

## **Students' Perspectives on the Intensity of Lecturer Corrective Feedback and Its Impacts on Their Self-Confidence and Self-Expression in Learning English**

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### **Abstract**

*The purpose of this study is to obtain data regarding students' perceptions of the intensity of corrective feedback (CF) provided by lecturers and its influence on their self-confidence and self-expression abilities. To achieve the above objectives, a qualitative approach was used thru in-depth semi-structured interviews conducted with students from the English Language Education Study Program, Faculty of Languages and Literature, Makassar State University, who were taking English courses thru synchronous and asynchronous media. To analyze the data obtained, this study uses thematic analysis, which includes the stages of transcription, data reduction, coding, categorization, and the extraction of thematic meaning. The results of the research data analysis show that (1) students positively perceive the intensity of corrective feedback, which includes attention, duration, and frequency, differing between one lecturer and another because synchronous CF provides space for direct interaction and quick clarification, while asynchronous CF gives students the opportunity to reflect and correct errors independently; and (2) the intensity of CF has a positive impact on increasing students' self-confidence and self-expression in English, both orally and in writing, although feedback that is too frequent and delivered inappropriately can reduce motivation and cause anxiety. The results of this study conclude that a balance of intensity and approach in providing corrective feedback has a positive impact on the optimal linguistic and psychological development of students.*

**Keywords:** *Student perception, corrective feedback, self-confidence, self-expression, EFL learning.*

### **INTRODUCTION**

One of the learning strategy implementations that is attracting attention and is very important for improving students' competence and performance is the use of corrective feedback (CF) in the context of learning English as a foreign language (EFL) at universities. CF containing lecturer responses regarding student errors aims to bridge the development of accuracy and fluency in language. These CFs are categorized into several forms, namely oral or written,

explicit or implicit, communicated through learning interaction modes both synchronously and asynchronously. Although the main orientation of CF is to guide students in acquiring comprehensive language accuracy, fluency, and understanding, the intensity and method of providing CF greatly influence students' emotional perspectives, which can certainly impact their motivation, self-confidence, and ability to express themselves in English.

Essentially, providing constructive and appropriate CF can indirectly influence students' self-confidence and self-expression, encouraging them to use English, especially in the classroom. Regarding this, the research findings of Munir et al. (2023) revealed that the intensity of CF, which is the frequency of feedback provided by lecturers, impacts students' confidence and expression in learning English. Furthermore, the research findings of Rasool et al. (2024) showed that many students felt proud of receiving CF (76.9%), found motivation to continue learning writing (72.6%), felt frustrated (18.7%), and felt uncomfortable with the presence of CF (14.3%) during and after the teaching and learning process. Nevertheless, CF can also have negative effects on students if it is given too frequently or delivered without considering students' psychological factors such as anxiety, shyness, and a near-loss of motivation in learning. This indicates that CF has the potential to cause emotional distress for students. Therefore, it is important for lecturers to consider the benefits of providing CF in relation to the aforementioned psychological factors of students in the process of learning English as a foreign language.

In speaking contexts, Atma and Widiati (2017) discovered that beginner and intermediate learners generally welcomed oral CF yet felt embarrassed when corrected in real time. Most students preferred being corrected after completing their speech and favoured explicit feedback from the teacher. This suggests that timing and clarity in feedback delivery are critical factors in shaping students' perceptions and ensuring their emotional well-being. Furthermore, Mahara and Hartono (2023) examined the relationship between CF and student motivation in speaking classes. Their findings show that while CF can contribute positively to students' speaking skills, it can also be demotivating when perceived as overly critical. These mixed reactions highlight the need for instructors to employ CF in ways that foster encouragement rather than anxiety. In writing contexts, Sabarun (2019) reported that over 90% of students appreciated receiving direct CF from their instructors, and 85% believed it helped them improve their writing skills. These results support the idea that, when delivered effectively, CF plays a significant role in developing academic writing proficiency. Still, care must be taken to ensure that feedback is constructive, respectful, and tailored to the learner's level.

The type of feedback also matters. A study by Danali et al. (2023) explored EFL students' preferences and found that learners favoured unfocused written feedback over focused or direct feedback. This indicates a preference for more holistic suggestions rather than pinpointed corrections, possibly because such feedback feels less judgmental and more developmental in nature. The medium of CF delivery, whether online or in person, also affects learner perceptions. Cahyono and Imelda (2024) explored students' preferences regarding written feedback given in online versus face-to-face learning environments. They found that while students generally accepted online platforms for writing instruction, they still preferred face-to-face feedback, perceiving it as more personal and effective. This suggests that the human element in interaction plays an important role in how feedback is received. In the area of academic writing, Budiarto et al. (2020) examined the effectiveness of direct versus indirect CF and concluded that direct

feedback was more beneficial, regardless of students' language proficiency. This reinforces the idea that clear and specific corrections can have a more immediate impact on learning outcomes.

Moreover, CF is not only beneficial for correcting errors but also contributes to self-regulated learning. According to Afreilyanti and Kuswandono (2023), most students preferred direct written feedback, followed by metalinguistic feedback, and found that CF significantly supported their independent learning habits. This demonstrates that effective CF can foster autonomy, encouraging students to reflect on their mistakes and seek improvement proactively. Nonetheless, excessive or poorly timed CF may harm students' self-confidence. Sari et al. (2021) observed that although students recognized the necessity of oral CF in public speaking classes, too much feedback could reduce their self-efficacy and confidence. This underlines the importance of moderation and sensitivity when providing feedback, particularly in affectively charged environments like speaking in front of others.

Taken together, these findings illustrate that CF is a double-edged sword: it can either promote or hinder language development depending on its intensity, timing, delivery method, and students' own emotional and psychological disposition. Teachers must therefore carefully balance the quantity and quality of CF and remain attuned to how students perceive and emotionally respond to it. Consequently, this study seeks to explore students' perceptions of the intensity of corrective feedback from their lecturers in EFL classes and to investigate how this influences their self-confidence and self-expression. Understanding students' viewpoints can help educators refine their feedback strategies, promoting a learning environment that supports not only linguistic accuracy but also emotional and psychological growth.

## **LITERATURE REVIEW**

### **Definition of Perception**

Perception is a central concept in psychology and education that refers to the process by which individuals interpret and make sense of sensory information from the environment. It is not merely the passive reception of data, but an active, interpretative process involving cognitive functions, past experiences, and contextual awareness. According to Goldstein and Brockmole (2016), perception is experiencing the world through senses and interpreting this sensory input using memory, attention, and context. This aligns with the view of Sternberg and Sternberg (2012), who describe perception as a set of processes by which we recognize, organize, and make sense of the sensations we receive from environmental stimuli.

In an educational context, perception plays a vital role in shaping how students interpret instructional strategies, such as corrective feedback (CF). Students' responses to teacher behaviour, including how feedback is given, are deeply influenced by their perceptual filters, which can affect motivation, emotional engagement, and learning outcomes (Ormrod, 2017).

### **The Process of Perception**

Perception occurs in several stages that include sensation, attention, interpretation, and response. The process begins with sensory input (visual, auditory, etc.) that is received through the sense organs. This is followed by selection and organization, where the brain filters and arranges the information. Finally, interpretation occurs based on prior knowledge, expectations, and cultural background. Solso, MacLin, and MacLin (2007) emphasize that while sensation is

the detection of stimuli, perception involves meaningful interpretation. This means that two students may perceive the same classroom event (e.g., receiving correction) very differently based on their expectations, emotional states, or cultural context.

### **Factors Influencing Perception**

Perception is not a static or uniform process. Various internal and external factors influence how individuals perceive the world around them:

#### **a. Internal Factors**

- 1) **Past Experiences:** Learners with positive past learning experiences may perceive feedback as constructive, while those with negative experiences may see it as criticism.
- 2) **Motivation:** Highly motivated students are more likely to perceive corrective feedback as helpful.
- 3) **Cognitive Style:** Analytical learners may favor detailed correction, while global learners may feel overwhelmed.
- 4) **Personality Traits:** Introverted students may perceive public correction more negatively than extroverted peers.

#### **b. External Factors**

- 1) **Feedback Delivery:** The tone, timing, and clarity of corrective feedback impact how it is perceived.
- 2) **Social Environment:** Classroom atmosphere and peer interactions influence student receptivity.
- 3) **Cultural Norms:** In some cultures, direct correction may be viewed as rude, while in others, it is seen as necessary and respectful.

In line with those two influencing factors above, Robbins and Judge (2018) assumed that perception is the process by which individuals organize and interpret their sensory impressions to give meaning to their environment. These impressions are influenced by the perceiver, the target, and the situation. For example, a student's perception of CF is shaped not only by the teacher but also by peers, the classroom climate, and the mode of feedback either online or in-person interaction.

### **Perception in the Context of Corrective Feedback (CF)**

The perception of corrective feedback is particularly crucial in second language acquisition (SLA). Research suggests that learners' emotional responses to feedback such as embarrassment, encouragement, or indifference are shaped by how they perceive the intent and delivery of the correction. Hyland and Hyland (2006) emphasize that feedback is not merely a pedagogical tool, but also a social act involving negotiation, interpretation, and identity. Learners may reject or internalize feedback based on whether they perceive it as supportive or threatening. More recent studies, such as those by Rasool et al. (2024) and Munir et al. (2023), affirm that students who perceive CF as timely, respectful, and specific are more likely to benefit from it both cognitively and emotionally. On the contrary, feedback perceived as excessive or vague may harm learner autonomy and self-expression.

### **Implications for Teaching**

Understanding perception helps educators become more reflective and intentional in their practice. Since students' perceptions influence their engagement, confidence, and willingness to take risks, teachers must be aware of how their actions especially feedback are being interpreted. Some key strategies are as follows:

- a. Personalizing feedback: adapting CF based on individual student needs and learning styles.
- b. Building trust: establishing a supportive environment where feedback is viewed as part of growth.
- c. Clarifying intentions: explaining the purpose of feedback to reduce misinterpretation.
- d. Encouraging reflection: helping students become aware of their own perceptual filters.

### **METHOD**

This study uses descriptive qualitative research, which allows researchers to describe social phenomena naturally and contextually based on the participants' perspectives (Gay, 2012; Mahmud, 2017). Therefore, this study aims to obtain data regarding students' perceptions of the intensity of corrective feedback (CF) provided by lecturers and its influence on their self-confidence and self-expression abilities. The data source for this study is students from the English Language Education study program, Faculty of Languages and Literature, Makassar State University, who have taken productive skills and English language concepts courses, selected using a purposive sampling technique due to certain considerations in accordance with the targeted research objectives (Ormrod, 2017). There are two criteria for their eligibility: (1) actively participating in online lectures, both synchronously and asynchronously, and (2) having received corrective feedback from the lecturer. The instrument used to collect data was a semi-structured interview to explore students' perceptions more deeply and flexibly regarding the intensity of corrective feedback (CF) provided by lecturers and its impact on their self-confidence and self-expression (Kvale, in Mahmud, 2017). Thematic analysis, which includes the stages of transcription, data reduction, coding, categorization, and the extraction of thematic meaning, was used to analyse the data obtained (Braun & Clarke, 2006).

### **FINDINGS AND DISCUSSIONS**

The interview results indicate that the intensity of corrective feedback provided by lecturers on assignments given through synchronous and asynchronous communication media is perceived positively by students, consistent with their learning experiences. They assume that the intensity of corrective feedback provided by lecturers varies in attention, duration, and frequency from one lecturer to another, which has a significant impact on their cognitive and affective input acquisition, indirectly affecting the development of their self-confidence and self-expression through synchronous and asynchronous learning and teaching media. Descriptions of these findings can be seen in the following interview quote results.

#### **Intensity of Corrective Feedback Delivery**

Essentially, the delivery of corrective feedback by lecturers, whether through synchronous or asynchronous learning media, each with its own advantages and disadvantages, is highly anticipated by students, although the intensity, including attention, duration, and frequency, varies from one lecturer to another. This is based on the simple assumption that they need

constructive information and input regarding the tasks they are working on, which can boost their motivation and learning spirit. Students' perceptions on this matter can be seen in the following interview quotes.

Extract 1 (MLD, August 11, 2023)

... providing corrective feedback in synchronous and asynchronous online learning is already very good and efficient because students can identify the location of errors in their work. However, of course, everything has its drawbacks and advantages. If it's synchronous, the advantage is that students are more active in asking questions about the feedback provided, they listen more attentively, and usually grasp the information immediately. The drawbacks are that students tend to quickly forget what has been given, and poor network connectivity can also be an obstacle for students in understanding the feedback provided. For asynchronous learning, the advantage is that students can see the feedback provided whenever and wherever they want, while the disadvantage is that there is a risk of miscommunication between lecturers and students).

Extract 2 (AAA, August 11, 2023)

... the provision of corrective feedback from lecturers in online learning, whether synchronous or asynchronous, is all good and provides positive results. Because receiving feedback on the assignments given is, in my opinion, already quite good for identifying mistakes or getting input from the lecturer, so students know what is lacking in their assignments.

Extract 3 (YAS, August 11, 2023)

The intensity of CF delivery in online learning is quite good, although not all lecturers are doing it. Furthermore, instructors are more likely to give CF if online classes are conducted synchronously. Additionally, students also tend to understand better if CF is delivered synchronously because they can ask questions immediately if they don't understand something. However, if CF is delivered asynchronously, students can remember it more easily because they can view it anytime, anywhere.

Extract 4 (ADS, August 11, 2023)

... the provision of corrective feedback, or CF for short, by lecturers in synchronous and asynchronous online learning has been implemented well and as expected. It's just that the intensity is still ambiguous and seems lacking, especially if the learning is done asynchronously. CF is intended to correct students when they are wrong, but due to the low intensity of asynchronous learning, many students no longer care about the process and instead focus on the outcome, or "as long as it's finished." In synchronous classes, thankfully, CF has been done intensively in almost every assignment by almost all lecturers, so students learn more and enjoy the process.

Extract 5 (NFZ, August 11, 2023)

... the intensity of providing corrective feedback is already quite good, whether done synchronously or asynchronously, as it can help identify errors accurately so they can be

corrected well. It would be even better if CF were done synchronously because that way feedback would be smoother and not hindered by network issues.

Extract 6 (DRM, August 11, 2023)

The intensity of corrective feedback is higher during synchronous (live) learning compared to asynchronous learning.

Extract 7 (NMB, August 11, 2023)

The intensity of corrective feedback from lecturers in English language learning through synchronous (such as live lectures) and asynchronous (such as online forums) communication media varies. In synchronous media, lecturers have the opportunity to provide feedback quickly, allowing for immediate correction of students' language errors.

### **Self-expression development**

As described in the previous section, the intensive corrective feedback provided by the lecturers of productive skills and English language concepts courses on assignments submitted through synchronous and asynchronous communication media was able to have a positive effect on the development of students' self-expression abilities, both orally and in writing in English, as evidenced by the interview quotes obtained by the research team, as follows:

Extract 8 (DRH, August 7, 2023)

Corrective feedback can influence students' self-expression development. With corrective feedback, students can reassure themselves that their application of knowledge is correct through the validation provided by the instructor's corrective feedback. The high intensity of corrective feedback can also develop students' self-expression because of the guidance and discussion related to their learning outcomes, which will encourage students to continuously explore and express themselves through both synchronous and asynchronous communication media.

Extract 9 (AYW, August 7, 2023)

... By having appropriate feedback and adequate duration, we feel more confident, brave, and unhesitant to express our ideas and thoughts in English, certainly much better than before.

Extract 3 (WSC, August 7, 2023)

... We are more confident and unhesitant because with the right feedback and duration, we are no longer hesitant to express and convey our ideas and thoughts in English.

Extract 10 (SNM, August 8, 2023)

By receiving feedback on language errors and the way ideas are presented, students can improve their ability to communicate ideas and opinions more clearly. In synchronous media, lecturers can provide quick, direct corrections so students can understand their mistakes earlier. Meanwhile, in asynchronous media, students have time to correct potential errors before communicating with the lecturer and receiving feedback.

Extract 11 (AWB, July 30, 2023)

In the synchronous learning process, the lecturer provides a discussion space within the classroom so students can express their ideas or opinions about the project they are working on after receiving directions from the lecturer. This leads to a continuous discussion process between students and other students, as well as with the lecturer. Then, in the asynchronous learning process, providing feedback to all students is somewhat limited, so lecturers only give feedback directly to the point.

Extract 12 (AAB, July 30, 2023)

... the lecturer provided corrective feedback by offering suggestions or opinions and also invited students to discuss. Sometimes, lecturers also provide more space for students to consult or discuss together outside of class hours thru asynchronous communication media.

The extracts above show that the intensity of providing corrective feedback, which includes different levels of attention, duration, and frequency between one lecturer and another in teaching productive skills and English language concepts, has had a positive impact on the development of students' self-expression during the teaching and learning process, both synchronously and asynchronously. Students found the ability to express their ideas or thoughts thru the communication or interaction space created by the lecturer to provide feedback or responses to the material or tasks given. This indicates that the intensity of appropriate corrective feedback with adequate duration and frequency can help students develop their self-expression in English. Furthermore, students who receive feedback on grammatical errors and how to convey ideas in productive and theoretical English language skills tasks can improve their ability to clearly convey ideas and opinions within the framework of grammatically correct and contextually meaningful English. In synchronous media, the lecturer can provide quick and accurate corrections directly, allowing students to identify and understand their mistakes earlier. Meanwhile, in asynchronous media, students have time to correct any potential errors before communicating with the instructor and receiving feedback. This means that synchronous and asynchronous learning media have become communication or discussion tools between lecturers and students to accelerate the achievement of the targeted course objectives. Thus, the provision of corrective feedback by lecturers can influence students' self-expression because there is room for discussion to present arguments regarding the material and assignments given, and this can be a consideration for them in concluding important things that require their attention and carefulness.

### **Self-Confidence Development**

The attention, duration, and frequency of the intensity of corrective feedback provided by lecturers teaching productive skills and English language concepts for assignments given thru synchronous and asynchronous communication media were able to have a positive effect on the development of students' self-confidence, both orally and in writing in English, as seen in several interview quotes with them, as follows:

Extract 13 (DRH, August 7, 2023)

Through the lecturer's corrective feedback, students will know their ability to apply the knowledge they have gained while learning. Providing corrective feedback with good intensity will also build good self-confidence in students because corrective feedback guides students on the truths of both theory and practice in English, which, once understood by the students, will also guide them to continue to believe in themselves when learning English, whether through synchronous or asynchronous communication media.

Extract 14 (AYW, August 7, 2023)

... Through appropriate feedback and adequate duration, we feel more confident, brave, and unhesitant to express our ideas and thoughts in English, certainly much better than before.

Extract 15 (WSC, August 7, 2023)

... Our confidence increased due to consistent feedback and adequate frequency. Now we feel supported to continue learning and improve our interest in learning English.

Extract 16 (SNM, August 8, 2023)

Lecturers who can provide appropriate feedback and help students correct their mistakes without making them feel embarrassed or incompetent will build their confidence in speaking and expressing themselves in English.

Extract 17 (AWB, July 30, 2023)

Corrective feedback provided by lecturers, such as giving direction on mistakes made by students to improve their projects, makes students confident in their work because they have received corrections on their errors and more accurate information for completing the project, which in turn makes students confident in their work.

Extract 18 (AAB, July 30, 2023)

... Through synchronous communication media, lecturers usually provide explanations containing motivation to encourage students to be more confident in discussing together and expressing their opinions. Through asynchronous media, lecturers usually hold meetings in meeting applications to discuss with students, providing detailed explanations so that students can easily understand and feel confident in correcting previous mistakes.

Lecturers who provide constructive feedback will be very helpful in building students' confidence in speaking and expressing themselves in English. This is very reasonable considering that feedback is a highly valuable source of information for students, helping them improve their performance on given tasks, receive comprehensive input for learning new skills, and achieve their academic goals or targets with maximum results. In addition, this feedback helps students identify their strengths and weaknesses in their performance results, which can then be used as part of their learning strategy to align their actions with their academic expectations. Thus, students with such feedback are helped to change their learning mindset through the weaknesses and strengths they possess, allowing them to grow and develop well academically.

Nevertheless, not all feedback has a positive impact on students' self-confidence development. This is because lecturers may provide vague feedback with ambiguous meanings that can be interpreted differently by students, which impacts their self-confidence. Furthermore, lecturers with limited space for communication and interaction with students are further narrowing the space for students to seek more specific and constructive information through questions and requests for follow-up examples. This kind of condition can elicit a negative response from students toward lecturers, such as defensive reactions, anger, and dismissive appreciation of their credibility in front of students. Students ultimately lose the opportunity to cultivate their scientific insight or appreciation to satisfy their curiosity in developing academic knowledge, skills, and positive behaviours. Regarding this, Astia (2018) suggests that the corrective feedback provided should correct students' mistakes without disrupting the established communication flow, or including ridicule or insults for the mistakes made by the students.

Therefore, lecturers are required to provide and respond to feedback positively and actively, offer clarification by summarizing key points, and provide space for discussion to determine the next steps for students in revising or correcting their assignments. Thus, the corrective feedback becomes input that can help students build confidence by demonstrating commitment, progress, and good performance results. This relates to the findings in the extracts above, which indicate that positive corrective feedback increases students' learning motivation, inspiring them to improve their performance as a form of self-expression, self-confidence, and positive perception development. Regarding this, research findings by Pinem (2013) indicate that students have a positive perception of corrective feedback from lecturers, which impacts their self-expression and self-confidence because they are aware of their mistakes and what needs to be improved. To effectively follow up on feedback, lecturers should prioritize important and relevant feedback and set specific, measurable, achievable, relevant, and time-bound (SMART) goals.

## CONCLUSIONS

The research findings above conclude that students perceive CF, whether through synchronous or asynchronous media, as bridging their understanding to identify errors and motivating them to improve their English performance. In addition, the intensity of corrective feedback (CF) provided by lecturers, which is proportional in terms of attention, duration, and frequency, is able to build students' self-confidence and ability to express themselves, particularly in learning productive skills and English language concepts. The research findings above have very important pedagogical implications for lecturers in providing CF to balance cognitive and affective aspects, and in developing adaptive and communicative feedback strategies that consider student characteristics and the learning context. Furthermore, lecturers should guide CF to correct linguistic errors, develop their self-confidence, and improve their learning motivation. Thus, the English language learning process guides students not only to be oriented toward accuracy and fluency in language use, but also to develop their learning independence and psychological well-being.

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