.

This process enables her to detect unnoticed errors and strengthen her understanding through discussion. Such an approach aligns with the research of Vuogan and Li (2023), whose meta-analysis found that peer feedback plays a crucial role in improving second-language writing

skills. Their study emphasizes that peer interactions encourage deeper cognitive engagement and enhance the effectiveness of the revision process. On the other hand, some students choose to depend solely on teacher feedback and their own comprehension instead of engaging in discussions with peers. PXI represents this approach by carefully documenting the teacher's corrections and reviewing them independently. While this strategy promotes self-reliance and accountability in learning, it may restrict access to different perspectives that could be gained through peer interaction. According to Putri et al. (2021), teacher feedback plays a crucial role as a valuable resource for EFL students in enhancing their English proficiency. Their research revealed that students generally view teacher feedback favorably, which in turn promotes the development of independent learning strategies, including goal setting, progress tracking, and self-assessment in English language learning.

The preference for written feedback observed in this study aligns with previous research. Ferris (2018) highlights that written feedback offers structured, clear, and detailed explanations that support independent learning. PX finds written feedback easier to recall, especially when revisiting discussions, as it enables deeper reflection and self-evaluation. Similarly, PXI acknowledges the value of written feedback for its clarity and depth, emphasizing that teachers can provide more detailed explanations, helping students gain a better understanding of complex errors. Additionally, PXII underscores the long-term benefits of written feedback, pointing out that it allows students to revisit corrections whenever necessary. This view is supported by Hyland and Hyland (2019), who found that written feedback plays a significant role in promoting learner autonomy. On the other hand, some researchers argue that oral feedback offers unique benefits. Nicol and Macfarlane-Dick (2020) stress that oral feedback fosters direct engagement, giving students the opportunity to ask questions and receive immediate clarification. This type of

feedback is particularly valuable in formative assessments, where instant corrections can reinforce learning. Furthermore, some students may find it challenging to fully grasp written feedback without additional explanation, highlighting the importance of oral feedback as a crucial element of effective learning.

This emphasizes the importance of direct communication in resolving misunderstandings. Trabelsi (2019) found that students responded well to feedback when it met their expectations and preferred formats. Direct feedback proved particularly effective in helping them identify and correct errors. However, some students struggle when feedback lacks detail, leading to repeated mistakes. As the student noted, "I did not fully understand the teacher's correction, so I think more explanation is needed." Carol Dweck's (2016) research on growth mindset suggests that students who see mistakes as learning opportunities are more resilient. Students demonstrate this by seeking help for complex topics while independently addressing simpler errors.

Online (automated) feedback, especially when automated, can greatly influence how students learn (Halim, Wahid, & Halim, 2021). In the data interview, all students noted that when feedback is delayed, they tend to lose focus and engage less with the material. This highlights the need for timely responses to keep students motivated and involved in their learning process. These findings align with the research of Jongsma et al. (2022), which highlights students' preference for direct peer feedback due to its flexibility and accessibility. The asynchronous nature of online feedback allows learners to take more time to analyze and articulate their responses, leading to clearer and more structured feedback. Additionally, automated feedback encourages students to ask more questions and participate actively in discussions without the pressure of immediate responses. Another key advantage is the ability to revisit feedback multiple times, enabling better comprehension and long-term retention. By integrating online and automated feedback into

learning environments, educators can support students in maintaining their focus, improving their understanding, and fostering greater engagement. Ultimately, this approach enhances the overall effectiveness of the feedback process, making learning more interactive and personalized. While automated feedback is efficient and fast, research suggests it may lack the empathy and emotional support students require. Winstone et al. (2017) reported that 60% of students found automated feedback to be "rigid" and unmotivating. This perception likely stems from its lack of personalization, making students feel disconnected from the feedback. Unlike direct feedback from instructors, automated responses may not address individual learning needs, reducing their effectiveness. As a result, some students struggle to engage with the corrections provided, highlighting the need for a balance between efficiency and meaningful, personalized feedback in the learning process.

Based on the results of questionnaires data and interviews, both online automated and offline delayed highlights that teachers' clarity in explanations and their proactive engagement significantly shape students' satisfaction with feedback. However, social dynamics and psychological nuances were overlooked in the quantitative survey data. A significant difference was discovered, while interviews underscored students' emphasis on the manner of feedback delivery (e.g., tone, personalization), questionnaires toward prioritizing the timing. This contrast suggests that meaningful educator-student interactions carry more weight in fostering satisfaction than the mere promptness of feedback.

CHAPTER V

CONCLUSION

5.1 Conclusion and Implications

The findings of this study underscore the critical role of corrective feedback (CF) in shaping the language learning experiences of secondary school students in Indonesia. Students overwhelmingly perceive CF as a constructive tool that enhances their academic development, particularly when it is direct, immediate, and delivered in written form. Immediate feedback was emphasized for its ability to sustain engagement and motivation, while written feedback was valued for its clarity and long-term utility, enabling students to revisit and reflect on corrections. Oral feedback also emerged as significant, fostering real-time interaction and collaborative learning. However, challenges such as delayed feedback and insufficient error explanations were noted to hinder students' ability to internalize corrections, leading to recurring mistakes.

These insights carry important implications for educational practice. Teachers must recognize the diversity in student preferences and adopt a balanced approach that integrates both written and oral feedback while prioritizing timeliness and clarity. Institutions should invest in professional development programs to equip educators with strategies for delivering effective, personalized feedback/ Policymakers. Meanwhile, are urged to standardize feedback practices within national curricula to ensure equitable learning opportunities. Ultimately, the study highlights the transformative potential of CF when aligned with student needs, bridging the gap between error recognition and academic confidence.

5.2 Limitation and Further Research

This study, while offering valuable insights, is not without limitations. Conducted within a single foundation in Banjara, Indonesia, the research's generalizability to broader demographics or regions is limited. The sample size, though calculated using Slovin's formula, may not fully represent the diverse socioeconomic and cultural contexts of Indonesian students. Furthermore, the study's reliance on self-reported data, gathered through questionnaires and interviews, introduces the potential for bias, as participants' responses may reflect socially desirable answers rather than genuine perceptions.

Future research should address the acknowledgement limitations. Expanding the study's scope to include multiple institutions across varied Indonesian regions would provide a more comprehensive understanding of CF dynamics. Studies that occur over an extended period of time could further explore how specific feedback methods, such as direct versus indirect corrections, impact long-term language proficiency. Investigating the efficacy of automated feedback tools, particularly in balancing efficiency with personalization, would also provide critical insights for modern educational settings. Finally, exploring multimodal feedback approaches, such as visual or audio-based corrections, could shed light on their effectiveness in engaging digital-native learners.

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APPENDIX

Appendix 1 Description of The Participant and The Interviews' Process

Student PX, November 15, 2023	I interviewed a student on November 15, 2023 directly in SMA Al-Falah Banjaran. The student is Liska Iswara, a student at SMA Al-Falah Banjaran since 2023. She has been learning English since Junior High School until now.
Student PXI, November 16, 2023	I interviewed a student on November 16, 2023 directly in SMA Al-Falah Banjaran. The student is Risma Agustin, a student at SMA Al-Falah Banjaran since 2022. She has been learning English since Junior High School until now.
Student PXII, November 17, 2023	I interviewed a student on November 17, 2023 directly in SMA Al-Falah Banjaran. The student is Hasna Belinda, a student at SMA AL-Falah Banjaran since 2021. She has been learning English since Elementary school.

Appendix 2 Interview Transcript of PXII

Transkrip

Hasna Belinda Ardelia kelas 12

Me: Assalamu'alaikum..

Student: Waalaikumussalam..

Me: Perkenalkan nama saya Jesikawanda Sholihat, sebagai mahasiswa dari program study Pendidikan Bahasa Inggris di Universitas Islam Indonesia. Sebelumnya terimakasih atas waktunya, pertemuan kita hari ini bertujuan untuk tugas akhir saya sebagai mahasiswa Pendidikan Bahasa Inggris, saya ingin melakukan wawancara dan pastinya ada beberapa pertanyaan. Apakah sudah bisa dimulai?

Student: Iya bisa kak

Me: maaf sebelumnya, ini dengan Hasna Belinda ya?

Student: Iya kak saya Hasna Belinda

Me: Sebelumnya Hasna sudah mengisi google form yang tadi saya kasih belum ya?

Student: Iya sudah kak, yang ada 8 pertanyaan bukan kak?

Me: Iya betul, beberapa pertanyaan wawancaranya terkait google form itu, jadi saya ingin tahu saja pengalaman Hasna selama belajar di kelas tentang umpan balik korektif guru. Untuk pertanyaan pertama, apa pentingnya umpan balik dari guru? Menurut Hasna?

Student: Umpan balik itu sejenis koreksi bukan ya kak?

Me: Iya betul kira-kira penting tidak menurut Hasna?

Student: Iya penting banget kak, untuk tau ketika ada tugas yang salah yang benar itu seperti apa.

Me: Baik, lalu bagaimana Hasna memandang peran umpan balik sebagai hal positif dalam pembelajaran? Semisal dalam mata pelajaran Bahasa Inggris itu bagaimana?

Student: Untuk mata pelajaran Bahasa Inggris di kelas itu biasanya tugas writing, ada membuat prosedur teks, setelah selesai tuh dikumpulkan ke depan langsung ditunjukkan mana yang salah, semisal ini harusnya pakai verb 1, ada lagi kalau menunjukkan Langkah itu harus ada kata kesatu (first), kedua (second), next, gitu-gitu kak. Yaa itu tadi, jadi saya tau letak salahnya di mana, yang benar itu yang seperti apa, saat itu juga saya membenarkan kesalahan saya, kadang menyalin koreksi dari guru kadang juga kalau gurunya hanya kasih tau letak salahnya berarti saya cari ide baru atau kata lain. Pernah juga saya cari kata-kata yang menunjukkan sebuah Langkah dalam teks prosedur tuh apa saja, biasanya di buku ada kak, cuman saya gak baca sebelumnya.

Me: Jadi kamu mencari tahu lagi apa yang udah dikoreksi gitu ya?

Student: Iya ditulis lagi yang benar tuh seperti apa kak.

Me: Oke, lanjut ke pertanyaan berikutnya. Jenis umpan balik manakah yang menurut anda paling memotivasi peningkatan pembelajaran? Umpan balik korektif itu ada yang langsung atau tertunda?

Student: Menurut saya sih umpan balik yang langsung ya kak yang lebih memotivasi. Langsung tapi sambil ditulis, kalau tertunda kan itu biasanya dikumpulkan dulu baru dikoreksi, nah itu kadang konsentrasinya sudah buyar. Ada di beberapa materi seperti dictation itu harus langsung dan ditulis saat itu juga hasil koreksinya, tapi untuk materi seperti procedure text itu biasanya tertunda. Tapi saya lebih suka langsung sih kak.

Me: Jawaban yang bagus, oke untuk pertanyaan selanjutnya. Bagaimana biasanya anda menanggapi umpan balik untuk memahami kesalahan yang perlu diperbaiki? Apakah anda merasa mudah untuk mengenali kesalahan ini?

Student: Pasti disaat ada kesalahan itu kan di koreksi guru, nah itu saat guru memberikan umpan balik itu saya perhatikan apa yang guru koreksi, otomatis setelah diperhatikan saya paham mana yang salah, lalu diperbaiki tambah semakin paham. Jadi menurut saya mudah mengenali kesalahan ketika saya memperhatikan guru menjelaskan letak mana yang salahnya.

Me: Berarti setiap guru memberikan umpan balik atau merasa ada kesalahan di tugasmu, kamu pasti langsung paham dan mudah buat ngenalin titik yang salah dan mudah juga paham apa yang dikoreksi?

Student: Iya kak

Me: Pernah bingung gak?

Student: Pernah kak. Tapi kak, itu tergantung apa yang dikoreksi, tergantung juga pelajarannya sulit atau nggak. Kalau biasanya diberi tugas seperti analisis yang mengubah “he” ke “him”, itu perlu diulang-ulang cara menjelaskan kesalahannya, atau grammar juga kak kadang harus berkali-

kali memperhatikan. Sejauh ini kebanyakan mudah mengenali kesalahan dan umpan balik dari guru kak.

Me: Baik Hasna, bisa dipahami. Apa pengalaman anda dalam menggunakan umpan balik untuk meningkatkan kemampuan dalam pembelajaran? Contohnya ketika kamu sudah mendapatkan umpan balik atau koreksi dari guru, cara biar Hasna gak lupa lagi gimana?

Student: Biasanya dibaca ulang kak, atau gak cari lagi di buku. Kadang kalau semisal ada teman yang kesalahannya sama, terus dia belum dikoreksi, biasanya saya bantu menjelaskan apa yang sudah saya dapat dari umpan balik guru.

Me: Oke. Menurut anda, apakah feedback tertulis memberikan manfaat lebih dibandingkan feedback lisan, atau sebaliknya?

Student: Lebih yang feedback tertulis, ya karena kan efeknya lebih lama kak. Jadi kalau ada koreksi yang lupa, itu bisa dibaca ulang, lisan atau langsung juga kadang masih ingat kalau banyak dipraktekkan, tapi yang lebih ingat kalau feedbacknya ditulis entah di papan tulis secara bareng-bareng atau ke depan sendiri-sendiri.

Me: Jadi menurut Hasna lebih bermanfaat feedback secara tertulis ya, oke. Lanjut, bagaimana anda mengelola situasi dimana anda menghadapi kesalahan yang sama setelah menerima feedback sebelumnya? Pernah tidak Hasna pengalaman ketika sudah dikasih feedback ternyata salah lagi, bagaimana cara menghadapi itu?

Student: Materi grammar awalnya salah, lalu diberi feedback oleh guru, ternyata salah lagi. Berarti feedback pertama dari guru itu saya belum begitu paham maksud dari koreksi guru, jadi menurut saya guru harus lebih detail lagi dalam menjelaskan feedbacknya, pokoknya saya akan cari tahu sampai benar.

Me: Jadi Hasna akan terima feedback yang kedua kalinya? Gak nyerah begitu saja?

Student: Iya kak, saya akan cari tahu sampai benar.

Me: Oke Hasna. Untuk pertanyaan terakhir, apakah cenderung lebih suka menerima umpan balik secara online dan langsung, atau apakah anda lebih suka menerima umpan balik secara langsung dan tertunda dalam konteks lingkungan belajar? Mengapa demikian?

Student: Untuk itu lebih suka umpan balik online dan langsung kak, jadi paham materinya hari ini juga gitu. Tapi terkadang tugas teks itu biasanya gak langsung dan tertunda diberitahu hasilnya biasanya pertemuan berikutnya kak, jadi waktu pertemuan berikutnya itu setelah dapat feedback seperti oh ya sudah saja, cukup dibuka dan tidak diperhatikan lagi.

Me: Hasna cukup sekian wawancara hari ini, terimakasih atas pengalamannya, saya tutup dengan ucapan Alhamdulillah, dan wassalamu'alaikum wr wb

Student: Sama-sama kak, waalaikumussalam wr wb.

Appendix 3 Interview Transcript of PXI

Risma Agustini kelas 11

M: Assalamu'alaikum..

S: Waalaikumussalam..

M: Perkenalkan nama saya Jesikawanda Sholihat, sebagai mahasiswa dari program study Pendidikan Bahasa Inggris di Universitas Islam Indonesia. Sebelumnya terimakasih atas waktunya, pertemuan kita hari ini bertujuan untuk tugas akhir saya sebagai mahasiswa Pendidikan Bahasa Inggris, saya ingin melakukan wawancara dan pastinya ada beberapa pertanyaan. Apakah sudah bisa dimulai, Risma?

S: Iya kak

M: Sebelumnya sudah mengisi google form belum ?

S: Iya sudah kak.

M: Baik, untuk pertanyaan pertama apa pentingnya umpan balik dari guru?

S: Menurut saya penting kak, untuk tahu mana yang salah.

M: Lalu bagaimana Risma memandang peran umpan balik sebagai hal positif dalam pembelajaran??

S: Dalam pelajaran Bahasa Inggris ya kak?

M: Iya di pelajaran Bahasa Inggris

S: Untuk Bahasa Inggris banyak sekali mendapatkan umpan balik kak, mulai dari tugas writing seperti membuat formal letter terkadang banyak tidak pahamnya, jadi umpan balik dari guru itu perlu banget kak. Saya juga belum terlalu banyak kosakata Bahasa Inggris, guru selain kasih koreksi juga suka kasih kosakata yang belum tau. Jadi dari situ saya bisa menambah kosakata, dan jadi lebih paham juga.

M: Baik, untuk pertanyaan berikutnya. Jenis umpan balik manakah yang menurut anda paling memotivasi peningkatan pembelajaran? Umpan balik online dan langsung, atau tertunda?

S: Keduanya saya suka kak, tapi yang paling memotivasi itu yang online dan langsung. Seperti speaking atau reading itu koreksinya lebih memotivasi online dan langsung.

Me: Oke untuk pertanyaan selanjutnya. Bagaimana biasanya anda menanggapi umpan balik untuk memahami kesalahan yang perlu diperbaiki? Apakah anda merasa mudah untuk mengenali kesalahan ini?

Student: Sebenarnya kak setiap belajar itu saya yakin aja sama apa yang dikerjakan atau dilakukan, ketika akhirnya ada kesalahan itu sebenarnya saya masih yakin sama pendirian sendiri. Sampai akhirnya saya lihat buku dan yang dikoreksi guru sesuai dengan yang di buku baru saya perbaiki. Jadi sebenarnya gak mudah tapi gak sulit juga kak.

Me: Baik Risma, bisa dipahami. Apa pengalaman anda dalam menggunakan umpan balik untuk meningkatkan kemampuan dalam pembelajaran? Contohnya ketika kamu sudah mendapatkan umpan balik atau koreksi dari guru, cara biar Risma gak lupa lagi gimana?

Student: Koreksi atau umpan balik dari guru biasanya saya langsung tulis, lalu dibaca ulang sih kak supaya lebih baik lagi.

Me: Pernah gak seperti diskusi sama teman sebangku soal feedbacknya?

Student: Gak pernah sih kak, kadang kalau ada teman yang tanya ya saya biasanya menurut keyakinan masing-masing aja gitu kak.

Me: Oke. Menurut anda, apakah feedback tertulis memberikan manfaat lebih dibandingkan feedback lisan, atau sebaliknya?

Student: Bingung ya kak, semua koreksi itu bermanfaat. Mungkin kelebihan feedback tertulis itu guru jadi lebih detail, dan jadi lebih paham. Tapi lisan juga kelebihanannya saya bisa langsung paham, lebih bermanfaat yang tertulis sepertinya kak.

Me: Oke Risma, pertanyaan selanjutnya bagaimana anda mengelola situasi dimana anda menghadapi kesalahan yang sama setelah menerima feedback sebelumnya? Pernah tidak Risma pengalaman ketika sudah dikasih feedback ternyata salah lagi, bagaimana cara menghadapi itu?

Student: Kalau semisal materi itu susah saya langsung tanya ke guru, tapi kalau masih salah dan materinya lumayan mudah suka dicari sendiri entah lewat buku paket atau LKS, sampai guru membahas ulang diakhir kelas atau pertemuan berikutnya.

Me: Baik, paham. Pertanyaan terakhir, apakah cenderung lebih suka menerima umpan balik secara online dan langsung, atau apakah anda lebih suka menerima umpan balik secara langsung dan tertunda dalam konteks lingkungan belajar? Mengapa demikian?

Student: Lebih suka online dan langsung kak, karena langsung ingat dan langsung paham.

Me: Liska cukup sekian wawancara hari ini, terimakasih atas pengalamannya, saya tutup dengan ucapan Alhamdulillah, dan wassalamu'alaikum wr wb

Student: Sama-sama kak, waalaikumussalam wr.wb

Appendix 4 Interview Transcript of PX

Liska Iswara

Me: Assalamu'alaikum..

Student: Waalaikumussalam..

Me: Perkenalkan nama saya Jesikawanda Sholihat, sebagai mahasiswa dari program study Pendidikan Bahasa Inggris di Universitas Islam Indonesia. Sebelumnya terimakasih atas waktunya, pertemuan kita hari ini bertujuan untuk tugas akhir saya sebagai mahasiswa Pendidikan Bahasa Inggris, saya ingin melakukan wawancara dan pastinya ada beberapa pertanyaan. Apakah sudah bisa dimulai?

Student: Iya bisa kak

Me: Sebelumnya Liska sudah mengisi google form belum?

Student: Iya sudah kak yang 8 soal itu.

Me: Baik, pertanyaan pertama ya. apa pentingnya umpan balik dari guru? Selama belajar di kelas.

Student: Penting kak, kalau di pelajaran Bahasa Inggris itu kan antara tulisan sama ucapan itu kadang beda ya kak, jadi penting menurut saya.

Me: Iya betul, bagaimana Liska memandang peran umpan balik sebagai hal positif dalam pembelajaran?

Student: Yaa umpan balik itu baik kak, bermanfaat. Semisal saya disuruh baca kalimat sama guru Bahasa Inggris, terus ada yang salah dan langsung diperbaiki sama guru, dan langsung dibaca ulang jadi inget kalau yang dibaca tadi itu salah.

Me: Oke, pertanyaan kedua. Jenis umpan balik manakah yang menurut anda paling memotivasi peningkatan pembelajaran? Umpan balik online dan langsung, atau tertunda?

Student: Yang online dan langsung kak entah itu diucapkan, atau sambil ditulis. Soalnya saya kadang masih belum tau kalau kata ini tuh dibacanya apa, atau kata ini tuh ditulisnya apa.

Me: Oh jadi harus sambil diucap sama tulis ya.

Student: Iya kak.

Me: Oke, selanjutnya. Bagaimana biasanya anda menanggapi umpan balik untuk memahami kesalahan yang perlu diperbaiki? Apakah anda merasa mudah untuk mengenali kesalahan ini?

Student: Saya kadang gak paham kalau guru cuman bilang yang salahnya aja, tanpa bilang letak salahnya di mana kak, dan nanti dibahasnya itu setelah waktu jam pelajaran hampir habis. Tapi itu gak selalu kak, ada beberapa kesalahan yang mudah diketahui juga, seperti baca kalimat yang tadi saya bilang kak.

Me: Baik Liska, pertanyaan selanjutnya. Apa pengalaman anda dalam menggunakan umpan balik untuk meningkatkan kemampuan dalam pembelajaran? Contohnya ketika kamu sudah mendapatkan umpan balik atau koreksi dari guru, cara biar Liska gak lupa lagi gimana?

Student: Kalau tugasnya writing atau grammar sudah dapat feedback itu suka disamain sama temen sebangku atau temen lain yang satu kelas, terus kalau ada yang kelewat ya langsung ditulis lagi diamati lagi kak.

Me: Menurut anda, apakah feedback tertulis memberikan manfaat lebih dibandingkan feedback lisan, atau sebaliknya?

Student: Yang tertulis lebih bermanfaat kak, karna jadi lebih ingat kalau semisal ada pembahasan lagi.

Me: Baik, bagaimana anda mengelola situasi dimana anda menghadapi kesalahan yang sama setelah menerima feedback sebelumnya? Pernah tidak Liska pengalaman ketika sudah dikasih feedback ternyata salah lagi, bagaimana cara menghadapi itu?

Student: Waktu itu langsung minta tolong ke guru untuk dijelaskan lagi kak, karena saya mengalami kesalahan dua kali, setelah dijelaskan ulang, baru dari situ paham, dan langsung diperbaiki.

Me: Baik, untuk pertanyaan terakhir ya. Apakah cenderung lebih suka menerima umpan balik secara online dan langsung, atau apakah anda lebih suka menerima umpan balik secara langsung dan tertunda dalam konteks lingkungan belajar? Mengapa demikian?

Student: Lebih suka online dan langsung ka, karena kalau tertunda itu jadi pikirannya sudah ke yang lain kak, kurang fokus kalau dibahasnya ditunda.

Me: Liska cukup sekian wawancara hari ini, terimakasih atas pengalamannya, saya tutup dengan ucapan Alhamdulillah, dan wassalamu'alaikum wr wb

Liska: Alhamdulillah, sama-sama kak waalaikumussalam wr wb

Appendix 5 Transcript Interview and Category Section

No	Question	X	XI	XII
1	Apa pentingnya umpan balik dari guru?	Penting kak, kalau di pelajaran Bahasa Inggris itu kan antara tulisan sama ucapan itu kadang beda ya kak, jadi penting menurut saya. (Mengetahui perbedaan tulisan dan ucapan).	Menurut saya penting kak, untuk tahu mana yang salah. (Mengetahui letak kesalahan)	Iya penting banget kak, untuk tau ketika ada tugas yang salah yang benar itu seperti apa. (Mengetahui salah dan benar)
2	Bagaimana anda memandang peran umpan balik sebagai hal positif dalam pembelajaran?	Yaa umpan balik itu baik kak, bermanfaat. Semisal saya disuruh baca kalimat sama guru Bahasa Inggris, terus ada yang salah dan langsung diperbaiki sama guru, dan langsung dibaca ulang jadi inget kalau yang dibaca tadi itu salah. (Strategi mengingat dari umpan balik)	Untuk Bahasa Inggris banyak sekali mendapatkan umpan balik kak, mulai dari tugas writing seperti membuat formal letter terkadang banyak tidak pahamnya, jadi umpan balik dari guru itu perlu banget kak. Saya juga belum terlalu banyak kosakata Bahasa Inggris, guru selain kasih koreksi juga suka kasih kosakata yang belum tau. Jadi dari situ saya bisa menambah kosakata, dan	Untuk mata pelajaran Bahasa Inggris di kelas itu biasanya tugas writing, ada membuat prosedur teks, setelah selesai tuh dikumpulkan ke depan langsung ditunjukkan mana yang salah, semisal ini harusnya pakai verb 1, ada lagi kalau menunjukkan Langkah itu harus ada kata kesatu (first), kedua (second), next, gitu-gitu kak. Yaa itu tadi, jadi saya tau letak salahnya di

			jadi lebih paham juga. (Menambah kosakata dari umpan balik guru)	mana, yang benar itu yang seperti apa, saat itu juga saya membenarkan kesalahan saya, kadang menyalin koreksi dari guru kadang juga kalau gurunya hanya kasih tau letak salahnya berarti saya cari ide baru atau kata lain. Pernah juga saya cari kata-kata yang menunjukkan sebuah Langkah dalam teks prosedur tuh apa saja, biasanya di buku ada kak, cuman saya gak baca sebelumnya. (Inisiatif memperbaiki tulisan dan mendapat ide baru)
3	Jenis umpan balik manakah yang menurut anda paling memotivasi peningkatan pembelajaran?	Yang online dan langsung kak entah itu diucapkan, atau sambil ditulis. Soalnya saya kadang masih belum tau kalau kata ini tuh dibacanya apa, atau kata ini tuh ditulisnya apa.	Keduanya saya suka kak, tapi yang paling memotivasi itu yang online dan langsung. Seperti speaking atau reading itu koreksinya lebih memotivasi online dan langsung.	Menurut saya sih umpan balik yang langsung ya kak yang lebih memotivasi. Langsung tapi sambil ditulis, kalau tertunda kan itu biasanya dikumpulkan dulu baru dikoreksi, nah itu kadang

		(Termotivasi memperbaiki pelafalan kata dan penulisan kata)	(Termotivasi pada umpan balik online dan langsung)	konsentrasinya sudah buyar. Ada di beberapa materi seperti dictation itu harus langsung dan ditulis saat itu juga hasil koreksinya, tapi untuk materi seperti procedure text itu biasanya tertunda. Tapi saya lebih suka langsung sih kak. (Termotivasi pada umpan balik langsung, apabila tertunda fokus berkurang)
4	Bagaimana biasanya anda menanggapi umpan balik untuk memahami kesalahan yang perlu diperbaiki? Apakah anda merasa mudah untuk mengenali kesalahan ini?	Saya kadang gak paham kalau guru cuman bilang yang salahnya aja, tanpa bilang letak salahnya di mana kak, dan nanti dibahasnya itu setelah waktu jam pelajaran hampir habis. Tapi itu gak selalu kak, ada beberapa kesalahan yang mudah diketahui juga, seperti baca kalimat yang tadi saya bilang kak. (Identifikasi	Sebenarnya kak setiap belajar itu saya yakin aja sama apa yang dikerjakan atau dilakukan, ketika akhirnya ada kesalahan itu sebenarnya saya masih yakin sama pendirian sendiri. Sampai akhirnya saya lihat buku dan yang dikoreksi guru sesuai dengan yang di buku baru saya perbaiki. Jadi sebenarnya gak mudah tapi gak sulit juga kak.	Pasti disaat ada kesalahan itu kan di koreksi guru, nah itu saat guru memberikan umpan balik itu saya perhatikan apa yang guru koreksi, otomatis setelah diperhatikan saya paham mana yang salah, lalu diperbaiki tambah semakin paham. Jadi menurut saya mudah mengenali kesalahan ketika saya memperhatikan

		kesalahan, terkadang kesalahan mudah dikenali)	(Umpan balik guru disesuaikan dengan buku materi, terkadang sulit mengenali kesalahan)	guru menjelaskan letak mana yang salahnya. (Mudah memahami ketika benar-benar memperhatikan kesalahan)
5	Apa pengalaman anda dalam menggunakan umpan balik untuk meningkatkan kemampuan dalam pembelajaran?	Kalau tugasnya writing atau grammar sudah dapat feedback itu suka disamain sama temen sebangku atau teman lain yang satu kelas, terus kalau ada yang kelewat ya langsung ditulis lagi diamati lagi kak. (Kerja sama teman sebangku dan mengamati hasil perbaikan)	Koreksi atau umpan balik dari guru biasanya saya langsung tulis, lalu dibaca ulang sih kak supaya lebih baik lagi. Kadang kalau ada teman yang tanya ya saya biasanya menurut keyakinan masing-masing aja gitu kak. (Umpan balik guru langsung ditulis dan dibaca kembali)	Biasanya dibaca ulang kak, atau gak cari lagi di buku. Kadang kalau semisal ada teman yang kesalahannya sama, terus dia belum dikoreksi, biasanya saya bantu menjelaskan apa yang sudah saya dapat dari umpan balik guru. (Membaca ulang dan belajar kolaboratif)
6	Apakah feedback tertulis memberikan manfaat lebih dibandingkan feedback lisan, atau sebaliknya?	Yang tertulis lebih bermanfaat kak, karna jadi lebih ingat kalau semisal ada pembahasan lagi. (Umpan balik tertulis mudah diingat)	Bingung ya kak, semua koreksi itu bermanfaat. Mungkin kelebihan feedback tertulis itu guru jadi lebih detail, dan jadi lebih paham. Tapi lisan juga	Lebih yang feedback tertulis, ya karena kan efeknya lebih lama kak. Jadi kalau ada koreksi yang lupa, itu bisa dibaca ulang, lisan atau langsung juga

			kelebihannya saya bisa langsung paham, lebih bermanfaat yang tertulis sepertinya kak. (Umpan balik tulis lebih mendalam dan menjadi lebih paham)	kadang masih ingat kalau banyak dipraktekkan, tapi yang lebih ingat kalau feedbacknya ditulis entah di papan tulis secara bareng-bareng atau ke depan sendiri-sendiri. (Umpan balik tertulis menjadi efek jangka panjang)
7	Bagaimana anda mengelola situasi dimana anda menghadapi kesalahan yang sama setelah menerima feedback sebelumnya?	Waktu itu langsung minta tolong ke guru untuk dijelaskan lagi kak, karena saya mengalami kesalahan dua kali, setelah dijelaskan ulang, baru dari situ paham, dan langsung diperbaiki. (Kesalahan berulang, permintaan penjelasan dalam proses pemahaman).	Kalau semisal materi itu susah saya langsung tanya ke guru, tapi kalau masih salah dan materinya lumayan mudah suka dicari sendiri entah lewat buku paket atau LKS, sampai guru membahas ulang diakhir kelas atau pertemuan berikutnya. (Kesalahan berulang, strategi belajar aktif, bertanya atau mencari sendiri)	Materi grammar awalnya salah, lalu diberi feedback oleh guru, ternyata salah lagi. Berarti feedback pertama dari guru itu saya belum begitu paham maksud dari koreksi guru, jadi menurut saya guru harus lebih detail lagi dalam menjelaskan feedbacknya, pokoknya saya akan cari tahu sampai benar. (Kesalahan berulang, guru lebih harus lebih jelas)

				dalam umpan balik)
8	Apakah cenderung lebih suka menerima umpan balik secara online dan langsung, atau apakah anda lebih suka menerima umpan balik secara langsung dan tertunda dalam konteks lingkungan belajar? Mengapa demikian?	Lebih suka online dan langsung ka, karena kalau tertunda itu jadi pikirannya sudah ke yang lain kak, kurang fokus kalau dibahasnya ditunda. (Kurang fokus saat perbaikan tertunda)	Lebih suka online dan langsung kak, karena langsung ingat dan langsung paham. (Lebih paham pada umpan balik online dan langsung)	Untuk itu lebih suka umpan balik online dan langsung kak, jadi paham materinya hari ini juga gitu. Tapi terkadang tugas teks itu biasanya gak langsung dan tertunda diberitahu hasilnya biasanya pertemuan berikutnya kak, jadi waktu pertemuan berikutnya itu setelah dapat feedback seperti oh ya sudah saja, cukup dibuka dan tidak diperhatikan lagi. (Menyukai umpan balik online dan langsung)

