

THE EFFECTS OF PROGRESS FEEDBACK AND WRITING SELF-EFFICACY ON EFL UNIVERSITY STUDENTS' WRITING PERFORMANCE

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Abstract : Progress feedback is a commonly accepted instructional tool in writing training, nevertheless, the effects of progress feedback on writing performance and self-efficacy have seldom been explored simultaneously. This study examined the effect of progress feedback on university students' writing performance and writing self-efficacy using a quasi-experimental pretest-posttest control group design. One hundred undergraduate students taking a one-semester English course participated in the study. Data were analysed using descriptive statistics, Friedman tests, paired samples t-tests, Kendall's W and MANCOVA. The results showed a significant overall treatment effect ($p < .001$) and notable improvements in students' writing performance, especially in Language and Mechanics, Word Forms, Strategy, Content and Lexis ($p = .004$). The students who reported higher levels of writing self-efficacy also exhibited continued increases in their writing performance. The study's findings indicate that it is possible to increase the writing performance of EFL learners thru progress feedback strengthened by writing self-efficacy. The present study contributes to the field of EFL writing research by integrating instructional feedback and motivational beliefs in a single experimental design.

Keywords : Progress Feedback; Self-Efficacy Beliefs; Writing Performance.

Abstrak : Umpan balik mengenai kemajuan (progress feedback) merupakan sarana instruksional yang umum digunakan dalam pelatihan menulis; namun, pengaruhnya terhadap kinerja menulis dan efikasi diri jarang diteliti secara bersamaan. Penelitian ini mengkaji pengaruh umpan balik kemajuan terhadap kinerja menulis dan efikasi diri dalam menulis pada mahasiswa dengan menggunakan desain kuasi-eksperimental kelompok kontrol pretest-posttest. Sebanyak seratus mahasiswa sarjana yang mengikuti mata kuliah bahasa Inggris selama satu semester berpartisipasi dalam penelitian ini. Data dianalisis menggunakan statistik deskriptif, uji Friedman, uji-t sampel berpasangan, Kendall's W, dan MANCOVA. Hasil penelitian menunjukkan adanya pengaruh perlakuan keseluruhan yang signifikan ($p < 0,001$) serta peningkatan yang nyata pada kinerja menulis mahasiswa, khususnya dalam aspek Bahasa dan Mekanika, Bentuk Kata, Strategi, Isi, dan Leksis ($p = 0,004$). Mahasiswa yang melaporkan tingkat efikasi diri menulis yang lebih tinggi juga menunjukkan peningkatan berkelanjutan dalam kinerja menulis mereka. Temuan penelitian ini mengindikasikan bahwa peningkatan kinerja menulis pembelajar EFL dapat dicapai melalui umpan balik kemajuan yang diperkuat oleh efikasi diri dalam menulis. Penelitian ini memberikan kontribusi pada bidang penelitian penulisan EFL dengan mengintegrasikan umpan balik instruksional dan keyakinan motivasional dalam satu desain eksperimental.

Kata Kunci : Umpan Balik Kemajuan; Keyakinan Efikasi Diri; Kinerja Menulis.

INTRODUCTION

Despite continuous efforts to improve English instruction, writing remains one of the most challenging skills for university students learning English as a Foreign Language (EFL). Recent international assessments indicate that many EFL learners continue to struggle with organizing ideas, constructing coherent arguments, and producing grammatically accurate academic texts, despite years of formal English instruction (Graham et al., 2026; OECD, 2023). Similar problems have been reported across Asian higher education contexts, where students frequently experience difficulty expressing ideas in extended academic writing and often rely heavily on teacher correction rather than self-regulated revision (Hadi Mogavi et al., 2024; Hyland & Hyland, 2019). In Indonesia, these challenges are even more pronounced because English functions primarily as a foreign language, limiting students' opportunities to practice writing outside the classroom. Consequently, improving university students' writing performance has become an important priority in EFL instruction.

Writing difficulties are not solely attributable to limited linguistic competence. Recent research has increasingly emphasized that successful writing also depends on learners' motivational beliefs and the quality of instructional support they receive during the writing process (Graham et al., 2026; Liu et al., 2026; Mehrdadian et al., 2021; Moya & Camacho, 2024). Among these factors, writing self-efficacy and progress feedback have attracted considerable attention because both influence students' willingness to engage in challenging writing tasks, regulate revision strategies, and persist when encountering writing difficulties. Students who believe they are capable of producing effective texts generally demonstrate greater persistence and invest more effort during revision, whereas students with low writing self-efficacy tend to avoid demanding writing activities and experience higher writing anxiety (Bandura, 1997; Bruning et al., 2013; Sun et al., 2026). Likewise, instructional feedback that focuses on students' progress rather than solely evaluating final products is increasingly viewed as an important strategy for promoting continuous improvement in writing.

Previous studies have demonstrated positive effects of feedback on writing development; however, their findings remain inconclusive regarding how and under what conditions feedback improves writing performance. Several studies reported that formative or progress-oriented feedback enhanced students' writing quality, motivation, and revision behaviour (Hyland & Hyland, 2019; Schunk & Swartz, 1993; Wisniewski et al., 2020). In contrast, other studies found that feedback produced only modest or indirect effects because its effectiveness depended on learners' motivation, goal orientation, and capacity to interpret feedback productively (Duijnhouwer et al., 2010; Sitzmann & Yeo, 2013). Recent meta-analyses also indicate substantial variation in feedback effectiveness across

educational settings, suggesting that instructional feedback alone cannot consistently explain improvements in writing performance (Wisniewski et al., 2020). These inconsistent findings imply that important psychological mechanisms influencing feedback effectiveness remain insufficiently understood.

One possible explanation concerns students' writing self-efficacy. According to Bandura's Social Cognitive Theory, self-efficacy influences learners' choices, persistence, self-regulation, and performance by shaping how they interpret learning experiences and respond to instructional information (Bandura, 1997). In writing contexts, students with stronger self-efficacy are generally more likely to utilize feedback constructively because they perceive revision as an opportunity for improvement rather than evidence of failure (Bruning et al., 2013; Putri, 2024). Achievement Goal Theory further suggests that learners who focus on personal improvement are more receptive to progress-oriented feedback because they evaluate success based on individual growth rather than comparison with others. These theoretical perspectives suggest that progress feedback may improve writing performance not only directly but also by strengthening students' motivational beliefs throughout the writing process.

However, previous research has not adequately explained the interaction between progress feedback and writing self-efficacy within a single instructional framework. Most existing studies have investigated either feedback interventions or motivational variables separately, making it difficult to determine whether improvements in writing performance result primarily from instructional feedback itself or from changes in learners' self-efficacy following feedback (Bruning et al., 2013; Wisniewski et al., 2020). Furthermore, empirical evidence remains scarce in EFL higher education, particularly in developing-country contexts where classroom feedback practices, learner autonomy, and opportunities for English writing differ substantially from those in English-speaking environments (Anglani et al., 2023; Makena & Mpiti, 2024; Lee, 2023). Consequently, an important scientific question remains unanswered: Does progress feedback improve writing performance directly, or does its effectiveness depend on strengthening students' writing self-efficacy during the learning process? Addressing this question is essential for developing a more comprehensive understanding of how instructional and motivational factors jointly contribute to writing development.

Accordingly, this study investigates the effects of progress feedback on university students' writing performance while simultaneously examining the role of writing self-efficacy within the same experimental framework. Rather than merely determining whether feedback is effective, this study seeks to explain the motivational mechanism through which progress feedback supports writing improvement by integrating Bandura's Social Cognitive

Theory, Achievement Goal Theory, and progress feedback into a single conceptual model. By addressing inconsistent findings in previous studies and examining these variables simultaneously in an Indonesian EFL higher education context, this research contributes both theoretically and practically. Theoretically, it extends current understanding of the motivational processes underlying feedback effectiveness in second-language writing, while practically providing evidence-based guidance for EFL instructors in designing progress-oriented feedback that strengthens students' confidence and improves writing achievement. Accordingly, this study addresses two research questions: How does writing progress feedback affect students' writing performance, and how does writing self-efficacy affect students' writing performance?.

METHOD

This study employed a quantitative experimental design to investigate the effects of progress feedback on students' writing self-efficacy and writing performance in an English as a Foreign Language (EFL) context. The experiment involved two treatment groups that received different peer-feedback interventions and one control group that did not receive peer feedback. The qualitative interviews conducted at the end of the intervention were used solely to support the interpretation of the quantitative findings regarding students' perceptions of feedback and the development of self-efficacy. Therefore, the study remained an experimental quantitative study rather than a mixed-methods investigation.

The study was conducted at the University of Riau and involved 100 undergraduate students (40 males and 60 females; aged 19–25 years) who were enrolled in a one-semester English for Specific Purposes (ESP) course. Participants were selected using convenience sampling because they were readily accessible during the semester. Subsequently, they were randomly assigned to one of the experimental or control groups to minimize selection bias. Questionnaire results indicated that approximately 83% of the participants had no previous experience with peer feedback in English writing classes. Two instructors supervised the four workgroups throughout the intervention. To minimize potential threats to internal validity arising from differences among instructors, the intervention tasks, learning materials, and feedback procedures were standardized across all groups. The first author coordinated the intervention, responded to students' questions, and ensured that the instructional procedures were implemented consistently. Furthermore, the writing activities used during the experiment were only partially related to the regular course content to reduce the influence of other classroom activities.

Data were collected using writing assessments, questionnaires, feedback evaluation forms, and semi-structured interviews. Writing self-efficacy was measured using a contextual Writing Self-Efficacy (SE) scale and Self-Efficacy for Self-Regulated Writing

(SESR) scale, in which students rated their confidence on a 10-point scale ranging from 0 ("cannot do at all") to 10 ("highly certain can do"). The SESR instrument assessed students' confidence in monitoring and revising their own writing through items such as identifying grammatical errors and reorganizing ideas effectively. Writing anxiety was measured using selected items adapted from Cheng's (2004) L2 Writing Anxiety Inventory. Students' perceptions of peer feedback were assessed using the questionnaire developed by Lee (2015), which examined the perceived usefulness of giving and receiving peer feedback during the intervention. To measure students' motivation and writing self-efficacy, the study employed two subscales from the Motivated Strategies for Learning Questionnaire (MSLQ), namely Intrinsic Goal Orientation (4 items) and Self-Efficacy for Learning and Performance (8 items), using a seven-point Likert scale ranging from 1 (not at all true of me) to 7 (very true of me). Factor analysis confirmed the two-factor structure of the questionnaire, explaining 58.4% of the variance for the second assignment and 64.5% for the third assignment, with all factor loadings exceeding 0.40. Students also completed a five-item feedback evaluation questionnaire to assess the perceived usefulness of the comments they received after the second writing task. Semi-structured interviews were conducted with selected participants after the intervention to obtain additional insights into how peer feedback contributed to the development of writing self-efficacy. The interview findings were used only to complement and explain the quantitative results.

The intervention lasted six weeks and consisted of three sequential academic writing assignments. Students wrote one-page academic essays based on discipline-related topics provided in the course manual. The manual included writing instructions, assessment criteria, self-assessment checklists, and task guidelines. Students in the treatment groups completed their first drafts individually outside class before exchanging drafts with three or four peers. In the face-to-face (FTF) group, peer discussions were conducted synchronously during class meetings, whereas students in the computer-mediated communication (CMC) group exchanged written comments asynchronously through Google Docs. After revising their drafts based on peer comments, students submitted their final essays to the instructors, who provided additional written feedback using a standardized feedback form consisting of title evaluation, fourteen writing assessment criteria, qualitative comments, and an overall score ranging from 1 to 10. Students completed the motivation questionnaire before beginning the second and third writing assignments and completed the feedback evaluation questionnaire immediately after receiving feedback on the second assignment. At the end of the intervention, selected participants participated in semi-structured interviews to provide further explanations regarding their feedback experiences and confidence in writing.

The feedback provided during the intervention was further analyzed using structured feedback scoring rubric consisting of ten criteria, with particular emphasis on whether the comments explicitly communicated students' learning progress and suggested improvements. Quantitative data were analyzed using IBM SPSS. Descriptive statistics were first computed to summarize participant characteristics and score distributions. Paired-samples t-tests were conducted to examine within-group changes between pretest and posttest scores. Friedman tests were used when the assumptions of parametric analysis were not satisfied, while Kendall's W was calculated to estimate the magnitude of the observed effects. The primary analysis employed Multivariate Analysis of Covariance (MANCOVA) because the study simultaneously examined multiple dependent variables while controlling for baseline differences. Follow-up ANCOVA and multiple regression analyses were conducted to identify the unique contribution of writing self-efficacy and mastery goals to writing performance after controlling for pre-intervention scores. The analytical procedures were selected to address each research question systematically, allowing the study to evaluate both the effectiveness of progress feedback and the motivational mechanisms through which writing self-efficacy contributes to writing performance.

RESULT AND DISCUSSION

1. Results

a) Descriptive Statistics

Descriptive statistics is a preliminary data analysis technique that provides the overview of the research variables. Descriptive statistics shows the data concentration (Mean, Mode, Median, etc.) and data distribution (standard deviation, variance, etc.). The average value and standard deviation of all variables in the study are presented in Table 1.

Table 1: Descriptive Statistics of the Variable Writing Performance

No	Indicator	Pre Test		Post Test	
		Mean	SD	Mean	SD
1	Constant	2.96	1.18	3.07	1.17
2	Organization & Content	2.96	1.20	3.06	1.20
3	Language & mechanics	2.96	1.18	2.99	1.22
4	Perceived usefulness	1.94	0.58	2.01	0.59
5	Apprehension	1.96	0.60	1.97	0.60
6	Proficiency	2.00	0.59	2.01	0.59
7	Reference	1.98	0.59	2.03	0.59
8	Object	1.84	0.55	1.94	0.55
9	Grade/descriptive	1.96	0.59	2.05	0.59
10	Explanation	1.94	0.60	2.03	0.59
11	Word forms	1.94	0.58	2.09	0.61
12	Question	2.00	0.59	2.01	0.59

Table 1 presents the descriptive statistics for the writing performance indicators before and after the intervention. Overall, the post-test mean scores were consistently higher than the pre-test scores across all twelve indicators, indicating a general improvement in students' writing performance following the implementation of progress feedback. The greatest improvements were observed in Word Forms (Mean = 1.94 to 2.09), Object (Mean = 1.84 to 1.94), Grade/Descriptive (Mean = 1.96 to 2.05), and Explanation (Mean = 1.94 to 2.03). Improvements were also found in the broader dimensions of Organization and Content and Language and Mechanics, suggesting that students not only reduced language errors but also improved the organization and clarity of their written texts. Although the increases in mean scores were generally modest, the consistent upward trend across all indicators indicates that the intervention contributed positively to students' overall writing performance.

Table 2: Descriptive Statistics of the Variable Writing Performance

No	Indicator	Pre Test		Post Test	
		mean	SD	mean	SD
1	Strategy	1.94	0.58	2.08	0.61
2	Progress explicitness	1.94	0.59	2.03	0.59
3	Sign	1.98	0.59	2.00	0.61
4	Tone	1.95	0.59	2.01	0.59
5	Capitalization	1.98	0.59	2.03	0.59
6	Content	2.00	0.59	2.02	0.58
7	Language	1.84	0.55	1.94	0.55
8	Sentence fragment	2.00	0.59	2.01	0.59
9	Run-on sentence	1.97	0.61	2.03	0.59
10	Lexis	2.92	1.18	2.99	1.22
11	Grammar	2.96	1.18	3.05	1.17

Table 2 further describes the changes in specific feedback-related writing components. Similar to Table 1, every indicator demonstrated higher mean scores in the post-test than in the pre-test. The largest improvement occurred in Strategy (Mean = 1.94 to 2.08), followed by Language (Mean = 1.84 to 1.94), Grammar (Mean = 2.96 to 3.05), and Lexis (Mean = 2.92 to 2.99). These findings suggest that progress feedback particularly enhanced students' strategic approach to writing and their linguistic accuracy. Collectively, the descriptive statistics provide preliminary evidence that students benefited from the intervention across both higher-order writing skills (organization and strategy) and lower-order language skills (grammar, vocabulary, and mechanics).

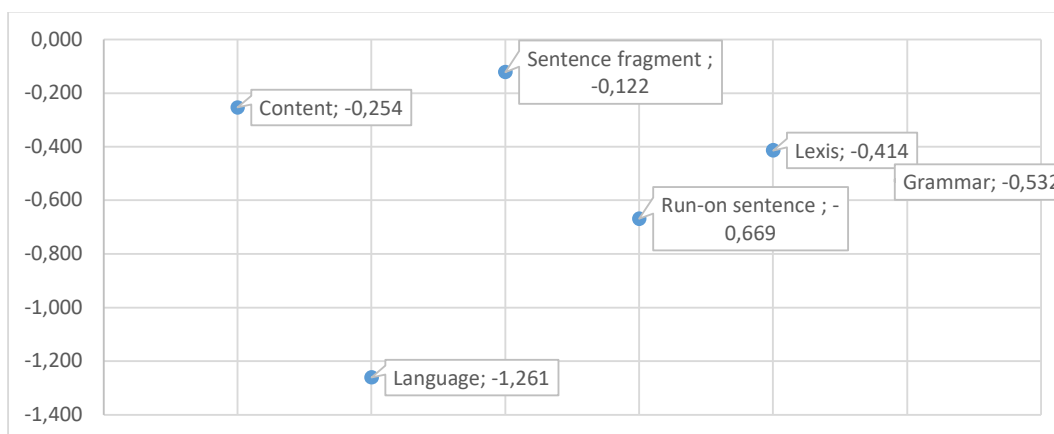
b) Friedman, Kendall's W, and Paired t-Test

To determine whether the observed improvements were statistically meaningful, Friedman, Kendall's W, and paired-samples t-tests were conducted:

Table 3: Friedman and Kendall W Values

Items	Friedman	Kendall's W
Content	100.00	1,000
Language	100.00	1,000
Sentence fragment	100.00	1,000
Run-on sentence	100.00	1,000
Lexis	33.64	0.336
Grammar	77.44	0.774

As shown in Table 3, the Friedman and Kendall's W analyses revealed statistically significant differences between the pre-test and post-test scores for all six writing components examined, namely Content, Language, Sentence Fragment, Run-on Sentence, Lexis, and Grammar. Four variables (Content, Language, Sentence Fragment, and Run-on Sentence) produced the maximum Kendall's W value ($W = 1.000$), indicating perfect agreement in the direction of improvement across participants. Grammar also demonstrated a strong treatment effect ($W = 0.774$), while Lexis showed a moderate effect ($W = 0.336$). These findings indicate that the intervention consistently improved both students' grammatical accuracy and their ability to construct coherent sentences.

**Figure 1: T Test Value**

The paired-samples t-test (Figure 1) further confirmed these findings by demonstrating statistically significant mean differences between the pre-test and post-test scores for all six variables. These results indicate that the improvements observed in the descriptive analysis were not attributable to random variation but reflected genuine treatment effects. Consequently, the preliminary analyses support the conclusion that progress feedback contributed to significant improvements in students' writing performance.

c) MANCOVA Test

Following the preliminary analyses, a Multivariate Analysis of Covariance (MANCOVA) was conducted to determine which variables significantly explained the improvements in the two dependent variables, Sentence Fragment and Grammar, after controlling for baseline performance and motivational factors.

Table 4: Hotteling T Value

Indicator	Pillai's Trace	Wilks' Lambda	Hotelling's Trace	Roy's Largest Root
Intercept	0.215*	0.786*	0.273*	0.273*
Constant	0.181*	0.820*	0.221*	0.221*
Organization & Content	0.002	0.999	0.002	0.002
Language & mechanics	0.074*	0.927*	0.079*	0.079*
Perceived usefulness	0.006	0.995	0.006	0.006
Apprehension	0.020	0.981	0.020	0.020
Proficiency	0.017	0.984	0.017	0.017
Reference	0.004	0.997	0.004	0.004
Object	0.001	1.000	0.001	0.001
Grade/descriptive	0.001	1.000	0.001	0.001
Explanation	0.001	1.000	0.001	0.001
Word forms	0.067*	0.934*	0.072*	0.072*
Question	0.001	1.000	0.001	0.001
Strategy	0.031*	0.970*	0.032*	0.032*
Progress explicitness	0.004	0.997	0.004	0.004
Sign	0.001	1.000	0.001	0.001
Tone	0.004	0.997	0.004	0.004
Capitalization	0.009	0.992	0.009	0.009
Content	0.035*	0.966*	0.036*	0.036*
Language	0.001	1.000	0.001	0.001
Run-on sentence	0.014	0.987	0.015	0.015
Lexis	0.047*	0.954*	0.049*	0.049*
Type	0.005	0.996	0.005	0.005

Table 4 presents the multivariate test statistics based on Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. Across all four multivariate statistics, six independent variables consistently demonstrated significant multivariate effects: Language and Mechanics, Word Forms, Strategy, Content, Lexis, and the Constant term. The consistency across all multivariate indices strengthens the robustness of these findings and indicates that these variables made meaningful contributions to improvements in students' grammatical accuracy and sentence construction. In contrast, variables such as Perceived Usefulness, Apprehension, Reference, Object, Explanation, Tone, and Capitalization did not demonstrate

statistically significant multivariate effects, suggesting that their individual contributions were comparatively smaller after controlling for other predictors.

Table 5: MANCOVA Test Results

Indicator	MS		Sig
	Sentence_Fragment	Grammar	
Corrected*	3.121	12,363	0.001
Intercept*	0.000	0.030	0.001
constant*	0.000	0.024	0.001
Organization & Content	0.000	0.001	0.588
Languages & mechanics *	0.000	0.009	0.001
Perceived usefulness	0.000	0.001	0.345
Apprehension	0.000	0.003	0.064
Proficiency	0.000	0.002	0.087
Reference	0.000	0.001	0.457
Object	0.000	0.001	0.936
Grade/descriptive	0.000	0.001	0.981
Explanation	0.000	0.001	0.862
Wordforms*	0.000	0.008	0.001
Question	0.002	0.001	0.919
Strategy*	0.000	0.004	0.020
Progress explicitness	0.000	0.001	0.439
Sign	0.000	0.001	0.996
Tone	0.000	0.001	0.456
Capitalization	0.000	0.001	0.230
Content*	0.000	0.004	0.013
Language	0.000	0.001	0.940
Run-on sentence	0.000	0.002	0.117
Lexis*	0.000	0.006	0.004
Type	0.000	0.001	0.391

The univariate MANCOVA results shown in Table 5 further clarify the relative contribution of each predictor. The corrected model was statistically significant ($p = .001$), indicating that the independent variables collectively explained a significant proportion of the variance in Sentence Fragment and Grammar. Among all predictors, Language and Mechanics ($p = .001$), Word Forms ($p = .001$), Lexis ($p = .004$), Strategy ($p = .020$), and Content ($p = .013$) emerged as significant determinants of writing improvement. These variables represent both linguistic accuracy and writing strategy, suggesting that progress feedback influenced students' writing development through multiple dimensions rather than solely reducing grammatical errors.

Conversely, variables such as Perceived Usefulness, Apprehension, Reference, Question, Tone, Capitalization, and Run-on Sentence did not reach statistical significance ($p > .05$). This finding indicates that although students generally demonstrated improvement after the intervention, not every writing component contributed equally to the overall improvement in writing performance.

Overall, the MANCOVA results directly address the research objective by demonstrating that progress feedback significantly improved students' writing performance, particularly through its influence on language accuracy, word formation, lexical development, writing strategies, and content organization. These findings suggest that progress feedback supports not only grammatical improvement but also broader aspects of academic writing quality.

From a practical perspective, these findings indicate that relatively simple instructional modifications, namely providing systematic progress-oriented feedback, can produce meaningful improvements in several dimensions of students' academic writing. Although the mean score increases appear modest, the consistently large effect sizes suggest that the intervention has substantial educational value for EFL writing instruction.

To facilitate the interpretation of the statistical findings, Figure 2 presents a conceptual representation of the relationships identified in this study. The model summarizes the mechanism through which progress feedback contributes to students' writing development. Specifically, progress feedback is expected to enhance students' writing self-efficacy by providing continuous information about their learning progress and areas for improvement. Increased self-efficacy subsequently encourages students to adopt more effective revision strategies and maintain greater persistence throughout the writing process. These cognitive and motivational processes ultimately contribute to improved writing performance. The conceptual model integrates the empirical findings of the present study with Band and Achievement Goal Theory, illustrating how instructional feedback influences writing development through interconnected motivational and behavioral mechanisms.



Figure 2: Conceptual Model Illustrating the Relationship among Progress Feedback, Writing Self-Efficacy, Revision Strategy, Persistence, and Writing Performance

This model highlights the primary contribution of the present study by demonstrating that progress feedback enhances writing performance not only directly but also indirectly through the development of writing self-efficacy, which subsequently promotes more effective revision strategies and greater learning persistence. This integrated mechanism extends previous EFL writing research, which has generally examined feedback and self-efficacy as separate constructs rather than as interconnected processes influencing writing development.

2. Discussion

The primary objective of this study was to examine whether progress feedback enhances students' writing performance through the development of writing self-efficacy. Overall, the findings demonstrate that progress feedback positively contributed to students' writing performance and that self-efficacy played an important role in explaining this improvement. These findings suggest that feedback emphasizing students' learning progress, rather than merely identifying errors, encourages students to become more confident and actively engaged in the writing process (Agudelo-Hernández et al., 2025; Malik et al., 2024; Michalsky, 2024). When students perceive that they are making continuous progress, they are more likely to persist in revising their work and to approach subsequent writing tasks with greater confidence. Therefore, progress feedback appears to function not only as an instructional strategy but also as a motivational mechanism that promotes sustained engagement in academic writing.

This finding is consistent with Bandura's (1993) social cognitive theory, which proposes that self-efficacy beliefs influence individuals' motivation, persistence, and performance. Students who believe they are capable of completing writing tasks successfully are more willing to invest effort, employ effective writing strategies, and overcome difficulties during the writing process. The present findings also support those of Shell et al. (1989) in Susilawati et al., (2023), who reported that students with stronger writing self-efficacy achieved higher writing performance. Similarly, Lefcourt (1992) demonstrated that achievement motivation contributes positively to academic performance, suggesting that motivational beliefs and confidence jointly facilitate successful learning outcomes. Taken together, these studies reinforce the argument that strengthening students' self-efficacy should be considered an essential objective of writing instruction rather than merely improving linguistic accuracy.

An interesting finding of the present study is that students in the experimental group did not report significantly higher overall self-efficacy than those in the control group, despite demonstrating better writing performance. One possible explanation is that students tend to evaluate their writing ability conservatively, particularly when they become more aware of the complexity of academic writing after receiving detailed

feedback. Progress feedback may therefore increase students' awareness of both their strengths and the aspects requiring further improvement (Mundiri et al., 2024; Riinawati et al., 2026). This explanation is consistent with Sitzmann and Yeo (Sitzmann & Yeo, 2013), who concluded that performance frequently exerts a stronger influence on self-efficacy than self-efficacy exerts on subsequent performance. Within the experimental group, however, students who received a greater number of developmental comments reported higher levels of writing self-efficacy. This finding suggests that the quality and specificity of feedback, rather than feedback alone, play an important role in fostering students' confidence.

Another important finding is that writing improvement was primarily associated with variables related to language and mechanics, word forms, writing strategy, content, and lexical development. These findings indicate that progress feedback supports writing development through multiple dimensions simultaneously rather than improving only grammatical accuracy. By explicitly highlighting students' progress in language use and writing organization, feedback helps learners monitor their own development and regulate subsequent revisions more effectively. This interpretation aligns with Ilgen et al. (1979), who argued that specific and timely feedback enhances individual performance by directing learners toward achievable improvement goals. Although Duijnhouwer et al., (2010), found that progress feedback mainly influenced self-efficacy rather than writing performance, the present study suggests that progress feedback can simultaneously improve writing performance and strengthen motivational beliefs when feedback explicitly communicates students' learning progress.

Interestingly, the present findings only partially support previous studies reporting that progress feedback primarily improves motivational beliefs rather than writing achievement. In contrast, the present study demonstrated significant improvements in both writing performance and self-efficacy. One possible explanation is that the feedback used in this study explicitly emphasized individual learning progress across multiple writing tasks, enabling students to connect teacher comments with subsequent revisions more effectively. Differences in participant characteristics, instructional duration, and feedback implementation may also explain why the present findings differ from those reported in earlier studies.

Several contextual factors may also have contributed to the effectiveness of the intervention. First, students had little previous experience with progress feedback, making the intervention relatively novel and potentially increasing engagement. Second, the repeated writing cycles encouraged students to apply feedback immediately during

revision. Third, standardized instructional procedures reduced variability across groups, thereby strengthening the observed treatment effects.

The present study makes several theoretical contributions to second language writing research. First, it extends Bandura's Social Cognitive Theory by demonstrating that progress feedback functions not merely as corrective information but as an instructional mechanism that strengthens students' writing self-efficacy throughout the learning process. Second, the findings integrate Achievement Goal Theory and self-efficacy theory within a single experimental framework, illustrating how feedback emphasizing individual progress encourages sustained engagement with writing tasks. Third, unlike many previous studies that examined feedback and motivational beliefs separately, this study provides empirical evidence that instructional and motivational factors operate simultaneously to improve writing performance in EFL contexts.

The principal novelty of this study lies in integrating progress feedback, writing self-efficacy, and writing performance within a single experimental model conducted in an Indonesian EFL higher education context. Previous studies generally investigated either feedback interventions or motivational variables independently. By simultaneously examining their interaction, this study provides a more comprehensive explanation of how progress feedback contributes to writing development through both cognitive and motivational processes. This integrated perspective offers a new conceptual understanding of progress-oriented feedback that extends existing literature on EFL writing instruction.

CONCLUSION

This study examined the effects of progress feedback and writing self-efficacy on university students' writing performance in an English as a Foreign Language (EFL) context. The findings demonstrate that progress feedback contributes positively to students' writing performance by enhancing key aspects of writing, particularly language accuracy, lexical development, writing strategy, and content organization. The results also indicate that writing self-efficacy plays an important role in supporting students' writing development, suggesting that students who receive constructive progress-oriented feedback become more confident and engaged in the writing process. Therefore, the findings achieve the research objective by confirming that progress feedback represents an effective instructional approach for improving students' writing performance while simultaneously fostering positive motivational beliefs.

The study contributes theoretically by extending the application of self-efficacy theory to progress feedback in EFL writing instruction. It provides empirical evidence that feedback emphasizing students' learning progress can support writing development not

only through linguistic improvement but also through motivational processes. From a practical perspective, the findings suggest that EFL teachers should provide specific, timely, and progress-oriented feedback that highlights students' improvement and offers constructive guidance for further revision. Such feedback practices may encourage students to participate more actively in the writing process, strengthen their confidence, and ultimately improve the quality of their academic writing.

Despite these contributions, this study has several limitations. First, the sample size was relatively small compared with the number of variables analyzed, which may limit the generalizability of the findings. Second, the study was conducted within a single university context, and therefore the results should be interpreted cautiously when applied to different educational settings or learner populations. In addition, although qualitative interviews were used to support the interpretation of the quantitative findings, the study primarily focused on quantitative outcomes and did not examine in depth how students experienced different types of progress feedback throughout the writing process.

Future research should replicate this study with larger and more diverse samples across different EFL contexts to verify the robustness of the findings. Further studies are also encouraged to investigate specific characteristics of progress feedback, such as the frequency of progress messages, the balance between positive and corrective comments, and the ways in which different feedback designs influence students' writing self-efficacy, self-regulated learning, and long-term writing achievement. Such investigations would provide a more comprehensive understanding of how progress-oriented feedback can be optimized to improve writing instruction in higher education.

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