


The Effectiveness of Teachers' Feedback and Students' Self-Efficacy on Writing Competence of Eleventh - Grade Students at SMK N 3 Batam

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ABSTRACT

This study examines at how effectively eleventh-grade students at SMKN 3 Batam may improve their writing skills by incorporating teacher feedback and students' self-efficacy. Seventy students from two intact classes participated in a quantitative quasi-experimental design with pre-test and post-test control groups. While the control group received conventional instruction, the experimental group received self-efficacy treatments along with structured feedback. The integrated method successfully improves linguistic accuracy, confidence, and overall writing ability, according to the results, which show a statistically significant improvement in the experimental group.

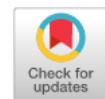
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INTRODUCTION

Writing competence in English as a Foreign Language (EFL) remains a complex and demanding skill for learners at all educational levels, requiring the integration of linguistic accuracy, coherent organization, and the development of meaningful ideas. In Indonesian Vocational High Schools (SMK), writing competence is particularly crucial, as students are expected to develop functional communication skills to meet future workplace demands. However, empirical classroom evidence indicates that many eleventh-grade students still struggle to produce written texts that meet expected academic and communicative standards.

Preliminary observations and baseline data from this study reveal that students at SMKN 3 Batam demonstrated low initial writing competence, as reflected in their pre-test scores. The mean pre-test score of the experimental group was 64.03, while the control group recorded an even lower mean of 50.93, indicating substantial deficiencies in content development, grammatical accuracy, and organization. These findings suggest that conventional writing instruction alone has not sufficiently addressed students' writing difficulties, thereby necessitating more targeted pedagogical intervention.

Beyond linguistic limitations, the findings from the thesis also indicate that students exhibited low confidence and hesitation in engaging with writing tasks, particularly during drafting and revision stages. Many students perceived writing as a challenging and anxiety-inducing activity, which reduced their willingness to revise texts and engage meaningfully with teachers' feedback. This condition aligns with previous research highlighting that cognitive instruction without adequate psychological support often fails to produce optimal learning outcomes in EFL writing contexts.

This study concentrates on the combined influence of two pivotal factors long recognized in educational psychology and language pedagogy: Teachers' Feedback and Students' Self-Efficacy.

The first factor, Teachers' Feedback, is universally acknowledged as an essential mechanism for guiding student improvement. Effective feedback – that which is constructive, timely, and strategically focused on specific errors related to content, organization, and language use – functions as a crucial resource, enabling students to recognize their deficiencies and implement targeted revisions (Hyland & Hyland, 2006; Lewis, 2022). However, the implementation of feedback is a delicate process; inadequately delivered feedback, which may be too general or overwhelming, often fails to translate into actual learning gains and can even negatively impact student motivation and engagement. Therefore, the quality and strategy of feedback delivery are central to its effectiveness.

The second factor is Students' Self-Efficacy, a psychological construct defined by Bandura (1994) as one's conviction in their ability to successfully execute the necessary course of action to achieve a specific goal. Self-efficacy acts as a powerful mediating variable in learning; students who possess a high level of self-efficacy in writing are predisposed to exhibit greater persistence, higher effort investment, and resilience when faced with demanding writing tasks. They are less likely to succumb to performance anxiety and more likely to actively process and apply external guidance.

While prior research has extensively investigated these two variables in isolation, there is a recognized dearth of studies that examine the synergistic effect of integrating strategic teachers' feedback with targeted efforts to enhance students' self-efficacy. We posit that these two variables share a reciprocal relationship: strategically delivered, constructive feedback provides students with clear mastery experiences and verbal persuasion, which are key sources for building self-efficacy (Bandura, 1994). When students' confidence (self-efficacy) is boosted, they become more receptive and effective learners, maximizing the utility of the feedback provided. Thus, the integrated approach is hypothesized to create a more robust and sustainable improvement in writing competence than either factor alone or conventional teaching methods.

To address this critical gap, this research aims to achieve the following objectives: (1) To determine the empirical effectiveness of implementing an integrated intervention, which strategically combines teachers' feedback and self-efficacy development, on the post-test writing competence scores of 11th-grade students (the experimental group) at SMKN 3 Batam. (2) To compare the differential impact of this integrated intervention on students' writing competence improvement against a control group that receives standard, conventional writing instruction, thereby ascertaining the superior approach for pedagogical practice.

The ensuing findings will provide valuable evidence for EFL educators and curriculum designers regarding the optimal interplay between strategic pedagogical input and crucial psychological factors necessary for developing robust writing competence in vocational school settings.

Following the established literature and the research gap outlined in the Introduction, this study is built upon a Conceptual Framework that illustrates the dynamic, cyclical relationship among the key variables: Teachers' Feedback, Students' Self-Efficacy, and Students' Writing Competence. The core theoretical proposition is that the effect of strategic feedback on writing skill is significantly mediated and enhanced by the student's level of self-efficacy.

The framework, adapted from the interactive learning model, establishes the teacher not merely as a corrector but as a facilitator of both cognitive skill (writing) and psychological state (self-efficacy). Please create and insert a diagram titled Figure 1 that visually represents the following flow: (1) Teacher is at the top (the source of intervention). (2) An arrow points from Teacher to Teachers' Feedback and another arrow points from Teacher to Students' Self-

Efficacy. (3) Teachers' Feedback and Students' Self-Efficacy both have arrows pointing towards Students' Writing Competence (the measured outcome). (4) Crucially, an arrow should point from Students' Writing Competence back to Teachers' Feedback (as the writing product is what generates the feedback). (5) A mediating loop should connect Students' Self-Efficacy and Students' Writing Competence, indicating that successful writing experiences reinforce self-efficacy.

A simplified text representation of the flow is:

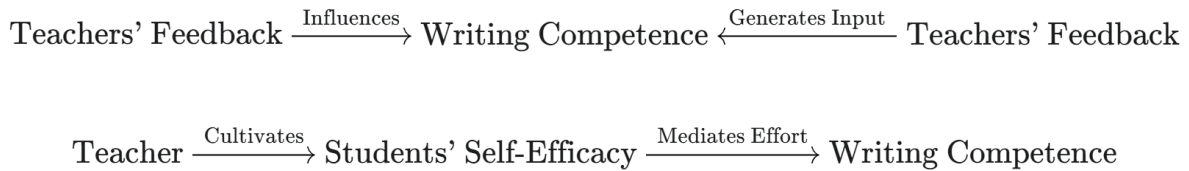


Figure 1. Learning Activity

The model depicts a continuous, positive feedback loop essential for sustained writing improvement. (1) Teachers' Feedback as a Primary Input: The teacher initiates the process by providing strategic, constructive feedback on the students' written products. This direct input is intended to improve the technical and organizational aspects of the Writing Competence. (2) Self-Efficacy as the Mediator: Drawing on Bandura's Social Cognitive Theory, Students' Self-Efficacy determines the *quality of engagement* with the feedback. Students with high self-efficacy are more likely to interpret the feedback as actionable guidance rather than criticism, leading to higher effort investment and persistence during revision. The teacher directly influences self-efficacy by framing feedback as verbal persuasion and designing tasks that guarantee mastery experiences. (3) Writing Competence as the Outcome and Reinforcer: The resulting Writing Competence serves as the primary outcome variable. When improvement occurs, it reinforces the student's self-efficacy (the experience of success), which motivates them to approach the next writing task with greater confidence and openness to subsequent feedback.

This framework justifies the study's experimental design, which tests the hypothesis that integrating strategic feedback with explicit self-efficacy building yields a significantly greater impact on writing competence than conventional methods that usually used by the teacher.

METHOD

The Methods sections should be brief, but they should include sufficient technical information to allow the experiments to be repeated by a qualified reader. Only new methods should be described in detail. Cite previously published procedures in References.

The research was conducted at SMKN 3 Batam during the 2024/2025 academic year. This section details the research design, population and sample, instrumentation, data collection procedures, and data analysis techniques employed.

This study employed a Quasi-Experimental Design utilizing the Pre-test and Post-test Non-equivalent Control Group Design. This design was selected because intact classes were used for the study, making random assignment of individuals impractical.

The design structure can be visualized as follows:

| Group | Pre-test | Treatment (Intervention) | Post-test |
|--------------|----------------|--|----------------|
| Experimental | O ₁ | X ₁ (Teachers' Feedback + Self-Efficacy Training) | O ₂ |
| Control | O ₃ | X ₂ (Conventional Instruction) | O ₄ |

The key comparison involved analyzing the difference in mean gain scores (Gain = O₁ - O₂ vs Gain = O₄ - O₃) to determine the effectiveness of the integrated intervention (X₁). The population of this study comprised all eleventh-grade students at SMKN 3 Batam, totaling approximately 600 students across 15 classes.

The sample consisted of 70 students selected from two intact classes of the eleventh grade: (1) Experimental Group (35 students): Received the integrated treatment (X₁). (2) Control

Group (35 students): Received standard writing instruction (X_2). The selection of the sample utilized Purposive Sampling and Intact Group Sampling, ensuring that both groups possessed comparable academic characteristics prior to the intervention.

Data were collected using two primary instruments, which were validated and tested for reliability prior to implementation: (1) Writing Competence Test: A descriptive writing test was administered as both the pre-test and post-test. The test required students to produce a descriptive text on a given topic. (2) Scoring Rubric: The writing quality was assessed using Jacob's (1996) ESL Composition Profile, which evaluates five components: Content, Organization, Vocabulary, Language Use (Grammar), and Mechanics. The maximum score obtainable was 100. (3) Self-Efficacy Questionnaire: A questionnaire based on Bandura's (1994) sources of self-efficacy –Mastery Experience, Vicarious Experience, Verbal Persuasion, and Physiological State –was used to measure students' self-efficacy beliefs regarding their writing abilities. It utilized a Likert Scale (1=Strongly Disagree to 5=Strongly Agree).

Data collection involved the following steps: (1) Pre-test Administration : Both the experimental and control groups were given the Writing Competence Test (pre-test) and the Self-Efficacy Questionnaire to establish baseline scores and check for initial equivalence. (2) Treatment : The experimental group received the integrated intervention, which included instruction coupled with strategic, constructive teachers' feedback (focusing on specific components of Jacob's rubric) and explicit self-efficacy building activities (e.g., modeling, success-oriented tasks). (3) Conventional Instruction : The control group received standard, conventional writing instruction based on the school curriculum, with standard, non-strategic feedback. (4) Post-test Administration : After a pre-determined period of intervention, both groups were administered the same Writing Competence Test and Self-Efficacy Questionnaire as the post-test. The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) software. The key analytical steps included:

Descriptive Statistics

Calculation of means, standard deviations, and variances for all pre-test and post-test scores.

Pre-requisite Tests

Normality Test: The Kolmogorov-Smirnov test was used to ensure the data distribution was normal.

Homogeneity Test

The Levene's Test was used to verify that the variances of the two groups were equal (homogeneous).

Hypothesis Testing

Independent Sample T-test: Conducted on the gain scores (difference between post-test and pre-test) of the experimental and control groups to determine if the difference in improvement between the two groups was statistically significant. Paired Sample T-test: Conducted within the experimental group (comparing O_1 and O_2) to establish the internal effectiveness of the integrated intervention. The significance level for all statistical tests was set at $\alpha = 0.05$.

FINDINGS AND DISCUSSION

Findings

The data collected from the pre-test, post-test, and self-efficacy questionnaires were subjected to a series of statistical analyses, including pre-requisite tests (Normality and Homogeneity) and hypothesis testing (T-tests).

Students' Writing Competence

The students' writing competence was assessed using a writing test, which was then scored using Jacob's criteria (1981). The scores for the experimental class pretest ranged from 47 to 78, with a mean score of 64.03. The post-test scores for the experimental class ranged from 80 to

93, with a mean score of 84.83. The control class pretest scores ranged from 47 to 74, with a mean score of 50.93. The post-test scores for the control class ranged from 73 to 87, with a mean score of 78.83. The distribution of scores for the experimental class is presented in Table 4.3.

Table 1 Descriptive Statistics of Students' Writing Competence Scores (Experimental Class)

| Statistic | Pre-Test Score | Post-Test Score |
|--------------------|----------------|-----------------|
| Number of Students | 35 | 35 |
| Minimum Score | 47 | 80 |
| Maximum Score | 78 | 93 |
| Mean Score | 64.03 | 84.83 |
| Gained Mean | - | 20.80 |

Table 2 Descriptive Statistics of Students' Writing Competence Scores (Control Class)

| Statistic | Pre-Test Score | Post-Test Score |
|--------------------|----------------|-----------------|
| Number of Students | 35 | 35 |
| Minimum Score | 47 | 73 |
| Maximum Score | 74 | 87 |
| Mean Score | 50.93 | 78.83 |
| Gained Mean | - | 18.80 |

Teachers' Feedback

Teachers' feedback was analyzed based on the types of feedback (direct, indirect) and whether it contained affective components, as well as the categories of feedback (surface level vs. content level). A total of 70 student writing revisions were analyzed for informational feedback and 63 for affective feedback. The findings indicate that teachers predominantly provided direct feedback. Table 4.5 summarizes the types and frequency of informational feedback provided.

Table 3 Distribution of Teachers' Informational Feedback Types

| Type of Feedback | Total Count | Percentage (%) |
|-------------------|-------------|----------------|
| Direct Feedback | 35 | 70.98% |
| Indirect Feedback | 35 | 29.01% |
| Total | 70 | 100% |

Additionally, 83.72% of the teachers' written feedback contained affective feedback (e.g., praise), while 16.28% did not. Regarding the categories of feedback, 78.2% of the feedback focused on surface-level issues (grammar, spelling, punctuation, word choice), and 21.8% focused on content-level issues (content, organization). Specifically, grammar received the most attention (48.1%).

Discussion

The findings confirm that the integrated implementation of teachers' feedback and students' self-efficacy development effectively improved students' writing competence in the experimental class. This conclusion is supported by the quasi-experimental pre-test and post-test design, which demonstrates that the observed improvement resulted from the instructional treatment rather than from natural learning progression. Structured and specific feedback provided clear guidance for revision, while self-efficacy enhancement encouraged students to engage more confidently and persistently in the writing process. This interaction enabled students to utilize feedback more effectively, leading to meaningful improvement in their writing performance.

The comparison between the experimental and control groups further indicates that the integrated approach yields superior outcomes compared to conventional writing instruction. The research design allowed for a controlled comparison, revealing that students who received both strategic feedback and self-efficacy support demonstrated greater improvement across writing components than those who received standard instruction. This finding suggests that feedback alone is insufficient unless accompanied by psychological readiness, as self-efficacy plays a mediating role in transforming instructional input into learning gains. Consequently, the integrated intervention offers a more effective pedagogical model for enhancing EFL writing competence in vocational school contexts.

CONCLUSION

This study examined the effectiveness of an integrated pedagogical approach that combines strategic teachers' feedback with the development of students' self-efficacy in enhancing EFL writing competence at the vocational high school level. The findings indicate that conventional instructional practices are insufficient to foster meaningful writing development when compared to an approach that simultaneously addresses instructional quality and learner psychology. The integrated intervention proved more effective because it responded not only to students' technical writing needs but also to their affective readiness to engage with feedback. By strengthening students' confidence in their writing abilities, the intervention enabled learners to engage more actively in the revision process and to apply feedback with greater persistence. This interaction explains why improvements were evident across both higher-order and lower-order writing components, suggesting that self-efficacy plays a critical mediating role in transforming feedback into learning gains. Moreover, the findings support the study's theoretical proposition that feedback and self-efficacy function in a reciprocal and reinforcing cycle. When feedback is delivered strategically and interpreted positively, it contributes to successful writing experiences, which in turn strengthen students' beliefs in their capabilities. These strengthened beliefs then promote deeper engagement with subsequent feedback, creating a sustainable pathway for writing development. Therefore, this study underscores the necessity for EFL educators in vocational contexts to move beyond conventional feedback practices and adopt instructional models that integrate cognitive guidance with the deliberate cultivation of students' self-belief. Based on the findings, the following suggestions are offered: (1) For Teachers: English teachers are strongly advised to incorporate methods for cultivating student self-efficacy, such as providing goal-oriented and constructive feedback, modeling successful revision strategies, and emphasizing student progress (mastery experiences). (2) For Future Research: Further studies should explore the long-term retention of writing gains and self-efficacy levels over an entire academic year. Research should also focus on determining the optimal frequency and blend of corrective versus positive/encouraging feedback within this integrated framework across different writing genres.

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