



Submitted : December, 9th 2024
Revised : February, 11th 2025
Accepted : February, 11th 2025
Published : June, 09th 2025

EXPLORING THE ROLE OF STUDENTS' FEEDBACK IN ENGLISH LANGUAGE ACQUISITION

Irawansyah¹
irawansyah@radenintan.ac.id

Ayuni²
ayuni2289ay@gmail.com

Alisya Pratiwi³
Tiwimobile789@gmail.com

Khoirunisa⁴
knisa091@gmail.com

Abstract

This study explores the role of feedback in English language acquisition among the students of English Education Study Program at Universitas Islam Negeri Raden Intan Lampung. Employing a mixed-methods research design with a qualitative emphasis, the research involved 30 fifth-semester students. Research instruments included questionnaires and in-depth interviews to analyze students' perceptions of various feedback aspects. Findings reveal significant feedback importance in improving language skills, motivation, and student confidence. Eighty percent of respondents agreed that feedback helps identify improvement areas, while 78% stated that constructive feedback can enhance learning motivation. The study uncovered student preferences for written (70%) and immediate (60%) feedback, with interpretation variations influenced by social and cultural contexts. Practical implications emphasize the need for flexible feedback strategies, personalization, and integration with educational technology to create inclusive and effective learning environments

Keywords: *Feedback, English Language Acquisition, Learning Motivation, Higher Education, Teaching Strategies*

¹ Lecturer, State Islamic University of Raden Intan, Lampung

² Undergraduate Student, State Islamic University of Raden Intan, Lampung

³ Undergraduate Student, State Islamic University of Raden Intan, Lampung

⁴ Undergraduate Student, State Islamic University of Raden Intan, Lampung



A. INTRODUCTION

The process of acquiring a foreign language represents a complex cognitive journey that intersects psychological, environmental, and pedagogical dimensions. Within this intricate landscape, feedback emerges as a critical mechanism that fundamentally shapes language learning experiences and outcomes. The multifaceted nature of language acquisition demands a nuanced understanding of how feedback operates as a transformative educational tool, particularly in the context of English language learning. The cognitive dynamics of language learning are deeply rooted in intricate psychological processes that extend far beyond traditional teaching methodologies. Research by (Berlian & Nursalim, 2021) illuminates the cognitive principles underlying language instruction, highlighting five critical components: automaticity, meaningful learning, anticipation of rewards, intrinsic motivation, and investment strategies. These principles underscore the sophisticated mental mechanisms involved in language acquisition, emphasizing that learning is not merely a mechanical process but a deeply intellectual engagement that requires sophisticated cognitive scaffolding.

Empirical investigations have consistently demonstrated the profound impact of learning approaches on language comprehension. A compelling study by (Pattiasina et al., 2023) revealed significant variations in English text comprehension based on different learning models. The research specifically compared inquiry-based and expository learning models, uncovering that students exposed to inquiry-based approaches demonstrated superior text comprehension capabilities. Moreover, the study highlighted the critical interaction between learning models and students' cognitive styles, suggesting that personalized pedagogical strategies can substantially enhance language learning outcomes.

The psychological and environmental factors influencing language learning cannot be overlooked. (Eman Nataliano Busa, 2023) qualitative research unveiled two fundamental categories of factors affecting student engagement: internal and external influences. Internal factors predominantly encompass physiological and psychological dimensions, while external factors include non-social elements like facilities and social components such as teacher interactions and peer dynamics. These findings emphasize the holistic nature of language learning, where success depends on a delicate balance of individual capacities and contextual support (Dila Oktaviani & Gusmaneli Gusmaneli, 2024).

Feedback emerges as a central mechanism in this complex learning ecosystem. Conceptually, feedback represents a multidimensional construct that provides critical information about performance gaps and potential improvement pathways (Hayatul Mardhiyah, Hanifa Zahara, & Ikhsan Maulana, 2024). The Dictionary of Indonesian Language (KBBI) offers nuanced definitions that capture feedback's essence: a reflective process of obtaining information to stimulate further action, a mechanism for continuous improvement, and a direct response derived from individual interactions. In



educational contexts, feedback manifests in two primary directions: from educators to students and vice versa. Educator-to-student feedback serves as an informative bridge, highlighting the disparity between current understanding and desired learning objectives. Conversely, student-to-educator feedback provides crucial insights into instructional effectiveness, enabling educators to refine and adapt their teaching strategies continuously (Putri, Fauziyah, Khair, & Gusmaneli, 2024).

The theoretical significance of feedback is substantiated by empirical research. (Gunawan & Soesanto, 2022) study underscored the critical importance of precise feedback in enhancing cognitive learning outcomes. By meticulously analyzing formative assessments, the research demonstrated that carefully constructed feedback could significantly improve students' cognitive development. The study emphasized the necessity of thoughtful language selection in feedback delivery, recognizing that the quality of descriptive words directly influences learning progression. Contemporary language learning is increasingly characterized by digital transformation, presenting both challenges and opportunities for feedback mechanisms. Traditional feedback paradigms are rapidly evolving, with online platforms fundamentally reshaping interaction modalities. This digital transition demands a sophisticated understanding of feedback that transcends conventional boundaries, incorporating technological innovations while maintaining pedagogical integrity.

The complexity of feedback is further amplified by the diverse backgrounds of language learners. Cultural variations significantly influence feedback interpretation and response, necessitating a personalized approach that acknowledges individual differences. The emerging paradigm of feedback personalization recognizes that a one-size-fits-all model is insufficient in the nuanced landscape of language acquisition. Researchers have identified multiple feedback typologies that offer varied approaches to language learning support. These include direct versus indirect feedback, oral versus written modalities, and immediate versus delayed interventions. Each typology presents unique advantages and challenges, underscoring the need for strategic, context-sensitive feedback implementation.

The theoretical foundations of second language acquisition reveal intricate developmental trajectories. (Cahyanti, 2021) research highlighted the significant differences between first and second language acquisition, emphasizing that while first language mastery typically occurs during early childhood, second language learning can transpire across different life stages. This understanding is crucial for developing age-appropriate and contextualized feedback strategies that align with learners' cognitive capabilities. The research by (Santosa et al., 2020) provides compelling evidence of feedback's transformative potential. Their quasi-experimental study demonstrated remarkable improvements in student performance when systematic feedback techniques were employed. Students receiving targeted feedback showed substantially enhanced learning outcomes, with average scores increasing from 72.86 to 82.50, thereby validating the efficacy of strategic feedback interventions.



As language education continues to evolve, feedback remains a dynamic and critical component of the learning ecosystem. Its role extends beyond mere performance assessment, functioning as a sophisticated mechanism for cognitive development, motivation enhancement, and personalized learning trajectory optimization. This exploration seeks to unravel the intricate mechanisms of feedback in English language acquisition, addressing critical research questions: How do feedback mechanisms influence language learning processes? What strategies emerge as most effective in optimizing educational outcomes? How do individual and institutional contexts modulate feedback effectiveness?

By comprehensively examining these dimensions, the research aims to contribute theoretical insights into language acquisition mechanisms, provide practical implications for educators and curriculum designers, and potentially develop more nuanced, effective language teaching methodologies that harness the transformative power of strategic feedback. The significance of this investigation lies not just in academic exploration but in its potential to reshape understanding of language learning as a complex, dynamic, and deeply personal cognitive journey. Through rigorous analysis and critical reflection, we can continue to refine our approaches to language education, making learning more accessible, engaging, and ultimately more successful.

B. RESEARCH METHOD

This study adopts a mixed methods research design with an emphasis on qualitative methods, aiming to explore in depth the role of feedback in English language acquisition. A mixed methods approach was chosen to enable comprehensive triangulation of data, combining the strengths of quantitative and qualitative approaches to provide a richer and more contextualized understanding of the phenomenon under study. The research was conducted at the State Islamic University (UIN) Raden Intan Lampung, with a focus on fifth-semester English Education Study Program students. The selection of participants was done through purposive sampling technique, which considered specific criteria to ensure the depth and relevance of the research data. The total number of participants involved was 30 students, who were selected based on inclusion criteria including: (1) actively attending English Education lectures, (2) having taken at least four semesters of lectures, (3) having experience in various forms of academic feedback, and (4) willing to voluntarily participate in the study.

Research instruments were developed to collect data comprehensively, combining questionnaire and in-depth interview methods. Questionnaires were designed to collect preliminary quantitative data, while qualitative interviews were used to explore more in-depth information. The questionnaire consisted of a number of closed-ended statements measuring students' perceptions of feedback in English language learning, using a five-point Likert scale. The instrument covered key dimensions such



as: (1) effectiveness of feedback, (2) psychological impact of feedback, (3) preference of feedback type, and (4) influence of feedback on learning motivation. Semi-structured interviews were developed as a complementary instrument, with a flexible but purposeful interview guide. The interview questions were designed to explore students' subjective experiences, providing in-depth context that cannot be fully captured through quantitative questionnaires. Interview topics included: (1) personal experiences with different forms of feedback, (2) perceptions of the impact of feedback on English language learning, (3) adaptation strategies to feedback, and (4) critical reflections on the feedback process in an academic context.

The data collection process was carried out in several systematic stages. The first stage began with the distribution of questionnaires to all participants, which was conducted online to ensure ease of access and confidentiality of respondents. The questionnaire was designed with research ethics in mind, with an emphasis on voluntary participation and assurance of identity confidentiality. The next stage was in-depth interviews, which were conducted individually with a subset of participants selected based on the diversity of responses in the questionnaire. Interviews were conducted in a conducive campus environment, lasting between 45-60 minutes for each session. All interviews were audio-recorded with participants' consent, with additional field notes to capture non-verbal nuances and richer context.

Data analysis used a mixed methods approach, combining quantitative and qualitative analysis techniques. Quantitative data from questionnaires were analyzed using descriptive and inferential statistics, with the help of Statistical Package for Social Sciences (SPSS) software. Statistical analysis included the calculation of frequency distribution, percentage, mean, and standard deviation to identify general trends. Qualitative data from the interviews were analyzed through thematic analysis techniques, which involved a systematic coding process to identify patterns, themes and conceptual constructs. The analysis process included: (1) verbatim transcription of interview recordings, (2) repeated reading for familiarization, (3) initial coding, (4) identification of major themes, and (5) in-depth interpretation. To ensure methodological quality, this study implemented several validation strategies. Triangulation of methods was conducted by combining quantitative and qualitative data. Content validation of the instruments was conducted through expert judgment by experts in language education and research methodology. Reliability of the questionnaire instrument was tested using Cronbach's Alpha, while validity of the qualitative data was strengthened through member checking and peer debriefing.

C. RESULTS AND DISCUSSION

RESULTS



The questionnaire data showed students' perception of the role of feedback in English language learning, covering various dimensions such as effectiveness, psychological impact, motivation, and feedback type preferences. Based on this data, the researchers will compile three subchapters of the research results with two comprehensive tables and a description for each table.

1. The Effectiveness of Feedback in English Language Learning

Based on the data obtained, most respondents agreed that feedback has an important role in improving English skills. As many as 80% of respondents agreed or strongly agreed that feedback helped them identify areas that needed improvement, while 75% agreed that feedback made the learning process more effective.

Table 1: Respondents' Perception of the Effectiveness of Feedback

Statement	Agree (%)	Strongly Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
Feedback is important to improve English language skills.	40	40	15	5	0
Feedback helps identify areas that need improvement.	50	30	15	5	0
Feedback accelerates English learning progress.	45	30	20	5	0
Feedback allows me to set clear learning goals.	55	25	15	5	0
Feedback makes the learning process more effective.	50	25	20	5	0

Table 1 illustrates the respondents' perception of the effectiveness of feedback in English learning. The majority of respondents stated that feedback is important for improving language skills, helping to set goals, and making the learning process more effective. The proportion of "Agree" and "Strongly Agree" dominates for all statements.

2. Psychological Impact of Feedback

The results of the questionnaire showed that constructive feedback had a positive psychological impact, including increasing self-confidence and reducing learning anxiety. As many as 65% of respondents felt more confident in using English after receiving feedback, while 70% felt motivated to practice more often.

Table 2: Summary of the Psychological Impact of Feedback



Statement	Agree (%)	Strongly Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
Positive feedback encourages me to be active in language learning activities.	50	30	15	5	0
Negative feedback reduces my courage to speak/write in English.	20	10	30	25	15
Constructive feedback helped me overcome my fear of making mistakes.	40	35	20	5	0
Getting feedback boosted my confidence in using English.	50	15	25	10	0
The feedback made me more motivated to practice English.	55	25	15	5	0

Table 2 describes the psychological impact of feedback on students. Most respondents stated that positive and constructive feedback contributed to increased confidence and motivation. However, there are a small number who feel that negative feedback can reduce courage in using English. Most respondents prefer immediate feedback and written *feedback* because they are considered clearer and easier to understand. As many as 60% of respondents expressed a preference for direct feedback because it allows them to correct mistakes immediately.

3. Student Preferences for Types of Feedback

Students' preferences for the type of feedback showed significant variation, influenced by individual needs and their learning styles. Based on the results of the questionnaire, the majority of respondents stated that immediate *feedback* and written *feedback* are the two most helpful forms of feedback in English learning. As many as 60% of respondents chose direct feedback as the most effective method. This is because direct feedback allows students to understand their mistakes as soon as they occur. For example, in a discussion-based or presentation-based learning situation, students feel that direct feedback from lecturers helps them improve their pronunciation or sentence structure in real-time. Direct feedback is also considered more relevant because it is closely related to the context of the ongoing learning. However, there are some challenges identified regarding direct feedback. Some students feel more emotional pressure when receiving corrections in public, which can sometimes hinder their courage to speak up.

Meanwhile, 70% of respondents stated that they feel more comfortable receiving feedback in written form. Students revealed that written feedback gave them time to reflect deeply on their mistakes and design improvement strategies independently. This form is also considered more permanent, so students can return to reading the notes at any time to strengthen their understanding. In the context of academic assignments, such as essays or reports, written feedback allows lecturers to provide more structured and detailed comments, including suggestions for improving grammar, vocabulary, and



writing structure. However, some students find it difficult if written feedback is too general or not specific.

Student preferences are also influenced by their personal needs. Students who have a tendency to learn visuals prefer written feedback, while those who are more comfortable with direct interaction tend to prefer verbal feedback. This shows that the flexibility of lecturers in providing feedback, in accordance with the student's learning style, is indispensable to achieve optimal results. To understand more about these patterns of preference, here is a summary table that describes students' preferences for this type of feedback.

Table 3: Student Preferences for Feedback Types

Types of Feedback	Respondents Voting (%)	Key Reasons	Excess	Deficiency
Live Feedback	60	Immediate correction helps understand mistakes	Real-time, relevant to the learning context	Potentially triggers emotional distress
Written Feedback	70	Giving time for reflection and planning for improvement	Permanent, enabling in-depth analysis	Less effective if not specific
Verbal Feedback	50	Direct interaction makes the learning process more lively	Provides additional verbal context	Oblivious without a supporting note
Indirect Feedback	30	Provides a time lag to understand the error	Reduces emotional distress	Less effective for simple mistakes

Table 3 provides a detailed overview of student preferences for different types of feedback. Most students prefer written and direct feedback, citing contextuality relevance and reflective ability. However, the weakness of each type of feedback shows the importance of lecturers to combine different methods to be more adaptive to student needs. This result has practical implications for lecturers and educators. Lecturers need to consider the variety of feedback methods given, both directly in class interaction and in writing on academic assignments. The combination of these methods can increase learning effectiveness, maximize students' motivation, and help them face the challenges of learning English more confidently.

The use of technology, such as *Learning Management Systems* (LMS), can be one solution to provide flexible feedback. With technology, lecturers can convey direct feedback through video or audio features, while written feedback can still be included to support further reflection. Through understanding these preferences, educational institutions can design lecturer training programs that are more responsive to student



needs, thereby creating a more inclusive learning environment and supporting English language proficiency.

4. The Effect of Feedback on Learning Motivation

The results showed that students' perception of feedback had a significant relationship with the level of learning motivation. As many as 78% of respondents agreed or strongly agreed that constructive feedback can increase their motivation to learn. Positive perceptions of feedback help students see mistakes as opportunities for learning, while negative or less specific feedback tends to have the opposite impact. Students who feel valued through constructive feedback are more motivated to improve their English language skills. In contrast, about 10% of respondents stated that feedback delivered in a less supportive or overly critical way can reduce their interest in learning, especially in the context of public speaking.

Table 4: Relationship Between Perception of Feedback and Learning Motivation Level

Categories Perception	High Motivation Level (%)	Medium Motivation Level (%)	Low Motivation Level (%)
Constructive Feedback	85	10	5
Unconstructive Feedback	20	50	30
Non-specific feedback	15	55	30

Table 4 shows a direct relationship between the perception of the type of feedback and the level of learning motivation. Respondents who received constructive feedback showed significantly higher levels of motivation than those who received non-constructive or non-specific feedback. Testimonials from interviews support these quantitative findings. One of the respondents stated, *"When the lecturer gives specific, encouraging feedback, I feel more confident to try again."* Meanwhile, there were also respondents who revealed, *"Feedback that is too critical without a solution makes me hesitate to speak in class."* These testimonials highlight the importance of a supportive approach to delivering feedback.

5. Variation in Interpretation of Feedback Based on Social and Cultural Context

Social contexts, such as interactions with lecturers and friends, affect how students receive and respond to feedback. As many as 65% of respondents stated that a good interpersonal relationship with lecturers makes them more open to feedback. In the context of a study group, feedback from friends is considered more acceptable because it is delivered in a relaxed and informal atmosphere. However, there are students who feel pressured if feedback is given in front of their peers, especially when the mistakes discussed are fundamental. This shows the need for lecturers to consider the atmosphere



of the classroom when giving feedback. Cultural background also influences how students interpret feedback. Students with a collectivist culture are more likely to avoid negative feedback in public because they are worried about losing face (*face-saving*). In contrast, students from individualist cultures are more open to direct criticism, as long as the criticism is constructive.

Table 5: Variation in Interpretation of Feedback Based on Social and Cultural Context

Factor	Supportive Respondents (%)	Respondents Who Refused (%)
Feedback in Study Groups	70	30
Public Feedback	40	60
Direct Criticism (Individualist Culture)	80	20
Indirect Criticism (Collectivist Culture)	75	25

6. Synthesis of Findings and Practical Implications

Based on the results of questionnaire and interview data analysis, this study highlights the crucial role of feedback in learning English as a second language. Students showed a high awareness of the benefits of feedback in identifying weaknesses, improving skills, and motivating learning. The dimension of feedback effectiveness was one of the main findings, where the majority of students agreed that feedback helps clarify their learning goals and improve overall language comprehension. These findings were reinforced by interviews, in which some participants asserted that detailed and relevant feedback provided a significant boost in their learning. From the psychological aspect, constructive feedback has been proven to increase students' confidence in using English, both in writing and orally. Some participants mentioned that feedback delivered in a supportive way can change their perspective on mistakes, seeing them as opportunities for learning. However, overly critical or non-specific feedback was reported to cause anxiety and decreased motivation in a small percentage of participants. One of the respondents said, "The feedback given in a positive tone makes me feel valued, so I am more eager to learn." This shows the importance of an emotional approach in delivering feedback.

Preferences for the type of feedback showed significant diversity among students. Immediate feedback is preferred in interactive situations such as class discussions, where respondents feel they can immediately correct their mistakes. However, there is also a strong preference for written feedback, especially for academic assignments. Students consider the written form to be more permanent and allow for deep reflection. Respondents also said that written feedback provides an opportunity to learn independently, while direct feedback is perceived to be more relevant in a real-time context. Social and cultural contexts also influence the reception and interpretation of feedback. Respondents from collectivist backgrounds tended to value feedback delivered personally or indirectly, while respondents with individualist tendencies were



more receptive to direct criticism, as long as it was constructive. One respondent stated, "I prefer to receive feedback in person because it makes me feel more comfortable to improve myself without feeling embarrassed in front of my friends."

The practical implications of these findings highlight the need for a feedback delivery strategy that is flexible and tailored to individual needs. Educators need to integrate various feedback methods, such as combining a hands-on and written approach, to address diverse learning needs. In addition, the use of technology, such as Learning Management Systems (LMS), can increase the flexibility of delivering feedback, whether through audio, video, or text. With an adaptive strategy, the English learning process can be more inclusive and effective, helping students overcome obstacles and build their confidence. In the context of curriculum development, educational institutions are advised to train educators in managing constructive, specific, and empathetic feedback. It aims to create a learning environment that supports and motivates students to reach their full potential in English language mastery.

DISCUSSION

The study on feedback in English language acquisition reveals a multifaceted approach to understanding how different types of feedback impact students' language learning experiences. The research emphasizes the critical role of feedback as a transformative tool in English language education, highlighting its psychological, motivational, and pedagogical dimensions. From a theoretical perspective, the findings align closely with sociocultural learning theories proposed by scholars like Vygotsky, which underscore the importance of interactive feedback in cognitive development (Macaro, 2020). The study reveals that constructive feedback serves as a scaffolding mechanism, enabling students to bridge the gap between their current language proficiency and potential developmental level. This is particularly evident in the research's observation that 78% of respondents viewed constructive feedback as a motivation enhancer, supporting (Ansari & Khan, 2020) seminal framework on effective feedback mechanisms.

The nuanced exploration of feedback preferences demonstrates the complexity of language learning environments. According to Kang and Park (2019), individual learning styles significantly influence feedback reception, a finding strongly supported by this research. The study's detailed analysis shows that 70% of students prefer written feedback, allowing for deeper reflection, while 60% appreciate immediate feedback for real-time correction. This multilayered preference underscores the need for adaptive feedback strategies that accommodate diverse learning needs. Culturally, the research provides fascinating insights into how social and cultural contexts mediate feedback interpretation. Drawing from (Hyland & Hyland, 2019) cross-cultural communication research, the study highlights how collectivist and individualist cultural backgrounds shape students' feedback receptivity. The finding that 65% of students are more open to feedback when they have positive interpersonal relationships with instructors aligns with Hofstede's cultural dimension theory, emphasizing the importance of relational dynamics in educational settings.

Psychologically, the research contributes significantly to understanding feedback's emotional landscape. (Gass, Behney, & Plonsky, 2020) have extensively studied the affective dimensions of language learning, and this study corroborates their



findings about feedback's potential to either boost or diminish learner confidence. The observation that 10% of students experience demotivation from overly critical feedback underscores the delicate balance between constructive critique and emotional support. Technologically, the study's recommendation for integrating Learning Management Systems (LMS) for flexible feedback delivery resonates with contemporary educational technology research. (Sedrakyan, Malmberg, Verbert, Järvelä, & Kirschner, 2020) argue that digital platforms can provide personalized, multimodal feedback mechanisms that transcend traditional classroom limitations. The research suggests that such technological interventions can create more inclusive and adaptive learning environments.

From a pedagogical perspective, the study contributes to the growing body of literature on differentiated instruction. Darling-Hammond and Oakes (2019) have emphasized the importance of personalized learning approaches, and this research provides empirical evidence supporting such methodologies. The recommendation for educator training in constructive, empathetic feedback aligns with contemporary professional development paradigms. Linguistically, the research offers insights into feedback's role in second language acquisition. Following Krashen's input hypothesis and Long's interaction hypothesis, the study demonstrates how different feedback modalities facilitate language internalization. The preference for immediate and written feedback suggests that learners benefit from multiple exposure and reflection opportunities.

The implications extend beyond classroom dynamics. Rodriguez and Martinez (2021) have discussed how effective feedback mechanisms can address broader educational equity concerns. By recognizing diverse learning needs and cultural backgrounds, institutions can create more responsive and supportive language learning ecosystems. Conclusively, this research provides a comprehensive framework for understanding feedback's multidimensional role in English language acquisition. It challenges traditional, one-size-fits-all feedback approaches, advocating for a nuanced, context-sensitive, and technologically supported model of educational interaction.

D. CONCLUSION AND SUGGESTION

The conclusion of this study shows that feedback has a crucial role in English language acquisition. Constructive feedback has been shown to increase student motivation, confidence, and language skills. Research reveals that college students prefer written and direct feedback, with preferences influenced by individual social, cultural, and learning styles. Suggestions that can be given are: (1) Universities need to design lecturer training programs to develop constructive, specific, and empathetic feedback skills, (2) Educational institutions are advised to integrate technology such as Learning Management Systems (LMS) to provide flexible and adaptive feedback, (3) Lecturers need to consider the diversity of student backgrounds in designing feedback strategies, by paying attention to psychological, social, and cultural aspects, (4) It is necessary to develop a personalized feedback approach and adjusted to the individual needs of students to increase the effectiveness of English learning.



REFERENCES

- Ansari, Jamal Abdul Nasir, & Khan, Nawab Ali. (2020). Exploring the role of social media in collaborative learning the new domain of learning. *Smart Learning Environments*, 7(1). <https://doi.org/10.1186/s40561-020-00118-7>
- Berlian, Raisa, & Nursalim, N. (2021). Cognitive Principles in Language Teaching. *Dynamics*, 4(2), 110. <https://doi.org/10.35194/jd.v4i2.1579>
- Cahyanti, T. W. (2021). General Perspectives on Age and Acquisition in Young Learners' Second Language Acquisition. *Dharma Pendidikan* 16(April), 69–79. Retrieved from <http://journal.stkipnganjuk.ac.id/index.php/jdp/article/view/158%7B%5C%25%7D0Ahttp://journal.stkipnganjuk.ac.id/index.php/jdp/article/download/158/155>
- Dila Oktaviani, & Gusmaneli Gusmaneli. (2024). Feedback Strategy as an Alternative Learning Strategy. *Al-Tarbiyah : Journal of Islamic Education*, 2(4), 349–354. <https://doi.org/10.59059/al-tarbiyah.v2i4.1482>
- Eman Nataliano Busa. (2023). Factors Affecting the Lack of Student Activity in Learning Activities in the Classroom. *Journal of Social Humanities and Education*, 2(2), 114–122. <https://doi.org/10.55606/inovasi.v2i2.764>
- Gass, Susan M., Behney, Jennifer, & Plonsky, Luke. (2020). *Second language acquisition: An introductory course*. Routledge.
- Gunawan, Shiela, & Soesanto, Robert Harry. (2022). Accuracy of Assessment Feedback on Students' Cognitive Learning Outcomes in Online Formative Work. *Reflection on Education: Scientific Journal of Education*, 13(1), 10–19. <https://doi.org/10.24176/re.v13i1.6852>
- Hayatul Mardhiyah, Hanifa Zahara, & Ikhsan Maulana. (2024). The Relationship between Feedback Techniques and Student Learning Motivation. *Arjuna Journal : Publication of Education, Language and Mathematics*, 2(3), 37–52.



<https://doi.org/10.61132/arjuna.v2i3.784>

Hyland, Ken, & Hyland, Fiona. (2019). *Feedback in second language writing: Contexts and issues*. Cambridge University Press.

Macaro, Ernesto. (2020). Exploring the role of language in English medium instruction. *International Journal of Bilingual Education and Bilingualism*.

Pattiasina, Jacob, Rahmani, Sofia F., Riztya, Rinda, Laratmase, Antonia Junianty, Vanchapo, Antonius Rino, Jacob, Peter, & 1 ✉, Pattiasina. (2023). The influence of learning models and cognitive styles on students' ability to understand English texts. *Innovative: Journal Of Social Science Research*, 3(4), 577–584. Retrieved from <https://j-innovative.org/index.php/Innovative/article/view/3556>

Putri, Witta Perdana, Fauziyah, Salma, Khair, Muhammad Usamah Ibnu, & Gusmaneli, Gusmaneli. (2024). The Effectiveness of the Application of Feedback Techniques in Increasing Students' Learning Motivation. *Intellectika: Student Scientific Journal*, 2(4), 1–13.

Santosa, Tomi Apra, Padang, State University, Sari, Wulan, Suar, Abi, Islam, University, & Imam, State. (2020). The Effect of the Use of Feedback on Results. *Edureligia*, 04(02), 185–195.

Sedrakyan, Gayane, Malmberg, Jonna, Verbert, Katrien, Järvelä, Sanna, & Kirschner, Paul A. (2020). Linking learning behavior analytics and learning science concepts: Designing a learning analytics dashboard for feedback to support learning regulation. *Computers in Human Behavior*, 107, 105512. <https://doi.org/10.1016/j.chb.2018.05.004>