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Analysis of Feedback Provision in Improving English Writing Skills of the Seventh-Grade Students at *SMP IT Al-Buruj* in the Academic Year of 2026/2027

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ABSTRACT

Feedback plays a significant role in the teaching and learning process, particularly in developing students' English writing skills. Effective feedback helps students recognize their strengths and weaknesses, revise their writing, and improve their overall writing performance. However, the process of providing feedback in English writing classes may vary depending on the teacher's strategies and classroom conditions. Therefore, this study aims to analyze the process of feedback provision in improving the English writing skills of seventh-grade students at SMP IT Al-Buruj in the academic year of 2026/2027. This study employs a qualitative research design. The participants consist of the English teacher and seventh-grade students at SMP IT Al-Buruj. The data are collected through classroom observations, interviews, and documentation. The collected data are analyzed using the stages of data reduction, data display, and conclusion drawing to identify how feedback is provided during writing instruction and how it contributes to students' writing development. The findings of this study are expected to provide a comprehensive description of the teacher's feedback practices, the forms of feedback used, and students' responses to the feedback. Furthermore, the results are expected to contribute to English language teaching by providing insights into effective feedback practices that can support students' writing development and serve as a reference for future research in English writing instruction.

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INTRODUCTION

The ability to write in English is one of the essential language skills that students must master, especially at the junior high school level, as this skill is not only related to the mastery of language structures but also to the ability to convey ideas clearly, logically, and systematically in written form. However, the phenomenon in the field shows that many students still experience difficulties in developing their writing skills, particularly in the use of correct grammar, appropriate vocabulary selection, and the organization of sentences in a coherent and cohesive manner. This condition is also observed among seventh-grade students at *SMP IT Al-Buruj NW Sikur* in the academic year of 2026/2027, where students' English writing ability is still relatively low and has not yet achieved the expected outcomes in the learning process (Ruslanudin, 2023)

Based on a review of previous studies, it is known that feedback plays a significant role in improving students' writing skills, especially when it is provided consistently and accompanied by opportunities for revision. However, there is a research gap indicating that most studies have been conducted at higher levels of education and in schools with more adequate facilities. Meanwhile, research focusing on junior high school students, particularly in religious-based schools such as *SMP IT Al-Buruj NW Sikur* in the academic year of 2026/2027, is still very limited, thus not yet providing a specific description that reflects the actual learning conditions in such schools (Proud et al., 2023)

In addition, based on preliminary observations conducted at *SMP IT Al Buruj NW Sikur* in the academic year of 2026/2027*,* it was found that students still experience difficulties in expressing their ideas in written English and show a low level of confidence when given writing tasks. In the learning process, teachers also tend to focus more on delivering the material rather than providing in-depth feedback on students' written work. As a result, students rarely have the opportunity to fully understand their mistakes and make improvements through a continuous revision process (Rofi'i, 2020)

Therefore, based on the existing phenomena, the identified research gap, and the results of preliminary observations in the field, research on the provision of feedback in English writing instruction is important to conduct. This study focuses not only on the outcomes achieved by students but also on the process of feedback provided by teachers, the forms of feedback given, and students' responses to such feedback. Thus, this research is expected to provide an in-depth description of how feedback can help students develop their English writing skills, particularly among seventh-grade students at *SMP IT Al-Buruj NW Sikur in the academic year of 2025/2026* (Qomaruddin & Sa'diyah, 2024)

RESEARCH METHODS

This study employed a qualitative approach with a case study design to explore how feedback is provided to improve students' English writing skills at SMP IT Al-Buruj NW Sikur during the 2025/2026 academic year. A qualitative approach was selected because this study focused on understanding the process, experiences, and interactions between teachers and students in the classroom. A case study design was used to investigate the implementation of feedback in its actual educational context (Creswell & Poth, 2018; Yin, 2018). The research informants consisted of the school principal, the English teacher, and seventh-grade students. The data included primary data obtained through observation and interviews, as well as secondary data collected from relevant school documents.

Data were collected through non-participant observation, semi-structured interviews, and documentation. Observation was conducted to identify how the English teacher provided feedback during writing activities and how students responded to the feedback. Semi-structured interviews were used to obtain more detailed information from the principal, English teacher, and students regarding the implementation and experiences of feedback in the learning process. Documentation was used to support the findings through relevant written records and learning materials. These techniques allowed the researcher to obtain information from different sources and understand the research phenomenon more comprehensively (Merriam & Tisdell, 2016; Patton, 2015).

The researcher acted as the main instrument, supported by observation guidelines, interview guidelines, and documentation. The collected data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which involved three stages: data condensation, data display, and conclusion drawing or verification (Miles et al., 2014). To ensure the credibility of the findings, the study applied triangulation of sources, techniques, and time. Source triangulation involved comparing information obtained from the principal, teacher, and students, while technique triangulation involved comparing observation, interview, and documentation results. Time triangulation was conducted by collecting data at different times to examine the consistency of the information (Creswell & Poth, 2018; Miles et al., 2014).

RESULTS AND DISCUSSION

A. Results

1. Forms of Feedback Provided by the English Teacher

Based on the results of observations, interviews, and documentation at SMP IT Al-Buruj NW Sikur, the English teacher implemented three forms of feedback in teaching writing: direct written feedback, indirect written feedback, and oral feedback. The provision of feedback was adjusted to students' writing proficiency and learning needs. The teacher used these forms to help students identify errors in grammar, vocabulary, spelling, punctuation, and sentence structure.

Direct written feedback was mainly provided to students who still experienced difficulties in constructing English sentences. Through this form of feedback, the teacher directly wrote the correct form of the words or sentences containing errors. For example, during the observation on July 25, 2026, when students were assigned to write a descriptive text entitled "My Favorite Pet," the teacher found

the sentence “He have black fur” in one student's writing. The teacher corrected the word “have” into “has” and explained the grammatical reason for the correction. The teacher explained that students with basic English proficiency often had difficulty identifying their mistakes when they only received marks or underlining. Therefore, direct correction was considered helpful in showing students the correct sentence form.

In addition to direct written feedback, the teacher also applied indirect written feedback, particularly to students with moderate and higher writing proficiency. This feedback was delivered through underlining, circles, marks, or symbols on parts of the students’ writing that needed improvement without providing the correct answer directly. Students were then encouraged to identify and correct their own mistakes. One high-achieving student, Informant S-1, explained that underlining encouraged the student to check a dictionary or recall previously learned grammar lessons. This process helped the student remember the mistakes and understand how to correct them independently.

The teacher also provided oral feedback during writing activities. Oral feedback was delivered individually when students needed assistance and collectively when similar errors were found in several students’ work. For instance, when the teacher identified recurring mistakes involving the use of articles such as “a” and “an” and capitalization, the teacher paused the activity and explained the errors to the whole class using simple examples. These explanations helped students understand the reasons behind their mistakes and revise their writing during the learning process. The findings indicate that the teacher did not rely on only one form of feedback but combined written and oral feedback according to students’ needs.

2. Students’ Responses to Feedback Provision

The research findings indicate that students generally responded positively to the feedback provided by the English teacher. Students considered feedback as guidance that helped them recognize weaknesses in their writing, understand their mistakes, and improve their written work. However, their responses differed according to their initial writing proficiency.

The two high-achieving students, Informants S-1 and S-2, tended to respond well to indirect written feedback. They were able to understand marks and underlining given by the teacher and use them as clues to identify errors independently. Meanwhile, the two students in the moderate category, Informants S-3 and S-4, benefited from a combination of written and oral feedback. The teacher’s verbal explanations helped them understand the corrections written on their assignments, particularly those related to vocabulary, paragraph development, sentence structure, and tenses.

Students in the low-achieving category, Informants S-5 and S-6, needed more direct assistance. They still experienced difficulties in constructing simple sentences, had limited vocabulary, and frequently made grammatical, spelling, and punctuation errors. Direct written corrections accompanied by oral explanations helped them recognize the correct forms and understand the mistakes they had made. Individual guidance and encouragement were also provided to maintain their confidence when completing writing assignments.

One student, Informant S-3, explained that receiving many corrections initially caused anxiety. However, after the teacher explained the errors, the student became more aware of the aspects that needed improvement and could produce better writing. This response shows that students needed not only written corrections but also explanations that made the feedback easier to understand. In general, students’ responses demonstrate that the usefulness of feedback was closely related to the way it was delivered and the students’ ability to understand and apply the corrections.

3. Improvement in Students’ English Writing Skills

The analysis of students’ first drafts and revised drafts showed improvements in several aspects of writing after the students received feedback from the teacher. The improvements were identified through observations and documentation of students’ written assignments. The aspects included grammar, spelling, vocabulary, punctuation, sentence construction, and text organization.

In terms of grammar and spelling, students initially experienced difficulties in using the Simple Present Tense, pronouns, verb forms, and punctuation. The analysis of the first writing practice showed that most students made approximately six to eight grammatical errors in each paragraph. After participating in several writing practices accompanied by continuous feedback, the number of errors decreased to approximately one to three errors in each paragraph. This change indicates that students began to recognize recurring mistakes and apply corrections in their subsequent writing assignments.

Improvement was also identified in students' vocabulary use. The teacher encouraged students to avoid repeatedly using general words such as "good" and "nice" and introduced alternative vocabulary, including "kind," "friendly," and "stunning." Based on the teacher's interview, students began to apply some of these vocabulary items in their subsequent writing tasks. The use of more appropriate and varied words helped students express descriptions more clearly.

Furthermore, the comparison between students' first drafts and revised drafts showed improvements in the organization of descriptive texts, particularly in the Identification and Description sections. The revised drafts were more structured, and errors in spelling and punctuation were reduced. The teacher also provided positive reinforcement through comments such as "Good Job!", "Well Done!", and "Great Description!" These comments encouraged students to participate more actively, present their written work with greater confidence, and revise errors identified by the teacher. Thus, the findings show improvements not only in the technical aspects of writing but also in students' confidence and willingness to improve their work.

4. Obstacles and the Teacher's Efforts in Providing Feedback

Although feedback was implemented throughout the writing instruction process, the teacher encountered several obstacles. The first obstacle was limited instructional time. The teacher had to assess students' written work and provide corrections or suggestions while also managing other learning activities. As a result, not all students' assignments could receive detailed feedback in one learning session.

The second obstacle was the difference in students' writing proficiency. Students with basic writing skills required more detailed explanations about grammar, vocabulary, and sentence construction. In contrast, students with higher proficiency needed feedback that encouraged them to identify and correct their own mistakes. These differences required the teacher to adjust the type and amount of feedback provided to each student.

Another obstacle was that some students did not immediately use the feedback to revise their work. Some students were more concerned about the final grade than the process of improving their writing. To address these conditions, the teacher prioritized frequently occurring errors, provided individual explanations when necessary, and discussed common mistakes with the whole class. The teacher also asked students to revise and resubmit their written assignments after receiving feedback.

In addition, the teacher provided praise and constructive comments to appreciate students' progress. This positive reinforcement was intended to maintain students' motivation and confidence in writing. The teacher's efforts show that feedback was not limited to correcting errors but also involved guiding students through the revision process and encouraging them to take a more active role in improving their writing.

B. Discussion

1. The Implementation of Feedback in English Writing Instruction

The findings show that the English teacher at SMP IT Al-Buruj NW Sikur implemented direct written feedback, indirect written feedback, and oral feedback during writing instruction. The selection of feedback was adjusted to students' writing proficiency. Students with basic proficiency received direct corrections because they still needed clear examples of correct sentence forms. Meanwhile, students with moderate and higher proficiency received marks or underlining to encourage them to identify and correct errors independently. Oral feedback was used to provide additional explanations, either individually or collectively when similar errors occurred among students.

These findings indicate that feedback functioned not only as a means of assessing students' written work but also as guidance during the learning process. Through feedback, students could identify which parts of their writing needed improvement and understand the corrections required before producing a revised draft. This is consistent with Hattie and Timperley (2007), who explain that feedback provides information about students' learning and can support improvements in learning performance when it gives useful direction for the next steps.

The use of written and oral feedback also reflects the importance of feedback in second-language writing instruction. Hyland and Hyland (2006) explain that feedback is an important element in the development of second-language writing because it supports students during the composing and revision processes. In this study, students were not only informed about errors in their writing but were also given opportunities to revise their work based on the teacher's comments and explanations.

Therefore, the combination of direct, indirect, and oral feedback helped the teacher provide assistance according to students' different levels of writing ability.

2. The Contribution of Feedback to Students' Writing Skills

The research findings show that feedback contributed to improvements in students' writing, particularly in grammar, vocabulary, spelling, punctuation, sentence construction, and text organization. The comparison between the first drafts and revised drafts showed that students' writing became more structured and that several recurring errors were reduced. The decrease from approximately six to eight grammatical errors per paragraph in the initial writing practice to approximately one to three errors after several practices also indicates progress in students' ability to recognize and correct mistakes.

These findings demonstrate that feedback can support students in learning from errors through revision. Black and Wiliam (1998) explain that formative assessment, including feedback during classroom learning, can help students recognize their learning needs and improve their learning outcomes. In the context of this study, the teacher's corrections and explanations gave students information about the aspects of writing that still needed attention. Students then had the opportunity to apply this information when revising their written assignments.

The feedback provided by the teacher also included suggestions for improving vocabulary. Students who initially tended to use general words, such as "good" and "nice," were encouraged to use more varied words, including "kind," "friendly," and "stunning." This practice helped students expand their vocabulary choices and make their descriptive writing more meaningful. In addition, the teacher's comments and appreciation, such as "Good Job!", "Well Done!", and "Great Description!", encouraged students to become more confident in presenting and revising their written work. Brookhart (2008) emphasizes that feedback should help students understand the quality of their work and identify what they can do to improve it. This is reflected in the teacher's practice of providing corrections, explanations, suggestions, and positive comments.

3. Challenges in Providing Feedback

The implementation of feedback at SMP IT Al-Buruj NW Sikur was influenced by several classroom conditions. Limited instructional time made it difficult for the teacher to provide detailed corrections to every student's work in one session. In addition, students had different levels of writing proficiency, meaning that the teacher needed to provide different forms of assistance. Students with lower proficiency required direct corrections and more detailed explanations, whereas students with higher proficiency could be encouraged to correct their own mistakes through indirect feedback.

Another challenge was students' willingness to revise their written work. The findings show that some students were more focused on the grades they received than on using feedback to improve their writing. This condition suggests that the provision of feedback does not automatically lead to improvement unless students understand and make use of the information given by the teacher. Ferris (2012) discusses the importance of considering learners' characteristics and responses when providing corrective feedback in second-language writing. In this study, the teacher therefore needed to consider students' proficiency, learning needs, and willingness to revise when deciding how feedback should be delivered.

The challenges identified in this study show that feedback provision requires careful classroom management. The teacher needs to determine which errors should be prioritized, decide whether feedback should be delivered individually or collectively, and provide explanations that students can understand. These considerations are important because feedback needs to be relevant to students' actual writing difficulties and should be followed by opportunities to revise their work.

4. The Teacher's Efforts to Overcome the Challenges

To address the obstacles, the teacher prioritized the errors that appeared most frequently in students' writing, particularly errors involving grammar, vocabulary, spelling, and punctuation. This approach helped the teacher focus on the aspects that required immediate attention instead of correcting too many errors at once. The teacher also used whole-class explanations when similar mistakes appeared in several students' assignments. This strategy allowed the teacher to explain common errors efficiently while ensuring that students received additional information about how to correct them.

The teacher also integrated revision activities into the writing instruction process. After receiving feedback, students were asked to correct and resubmit their assignments. Through this activity, students had opportunities to apply the teacher's suggestions and become more aware of the

process of improving written work. The teacher also provided praise and constructive comments to appreciate students' progress and encourage their participation in subsequent writing activities.

These efforts can be understood in relation to the concept of scaffolding, in which learners receive assistance from a teacher or a more knowledgeable person while developing their abilities. Vygotsky's sociocultural perspective emphasizes the role of social interaction and guidance in supporting learning development (Vygotsky, 1978). In this study, direct corrections, oral explanations, and individual guidance served as forms of assistance for students who still experienced difficulties. As students became more capable of recognizing and correcting their own errors, indirect feedback provided opportunities for them to become more independent during revision.

The findings therefore show that the teacher's efforts were directed not only toward correcting students' written errors but also toward developing their ability to revise their work. Although limited time, different proficiency levels, and students' responses remained challenges, the use of prioritized corrections, whole-class explanations, individual guidance, revision activities, and positive reinforcement supported the implementation of feedback in English writing instruction at SMP IT Al-Buruj NW Sikur.

CONCLUSION

Based on the research findings obtained through observation, interviews, and documentation, it can be concluded that the implementation of feedback provision in teaching English writing to seventh-grade students at SMP IT Al-Buruj in the Academic Year of 2026/2027 has been carried out through three forms of feedback: direct written feedback, indirect written feedback, and oral feedback. The English teacher applies these types of feedback according to the students' writing proficiency levels and learning needs. Students who experience difficulties in writing receive direct corrections and explanations, while students with better writing abilities are encouraged to identify and correct their own mistakes through indirect feedback. Oral feedback is also provided individually and collectively to help students understand errors and improve their writing.

The findings also indicate that feedback provision contributes positively to the improvement of students' English writing skills. Students show progress in grammar, vocabulary, spelling, punctuation, sentence structure, and text organization. In addition to improving writing quality, feedback helps increase students' learning motivation, self-confidence, and awareness of the importance of revising their written work. Through the feedback provided by the teacher, students gain a better understanding of their mistakes and become more capable of producing clearer and more organized written texts.

However, the implementation of feedback still faces several challenges, particularly limited instructional time, the number of students in the classroom, and differences in students' writing abilities. To address these challenges, the teacher provides feedback through both group and individual activities, prioritizes frequently occurring errors, and encourages students to revise their writing regularly. These efforts help students understand their weaknesses and gradually improve their writing performance. Thus, consistent, specific, and constructive feedback plays an important role not only as an evaluation tool but also as part of the learning process that supports the development of students' English writing skills and critical thinking abilities.

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