

CLASSROOM-BASED ASSESSMENT PRACTICES IN INDONESIAN JUNIOR HIGH SCHOOL EFL CLASSROOMS: A CASE STUDY OF ENGLISH TEACHERS' FEEDBACK STRATEGIES

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ABSTRACT

This paper present a descriptive Qualitative case study of investigating Classroom based Assessment in Indonesian junior high school students and how the strategies by teacher to give a feedback to students because although teacher and peer feedback, together with required revision, is a common component of the process approach in EFL Classroom, this study aims to identify the types of feedback strategies employed by the teacher and to examine how this practices influence the engagement of students in learning English the participant of this study are one of English teacher through purposive sampling The data were collected using two primary method : semi -structured interview and document analysis of students written assignment along with teacher written feedback. The data were analyzed by using thematic analysis following the six-phase framework proposes by Bram and Clark (2006). The finding reveal five key themes: (1) the teacher's understanding of classroom-based assessment as a formative, learning-oriented process; (2) the use of multiple feedback forms, including written comments, correction symbols, and verbal feedback; (3) the rationale behind feedback decisions, shaped by student proficiency level, assignment objectives, and time limitations; (4) the positive influence of feedback on student engagement and motivation, particularly when delivered in a supportive and encouraging tone; and (5) challenges encountered in practice, such as time constraints and ensuring students' comprehension and application of feedback. The finding of this study proposed that effective classroom -Based Feedback in EFL context requires not only a variety of feedback strategies but also sensitivity to students emotional and active engagement with the feedback provided, and also this study contributes practical insights for EFL Teacher to enhance assessment practices in Indonesian teacher junior high school settings.
Kata Kunci : Classroom Based-Assessment, EFL Classroom, Feedback Strategies, Junior High School, Qualitative Case Study, Student Engagement.

INTRODUCTION

The development of student's assessment practices depends on significantly in written feedback, which stands as one of the most important pillars in Indonesian Junior High School EFL Classroom instruction. Toohey (2000) proposed a model of the learning process involving feedback intervention from teacher that functions as a kind of facilitating process enabling learner to master the new knowledge and use it in different and "real" situations. Teachers and students agree that despite the time-consuming nature of providing written feedback, teacher written feedback is both helpful and desirable (Ferris, 2003; Goldstein, 2004; Lee & Schallert, 2008) this is due to the fact that it is regarded as the most effective means of establishing individual communication between the teacher and each student.

Teachers can deliver feedback using person terms ("you are clever") or process terms ("you worked hard"). Person feedback can lead to negative academic outcomes, as it tends to focus on fixed traits rather than effort or strategy. This distinction becomes especially relevant in the context of the writing process, where feedback is given across multiple stages — including brainstorming, journal writing, multiple drafting, revision, and final editing — and where the type of feedback provided at each stage can significantly shape how students engage with their work.

(Hedgcock & Lefkowitz, 1996; Lockhardt & Ng, 1995; Mangelsdorf & Schlumberger, 1992). Zamel (1983), Cohen (1987), and Raimes (1985, 1987) identified the lack of ESL

students' writing and revision strategies, attributing the problem in part to writing instructors who focused on primarily the form of the writing without addressing the actual ideas and meaning conveyed by the text. The shift to a focus on the writing process has not, however, eliminated the difficulties of providing effective feedback, while feedback is a concept that has different meanings and interpretations, the dominant understanding of feedback in higher education is that it constitutes a teacher providing comments to a student in relation to his or her performance on a learning or assessment task (Carless, 2015).

Although research on assessment of student practice and teacher written feedback in second language settings has grown considerably, the majority of these studies have been carried out in first language and EFL environments. Here's a brief summary of the background: Gan, An, and Liu (2021), in their study of 308 students at two universities in China, found that teacher feedback practices significantly predicted student motivation and learning satisfaction, and that student feedback behaviors had a stronger influence on exam performance than teacher feedback itself. These findings confirm that the effectiveness of feedback in higher education depends heavily on students' active engagement in the feedback process, and therefore, students need to be treated as active partners in the learning and assessment process.

Skipper and Douglas (2015) examined the influence of teacher feedback types on students' perceptions of the student-teacher relationship. Through two experiments involving 7–11-year-old children in the UK, the results showed that the type of praise (person vs. process) had no significant effect on perceptions of the student-teacher relationship when students were successful. However, criticism based on the person was shown to have a greater negative impact on the relationship when students experienced failure, and this negative impact persisted after students experienced subsequent success. These findings emphasize the need for teachers to be careful in selecting the type of feedback they provide, as inappropriate feedback can damage the student-teacher relationship and ultimately impact student learning outcomes.

In examining the impact of peer feedback compared to teacher feedback, Chaudron (1984) found that, while the scores on all the revised essays, which students wrote after receiving peer review feedback, were on average higher (though not significantly so), there was not a significant difference between the amount of improvement resulting from peer feedback and that resulting from teacher feedback.

RESEARCH METHODS

1. Design

This study employed a case study design by concentrating on one English teacher at an Indonesian Junior High School. A case study approach was chosen because it enables researchers to investigate a particular phenomenon deeply within its authentic setting (Yin, 2018). In this research, the phenomenon under investigation is the teacher's feedback strategies used in classroom-based assessment practices. The data were gathered through semi-structured interviews and document analysis, including students' written assignments and the teacher's written feedback provided on those assignments.

This study was conducted in an Indonesian Junior High School (middle high school), where English is taught as a foreign language (EFL). The participant was an English teacher who was responsible for teaching English and giving feedback on students' written work. The semi-structured interview aimed to explore the teacher's views, beliefs, and practices related to the feedback strategies applied in responding to students' writing tasks.

In addition, document analysis of students' written assignments was used as supplementary data to identify how the teacher implemented feedback in actual classroom

practice, during the data collection process, the students in the selected class were consistently assigned writing tasks as part of their English learning activities. This situation provided a natural classroom context that allowed the researcher to examine the teacher's feedback practices comprehensively and in detail.

2. Participants

The participant were selected of this study was an English teacher from a Junior High School in Pekanbaru. The selection of the participant was carried out purposively, as purposive sampling allows the researcher to select an individual who possesses relevant knowledge and experience pertaining to the phenomenon under investigation (Creswell, 2012). This sampling strategy is considered particularly appropriate for qualitative case study research, where the depth of information provided by the participant is of greater importance than the representativeness of the sample (Merriam, 2009).

The participant was selected based on the following criteria: (1) currently serving as an active English language teacher at the Junior High School level, (2) having a minimum of two years of teaching experience in EFL classroom instruction, and (3) regularly incorporating written feedback as part of classroom-based assessment practices in their teaching. These criteria were established to ensure that the participant could provide rich and meaningful data relevant to the research questions of the present study, which examines the teacher's feedback strategies in responding to students' written assignments in an Indonesian EFL classroom context.

3. Data Collection

In the present study, data were gathered through two primary methods, namely semi-structured interviews and document analysis. These methods were deliberately chosen to facilitate a comprehensive and in-depth understanding of how the English teacher implements feedback strategies within the context of classroom-based assessment in an EFL setting. As noted by Creswell and Poth (2018), qualitative data collection offers researchers the opportunity to thoroughly investigate participants lived experiences, viewpoints, and practices within their natural environment.

The first method employed in this study was semi-structured interviews, which were conducted with the English teacher as the primary participant. This type of interview is particularly valuable in qualitative research as it provides a structured framework through guiding questions while simultaneously allowing participants the freedom to elaborate and express their thoughts in greater depth (Merriam & Tisdell, 2016). The interview questions in this study were designed to explore several key areas, including the teacher's understanding of classroom-based assessment, the variety of feedback strategies applied in the classroom, the rationale behind the selection of specific feedback approaches, and the teacher's views on how feedback influences students' learning engagement and writing development.

The interviews were carried out in a flexible and conversational manner to encourage the participant to share rich and meaningful insights. All interview sessions were audio-recorded and subsequently transcribed to maintain the accuracy and integrity of the data collected.

The second method utilized in this study was document analysis, which served as complementary data to examine how the teacher's feedback practices were actually realized in the classroom. According to Bowen (2009), document analysis refers to a systematic process of reviewing and evaluating documents as a legitimate source of qualitative data. In the present study, the documents examined included students' written assignments along with the corresponding written feedback provided by the teacher on those assignments. This method allowed the researcher to identify the nature, characteristics, and recurring patterns

of the teacher's feedback in authentic instructional contexts. Furthermore, the combination of these two data sources strengthened the credibility and trustworthiness of the study's findings through the process of data triangulation (Patton, 2002).

4. Data Analysis

The data collected through semi-structured interviews and document analysis were analyzed using thematic analysis following the six-phase framework proposed by Braun and Clarke (2006), which includes familiarizing with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This approach was selected because it allows the researcher to identify, analyze, and report patterns or themes within qualitative data in a flexible yet systematic manner. The analysis began with repeated reading of the interview transcripts and documents to achieve data familiarization, followed by the generation of initial codes, and the subsequent development of overarching themes relevant to the research questions.

5. Trustworthiness, validity and reliability

To ensure the trustworthiness of this study, the researcher employed several strategies based on the framework proposed by Lincoln and Guba (1985), which encompasses four key criteria: credibility, transferability, dependability, and confirmability.

- 1) Credibility refers to the degree to which the findings of the study accurately represent the experiences and perspectives of the participant. In order to establish credibility, this study employed data triangulation by cross-referencing data obtained from the semi-structured interview with data gathered through document analysis, including the teacher's written feedback on students' assignments. Additionally, member checking was conducted by returning the interview transcripts to the participant for verification, ensuring that the data accurately reflected the teacher's intended meanings and viewpoints.
- 2) Transferability refers to the extent to which the findings of this study may be applicable to other contexts or settings. To facilitate transferability, the researcher provided a thick description of the research context, including detailed information about the school setting, the participant's background, and the nature of the classroom-based assessment practices observed. This detailed contextual information allows readers to assess the relevance of the findings to their own educational contexts.
- 3) Dependability refers to the consistency and stability of the research process. To ensure dependability, the researcher maintained a detailed record of all methodological decisions made throughout the study, including the development of interview questions, the data collection procedures, and the analytical process. All interview sessions were audio-recorded and transcribed verbatim to preserve the accuracy of the data.
- 4) Confirmability refers to the extent to which the findings of the study are grounded in the data rather than shaped by the researcher's personal biases or assumptions. To address confirmability, the researcher engaged in reflexivity throughout the research process by continuously reflecting on how personal perspectives and assumptions might influence the interpretation of the data. The researcher's interpretations were consistently anchored in direct evidence from the interview transcripts and the documents analyzed.

RESULTS AND DISCUSSION

The findings of this study are presented based on research questions that highlight the identification of feedback strategies implemented by English teachers in classroom-based assessments and their impact on student engagement. Data were collected through semi-

structured interviews with an English teacher at a junior high school in Pekanbaru, Indonesia. The results are grouped into five main themes: (1) teachers' understanding of classroom-based assessment and feedback, (2) types and forms of feedback strategies used, (3) rationales behind decisions to provide feedback, (4) the influence of feedback on student engagement and motivation, and (5) challenges and reflective practices in implementing feedback.

1) Teachers' Understanding of Classroom-Based Assessment and the Role of Feedback

Participants demonstrated a deep understanding of classroom-based assessment, which they viewed as more than just providing grades. When explaining the meaning of classroom-based assessment and the function of feedback, the teacher stated:

“Assessment in the classroom is not just about giving grades, but also observing the students' learning process. Feedback is very important because it helps students identify areas of improvement and areas of improvement.”

This statement reflects that teachers view assessment as a formative process that supports learning, not simply a tool for measuring academic achievement. This view aligns with current perspectives in second language teaching, which view feedback as a pedagogical tool that fosters student learning and development (Carless, 2015; Hattie & Timperley, 2007). Teachers also emphasize that feedback helps students identify their strengths and weaknesses while building confidence for future assignments.

Furthermore, teachers differentiate between feedback on content and feedback on language form. Feedback on content and ideas is more focused on student comprehension and creativity, while grammar feedback focuses on language accuracy. This balanced approach reflects the principles of process-based writing instruction, which emphasizes attention to both meaning and language form at every stage of writing (Hedgcock & Lefkowitz, 1996).

2) Types and Forms of Feedback Strategies Used

The results of the study indicate that teachers employ various forms of feedback, including written comments, correction symbols, and verbal feedback. When explaining the types of feedback they typically provide, one teacher stated:

Interviewer: biasanya, jenis feedback seperti apa yang miss berikan kepada siswa, untuk tugas mereka, apakah komentar tertulis, tandatangan koreksi, apakah nilai atau komentar secara lisan?

Interviewee: Biasanya saya memberikan komentar tertulis di buku tugas siswa, kadang juga tanda koreksi untuk grammar atau spelling. Selain itu, saya juga sering memberi feedback secara lisan saat membahas tugas di kelas supaya siswa lebih paham.

“I usually provide written comments in students' workbooks, sometimes with correction marks for grammar or spelling. I also often provide verbal feedback during class discussions to help students understand better.”

This suggests that teachers combine indirect written feedback (such as correction symbols) with direct comments and verbal explanations in class discussions. Using a variety of methods is important because verbal explanations can strengthen students' understanding of written feedback (Ferris, 2003). The others finding is the teacher's habit of combining praise with correction. Teachers typically begin with a positive comment before pointing out an error, for example: “Your idea is good and clear, but please pay attention to your tenses.” This strategy reflects the praise-before-correction approach widely discussed in the literature, where positive reinforcement can increase students' receptivity to corrective feedback (Skipper & Douglas, 2015).

Teachers also tend to provide feedback that focuses on students' effort and work results, rather than personal characteristics. For example, the comment "This paragraph is good because the ideas are clear" is considered more effective than praise such as "You're smart." This finding supports the process-based feedback theory, which states that praise for effort and the learning process has a better academic impact than praise for innate ability (Dweck, 1999; Skipper & Douglas, 2015).

Furthermore, teachers tailor feedback to students' ability levels and writing stages. For students with lower English proficiency, feedback is simplified, highlighting only key errors to avoid overwhelming them. In early drafts, teachers emphasize content and ideas, while in final drafts, they focus on grammar and writing mechanics. This differentiation practice aligns with the principles of process-based writing instruction (Zamel, 1983).

3) Reasons Behind Decisions to Provide Feedback

Several factors influence teachers' decisions about providing feedback, including student ability level, assignment objectives, time constraints, and class size. Teachers acknowledged that providing in-depth, individual feedback requires significant time, especially in classes with large numbers of students. This challenge is also frequently identified in previous research on feedback practices (Lee, 2008).

Participants also mentioned that experiences participating in professional development activities, such as workshops and training, shaped their understanding of effective feedback. From there, teachers understood that feedback should not only point out errors but also provide guidance on how to correct them. This understanding influences their current teaching practices and supports the importance of teacher training in implementing effective feedback (Goldstein, 2004).

English teacher also intentionally avoid feedback that could embarrass or pressure students. They stated:

Interviewer: apakah ada jenis feedback yang biasanya miss hindari? Mengapa?

Interviewee: "Saya biasanya menghindari feedback yang terlalu keras atau membuat siswa merasa malu. Karena kalau feedback-nya negatif sekali, kadang siswa jadi tidak percaya diri atau malas menulis lagi."

"I usually avoid feedback that is too harsh or makes students feel embarrassed. If it's too negative, students can lose confidence or become reluctant to write again."

This statement demonstrates teachers' awareness of the emotional impact of feedback and the importance of creating a supportive learning environment. Previous research also confirmed that overly negative feedback can reduce students' motivation and self-confidence (Skipper & Douglas, 2015).

4) The Influence of Feedback on Student Engagement and Motivation

The teacher observed that students responded to feedback in different ways. Some students read the comments carefully and revised their writing accordingly, while others focused more on the grades they received. To increase students' attention to feedback, the teacher frequently discussed the written comments during class activities. This practice aligns with the findings of Gan, An, and Liu (2021), who stated that students' active engagement with feedback significantly impacts their academic progress.

The teacher also shared an example of the impact of feedback on student motivation. One student, who initially lacked confidence due to frequent grammar errors, became more motivated after receiving positive and supportive feedback. However, the teacher also realized that too much correction on a single assignment can have a negative emotional impact. This further strengthened the teacher's understanding of the importance of adjusting the amount and tone of feedback to the student's emotional well-being.

According to the teacher, effective feedback should be clear, simple, and actionable. Rather than simply marking an answer as "wrong," it's best to provide an explanation or a correct example. The teacher also believes that delivering feedback in a positive manner makes it easier for students to accept it. This view aligns with Hattie and Timperley's (2007) concept of effective feedback, which is information that helps students close the gap between current performance and learning targets.

5) Challenges and Reflective Practice

Teachers identified time constraints as a major challenge in providing feedback, particularly in classes with large numbers of students. Providing detailed, individualized comments requires significant time and effort, a common problem in EFL contexts (Ferris, 2003; Lee, 2008).

Another challenge is ensuring students fully understand the feedback provided. Teachers stated that students do not always interpret written comments as intended. This finding reflects a broader issue in feedback research regarding students' ability to understand and apply feedback (Carless, 2015).

In their reflections, participants emphasized the importance of creating systems that provide students with more opportunities to revise assignments after receiving feedback. Teachers argued that students should not only receive evaluations but also actively use feedback to improve their writing. This perspective supports current views that view feedback as a dialogic, student-centered process, rather than simply a one-way delivery of information (Carless & Boud, 2018; Gan et al., 2021).

CONCLUSION

The purpose of this field study research was to explore how the feedback strategies provided by English teachers towards classroom assessment, in a junior high school in Indonesia, and the findings stated that the participating teachers had a strong understanding of classroom-based assessment as formative rather than just a grading tool, and also this feedback was considered as an important point that is expected to support students' understanding by helping them identify and improve their strengths in language and writing confidence. Teachers practice some combination of these feedback strategies, including written comments, correcting symbols, and verbal feedback during class discussions. The best approach is to combine praise with constructive criticism and reward hard work over natural talent. Good second-language writing teachers also tailor their feedback to the students' ability level and drafting stage. That's solid teaching.

This study shows that feedback has a significant impact on student engagement and motivation, especially when provided in a friendly, clear, and helpful manner. Providing positive and clear feedback to students helps them improve their work and boosts their confidence, especially for those who are still learning and may not yet be highly skilled. However, implementing effective feedback presents significant challenges. Key challenges include lack of time due to large class sizes, students having difficulty understanding and using written feedback, and the emotional impact of harsh comments. And this is shows that Indonesian EFL teachers in junior high schools recognize the importance of feedback and are thoughtful about their teaching practices, which is a positive sign. However, there remains a gap between what they understand about feedback and how often they effectively use it in their teaching. These findings add to the growing body of research on classroom assessment in EFL contexts in Asia, particularly in Indonesia, where formative assessment practices are still evolving.

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