Exploring The Learners' Perceived
On Direct Teacher Corrective Feedback In L2 Writing Class

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Preface

In the name of Allah, the Beneficent and the Merciful Allah deserves all the glory. We pray for his help and forgiveness. I testify that Muhammad is Allah's last messenger and that Allah alone deserves worship. First and foremost, we thank the Palangka Raya State Islamic Institute representatives for funding this monograph.

Exploring the learners' perceived on direct teacher Corrective Feedback in L2 writing class was written based on IAIN Palangka Raya's research. I know this book will be controversial. Challenging a field's consensus has never been easy. I must share my findings. This book emphasizes correcting learners. This monograph should wake up academics, especially EFL writers. It has eight chapters: Chapter 1 introduces the EFL writing class (Background and Methods). Chapter 2 gathers studies on learners' perceptions of written corrective feedback. Chapter 3 covers direct written corrective feedback theories. Chapter 4 discusses writing theories. Chapter 5 introduces essay-writing theories. Chapter 6 discusses expository essay theories. Chapter 7 discusses how L2 writing students view direct teacher correction. Chapter 8 finishes with advice for students, teachers, and researchers. I hope this book gets popular. This book should help readers.

The author would like to thank the IAIN Palangka Raya Rector and FTIK Dean for contributing to this work. The author would like to thank our colleagues at the English Language Education study

Overview of the Book

This book explores the major concepts and concerns behind L2 writing students' perceptions of direct teacher corrective feedback. It has eight chapters. Chapter 1 introduces the issue. This chapter explores the necessity of surveying L2 writing students on direct teacher corrective feedback. Knowledge and ideas from experience form perception. After using a new curriculum, teachers may have opinions. Topic perceptions might be good or negative. Perception is noticing. Perception is knowledge-related awareness. This study examines how students view teacher-directed writing corrections. Academic writing requires feedback. The 1980s process approach to L2 writing inspired academic writing feedback.

Chapter 2 addresses past studies on the perception of written corrective feedback in L2 writing. Feedback can be written or spoken, and can include direct, indirect, and coding feedback. Direct correction is when the teacher marks the error and gives the learner the proper form, while indirect correction involves inserting a phrase or morpheme, deleting unneeded words, providing the correct structure or word form, or adding written and spoken metalinguistic explanations. Low-language learners like direct correction because they struggle to fix their mistakes, but scholars believe that the lowered cognitive processes of the learner impede long-term learning.

Chapter 3 covers Direct corrective feedback (DCF) is a model of corrective feedback that involves inserting a phrase or morpheme, deleting unneeded words, providing the correct structure or word form, or adding written and spoken metalinguistic explanations. It is suitable for beginners and teachers who want to call students' attention to additional error patterns that need correction. It involves cross-outs, rewrites, and additions, and can help students revise their writing and improve future performance. It also helps correct prepositional problems and other idiomatic lexis concerns.

Chapter 4 discusses writing theories. Writing, one of the four language abilities, is crucial. Writing helps pupils become better writers, according to Harmer (2007, p.112). Students can write about their experiences, poetry, and articles. Deane et al. (2008) list document-level skills (text arrangement) as the most significant writing skills. Method skills—vocabulary, spelling, and grammar— follow. Content-related skills—ideas, logic, and meaning—are third. Because language is spoken and written, writing skills are important. According to Harmer, pupils should master writing last. Students will learn how to write, articulate ideas, and sell their information by practicing writing often.

Chapter 5 discusses essay writing theories. Chapter Five discusses essay writing theories. Jack C. Richards and Richard Schmidt define an essay as a lengthy piece of writing that reflects the writer's opinion on a topic. Essay paragraphs have topic sentences and must be cohesive. Short essays have four or five paragraphs and 300-600 words, while long essays have six paragraphs or more. Essays need an introduction, body, and conclusion. A decent essay requires steps such as selecting a topic, prewriting, composition planning, and composing. Prewriting involves choosing the audience and purpose, while composition planning involves planning and composing.

Chapter 6 discusses expository essay theories, which are

one of the four main essay types (narration, description, and argumentation). Expository writing aims to educate readers by providing facts without taking a position. It organizes data, intrigues the reader, uses mostly established data, excludes the author's feelings and experiences, and does not state a position. Picking an essay topic is the first and most crucial step, and writers should identify essay growth tendencies here.

Chapter 7 discusses how L2 writing students view direct teacher correction. L2 writing students favored direct teacher correction and focused on grammar, paragraph order, substance, and clarity. 75% consented to receive teacher-corrected language form, content, and organization. Students felt satisfied, preferred to get feedback, felt assessed, and improved their writing. They also liked written corrective input from teachers. Feedback was essential for L2 writers.

Chapter 8 finishes with the most important details in this text are that 75% of participants agreed to receive direct teacher corrective criticism on language form, content, and organization, and that language forms were preferred above structure (65%). When asked how they felt about receiving direct teacher feedback, most students said they felt satisfied (90%), preferred to get feedback (90%), felt assessed (85%), and improved their writing (85%). Students also liked written corrective input from teachers, and they valued written feedback for writing growth. The study recommended that teachers direct remedial comments due to good findings, such as revealing EFL writing class patterns in learners' impression of teacher feedback in L2 writing, improving language learning, and teaching the value of feedback. Future studies may involve more people to get more generalizable conclusions.

The findings suggested that L2 writing teachers consider direct teacher feedback, teach them the value of feedback, create goals with students, decide which errors to rectify, how, and when, and

involve students. Future studies may involve more people to get more generalizable conclusions.

A few words from the expert

This book is written by Sabarun, M.Pd. and his four colleagues. It discusses Exploring the learners' perceptions of direct teacher Corrective Feedback in L2 writing class. This contains several procedures to conduct survey research about the perception of direct teacher Corrective Feedback in L2 writing class. All the chapters are manageable, and readers can arrange their steps in various ways while using this book. It breaks down the procedure to conduct survey research about perception into clear steps, and those steps can be later utilized as guidance for conducting an investigation. The readings are clear, engaging, and flexible regarding rhetorical style and topic. The mind map provided in each chapter allows the readers to focus on understanding what the writer is addressing. The explanations give readers the tools they need to succeed. Grammar, organization, and development are explained with care and precision. The book's readings are engaging and provocative, which will lead to much discussion. As a young academician, I recommended that academicians, lecturers, and EFL students read this valuable book.

Palangkaraya, June , 2023
A senior lecturer

Prof. Dr. Ibnu Elmi AS. Pelu, S.H., M.H.

Contents

List of Tables

List of Figures

1
Introduction

A. Background

Perception is defined as a group of concepts and knowledge gained as a result of first-hand exposure to a subject. Following the implementation of a new curriculum in their classes, teachers, for instance, could have opinions about it. Issues can have both positive and negative perceptions. Perception is the term used to describe the process of perceiving. Recognition of something in light of prior information is referred to as perception. The current study focuses on how students feel about receiving direct, constructive writing comments from teachers. The improvement of academic writing requires feedback. The process approach to teaching L2 writing originated in the 1980s, which had an impact on academic writing feedback. Researchers claim that the process method changed the emphasis of L2 writing education from product to process, influencing views regarding how feedback should be given Gibbs and Simpson (2004).

Feedback should be given while writing rather than after. Since it takes more effort from academics, giving feedback in an academic writing context is more challenging than in other settings. Students are advised to produce multiple drafts in order to receive a respectable grade. Any teaching in writing in English must include written feedback for corrections. Feedback's main goal is to assist students improve their writing skills so they

can present their work with the fewest errors and most clarity possible while also understanding what is expected of them as writers. In order to learn a second language, it is crucial to receive corrective feedback (Goo & Mackey, 2011; Saito & Lyster, 2012). By making students aware of grammatical errors in L2 writing, written corrective feedback in particular enables language teachers to provide more information on the accuracy of students' writing products. Throughout history, there have been many different perspectives on giving constructive criticism.

Errors were viewed as indications of non-learning in the 1950s and 1960s behaviorist approach and were to be avoided or addressed at all costs. Since the early 1970s, a communicative method of language teaching has dominated L2 instruction. The communicative paradigm developed in response to earlier structural approaches to teaching L2 that focused on imparting specific grammatical constructions and language properties. Concepts of communicative competence like those put forth by Canale and Swain (1980) served as inspiration for communication strategies aimed at improving learners' capacity to use the L2 in realistic, meaningful conversation.

Krashen (1981) and Schwartz (2000) asserted that SLA was both a necessary and sufficient prerequisite for having access to a large number of understandable solutions. It was expected of learners to understand the content by extrapolating its meaning from the communicative context's linguistic nuances. Truscott (2004, 2007) and Ferris (1999) called for empirical data on the efficacy of written corrective feedback despite the fact that researchers Bitchener (2008), Bitchener & Knoch (2008), Sheen (2007), and Beuningen (2008) completed several studies on the effectiveness of various types of feedback. To acquire EFL, written feedback is essential (Goo, 2011; Li, 2010; Russell, 2006; Saito, 2012). Professors can also point out grammatical

mistakes in writing while describing the accuracy of s, students' works by using written corrective feedback. Students and teachers are included in another model that Hattie (2007) provided after doing a thorough review of feedback studies.

Written corrective feedback as a teaching method for improving students' writing skills has been extensively discussed in teacher training colleges. Although it may appear to be all great, the topic is rather controversial, and there are considerations to be answered when applying it in an EFL classroom context. For example, do L2 students respond well to teacher feedback? The answer to that question is not easy to come by. Researchers have studied how learners receive written corrective comments from L2 writers over the years, with varying outcomes. This is one of the reasons why the researcher is looking into how learners perceive written corrective feedback.

The study's focus is on the learners' perceptions of direct teacher CF in L2 writing class. CF is crucial in the development of L2 writing for EFL students. CF is an important component of every English language writer's training. There are several reasons why the study focused on the learners' perceptions of direct teacher CF in L2 writing class. First, because I have taught at IAIN Palangka Raya for over 10 years, this study is being undertaken in the English Study Program. By conducting such a study, I will help my university improve the teaching of English, particularly writing. This project will provide actual data on writing instruction. Then, because most students still have grammatical problems when writing an essay, this study focuses on direct teacher CF. They have difficulty using grammar correctly.

As a result, direct teacher CF plays a critical role in minimizing their grammatical faults. The current study is being conducted to cover identified research gaps and answer the following research question: "How do learners perceive direct teacher corrective feedback in L2 writing class?"

This book describes how students interpreted direct teacher feedback in an L2 writing class. This research has practical, theoretical, and instructional implications. For many reasons, this study is being done at IAIN Palangka Raya. First, the researcher has been teaching at IAIN Palangka Raya for over a year. By conducting such research, the researcher will make a scientific contribution to her university's efforts to improve the quality of English, particularly in L2 writing. Second, this project will provide empirical data on the teaching of writing in an L2 writing class utilizing written corrective feedback. This knowledge will be extremely useful to both professors and students at IAIN Palangka Raya. Third, IAIN Palangka Raya offers an EFL lesson for people of different ethnicities in Central Kalimantan. It is vital for IAIN Palangka Raya teachers to consider the learners' perceptions of teacher feedback in L2 writing class.

In order to practice WCF in L2 writing classes while taking into account the perceptions of the students, IAIN Palangka Raya will benefit from this study. The results of the study can theoretically be applied to a study of direct teacher corrective feedback in L2 writing classes and students' perceptions of that feedback. The study's conclusions can be used in L2 writing classes to practice students' perceptions of direct teacher CF. The attitudes of the students toward direct teacher corrective feedback are shown in this section.

Both the area contribution of direct teacher corrective feedback in L2 writing as well as trends in learners' perceptions of such feedback in EFL writing classes will be covered by the study. To assist students with their essay writing issues, this information can be used in the classroom as teaching material. Additionally, it can be used to give writing instructors feedback in order to raise the standard of EFL instruction. The study's findings are meant to aid the teaching and learning of English as a foreign language

classes. For instance, it enables the teacher to observe how the students respond to direct teacher corrections in L2 writing.

In conclusion, teachers help students realize what they have already done and what they can improve for their composition by taking into account how they react to direct teacher-corrective feedback. In order to avoid having a detrimental effect on the students' motivation, teachers also consider the students' feelings regarding the feedback they provide. Theoretically, a study of students' and teachers' perceptions on written corrective feedback in L2 writing class can be conducted; practically, the study's findings can be used as a practice of students' perceptions on written corrective feedback in L2 writing class. This is related to the perception of IAIN Palangka Raya students on essay writing. It conveys students' opinions on written corrective feedback in this situation and enables the teacher to observe students' attitudes in L2 writing classes.

B. Methodology

This book was designed using the findings of a survey study on learners' perceptions of direct teacher correction in L2 writing. The findings of this study will serve as the foundation for the implementation of direct teacher feedback during L2 writing classes. The expository essay as proposed by (Smalley, 2001) is the subject of the study. In the meantime, the type of teacher CF that will be used in this study is direct CF, as suggested by (Ellis, 2009). The researcher will employ teacher CF in accordance with the source of feedback, as suggested by (Ferris & Bitchener, 2012).

Corrective Feedback is defined as a kind written feedback made by the EFL teacher to improve grammatical accuracy (Ducken, 2014). In addition, some lingusts such as Sheen, Wright, & Moldawa (2009), and Wang & Loewen (2015) define corrective

feedback as information given to learners regarding a linguistic error they have made. In the present study, written corrective feedback refers to written feedback given by the writing lecturer, peer, and self in EFL writing class on a student essay to increase the accuracy of language form, content, and organization.

Essay is a group of paragraphs that develops one central idea (Smalley, 2001). Meanwhile, according to Richards and Schmidt, an essay is a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication, which expresses the writer's viewpoint on a topic (2011, p. 186). Then, Anker states that an essay has three necessary parts: the introduction, the body, and the conclusion (2010, p.38). Based on the definition above, it can be concluded that an essay is a group of related paragraphs discussing one single idea. The length of the essay may have five paragraphs. An essay is a comprehensive piece of writing, composed on a particular topic that can have different purposes. In the present study, essay refers to an expository essay.

Corrective feedback (Ducken, 2014) is a kind written comment the EFL teacher makes to help students' grammatical accuracy. Additionally, some linguists define corrective feedback as information provided to learners regarding a linguistic error they have committed, such as Sheen, Wright, & Moldawa (2009); Wang & Loewen (2015). In the current study, written corrective feedback refers to written comments made on a student essay in an EFL writing class by the writing lecturer, a peer, and oneself in order to improve the accuracy of the language form, content, and organization.

Essay (a group of paragraphs) are used to develop a single main idea (Smalley, 2001, p. 105). Richards and Schmidt define an essay as a longer piece of writing that expresses the author's perspective on a subject, typically one that is written by a student

as part of a course of study or by a writer writing for publication (2011, p. 186). Then, Anker claims that the introduction, the body, and the conclusion are the three essential components of an essay (2010, p. 38). An essay, according to the definition given above, is a collection of linked paragraphs that discuss a single subject. There may be five paragraphs in the essay. An essay is a lengthy paper that is written on a specific subject and may serve a variety of purposes. An expository essay is referred to as an essay in this study.

Writing is the process of producing a written work, such as a story, a poem, or an article, according Cambridge Advanced Learners' Dictionary (2008). Writing is the process of expressing ideas and thoughts in a readable manner by using symbols (alphabetical letters, punctuation, and spaces). In contrast, Gebhard (2000) defines writing as involving the use of appropriate grammar, syntax (word order), mechanics, and the coherence and cohesive organization of ideas. Writing is defined by Collins dictionary as a collection of letters or symbols that are written or marked on a surface in order to convey ideas by having each symbol stand for a different idea, concept, or object. Writing, in my opinion, is a collection of related text-making activities that involve coming up with, organizing, and developing ideas into sentences. It also involves drafting, shaping, rereading the text, editing, and revising in order to share knowledge, ideas, or thoughts. Writing in this study refers to the writing that students did for an expository essay.

Any country where English is not the primary language can have an EFL classroom. The students are linguistically and culturally similar. It's possible that the teacher is the only native English speaker they have contact with. Students have very few opportunities to use English outside of the classroom. Some people might not see any immediate practical advantages to learning

English. The majority of the time, students' limited exposure to English-speaking culture comes from distorted sources like TV or music. English is being taught to students in an educational setting who do not speak English as their first language and who are located in a nation where English is not an official language. Suppose an English class in Indonesia for Indonesian students.

Gebhard (2000) defined an EFL class as an English class where students from countries like Saudi Arabia and Indonesia, where English is not the native tongue, study the language. EFL is the practice of teaching English to students in a nation where English is not the native tongue, according to Lake (2016). This would apply to a Chinese student studying English abroad, for instance. According to the researcher, an EFL classroom is one where English is taught in a nation where it is not the primary language. In the current study, the term "EFL class" refers to the fourth semester students' required EFL writing class, which is created to teach students how to write compositions in English.

Descriptive quantitative research aims to understand how students perceive the direct teacher feedback (CF). According to Williams (2007), descriptive research has the intention of describing, explaining, and interpreting the data that has been gathered. The study used quantitative techniques to describe how students in an L2 writing class felt about feedback. To gain a deeper understanding of how students felt about using direct teacher feedback in the classroom, qualitative data were required.

Since the goal of the study was to explore the learners' perceived on direct written feedback in L2 writing at English Study Program students of Palangka Raya State Islamic Institute 2018/2019 academic years, there was a need to understand the interpretations of what they were doing. Therefore, it was important to understand the context of the participants. Being a teacher in the English Department, and knowing some of the

participants, the researcher was able to reflect more on students' practices in L2 writing. Here, the role of the researcher was a teacher researcher. The observation was focused on the learners' perceived on direct written feedback in L2 writing class.

This study was carried out at the IAIN Palangka Raya English Study Program, which was situated at Jalan Raya G. Obos No. 24 Palangka Raya. Students enrolled in the English Study Program for the fourth semester of the 2019–2020 academic year served as the study's subjects. The study's focus was on direct teacher CF in L2 writing. The participants were 20 EFL students enrolled in the Expository Essay Writing class at the English Study Program of IAIN Palangka Raya (4 males and 16 females, average age: 20–21 years). In the current study, participants were chosen based on predetermined criteria, which is known as a purposive sampling.

Throughout the suggested one semester, the data were gathered in a number of meetings. In order to describe how the students felt about the direct teacher CF in L2 writing class, the study's data were presented as percentages, words, sentences, or paragraphs. Data types included both qualitative and quantitative information. The quantitative information related to the percentage of students' direct teacher feedback in L2 writing classes. The qualitative data, on the other hand, focused on providing a deeper explanation of how the students in an L2 writing class perceived the direct teacher cues. The researcher was able to comprehend and interpret the learners' perceptions of the direct teacher CF in L2 writing class through the collection and analysis of qualitative data.

The objective of expository essay writing course was to train the learners with task of the writing expository essay, in which learners were supposed to write an expository essay about 450-500 words. In addition to content, organization, mechanics, and grammatical and grammar lexical accuracy were also emphasized. The classes are held once a week with session lasting about 100

minutes. The first meeting, the teacher explained the process of writing an expository essay, provided the students with model expository essay, and had the students practice writing expository essay of their own. Then, the students' writing product is collected by the writing teacher, and returns to the students in the following session. The essays, then, were commented and corrected on direct teacher corrective feedback. The second meeting, the teacher socialized direct teacher corrective feedback. Then, the students were required to revise their papers based on the teacher's comments and suggestions and return them to the teacher.

At the end of the class, the researcher distributed questionnaire to the learners to investigate the learners perceived on direct teacher CF in L2 writing class. The questionnaire consisted of 14 closed ended-questions and 5 open ended questions. The questions were divided into different types. For example, there were 14 questions with a Likert scale with five responses. The rest of the questions included open ended questions that required respondents to explain their answers in their own words.

In addition, the close-ended questionnaire was developed to explore students' perceive on receiving feedback in their writing classes. The questionnaire was designed into three parts. The first part included questions to get demographic information, namely name, age, gender, and email contact. The second part was to find out the students' perceive on direct teacher CF in L2 writing class.

The second part, consisted 14 statements in 4-point Likert Scale format, anchored by strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD). The items were originally directed towards students' underlying constructs regarding (a) students' perception on direct teacher feedback; and (b) perception on students' feelings toward receiving direct teacher's corrective feedback. Meanwhile, there were also 5 open ended questionnaires that should be responded by the participants. The questions

covered students' perception towards direct teacher's corrective feedback. After participants completed the questionnaire, the data were manually counted to see the weight of each statement. The source of data, instruments, and data needed were summarized in Table 1.

This book was built on the findings of a survey that looked into learners' perceptions of direct teacher corrective feedback in L2 writing. The findings of this study will serve as the foundation for implementing direct teacher-corrective feedback in L2 writing classes. The research focuses on expository essay by Smallley's (2001). Meanwhile, as stated by Ellis (2009), the teacher-corrective feedback that will be used in this study is direct CF. In accordance with the source of feedback, the researcher will employ CF (Ferris & Bitchener, 2012). According to Ducken (2014), constructive criticism is the kind written comments that an EFL teacher offers to help students' grammatical accuracy. Furthermore, Sheen, Wright, and Moldawa (2009) and Wang and Loewen (2015) describe corrective feedback as information provided to learners regarding a linguistic error they have committed.

In this study, written corrective feedback refers to written criticism given by a writing lecturer, peer, or self on a student in an EFL writing class to improve the accuracy of language form, content, and organization. An essay (Smalley, 2001) is a collection of paragraphs that develop one major idea. Meanwhile, Richards and Schmidt define an essay as a lengthy piece of writing, particularly one written by a student as part of a course of study or by a writer writing for publication, that reflects the writer's point of view on a topic (2011, p. 186). Then, according to Anker, an essay must have three parts: an introduction, a body, and a conclusion (2010, p. 38). Based on the definition above, an essay is a collection of related paragraphs that discuss a single idea.

The essay's length might be five paragraphs. An essay is a complete piece of writing written on a certain topic for a variety of purposes. The term essay in this study refers to an expository essay. Writing is the act of producing written output such as stories, poetry, or articles (Cambridge advanced learners' dictionary, 2008). Writing is the process of communicating thoughts and ideas in a readable form by employing symbols (letters of the alphabet, punctuation, and spaces). Meanwhile, Gerhard (2000) describes writing as "the use of appropriate grammar, syntax (word order), mechanics, and the organization of ideas into a coherent and cohesive form."

According to Collins dictionary, "writing" is a collection of letters or symbols written or marked on a surface to communicate ideas by making each symbol stand for an idea, concept, or entity. In my opinion, writing is a sequence of related text-making tasks that include creating, arranging, and developing ideas in sentences, drafting, shaping, rereading the text, editing, and revising in order to transmit information, thoughts, or ideas. Writing in this study refers to the learners' work on an expository essay.

An EFL classroom is one in which English is not the main language. Students speak the same language and have the same culture. The teacher might be the only native English speaker they've ever met. Students have extremely few opportunities to use English outside of the classroom. Learning English may not have any clear practical benefits for certain people. Students have limited exposure to English-speaking society, which is sometimes warped by media such as television or music. It is a learning environment in which English is taught to students whose first language is not English and who live in a country where English is not an official language. In Indonesia, for example, a class where Indonesian students learn English.

12

According to Gebhard (2000), an EFL class is an English class in which people who reside in countries where English is not the first language, such as Saudi Arabia and Indonesia, study English. Meanwhile, Lake (2016) defines EFL as "the teaching of English to students in a country where English is not the native language." A Chinese student learning English in China, for example, would fall into this group. An EFL classroom, according to the researcher, is an English class in a nation where English is not the prevailing language. In the current study, EFL class refers to an EFL writing class offered to fourth-semester students, which is one of the required classes designed to teach students how to create compositions in English.

The descriptive quantitative study investigates learners' perceptions of direct teacher CF in L2 writing class. According to Williams (2007), descriptive research is research that aims to describe, explain, and interpret obtained data. The study also used quantitative approaches to describe how students interpreted feedback in an L2 writing class. To gain a better understanding of learners' attitudes toward adopting direct teacher feedback in the classroom, qualitative data were required. The study's purpose was to investigate learners' perceptions of direct written feedback in L2 writing among Palangka Raya State Islamic Institute English Study Program students during the 2018–2019 academic year, it was necessary to understand their interpretations of what they were doing.

As a result, it was critical to comprehend the participants' context. Because the researcher was a teacher in the English Department and knew several of the participants, she was able to reflect more on students' practices in L2 writing. The researcher in this case was a teacher researcher. The observation focused on how students interpreted direct written comments in an L2 writing lesson. This study was carried out at IAIN Palangka Raya's English

Study Program, which was located at Jalan Raya G. Obos No. 24 Palangka Raya. The study's subjects were fourth-semester English Study Program students from the 2019–2020 academic year.

Meanwhile, the study's subject was direct teacher CF in L2 writing. Twenty EFL learners in the Expository Essay Writing class (4 males and 16 females) with an average age of 20–21 years participated in the Essay Writing class at IAIN Palangka Raya's English Study Program. Purposive sampling was used in this study, which meant that participants were picked based on specified criteria. Several sessions were held to collect data during the intended semester. This study's data were presented in the form of percentages, words, sentences, or paragraphs to describe the students' perceptions of direct teacher CF in L2 writing class.

There were two categories of data: qualitative and quantitative. The quantitative findings included the percentage of learners who perceived direct teacher CF in an L2 writing class. Meanwhile, the qualitative data delved deeper into the learners' perceptions of direct teacher CF in L2 writing class. The researcher was able to analyze and evaluate the learners' perceptions of direct teacher CF in L2 writing class by collecting and analyzing qualitative data.

The goal of the expository essay writing course was to familiarize students with the job of writing an expository essay, in which students were expected to create an expository essay of approximately 450–500 words. Lexical precision was stressed in addition to substance, organization, mechanics, and grammatical and linguistic accuracy. The courses are held once a week for approximately 100 minutes.

During the first meeting, the teacher discussed the process of writing an expository essay, presented model expository essays to the students, and had the students practice writing expository essays of their own. The writing teacher then collects the pupils' work and returns it to them in the following session. The essays

were then commented on and modified based on direct teacher feedback. The teacher socialized direct teacher-corrective input during the second meeting. The students were then obliged to modify their papers in light of the teacher's remarks and suggestions before returning them to the teacher.

The researcher provided questionnaires to the students at the end of the class to explore their perceptions of direct teacher CF in L2 writing class. There were 14 closed-ended questions and five open-ended ones on the questionnaire. The questions were classified into several types. For example, there were 14 Likert-scale questions with five responses. The remaining questions were open-ended, requiring responders to explain their replies in their own words. Furthermore, a closed-ended questionnaire was constructed to investigate students' perceptions of receiving feedback in their writing classes.

The survey was divided into three sections. The first section includes questions to gather demographic information, such as name, age, gender, and email address. The second component involved determining the students' perspectives on direct teacher CF in L2 writing class. The second section had 14 items in 4-point Likert scale format, with strongly agree (SA), agree (A), disagree (D), and severely disagree (SD) as anchors.

The items were initially aimed at students' underlying notions relating to (a) students' perceptions of direct teacher feedback and (b) students' sentiments toward receiving direct teacher corrective criticism. Meanwhile, the participants were required to complete five open-ended questionnaires. The questions focused on students' attitudes toward direct teacher input. Following completion of the questionnaire, the data was manually counted to determine the weight of each statement.

Table 1 summarizes the data sources, instruments, and data required.

Table 1. *The source of data, instruments, and data needed*

Source of data	Instruments	Data needed	Notes
Students	Questionnaire	The students' perception toward the implementation of direct teacher corrective feedback in L2 writing.	Research question number 1

Data Collection, (Yukon Department of Education–Student Support Services, 2015), is a process that involves the collection of evidence to determine effective specific programming for student achievement (academic/ behavior). Data may be collected by informal means (teacher-made tests, observation, interview, work sample analysis, etc.) and formal means (the use of norm referenced standardized tests). This study was focused on learners' perceived and the use of direct teacher CF in L2 writing at English Study Program students of Palangka Raya State Islamic Institute 2018/2019 academic years. To answer the single research question, this study applied three research instruments, i.e. observation, documentation/portfolio, and questionnaire.

1. Classroom Observation. It was employed to respond to research question number 1. Classroom observation, (Foster, 2005) is a method in which the researcher observes classes, records the teacher's methods and the students' behavior on audio or video, and then meets with the teacher to discuss particular issues. Field notes were used to record observations for the current study. This format was chosen because it allowed for flexible documentation of the environment in the classroom during the EFL writing process. The observation covered the pre-, during-, and post-teaching phases of practicing direct teacher corrective feedback in L2 writing.

2. Documentation. This instrument was still used to answer research question number 1. This instrument was in the form

of portfolio of learner's writing product in implementing direct teacher CF in L2 writing. In the current study, the teachers' preparation and the students' portfolio of the learning process were documented as the source of data.

3. Questionnaire. Questionnaire (Ary et al., 2014) was a tool in which participants responded to questions by writing them down or by marking the items that best represented their answers. The researcher gave the students questionnaires to assess how they felt about the use of direct teacher feedback in L2 writing. Based on the research questions, the instrument used in this study is summarized in the following table.

The third semester English Department of IAIN Palangka Raya, located at Jalan Raya G. Obos No. 24 Palangka Raya, will conduct a pilot study with 29 students (13 males and 16 females). The participants were L2 writers who were enrolled in an expository essay course. The goal of the class is to teach students how to use a digital mind map as a prewriting tool when writing expository essays. In the beginning, the course gives them a basic understanding of expository writing, including cause and effect essays, classification essays, process essays, comparison and contrast essays, and illustration essays.

As was previously mentioned, only one research question was examined in this study. Data were gathered from a questionnaire, documentation, and observations to address the research question. The researcher and students initially intended to implement CF in L2 writing classes. Here, the researcher created a lesson plan before introducing the direct teacher CF model to EFL students. Then, in accordance with Smalley (2001), the participants were required to write an expository essay.

According to Bitchener et al. (2010), the areas that needed revision were content, language forms, and organization, which were organized into Table 2.

Table 2. *Basic s Elements in Essay Writing by (Bitchener et al., 2010)*

Type of error	Definition
Content	The ideas provided in the essay, including the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).
Language forms	The correct use of grammar, spelling, punctuation, and capitalization.
Organization	Following the basic guidelines for the essay structure: the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).

The participants were given knowledge and practice writing expository at an early stage. Introduction to expository writing was covered in this. The training sessions for the writing materials took place during weeks 1 and 2. After that, the participants received training from the direct teacher CF; this training took place in one meeting (week 3). Direct teacher Corrective Feedback was practiced (weeks 4-8) at the fourth meeting. Here, practicing direct teacher CF required four meetings.

The questionnaire was then distributed at the ninth meeting to find out how the students felt about using the direct teacher CF (week 9), as shown in Figure 1.
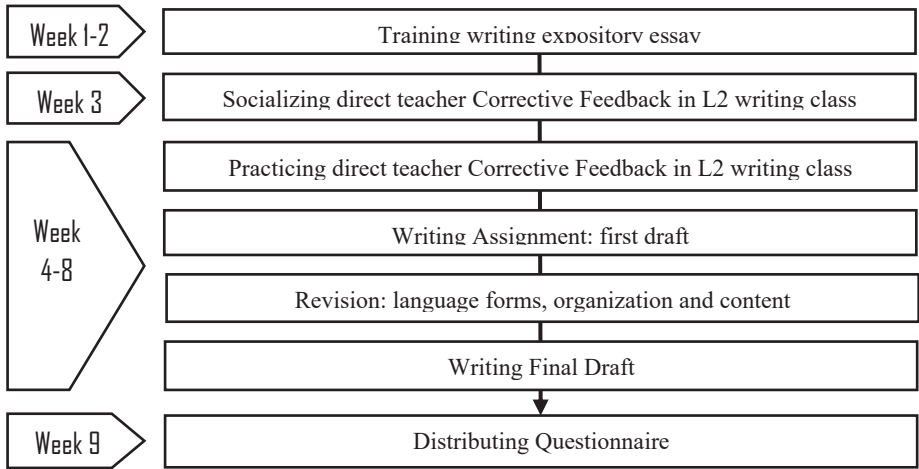
Figure 1. *Steps in Data Collection Procedures*

Below is a description of the steps involved in data collection and analysis. The researcher's earlier step involved educating the students about writing tools and introducing teachers to direct corrective feedback in L2 writing. The subjects then decided on a subject for the expository essay. They had to write an expository essay for class. The written work of the students served as the foundation for using direct teacher CF in L2 writing. The next step was to distribute the questionnaire to the participants in order to find out how they felt about using direct teacher CF in L2 writing.

In order to further explain the research findings, a discussion of the results was made, as shown in Table 3.

Table 3 *Design of Whole Semester Class Procedure*

Meetings	Activities
1	Students' Training on Expository Essay in Writing Class Pretest (1)
2	Students' Training on Expository Essay in Writing Class Pretest (2)
3	Students' Training on Direct written corrective feedback

4	Practicing Direct written corrective feedback (1)
5	Practicing Direct written corrective feedback (2)
6	Practicing Direct written corrective feedback (3)
7	Practicing Direct written corrective feedback (4)
8	Practicing Direct written corrective feedback (5)
9	Distributing questionnaires to the participants in order to see the learners' perceived on Direct written corrective feedback in L2 writing class.

This report includes an introduction, a review of relevant literature, research methodology, findings and discussion, as well as a conclusion and recommendation.

C. Framework of the Study

In this section, the researcher covered the study's conceptual framework. First, we discussed the suggested expository essay (Smalley, 2008). According to Ducken (2014), written corrective feedback is an example of written feedback provided by a teacher on a student paper essay to improve grammatical accuracy. The study also uses the various forms of written corrective feedback that Ellis (2009) suggests. The third piece of feedback is from Bitchener & Ferris (2012). They separate information into three groups: self, peer, and teacher. In this instance, the feedback came from the teacher. Fourth, the areas that were suggested needed to be revised (Bitchener, Basturkmen, & East, 2010). Content, language forms, and organization are the three divisions they use to categorize the revision process.

The writing lecturer used direct teacher corrective feedback. The teacher provided the students with the appropriate form. These errors, according to him, fall under the categories of language forms, contents, and organization covered by Bitchener et al. (2010). The writing lecturer focused on organization, content,

and organization while revising and used teacher feedback to practice giving direct corrective feedback. At the conclusion of the semester, the students were given the questionnaire by the researcher to find out how they felt about getting immediate feedback.

The framework of this study is described in Figure 2

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┌─────────────────────────────────────────────────────────────┐
│              Expository Essay  (Smalley, 2008)               │
│                                                              │
│  ┌──────────────────┐  ┌──────────────┐  ┌──────────────┐   │
│  │ Illustration Essay│  │Classification│  │Process Essay │   │
│  └──────────────────┘  └──────────────┘  └──────────────┘   │
│                                                              │
│              Writing Process (Langan, 2008)                  │
│                                                              │
│ ┌─────────┐ ┌────────┐ ┌────────┐ ┌────────┐ ┌──────────┐   │
│ │Prewriting│ │Drafting│ │Revising│ │Editing │ │Publishing│  │
│ └─────────┘ └────────┘ └────────┘ └────────┘ └──────────┘   │
│                                                              │
│              Pre-Writing (Langan, 2008)                      │
│                                                              │
│ ┌──────────┐┌───────┐┌───────────┐┌─────────┐┌───────┐┌─────────┐│
│ │Free-writing││Listing││Questioning││Outlining││Mapping││Clustering││
│ └──────────┘└───────┘└───────────┘└─────────┘└───────┘└─────────┘│
│                                                              │
│         Written Corrective Feedback (Ellis, 2009)            │
│                                                              │
│  ┌─────────┐        ┌────────┐        ┌────────┐            │
│  │ Teacher │        │  Peer  │        │  Self  │            │
│  └─────────┘        └────────┘        └────────┘            │
│                                                              │
│   Practicing Teacher Direct Corrective Feedback in L2 Writing│
│                                                              │
│ The learners' perceived on Teacher Direct Corrective Feedback in L2 writing│
│                                                              │
│              Discussion and Conclusion                       │
│                                                              │
│            Figure 2. Framework of the study                  │
└─────────────────────────────────────────────────────────────┘
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Source: own researcher

2
Studies On Written Corrective Feedback

Feedback (Keh, 1990) is the teacher's comments on a writer's composition that are intended to be used for revision. According to Nicole & Macfarlane (2006), it is also described as information teachers give to students to aid in problem-solving their performance. It is, in my opinion, the teacher's response to students' writing, whether it be in the form of oral or written comments intended to assist them in improving their writing abilities. Feedback can be given verbally or in writing. The most common types of written feedback are direct correction, indirect correction, and coding.

According to Lalande (1982), Robb (1986), Semke (1984), and Van Beuningen (2008), direct correction is when a teacher corrects students' script errors by writing the proper structural or lexical form. When a teacher highlights or circles mistakes in students' writing without offering corrections, it is known as indirect correction (Bitchener and Knoch, 2010b; Beuningen, 2008). When a teacher uses codes to identify the type and location of an error without fixing it (e.g., S for spelling, T for tense, WW for word order), this is known as coding. Marginal comments, content comments, and meta-linguistic explanations are additional types of written feedback from teachers.

Regardless of the fact that feedback is crucial for EFL students. There are some differences of opinion in Corrective Feedback in

Second Language Acquisition, though. The fundamental questions posed by Schmidt (2001) and Swain (1985) frequently serve as the focal point of disagreements in corrective feedback. As was previously mentioned, Swain's hypothesis postulated that the capacity to identify a gap is what determines how well language learners develop their linguistic knowledge. When the opportunity to correct their output occurs during the written or oral form of SLA, this gives them the chance to do so (Swain & Lapkin, 1995; Swain, 1995).

According to Schmidt's (2001) theory, learners must first become aware of the grammatical features of the target language in order to learn (Venkatagiri & Levis, 2009). However, mere awareness does not always result in language learning. These claims led to a plethora of studies that operationalized various feedback strategies to tap both the conscious and unconscious learning processes (Ting & Lin 2015; Kassim & Ng 2014; Gass & Varonis 1994) in an effort to test the validity of the theory.

However, there have been a number of claims made about corrective feedback (CF) that have gained traction in the academic community, particularly those that link CF to language learning and acquisition. While numerous studies have highlighted the benefits of using corrective feedback in SLA classrooms, particularly in reducing errors and improving accuracy (Ajmi & Saleh, 2014; Ashwell, 2000; Ferris & Helt, 2000; Ferris, 1999), there are also studies that have looked into its short-term effects (VBeuningen, Jong & Kuiken, 2008) and the detrimental effects it has on learning environments (Truscott, 1996).

The main opponent of CF, Truscott (1996, 2004, 2007), believed that practicing grammar correction can be harmful to learning. It lessens learners' desire to learn and master target language structures. Also claimed to be ineffective and therefore

needing to be abandoned is error correction. According to Truscott (1996), if teachers are unable to give consistent and effective feedback, learners won't respond favorably to the feedback they do receive. According to Krashen (1981), feedback encourages anxiety in learners, which could have a detrimental effect on language learning. Therefore, in this context, it is important to critically evaluate the opposing viewpoints on corrective feedback and to draw attention to pertinent studies that show how various researchers differ from one another (Diab, 2015; Eslami, 2014; Ferris & Roberts, 2001). In addition, many other studies claim that the research designs used in those studies were not robust (Zohrani & Ehsani, 2014), and methodological flaws may be to blame for the discrepancies (Beuningen, Jong & Kuiken, 2008). This is true even though the research has been done in the area that supports the advantages of corrective feedback.

Kepner (1991) reported the ineffectiveness of CF when his study failed to demonstrate any significant differences between the individual who received CF and the individual who received comments, taking into account the views that CF is ineffective. However, Chandler (2003) criticized the study's findings as being invalid because students were not permitted to use the CF in their writing. According to Chandler (2003), error correction is only effective if the learners understand and apply it. As a result, Kepner's (1991) study was found to be unsupportive of the claim that error correction is ineffective. Because of the methodological flaws found in other studies, Chandler (2003) made an effort to research various forms of corrective feedback using experimental and control groups. The way that students respond to criticism has also been taken into account. As a result, he discovered that feedback is useful, and that learners can produce precise revisions of the target language structures when they receive direct corrective feedback.

On the other hand, study participants believe that self-correction is more beneficial for acquiring new language skills. In conclusion, many SLA researchers believe that CF has a positive impact on students' accuracy (Muncie, 2000; Myers, 1997; Zamel, 1983). The main argument in favor of this is that CF can and should reduce learners' grammatical mistakes, increase fluency, and advance the development of this subject in SLA (Bitchener & Knoch, 2008; Chandler, 2003; Ferris, 2002; Myers, 1997). To comprehend and further analyze the function of feedback in SLA, qualitative research was also suggested (Diab, 2015). To evaluate the effectiveness of error correction and feedback, it would be helpful to focus on one linguistic category rather than comparing it to others (Al-Jarrah, 2016).

There have been some studies done on the use of written corrective feedback in L2 writing. These studies discuss how WCF is viewed, planned, used, effective, influencing, and contributing to L2 writing. The implementation of WCF in L2 writing cannot, in my opinion, be discussed in isolation from how the learners perceive WCF in L2 writing. In this case, the study's only research question focuses on the perception of the students. To gain a deeper understanding, it is necessary to revisit how the learners perceive the WCF.

A. Studies on learners' perception on written corrective feedback

Perception (Ward, Grinstein, & Keim, 2015) is the procedure of recognizing, organizing, and interpreting information to give meaning to the environment. The terms of 'feedback' refers to "information that is given to the learner about his or her performance on a learning task, usually with the objective of improving the performance" (Ur, 1996, p. 242). Meanwhile, written corrective feedback (WCF) refers to "... any feedback

provided to a learner, from any source, that contains evidence of learner error of language form" (Russell & Spada, 2006, p. 134).

Using feedback to teach can be as impactful as instruction quantity and quality, making it one of the key factors in learning. According to Hattie and Timperley (2007), feedback occurs when information on a learner's understanding of their linguistic errors or language performance is relayed to them by an agent–the teacher, a book, or even their own experience.

Moreover, Dlaska and Krekeler (2013), feedback requires three aspects of information to be effective: 1) the learner's prevailing performance in relation to the intended goal, 2) the intended level of performance; and 3) the solution to bridge the prevailing and intended performance levels. As such, corrective feedback (CF) is regarded to be beneficial for SLA as it allows learners to pick up grammatical features that may be lost due to the discontinued access to learning standards (Ellis, 2009). Therefore, it is necessary to review the learners' perception on teacher direct written corrective feedback in order to have further knowledge on the implementation of written corrective feedback.

Studies on perception have been conducted (Amara, 2015; Westmacott, 2017; Mahfoodh, Omer, & Pandian, Ambigapathy, 2011; Erkkilä, 2013; Tangkiengsirisin & Kalra, 2016; and Chung, 2015). First, EFL learners had a strong interest in teacher comments, appreciated feedback and misinterpreted some teacher feedback comments (Amara, 2015). The study has significantly developed knowledge of learners' perceptions, most students in this L2 class stated indirect feedback was more helpful and it was proved that it might also help strengthened grammar skills and motivate self-learning behavior (Westmacott, 2017) Furthermore, Mahfoodh, Omer, & Pandian, Ambigapathy (2011) suggested that students perceived their teachers' written feedback as useful, very crucial for the language accuracy.

Moreover, Erkkilä (2013); Tangkiengsirisin and Kalra (2016) provided different systems of error and feedback categorization to help research the properties of language teachers' feedback outcome in student papers. Chung (2015) indicated that Korean EFL learners react in favor of direct feedback to their written work, and yet they show little tolerance for simply marking the error without explanation or no feedback. One out of those studies above has been selected for the following reasons: a) it is recent; b) it has a sound methodology; and c) it gives strong relevance to this recent study, especially in research question number one.

Amara (2015) investigates students' perceptions and preferences of written corrective feedback in an EFL context. Moreover, Amara's paper is informative and gives new insight on learners' perceptions of teacher written feedback commentary in an ESL Writing Classroom. The study has significantly developed knowledge of learners' perceptions of teacher written feedback. Here, the researcher discusses how the teacher written feedback is used in ESL writing class. Then, he explained ESL learners' perceptions toward teacher feedback. In my opinion, the way the researcher presents the ideas is clearly understandable and applicable. In terms of the content, it is well organized and well researched. Here, the researchers provide sufficient background knowledge related with the topic.

Perception (Ward, Grinstein, and Keim, 2015), is the process of identifying, categorizing, and interpreting data in order to give the environment meaning. "Information that is given to the learner about his or her performance on a learning task, typically with the objective of improving the performance" is what is meant by the term "feedback" (Ur, 1996, p. 242).

According to Russell and Spada (2006), written corrective feedback (WCF) is "... any feedback provided to a learner, from any source, that contains evidence of learner error of language form."

One of the most important aspects of learning is feedback, which can have an impact that is comparable to both the quantity and quality of instruction. In accordance with Hattie and Timperley (2007), feedback happens when a learner receives information about their comprehension of their linguistic mistakes or language performance from an agent, such as the teacher, a book, or even their own experience.

In addition, according to Dlaska and Krekeler (2013), feedback to be useful, it needs to include three different types of data: the learner's current performance in relation to the intended goal; the intended level of performance; and a plan for bridging the prevailing and intended performance levels. Therefore, corrective feedback (CF) is thought to be advantageous for SLA because it enables students to pick up grammatical features that may be lost as a result of the learning standards' suspension of access (Ellis, 2009). In order to gain more insight into how written corrective feedback is implemented, it is necessary to examine how learners perceive teacher-direct written feedback. There have been studies done on perception; Amara (2015), Westmacott (2017), Mahfoodh, Omer, & Pandian, Ambigapathy (2011), Erkkilä (2013), Tangkiengsirisin & Kalra (2016), and Chung (2015).

First, according to Amara (2015), EFL students showed a keen interest in teacher comments, valued feedback, and misunderstood some of those comments. According to the majority of students in this L2 class, who stated that indirect feedback was more helpful, the study has significantly increased our understanding of learners' perceptions. It has also been demonstrated that indirect feedback may strengthen grammar skills and encourage self-learning behavior.

Additionally, Mahfoodh, Omer, & Pandian, Ambigapathy (2011) proposed that students beli eved that the written feedback they received from their lecturers was beneficial and crucial to the

correctness of their language use. To help in the investigation of the features of language teachers' feedback outcomes in student papers, Erkkilä (2013); Tangkiengsirisin & Kalra (2016) provided a variety of methods of classification for mistakes and feedback. Chung (2015) claims that Korean EFL students respond well to direct criticism of their written work but lack tolerance when an error is merely marked without an explanation or any feedback. One of the studies was chosen as a result of the following reasons: due to its recentness, good technique, and recent completion, it has a significant relevance to this recent study, especially in regard to research question number one.

Amara (2015) resembles the one that is being presented. It looks into how students in an EFL setting perceive and prefer written corrective feedback. Additionally, Amara's paper is instructive and offers fresh perspective on how learners perceive written feedback commentary from teachers in an ESL writing classroom. The study significantly advanced our understanding of how students perceive written feedback from teachers. The researcher explains how teacher written feedback is applied in ESL writing classes in this section. He then went on to explain how ESL students view teacher feedback. I believe the researcher's presentation of the ideas is both understandable and practical. The information is well-researched and well-organized. Here, the researchers give enough background information on the subject.

The researcher has revealed a few earlier related studies. Additionally, the references are still current books. The majority of cited sources were published between 2001 and 2015. The text is well-organized by the researchers in terms of structure. It is well-structured. It starts with a few problems related to the main subject. To sum up, this study is comprehensible and provides significant relevance to my research. It provides more insight into how students view CF in L2 writing toward teachers. Commentary on written feedback in an ESL writing classroom.

The main distinctions between this study and Amara's study are that in this study, the subjects are Indonesian students, whereas in Amara's study, the subjects were Arab. This study also attempts to investigate students' perceptions of teacher, peer, and self-feedback as well as teachers' perceptions of the feedback they give to students. Additionally, Amara's study provides a more comprehensive understanding of how learners perceive the application of various WCF models in L2 writing.

Kartchava (2016), Soler (2015), Vyatkina (2011), Anglesa & Multiling (2016), Jodaie, Farrokhi, & Zoghi (2011), as well as Rejab, Ismail, & Jamaludin (2015) are a few examples of studies on influence perception. Viewpoints from two different international contexts and learners' perceptions of corrective feedback (Kartchava, Eva, 2016). The results showed that the respondents believed that written corrective feedback should be given in both contexts. Then, Orts Soler (2015) came to the conclusion that these attitudes and preferences are influenced by factors like age and proficiency level.

Then, according to Vyatkina (2011), feedback on holistic aspects is growing. What students expect from their teachers and what teachers perceive are two different things. Teachers must ascertain students' expectations for written corrective feedback, according to Anglesa & Multiling (2016), as knowing preferences can be advantageous to both parties. Additionally, different categorization schemes for errors and feedback are provided to aid in research into the characteristics of language teachers' feedback results in student papers (Jodaie, Farrokhi, & Zoghi, 2011). Rejab, Ismail, and Jamaludin (2015) added that teachers give verbal, written, and nonverbal feedback. According to Evans, Hartshorn, and Tuioti (2010), understanding teachers' perspectives on corrective feedback is crucial to understanding how written corrective feedback fits into L2 writing pedagogy

and how L2 teachers actually use it. One of the aforementioned studies has been chosen. It is a study by Vyatkina (2011) because it provided a thorough analysis of how students perceived written corrective feedback.

Researches on influence perception have also been conducted (see Fithriani, 2017; Susanti, 2013; Atmaca, 2016; Mohammad & Abdul Rahman, 2016; and Chen, Nassaji, & Liu, 2016. Fithriani (2017) the finding showed that learners' perceived on feedback indicated three advantages; improving quality of writing, encouraging critical thinking, and increasing learners; independency. Susanti (2013) explored the L2 learners' perceived on the effect feedback practices in a L2 writing class. Then, Atmaca (2016) found differences in the adoption of feedback. Mohammad & Abdul Rahman (2016) found that most students want lecturers corrected the mistakes on their writing. Error identification is the most useful type of feedback, and they have a positive perception on feedback using comment.

Then, Chen, Nassaji, & Liu (2016) examine learners' perceived and preferences of feedback in an EFL context. They found that the respondents tended to have a neutral opinion. All studies above reveal that understanding learners' perception on written corrective feedback is important for L2 teachers. One out of those studies above has been selected for the following reasons: a) it is recent; b) it is relevant to the current study. Chen, Nassaji, & Liu (2016) investigates students' perceived and preferences of WCF in an EFL context. The main differences between this study and Chen's are: a) that this study explores the learners' perception on direct teacher corrective feedback; and b) the subjects in Chen's study from Chinese learners whereas in this study they are Indonesian learners. In addition, those studies give a broader knowledge on students' perception on the implementation of various model of written corrective feedback in L2 writing. There are also some studies focusing on learners' perception on feedback.

32

First, a study conducted by Westmacott (2017) about direct vs. indirect written corrective feedback: student perceptions. In this study, the researcher reported on action research carried out with intermediate learners in a Chilean university. Here, the researcher changed from providing direct to indirect, coded feedback and explored the responses of six learners to the two types of feedback. The data collected point to how the learning context and individual differences affected responses. Most students in this EFL setting claimed indirect feedback was more useful as it prompts deeper cognitive processing and learning. There was evidence it may also help reinforce grammatical knowledge and encourage autonomous learning behavior.

The study belongs to case study. The study reveals that most students in this EFL setting claimed indirect feedback was more useful as it prompts deeper cognitive processing and learning. There was evidence it may also help reinforce grammatical knowledge and encourage autonomous learning behavior. In my opinion, the sample was small, and of those students that did participate, not all completed all of the essays and not all were available for interview. The data collected therefore strongly suggest that the grammar-oriented EFL teaching context and the students' previous learning experiences and levels of motivation affected the students' responses to the different types of feedback. A need remains for more research to clarify which type of CF, including different types of indirect feedback, may be most effective, with which types of students, and why. As with any case study, the sample was small, and of those students that did participate, not all completed all of the essays and not all were available for interview.

This paper is focused, clear and gives new insight on learner's perception about direct vs. indirect written corrective feedback in L2 writing. Despite its methodological drawbacks, this paper

presents data that respond to calls for ecologically valid evidence from a long-term study of students' responses to different feedback types in a genuine EFL teaching context. In my opinion, the way the researcher presents the ideas is quite understandable. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. Most quoted references are between 2001- 2016 publications. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. All in all, this study gives relevant contribution to my study. It gives a deeper understanding about the students' perception on direct vs. indirect written corrective feedback.

Second, a study conducted by Bitchener (2008) on Evidence in support of written corrective feedback. The aim of this study was to investigate whether targeted corrective feedback on ESL student writing results in improved accuracy in new pieces of writing over a 2-month period and to see whether there is a differential effect on accuracy for different corrective feedback options. The study has demonstrated that significant improvements in accuracy can result from the provision of written corrective feedback on errors that are made in the use of the referential indefinite article ''a'' (first mention) and the referential definite article ''the'' (subsequent mentions). It has also shown that a focused approach to the treatment of recurrent linguistic errors does not have to involve extensive amounts of class time. This paper is original, exciting, interesting, well-written on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some illustrations to make the text more understandable.

This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. To sum up, this study gives relevant contribution to my study. It gives a deeper understanding about written corrective feedback.

Third, a study conducted by Purnawarman (2011) on impacts of different types of teacher corrective feedback in reducing grammatical errors on ESL/EFL students' writing. The study investigated the impacts of different strategies of providing teacher written corrective feedback on first semester ESL/EFL students' writing accuracy and writing quality. Four feedback strategies (indirect feedback, direct feedback, indirect feedback followed by direct feedback with explicit corrective comments, and no feedback) were employed in this study. The results of analysis revealed that there were differences in the mean number of errors on three grammatical items (the English articles, prepositions, and past tense verbs) between all the three feedback treatment groups and the control group who received no feedback.

There were also differences in the mean number of errors within each of the three treatment group across four writing stages (essay 1, revised draft 1, revised draft 2, and essay 2) while the control group did not show any differences across writing stages. The IDECC group who received indirect feedback followed by direct feedback with explicit corrective comments outperformed all other groups (IF, DF, NF), both in the revised draft 2 and essay 2. Results of this study were in line with the findings of

previous studies. This study is well researched, with detailed conclusions on written corrective feedback in L2 writing. It is focused, understandable, persuasive, clear, and informative. This paper is equipped with appropriate conclusions, and provided sufficient evidences.

In my opinion, the way the researcher presents the ideas is clear, understandable and detail. In terms of the content, it is well organized. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about written corrective feedback especially on teacher corrective feedback in reducing grammatical errors.

Fourth, a study conducted by Kartchava (2016) on learners' beliefs about corrective feedback in the language classroom: perspectives from two international contexts. This study compared the beliefs college-level students hold about corrective feedback in different learning contexts: English as a second language (Canada, n = 197) and English as a foreign language (Russia, n = 224). The participants completed a 40-item questionnaire that dealt with various aspects of feedback found in the literature. While the factor analyses revealed underlying beliefs that were shared by the two populations, the Mann-Whitney-Wilcoxon test identified aspects that differed from one setting to another. To determine possible effects of the background factors, these were correlated with the average belief scores calculated for each participant. The results validate the questionnaire, point to certain background factors that may predict beliefs, and suggest that some beliefs about feedback may be shared across contexts. The results show

that the participants in both contexts felt that CF should be done, should be the case, and is preferable in the context of a language classroom. They also expressed preferences about the types of errors requiring teachers' attention and distinguished between feedback techniques.

Furthermore, certain background factors appeared to predict beliefs both within an instructional setting (i.e., gender, number of languages) and across settings (i.e., proficiency in L2). This study is well researched. The introduction clearly states the purposes of the paper. The abstract states the principal objectives and scope of the investigation. It is directed at the appropriate audience, meeting the purpose. This paper is also equipped with appropriate conclusions, and provided sufficient evidences.

In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. Finally, this study gives relevant contribution to my study. It gives a broader knowledge about written corrective feedback especially on learners' beliefs about corrective feedback in the language classroom.

Fifth, a study conducted by Soler (2015) EFL students' attitudes and preferences towards written corrective feedback. The study was carried out to analyze students' attitudes and preferences towards written correction and to determine age and English proficiency level as possible factors affecting such attitudes and preferences. The main results of the present study point to a greater preference for having all errors corrected in older students. However, younger students feel more motivated when they are

corrected, consider making errors more positive and are more willing to accept correction by a classmate.

In addition, older students give more importance to content and grammar, whereas younger learners concede similar importance to content, grammar, organization and vocabulary. The higher the students' English level, the greater their preference for self-correction. Finally, students with a low level of English consider that errors not affecting the understanding of the message should not be corrected. In conclusion, age and proficiency level are variables which affect these attitudes and preferences, but other learners' variables would have an impact on them as well. This study is well researched with appropriate conclusions. It is directed at the appropriate audience, meeting the purpose.

This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In review of literature, the researcher provides an extensive search of literature to discover the subject of research. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. At the end, this study gives relevant contribution to my study. It gives a broader knowledge about written corrective feedback especially on EFL students' attitudes and preferences towards written corrective feedback.

Sixth, Ferris (2002) sees indirect CF as more impactful and suitable than direct CF, stating that practitioners unintentionally use direct CF to change the learner's intended message because of misinterpretation. Indirect feedback gets the students to take part in the process of repair which allows for a proper framework to

acknowledge solutions. On the other hand, students given direct CF have teachers providing the appropriate form, and thus do not take the initiative to make use of their own resources (Swain, 1985; Hosseiny, 2014). In fact, indirect feedback helps students to reinforce their form-focused knowledge and encourage further self-learning (Westmacott, 2017).

Seventh, a study by Çepnia (2016) looked into indirect and direct CF from the sociocultural and cognitive-interactionist paradigms. The first strategy focussing on indirect feedback was to scaffold students to correct their own errors using methods that began from implicit to explicit assistance. According to Aljaafreh and Lantolf (1994), the sociocultural perspective regards error correction as a social activity that involves both the teacher and learner in meaningful transactions, with decreasing assistance over a period of time The results reflected this when the feedback applied in the indirect CF group reduced over time while direct CF group remained constant (Çepnia, 2016). Jamalinesari (2015) compared the effects of the two forms of feedback on writing using eight grammatical errors. Students who received indirect feedback performed better than those given direct feedback, and improved their linguistic accuracy on the new writing task.

Daneshvar and Rahimi (2014) also found that indirect feedback had more effect than direct feedback, emphasizing the significant role of recast WCF in helping learners self-edit their own writing over time. It also encouraged students to take a more critical outlook at their own L2 writing and identify problems. Nonetheless, both experimental groups in the study had better pre-test, post-test and delayed post-test scores than the control group, and that their use of the target grammatical structures was retained in their writing in delayed post-tests.

Eslami (2014) suggested a lasting effectiveness of indirect over direct feedback as learners who were given indirect CF

performed significantly better than those with direct CF. In fact, indirect WCF might be a more superior form of error correction considering the factors of accuracy and time. Most teachers regard direct error coding to be slower as it takes time to spot errors and apply indirect methods when students possess sufficient linguistic knowledge to self-correct errors and self-edit text.

Exploring the learners' perceived on feedback in L2 writing cannot be separated from the practice of feedback in L2 writing, since practice is a main step to explore the learners' perceived on feedback. Here, the teacher and students' practice on corrective feedback will be elaborated in the present study. Therefore, it is necessary to review the teacher and learners' practice on feedback to have further knowledge on the implementation of feedback. Researches on practice of feedback in L2 writing class have been investigated (see Mahmud, 2016; Gitsaki, 2010, Lee, 2014; Guénette & Lyster, 2013; Cánovas Guirao, Roca de Larios, & Coyle, 2015). (Mahmud, Norasyikin, 2016)

Investigated by Mahmud, Norasyikin (2016) practice of providing feedback types by ESL Teachers. Then, Christina (2010) revealed that metalinguistic and repetition feedback generally led to successful. Moreover, Icy (2014) suggested feedback innovation in EFL contexts. In addition, Guenette & Lyster (2013) the importance of implementing such opportunities for pre-service teachers to engage with and reflect on their emerging written corrective feedback practices. Written corrective feedback on study from Guirao, Larios, Coyle (2015) proficiency levels were found to influence noticing and uptake from the feedback. One out of those studies above is selected for some reasons: a) it is innovative and update, b) it has appropriate design c) it is relevant to the current study, especially in research question number two.

Researches on practice of feedback in L2 writing have been conducted (Kang & Han, 2015; Othman & Mohamad, 2009; Li,

2012; Mufiz, Fitriati, & Sukrisno, 2017; Aridah & Salija, 2017; Li & He 2017). Feedback can improve grammatical accuracy in ESL writing (Kang & Han 2015). Furthermore, Begham and Faizah (2009) suggested that written feedback should be given oral comments. Contrast with them, (Li, 2012) written feedback did not give improvement to simplified writing of lexical diversity and structural complexity. Again, Ali, Fitriani, Alim (2017) collaborative pairs and expert/novice pairs had better second writings. In addition, Atmowardoy and Salija (2017) both teachers and learners preferred to have direct feedback; however, learners liked better to have direct feedback. Moreover, Li & qingshun (2017) found that indirect written corrective feedback is liked better by most Chinese EFL learners.

Two out of those studies above were selected for some reasons: a) they are innovative and update, b) they have appropriate method, c) they give relevancy to the present study, especially in research question number three. They are Li & He (2017) and Othman & Mohamad (2009) studies. Both studies are somewhat similar to the one presented. Both studies explore students' the practice of written corrective feedback in an EFL context.

Research Gap

A lot of investigations have been done to investigate the learners' perception on Corrective Feedback (CF) in L2 writing in terms of ESL writing classroom (Amara's); direct vs. indirect written corrective feedback: student perceptions (Westmacott's); evidence in support of written corrective feedback (Bitchener's); reducing grammatical errors (Purnawarman's); learners' beliefs (Kartchava's) and attitudes and preferences (Soler's). Those studies above give a broader knowledge on students' perception on the implementation of various model of written corrective feedback in L2 writing. The existing research, however, does not have a lot

to say about the learners' perception on teacher direct corrective feedback. What little does exist focuses on the effect of WCF in L2 writing class.

Therefore, this study attempts to fill the research gaps. Additionally, there are still limited studies on the learners' perception on teacher direct corrective feedback at higher education in Kalimantan EFL learners. The study examines how learners' perceived on teacher direct corrective feedback in EFL writing class. With explicit instruction and practice using teacher direct corrective feedback, I expect to see an improvement in the writing performance of this population in the areas of organization and development on essay writing tasks. This research is important because there is currently a lack of literature available on improving writing with this unique population, and often times these are the students struggling the most in writing process.

The research will make evidence how teacher direct corrective feedback when explicitly taught and practiced in EFL writing class, can help increase the learners' writing performance, especially in the areas of organization and development as scored on writing rubric, making it especially relevant to educators and administrators working with higher education students in Palangkaraya, Kalimantan. By doing so, this study will strengthen the body of knowledge especially in teaching EFL methodology and give a new insight of teaching EFL writing.

B. The Planning of Written Corrective Feedback

There have been a number of study in the planning of written corrective feedback in L2 writing on the study on planning, concern with students, (Tam & Chiu, n.d.) about using written corrective feedback to improve writing accuracy of junior secondary students. This study has adopted a PER model of

change to examine students' responses to the focused and peer WCF and the individual factors affecting the responses to the focused feedback and the peer feedback as well as the individual factors affecting their responses. Findings of the study show that the numbers of mistakes students had made reduced while the numbers of errors corrected increased. More able students were also able to mark their peers' writing. It was found that language abilities might be a factor affecting students' uptake of WCF. The study provides empirical evidence on how students responded to the focused and peer feedback and how WCF strategies affected their writing accuracy. The majority of students responded to focused WCF on the present tense positively. They understood the focus of the task and claimed that they liked focused marking. When the pre-present tense assessment was compared with the post-present tense assessment, students showed improvements in reducing the numbers of mistakes made and also increasing the numbers of errors corrected.

This study is well researched. It is directed at the appropriate audience and meeting the purpose. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. At the end, this study gives relevant contribution to my study. It gives a broader knowledge about using written corrective feedback to improve writing accuracy.

Other research, there is lack of communication between teachers and students regarding WCF was result from (Al-bakri,

2015) students' attitudes towards WCF can have a negative emotional impact on teachers. Different with his result, students tend to completely rely on teacher feedback when revising their written work (Fong, Wan-Mansor, & Salam, 2014), it means that feedback is significant for students' self-esteem and few corrective feedback indicates few writing errors.

Concern with teachers, (Han & Hyland, 2015)learner engagement with WCF has been under-conceptualized and under-explored: Not only has the term \"learner engagement\" been often used without being clearly defined, but few studies have sought to investigate this aspect. Informed by Ellis's ((2010 the teachers need to have understanding of students' backgrounds, beliefs and they should carefully plan their WCF strategies to enhance students' engagement with WCF. With proper training, (Lavolette & College, 2015) argued that immediate feedback may be more helpful. In addition, Mubaro (2012), and Wijayanti, Bharati & Mujiyanto (2015) written feedback that improved students' writing skill in correct grammar through the regular practices.

C. The Practice of Written Corrective Feedback

There have been a number of studies in the practice of WCF in L2 writing on the study from students' and teacher' practice, (Mahmud, 2016)interviews, and content analysis of students' essays. It involved 54 English teachers of high performance schools in a state in West Malaysia to answer the questionnaire, 8 teachers were interviewed and 48 students' essay scripts were analysed. WCF types studied were by Ellis (2008 on investigating the practice of providing written corrective feedback types by ESL Teachers. The research is about examining the practice of providing WCF by teachers. The aim of this study was to determine the types of WCF used by English teachers. The study is an explanatory sequential mixed-methods design using open-ended

and close-ended survey questionnaire, interviews, and content analysis of students' essays. This finding rejects the statement made by (Truscott, 1996; 1999) that correcting learners' errors in a written composition may enable them to eliminate the errors in a subsequent draft but has no effect on grammatical accuracy in a new piece of writing (i.e. it does not result in acquisition).

Meanwhile, the results across three data sources show teachers' different or inconsistency of favorable or selected WCF types. The questionnaire findings showed that the types of WCF teachers thought very useful were direct, followed by metalinguistic comment, indirect, electronic feedback, reformulation, focused and unfocused, respectively. Both personal comment on content and No feedback remained the last two WCF types choice. In the meantime, the interview findings indicated that teachers agreed that indirect, unfocused, direct, LPM codes, focused, metalinguistic and personal comment were very useful and adopted respectively.

This study is well researched. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable. In terms of the content, it is well organized. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. At the end, this study gives relevant contribution to my study. It gives a broader knowledge about investigating the practice of providing written corrective feedback types.

The types on written corrective feedback, (Gitsaki, 2010)(2 on ESL teachers' use of corrective feedback and its effect on learners' uptake. This study addressed the following issues with regard to corrective feedback and learner errors: (1) the effectiveness of

different types of interactional feedback, (2) the types of feedback that lead to learners' successful uptake, and (3) the categories of errors (e.g., phonological, grammatical, lexical) native English teachers prefer to provide feedback on.

The analysis of the data revealed the most frequent types of interactional feedback with intermediate learners were explicit correction followed by metalinguistic clues, clarification requests and recasts. With the beginner students, the most frequently used feedback type was explicit correction, followed by clarification requests, and recasts. This study also showed that repetition and metalinguistic feedback always led to successful uptake. Finally, teachers preferred to correct mostly phonological errors.

This study is well researched, with appropriate conclusions on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some expert opinions to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences.

In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about written corrective feedback especially on teachers' use of corrective feedback and its effect on learners' uptake.

Moreover, Lee (2014) feedback innovation in EFL contexts and how teachers can be supported in their continuing efforts

to develop effective feedback approaches in writing. In addition, Guénette & Lyster (2013), Purnawarman (2011), and Lam & Eu (n.d.) the importance of implementing such opportunities for pre-service teachers to engage with, reflect on their emerging CF practices, and a long-term effect of teacher corrective. Written corrective feedback on study from Guirao, Larios, & Coyle (2015), Kang and Han (2015), Othman and Mohamad (2009) stated that lead to greater grammatical accuracy in second language writing especially with young language learners, and improves their essays.

Contrast with them, Su Li & Li (2012) Tam & Chiu (n.d.) did not lead to simplified writing in terms of lexical diversity and structural complexity, for the students knew the grading criteria for the written task in the compulsory test, and also language abilities might be a factor affecting students' uptake of WCF. Again, Mufiz, Fitriati & Sukrisno (2017) collaborative pairs and expert/novice pairs had better second writings. In addition, Aridah, Atmowardoyo, & Salija (2017) students and teachers preferred to have or to give direct feedback but the data also indicated that students liked to have more direct feedback than the teacher could provide. Moreover, (H. Li & He, 2017) on indirect written CF is preferred by most EFL learners and most commonly used by the teachers of secondary levels.

D. The effectiveness of written corrective feedback

There have been a number of studies investigating the effectiveness of WCF in L2 writing. In the study, the researcher divide into several aspect: (a) a typology of Written Correction Feedback types proposed by (Ellis, 2009)this article presents a typology of the different types available to teachers and researchers. The typology distinguishes two sets of options relating to (1, and (b) the source of feedback, the researcher will use teacher CF, peer CF, and self-feedback, as proposed by (Ferris & Bitchener, 2012).

First point, the researcher categorized from typology of Written Correction Feedback types on oral vs written; (Tonekaboni, 2016) on effective feedback in second language acquisition between oral and written feedback. The study aimed at identifying the types of teacher corrective feedback based on its form and purpose, investigating the effects of different types of teacher corrective feedback on Iranian EFL learners' writings and determining the types of revisions that the language learners make to their writings as a result of TCF they receive.

The research variables in the present study refer to the teaching writing performance with 2 types of feedback, oral feedback, and written feedback (teacher's comments). Dependent variables. The dependent variables in the present study consisted of scores sought from a type of instrument; essay writing test. This study showed that learners made an improvement in essay writing according to the written feedback they received and the learners' performance in the posttest. Therefore, it is concluded that oral feedback is more effective than teacher's comments or written feedback. Furthermore, one may come up with the conclusion that oral feedback may be essential for essay writing.

This study is well researched, with appropriate conclusions on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some expert opinions to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences.

In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text,

it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about effective feedback in second language acquisition: oral feedback vs. written feedback.

Karim (2013) on the effects of direct and indirect written corrective feedback on students' revision accuracy and writing skills. The study investigated the differential effects of direct and indirect CF on grammatical and non-grammatical errors. The findings of the present study suggest that both direct and indirect CF in the forms of underlining and underlining in combination with metalinguistic information can significantly improve both grammatical and non-grammatical accuracy during the revisions of texts written earlier.

The findings also demonstrate that Direct CF has the potential to promote grammatical accuracy in new writings, at least, of intermediate level learners, and thus refuted Truscott's (1996; 1999; 2004; 2007; 2009) claim that CF has no place in L2 classrooms because grammar correction would be more likely to hamper accuracy development. The study also found that underline metalinguistic CF displayed a significant effect in improving overall accuracy in a new narrative written one week after the learners received the treatment. This finding further suggests that indirect CF also has the potential to improve accuracy in new writings.

The findings of the present study thus make a valuable contribution to the theoretical arguments in favour of both direct and underline metalinguistic CF types. This finding also indicate that both grammatical and non-grammatical errors could be difficult for intermediate level learners to correct from indirect CF in the forms of underlining and underling in combination with metalinguistic information if they do not have sufficient L2 proficiency. Findings from the qualitative study also indicated that while learners consider both direct and indirect CF as useful,

indirect CF in the form of underline together with metalinguistic CF is preferred by a majority of the intermediate level learners as it provides valuable information about the errors made as well as promoting thinking and better understanding.

This study is well researched, with appropriate conclusions on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some expert opinions to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about the effects of direct and indirect written corrective feedback (CF) on English-as-a-second-language (ESL) students' revision accuracy and writing skills.

Mubarak (2013) on corrective feedback in L2 Writing: a study of practices and effectiveness in the Bahrain context. This study provides evidence that comprehensive WCF was largely ineffective in helping L2 and HL learners improve their accurate production over time in four distinctive L2 features, namely, canonical gender marking, non-canonical gender marking, definite articles in obligatory contexts and the present subjunctive. The results show that WCF helped L2 and HL learners revise significantly more grammatical errors than their counterparts in the error revision without WCF condition; however, when comparing the two groups in terms of accuracy development, the data suggest

that the attention to and revision of more errors did not lead to higher control of any of the L2 forms, except in the use definite articles–but only at the group level.

Additionally, this investigation sheds more light on the effects of WCF on other areas of language development. The results indicate that the feedback treatment did not have a negative impact in the measures of written complexity and fluency employed in this study, which adds to what other studies have found.

To summarize, the findings are (1) Classroom observations showed that there were several problems in the teaching of L2 writing and feedback methods at the University of Bahrain. (2) The quasi-experimental study showed that even though the students improved in the course of the experiment, neither type of corrective feedback had a significant effect on their accuracy, grammatical complexity or lexical complexity in writing, and that there was no difference in the effectiveness between the first types of feedback compared to the second. (3) Interviews and questionnaires showed that the students preferred direct corrective to indirect corrective feedback (i.e. they preferred it when their errors were corrected by providing the corrections on their scripts to underlining) and that the teachers and the students valued feedback and believed it was beneficial. Interviews and questionnaires also showed that even though the teachers used a variety of feedback methods, they did not follow up students after the first draft was produced.

This study is well researched, with appropriate conclusions on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some expert opinions to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched.

The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about corrective feedback in L2 writing: a study of practices and effectiveness.

Moreover, Sobhani & Tayebipour (2015) stated that the L2 learners' level of writing ability influences by written feedback on errors pertinent to particular grammatical units and their writing performance. The study about scaffold vs. un-scaffold; (Amirghassemi, Azabdaftari, & Saeidi, 2013) the scaffold CF group outperformed in accurate use of past tenses. The study about coded and non-coded; (Ahmadi-Azad, 2014), and (Saukah, 2017) coded type of WCF had a positive influence on learners' accurate use of all selected grammatical structures (especially Verb Tense) both in the short term and in the long run, the quality of the students' writing receiving CCF was better than that receiving NCCF because CCF promotes awareness with noticing as well as understanding, coded error feedback had a great impact in error reduction both in short term and long run.

Next, I categorize a typology of Written Correction Feedback types on Metalinguistic: Gholaminia, & Marzban (2014), (Simard, Guénette, & Bergeron (2015), Shintani & Ellis (2013), AbuSeileek & Abualsha'r, (2014), Azizi, Behjat, & Sorahi (2014), and Mansourizadeh & Abdullah, (2014). They was designed to look at English as a second language (ESL) learners' verbalizations about language produced immediately after revising their texts. The participants understood the WCF they received, some corrections nevertheless led to erroneous hypotheses about the intent of the correction. Additionally, there appear to be differences in the

participants' verbalizations according to the feedback received. In my view, Metalinguistic can appear to be differences in the participants' verbalizations according to the feedback received, help to develop learners' L2 explicit knowledge, have a positive influence on the writing improvement, and easy to practice & time-saving.

Here, a typology of written correction feedback types on direct: according to Shirazi & Shekarabi (2014), and (Jiang & Xiao, 2014) direct feedback enhanced the linguistic aspect of written essays of students.

In my point of view, the effects of knowledge should give benefited explicit and implicit. Some researcher relate the advantages in using direct corrective feedback: Hartshorn (2015); Mirzaii & Aliabadi (2013); Shintani, Ellis, & Suzuki (2014); Vyatkina (2010); Stefanou & Révész (2015); Diab (2015); Sheen (2007), and Daneshvar & Rahimi (2014), improvements in linguistic accuracy on lexical errors, context of genre-based instruction, make learners respect to a complex syntactical structure, more beneficial explanation, led to slightly higher correction rates for selected errors, the lasting effect of recast was more than the lasting effect of direct focused on the grammatical accuracy of EFL learners' writing, English articles are concerned, (Farrokhi & Sattarpour, 2012) improving grammatical accuracy of high-proficient L2 writers and thus strengthens the case for teachers providing focused written CF on the linguistic aspect of written essays of students.

Direct correction is best for producing accurate revisions by Chandler (2003) students prefer it because it is the fastest and easiest way for them as well as the fastest way for teachers over several drafts. Moreover, (Moazamie, 2013), (Hosseiny, 2014), (Maleki & Eslami, 2013), and (Han, 2012) direct WCF can effectively improve learners' use of simple past tense. In line

with them, (Esfandiari & Meihami, 2017), and (Ducken, 2014) direct WCF may be most effective for L2 learners at relatively lower proficiency levels.

Again, (Maleki & Eslami, 2013), and (Zabor & Rychlewska, 2015) the direct meta-linguistic group taught inductively performed better significantly. (Suworam) (서보람, 2014) direct written feedback was more effective in the form of coded feedback in improving learners' subsequent accuracy in using a complex syntactic structure in a short-term period. In addition, (Wawire, 2013), and (Beuningen, Jong, & Kuiken, 2012) direct and indirect comprehensive CF led to improved accuracy and useful educational tool that teachers can use to help L2 learners improve their written accuracy over time.

Here, a typology of written correction feedback types on dynamic: according to (Marzban & Arabahmadi, 2013), (Kurzer, 2017), (Eddington, Elizabeth, & Eddington, 2014), (K. James Hartshorn, 2015), (Farjadnasab & Khodashenas, 2017), and (Amirani, Ghanbari, & Shamsoddini, 2013) direct WCF on writing accuracy and grammar instruction was much greater than its effect on fluency and complexity, improve linguistic accuracy, approach to error correction, even when dramatically modified.

Here, a typology of written correction feedback types on indirect: according to (Jamalinesari, Rahimi, Gowhary, & Azizifar, 2015), (Kassim & Ng, 2014), (Poorebrahim, 2017), (David Frear & Chiu, 2015), and (Moini & Salami, 2013) indirect feedback facilitative in increasing accuracy of preposition usage, served as a signal for the learners to push their output in their overall accuracy when writing new pieces of writing, and reflects better teacher's objective as it views writing correction as a whole. Moreover, (Shirotha, 2016) argued that indirect written corrective feedback is elicits.

Other researches from, (Esther Lee, 2013), (Rummel & Bitchener, 2015), (Panova & Lyster, 2002), (Esfandiar, Yaqubi, & Marzban, 2014), (Coomber, 2016) they investigate classroom activities designed to encourage students to independently revise essays prior to receiving teacher feedback. Moreover, (Ze & Gholam, 2014) unelaborated feedback is of limited pedagogical value, whereas elaborated feedback can contribute to linguistic accuracy in L2 writing. Again, (Alnasser & Alyousef, 2015) the participants had a preference for giving and receiving peer feedback on both levels.

Furthermore, (Rahimi, 2014) content feedback seems to be the most efficient feedback method, when we are concerned with the long-term improvement in either accuracy or overall quality of writing. In addition, (Li, Note, Li, & State, n.d.) the uptake of feedback is influenced both by classroom communication orientation and the students' language proficiency. According to Nassaji (2011) WCF may play an important role in addressing L2 written errors, the degree of its effects may differ for different linguistic targets. Moreover, (Pérez –Núñez, 2015), (Rummel & Bitchener, 2015), and (Sayyar & Zamanian, 2015) there are few significant differences in Iranian learners and teachers' opinions regarding the amount and kinds of WCF, they have almost similar ideas in how much and what types of WCF, and error correction to be given to learners, and why.

Investigated how ESL students and teachers from (Liu, 2016), and (Amrhein & Nassaji, 2010) perceive the usefulness of different types and amounts of WCF, and also the reasons they have for their preferences. The cultural aspect (Suwartama & Fitriati, 2017) and (Ali & Mujiyanto, 2017) positive politeness strategies appeared more frequently than negative politeness strategies, the participants mostly used politeness strategies to redress the addressee's positive face.

Here, a typology of WCF types on focused and unfocused. the researches in focused corrective feedback; according to (Saeb, 2014), (Huiying Sun, 2013), (Kao, 2013), and (Projektet & Blomberg, 2015) focused group did better in terms of accurate use of English articles in both proficiency levels, improving case accuracy in subjects' writings context, improving students' acquisition of English articles, the students appreciated the CF that they received and the vast majority thought that it had helped them, even if their results did not reflect this. Here, the students who received focused direct corrective feedback with an oral explanation in the form of a class lecture showed the most consistent improvement overall.

The researches in unfocused corrective feedback; (Fazilatfar, Fallah, Hamavandi, & Rostamian, 2014), and (Moini & Salami, 2013) unfocused written CF on the syntactic and lexical complexity of students' writing, and reflects better teacher's objective as it views writing correction as a whole. Some studies of both focus and unfocused; (Alimohammadi & Nejadansari, 2014) Focused and Unfocused WCF is one of the commonest issues influencing the feedback methods currently in vogue, (Sheen, 2012) WCF targeting a single linguistic feature improved learners' accuracy, especially when metalinguistic feedback was provided and the learners had high language analytic ability (Corks & Park, 2016), and (D. Frear, 2009) the focused direct CF and unfocused direct CF groups significantly outperformed the control group in the second piece of writing.

Here, a typology of WCF types on Electronic; (Ferreira, n.d.) technological resources combined with peer group support and teacher assistance were used to scaffold the learner approach to error correction that showed positive knock-on effects for writing accuracy. Here, (Soltanpour, Valizadeh, & Placement, 2017), (Yoke et al., 2013), and (Leontjev, 2014) the students who were required

to take reflective notes together with receiving the feedback of the program's checking system outperformed, potentially useful when integrated into the teaching and learning of academic writing, and can raise learners' awareness of their mistakes. Moreover, (AbuSeileek & Abualsha'r, 2014), and (Shintani & Aubrey, 2016) the recast treatment condition also obtained higher significant mean scores than those who received metalinguistic corrective feedback, and more effective in improving learners' accuracy.

Second point, I categorize the source of feedback. Here, the source' research of feedback from peer feedback; (Ruegg, 2014) the assessment of the feedback given by peers results in better peer feedback in terms of both quantity and quality. Here, the source' research of feedback from teacher feedback; (Aziz & Shahrani, 2013) mismatches were partially due to the lack of awareness about WCF practices because of the university's requirements. It has a greater influence on teachers' practices than their beliefs. (Kahyalar & Yilmaz, 2016), and (Black & Nanni, 2016) the most common explanation for the teachers' preferences was the development of metacognitive skills, while accuracy was the greatest concern for students. Moreover, (Mollestam & Hu, 2016), and (Nakanishi, 2007) the teachers believe CF to be an irreplaceable part of language learning and useful in revising their drafts but that it should be adapted to each individual's needs.

Furthermore, (Hastuti, 2014) and (Prabasiwi, 2017) peer editing strategy is more effective than teacher's editing strategy. So, peer and teacher's editing among active and passive learners is significantly effective to enhance students' writing skill of discussion texts. Here, the source' research of feedback from self-feedback; (Rahimi, 2015) there is a strong relationship between field independence style and the students' successful short-term and long-term retention of corrections in the subsequent writings.

Those studies above are relevant to my study in terms of

giving further explanation on the effectiveness of various model of WCF in L2 writing. Different with studies above, I will explore the effectiveness of WCF in L2 writing at English Study Program students of Palangka Raya State Islamic Institute 2017/2018 academic years to answer the fourth research question. The types of WCF that will be explored are direct, indirect and metalinguistic CF.

E. The Influence of Written Corrective Feedback

There have been a number of studies investigating the influence of WCF in L2 writing. (C. Van Beuningen, 2010) about corrective feedback in L2 writing. In the present paper, the researcher started by summarizing the theoretical arguments underpinning the use of CF in L2 classrooms. Subsequently, the objections raised against error correction are reviewed, and some controversies concerning different CF methodologies and error types are discussed. Next, the paper provides a critical summary of the findings produced by empirical work to date, and sketches out some of the issues that need to be attended to in future research. Based on the available empirical evidence, I conclude that, by offering learners opportunities to notice the gaps in their developing L2 systems, test inter-language hypotheses, and engage in metalinguistic reflection, written CF has the ability to foster SLA and to lead to accuracy development.

This study is well researched, with appropriate conclusions on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some expert opinions to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched.

The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about corrective feedback in l2 writing: theoretical perspectives, empirical insights, and future directions.

Third, a study conducted by (Shirazi & Shekarabi, 2014) about the role of written corrective feedback. This study is an attempt to investigate the effect of direct and indirect feedback on the writing performance of Iranian learners of Japanese as a foreign language. Independent samples t- test showed that there is a significant difference between groups with the experimental group having a higher mean of accuracy in the use of three linguistic categories. Having time series design, the researchers conducted repeated measure ANOVA which showed that just direct feedback enhanced the linguistic aspect of written essays of students with indirect feedback having little or no role to play in writing practice.

This study is well researched, with appropriate conclusions on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some expert opinions to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic.

There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with

some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding about the role of written corrective feedback in enhancing the linguistic accuracy of Iranian Japanese learners' writing.

Moreover, (Jokar & Soyoof, 2014) the participant to whom explicit feedback was given displayed more absorption of the grammatical feedback. In addition, (Fredriksson, 2015) the complexity of L2 learners' participation utterances, and opportunities for self-correction and corrective feedback are influenced by group formation. (Kuncoro & Sutopo, 2015), and (Miranti & Mujiyanto, 2016) linguistic choices are indeed influenced by the sociocultural backgrounds.

F. The Contribution of Written Corrective Feedback

There have been a number of studies investigating the contribution of WCF in L2 writing. (Kazemipour, 2014) on comparing the outcomes of two types of corrective feedback on EFL classes'. The main purpose of this study was to prove how much provision of feedback on final exam papers can be of benefit for the students in the following semesters. This study aims at examining the effect of a partly teacher, partly peer-feedback on final exam papers on the performance of students in the following semesters.

The results indicated that the experimental groups' speech and written productions contained less errors in the first sessions of the next semester. The findings indicated that indirect CF functions better than direct feedback. The results of this study shed some light on the on-going debate on the feedback and its divergent types. It is yet to be believed that error correction and provision of CF depends largely on various variables, e.g. the learners' age range, the amount of motivation, their personality type, etc.

This study is well researched, with appropriate conclusions on written corrective feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Here, the researcher uses some expert opinions to make the text more understandable. This paper is also equipped with appropriate conclusions, and provided sufficient evidences. In my opinion, the way the researcher presents the ideas is quite understandable and detail. In terms of the content, it is well organized and well researched. The researcher provides sufficient background knowledge related with the topic. There are some previous related studies exposed by the researcher. The references are also still up to date books. In terms of organization of the text, it is well organized. It begins with some issues on the focused topic. In conclusion, this study gives relevant contribution to my study. It gives a broader understanding comparing the outcomes of two types of corrective feedback on EFL classes' final exam.

Moreover, (Bitchener & Knoch, 2010) stated that the experimental groups' speech & written productions contained less errors. Furthermore, (Moradian, Miri, & Hossein Nasab, 2017) argued that producing written languaging proved to be more effective than Direct WCF. In addition, (Dilâra & Hakk, 2017) stated that getting corrective feedback was beneficial for them as they could learn from their mistakes and be more motivated towards the lesson. As for the teachers, they believed that corrective feedback sessions were useful for their students as they were low proficiency learners.

Those studies are strongly relevant with my proposed study in terms of giving further explanation on the contribution of various model of Written Corrective Feedback in L2 writing. Different with studies above, I will explore the students' cultural background influence WCF in L2 writing to answer the six research question.

3
Underlying Theories On Direct Written Corrective Feedback

A. Written Corrective Feedback

Corrective feedback (henceforth CF) is a central aspect of second language (L2) writing programs around the world, but it has been a controversial topic in English-as-a second-language (ESL) teaching. Since the publication of Truscott's (1996) arguing against the effectiveness of grammar correction in L2 writing, there has been an ongoing debate on this topic. Truscott (1996) claimed that CF is not only ineffective, but it also has a potentially harmful effect on L2 students' writing. He expressed his concern regarding teachers' ability to provide sufficient and consistent feedback and learners' ability and willingness to use the feedback effectively. The harmful effect, as pointed out by him, is that by emphasizing learner errors through CF, teachers run the risk of making their students avoid more complex structures. Truscott (1996, 2004) further suggested that CF is a waste of time and teachers and learners should allocate their time and energy on additional writing practice (Beuningen, 2012).

There are some experts give definitions about WCF. Written Corrective Feedback is a term used in applied linguistics to describe the various strategies a teacher may use to correct a student's writing. According to (Sheen et al., 2009; Wang & Loewen, 2015), corrective feedback is information given to learners regarding a linguistic error they have made. Moreover, (Ducken, 2014)

stated that Written Corrective Feedback is defined as written feedback given by the teacher on a student paper with the aim of improving grammatical accuracy as well as written feedback on idiomatic usage.

Furthermore, (Truscott, 1996a) suggested no error correction should occur at all. In addition, (Mubarok, 2012) feedback can be divided into teacher written feedback, teacher-students conferencing, and peer feedback. It is not only synthesized that feedback is categorized in criticism, praising, and suggestion, but also indicated into positive and negative feedback. The type of feedback can be focused on organization, content, grammar, and mechanic.

In my opinion, Written Corrective Feedback is a written response to a linguistic error that has been made in the writing of a text by a second language (L2) learner. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity. I agree with (Ducken, 2014) in the purpose of improving grammatical accuracy as well as written feedback on idiomatic usage.

There are two main categories of written corrective feedback; the first is direct and the second is indirect. Direct corrective feedback is defined as a type of correction that draws students' attention to the error and provides a solution to it. In other words, the teacher shows students where their errors are and corrects these errors by providing the correct form. Indirect corrective feedback is defined as drawing students' attention to the locations of their errors without providing corrections (Bitchener and Ferris, 2012).

Identifying the options for correcting students' linguistic

errors in a systematic way is important for determining if written CF is effective and, if it is, what kind of CF is most effective (Ellis, 2009). Ellis presented a typology of different types of written CF available to teachers and researchers "as a basis for the systematic approach to investigating the effects of written corrective feedback" (p. 97). Based on teachers' handbooks and published empirical research, Ellis listed 6 types of feedback to correct linguistic errors in students' written work.

Here, (Ellis, 2009) identifies six different methods for providing corrective feedback: Direct, Indirect, Focused and Unfocused, Metalinguistic, Electronic, and Reformulation. Here is a typology of Written Correction Feedback types proposed by (Ellis, 2009) as described in Table 3.

Table 3. *Typology of Written Correction Feedback types*

No	Types of Written Correction Feedback	Description
1	Direct Corrective Feedback	The teacher provides the student with the correct form.
2	Indirect Corrective Feedback	The teacher indicates that an error exists but does not provide the correction.
	a. Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.
	b. Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text.
3	Metalinguistic Corrective Feedback	The teacher provides some kinds of metalinguistic clue as to the nature of the error.
	a. Use of error code	Teacher writes codes in the margin (e.g. ww= wrong word, art= article)
	b. Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
4	The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.

a. Unfocused Corrective Feedback	Unfocused Corrective Feedback is extensive	
b. Focused Corrective Feedback	Focused Corrective Feedback is intensive	
5 Electronic Feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.	
6 Reformulation	This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.	

Six basic strategies for providing written corrective feedback can be identified, as follows.

Direct Corrective Feedback is when the teacher marks the error and provides the student with the correct form; the teacher provides feedback on the correct linguistic form or structure to the student above the linguistic error. This form of CF is particularly preferred by learners with low language proficiency as they find it difficult to correct their language errors. Nonetheless, scholars are of view that it discourages long-term learning due to the reduced cognitive processes on the learner's part (Bitchener & Knoch, 2010; Ellis, 2009; Eslami, 2014; Ferris, 2003; Jamalinesari et al., 2015; Mollestam & Hu, 2016). Direct CF involves inserting a phrase or morpheme, eliminating unnecessary words, providing the appropriate structure or word form, or even incorporating written and spoken metalinguistic explanation (Gholaminia, Gholaminia, & Marzban, 2014).

Some of expert stated about direct written corrective feedback such as (Ellis, 2009), (Sheen, 2007), and (Ferris & Roberts, 2001). Direct CF is deemed appropriate for (1) beginner students, (2) situations when errors cannot be self-corrected, or (3) teachers who want to draw students' attention to other error patterns which require student correction. According to (Ellis, 2009), direct feedback is a procedure to provide the L2 learner with explicit

66

information and guidance to correct errors directly. (Ferris & Roberts, 2001) suggest using direct feedback instead of indirect one with low proficiency learners.

However, (Ellis, 2009) points out that direct feedback requires minimal treatment by learners themselves. Nevertheless, a study by (Sheen, 2007) corroborates that direct feedback can be efficient in the acquisition of articles. Moreover, (Ferris & Roberts, 2001) suggest that direct corrective feedback is suitable with low learners. A study by (Sheen, 2007) suggests that direct feedback can be helpful in improving grammatical features.

Here, in my point of view, direct feedback is a model of feedback, whereas the teachers provide the students with the true form directly. In the pilot study, the students write "I have two book" instead of "I have two books…". The way to correct with direct feedback is done by adding the letter of s after the word book for example: I have two books. This type of correction takes a variety of forms such as a) cross-outs: when the teacher omits any wrong addition from students' original texts, b) rewrites: when the teacher rewrites a word, phrase or a sentence, providing the correct spelling, structure or form on students' original texts and c) additions: when the teacher adds any missing items on students' original texts (e.g. prefix, suffix, article, preposition, word, etc).

Direct corrective feedback aims to help students edit their writing and improve their performance in future tasks (Bitchener and Ferris, 2012). Ferris (2002) argues that it is useful in treating errors of prepositions and other issues of idiomatic lexis. She also claims that it is useful in the final stages of the writing process to help students focus on the remaining errors in their texts and refer to them in future tasks. Students' linguistic proficiency is important to determine the amount of direct corrective feedback they receive as advanced learners are more likely to benefit from it.

Direct corrective feedback is said to be an adequate tool for improving second language acquisition largely as it provides the simplest form of error correction in the output production of the leaners (Spivey, 2014). It is operationalized by providing the correct form to the students in response to their perceived error production (Ellis, 2009). Daneshvar and Rahimi (2014) describe direct corrective feedback as "the provision of the correct linguistic form or structure by the teacher to the student above the linguistic error" (p. 218). On the other hand, indirect corrective feedback "requires learners to engage in guided learning and problem solving and, therefore, promotes the type of reflection that is more likely to foster long-term acquisition" (Daneshvar & Rahimi, 2014, et. al.).

According to Bitchener and Knoch (2010), direct corrective feedback resolves complex grammatical structures that students might have difficulty when learning a particular grammatical feature in the target language. Furthermore, this allows learners to easily recognize incorrect language forms, rather than memorizing error codes (Bitchener & Knoch, 2010). Eslami (2014) and Spivey (2014) contended the suitability of this feedback specifically to students with lower proficiency level because they have a limited knowledge when it comes to understanding why a particular word is incorrect.

This also aids learners to immediately treat the errors and understand the difference between errors and the target correct forms (Spivey, 2014). Reports from research studies also claimed the efficacy of this feedback in promoting long term accuracy among students when compared to indirect corrective feedback (Bitchener, 2012; van Beuningen, De Jong & Kuiken, 2008), however, such claims need further investigation (Bitchener, 2012).

Nevertheless, direct corrective feedback can also be applicable to students with higher proficiency level, however, this only

functions as fine-tuning tool to help learners treat minor errors that have been overlooked (Spivey, 2014). Direct corrective feedback was also claimed to reduce errors during the writing revision process among learners in SLA. Ferris (2002) discussed the findings of her study regarding direct and indirect corrective feedback. She reported that the latter improved the revisions of the learners up to 88%, while the former only improved up to 77%. However, it should be noted that over the course of their study, indirect corrective feedback substantially lessened the error frequency of the students as compared to those who were given direct corrective feedback. This could be seen as an issue of longer learning retention in relation to the type of feedback provided to the students.

Comparative effects of direct and indirect correct feedback have also been studied, determining each effectiveness over treating grammatical errors in writing. While these types of feedback are perceived to be effective, some researchers considered the long term effects that one provides to the learners (Ellis, 2009; Hosseiny, 2014). In a study conducted by Hosseiny (2014), he aimed to improve the writing skills of the Iranian learners through interventions. Control and experimental groups were studied, took tests, and received feedback (direct and indirect). The findings revealed a significant difference between the experimental groups and control group, but not between the two experimental groups. In this manner, the two types of feedback are believed to be effective and provide significant improvement to the performance of the learners, to which, in the contrary, is different from the findings of Fazio (2001) and Truscott & Hsu (2008).

Indirect Corrective Feedback is when the teacher indicates that the student has made an error, without providing the correct form or without providing correction, leaving it up to the student (Ellis, 2009). According to Bitchener and Knoch (2008), the

form of indirect CF may vary based on explicitness (e.g., coding or underlining errors). A further distinction is drawn for the use of code; coded feedback identifies the error and type involved whereas uncoded feedback underlines the error but leaves it to the student to determine the error (Jamalinesari et al., 2015). Coded feedback is advantageous as it enables students to treat error correction as an active process which may influence them in learning better (Westmacott, 2017).

As such, learners are required to engage in guided learning and problem solving that allow reflection on linguistic forms and promote long-term acquisition (Lalande, 1982). Scholars are divided as to whether the direct or indirect approach is better for WCF. Chandler (2003) believes the indirect approach might fail as learners will not have enough information to resolve complex errors, arguing that the direct method allows learners to internalize the appropriate forms supplemented by the teacher. It also offers learners explicit information, allowing them to test out.

In indirect CF, the teacher gives correction showing that an error exists but does not give the direct correction (Ellis, 2009). According to (Bitchener & Knoch, 2010, p. 209) Indirect written corrective feedback refers to a procedure of giving feedback that an error has existed but it does not give a correction". Moreover, (Lalande, 1982), it provides learners with the capability of solving the problems to ponder their own errors. In the researcher's point of view, indirect feedback is a model of feedback in which the teacher showing to the student that there is an error, but not giving with the right form. The teacher may either underline the actual errors or place a notation in the margin indicating that an error. In the pilot study, the students write: I have two book" instead of "I have two books…".

The way to correct with indirect feedback is done by giving clue for error after the word *book* for example: I have two book

(plural form). Indirect corrective feedback is when the teacher underlines, circles or highlights errors on students' original texts, indicating the location of these errors without correcting them Students are asked to study their errors and correct them (Ferris, 2002). In other words, indirect corrective feedback emphasizes the role of students in understanding and correcting their errors rather than being provided with the corrections. Indirect feedback is applied by underlining students' writing errors so that students understand that there is a problem that should be 'fixed.' Teachers may use lines, circles or highlighting to indicate the location of errors. They also need to decide how explicit indirect feedback should be based on the goals they want to achieve by providing feedback.

Metalinguistic Corrective Feedback. Ellis (2009) defines metalinguistic CF as providing learners with some form of explicit comments about the nature of the errors they have made, as they are coded, encoded or grammatically explained, most commonly through the use of error codes. According to Bitchener, Young and Cameron (2005), coded feedback points the exact location of the error and the type, whereas encoded feedback involves the teacher showing the approximate location of the error for students to identify and correct the mistake. The latter form of correction is also known as indirect metalinguistic feedback. Another form of correction is a brief grammatical explanation in which the teacher provides descriptions related to the error.

Metalinguistic feedback can also be categorized as written and oral in form. Written feedback involves the teacher providing the explanation on the student's paper whereas oral feedback may be in the form of a short lecture to a big group of students (Bitchener et al., 2005, Bitchener, 2008). The provision of metalinguistic CF using another medium of instruction (typically the students' mother tongue) can also enhance communication by making it

easier for teachers to highlight and explain error corrections to low-proficiency students (Aseeri, 2019).

In metalinguistic CF, the teacher gives some kinds of metalinguistic clue to the learners' errors. This category has two models: (a) using error codes, (b) brief grammatical explanations of the errors. Research studies reveal that metalinguistic understandings encourage students to reflect on their corrections (Ellis 2013). Its process allows teachers to write 'explicit comments' on the errors that learners made in their writing (Ellis, 2008).

Metalinguistic feedback includes any information, feedback or comments by the teachers directed towards the language learners that highlight the linguistic accuracy of learners' utterances without directly providing the corrected linguistic form (Lyster and Ranta, 1997). According to Ellis (2008), explicit comment can be found in two different forms, namely error codesand direct correction that supply the accurate form. Error codes provide some implicit clues regarding the location and type of error. The indication of an error allows the learners to reflect on the correct solution and evaluate the numerous possibilities of the correct form. This engages learners in a process of metalinguistic thinking about abstract concepts in grammatical systems, particularly in the English language.

On the other hand, Chandler (2003) claims that metalinguistic corrective feedback is operationalized by underlining the errors and providing the target form above the word. Teachers point out errors and supply cues or structures regarding the correct forms. However, this feedback may be generic or specific (Rezaei & Derakhshan, 2011). As Ellis (2008) also stated, metalinguistic corrective feedback can also provide learners with metalinguistic explanations of the specific errors made, but this method is less frequently used as it is time-consuming activity when compared

with the use of error codes. It also requires teachers to have an adequate metalinguistic knowledge.

In operationalizing the feedback, the error code requires the teacher to write the codes in the margin of the paper (Ellis, 2007). It can be anything from ww (wrong word) or art (article), while the teachers number the errors followed by their grammatical description at the end of the text (Ellis, 2008). Nevertheless, focused metalinguistic CF promotes understanding of the errors while unfocused feedback might not be as helpful or beneficial as the former in addressing specific language structures (Ellis, 2009).

Focused and Unfocused Corrective Feedback. According to Ellis (2009), focused CF targets only one or a few error types to be corrected but ignores other errors whereas unfocused CF targets many or all error types. The latter is normal practice in writing institutions where teachers correct all errors within the learners' written work, and is seen as extensive as it treats multiple errors (Bakri, 2015; Eslami, 2014). Bitchener (2012) states that focused CF may be useful to students of lower proficiency levels as these students would be more likely to notice and understand corrections targeted at a few categories, while learners with higher proficiency levels would find unfocused CF more useful as it pivots on a larger range of linguistic concerns.

In other words, low-achieving students would be given focused CF whereas high-achieving students would be provided with unfocused CF (Mollestam & Hu, 2016). The focused approach looks into grammatical features which are rule-based (tenses and articles) rather than item-based (prepositions), which means that grammatical errors can be easily rectified (Ferris, 2002).

In contrast, unfocused CF applies an unorganized approach to error correction. Although unfocused WCF can discourage learners from attempting complex writing features, it helps them acquire

language and gain complexity in their interlanguage, which further improves their accuracy and lessens the number of errors being made in their writing (Ruegg, 2010; Fazilatfar, Fallah, Hamavandi, & Rostamian, 2014). This explains the findings of Aseeri's (2019) study where both teachers and students at the university level preferred unfocused CF over focused CF. (Ellis, 2009) states this is about whether the teacher corrects all errors or selects one or two specific types of errors. In my point of view, the unfocused written corrective feedback involves all correction of learners' errors.

Focused feedback, on the other hand, focuses on specific linguistic error (e.g. errors in subject- verb agreement, capitalization, and so on). A more recent study was conducted by Frear and Chiu (2015) comparing focused and unfocused indirect corrective feedback. With a quasi-experimental design, participants were tested in three testing times receiving focused CF, unfocused CF, and no corrective feedback treatment procedures. Both experimental group outperformed the control group in the immediate posttest and delayed posttest.

This suggests that both feedback are effective over the course of time. Nevertheless, it was also mentioned that both feedback never lead to metalinguistic understanding, however, push learners to provide more accurate output. As a summary, this section tackled the differences between direct and indirect corrective feedback, and was further brought to their distinction as focused and unfocused corrective feedback. Relevant studies have highlighted each strengths and weaknesses; however, methodological problems of these studies also need to be considered.

Nevertheless, it follows that students of second-language learning must be exposed to classroom opportunities in which the teacher explicitly tries to refrain from exerting complete control of the classroom. The provision of corrective feedback should be

in line to the interests of the students to promote metalinguistic understanding and long-term efficacy.

Electronic feedback. The teacher might indicate the error by providing a hyperlink to a concordance file that provides correct usage (Bakri, 2015). The provision of electronic CF can lead to better writing products, writing and working on large chunks of information, and macro revision (Sullivan & Pratt, 1996; Tuzi, 2004). In Electronic feedback, the teacher identifies an error and shows a hyperlink to a concordance file giving examples of correct use (Ellis, 2009). He reports on some advantages of electronic feedback. The first one is that it the teacher is no longer the responsible for judging what is a correct form and what is not. He suggests that an approach based on usage would be more reliable since teachers' intuitions can be erroneous. Another advantage is that it promotes students' independence as they are in charge to choose the corrections, which they consider best apply in the text.

In my point of view, electronic feedback is a type of feedback in which the teacher indicates there is an error and gives a small note in connected list of errors' file and extends examples of how to apply the correction. Electronic or automated feedback is a new approach to L1 and L2 writing that has emerged in the past fifteen years. There has been a great deal of interest from writing researchers regarding the possibility of integrating technology into the teaching of writing and thus using it to provide instant automated feedback to students.

Automated feedback is generated by special software that reads written texts to produce feedback on writing (Ware and Warschauer, 2006). The software provides feedback on grammar and usage. Researchers (e.g. Chen, 1997; Yao and Warden, 1996) argue that the ability to generate computer or web-automated feedback can save teachers' time in that they can give more

attention to students and focus on other aspects of writing instead of spending time on correction.

However, there is a counter question here which is: is the faster feedback produced by an automated computer system better than the typical hand-written feedback provided by the teacher? Ware and Warschauer (2006) and Hearst (2000) say that there is no definite answer yet and that further research is needed to address this issue. Developers of web or electronic feedback systems recommend that automated feedback should be used as a supplementary tool in writing classes and not as replacement of the interactive feedback that the teacher provides (Burstein et al., 2003; Burstein and Marcu, 2003).

Another aspect of automated feedback is peer feedback. Research has investigated the possibility of utilizing computer-mediated feedback to create interaction between students. Researchers (e.g. Greenfield, 2003; Sullivan and Pratt, 1996) argue that nonnative speakers become more active and motivated when they are provided with the opportunity to interact and share their writing through a computer. Palmquist (1993) claims that it is more efficient when students exchange their writing drafts through computer network whereas, Liu and Sadler (2003) argue that face-to-face communication results in a better response from students and that online communication results in superficial responses and comments.

Pennington (1993) argues that the success of interaction through technology is governed by factors such as the context of use and the type of software chosen for the activity. Belcher (1999) claims that it may negatively influence students who do not have access to sufficient computer facilities. Other research has focused on the effect of computer-mediated feedback and discussion on students' accuracy and complexity of L2 writing (e.g. Pellettieri, 2000; Kern, 1995).

For example, Warschauer (1996a) found that students wrote more complex sentences and used better lexical range when they performed online. Pellettieri (2000) found that students who used online writing paid more attention to form, the negotiating of meaning and linguistic modifications, while Kern (1995) found that students who were exposed to online interaction used simple sentences. Researchers of computer-mediated feedback seem to be optimistic about its effect on students' writing. However, the literature on automated and online feedback is scarce as the interest in this issue started only 15 years ago. Further investigation is needed as it is premature to claim that this type of feedback is better than the typical teacher-student feedback.

Reformulation. This consists of an English native speaker's reworking of the students' entire text to provide the language seem as native-like as possible (Ellis, 2009). The studies on reformulation were conducted by some researchers, such as (Sachs & Polio, 2007). They investigated compared reformulation with direct error correction. In the researcher's point of view, reformulation feedback is a type of feedback, which provides learners with feedback in the form of a re-written version of original text. Reformulation is a technique used to produce a more native-like composition, with the emphasis on rhetorical rather than grammatical factors (Levenston, 1978). Allwright et al. (1988) define reformulation as an attempt, by a native writer, to reproduce a non-native writer's composition, making the necessary changes in syntax, lexis, cohesion and discourse, while preserving the ideas in the original text. Cohen (1989) explains that a reformulator rewrites a text in his own words, making it sound more native-like while preserving the original writer's ideas.

Allwright et al. (1988) explain that reformulation is applied by starting a common writing task. Students are supplied with the basic propositional content in a scrambled form. They are

encouraged to discuss the best way of organizing the ideas then start producing the first draft. Once they complete the task, the teacher selects one draft and reformulates it. Hedge (2000) describes reformulation as a useful procedure, especially for students who have produced a first draft and are looking for local possibilities for improvement. Students can compare the target model on their own to notice the differences. This strategy also provides a wide range of useful discussions on the development of ideas and the use of structure, vocabulary and conjunctions. Table 2 below is adapted from Luchini and Roldan (2007:236), showing an original text and its reformulated version:

Table 4. *Example of Reformulation*

Original Text	Reformulated Version
It was a beautiful spring day and the boys and girls still be in the camping. The sun was shining and the sky was blue. The teacher, Susan, wake the student up and they started the day.	It was a beautiful spring day. The sun was shining and the sky was blue. The children had spent an exciting night and they were enjoying the camp. Their teacher, Susan, had woken the children up and they started with the activities.

(Luchini and Roldan, 2007, p.236)

In the present study, the researcher observes direct teacher feedback in order to investigate the learners' perceived on it. There are a number of reasons to apply this model. First, both teachers and students are familiar with such model of written feedback. Second, this model of written corrective feedback is easily to practice in EFL writing class. Third, both teachers and students get some advantages with such model of written corrective feedback. Teachers can improve the teaching quality in EFL writing class. Meanwhile, students can reduce grammatical errors they made in EFL writing products.

Direct Teacher Corrective Feedback

Feedback is very vital in assessment process. It provides information about EFL learners' writing relates to objectives of class. The objective of feedback is to teach skills EFL learners to improve their writing proficiency. (Hattie & Timperley, 2007) feedback is 'a kind of information provided by teachers about some aspects of one's task performance'. Teachers' corrective feedback is the most widely used that students receive on their composition. Teachers' written feedback, however, is a complex area, and several studies have dealt with it from different angles. Some studies (Clement et al, 2010), for example, have investigated the methods (e.g., direct correction, the use of codes, etc.) teachers utilize to respond to their students' written work.

This study will examine the learners' perceived on direct teacher CF in L2 writing class. Direct teacher corrective feedback simply means that the teacher provides the students with the correct form of their errors or mistakes whether this feedback is provided orally or written. It shows them what is wrong and how it should be written, but it is clear that it leaves no work for them to do and chance for them to think what the errors and the mistakes are. Different researchers (Ko and Hirvela, 2010) argue that direct teacher corrective feedback (CF) is the least effective method of providing feedback on student errors and mistakes.

Clements et al. (2010) suggest that direct methods in providing feedback do not tend to have results which are commensurate with the effort needed from the teachers to draw the students' attention to surface errors. This is because it doesn't give students an opportunity to think or to do anything.

The first point leads to the source of written corrective feedback is teacher correction. Teacher or the teacher is the primary source of written corrective feedback for the students. (Bitchener & Ferris, 2012) stated that:

"The teacher should start off the writing course with some kinds of diagnostic analysis of student needs as observed in the early pieces of writing and should convey to and model for the students what issues they should work on and how feedback might best be provided."

Moreover, (Saito, 1994), & (Zhang, 1995) found that affective factors are also important in the success of feedback and studies suggest that students have a preference for teacher feedback over other types. (Hyland, 1998) found out that teachers also take into account the student who committed them, building their comments and correction on the teacher-student relationship and the student's background, needs and preferences. Then, teacher feedback can be very useful for L2 writing learners. (Keh, 1990) suggested the ways of writing effective and efficient comments. Moreover, (Mufiz et al., 2017) stated that there are other factors, which contributed to the students' writings, were confounding variables such as student's proficiency, writing capability, and teacher feedback. Furthermore, (Prabasiwi, 2017) argued that, in order to get great willingness of the students to write, the teacher must provide interesting themes for students to write.

In addition, (Elhawwa, Rukmini, Mujiyanto, & Sutopo, 2018) found and reconfirmed that teacher written corrective feedback played an important role in improving their language development in writing. In the field of the study, the teacher assigns the students to write the first draft on an essay. Then, the teacher corrects the students' errors on language forms, content, and organization. Afterwards, the teacher gives the corrected composition to be rewritten by the students based on the teacher's feedback.

In the present study, I will apply Direct Teacher Corrective Feedback. There are a number of reasons to apply those models. First, both teachers and students are familiar with such models of WCF. When they attended the prior writing class, both teachers

and students were used to practice them. Second, those models of WCF are easily to practice in EFL writing class. Third, both teachers and students get some advantages with such models of WCF. Teachers can improve the teaching quality in EFL writing class. Meanwhile, students can reduce grammatical errors they made in EFL writing products.

B. Participants in the Correction Process

Feedback is an important component of the formative assessment process. It gives information to teachers and students about how students' writing relate to classroom learning goals. The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity. According to (Hattie Helen E-Mail Address, Hattie, & Timperley, 2007) feedback is "information provided by an agent regarding some aspects of one's task performance". In the present study, there are three participants in the correction process, namely: teacher, peer, and self-feedback, as proposed by (Ferris & Bitchener, 2012). It will be discussed in following below.

1. Teacher correction

The first point leads to the source of WCF is teacher correction. Teacher or the teacher is the primary source of WCF for the students. (Bitchener & Ferris, 2012) stated that:

"The teacher should start off the writing course with some kinds of diagnostic analysis of student needs as observed in the early pieces of writing and should convey to and model for the students what issues they should work on and how feedback might best be provided."

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In the field of the study, the teacher assigns the students to write the first draft on an argumentative. Then, the teacher corrects the students' errors on language forms, content, and organization. Afterwards, the teacher gives the corrected composition to be rewritten by the students based on the teacher's feedback.

2. Peer correction

The second point leads to the source of WCF is peer/students correction. Peer feedback was originally introduced into L1 contexts on the assumption that good strategies in L1 were automatically good in L2 (Hyland and Hyland, 2006). Some of the research on peer feedback has found that it has social and cognitive advantages; for example, through using their peers' comments in re-drafting, students can improve their revision and produce better drafts (e.g. Mendonca and Johnson, 1994 Rollinson, 2005; Villamail and de Guerrero, 1996). Also, from a socio-cognitive point of view, peer feedback is a "formative developmental process" (Hyland and Hyland, 2006:6), which means that writers develop the ability to exchange views on how they interpret the writings of other students and how other students interpret their writing. Other studies, however, have either raised more research questions on peer feedback (e.g. Connor and Asenavage, 1994) or found it of limited use (e.g. Flower, 1994; Spear, 1988).

Recent studies on peer feedback have focused on studying the interactions of peers in writing sessions. For example, Villamil

and de Guerrero (1996) argue that peer responses observed in a writing workshop have a number of qualities, such as social affectivity through which students develop good communication. Hyland (2000) also examined students' interactions in a writing workshop and found that a positive aspect of peer feedback was its informality. This means that students freely assist each other and provide advice during the process of writing rather than at the end of the writing session. There are also other studies such as Rollinson (1998) and Caulk (1994), which found that their students made many valid and correct comments on their classmates writing. Berg (1999) and Chaudron (1984) argue that students make more specific comments to their peers' writing and, therefore, they consider feedback complementary to teacher feedback.

Ferris and Hedgcock (1998:170-171) also provide an outline of the advantages of peer feedback, for example that peer feedback gives students the ability to a) play an active role in learning writing (Mendonca and Johnson, 1994), b) use their peers' ideas to redraft their writings (Mendonca and Johnson, 1994), c) receive reactions from an authentic audience (Mittan, 1989), d) receive more than one point of view about their writing from different peer groups (Chaudrun, 1983; Mittan, 1989), e) receive clear and direct feedback from their about what they have done well and what they still have to improve (Mittan, 1989; Moore, 1986; Witbeck, 1976), f) improve their critical and analytical skills through responding to peers' writing (Leki, 1990a; Mittan, 1989) and g) develop self-confidence by comparing their own abilities to their peers' strengths and weaknesses (Leki, 1990a; Mittan, 1989). Zhang (1995) analyzed the questionnaire responses of 81 ESL students who received different styles of feedback.

The results showed that L2 writers preferred teacher feedback to peer feedback. Ferris (2003a) summarized the findings of

research on peer feedback, making the following points: a) students utilize their peers' feedback as much as they do with teacher's feedback, b) they think positively of their peers' feedback and believe that it can help to improve their writing, c) they enjoy listening to their peers' commentary on their writing and d) when peers look at each other's texts they comment on a wide range of issues.

On the other hand, Ferris (2003a) indicated that some researchers concluded that students might sometimes doubt the value the of their peers' feedback and, therefore, might hesitate to use it to redraft their writing. Although peer feedback can be effective because there are no psychological boundaries between peers, and this makes their interactions comfortable and, therefore, becomes influential, the ongoing debate on peer group feedback has not yet suggested that this type of feedback has a better influence on students' writing than written teacher-student feedback.

There are, however, a number of doubts that have been expressed about peer feedback. For example, Allaei and Connor (1990) argue that multi-cultural collaborative peer response may result in conflict or discomfort. Carson and Nelson (1994, 1996) and Nelson and Murphy, (1992) argue that if the interaction between L2 peer groups is poor, due to cultural or educational different backgrounds, then the changes and corrections students are supposed to make in their writings based on their peer feedback are likely to be poor too. Moreover, Rollinson (2005) claims that peer feedback is lengthy and time-consuming. Other concerns about peer feedback are raised by Amores (1997), who argues that students may find it difficult to accept criticism from their peers and may respond defensively to their feedback. Keh (1990) claims that peer responses address surface issues rather than problems of meaning. Leki (1990a) states that inexperienced students.

The peer-written corrective feedback is based on the (Vygotsky's, 1978) sociocultural theory. In line with sociocultural theory, Studies conducted to identify the effect of peer-written corrective feedback on learners' writing abilities (Elola & Oskoz, 2016; Ware & O'Dowd, 2008) reported that it is quite helpful for learners to focus more on structure and organization, as well as content because they work collectively to address different types of errors in a cooperative environment. In the field of the study, the teacher assigns the students to write the first draft on an argumentative. Then, the teacher assigns the students to give their draft to their peer to be corrected by their peer. Moreover, on the study from (Khunaivi, Hartono, 2015) the students' perceptions on corrective feedback were they had very good responses about corrective feedback that were given by the teachers in the classroom.

Here, there are eight sequential steps to conduct peer feedback, such as (a) Read peers' writing; (b) Write down written feedback on peers' writing; (c) Discuss with peers about their writings and the feedback provided; (d) Hand in drafts commented by peers at the end of classes; (e) Tutor provides written feedback on drafts and on peer feedback; (f) Tutor holds one-to-one conferencing with students; (g) Revise drafts with peer and teacher feedback; and (h) Hand in the revised drafts next class. The peer should correct the students' errors on linguistic features, sentence structure, punctuation and mechanics. Afterwards, the peer gives the corrected composition to be rewritten by the students based on the peer's feedback.

3. Self-correction

The last point leads to the source of WCF is self-correction. (Ferris, 2002) points out several components which are essential in developing strategies for self-editing. 1) Helping students become aware of their most pervasive patterns of error, 2) Educating

students about principles of second language acquisition and successful self-editing, 3) Sharing specific editing strategies, 4) Training students to make focused passes through a text to look at specific issues, 5) Encouraging students to track their progress in self-editing, 6) Teaching students how to edit under time pressure, and 7) Providing in-class or individualized grammar support. In the field of the study, the teacher assigns the students to write the first draft on an argumentative. Then, the teacher assigns the students to edit their draft by themselves. They should focus the correction on their errors on language forms, content, and organization. Afterwards, the teacher assigns the students to rewrite their draft based on the self-feedback.

4
Underlying Theories On Writing

Writing is an activity of creating a piece of written work, such as stories, poems, or articles (Cambridge Advanced Learners' Dictionary, 2008). Writing is also the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form (https://www.englishclub.com). In line with this, Gebhard (2000) defines writing as something associated with word choice, use of appropriate grammar, syntax (word order), mechanics, and organization of ideas into a coherence and cohesive form. Then, according to Collins dictionary, writing is a group of letters or symbols written or marked on a surface as a means of communicating ideas by making each symbol stand for an idea, concept, or thing. Meanwhile, Larry (2003, p. 121) defines writing as the process of transferring thoughts from mind onto paper to share with readers while readily admitting that composing text to communicate their ideas is tough sledding.

In addition, Hedge (2000) states that writing is a complex process which is neither easy nor spontaneous for many second language writers. It involves a number of activities: setting goal, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing The organizational pattern and format of writing are dictated by the purpose of the type of writing .Therefore, it

can be concluded that writing is a way of sharing observation, information, thoughts, or ideas with ourselves or other due to the facts that stories, poems, and articles are developed on the basis of ideas, thoughts, information, and observations. Such as writing a letter, it is different from essays, reports, or minutes of writing. Writing is the study of how a sentence is arranged or the connection (a word, phrase, clause, sentence, or entire paragraph).

According to Richards and Renandya (2002, p. 309), written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse. In relation to writing, Brown (2001, p. 335) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to produce a final product.

According to Grenville (2001, p.10) there seem to be so many different kinds of writing: novels, poems, short stories, scripts, letters, essays, reports, reviews, instruction, all quite different. Based on the explanation above, writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising. Writing is one of the four basic skills of language which has an important role in many aspects. According to Harmer (2007, p.112), writing is directed at developing the students' skills as writers. Writing can build students' skill as writers; students can write their experiences, poems, articles, and etc. According to Deane et al. (2008), the most important written skills are, first, those related to form (document-level skills), which refers to the organization of the written text. Second in importance are method skills (sentence level skills): vocabulary, spelling and grammar. Third in importance are content-related skills, related to ideas, logical sequence and the quality of meaning.

The importance of writing skill is obviously seen as something that must be emphasized because in daily communication language is not only spoken but also written. The different characteristics between spoken and written language are stated by Harmer (2004, pp. 6-11), as follows:

(a) Time and space. Whereas spoken communication operates in immediate interaction, writing transcends time and space. Speaking is often transient, whereas writing tends to be more permanent. Spoken words fly away on the wind; written words stay around, sometimes, as we have seen, for hundreds or thousand years.

(b) Participants. In written communication, the writer has to know who they are writing for. However, this audience may often be general rather than specific, and may be represented as a type rather than as an individual addressee whom we can see and interact with.

(c) Process. In speaking, the speakers make quick decisions about what to say and modify it as they speak, using lots of repetition and rephrasing. Writing, however, is significantly different. The final product is not nearly instantaneous, and as a result the writer has a chance to plan and modify what will finally appear as the finished product.

(d) Organization and language. Speakers can and do mispronounce and use deviant grammar without anyone objecting or judging the speaker's level of intelligence and education. Writing consists of fully developed sentences, but speech is often made up of smaller chunks of language-words and phrases rather than the complete sentences. Another significant difference between speaking and writing concerns lexical density-that is the proportion of content words to grammatical (or function) words used. Written text frequently has many more content words than grammatical words.

(e) Signs and symbols. Speakers and listeners use paralinguistic features like expression and gestures, as well as stress and intonation, to convey meaning. Writing has viewer signs and symbols than speech but they can be just as powerful. In the first place, question marks and exclamation marks can modify the import of what is written by changing the order of the clauses. Writing also uses italics to make something stand out, or italics to show amazing events.

(f) Product. If we consider face-to-face conversation to be a work in progress (because through questioning, interrupting, and formulating we can constantly change the message being given out); in contrast, writing usually turns up as a finished product.

From Harmer's statement above, it can be said that writing is the last skill of language that students should master. By learning and doing practice writing regularly, students will get more knowledge, how to write effectively, how to express ideas, and how to sell their knowledge to everybody. The content of an essay is illustrated in Figure 3.

BASIC ESSAY STRUCTURE

An essay has 3 sections: an introduction, body and conclusion.

Section 1

INTRODUCTION
- General Statements
- Thesis Statement
- Outline of main points

Section 2

BODY

Para 1. Topic Sentence
1. Support (with E&E)
2. Support (with E&E)
3. Support (with E&E)
Concluding Sentence

Para 2. Topic Sentence
1. Support (with E&E)
2. Support (with E&E)
3. Support (with E&E)
Concluding Sentence

Para 3. Topic Sentence
1. Support (with E&E)
2. Support (with E&E)
3. Support (with E&E)
Concluding Sentence

Section 3

CONCLUSION
- Restate thesis
- Summary of main points
- Final comment

PARAGRAPH

Topic Sentence
1. Support (with E&E)
2. Support (with E&E)
3. Support (with E&E)
Concluding Sentence

E&E = Evidence and Examples

Note: the body can contain as many paragraphs as necessary to meet the requirements of the task and address the essay question.

Figure 3. *The content of an essay*

Writing Process

Writing process is cyclic and interrelated. The process of writing can be divided into pre-writing and actual writing activities.

Usually this process flows like: Pre-writing, drafting, revising, editing and publishing. EFL learners struggle mostly at the first stage of the process, prewriting. This initial stage of writing is important as main and sub-ideas and thoughts are generated at this stage which is vital to writing. The thoughts need to be relevant and cohesively allied. Writing process needs linguistic blocks out of which the ideas structure.

However, the learners need to get the blocks into shape where the learners' cognitive abilities work to support and develop ideas conveniently in a flow. According to the cognitive approach, writing itself is a source, which directs learners to assess their own structures. Writing is not a linguistic process only. The deductive approach of writing is all about the organization of ideas. Organization of the essay depends on structure and content. The learners are usually confused between what to write and how to start to create an appropriate length, and organization of the structure and paragraphs. Unity in organization demands that the text is free from the irrelevant details of thought related to the topic.

The writing process is the step-by-step working through the stages writers go through from brainstorming to publishing. When writers think of writing as a process, they manage to navigate their ideas better and avoid dreaded writer's block. Good writing is usually the result of a process of pre-writing, drafting, revising, editing and publishing. It's rare that anyone is able to express his or her thoughts in the best way possible on the first try although the more we practice, the better we become at it. Experienced, published writers readily admit that they have revised their writing several times before publication. Writing is a long and winding process. In managing this process, there are certain steps that can take much time. These steps will help to maximize efforts and make meaning out of the chaos and disorder that often appears when first embarking on any assignment.

One of the most comprehensive and sophisticated assignment tasks is essay writing. The steps outlined have general application. Writing is a skill that deals with process and product. Brown (2001, p. 335) states that when a teacher teaches writing, it is not only about the final product such as the essay, report, or story, but also, to compose a good writing. The teacher can get advantages to let students be the creators of language. Some experts have already proposed several models of the writing process. One of them is Harmer (2004, p. 4). He mentions four stages of the writing process. They are planning, drafting, editing, and final version. Writing process is cyclic and interrelated. The processes of writing can be divided into pre-writing and actual writing activities.

Usually these processes flow like: Pre-writing, composing, revising, editing. EFL learners struggle mostly at the first stage of the process, i.e. Prewriting. This initial stage of writing is important as main and sub-ideas and thoughts are generated at this stage which is vital to writing. Writing process needs linguistic blocks out of which the ideas structure. However, the learners need to get the blocks into shape where the learners' cognitive abilities work to support and develop ideas conveniently in a flow. According to the cognitive approach, writing itself is a source which directs learners to assess their own structures. Writing is not only a linguistic process; rather it is beyond that scope.

The deductive approach of writing is all about the organization of ideas and it is far beyond the inductive approach where writing was seen as a practice in language usage. Former major practices were the correct usage of the language and most of the classroom practice was to ensure the linguistic competence has been developed in the learners. The writing process involves generating ideas, developing and organizing the ideas, and revising and editing them (Natilene, 2007).

In this case, there are five basic stages of the writing process are prewriting, drafting, revising, editing and publishing. Each stage is precisely discussed here to represent a clear perception about the entire process of writing.

a. Prewriting

Prewriting is part of the writing process in which the writer gathers ideas, explores the writing prompt, generates thoughts, and organizes them. In the prewriting stage, writers take time to think about their topic and generate ideas (Smalley, et.al. 2001, p.3). It is an opportunity for writers to expand their ideas about a prompt and think creatively and critically about what they want to say. Pre-writing or planning out what is going to be written, is an essential step in the writing process and should account for 70 percent of the writing time. Research indicates that skilled writers spend significantly more time organizing and planning what they are going to write. Most students, however, spend little time thinking and planning how to express their thoughts before writing them down and therefore are not accessing information and ideas that could possibly enhance their writing Kamehameha Schools (2007, p.3).

There are six prewriting techniques: free writing, questioning, making a list, clustering, mapping and preparing a scratch outline. These techniques help learners think about and create material, and they are a central part of the writing process.

1) Free Writing. Free writing is a way to get ideas. It is writing without stopping. It means writing whatever comes to mind without worrying about the grammar is correct (Smalley, et.al. 2001, p.5). It is simply writing about an idea for a specific period of time. It can be a stream of consciousness or in response to a prompt. Free writing means jotting down

in rough sentences or phrases everything that comes to mind about a possible topic.

2) Questioning. This is another prewriting strategy that is very helpful in determining if students have a narrow enough topic. A student could write an entire paper on just the question "Why are pets beneficial to humans?" As students see the questions they are generating about their topic, they will often find that there are several topics they'd like to write about. In questioning, writers generate ideas and details by asking questions about the subject, such questions include who, what, where, when, why, and how of a topic.

3) Listing. Listing is just a simple list of ideas. This is a great prewriting activity for students who really don't know what to write about. In making a list, also known as brainstorming, writers collect ideas and details that relate to the subject.

4) Clustering. Clustering is making a visual map of the ideas (Smalley, et.al. 2001, p.4). It is gathering ideas and thoughts into categories. Clustering, also known as diagramming or mapping, is another strategy that can be used to generate material for an essay.

5) Outlining. Outlining is a great tool once students have completed some other preliminary prewriting. If they have done clustering or listing, they have items they need to categorize. A scratch outline is an excellent sequel to the first four prewriting techniques. A scratch outline often follows free writing, questioning, list-making, or mapping; or it may gradually emerge in the midst of these strategies.

6) Mapping is a great visual organizational prewriting activity that helps students see relationships. Writers create a mind map of how different elements fit together. In its simplest form, this prewriting technique entails using shapes, symbols,

colors, arrows, and lines. Start with the main idea in the center, and look for ideas that connect or are important.

b. *Drafting*

The second step of the writing process is drafting the essay. The all-important drafting stage is where the creative action takes place. Writers use the facts and ideas that they acquired during the previous prewriting phase to compose the actual content. It is important to remember that a draft does not have to be perfect! The goal of the drafting stage is to take the outline and to develop a paper. When writers make a draft, do not worry about the mechanics of the paper, this will come later.

In drafting, just focus on the content and make sure that the ideas are clear and well detailed. When writers first write, they prepare to put in additional thoughts and details that do not emerge during prewriting. In writing the first draft, they ignore grammar, punctuation, or spelling. They can be removed later. Instead, make the goal to state the thesis clearly and develop the content of the essay with plenty of specific details.

c. *Revising*

The third step of the writing process is revising. During revising, writers should read their writing and look at the content. They can think of revising as looking at the big picture. Do not yet worry about the mechanics of the paper, but focus on the content. Revise means to see again. After we've done our first draft, it's helpful to leave it for a while before looking at it again. While having others read the paper may help, the goal is to become self-editors and see the writing as others would see it. Revising is taking another look at the ideas to make them clearer, stronger, and more convincing. When revising, evaluate how well has made the point (Anker, 2010, p.105).

96

Revising means rewriting an essay, building on what has already been done to make it stronger. Revising literally means re-seeing. It is about fixing the bigger, structural problems and, if necessary, re-seeing the whole shape of the piece. What this boils down to is finding places where you need to cut something out, places where you should add something, and places where you need to move or rearrange something. In the revising process there are three stages, they are revising content, revising sentences and editing.

First, revising content has the benefit of revising the content of the essay. Next is revising sentences. It is to revise sentences in an essay. Ask the following questions such as, "Do I use parallelism to balance my words and ideas? Do I have a consistent point of view? Do I use specific words?" The last is editing. After revising for the content and sentence, the next step is editing for grammatical errors, punctuation and spelling.

d. Editing

Editing involves proofreading the content line by line, paragraph by paragraph. Check sentence structure, spelling, grammar, and other intricate details within the copy. The editing process ensures that their writing is clean, tight, and error-free. If possible, ask somebody else to proofread the work. After revising for the content and style, the next step is editing for error grammar, punctuation and spelling. Editing and proofreading are done to eliminate errors and improve the coherence and readability of the presentation. The final part of the writing process is editing and proofreading. They can prevent confusion and misunderstanding of the work. Although most word-processing programs check the spelling, they will not detect other common types of mistakes (Bailey, 2003, p.48).

In proof-reading, the composition is checked for any spelling, punctuation mistakes, lack of parallelism in the structures, flaws in the style (formal/informal), and grammar mistakes. To be more precise, writers look for: any sentence fragments and run-on sentences, references without pronouns, redundancy of ideas, lack of parallelism, spelling mistakes, repetition of the same words, punctuation mistakes, wrong tense choice, misused modifiers, and style inappropriate for the audience.

e. Publishing

The final step is publishing. The last stage of the writing process is to write the final draft after revising and editing. It is called publishing. After all the writer's hard work, they are now ready to share their finished writing with other people.

Here are some of the ways they could do this (a) give it to the teacher to respond to; (b) read it out loud in class; (c) post it on a bulletin board; (d) submit it for publication in a magazine; (e) send it to someone (e.g. your pen-friend); (f) publish it on internet; and (g) make it into a book for keeping in the school library. To publish means to make information and literature available for the public to view.

Publishing involves the process of producing and distributing literature so that the public can have access to it. Sometimes, certain authors publish their own work and in that case they become their own publishers. Here, the writers create a final copy of composition and then publish the product of writing.

The writing process is illustrated in Figure 4.

THE WRITING PROCESS

STAGE	DEFINITION	TIPS FOR THE WRITER
Prewriting	Brainstorm ideas and organize your topic.	★ Think about what you want to say. ★ Talk about your ideas with a friend to find a main idea. ★ Use a list or web to organize your ideas.
Drafting	Create a rough copy of your writing.	★ Write your ideas in order. ★ Read your work out loud and note places where you stumble. ★ Ask a friend for his or her feedback.
Revising	Improve your writing.	★ Try out different beginnings and endings. ★ Use quotes or add dialogue. ★ Include descriptive words. ★ Add detail to develop important parts.
Editing	Proofread your work.	★ Make sure you have complete sentences, correct spelling, and necessary capitalization and punctuation. ★ Reread to see if each sentence makes sense. ★ Ask a friend to proofread your work.
Publishing	Create a clean final copy.	★ Type your writing or copy it neatly onto new paper. ★ Think of an interesting title. ★ Share your writing.

Source : NewBrightBase.com

Figure 4. *The writing process*

5
Underlying Theory On Writing Essay

An essay is a group of paragraphs that develops one central idea (Smalley, et.al., 2001. p. 105). Meanwhile, according to Jack C. Richards and Richard Schmidt, an essay is a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication, which expresses the writer's viewpoint on a topic (2011. p. 186). An essay has a topic sentence in each paragraph.

Each paragraph in the essay must be unity and coherence. An essay is a longer piece of writing, particularly one that is written by a student as part of a course of study or by a writer writing for publication, which expresses the writer's viewpoint on a topic (Richard, 2002, p. 186). A short essay has three basic parts: introduction, one or two body paragraphs, and a conclusion (Davis and Liss, 2009, p. 2). A short essay may have four or five paragraphs, totaling three hundred to six hundred words. A long essay is six paragraphs or more, depending on what the essay needs to accomplish-persuading someone to do something, using research to make a point, or explaining a complex concept.

An essay has three necessary parts: the introduction, the body, and the conclusion (Anker, 2010, p. 38). It can be concluded that an essay is a comprehensive piece of writing, composed on a particular topic that can have different purposes.

To write a good essay, we should follow some steps. First is to choose a subject. Choose a subject that interests us, familiar to us, and has value for us. The subject can be based on first-hand experiences, knowledge, or imagination. Second is prewriting; deciding on the audience and the purpose. Third is planning the composition. Before writing, we need to develop a writing plan. A writing plan has two main steps: first is putting down ideas, and second is organizing the ideas. Fourth is writing the composition.

Langan (2008, p.11-39) states five steps in essay writing. First is to start an essay with a thesis statement. Second is to support that thesis with specific evidence. Third is to organize and connect the specific evidence in the body paragraphs of an essay. Four is to begin and end the essay with effective introductory and concluding paragraphs. Fifth is to write clear, error-free sentences. Here, the first essential step in writing an essay is to formulate a clearly thesis statement. The second basic step is to support the thesis statement with specific reasons or details.

In addition, the first steps in planning an essay are narrowing the topic and writing the thesis statement. The essay writer usually starts with a broad subject, and then narrows it to a manageable size. An essay is longer than a paragraph and gives us more room to develop ideas. Nevertheless, the best essays are often quite specific. The thesis statement further focuses on the subject because it must clearly state, in sentence form, the writer's central point, that is, the main idea or opinion that the rest of the essay will discuss. Here the thesis statement should be as specific as possible. By writing a specific thesis statement, we can focus on our subject and give the readers a clearer idea of what will follow in the body of the essay.

The essay, like the paragraph, is controlled by one central idea, which is called the thesis statement. The thesis statement is similar to the topic sentence in that it contains an expression of

an attitude, opinion, or idea about a topic. The thesis statement expresses the controlling idea for the entire essay.

In fact, each of the body paragraphs should have a controlling idea that echoes or relates to the controlling idea, central idea, in the thesis statement. A thesis statement may indicate how to develop the supporting paragraphs by example, definition, classification, description, and so forth. The thesis statement is important to both the writer and the reader, because it provides the focus for the essay and hence guides the writer, serving as a kind of touchstone. Essays are usually written in prose and can be both formal and informal. Formal essays are pieces of paper that have different goals, including to argue, inform, persuade, explain, and entertain.

The essay writing is illustrated in Figure 5.
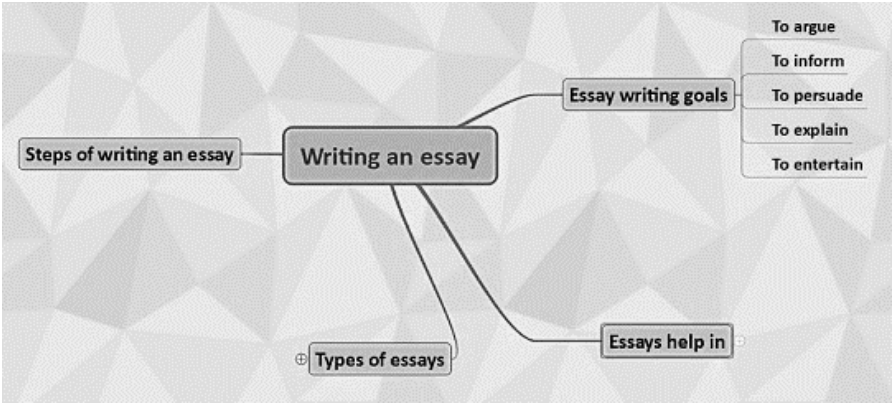
Source: imindq.com

Figure 5. *The essay writing*

In the past decade, essays have become a major part of formal education in many countries. Essay writing is a simple way for students to develop the way they think and to assess their learning. Teachers give different kinds of writing assignments for students to develop and train important skills. An essay is a piece of writing

that examines a topic in more depth than a paragraph. A short essay may have four or five paragraphs, totaling three hundred to six hundred words. A long essay is six paragraphs or more, depending on what the essay needs to accomplish-persuading someone to do something, using research to make a point, or explaining a complex concept.

An essay has three necessary parts: the introduction, the body, and the conclusion (Anker, 2010.p.38). Based on the definition above, it can be concluded that an essay is a group of related paragraphs discussing one single idea. The length of the essay may have five paragraphs as illustrated in Figure 6.

5-Paragraph Essay Structure

Introduction

Body Paragraph #1

Body Paragraph #2

Body Paragraph #3
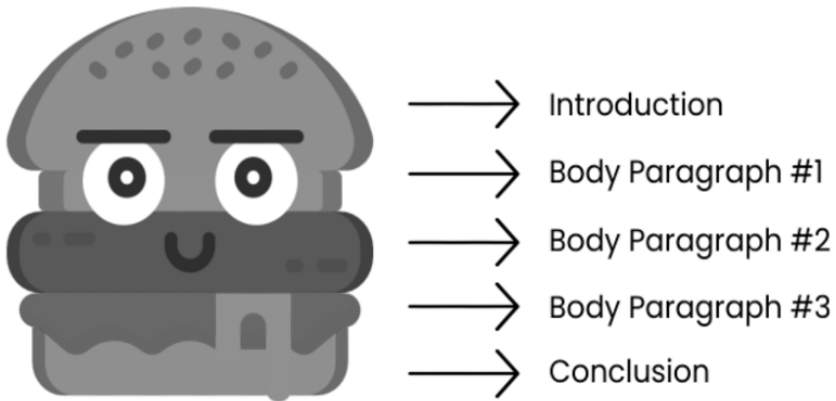
Conclusion

Source : custom-writing.org

Figure 6. *The five paragraph essay*

The Structure of an Essay

In many ways, an essay is like a paragraph in extended, fuller form. If the paragraph has a topic sentence, body, and conclusion, the essay has an introduction, body, and conclusion. Here, the structure of an essay is illustrated in Figure 7.

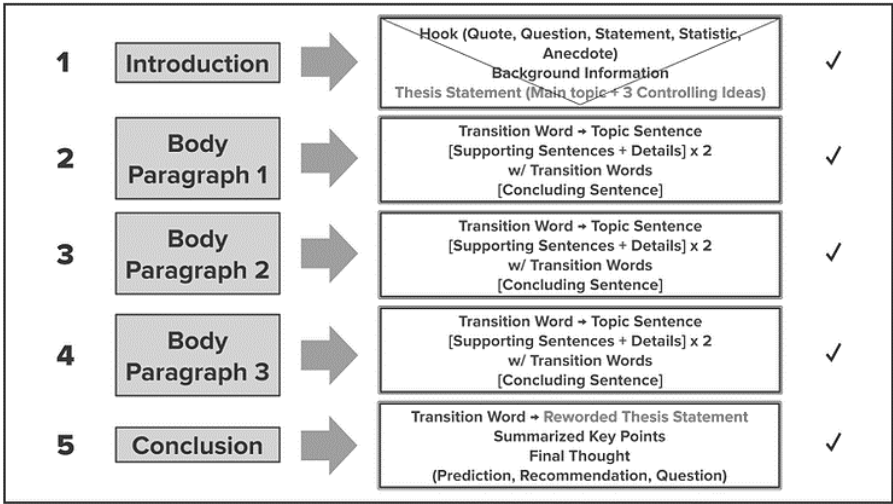|			
1	Introduction	Hook (Quote, Question, Statement, Statistic, Anecdote) Background Information Thesis Statement (Main topic + 3 Controlling Ideas)	✓
2	Body Paragraph 1	Transition Word → Topic Sentence [Supporting Sentences + Details] x 2 w/ Transition Words [Concluding Sentence]	✓
3	Body Paragraph 2	Transition Word → Topic Sentence [Supporting Sentences + Details] x 2 w/ Transition Words [Concluding Sentence]	✓
4	Body Paragraph 3	Transition Word → Topic Sentence [Supporting Sentences + Details] x 2 w/ Transition Words [Concluding Sentence]	✓
5	Conclusion	Transition Word → Reworded Thesis Statement Summarized Key Points Final Thought (Prediction, Recommendation, Question)	✓

Source: https://www.disciplinesforexcellence.com

Figure 7. *The structure of an essay*

There are three main parts of an essay:

a. *The Introductory Paragraph of an Essay*

The introduction is usually one paragraph (sometimes two or more) that introduces the topic to be discussed and the central idea (the thesis statement) of the essay (Smalley, et.al. 2001, p.105). An introduction should begin with a broad opening statement that establishes the context of your essay. It is often useful to think about the literature on the topic and indicate how the contribution is related to what others have written. It includes why the topic is important. It is really important that the introduction tells the reader, so mention what is going to come up in the essay.

By the end of the introduction, the focus is narrowed down to the thesis statement (Natilene, 2007, p.40). Introductory paragraph gives a background and states the thesis. The topic sentence of an introductory paragraph is called the thesis and belongs at the end of the first paragraph.

105

The introductory paragraph consists of two parts: a few general statements about the subject to attract the reader's attention and a thesis statement to state the specific subdivisions of the topic and or the plan of the paper. A thesis statement for an essay is just like a topic sentence for a paragraph: It names the specific topic and the controlling ideas or major subdivisions of the topic (Oshima and Haque, 1999, p.101).

The introduction always moves from general to specific. All writers (even professionals) complain that the most difficult part of writing is getting started. Getting started, or writing an introductory paragraph, can be easy if you remember that an introduction has four purposes: (a) It introduces the topic of the essay. (b) It gives a general background of the topic. (c) If often indicates the overall "plan" of the essay. (d) It should arouse the reader's interest in the topic (Oshima and Haque, 1999, p.101). The thesis statement is the main statement for the entire essay. The thesis statement is usually in the introductory paragraph. After all, the thesis is the statement that the developmental paragraphs are going to explore. The characteristics of an introductory paragraph:

1. An introductory paragraph should introduce the topic. Do not forget that the introductory paragraph is the first thing that a reader sees. Obviously, this paragraph should inform the reader of the topic being discussed.

2. An introductory paragraph should indicate generally how the topic is going to be developed. A good introductory paragraph should indicate whether the essay is going to discuss cause, effect, reasons, or examples; whether the essay is going to classify, describe, narrate, or explain a process.

3. Generally speaking, an introductory paragraph should contain the thesis statement. This is a general rule, of course. In more sophisticated writing, the thesis statement sometimes appears

later in the essay, sometimes even at the end. In some cases, too, the thesis is just implied. For college essays, however, it is a good idea to state the thesis clearly in the introduction.

4. Ideally, an introductory paragraph should be inviting; that is, it should be interesting enough to make the reader want to continue reading.

Since the introductory paragraph functions to introduce the topic and since the introductory paragraph should be inviting, it makes good sense not to put the thesis statement right at the beginning of the introductory paragraph. Not only should they introduce the topic before stating an opinion about it (the thesis statement), but it should try to entice the reader to continue after reading the first sentence. Stating an opinion about something in the first sentence is not usually very inviting; in fact, if the reader disagrees with the opinion, it may very well discourage them from the essay.

Therefore, it is generally a good idea to place the thesis statement at or near the end of the introductory paragraph (Smalley, et.al. 2001, p. 108). Every good piece of writing has a main point what the writer wants to get across to the readers about the topic, or the writer's position on that topic. A topic sentence (for a paragraph) and a thesis statement (for an essay) express the writer's main point. To see the relationship between the thesis statement of an essay and the topic sentences of paragraphs that support this thesis statement. In many paragraphs, the main point is expressed in either the first or last sentence. In essays, the thesis statement is usually one sentence (often the first or last) in an introductory paragraph that contains several other sentences related to the main point.

A thesis statement has several basic features. (a) It fits the size of the assignment. (b) It states a single main point or

position about a topic. (c) It is specific. (d) It is something that can show, explain, or prove. (e) It is a forceful statement (Anker, 2010, p. 57). A thesis statement may indicate how to develop the supporting paragraphs by example, definition, classification, description, and so forth. The thesis statement is important to both the writer and reader, because it provides the focus for the essay and hence guides the writer, serving as a kind of touchstone (Sabarun, 2003, p.86).

B. The Body Paragraphs of an Essay

It is also called developmental paragraphs. These paragraphs develop various aspects of the topic and the central idea. They may discuss cause, effect, reasons, examples, processes, classifications, or points of comparison and contrast. They may also describe or narrate (Smalley, et.al. 2001, p.105). The body paragraphs, each of which gives a different reason with supporting details on why the thesis is accurate. The topic sentence of a body paragraph belongs at the beginning of the paragraph.

The body paragraphs are the second major part of an essay. A body containing a number of paragraphs, each of which will (a) present a topic sentence or central idea supporting your thesis statement or line of argument or central contention; (b) contain developing sentences which extend on or amplify the topic sentence; (c) give evidence or examples or references which support or relate to the topic sentence; and (d) provide a concluding or linking sentence (Bethany, 2007, p.2).

In the body paragraphs, the main idea of an essay, which was presented in the introductory paragraph, is supported or explained. Each of the body paragraphs should begin with a topic sentence that states the point to be detailed in that paragraph. Just as the thesis statement provides a focus for the entire essay, the topic sentences provide a focus for each body paragraph.

Each body paragraph has two parts: the topic sentence and the supporting detail. The topic sentence presents the point of the body paragraph. This point will be one aspect of the thesis statement. The topic sentence can appear anywhere in the body of the paragraph. After the topic sentence, comes the supporting detail. This is all information that explains, illustrates, or develops the idea presented in the topic sentence. These supporting points must be developed with specific details. The body paragraphs should also be unified and coherent. For our essay to be successful, our supporting detail must be adequate. There must be enough of it in any given body paragraphs to enable our readers to fully appreciate the point raised in the topic sentence.

Developmental paragraphs, which range in number in the typical essay from about two to four, are the heart of the essay, for their functions to explain, illustrate, discuss, or prove the thesis statement. Keep in mind these points about the developmental paragraphs:

1. Each developmental paragraph discussed one aspect of the main topic. If, for example, it was asked to write a paper about the effect of smoking cigarettes on a person's health, then each paragraph would have as its topic an effect.

2. The controlling idea in the developmental paragraph should echo the central idea in this thesis statement. If the thesis statement about the effect of smoking cigarettes is "Cigarette smoking is a destructive habit," then the controlling idea in each paragraph should have something to do with the destructiveness of the effects.

3. The developmental paragraphs should have coherence and unity. The order of the paragraphs should not be random (Smalley, et.al., 2001, p. 112).

109

C. The Concluding Paragraph of an Essay

It is also called conclusion. Conclusions round off the essay. They remind the reader of all the main points and explain the significance of the argument. Concluding paragraph sums up the proof and restates the thesis and/or draws an implication from the information presented depending on teacher preference. The topic sentence of a concluding paragraph is a restatement of the thesis and may go anywhere in the concluding paragraph. Conclusions too often just fade out because writers feel they're near the end and think the task is over-but it isn't quite over. Remember, people usually remember best what they see, hear, or read last. Use the conclusion to drive the main point home one final time. Make sure the conclusion has the same energy as the rest of the essay, if not more.

Basics of a good essay conclusion: (1) it refers back to the main point. (2) It sums up what has been covered in the essay. (3) It makes a further observation or point. In general, a good conclusion creates a sense of completion: It brings readers back to where they started, but it also shows them how far they have come (Anker, 2010, p. 97). Smalley et.al. (2001, p.121) state that there is a standard approach to writing concluding paragraphs.

Here are some points about conclusions: (1) a conclusion can restate the main points (subtopics) discussed. This restatement should be brief; after all, discussed them at length. (2) A conclusion can restate the thesis. Generally, to avoid sounding repetitious, it is a good idea to restate the thesis in different words. The restatement of the thesis is really a reassertion of its importance or validity. (3) A conclusion should not, however, bring up a new topic.

The steps to write an essay are illustrated in Figure 8:

How To Write an Essay:

1. Identify the type of essay
2. Brainstorm
3. Research
4. Develop a thesis
5. Outline
6. Write
7. Edit

Source: https://grammar.yourdictionary.com

Figure 8. *The steps to write an essay*

D. The Elements of an Essay

The elements of an essay include unity and coherence. A good essay must meet the two requirements.

1. Unity

Unity means that each paragraph has only one main idea (expressed in the topic sentences) and that all other sentences and details in that paragraph revolve around that main idea. If a sentence or detail does not adhere closely to the central idea expressed in the topic sentence, it does not belong in that paragraph. Unity is the idea that all parts of the writing work to achieve the same goal: proving the thesis. Just as the content of a paragraph should focus on a topic sentence, the content of an essay must focus on the thesis. The introduction paragraph introduces the thesis, the body paragraphs each have a proof point (topic sentence) with content that proves the thesis, and the concluding paragraph sums up the proof and restates the thesis.

Unity means that the entire points made are related to the main point; they are unified in support of the main point (Anker, 2010, p. 107). In an essay, topic sentences usually begin the body paragraphs and generally reflect the major divisions of the outline. Here we can use the transitional signal. There are points about unity: (a) Maintain a definite physical point of view and mood. (b) Choose details carefully. Make sure that the sentences in each paragraph relate to the topic sentence. Also make certain that each paragraph relates back to the introductory paragraph. (c) Use the word 'however' to show opposite points of view.

2. Coherence

An essay must have coherence. The sentences must flow smoothly and logically from one to the next as they support the purpose of each paragraph in proving the thesis. Coherence in writing means that all of the support connects to form a whole. In other words, even when the points and details are assembled in an order that makes sense, they still need 'glue' to connect them. Coherence in writing helps readers see how one point leads to another. Individual ideas should be connected to make a clear whole. A coherent paragraph flows smoothly from beginning to end. Three ways to give paragraph coherence are using nouns and pronouns consistently throughout a paragraph, using transition signals to show relationships among ideas, and setting ideas into some kind of logical order, such as logical division.

Transitional signals are connecting words or phrases that strengthen the internal cohesion and coherence in our writing. They show the relationships between the parts of a sentence, between the sentences in a paragraph, or between the paragraphs in a longer piece of writing. Not only that, transitional signals are connecting words and phrases that link

sentences and paragraphs together so that there are no abrupt jumps or breaks between the ideas. A good way to improve coherence is to use transitions (Anker, 2010, p. 111).

The transitional signals are usually placed at or near the beginning of a sentence to indicate the relationship between the new sentence and the one preceding it. Usually, such words or phrases are set off with commas. Transition signals are connecting words or phrases that act like bridges between parts of the writing. They link the sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas. Transition signals act like signposts to indicate to the reader the order and flow of the writing and ideas. They strengthen the internal cohesion of writing. A good essay should be cohesive.

Coherence is the logical arrangement of ideas. The supporting ideas and sentences in a paper must be organized so that they cohere or stick together. Coherence is achieved through the logical arrangement of ideas. If the readers are expected to be able to follow our ideas and understand our arguments, we should compose our sentences in paragraphs smoothly and logically connect to each other.

Here, coherence can be increased through three devices. First, we can repeat key words to carry concepts from one sentence to another and to relate important terms. Second, we can use pronouns to refer back to key nouns in previous sentences. Third, we can use transitional expressions to show chronological sequence (then, next, afterward, and so forth), cause and effect (as a result, therefore), addition (first, second, third, furthermore), and contrast (however, but, nevertheless).

6
Underlying Theory On Expository Essay

Exposition is one of the four basic types of essays (narration, description, and argumentation are the three). The purpose of exposition is to clarify, explain and inform. Expository writing explains and informs. It presents information and does not argue for or against a point or seek to defend an opinion. Encyclopedia articles are examples of expository writing.

The expository essay mind map is illustrated in Figure 9.

Paragraph 1 *Introduction*	**Introductory information:** Have an interesting opening sentence that catches the reader's attention. Give some background information. Try using an **interesting fact**, an **interesting question**, or a **quotation**.
	Thesis: Write sentence or statement describing what your paper will be about. **What** subject are you talking about **and what about that subject**? List everything that you will be talking about in your body paragraphs. You do not have a paper without a thesis! For STAAR, your thesis must answer the prompt.
Paragraph 2 *1st Body Paragraph*	Write a **Topic** (a sentence describing what your first paragraph is about) / **Transition Sentence.**
	Write a paragraph about the **first** item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.
	Make sure to include **specific details** and **examples**. It should ALL relate to your thesis.
Paragraph 3 *2nd Body Paragraph*	Write a **Topic / Transition Sentence.** Make sure your topic sentence is also a transition sentence. Your ideas need to move from one topic to another logically.
	Write a paragraph about the **second** item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.
	Make sure to include **specific details** and **examples**. It should all relate to your thesis.
Paragraph 4 *3rd Body Paragraph* *(Optional)*	Write a **Topic/Transition Sentence.**
	Write a paragraph about the **third** item listed in your thesis sentence. Stick to the topic! Don't write about anything else in this paragraph.
	Make sure to include **specific details** and **examples**. It should all relate to your thesis.
Paragraph 5 *Conclusion*	Write a final **Transition Sentence. Sum up all your major points** again. **Do NOT just repeat what you've already said. Use different vocabulary.** Make a **universal comment** on your topic that anyone can connect with.

*Source: https://studentsacademichelp.quora.com*

Figure 9. *The expository essay mind map*

The study will focus on expository essays, which is developed in five types of developments: illustration exposition, classification exposition, cause effect exposition, process exposition, and comparison and contrast exposition.

There are general characteristics of expository writing: (a) it

116

seeks to inform readers about a specific subject. (b) It presents information efficiently. Consider who your audience is and what they will already know about the subject and thus what you still need to explain. You do not want to bore or overwhelm your reader. (c) It tries to engage the reader's interest. Although the main point of an expository essay is not to entertain, but rather to instruct and inform, you cannot do that if your reader is so bored s/he is asleep. (d) It relies almost exclusively on established information. Don't forget to acknowledge your sources, use quotation marks correctly and document all of your sources. (e) It does not include the author's experiences or feelings. f) It does not express an opinion to be defined. The material is presented in a direct and unbiased way. Many believe that choosing the topic of the essay is the first and most important step in the process. The first step that the author should make is to determine the type of essay he/she is going to write.

Here, the writers should determine the patterns of development in essay writing, as illustrated in Figure 10.

Source: https://pressbooks.pub
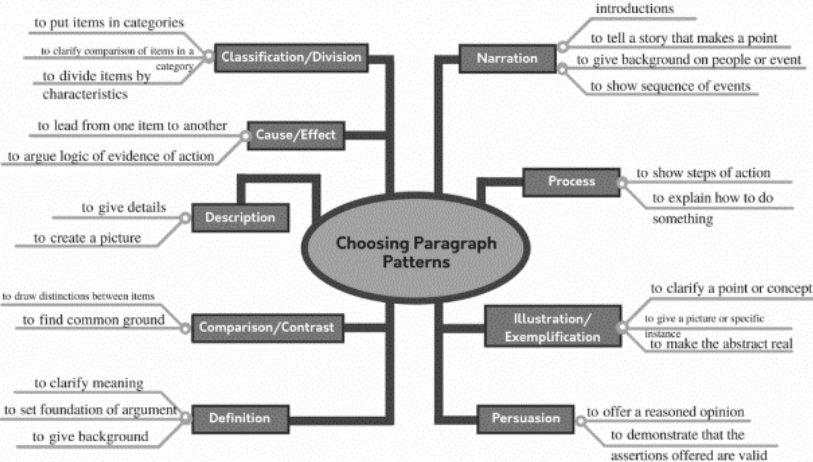
Figure 10. *The patterns of development in essay writing*

There are, at least, five models of pattern developed in this study: illustration, classification, process, cause effect, and comparison and contrast essays, as described below.

A. The Illustration Essay

An illustration essay is a kind of informative writing, whose purpose is to demonstrate that particular thing exists and acts in a certain way (https://edubirdie.com/blog/illustration-essay). An illustration essay is also known as exemplification essay. It means that an author needs to summarize empirical data and include their definition. An illustration essay is structured around the goal of using examples to make a point in an essay. The writers may use various examples to support the essay, but they must make sure that their examples are relevant, strong, and properly used. It is not a discovery of something brand-new, just a summary of experiences by providing vivid examples that clarify the issue.

These examples are what makes an illustration essay good. Illustration is writing that uses examples to show, explain, or prove a point. Giving examples is the basis of all good writing. The writers make a statement, and then they give an example that shows (illustrates) what they mean (Anker, 2010, p. 139). It is also called the example essay. It is a vital component of clear expression.

The purpose is to influence the reader or make the reader understand our ideas. When we develop an illustration essay, we must decide how many examples to use. The examples can come from a variety of sources, such as our own experiences, observation, personal reading, or television viewing. It can be concluded that an illustration essay is a kind of an expository essay, which provides illustrations and examples to develop or support the explanation.

Here are points to remember about illustration essays: (1) Illustrations should be selected to provide clarity, concreteness, and interest. (2) Illustrations should be appropriate to the audience and purpose. (3) Illustrations can be drawn from personal experience, observation, reading, and the like. (4) Use enough illustrations to clarify the generalization. (5) In general, the fewer illustrations used, the more detailed each one is. (6) The thesis statement can present the generalization, with the body paragraphs presenting the illustrations. (7) Illustrations are often arranged progressively, but at times other arrangements, such as spatial or chronological order, are effective. (8) The transitional signals for illustration essay are: also, another, finally, first, second, and so on, for example, for instance, in addition, one example /another example, as an illustration, even, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, after all, even, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly, and so on (Anker, 2010, p. 144).

There are, at least, six steps to write an illustration essay, as explained in Table 5.

Table 5. *The six steps to write an illustration essay*

Steps	Activity
Step 1 Choose a topic	Think about something that interesting, identify the main object, then write about it.
Step 2 Conduct some observation	Even if the writers know chosen topic well, still check out the related latest news. They may find useful materials or change their perspective
Step 3 Write an outline	Note the main points and ideas. Write down as many examples as possible, then pick the best options to illustrate. You will end up with an introduction, body paragraphs, and conclusion.

Step 4 Work on content	Turn your outline into a proper essay. Write a strong thesis. Sum up the same idea in conclusion. Explain the chosen example in each main paragraph.
Step 5 Proofread	Use plagiarism, never submit an essay that is not properly edited. Your idea is the core, but poor grammar, spelling, punctuation or cohesion spoil it.
Step 6 Final check	Read your final paper once again before submission. Make sure it is interesting for reading and answers questions you touch upon

Here is an example of illustration essay:

The Best Deceivers

God has provided every living creature with some ways to protect itself. Lions and tigers have sharp claws, swiftness and strength; monkeys can climb into trees, away from their enemies. Birds can fly; turtles withdraw into their shells. But one of the most fascinating means of protection is deception, the ability many creatures have to camouflage themselves.

Take for example, the chameleon, a member of the lizard family. The chameleon can generally be found sitting on a leaf. The chameleon's clever camouflage technique is to change his skin to green or yellow if he is on a leaf and to brown and gray if he is on a twig or stone.

Another example of camouflage is the loopier; a type of caterpillar that crawls along a twig making an inverted U that opens and closes. Actually, different kinds of loopier have different means of deception. The first type has two tricks. First, it is shaped and colored like a gray twig, its natural habit. Second, it has the ability to become rigid in a vertical position. The second type of loopier literally camouflages itself. It takes bits of the flower petal or leaf; chews them, and sticks them on its back.

A third example is found among butterflies. Certain butterflies have evolved to look like other butterflies. Why should they have done this? The reason is that the butterflies they mimic are foul- tasting to their natural predators, birds.

As you can see, camouflage provides certain creatures with a clever and fascinating means of fooling their predators. The ability to look like something or someone else, either in shape or color, gives these creatures a longer life and a better chance of reproducing their species

(Adapted **Refining Composition Skills**-Regina Smalley and Reutten, p.166).

From the essay above, the thesis statement is: "but one of the most fascinating means of protection is deception, the ability many creatures have to camouflage themselves. The illustration will explain "the ability in many ways". The ability in many ways, which make up the illustration: (a) take for example, the chameleon, a member of the lizard family. (b) Another example of camouflage is the loopier; a type of caterpillar that crawls along a twig making an inverted U that opens and closes. (c) A third example is found among butterflies. There are three transitional signals that are used in the essay above: take for example, another example, and a third example.
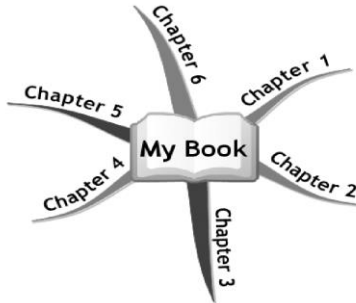
B. The Classification Essay

Classification essay is a writing that organizes, or sorts, people or items into categories. It uses an organizing principle: how the people or items are sorted. The organizing principle is directly related to the purpose for classifying (Anker, 2010, p. 188). A classification essay is written by organizing or dividing material into specific categories. When writing a classification essay, it is necessary to choose a topic that can be dissected into smaller or more defined groups that all pertain to the topic's classification.

The classification essay is mostly used for examining and organizing a number of things into categories.

For this type of essay, the most important aspect for the writer is to decide on the classification criteria. The essay could be developed in different ways, i.e. the writer can choose to range objects, people, or ideas into categories and list their characteristics. It can be concluded that a classification essay is a type of an expository essay in which the writer separates subjects or their parts into distinct categories in order to gain a clearer sense of their meaning or relation. Classifying is the process of grouping similar ideas or objects, the systematic arrangement of things into classes. In a classification essay, we organize things into categories and give examples of things that fit into each category (Oya, 2004, p.1).

This is an example of a mind map for classification essays.

Source: (Buzan, 2000, p.34).

Figure 11. *Mind map for classification essay*

When writing a classification essay, it is necessary to choose a topic that can be dissected into smaller or more defined groups that all pertain to the topic's classification. For example, the writers want to classify a hotel based on location into three kinds: airport hotels, downtown hotels and resort hotels. The process of classifying hotels is very similar to the process of writing a classification essay. Classification essay process is described in Table 6.

Table 6. *Classification essay process*

Part of essay	Content
Introduction	Describe the topic of the essay by using broad opening statements. As the introduction progresses, get more specific about the topic and the importance of the text. At the end of the introduction, a thesis should be included. The thesis should include the topic, the classification of the topic, and the categories into which the topic will be divided into. Ex: Items (Topic) found in a cluttered garage (Classification) often include trash, tools, and items to sell. (Categories)
Body Paragraphs	Each category listed in the thesis statement should have its own body paragraph. In other words, each body paragraph should focus on only one category. Classification essays can be as long or short as necessary, depending on the number of categories listed in the thesis. Support each category with several examples that provide evidence and further prove the validity of the points. Typically, each category should be supported with the same number of examples. In this section of the paper, the goal is to explain each category. For example, what makes a horror film, or what makes a comedy film. It is important to explain how each example fits into its category. This helps the reader differentiate between the different points.
Conclusion	Conclude classification essays by re-emphasizing the main points. It is important to restate and rewrite the thesis of the essay at the beginning of the conclusion. Be careful to avoid rewriting it word for word. This will refresh the reader's memory and allow him or her to form complete ideas about the information given. Unlike an introduction, it is best for the conclusion paragraph to start specific and lead into broader topics. Do not mention any information that was not previously discussed in the essay

The process of writing a classification essay can get really messy. At first, writers get many ideas and they have to narrow

them down. Then, they do the observation and they get much information to include. Then, writers form a clean outline, which will guide them through the writing process. It's easy to end up with a messy draft after all this thinking, shifting, rearranging, and researching.

The classification essay needs a clear message and extremely neat organization. It usually takes more work when compared to other types of essays. However, the format gives writers much space for creativity. Writing a Classification Essay is different from a usual essay, mainly because it involves more research. Before writers start writing, they will have to get as much information as possible, and then organize it into categories. There are six steps to write classification essay.as follows:

Table 7. *Steps in writing classification essay*

Steps	Activity
Step 1 Get Ideas	Before writers start doing anything, they have to get classification essay ideas. Here are few classification essay topics for college students to serve as examples: Types of modern-day comedians, Types of modern literature, Types of democratic societies, People's attitudes towards money, People's attitudes towards procrastination, Types of diets, Types of hotel, Types of religious people, Categories of political activists, Study habits of college students, Dancing styles, and so on. Writers may take any idea that gets their attention and turn it into a classification essay topic. They just have to observe the phenomenon from different angles and categorize it in different classes. A preliminary observation is the best thing to do as the first step.
Step 2 Formulate the thesis statement	The thesis statement is the foundation of a classification essay. It should make the reader understand something, and that something will be encompassed in the thesis statement. In this type of essay, the thesis statement should briefly identify the main approaches to examine

Step 3 Plan the Process	Once writers have a topic and the thesis statement, they should proceed with the next step: planning. First of all, they should plan the timeline. How much time will they need for the observation process? How much time will they need for writing and editing? They have a specific period of time by the deadline. Organize it in a way that allows them to add the task of essay writing. Once they set the time frame, it's time to start planning the outline. The process of developing an outline is practically identical to this stage when compared to writing any other paper. They just have to plan how they will provide ideas through these main parts of the classification essay: introduction, body, and conclusion. The classification essay outline should include all supporting ideas and examples. Don't forget to include the thesis statement at the end of the introduction.
Step 4 Do More observation	The preliminary observation hardly provided writers with all the information they needed for explaining all categories they plan to include in their essay. First of all, writers need to describe or define each category. Find proper definitions that are clear, but informative at the same time. List down the general characteristics of each category and plan how to discuss them. They should notice there are similarities or differences between each category. Update the outline with all new ideas and information they get through this process.

Step 5: Write the Classification Essay	Finally, writers got to the point of writing. The writing process will be much easier than they expect. They already have all the info and ideas they want to include in the essay. They already have the outline. Now, all they need to do is connect all those points in a coherent essay. In introduction, students often do not know how to start a classification essay. In the introductory paragraph, they should clearly identify the subject. First, they will identify the overall concept that they will be classifying. They can attract the interest of the reader if they offer descriptive or informative details regarding that topic. Then, they include a thesis sentence. In Body Paragraphs, the writers format the body of the essay in accordance with the number of categories they explore. Be very specific and on-point. Writers will start each paragraph of the body with a topic sentence, so they will identify the particular category. Then, they provide more information to get into its specifics. There must be a logical flow between the paragraphs. Arrange them properly, so one thing will lead to another. Writers may start with the most common and proceed with less familiar approaches, or start with the least effective and move towards the most effective approach. The important thing is to maintain logical progression. In conclusion, writers summarize all points of the paper in a clear conclusion. Mention the various types and approaches in the paper. Writers may include a final comment on each one, but make sure it is brief and non-repetitive.
Step 6 Do the Revisions	At this point, start with the large view. Read the entire essay. Is one of the body paragraphs much longer than the others? In that case, writers have to edit it down. Clarify the message! Get rid of all unnecessary or overly complex words and phrases. Finally, proofread! Read every single word and sentence and make sure it's grammatically correct.

The following are the examples of the transitional signals used in the classification essay.

The Three Passions of My Life

Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. These passions, like great winds, have blown me hither and thither, in a wayward course, over a deep ocean of anguish, reaching to the very verge of despair.

I have sought loving, first, because it brings ecstasy- ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness- that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss. I have sought it, finally, because in the union of love I have seen, in a mystic miniature, the prefiguring vision of the heaven that saints and poets have imagined. This is what I sought, and though it might seem too good for human life, this is what- at last- I have found.

With equal passion I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. A little of this, but not much, I have achieved. Love and knowledge, as far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make mockery of what human life should be. I long to alleviate the evil, but I cannot, and I too suffer.

(Adapted from **Patterns: A Short Prose Reader** by Mary Lou Conlin, p.117)

From the essay above, the thesis statement is "these passions, like great winds, have blown me hither and thither, in a wayward course, over a deep ocean of anguish, reaching to the very verge of despair". The classification that will be classified: "three passions

have governed my life". The three passions have governed my life, which make up the classification: Love, Knowledge, and Pity.

The mind map model for classification essay is described in Figure 12.
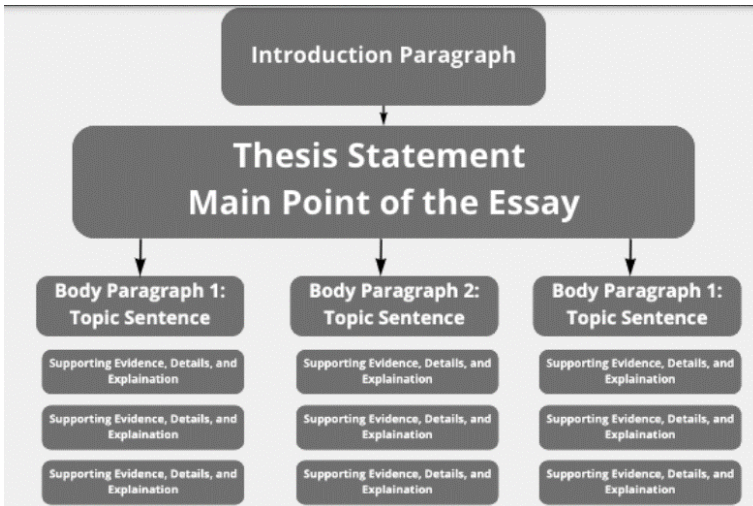
Figure 12. *The mind map model for classification essay*

C. Process Essay

A process essay is structured around the goal of providing the reader with directions or guidance. Most of the time, students write process essays that discuss how to do something. The process essay, or also called the 'how to' essay is usually used to present to the reader how something occurs or how to do something that is useful. With this piece of writing, the author describes a process, tells why it is useful and with a step-by-step guide explains how it is done. A process essay is a type of an expository essay, which tells how to do something or how something works. It is a method of analysis and explanation in which the writers examine phenomena in their steps or stages to observe how they develop

128

or to provide instructions. A process is a sequence of operations or actions by which something is done or made. A process is also a series of actions, changes, functions, steps, or operations that bring about a particular end or result.

Moreover, a process is a series of actions leading to an expected or planned outcome. There are two types of process essays. They are those that instruct direct, and those that explain or analyze. Directional process essays tell how to do something. The purpose of this type of essay is clarifying the steps in the procedure so that the readers can recreate the steps and the result. For example, a process might explain how to cook fried chicken. On the other hand, a process essay explains or analyzes a process telling how something works, how something happened, or how something was done (Smalley, et.al. 2001, p.224).

For example, a process essay might explain how the Second World War got started. The purpose of this type of process essay is to inform, explain, or analyze something. The reader is gaining an understanding of the process. The structure of the process essay comprises introduction, body paragraphs and conclusion. The writers need to create an outline to ease the procedure of writing the essay process. For instance, if they are creating a process essay about making excellent sushi, in their outline they may state the following: 'Add fish'. Further, they could add the following description: 'Add salmon, shrimps or eel'. More details they add to it, the better. Words, such as later, first, second, next, finally, eventually are often used to describe the process.

The step-by-step approach to write a process essay is described in Table 8.

Table 8. *Steps in Writing Process Essay*

Steps	Activity
Step 1: Determine the Target Audience	Before the writers start writing, take the time to think who their audience is and what they expect from the essay. This will help them determine what they need to address, as well as what language to use while doing so. Is the audience educated in the topic? Do they need to provide them with some background, specific information? Should the writers cover the basics only? Or should they also move onto the advanced things? What language should be used in the essay?
Step 2: Create a List of Materials or Tools	A process essay discusses how a thing is done. We all know that in order to do something, writers need to use some materials or tools. Therefore, before they start writing, create a complete list of the tools or materials the reader will need to finish the task they are explaining. For example, if the writers are describing a receipt of sushi, they may wish to start from the following words: "Japanese sushi is a well-known dish, which is loved all over the world for many years." By keeping a lively and vibrant language, writers can stimulate people to continue reading. The next action is to write a thesis statement. It is one sentence that describes the research problem to be considered in the paper. It can be the last sentence of the introduction. For example, writers may write in the process essay: "Making sushi takes 30 minutes of preparation time and 10 minutes of cooking."

Step 3: Make an Outline	If the writers have concluded research for this essay, write down notes as to what they are planning to include in the content. In most cases, a process essay will require that writers go through the task. This will help them write down the steps clearly as they go. Create a short outline that will include all this information and guide them through the writing process. The process essay outline may look as follows: (a) Make a list of ingredients. (b) Cook rice. (c) Prepare fish and cheese. (d) Prepare ginger. (e) Prepare soy sauce. (f) Prepare tools to make sushi (sushi rug). (g) Make this sushi. (h) Cut sushi. (i) Serve sushi.
Step 4: Start Writing	Do not forget about the main structure – every essay must include an introduction, body and conclusion. In addition to this, implement these tricks and tips: 1. Draw the reader in with the introduction. 2. Do not just rush into the writing. The essay must begin with a concise, yet creative introduction. The goal here is to create few sentences that draw the reader in. 3. Give the reader some clues. Provide the reader with some information about the length and complexity of the process to discuss. And most importantly, do not forget about the small things. Mention everything the reader will need. 4. Use transitions between sections. Every section must connect to the next one. This allows the writers to point out to where one section ends, and another one begins, but also serves to provide the reader with nice thought flow. 5. Use the outline for guidance. Do not skip over steps. The writing will be much easier if the writers follow the outline they created before. They do not have to follow them strictly. Mix them up, but make sure they are all included. 6. Group the steps in paragraphs. Generally, one paragraph should contain one-step of the process. Use grouping by time, ideas or chronologically. Basically, find the formula that will work best for the target audience.

7. Get into details. Many of the readers won't' have done the task before. Therefore, make sure to provide them with any details to ensure that the process runs smoothly. If writers give them a crystal clear picture of what to do and what to expect, they will have much higher chances of succeeding in the task.

8. Mention and describe the end product. In a process essay, the reader must know what the final result or product is, as well as what can be done with it. While wrapping up the conclusion, make sure to provide the reader with information of what they should have by the time the task is done. The best way to do this is by providing them with detailed information that allows them to visualize the final product. In addition to this, writers can offer some ideas for future action or steps to take. A completion of one task does not necessarily need to be the end of the process.

9. Reiterate and restate everything in the conclusion. The conclusion must consist of a summary of everything and achieved through the essay. This is hard to achieve, since conclusions need to consist of only a few sentences or a single paragraph. Therefore, in an essay, writers must make sure that they are summarizing everything, not repeating it.

10. Proofread the essay several times. This is another place to use the outline. Once writers are done writing, come back to the outline and check if they included everything in the text. Keep in mind that the reader may be a beginner, and make sure that the content is easy to understand and detailed enough for everyone to finish the task.

11. Take another look at the steps. The writers should not have too many steps since this can overwhelm the reader.

12. Get some help. When it comes to writing, it is never wrong to get some help. Even the best writing experts out there ask someone to proofread and edit their content. Therefore, get a friend or a professional to test out the essay and point out things they should change to improve it.

The mind map model for writing process essays is described in Figure 13.
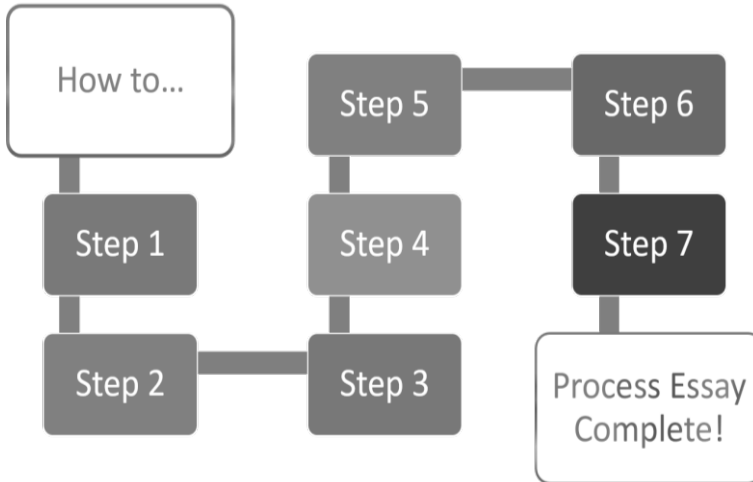
Figure 13. *The mind map model for writing process essay*

This is an example of a process essay:

How to Prepare For a Final Test

At the end of my first semester at the State of Islamic Institute at Palangka Raya, I postponed thinking about final tests, desperately crammed the night before, drank enough coffee, and got C's or D's. I have since realized that the students who got A's on their final tests were not just lucky. They knew how to prepare. There are many different ways to prepare for a final test, and each individual must perfect his or her own style, but over the years, I have developed a method to prepare that works for me.

First, when our professor announces the date, time, and place of the final-usually at least two- weeks before-ask questions and take careful notes on the answer. What chapter will be covered? What kinds of questions will the test contain? What materials

and topics are most important? The information we gather will help us study more effectively.

Second, survey all the textbook chapters the test will cover, using a highlighter or colored pen to mark important ideas and sections to be studied later. Many textbooks emphasize key ideas with boldface titles or headlines. Pay attention to these guides as you read.

Third, survey your class notes in the same fashion, making important ideas. If your notes are messy or disorganized, you might want to rewrite them for easy reference later.

Fourth, decide approximately how many hours you will need to study. Get a calendar and clearly mark off the hours each week that you will devote to in-depth studying. Schedule your study time as serious as you are about getting good grades.

Fifth, begin studying systematically, choosing a quiet place free from distractions in which to work- the library, the dorm room, whatever helps you concentrate. Be creative in studying the study material. It could be on cassette tapes, pocket notes, and so forth.

Finally, at least three days before the exam, start reviewing. At the last opportunity, refer to your notes, even if you are not prepared to digest all the material. Using the moments just looking at the material can promote learning. Last of all, you should pray to God every midnight.

(Adapted from Evergreen: **A Guide to Writing** by Susan Fawcett, p. 258).

From the essay above, it can be analyzed that the thesis statement is "there are many different ways to prepare for a final test and each individual must perfect his or her own style. But over the years, I have developed a method that works for me". The process that will be described: "preparing for the final test".

The writer uses chronological order to organize his essay. The seven steps, which make up the process: (a) Ask questions about

the test. (b) Survey the chapters to be tested. (c) Survey class notes. (d) Schedule studying time. (e) Begin studying systematically. (f) Review material. (g) Pray to God every midnight. There are seven transitional signals that are used in the essay above, there are: first, second, third, fourth, fifth, finally, last of all.

D. Comparison and Contrast Essay

The comparison and contrast essay is a type of an expository essay that notes similarities and differences between two or more things. The two patterns of organization for comparison and contrast essays are point-by-point and subject-by-subject (Smalley, et.al. 2001, p.165). The purpose of the essay is to analyse and display how these certain aspects are similar and/or different from one another. In this kind of essay, the aim is to show the similarities and differences of two items, two people, two countries, or how something or someone has changed (Oya, 2004).

The purpose of comparing or contrasting is to understand each of the two things more clearly and, at times, to make judgments about them, or to look for a fresh insight into something that is similar, or to demonstrate that one thing is superior to another. The comparison essay is a piece of writing in which the author makes a contrast between two or more aspects. Comparison is the process of examining two or more things in order to establish their similarities or differences. One way to develop a thesis statement for a comparison and contrast essay is to state the subject we are considering and indicate whether we are comparing or contrasting or doing both.

The following are points to remember about comparison and contrast essay: (1) A comparison essay notes similarities while a contrast essay notes differences. (2) They should be a logical basis for the comparison or contrast of two subjects. (3) The comparison and contrast should make some points or serve some purposes. Often such essays do one of the following: clarify something

unknown, bring one or both of the subjects into sharper focus, and show that one subject is better than the other. (4) The thesis statement can present the subjects and indicate whether they will be compared, contrasted or both. (5) Comparison and contrast detail can be in the form of narration, description, illustration or explanation. (6) The same points should be discussed for both subjects. (7) Outlines often facilitate the organization of comparison or contrast essays.

The transitional signals commonly used in the contrast essay are although, on the other hand, on the contrary, whereas, in contrast, in spite of, however, unlike, conversely. The transitional signals commonly used in the comparison essay are in the same way, just as … so, in a similar manner, as well as, both, neither, the same equally, likewise, similarly (Oya, 2004, p.2).

The key to a good compare-and-contrast essay is to choose two or more subjects that connect in a meaningful way. The purpose of conducting the comparison or contrast is not to state the obvious but rather to illuminate differences or unexpected similarities. This is an example of a mind map for comparison and contrast.

Source: https://www.biggerplate.com
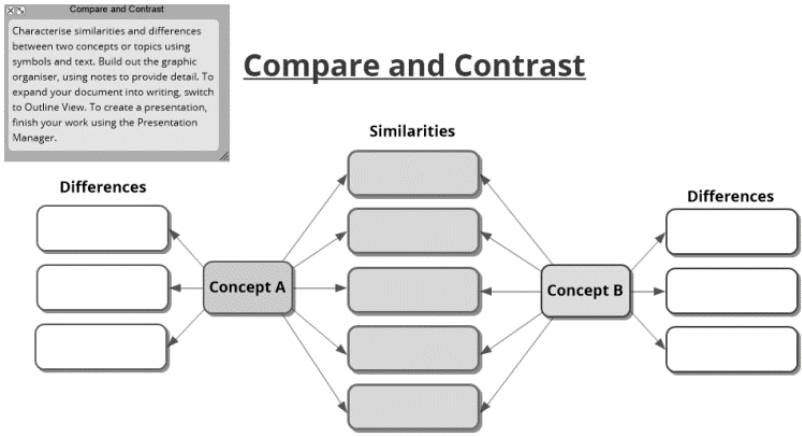
Figure 14. *Mind map of comparison and contrast*

The structure of a compare/contrast essay. The compare-and-contrast essay starts with a thesis that clearly states the two subjects that are to be compared, contrasted, or both and the reason for doing so. The thesis could lean more toward comparing, contrasting, or both. Remember, the point of comparing and contrasting is to provide useful knowledge to the reader.

Take the following thesis as an example that leans more toward contrasting: Thesis Statement: Organic vegetables may cost more than those that are conventionally grown, but when put to the test, they are definitely worth every extra penny. Here the thesis sets up the two subjects to be compared and contrasted (organic versus conventional vegetables), and it makes a claim about the results that might prove useful to the reader.

The writers may organize compare-and-contrast essays in one of the following two ways:

a. Subject-by-subject. Begin by saying everything the writers have to say about the first subject. Then, move on and make all the points they want to make about the second subject (and after that, the third, and so on). If the paper is short, they might be able to fit all of the points about each item into a single paragraph.

A subject-by-subject structure can be a logical choice if the writers are writing what is sometimes called a 'lens' comparison, in which the writers use one subject or item to better understand another item. For example, writers might be asked to compare a handphone product between Samsung and Oppo. It might make sense to give a brief summary of the main ideas about Samsung (this would be the first subject, the 'lens'), and then spend most of the paper discussing how those points are similar to or different from ideas about Oppo.

b. Point-by-point. Rather than addressing things one subject at a time, the writers may wish to talk about one point of comparison at a time. There are two main ways this might play out, depending on how much they have to say about each of the things the writers are comparing. If the writers have just a little in a single paragraph, discuss how a certain point of comparison/contrast relates to all the items they are discussing.

For example, the writers might describe, in one paragraph, what the prices are like at both Samsung and Oppo. In the next paragraph, they might compare the facilities available; in a third, they might contrast the atmospheres of the two hand phones.

The step to write a comparison and contrast essay is illustrated in Table 9.

Table 9. *Steps in Writing a Comparison and Contrast Essay*

Steps	Activity
Step1: Choose Subject	First choose whether the writers want to compare seemingly disparate subjects, contrast seemingly similar subjects, or compare and contrast subjects. Once the writers have decided on a topic, introduce it with an engaging opening paragraph. The thesis should come at the end of the introduction, and it should establish the subjects to be compared, contrasted, or both as well as state what can be learned from doing so. Remember that the two subjects must be different, but still in the same ballpark, to create a meaningful compare-and-contrast essay. For example, between Jakarta and Palangka Raya; between Samsung and Oppo, and so on.

Step 2: Brainstorm Similarities and Differences	The body of the essay can be organized in one of two ways: by subject or by individual points. The organizing strategy that the writers choose will depend on the audience and purpose. Make sure to use comparison and contrast phrases to cue the reader to the ways in which the writers are analyzing the relationship between the subjects. Make two lists: one list of similarities, and another of differences. If the writers are a visual person, a Venn diagram can facilitate this process. Simply create two overlapping circles, one for each of the topics that they are comparing. Traits that differ are noted separately, within those that they share are written in the overlapping space. This is a helpful visual aid, because it organizes similarities and differences clearly. All the writers have to do is glance at the Venn diagram to get a sense of the things that they could write about. If they prefer to focus on one subject at a time, jot the lists down on a blank sheet of paper and flip it over to the other side for the other subject. Remember to keep characteristics of the different subjects somewhat parallel. This will make it easier to structure a good argument. After the writers finish analyzing the subjects, write a conclusion that summarizes the main points of the essay and reinforces the thesis.
Step 3: Hone in on Main Argument	A good compare-and-contrast essay goes beyond a simple listing of similarities and differences to make a meaningful statement about a larger topic. When writers look at the lists they made, what strikes them as significant? What do these similarities and differences say about the topic? That will be the main argument.

Step 4: Decide on Organizational Structure	There are many possibilities for structuring a compare-and-contrast essay. The writers could write about one subject in detail, and then switch to the other.

For example, the writers are comparing and contrasting women and men. They could write two paragraphs about qualities that are common to women (they tend to be more compassionate, they are good multitasks) along with some that they share with men (they are capable of sacrificing self for the good of others.)

Then they would focus on men in the next section. (Men usually have superior physical strength and technical skills). The writers can also go point by point throughout the essay.

In this case, the first body paragraph might state: "While men may not always show compassion for the problems of others, they are usually more likely to actually do something to fix these problems." They could also focus on similarities first, and then differences. In this case, the first body paragraph(s) might read: "The male and female brain are alike and both men and women perform better when they feel appreciated and valued." Choose a structure that makes sense for the argument. |
| Step 5: Write an Outline | Craft an outline that fits the structure the writers have chosen. Traditionally, an essay consists of an introductory paragraph, three body paragraphs, and a conclusion. Consider including four body paragraphs instead to give balance to the two subjects. |

140

Step 6: Fill in Supporting Evidence	As the writers begin to write the essay, back up assertions with evidence from research, reading, or personal experience. If they are comparing and contrasting cats and dogs, use personal anecdotes about friends and their pets to bolster the arguments. ("My roommate's dog always greets him when he comes home each day, but my cat never does.") If they are writing about similarities and differences between Samsung and Oppo, include plenty of quotes from users to support the statements.
Step 7: Craft the Essay with Strong Transitional Words	Transitional words give the essay a nice flow from one statement to the next. When comparing, use words like both, likewise, in the same way, just as … so, in a similar manner, as well as, both, neither, the same equally, likewise, and similarly. Words such as nonetheless, on the other hand, although, on the other hand, on the contrary, whereas, in contrast, in spite of, however, unlike, conversely and whereas are ideal for forming a contrast.
Step 8: Proofread and Revise Carefully	Once the writers have finished, read the essay several times to check spelling, grammar, and punctuation. Make use of spell check and grammar check tools. If possible, get a friend to cast a fresh pair of eyes on it to find mistakes they might have missed. Follow these steps, and they will be well on the way to writing a compare-and-contrast essay.

This is a model of a Comparison and Constrast Essay:

METU and Bogazici University

Almost all high school students who would like to further their academic lives in the university search for information about the various universities of Turkey. Among many universities in Turkey, two of them are the most popular: Middle East Technical University and Bogazici University. They are considered the best. However, since both cannot be the best, their specialties, facilities and locations need to be examined in detail to be able to choose the most suitable university for one's educational life.

One of the areas that one should investigate is the specialties of the two universities. METU is a comparatively new university (1956). Its aim was to contribute to the development of Turkey and Middle East countries and especially to train people so as to create a skilled workforce in the fields of natural and social sciences. The first academic program to start education was the Department of Architecture. It was followed by the Department of Mechanical Engineering. Today, there are 37 undergraduate programs in five faculties of METU. Bogazici University, on the other hand, is a very old university (1863). Its first name was Robert College. It got its present name in 1971. It started education by giving a Bachelor of Arts degree. Engineering building was built later (1912). Today, Bogazici is known to graduate students who have strong social and business skills.

The second point we would like to compare is their facilities. METU is widely recognized for its cultural and intellectual facilities. The campus houses pioneers of some clubs such as mountaineering and scuba diving clubs, which are only two of a total of 25 different social clubs that students can choose. There is an alumni society. There are two gymnasiums, 7 tennis courts, a closed and an open swimming pool. However, the campus is far from the city center; therefore, there are not many places to eat around the campus. METU has a very good library with hard and electronic copies of many books and journals. Bogazici also has a very good library, a swimming pool, a gymnasium and an alumni society that offers many extra-curricular courses, such as fitness, yoga, cooking courses. There are canteens on campus. However, unlike METU, Bogazici is situated in Etiler and it is close to Bebek, places popular with young people and there are a lot of places to eat around the campus.

This brings us to the third point we would like to compare; the campus. The two campuses are quite different from each other. Bogazici campus is quite old; dates back to the second

half of 19 century. The buildings are very old. Though they are restored from time to time, they have historical value and their facades cannot be changed. The campus is full of old trees and it has an awesome view of the Bosphorus. The campus is quite large. However, new buildings cannot be added so two new campuses have been constructed. One is called the North Campus and is quite close to the main campus. The other is in Kilyos, 40 km away. There are shuttle busses for both campuses. METU, on the other hand, is modern looking with concrete and red brick buildings. The campus is large enough to allow construction of new buildings. With many green areas where students can meet and talk, it has a more academic atmosphere.

As a conclusion, we can say that METU dwells more on the technical departments and a closed campus life which enables the students to concentrate on their courses more. On the other hand, Bogazici is very good at social sciences and economics departments and has every facility to create a cultural and intellectual environment for the student. One should evaluate one's priorities before making such a choice (Oya, 2004, p.4).

From the essay above, it can be analyzed that the thesis statement is: "however, since both cannot be the best, their specialties, facilities and locations need to be examined in detail to be able to choose the most suitable university for one's educational life." The comparison and contrast that will be compared: "Metu and Bogazici University".

There are three aspects, which make up the comparison: (a) the first academic program to start education. (b) The second point is their facilities. (c) The third point is the campus. There are three transitional signals that are used in the essay above, there are: the first, the second, the third.

E. Cause and Effect Essay

A cause is what made an event happen. An effect is what happens as a result of the event (Anker, 2010, p. 239). The cause and effect essay is a type of an expository essay, which is used primarily to answer the questions, "Why did this occur?" and "What will happen next?"

The structure of a cause-and-effect essay is a series of events or conditions the last of which (the effect) cannot occur without the preceding ones (causes). A cause and effect essay is one that shows how two or more events are connected. This type of essay is meant to explain and analyze why something happened or how something occurred. Phrases you may have heard that are similar to cause and effect are action and consequence and chain of events.

A cause and effect essay looks at the reasons (or causes) for something, and then discusses the results (or effects). According to Anker, there are four basics of a good cause effect essay, namely (a) the main point reflects the writer's purpose: to explain causes, effects, or both. For example, the writing purpose might be to explain the effects of the 19 Corona pandemic on our national economy. The thesis statement is: 'The 19 Corona pandemic had devastating effects on our national economy'. The thesis statement usually includes the topic and an indication of whether the writer will present causes, effects, or both. (b) If the purpose is to explain causes, it presents real causes. (c) If the purpose is to explain effects, it presents real effects. (d) It gives readers detailed examples or explanations of the causes or effects (2010, p.239).

The purpose of cause and effect pattern is to justify or condemn some action, to prove or disprove an idea, to explain or to give an account of something, to produce a feeling, to investigate, and to draw a conclusion. Cause and effect essays

answer such fundamental questions as why did it happen? What are its causes? What are its effects? How is it related casually to something else? It tells why something turns out the way it does. In some cases, a single cause may contribute heavily to a single effect or result.

The transition signals used in cause and effect essay are: also, more important, serious cause /effect, as a result, most important /serious cause /effect, because one cause /effect; another cause /effect, the final cause /effect a primary cause; a secondary cause, the first, second, a short-term effect; a long-term effect third cause /effect, for this reason, consequently, by mean of, in effect, accordingly, on account of, and so forth.

The thesis statement for cause and effect essay can simply state briefly the causes to be discussed or it may express the most significant cause. They are one of the most common forms of organization in academic writing. Sometimes the whole essay will be cause and effect, though sometimes this may be only part of the whole essay. It is also possible, especially for short exam essays, that only the causes or the effects, not both, are discussed. For example, the writer writes a cause and effect essay about 'Failing a writing course'.

Then, he/she identifies some possible causes such as not studying, not going to class, not doing assignments, not taking quizzes and tests, not getting help with problems and questions, not asking questions if material is not understood. Next, he/she identifies some possible effects such as losing the value of tuition already paid, losing student aid, getting discouraged, and dropping out, feeling angry or depressed. In conclusion, the writer reminds readers of the main point and makes an observation about it based on what he/she has written

Structure a cause and effect essay. There are two main ways to structure a cause and effect essay. These are similar

to the ways to structure problem-solution essays, namely using a block or a chain structure. For the block structure, all of the causes are listed first, and all of the effects are listed afterwards. For the chain structure, each cause is followed immediately by the effect. Usually that effect will then be the cause of the next effect, which is why this structure is called 'chain'. Both types of structure have their merits.

The former is generally clearer, especially for shorter essays, while the latter ensures that any affects you present relate directly to the causes you have given. The two types of structure, block and chain, are shown in the table below.

Table 10. *The structure of a cause and effect essay*

Block Structure	Chain Structure
Introduction	
Cause 1	
Cause 2	*Introduction*
	Cause 1 and Effect of Cause 1
...	*Cause 2 and Effect of Cause 2*
Transition sentence/paragraph	*Cause 3 and Effect of Cause 3*
Effect 1	*...*
Effect 2	
...	*Conclusion*
Conclusion	

There are several ways to write a cause effect essay. In the Introduction, try to give the reader a general idea of what the cause and effect essay will contain. For an experienced reader, a thesis statement will be an indication that the writers know what they are writing about. It is also important to emphasize how and why this problem is relevant to modern life. After handling an introduction part, the next step is to write cause and effect paragraphs. Write each paragraph according to an outline. Do not forget to organize supporting cause and effect essay ideas before

moving to the main body of the essay. Back the thesis statement with relevant and significant nuances.

In the body paragraphs, provide plenty of details about what causes led to the effects. To begin with, try to make each paragraph the same length: it looks better visually. Then, try to avoid weak or unconvincing causes. This is a common mistake, and the reader will quickly realize that the writers are just trying to write enough characters to reach the required word count.

As any type of essay, cause and effect should have a conclusion. The first point is that the conclusion should start with a topic sentence that restates the thesis statement. It should be followed by a station of the main points of the essay. It is important not to repeat or copy paste the ideas of the thesis statement. Writers should analyze them and briefly sum them up.

In the concluding part, the writers should bring up the arguments together to show their relevance and the main point. Conclude the whole essay by summarizing the whole essay. The Conclusion must be a summary of the thesis statement that the writers proposed in the introduction. An effective conclusion means that the writers have a well-developed understanding of the subject. Notably, writing the conclusion can be one of the most challenging parts of this kind of project.

The steps to write a cause effect essay are illustrated in Table 11

Table 11. *The steps to write a cause effect essay*

Steps	Activities
Step 1. Support the main point	Prewrite to find causes and /or effects. Choose the most significant causes and /or effects. Explain the causes /effects with detailed examples.
Step 2. Make a plan	Arrange the causes /effects in a logical order (space, time, or importance).

Step 3. Write a draft	Consider using one of the introduction types
	Include the thesis statement in the introduction.
	Using the plan, write topic sentences for each of the causes or effects.
	Write paragraphs with detailed examples of the causes or effects.
Step 4. Revise the draft	Get feedback from others using the peer-review guide for cause and effect
	Cut anything that does not directly explain what caused or resulted from the situation or event.
	Add examples and details that help readers understand the causes and /or effects.
	Add transitions to move readers from one cause or effect to the next or from causes to effects.
Step 5 Edit the revised draft	Correct errors in grammar, spelling, word use, and punctuation

At the core of the cause/effect essay stands an approach that explains a cause and effect relationship between events or items. This type of essay could be written in two ways. The mind map for writing cause-effect essays is illustrated in Figure 15.

Mind Map #5 (cause and effect)

Cause 1

Cause 2

Cause 3

Cause 4

What Happened
(you failed a class)

Effect
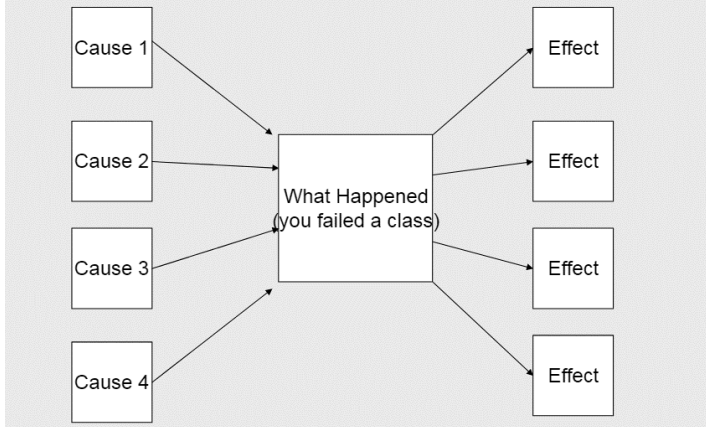
Effect

Effect

Effect

Figure 15. *The mind map for writing cause effect essay*

Here is a cause and effect essay:

The Effects of the Civil War on the South

 The immediate ravages of war most deeply affected the South, since most of the fighting took place there with the usual consequences. Crops were destroyed, homes and farm buildings went up in flames and towns were occupied. Even before he took Atlanta and began his march through Georgia to the sea, Sherman wrote to his wife: "We have devoured the land… All people retire before us and desolation is behind. To realize what war is one should follow our tracks." But this was only the most dramatic example of the misery wrought by the war.

The relentless pressure of the federal naval blockade of Southern ports, the presence on Southern soil of Union armies, the cutting of Texas and Arkansas by Grant's campaign along the Mississippi River, the steady shrinking of Southern resources chewed up by

military demand-all these combined to ruin the Southern economy and make miserable the lives of the people. The transportation system broke down, shortages of many goods developed, coffee disappeared, salt became scarce, and inflation by 1864 led to butter selling at $25 a pound and flour at $275 a barrel. Impoverishment was the fate of many, and disease the byproduct of poverty. Women and children tried to carry on the work of the farms and the shops, but by 1864 the task had become too great for many, the penalties in suffering too high.

Intellectual and cultural life in the South suffered devastating blows under the impact of war. Many private plantation libraries were destroyed; the importation of books was severely limited by the blockade; book publishing was greatly restricted by the lack of paper; some of the books published came out on coarse brown paper or even wallpaper, and in all cases the number of copies was far below the demand. Newspapers and periodicals were equally hard hit, some being forced to suspend publication, others coming out on half-sheets, mere slips of paper, or wallpaper. Except for a few isolated instances, the public school system broke down, private academies closed or survived on a day-to-day basis, and colleges closed for lack of private or public funds.

The war was clearly an economic, social, and cultural disaster for the South. Scarcely a single aspect of life remained unaffected.

7

The Learners' Perceived On Direct Teacher Corrective In L2 Writing Class

This chapter presents research findings and discussion. The findings and discussion are designed to answer the single research question. That is, the students' perceive on direct written corrective feedback in L2 writing.

A. Students' perception of direct teacher's corrective feedback in L2 writing

The study investigated students' perceptions towards direct teacher corrective feedback in L2 writing, whether they found them useful and which strategy the students preferred the most. To answer the research problem about the students' perceive on direct teacher corrective feedback in L2 writing, the researcher distributed questionnaire to the participants. The data for the study emerged from student questionnaire for the students' perceive on direct teacher corrective feedback in L2 writing.

The questionnaire consisted of 14 close ended questions and 5 open ended questions. The questionnaire was designed into two parts. The first part included questions to get demographic information, namely name, ethnic groups, age, gender, and email contact. The second part was to find out the students perceive toward direct teacher corrective feedback in L2 writing class. The second part, consisted 14 statements in 4-point Likert Scale format, anchored by strongly agree (SA), agree (A), disagree (D)

151

and strongly disagree (SD). To investigate students' perceived and preferences of direct teacher corrective feedback and their reasons, parallel questionnaires (designed to collect both quantitative and qualitative data) were constructed.

The quantitative data was collected through close-ended questions using Likert-scale items and multiple choice questions. The items were directed towards students' underlying constructs regarding the students' perception on direct teacher corrective feedback. Meanwhile, there were also 5 open ended questionnaires that should be responded by the participants. The questions covered some aspects on students' perception towards teacher written corrective feedback. When the students were asked to complete the questionnaire, they had already completed eighth meetings in L2 expository writing class and were familiar with feedback procedure.

After participants completed the questionnaire, the data were manually counted to see the weight of each statement. For the sake of brevity, both positive responses 'strongly agree' and 'agree' and negative responses 'strongly disagree' and 'disagree' were added up to make easier analyze the data. This approach did not distort the data. Meanwhile, to observe the deeper understanding on the learners' perceived on direct teacher corrective feedback in L2 writing, the open ended questions were also distributed. From questionnaire results, participants were asked about how their perceived on teacher written corrective feedback.

Dealing with statement 1, I receive direct teacher corrective feedback (CF) on language form; the participants gave responses, as illustrated in Figure 16.
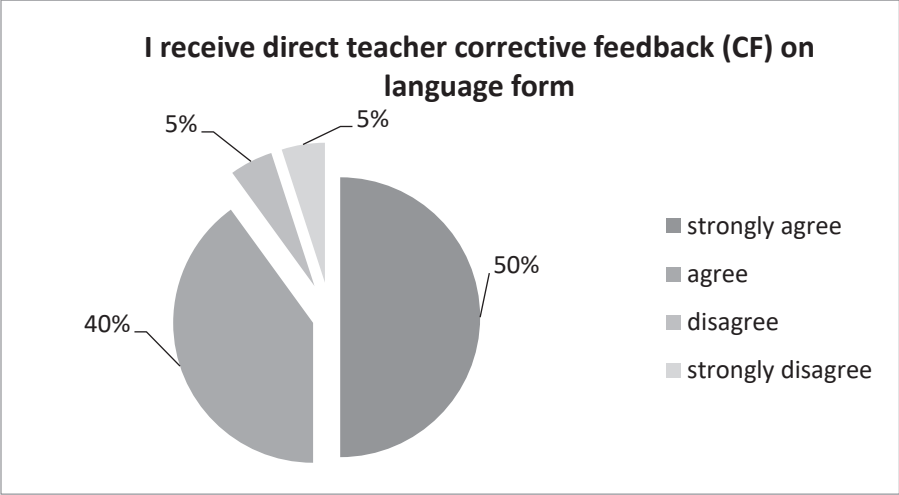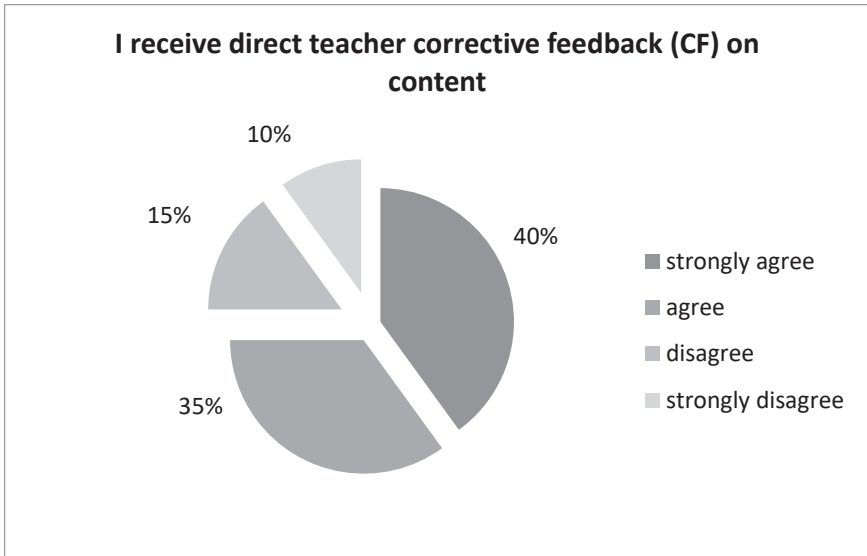
Figure 16. *I receive direct teacher corrective feedback (CF) on language form*

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that they received direct teacher corrective feedback (CF) on language form. The number of students who showed their agreement with statement one is 18. Only 2 students disagree with the statement. It meant that students were satisfied with the teacher's feedback on their writing assignments in terms of language forms. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of language forms. This result was in accordance with a study carried out by Mahfood (2011) about student's affective reactions to their teachers' feedback. His findings indicated that EFL students like teacher's written feedback because they considered teacher's correction to develop their writing skills and improve their future written texts.

Dealing with statement 2, I receive direct teacher corrective feedback (CF) on content, the participants gave different response, as illustrated in Figure 17
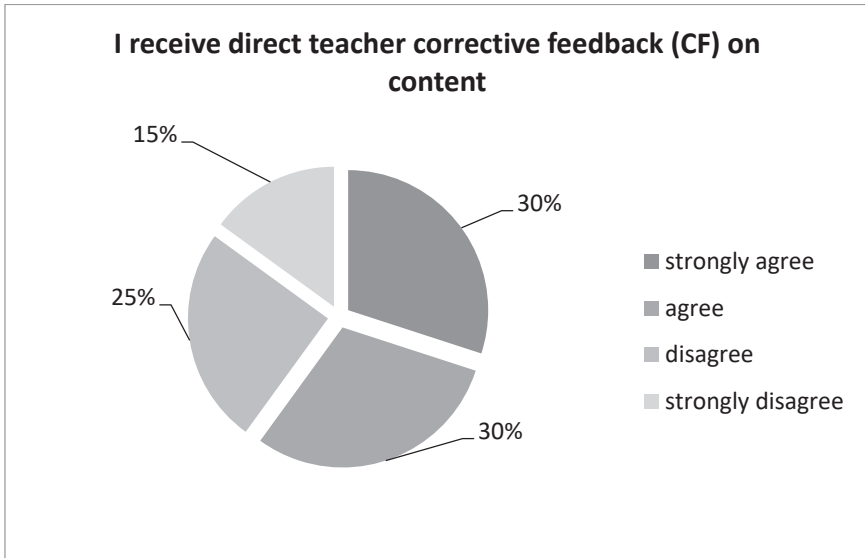
153

I receive direct teacher corrective feedback (CF) on content

Figure 17. *I receive direct teacher corrective feedback (CF) on content*

Based on the output, it was clear that majority of the respondents (75%) stated that they received direct teacher corrective feedback (CF) on content." There were 15 students agree to the statement and only 5 students did not agree. The number of students who showed their agreement with statement 2 was 15. Only 5 out of 20 students disagreed with second statement. As it can be seen from Figure 4.2 students were satisfied with the teacher's feedback on their writing assignments in terms of content. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of content.

Dealing with statement 3, I receive direct teacher corrective feedback (CF) on organization; the participants gave different response, as illustrated in Figure 18.

154

Figure 18. *I receive direct teacher corrective feedback (CF) on organization*

Based on the output, it was clear that part of the respondents (60%) stated that they received direct teacher corrective feedback (CF) on organization." There were 12 students agree to the statement and 8 students (40%) did not agree. The number of students who showed their agreement with statement 3 was 12. 8 out of 20 students disagreed with third statement. As it can be seen from Figure 4.3, more than half students were satisfied with the teacher's feedback on their writing assignments in terms of organization. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of organization.

Dealing with statement 4, I prefer receiving direct teacher corrective feedback (CF) on language form; the participants gave responses, as illustrated in Figure 19.

155
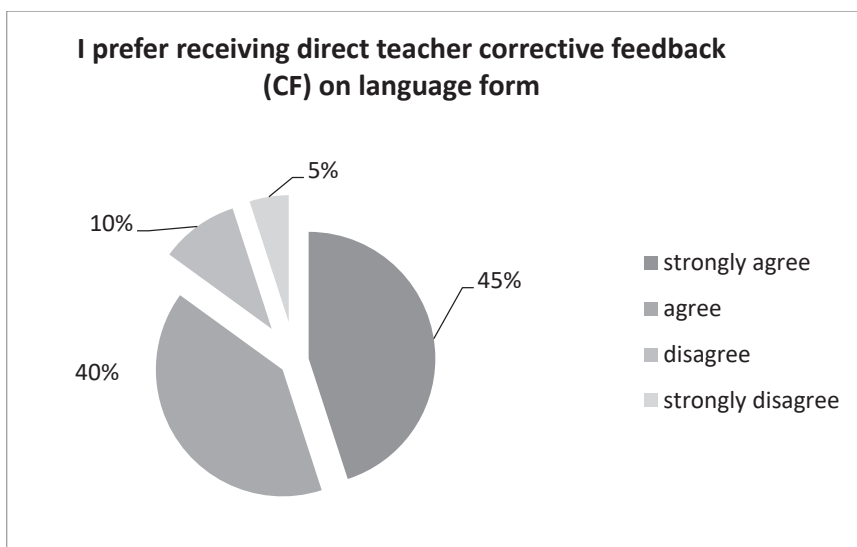
Figure 19. *I prefer receiving direct teacher corrective feedback (CF) on language form*

Based on the output above, it was found that 17 out of 20 respondents or 85% stated that they preferred receiving received direct teacher corrective feedback (CF) on language form. The number of students who showed their agreement with statement 4 was 17. Only 3 students disagreed with the statement. It meant that students preferred to get the teacher's feedback on their writing assignments in terms of language forms. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of language forms.

Dealing with statement 5, I prefer receiving direct teacher corrective feedback (CF) on content; the participants gave responses, as illustrated in Figure 20.
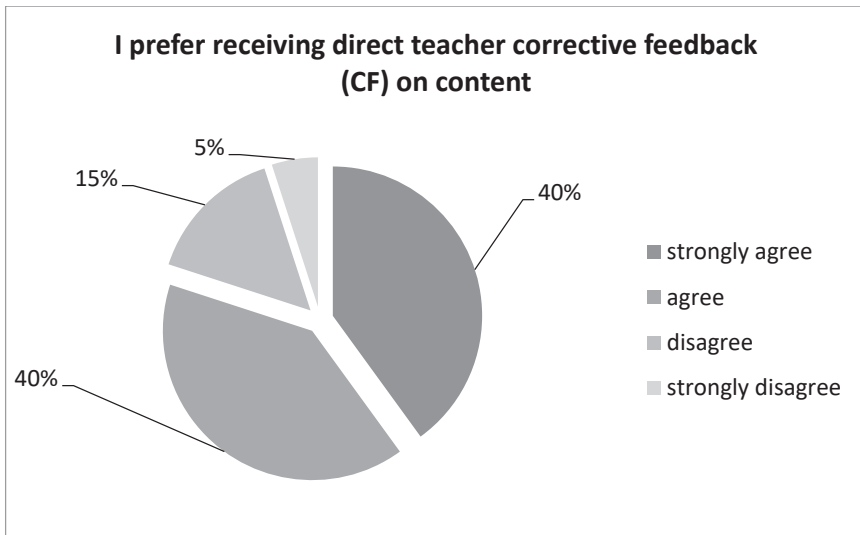
Figure 20. *I prefer receiving direct teacher corrective feedback (CF) on content*

Based on the output above, it was found that 16 out of 20 respondents or 80% stated that they preferred receiving received direct teacher corrective feedback (CF) on content. The number of students who showed their agreement with statement 5 was 16; and 8 students disagree with the statement. It meant that more than half students preferred to get the teacher's feedback on their writing assignments in terms of content. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of content.

Dealing with statement 6, I prefer receiving direct teacher corrective feedback (CF) on organization; the participants gave responses, as illustrated in Figure 21.
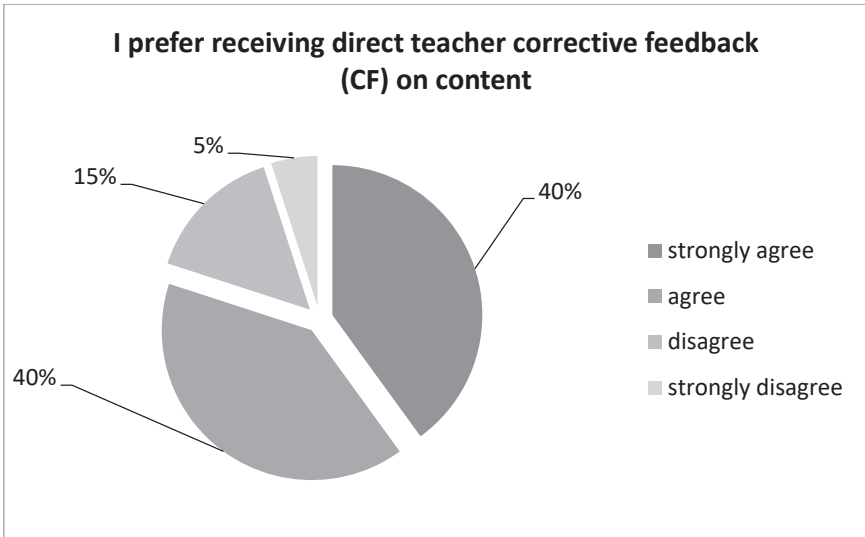
Figure 21. *I prefer receiving direct teacher feedback on organization*

Based on the output above, it was found that 13 out of 20 respondents or 65% stated that they preferred receiving received direct teacher corrective feedback (CF) on organization. The number of students who showed their agreement with statement six was 13; and 7 students or (35%) disagree with the statement. It meant that more than half students preferred to get the teacher's feedback on their writing assignments in terms of organization. This indicated that students had positive perceptions towards teacher's way of correcting their writing in terms of organization.

Based on the data above, it was said that the most dominant area of direct teacher corrective feedback preferred by students was on language form (85%) followed with content (80%) and organization (65%). The result of questionnaire can be summarized as illustrated in Table 22.

Table 12. *Learners' Perception on Direct Teacher Corrective Feedback*

No	Statements	Learners' Response				Total
		Strongly agree	agree	Strongly Disagree	Disagree	
1	I receive direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.	10	8	1	1	20
2	I receive direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).	8	7	3	2	20
3	I receive direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).	6	6	5	3	20
		24 (40%)	21 (35%)	9 (15%)	6 (10%)	60 (100%)

4	I prefer receiving direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.	9	8	2	1	20
5	I prefer receiving direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).	8	8	3	1	20
6	I prefer receiving I receive direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).	7	6	4	3	20
	Total	24 (40%)	22 (37%)	9 (15%)	5 (8%)	60 (100%)

Table 12 (first row table) demonstrated the participants' opinions on receiving direct teacher corrective feedback on language form. The output showed that 18 out of 20 students or 90% received direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.

The second row demonstrated the participants' opinions on receiving direct teacher corrective feedback on content, such as the

unity of the ideas, coherence of the ideas, idea development, and clarity of ideas. The output showed that 15 out of 20 students or 75% received direct teacher corrective feedback (CF) on content such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).

The third row demonstrated the participants' opinions on receiving direct teacher corrective feedback on organization such as the introduction, the body; or the conclusion. The output showed that 12 out of 20 students or 60% received direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).

Meanwhile, the fourth row table demonstrated the participants' opinions on preference on receiving direct teacher corrective feedback on language form. The output showed that 17 out of 20 students or 85% preferred receiving direct teacher corrective feedback (CF) on language form such as the correct use of grammar, spelling, punctuation, and capitalization.

The fifth row table demonstrated the participants' opinions on preference on receiving direct teacher corrective feedback on content. The output showed that 16 out of 20 students or 80% preferred receiving direct teacher corrective feedback (CF) on content, such as the unity of the ideas (i.e. all sentences are about one main topic), coherence of the ideas (i.e. the clear movement thought in the essay), development of ideas (i.e. the ideas expressed are not enough), and clarity of ideas (i.e. the idea(s) are not vague).

The sixth row table demonstrated the participants' opinions on preference on receiving direct teacher corrective feedback on organization. The output showed that 13 out of 20 students or 65% preferred receiving direct teacher corrective feedback (CF) on organization such as the introduction (where the thesis is clearly presented), the body (each paragraph of the body should include a topic sentence which is related to the thesis and supporting details, examples, and or evidence to back up the thesis); or the conclusion (which can be a summary, recommendation, or question).

It could be concluded that the majority of participants (75%) felt that they agreed to receive direct teacher corrective feedback on language form, content, and organization. Their preference on area of correction was in language forms (85%), and the less area of correction was in organization (65%).

The next step was to describe the perception on students' feelings toward receiving direct teacher corrective feedback. From questionnaire results, participants were asked about how their feeling when receiving teacher written corrective feedback.

Dealing with statement 7, *I feel satisfied when I get my teacher's feedback*; the participants gave responses, as illustrated in Figure 22
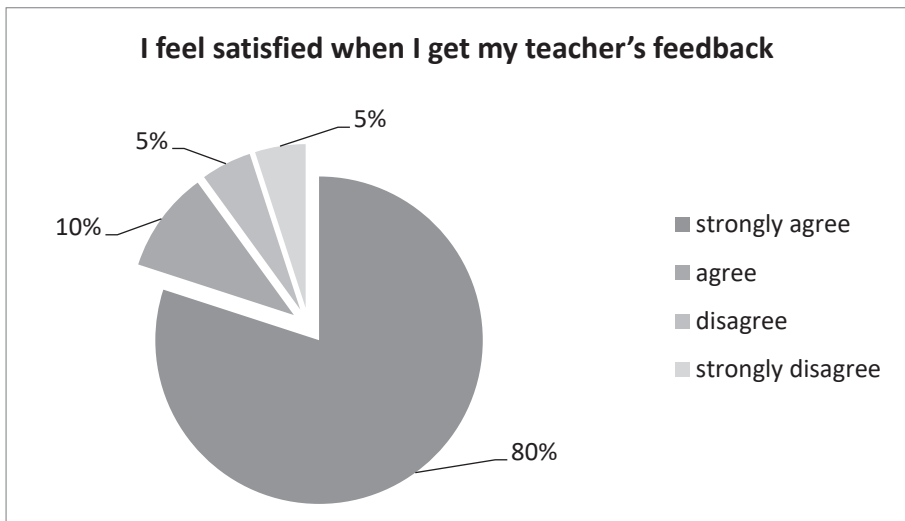
I feel satisfied when I get my teacher's feedback

- strongly agree
- agree
- disagree
- strongly disagree

80%
10%
5%
5%

Figure 22. *I feel satisfied when I get my teacher's fedback*

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that they felt satisfied when they got their teacher's feedback. The number of students who showed their agreement with statement number 7 was 18; and only 2 students or (10%) did not feel satisfied when they got their teacher's feedback. It meant that the majority of students felt satisfied when they got their teacher's feedback on their writing assignments. This indicated that students had good perceptions towards teacher's way of correcting their writing.

Dealing with statement 8, I prefer to get feedback than no feedback; the participants gave responses, as illustrated in Figure 23.
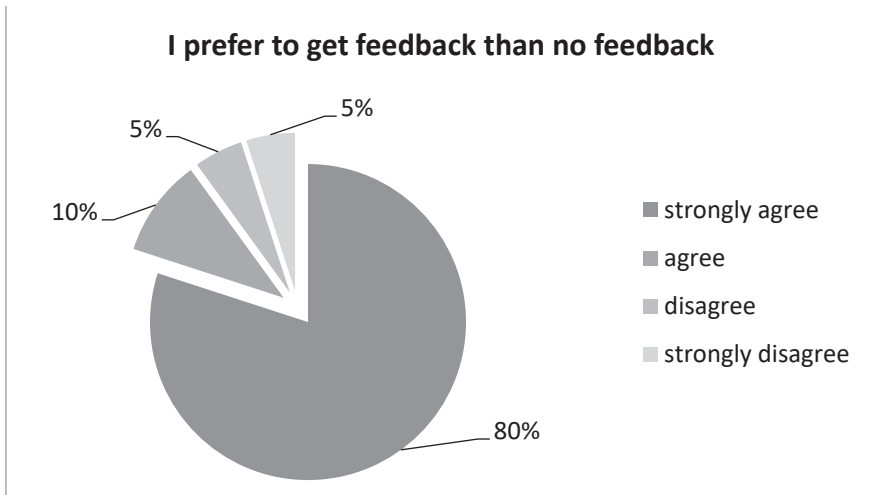
Figure 23. *I prefer to get feedback than no feedback*

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that they preferred to get feedback than no feedback. The number of students who showed their agreement with statement number 8 was 18; and only 2 students or (10%) did not prefer to get feedback than no feedback feel. It meant that the majority of students preferred to get feedback than no feedback on their writing assignments.

Dealing with statement 9, my teacher's feedback helps me improve my writing; the participants gave responses, as illustrated in Figure 24.
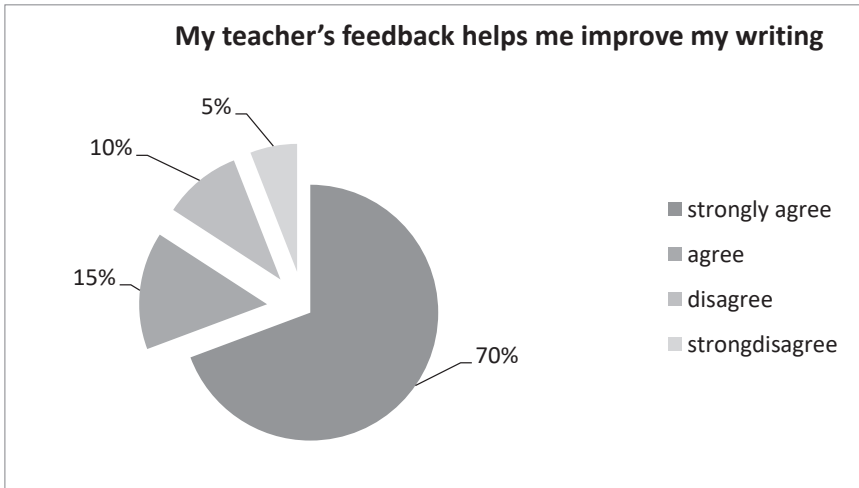
Figure 24. *My teacher's feedback helps me improve my writing*

Based on the output above, it was found that 17 out of 20 respondents or 85% stated that their teacher's feedback helps them improve their writing. The number of students who showed their agreement with statement number 9 was 17; and only 3 students or (15%) did not agree that their teacher's feedback helps them improve their writing. It meant that the majority of students felt that their teacher's feedback helps them improve their writing.

Dealing with statement 10, I feel assessed when I get my teacher's feedback; the participants gave responses, as illustrated in Figure 25.
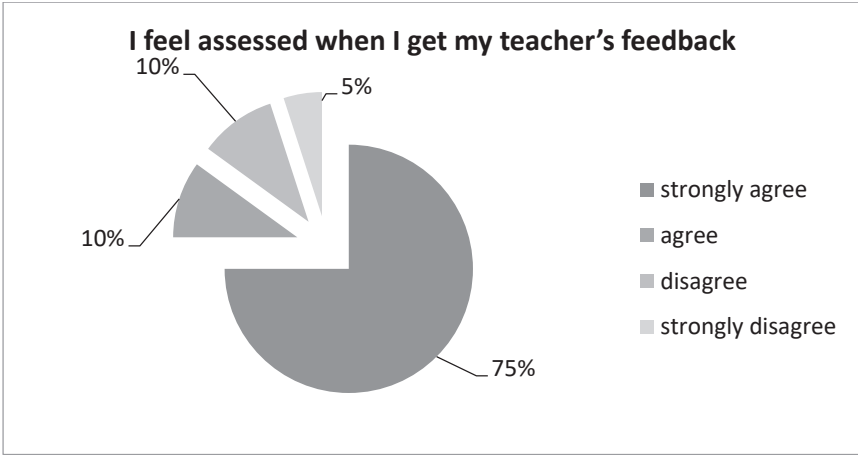
Figure 25. *I feel assessed when I get my teacher's feedback*

Based on the output above, it was found that 17 out of 20 respondents or 85% stated that they felt assessed when they got their teacher's feedback. The number of students who showed their agreement with statement number 10 was 17; and only 3 students or (15%) did not agree that they assessed when they got their teacher's feedback. It meant that the majority of students felt assessed when they got their teacher's feedback.

Dealing with statement 11, my teacher's feedback makes me feel unwilling to do the task again; the participants gave responses, as illustrated in Figure 26.
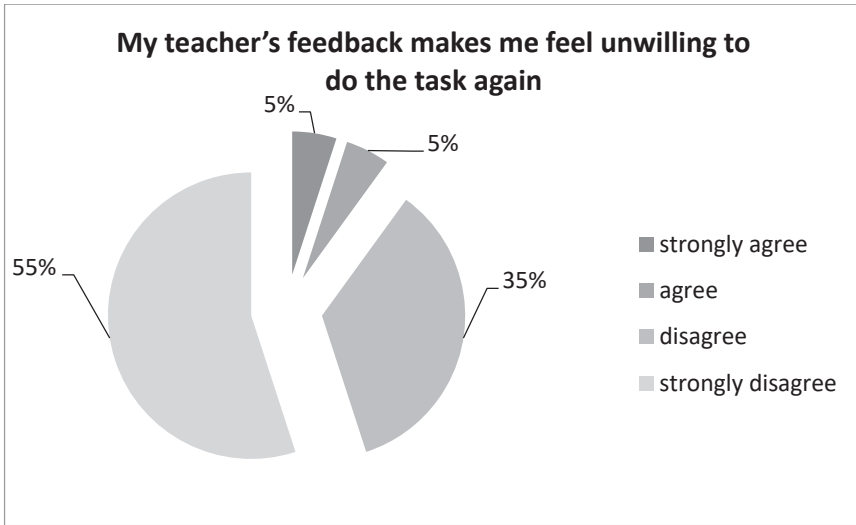
My teacher's feedback makes me feel unwilling to do the task again

5%
5%
55%
35%

- strongly agree
- agree
- disagree
- strongly disagree

Figure 26. *My teacher's feedback makes me feel unwilling to do the task again*

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that their teacher's feedback did not make them felt unwilling to do the task again. The number of students who showed their disagreement with statement number 11 was 18; and only 2 students or (10%) agreed that their teacher's feedback made them felt unwilling to do the task again. It meant that the majority of students felt that their teacher's feedback made them felt willing to do the task again.

Dealing with statement 12, My teachers' feedback makes me confident of producing a better draft; the participants gave responses, as illustrated in Figure 27.
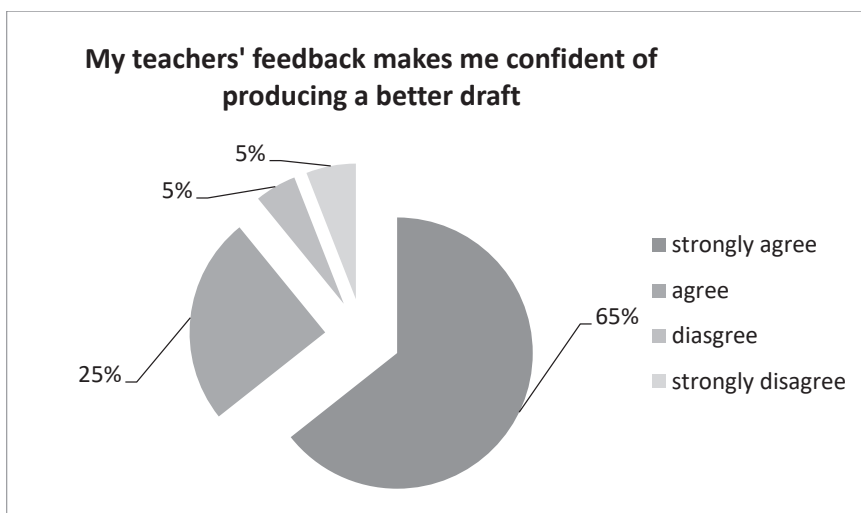
Figure 27. *My teachers' feedback makes me confident of producing a better draft*

Based on the output above, it was found that 18 out of 20 respondents or 90% stated that their teacher's feedback made them confidence of producing a better draft. The number of students who showed their agreement with statement number 12 was 18; and only 2 students or (10%) did not agree it. It meant that the majority of students felt that their teacher's feedback made them confidence of producing a better draft.

Dealing with statement 13, I prefer the teacher just corrects directly the error without underlining it; the participants gave responses, as illustrated in Figure 28.
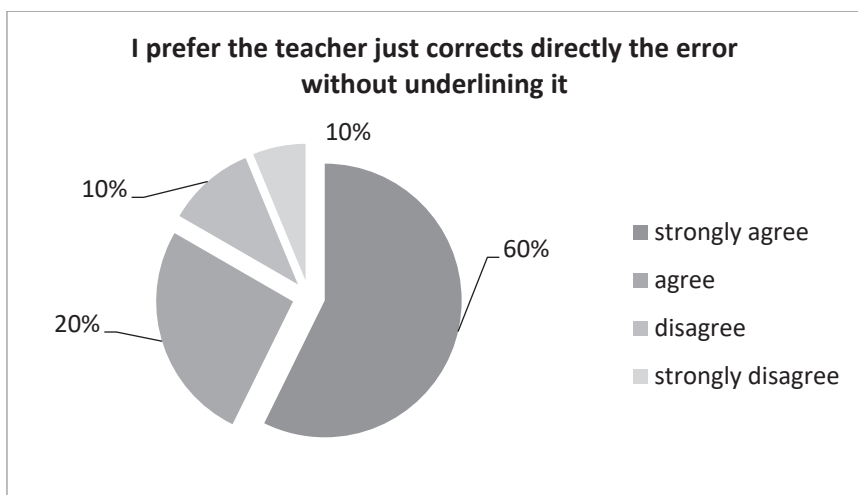
Figure 28. *I prefer the teacher just corrects directly the error without underlining it*

Based on the output above, it was found that 16 out of 20 respondents or 80% stated that they prefer their teacher just corrects directly the error without underlining it. The number of students who showed their agreement with statement number 13 was 16; and only 4 students or (20%) showed their disagreement. It meant that the majority of students prefer their teacher corrects directly the error without underlining it.

Dealing with statement 14, I prefer to discuss my errors with my teachers in his office or outside the classroom; the participants gave responses, as illustrated in Figure 29.
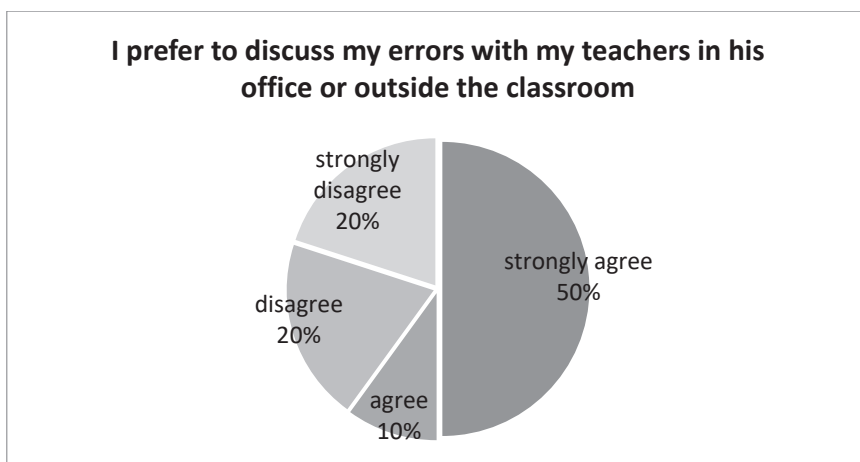
Figure 29. *I prefer to discuss my errors with my teachers in his office or outside the classroom*

Based on the output above, it was found that 12 out of 20 respondents or 60% stated that they prefer to discuss their errors with their teacher in his/her office or outside the classroom. The number of students who showed their agreement with statement number 14 was 12; and only 8 students or (40%) showed their disagreement. It meant that many students prefer to discuss their errors with their teacher in his/her office or outside the classroom.

Based on the data above, it was said that the most dominant area of direct teacher corrective feedback preferred by students was on language form (85%) followed with content (80%) and organization (65%). The result of questionnaire can be summarized as illustrated in Table 13.

Table 13. *Perception on students' feelings toward receiving direct teacher's feedback.*

No	Statements	Agree	Disagree	Total
7	I feel satisfied when I get my teacher's feedback	18 (90%)	2 (10%)	20 (100%)

8	I prefer to get feedback than no feedback	18 (90%)	2 (10%)	20 (100%)
9	My teacher's feedback helps me improve my writing	17 (85%)	3 (15%)	20 (100%)
10	I feel assessed when I get my teacher's feedback	17 (85%)	3 (15%)	20 (100%)
11	My teacher's feedback makes me feel unwilling to do the task again	3 (15%)	17 (85%)	20 (100%)
12	My teachers' feedback makes me confident of producing a better draft	18 (90%)	2 (10%)	20 (100%)
13	I prefer the teacher just corrects directly the error without underlining it.	12 (60%)	8 (40%)	20 (100%)
14	I prefer to discuss my errors with my teachers in his office or outside the classroom	12 (60%)	8 (40%)	20 (100%)

Based on the output above, it was that most students believed that it was important to receive direct teacher feedback, arguing that they felt satisfied when they got direct teacher feedback (90%), they preferred to get feedback than no feedback (90%), their teacher's feedback helped them improved their writing (85%), they felt assessed when they got teacher's feedback (85%), and their teacher's feedback made them confident of producing a better draft (90%).

Furthermore, dealing with the open ended question: Do you think that direct teacher corrective feedback is important in L2 writing? Why?

RM stated that:

"In my view, teacher's feedback is very important because by giving feedback, the teacher knows the learners' weaknesses. Students also know the errors they make. it is the lecturer's responsibility to give feedback on the learners' errors in writing. By doing so, there will be a writing improvement" (RM, learners' response).

The other participant gave different opinion. SK argued that:

"Well, I think teacher's feedback is an important thing for learners' writing performance. But, it should be noted that the teacher should give appropriate feedback to students 'ability. In my class, there are many students having different level of ability. Some low students prefer to direct feedback. However, high level students prefer to indirect feedback. I myself prefer to direct feedback for certain cases". (NF, learners' response).

Dealing with the question on how they got benefits from the teacher's feedback. Some said that they got benefits from the teacher's feedback, in improving grammar and vocabulary and others claimed that they got benefits from the teacher's comments on writing organization, as said by some respondents.

"By using the teacher's feedback directly, I get a lot of improvement in my writing performance. I get some benefits mainly in improving grammar and vocabulary because the writing teacher focuses on grammatical errors and vocabulary in providing feedback for my composition. For example, I sometimes write some wrong words such as may book instead of my book, two book instead of two books, and so on" (RC, learners' response).

"Well, I get advantages from the teacher's feedback mainly in text organization. Formerly, I felt difficulties to write an essay, especially in how to organize the ideas. Frankly speaking, it is hard for me to organize the ideas of the text. I am still doubt weather my composition should be written in chronological order or spatial or sequence order. However, after being treated using teacher's feedback, I can determine the types of order for my writing and organize easily the ideas."

(RS, learners' response).

The students were also asked if they find useful of direct

teacher feedback in their writing improvement. Most L2 learners acknowledged that found useful of of direct teacher feedback in their writing improvement, as one of respondents said:

"Well, about the way the teacher corrects, I find some valuable knowledge for my writing performance, especially in language forms. I can reduce my grammatical errors when writing. This kind of feedback helps me improve my writing performance and makes me confidence to produce a better composition. However, I prefer the teacher to correct my errors on the texts than to underline them, because this makes it easier for me to understand my errors and correct them" (NH, learners' response).

Dealing with the question: What area of contribution do you get from direct teacher feedback? Some students preferred to language forms, others preferred to content and organization.

"Well, before entering English Department, I have some problems in writing. For example, I have problems in the use of the correct grammar, spelling, articles, and subject-verb agreement, pronoun agreement, run on sentence, plural forms, missing words, verb tense and prepositions. When, I use prepositions, I sometimes translate from Indonesian into English. That is why I make many errors. I also have punctuation problems. Sometimes, I omit full stop, comma, capital letter, small letter and other punctuations. Then, the teacher guides me patiently with practicing direct teacher feedback in my class. Therefore, I can conclude that teacher's feedback gives me strong contribution on language forms of my writing" (YI, learners' response).

"In my views, teacher's feedback gives me contribution on content and organization of my writing. Sometimes, I find my teacher focuses the comments on the content and organization of my writing. I am frequently advised to revise the content, use appropriate transitional signals, and organize the text orderly" (YI, learners' response).

To sum up, the learners' responses suggested that they appreciated teacher corrective feedback and revised of their work. The EFL learners claimed that they got benefit from teacher corrective feedback on language forms and they preferred to direct feedback than others.

B. Discussion

Results showed that most learners benefited from and preferred direct teacher corrective feedback, and tended to focus on form such as grammar, paragraph organization, content and clarity of ideas. Students preferred this form of feedback as they were able to understand grammatical errors more clearly. The findings about the students' perceived towards written corrective feedback were related to two important issues, namely to student attitudes towards their teacher's feedback and the students' feeling towards their teacher's feedback.

First, the findings demonstrated that the majority of participants (75%) felt that they agreed to receive direct teacher corrective feedback on language form, content, and organization. Their preference on area of correction was in language forms (85%), and the less area of correction was in organization (65%). Second, dealing with the perception on students' feelings toward receiving direct teacher feedback, it was found that most students believed that it was important to receive direct teacher feedback, arguing that they felt satisfied when they got direct teacher feedback (90%), they preferred to get feedback than no feedback (90%), their teacher's feedback helped them improved their writing (85%), they felt assessed when they got teacher's feedback (85%), and their teacher's feedback made them confident of producing a better draft (90%).

Responses also showed that students, in general, appreciated the teacher's feedback and had positive attitude towards written

corrective feedback. Students' responses showed their preference for direct written corrective feedback. Students considered written feedback helpful and useful for their improvement in writing.

To conclude, the students' responses showed positive perception towards teacher direct written corrective feedback. The students valued feedback and believe that it was important aspect in L2 writing. The students preferred teacher-direct written corrective feedback to correct their errors than other methods of feedback. The students believed that direct feedback in general improved writing especially on grammar accuracy and organization.

The results indicated that Written Corrective feedback was considered helpful and was more appreciated. Students believe that in order to improve their writing skills, it is necessary to receive teacher feedback on written work. They prefer immediate correction of errors in spite of its impracticality and claim that individual correction of mistakes by teacher is useful. Additionally, students provided several reasons for their wish to receive Written Corrective Feedback, mainly related to the importance of Written Corrective Feedback in identifying their errors and improving their writing in the future.

The results were in accordance with other studies investigating students' attitudes and beliefs about feedback. For example, (Mustafa, 2012) found that L2 learners preferred to receive feedback on a variety of writing aspects rather than feedback focusing on grammar. This finding was also in line with the research conducted by Hamouda (2011). She found that nearly half of the students preferred direct feedback and it could help to address the problems as it was easy to identify their errors and improve their accuracy in writing. As previous research showed (Ferris, 2002) teachers should use different types of feedback and correct different types of errors. Sometimes the focus should be on different types of errors, and sometimes focus on certain

175

grammatical or lexical error. On the other hand, students preferred when teachers focus only on specific types of errors, rather than correcting all errors in their work.

This finding, in terms of learners' perceived towards teachers' written corrective feedback, was in accordance with (Amara, 2015) about learners' perceptions of teacher written feedback. He found that EFL learners had a strong interest in teacher comments, appreciated feedback and misinterpreted some teacher feedback comments. This finding was also in line with (Ferris, 2004) stating that most students need and want to be corrected by their teachers; therefore, error correction cannot be excluded from L2 writing classrooms.

In Chandler (2003) study, based mostly on corrections and rewriting, he concluded that teachers should give error correction feedback and require students to make correction. This was followed by Bitchener, Young, & Cameron (2005) in their study on the effects of correction.

This finding, in terms of learners' perceived towards peer written corrective feedback, was in accordance with Min (2006), Peterson, Childs, & Kennedy (2004), Rahimi (2009), and Tsui & Ng (2000). The majority of these studies suggested that learners preferred to include in their revisions the feedback they receive from their peers, which they find more compatible with their own proficiency level and more manageable to apply, as compared to those of their teachers. Nevertheless, with the focus of these studies being on academic writing ability, rather than language acquisition, questions exist of the extent to which long term acquisition of linguistic structures can take place if written corrective feedback was provided by peers.

This finding was also in line with Rouhi and Azizian (2013). They found that the receivers received feedback from peers but

were deprived of giving any feedback to others. Regarding the benefits of peer, (Sato & Lyster, 2012) found that peer feedback has positive impacts on accuracy and fluency. Moreover, Yu and Lee (2014) found that peer feedback motivated students to pay more attention to the readability of their writings. Yoshida (2008) also found that the student's level of satisfaction could also interfere on peer interaction.

This finding, in terms of learners' perceived towards self-written corrective feedback, was in accordance with Yeganehfar (2000). He found that the teacher correction performed better than the self-correction. Bahrami (2002) found that minimal marking and self-correction were more helpful than the traditional teacher correction. However, this finding was in contrast to Erfanian (2002). He found that self-correction was a good way of providing feedback on written work, and led to the development of linguistic competence.

All in all, the findings of the study were in accordance with Mahfood and Pandian (2011), Soler (2015), Ferris and Roberts (2001), Bitchener and Knoch (2010), Lee (2008), Treglia (2008), Schulz (2001), Elwood and Bode (2014), Song, Hoon, and Alvin (2017). Here, the students' responses showed positive perception towards written corrective feedback. The students preferred teacher-direct written corrective feedback to correct their errors than other methods of feedback. Moreover, the students believed that written corrective feedback in general improved writing especially on grammar accuracy and organization.

To conclude, the study was designed to figure out toward teacher direct written corrective feedback in writing classroom. The results indicated a positive attitude toward written corrective feedback as one strategy of error correction in writing. Most of the students reported that they want their teacher to correct all the errors they make. The results indicated that written corrective

feedback was considered helpful and was more appreciated. Students believe that in order to improve their writing skills, it is necessary to receive teacher feedback on written work.

8
Conclusion

The study was aimed at investigating the learners' perceived on direct teacher Corrective Feedback in L2 writing class. The findings concluded:

1. Dealing with the perception on learners' attitude toward receiving direct teacher feedback, the majority of participants (75%) felt that they agreed to receive direct teacher corrective feedback on language form, content, and organization. Their preference on area of correction was in language forms (85%), and the less area of correction was in organization (65%).

2. Dealing with the perception on students' feelings toward receiving direct teacher feedback, it was found that most students believed that it was important to receive direct teacher feedback, arguing that they felt satisfied when they got direct teacher feedback (90%), they preferred to get feedback than no feedback (90%), their teacher's feedback helped them improved their writing (85%), they felt assessed when they got teacher's feedback (85%), and their teacher's feedback made them confident of producing a better draft (90%).

3. Responses also showed that students, in general, appreciated the teacher's feedback and had positive attitude towards written corrective feedback. Students' responses showed their preference for direct written corrective feedback. Students considered written feedback helpful and useful for their

improvement in writing. To conclude, the students' responses showed positive perception towards written corrective feedback. The students valued feedback and believe that it was important aspect in L2 writing. The students preferred teacher-direct written corrective feedback to correct their errors than other methods of feedback. The students believed that direct feedback in general improved writing especially on grammar accuracy and organization.

As the finding found some positive perception on teacher direct corrective feedback, the study proposed some recommendations.

First, the study was expected to provide information on trends in EFL writing class in the aspect of learners' perception on teacher's feedback in L2 writing. This information was useful as learning procedures to enhance the students' problem in essay writing. It could also be a feedback to the writing lecturers in order to improve the EFL teaching quality. Therefore, there were some suggestions addressed to the EFL learners. It was suggested that the students follow the steps of implementing direct teacher's feedback as suggested in this study as a model of planning and practicing direct teacher's feedback in L2 writing class. It was also recommended to implement direct teacher's feedback carefully, since they could get benefit from teacher's feedback if it was clear and planned carefully.

Second, the study found that direct teacher's feedback contributed to language learning, especially in improving the quality of learners' writing performance. The findings proposed some considerations regarding direct teacher's feedback in L2 writing class that might be beneficial for writing teachers. To begin with, the learners should be made aware of the importance of receiving feedback.

Therefore, EFL writing teachers should explain the learners

about the whole procedure and set the goals together with the learners. Moreover, teachers should determine, which errors they wanted to correct, how they wanted to correct them and when they were planning to make the correction and involved the learners so that they could be a part of the process. Furthermore, the teachers' feedback should be clear that when learners understand to the teachers' want.

Finally, EFL teachers should monitor the learners during the process of correction in order to observe their language development in L2 writing class. It was recommended that the EFL writing teachers considered the procedure to implement direct teacher's feedback as suggested in this study as a model of practicing and implementing feedback in L2 writing class. Second, before implementing feedback in writing class, it was advisable that the teachers see students' perception on teacher's feedback in L2 writing class. The students' perception on teacher's feedback in L2 writing class was very important for the teacher to successfully implement direct teacher's feedback. Third, it was recommended that the teachers plan well and do carefully to implement the teacher's feedback, since the students would get the advantages of teacher's feedback, if it was well planned.

Third, as this research was conducted with only 20 EFL writing learners, it was not very likely to make generalizations about the findings. Therefore, further researches might work with greater number participants so that they could reach at more generalizable conclusions. Since, this study applied quantitative paradigm, it was recommended that future researchers apply qualitative paradigm to have a deeper analysis on the related topic. Another recommendation for future researcher was to conduct the similar study with a different level of students. Because this study was carried out with university level of students, it was recommended to conduct a similar study with senior high school level of students.

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