

The relationship between teaching style and students' writing ability: The mediating role of feedback practice

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Abstract: This study explores the relationship between teaching style and students' writing ability, focusing on the mediating role of feedback practice among tenth-grade EFL students at MA Bandung. Recognizing that effective writing instruction relies not only on the instructional methods used but also on how feedback is delivered, the research addresses ongoing challenges caused by inconsistent pedagogical and feedback practices in the classroom. A quantitative approach with a correlational design was employed, involving 38 students who completed questionnaires on teaching style and feedback practice and participated in a standardized writing assessment. Data were analyzed using multiple regression and mediation tests to assess both direct and indirect effects. The findings reveal a significant positive relationship between teaching style and feedback practice, and between teaching style and writing ability. However, feedback practice did not significantly mediate the relationship between teaching style and students' writing performance. These results suggest that while effective teaching promotes better feedback environments, feedback alone may not enhance writing outcomes unless it is clearly communicated and well-integrated into instruction. The study underscores the importance of adopting teaching style and feedback practice and enhancing the quality not just the quantity of feedback in EFL writing instruction.

Keywords: Academic writing, feedback practice, teaching style, writing ability

Abstrak: Penelitian ini mengeksplorasi hubungan antara gaya mengajar dan kemampuan menulis siswa, dengan fokus pada peran mediasi praktik umpan balik di antara siswa kelas sepuluh EFL di MA Bandung. Menyadari bahwa pengajaran menulis yang efektif tidak hanya bergantung pada metode pengajaran yang digunakan, tetapi juga pada bagaimana umpan balik disampaikan, penelitian ini membahas tantangan yang sedang berlangsung yang disebabkan oleh praktik pedagogis dan umpan balik yang tidak konsisten di kelas. Pendekatan kuantitatif dengan desain korelasional digunakan, melibatkan 38 siswa yang mengisi kuesioner tentang gaya mengajar dan praktik umpan balik dan berpartisipasi dalam penilaian menulis standar. Data dianalisis menggunakan regresi berganda dan uji mediasi untuk menilai efek langsung dan tidak langsung. Temuan menunjukkan adanya hubungan positif yang signifikan antara gaya mengajar dan praktik pemberian umpan balik, dan antara gaya mengajar dan kemampuan menulis. Namun, praktik umpan balik tidak secara signifikan memediasi hubungan antara gaya mengajar dan kinerja menulis siswa. Hasil ini menunjukkan bahwa meskipun pengajaran yang efektif mendorong lingkungan umpan balik yang lebih baik, umpan balik saja tidak dapat meningkatkan hasil menulis kecuali jika dikomunikasikan dengan jelas dan diintegrasikan dengan baik ke dalam instruksi. Penelitian ini menggarisbawahi pentingnya mengadopsi gaya mengajar dan praktik umpan balik serta meningkatkan kualitas, bukan hanya kuantitas umpan balik dalam pengajaran menulis EFL.

Kata kunci: Penulisan akademis, praktik umpan balik, gaya mengajar, kemampuan menulis

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INTRODUCTION

In English as a foreign language classrooms, the term “teaching style” refers to the teacher's preferred modus operandi in the learning process, which includes the methodology, tactics, and behaviors typically used to engage students in the act of learning (Xiong, 2025). Understanding individual learning preferences is critical in education, as it

allows teachers to design more effective teaching strategies, encourage student engagement, and ultimately improve educational outcomes (Alabi, 2024). In writing teaching, where students often struggle with organization, grammar, and coherence, corrective feedback is another effective strategy for improving EFL learners' writing performance (Fadhly, 2023).

The increasing diversity of students in mainstream schools, including those with special educational needs, highlights the importance of implementing differentiated teaching styles that can accommodate different learning profiles. Such differentiation ensures that all students have an equal opportunity to succeed both academically and socially (Antoniou & Kalinogloua, 2013). To support this inclusivity, a skilled teacher must demonstrate an effective teaching style through strong classroom management and by encouraging active student engagement in the learning process (Aprilliani et al., 2025). In the context of English language learning, this is even more important, as a responsive teaching style can help reduce student anxiety and motivate them to develop their language skills (Mazloom et al., 2020). Conversely, when teachers fail to adapt their teaching approaches to meet students' needs, learners often become disengaged, bored, and uninterested in the subject, underscoring the important role of teaching style in fostering meaningful learning experiences (Ibrahim & Ahmad, 2016). Therefore, understanding the impact of teaching styles especially in writing classes is essential to developing effective teaching practices that improve student learning outcomes. In the context of education, particularly in the teaching and learning process, one crucial element that supports student development is feedback.

Teacher feedback refers to the exchange of information between teachers and students in the writing process (Jian, 2023). As an integral component of the teaching process, feedback plays a critical role in helping students understand their strengths and areas for development (Gaffar et al., 2025; Price et al., 2011; Zekarias, 2023). Whether delivered externally by the teacher or generated internally through student reflection, feedback serves as a bridge between current performance and desired learning outcomes. In the context of writing instruction, feedback serves as a communication tool teachers use to guide students to recognize and address issues in their drafts (McGrath et al., 2011). Through this process, students are expected to revise their work by correcting errors and refining ideas, thereby improving the quality of their writing (Furqoni, 2019). Feedback not only allows students to revise but also encourages them to reconsider, elaborate, and expand on their ideas based on the teacher's perspective (Harran, 2011). Although feedback can be interpreted in various ways, feedback is most commonly understood in education as teacher comments directed at student performance on learning tasks or assessments (Gan et al., 2021). With the important role of feedback in the learning process, especially in learning to write, understanding the nature and challenges of writing ability is something that must be considered.

Writing helps students go beyond what they have learned, and that writing is undertaken as an aid to learning, through writing, students can express their ideas and thoughts that they cannot express orally (Afrezah et al., 2024; Facullo, 2022). Effective writing involves more than simply putting words on paper; it requires the ability to organize thoughts logically using appropriate vocabulary, grammar, and language conventions to communicate meaning clearly (Daulay & Asrul, 2021). In the context of English as a Foreign

Language (EFL), many students struggle with writing because it requires not only a strong understanding of vocabulary and grammar but also the skills to structure sentences and paragraphs cohesively (Aryanika, 2016). To overcome this challenge, writing should be approached as a process that includes stages such as prewriting, drafting, and revising, allowing students to build their ideas gradually and improve their work over time (Sinaga et al., 2023). Through this process-oriented approach, students are given the opportunity to write independently and develop greater confidence in their writing abilities. Furthermore, improving students' writing skills involves developing their interest and motivation, as positive attitudes toward writing can lead to increased engagement and better outcomes (Fareed et al., 2016.). Therefore, improving writing skills goes beyond correcting errors and relies on consistent practice, meaningful feedback, and instructional strategies that support students' continued growth and development as writers.

While teaching style and feedback practices are key components of effective instruction, particularly in EFL writing classrooms, limited empirical research has examined how these two pedagogical dimensions interact to influence students' writing ability. Previous studies have established that Alisoy (2024), study addresses a critical gap in ESL writing research: although teacher feedback is widely recognized as a key factor in improving learners' writing proficiency, previous studies have often neglected how different types of feedback direct vs. indirect, formative vs summative function in real classroom settings, particularly in terms of fostering deeper learning, reflection, and autonomy. Furthermore, much research has focused narrowly on surface-level error correction, without fully exploring how feedback supports broader writing skills such as organization, coherence, and critical thinking. These studies also address the lack of attention to practical challenges, such as student motivation and teacher workload, that influence how feedback is received and applied by learners. And recent findings, Zhu et al. (2024) emphasize that feedback alone may not directly improve writing proficiency unless it is mediated by other learner strategies or effectively integrated into the instructional process.

This highlights a critical gap: the combined influence of teaching style and feedback practices on writing performance remains under-explored, particularly in authentic EFL classroom settings where inconsistent pedagogical practices may diminish the potential benefits of feedback. Furthermore, the role of feedback as a mediating mechanism between teaching and learning outcomes, particularly students' writing ability, has received little attention, particularly in the context of secondary education. Therefore, this study aims to fill this gap by investigating the relationship between teaching style and students' writing ability: the role of mediating feedback practices, providing new insights into how instructional design can better support the writing development of EFL learners. This study's theoretical foundation is rooted primarily in social cognitive theory, as articulated by Nabavi and Bijandi (2012), alongside key pedagogical theories concerning feedback practices and teaching styles. Social cognitive theory posits that learning occurs within a social context and is facilitated through dynamic interactions between personal factors, behaviors, and environmental influences. In educational settings, teaching style and feedback represent critical environmental factors that shape students' cognitive engagement, motivation, and skill development, including writing ability.

1. Does feedback practice act as a mediator in the relationship between teachers' teaching style and students' writing ability?
2. How significantly do teachers' feedback practices impact students' writing abilities?

METHOD

This study employed a quantitative research approach with a correlational research to investigate the relationships among teaching style, feedback practice, and students' writing ability. The explanatory design was selected to statistically examine both direct and indirect relationships, with particular attention to the mediating effect of feedback practice (Fadilla et al., 2023). The research was conducted over a two-week period at MA Bandung. This timeframe allowed for the distribution, completion, and collection of research instruments, including questionnaires and writing tests. The study population consisted of 42 tenth-grade students. Using a total sampling technique, 38 students who fully completed the instruments were included in the final analysis. This sample size met and exceeded the minimum requirement for correlational research, ensuring robust statistical analysis. Ethical approval for this study was granted by the Research Ethics Committee of MA Bandung. Participation was voluntary, and informed consent was obtained from students and their guardians. Anonymity and confidentiality were assured throughout the study. The ethical approval code will be provided during the review process. Two primary instruments were used to collect data: a questionnaire and a writing test. The questionnaire measured students' perceptions of teaching styles and feedback practices using a Likert-scale format. It was developed based on validated constructs and designed to ensure high reliability and internal consistency.

Table 1. Reliability statistics	
Cronbach's Alpha	N of Items
0.760	21

The questionnaire of this Reliability is from Questionnaire consist three variabel: Teaching style, Feedback Practice, and Students Writing Ability. The internal consistency of the questionnaire was confirmed with a Cronbach's Alpha coefficient of 0.760, indicating a good level of reliability (Kennedy, 2022). The research procedure followed the systematic steps of correlational research (Creswell 2012). First, the key variables were defined, with teaching style as the independent variable, feedback practice as the mediator, and writing ability as the dependent variable. Second, data collection was conducted in a standardized and controlled environment to ensure validity and minimize potential biases. Third, the data were analyzed using descriptive statistics and multiple regression analysis to examine the relationships between variables. Three regression models were employed: Model 1 tested the direct effect of teaching style on writing ability (Path C), Model 2 tested the effect of teaching style on feedback practice (Path A), and Model 3 assessed the combined effect of teaching style and feedback practice on writing ability (Paths B and C'). Mediation analysis followed the steps proposed by Baron and Kenny (1986) and was further verified using the Sobel test to determine the significance of indirect effects.

The second instrument, a writing test, was developed in alignment with the tenth-grade English curriculum. Students were asked to complete a structured writing task, which

was assessed using an analytic rubric adapted from Brown (2004). The rubric evaluated five core dimensions: content, organization, grammar, vocabulary, and mechanics. All procedures and analyses were carried out using accepted statistical methods, ensuring that the study could be replicated by other researchers. The data that support the findings of this study are available from the corresponding author upon reasonable request. An anonymized version of the dataset will be deposited in a publicly accessible repository, and the accession number will be provided during the review process.

RESULTS AND DISCUSSION

These findings address the research objectives by demonstrating that teaching style directly influences both feedback practice and student writing ability, but feedback practice does not mediate this relationship. The significant positive effect of teaching style on student writing ability is Teachers who structure lessons with formative assessment, peer review, and guided writing create environments conducive to feedback integration. This aligns with contemporary practices advocating for process-oriented writing instruction. The direct effect of teaching style on writing performance further supports pedagogical frameworks that stress the importance of strategy-based instruction, particularly in EFL contexts. Approaches that foster student engagement, such as peer collaboration and process writing, are known to contribute to better organization, grammar usage, and vocabulary development in students' writing.

However, the nonsignificant role of feedback practice as a mediator raises critical insights. Although the literature widely acknowledges feedback as essential for language learning, its effectiveness may depend on how students engage with it. In this study, feedback while present did not significantly influence writing outcomes, which may be attributed to factors such as feedback clarity, immediacy, student awareness, or motivation. This highlights the limitations of using quantitative indicators alone to assess feedback impact and calls for future research involving qualitative exploration of feedback delivery and student response.

Table 2. Descriptive writing tests

		Gender	Score
N	Valid	38	38
	Missing	0	0
Mean		1.50	14.03
Minimum		1	7
Maximum		2	19

Table 2 provides an initial overview of the writing proficiency scores among the 38 EFL students involved in this study. The mean writing score of 14.03 indicates that students exhibited a moderate level of writing proficiency, with some variation ranging from relatively low (score = 7) to high (score = 19). This variance implies that while some students performed well, others still faced challenges in producing effective written texts. The balanced gender distribution (mean = 1.50) supports the validity of the gender-neutral analysis and reduces the potential for gender bias in interpreting the results of teaching style and feedback practices. This distribution suggests that there is sufficient variability in

students' writing performance to meaningfully analyze how teaching style and feedback practices may affect their results. The data also provide a strong basis for testing whether feedback practices play a mediating role in the relationship between teaching style and writing proficiency. These scores suggest that despite the variation in ability among students, the majority fall within the fairly good academic performance category.

Table 3. Kolmogorov-Smirnov normality test

		Unstandardized Residual
N		38
Normal Parameters	Mean	0.0000000
	Std. Deviation	2.44528734
Test Statistic		0.073
Asymp. Sig. (2-tailed)		0.200
Monte Carlo Sig. (2-tailed)	Sig	0.879

Based on the Table 3, the Asymp. Sig. (2-tailed) value of 0.200 and the Monte Carlo Sig. (2-tailed) values of 0.879 are both greater than the significance level ($\alpha = 0.05$). This indicates that the residual data is normally distributed. Therefore, it can be concluded that the assumption of normality is fulfilled. In other words, the statistical analyses conducted in this study, including correlational and regression procedures, are supported by valid assumptions, thereby enhancing the credibility and statistical validity of the research findings.

Table 4. Durbin Watson test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.672	0.452	0.420	2.514	2.724

Based on Table 4, the Durbin-Watson value was 2.724. This value exceeds the critical upper bound ($4 - dL = 2.627$), indicating the presence of negative autocorrelation.. This value was compared against the critical lower bound ($dL = 1.3730$) and upper bound ($dU = 1.5937$) for a significance level of $\alpha = 0.05$. Based on the decision rule, if $d > 4 - dL$ (2.627), the null hypothesis of no autocorrelation is rejected, indicating the presence of negative autocorrelation. Since the observed DW value (2.724) exceeds $4 - dL$, it can be concluded that the residuals exhibit negative autocorrelation. However, the present study employs cross-sectional data collected at a single point in time from tenth-grade EFL students the risk posed by this autocorrelation is relatively limited. The observed negative autocorrelation does not invalidate the model's ability to estimate the direct and indirect relationships among variables. Therefore, the main conclusion remains valid: teaching style significantly influences both feedback practice and writing ability, whereas feedback practice does not significantly mediate the relationship.

Table 5. Multiple regression tests teaching style on students writing ability

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	7.355	2.556		2.877	0.007
Teaching style	0.621	0.114	0.672	5.447	0.001

Based on Table 5, the influence of teaching style on students' writing ability is statistically significant, as indicated by a p-value (Sig.) of 0.001, which is well below the conventional significance level of $\alpha = 0.05$. The standardized coefficient (Beta) is 0.672, indicating a strong positive relationship between teaching style and students' writing ability. This suggests that improvements in teaching style are associated with significant increases in students' writing performance. Additionally, the unstandardized coefficient (B) value of 0.621 implies that for every one-unit increase in teaching style, students' writing ability increases by 0.621 units, assuming other variables are held constant. The t-value of 5.447 further supports the statistical significance of this relationship, indicating that teaching style is a meaningful predictor of students' writing ability.

Table 6. Multiple regression tests teaching style on feedback practice

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	10.081	2.049		4.921	0.001
Teaching style	0.536	0.091	0.699	5.865	0.001

Based on Table 6, the influence of teaching style on feedback practice is statistically significant, as indicated by a p-value (Sig.) of 0.001, which is below the threshold of $\alpha = 0.05$. The standardized coefficient (Beta) is 0.699, demonstrating a strong positive relationship between teaching style and feedback practice. This means that improvements in teaching style are associated with increases in the implementation of feedback practices. Furthermore, the unstandardized coefficient (B) value of 0.536 indicates that for every one-unit increase in teaching style, feedback practice increases by 0.536 units, assuming other factors remain constant. The t-value of 5.865 further confirms the statistical significance of the relationship.

Table 7. Multiple regression tests feedback practice on students writing ability

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	8.689	3.922		2.216	0.033
Feedback Practice	0.566	0.177	0.469	3.190	0.003

Based on Table 7, the influence of feedback practice on students' writing ability is statistically significant, as indicated by a p-value (Sig.) of 0.003, which is below the significance threshold of $\alpha = 0.05$. The standardized coefficient (Beta) is 0.469, showing a moderate positive relationship between feedback practice and students' writing ability. This implies that improvements in feedback practices contribute to better writing

performance among students. Furthermore, the unstandardized coefficient (B) value of 0.566 indicates that for every one-unit increase in feedback practice, students' writing ability increases by 0.566 units, assuming other factors remain constant. The t-value of 3.190 further confirms that the relationship is statistically significant and meaningful.

Table 8. Multiple regression tests teaching style on student writing ability by including the feedback practice

Model	Unstandardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	7.365	3.353		2.197	0.35
Teaching style	0.622	0.162	0.673	3.844	0.001
Feedback practice	-0.001	0.211	-0.001	-0.005	0.996

Based on Table 8, the findings reveal that teaching style has a significant positive influence on student writing ability. This is evidenced by the unstandardized coefficient (B) of 0.622 and a significance value (p-value) of 0.001, which is below the 0.05 threshold. The standardized coefficient (Beta) of 0.673 and t-value of 3.844 further confirm that teaching style is a strong predictor of writing performance. In contrast, feedback practice does not have a significant influence on student writing ability when included in the regression model. The unstandardized coefficient (B) for feedback practice is -0.001, with a significance value of 0.996, indicating a negligible and statistically non-significant effect. The standardized Beta is -0.001, and the t-value is -0.005, providing no evidence of a mediating role of feedback practice in the relationship between teaching style and writing ability.

These results suggest that while teaching style has a strong and significant impact on students' writing ability, feedback practice does not act as a mediator in this relationship, as it fails to significantly predict the dependent variable when both predictors are included in the regression model. This indicates that the influence of teaching style on students' writing performance is direct and independent, rather than being transferred through feedback mechanisms. According to Nabavi and Bijandi (2012), students who perceive feedback as fair, constructive, and supportive are likelier to engage productively. If teacher-provided feedback is not effectively processed or internalized by students, the potential for improvement in their performance cannot be fully realized. This finding indicates that the influence of teaching style on writing outcomes is direct rather than being channeled through feedback mechanisms. Thus, although teaching style shapes feedback practices as shown in the earlier model, feedback does not significantly contribute to students' writing performance in this context. From the perspective of my research objective to investigate the mediating role of feedback practice in the relationship between teaching style and students' writing ability this analysis provides clear evidence that feedback practice does not mediate the relationship.

Although the quantitative data in this study indicate that feedback practices do not significantly mediate the relationship between teaching style and students' writing ability, this does not necessarily negate the important role of feedback in the writing learning process. As Clark (2012) pointed out, the effectiveness of feedback is greatly influenced by

how students process the information provided. If feedback is not understood correctly or acted upon promptly, its impact on improving writing quality is limited. Therefore, although not statistically proven as a mediator, feedback practices still play a reinforcing role in the instructional relationship, especially when delivered in a way that is specific, structured, and relevant to students' needs.

Observational and questionnaire data indicate that the highest form of feedback received by students is written and formative feedback. This is in line with the findings of Black and Wiliam (2018), who emphasized the importance of formative feedback as a tool for skill development, especially in writing. Teachers tend to provide written comments on students' final assignments, but the frequency and depth of such feedback remain limited. In some cases, the feedback is general, such as "pay attention to grammar" or "writing is messy," without providing concrete explanations. This suggests that although the type of feedback is appropriate, its implementation still needs improvement to maximize its impact on students' writing skills.

Based on students' perception data, most students believe that feedback given by teachers helps them recognize deficiencies in their writing, although they do not always know how to improve it. Nabavi and Bijandi (2012) stated that students' perceptions of the fairness and clarity of feedback affect their engagement in the revision process. If students feel that the feedback is fair and supportive, they will be more motivated to improve and enhance the quality of their writing. This finding emphasizes the importance of the affective aspect in providing feedback, where teachers act not only as evaluators but also as facilitators who guide students towards better academic performance. The pedagogical implications of this study suggest that the integration of participatory teaching styles and consistent feedback practices should be a focus in EFL writing instruction. Teachers are advised to adopt a facilitative and reflective style that allows students to be actively involved in the writing and revision process. As emphasized by Swan (2017), an interactive teaching style can reduce students' anxiety and increase their writing confidence. By combining supportive teaching styles and quality formative feedback, teachers can create a sustainable and effective writing learning cycle. Therefore, although feedback in this study has not been proven to be a significant mediator, its role remains important in bridging the process between instruction and student learning outcomes.

CONCLUSION

This study explored the relationship between teaching style and students' writing ability: the mediating role of feedback practice in English as a Foreign Language classrooms. The findings revealed three significant conclusions: first, a strong positive relationship exists between teaching style and feedback practice, confirming that teaching style, facilitative instruction fosters more frequent and constructive feedback interactions. Second, teaching style was shown to directly and positively affect students' writing performance, reinforcing the importance of scaffolded, collaborative, and explicitly modeled strategies in developing writing skills. Third, feedback practice did not significantly mediate the relationship between teaching style and writing ability when measured by frequency alone, highlighting that not all feedback is equally impactful its quality, clarity, and timing are critical factors.

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