



**THE PROGRESSIVE IMPACT OF WRITTEN  
CORRECTIVE FEEDBACK ON ESSAYS IN A  
MULTICULTURAL CLASS AT HIGHER EDUCATION**

DISSERTATION

submitted in partial fulfillment of the requirements for the degree  
of Doctor in English Language Education

by  
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menyatakan bahwa yang tertulis dalam disertasi yang berjudul “*The Progressive Impact of Written Corrective Feedback on Essays in a Multicultural Class at Higher Education*” ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam disertasi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Atas pernyataan ini saya **secara pribadi** siap menanggung resiko/sanksi hukum yang dijatuhkan apabila ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya ini.

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## **MOTTO AND DEDICATION**

### **Motto**

The appropriateness of giving written corrective feedback to students' by considering the students' cultural background can cause better students writing results.

### **Dedication**

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## ABSTRACT

Tazkiyatunnafs, Elhawwa. 2019. "The Progressive Impact of Written Corrective Feedback on Essays in a Multicultural Class at Higher Education". Dissertation. English Language Education Program. Program Pascasarjana. Universitas Negeri Semarang. Promoters Prof. Dr. Dwi Rukmini, M.Pd., Co-Promoters I Prof. Dr. Januarius Mujiyanto, M.Hum., Co-Promoters II Dr. Djoko Sutopo, MSi.

**Keywords:** progressive impact, written corrective feedback, multicultural class

Written feedback contributed significant roles in EFL learning process. The study was aimed at explaining the progressive impact of written corrective feedback on essays in L2 writing at multicultural class. The written corrective feedback investigated in this study were direct, indirect, and metalinguistic (Ellis, 2009). The source of feedback used in the study were teacher, peer, and self (Bitchener & Ferris, 2012). The areas of revision are content, language forms, and organization (Bitchener, Basturkmen, & East, 2010). This study was a qualitative case study. The data were collected through questionnaire, observation, test and interview. The study was conducted of English Department at IAIN Palangka Raya 2017/2018 academic year. The number of the participants was 25 EFL learners consisting of three big ethnic groups (Javanese, Banjaresse, & Dayaknese).

The findings revealed that L2 learners had positive perception toward written a corrective feedback in L2 writing class. The planning of learning process in L2 writing class using written corrective feedback was divided into three stages: pre-writing, whilst writing, and post-writing. It was identified that the practice of teachers and students in implementing written corrective feedback required a particular technique in each stage of writing including prewriting, whilst writing and post writing. Based on the result of the analysis of both teaching and learning process and the subjects' learning result, it could be inferred that EFL learners' writing ability improved after the implementation of written corrective feedback.

The findings from observation revealed that both Dayaknese and Banjaresse students preferred to direct and Javanese students preferred to indirect corrective feedback. Meanwhile, the students from all ethnics preferred to teacher as the source of written corrective feedback. The most area contribution of teacher direct and indirect written corrective feedback was on language form. Meanwhile, the most area contribution of teacher metalinguistic was on content of essay.

The findings of the study proposed some suggestions. It was recommended that EFL writing teachers should explain the EFL learners about the whole procedure of implementing written corrective feedback. and set the goals together with the learners. Moreover, teachers were recommended that they 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.

## ABSTRAK

Tazkiyatunnafs, Elhawwa. 2019. "Dampak Progresif Koreksi Umpan balikan Tertulis pada Esai di Kelas Multikultural di Perguruan Tinggi" (*The Progressive Impact of Written Corrective Feedback on Essays in a Multicultural Class at Higher Education*). Dissertasi. Ilmu Pendidikan Bahasa Inggris. Program Pascasarjana. Universitas Negeri Semarang. Promotor, Prof. Dr. Dwi Rukmini, M.Pd., Kopromotor I, Prof. Dr. Januarius Mujiyanto, M.Hum., KoPromotor II, Dr. Djoko Sutopo, MSi.

**Kata Kunci:** dampak progresif, koreksi umpan balikan tertulis, kelas multikultural

Umpan balikan tertulis memberikan kontribusi yang signifikan pada proses pembelajaran menulis Bahasa kedua. Penelitian ini bertujuan untuk menjelaskan dampak progresif umpan balikan korektif tertulis pada esai dalam penulisan Bahasa kedua di kelas multikultural. Umpan balikan tertulis yang diterapkan pada penelitian ini adalah langsung, tak langsung, dan metalinguistic (Ellis, 2009). Sumber umpan balikan yang digunakan adalah dosen, teman sejawat dan diri sendiri (Bitchener & Ferris, 2012). Sedangkan area revisi meliputi isi, bentuk Bahasa dan organisasi (Bitchener, Basturkmen, & East, 2010). Penelitian ini adalah kualitative studi kasus. Data dikumpulkan melalui kuesioner, observasi, tes dan wawancara. Penelitian dilakukan oleh Jurusan Bahasa Inggris di IAIN Palangka Raya tahun akademik 2017/2018. Jumlah peserta adalah 25 peserta didik EFL yang terdiri dari tiga kelompok etnis besar (Jawa, Banjar, & Dayak).

Temuan mengungkapkan bahwa peserta didik L2 memiliki persepsi positif terhadap umpan balik korektif tertulis di kelas menulis L2. Perencanaan proses pembelajaran di kelas menulis L2 menggunakan umpan balik korektif tertulis dibagi menjadi tiga tahap: pra-menulis, sementara menulis, dan pasca-menulis. Diidentifikasi bahwa praktik guru dan siswa dalam menerapkan umpan balik korektif tertulis memerlukan teknik khusus dalam setiap tahap penulisan termasuk prapenulisan, saat menulis dan menulis pos. Berdasarkan hasil analisis proses belajar mengajar dan hasil belajar mata pelajaran, dapat disimpulkan bahwa kemampuan menulis peserta didik EFL meningkat setelah penerapan umpan balik korektif tertulis.

Temuan dari pengamatan mengungkapkan bahwa siswa Dayak dan Banjar lebih suka mengarahkan dan siswa Jawa lebih suka umpan balik korektif tidak langsung. Sementara itu, siswa dari semua etnis lebih suka guru sebagai sumber umpan balik korektif tertulis. Kontribusi umpan balik korektif tertulis langsung dan tidak langsung yang paling luas dari guru adalah pada bentuk bahasa. Sementara itu, kontribusi paling luas dari metalinguistik guru adalah pada isi esai.

Temuan penelitian ini mengusulkan beberapa saran. Dianjurkan agar guru penulisan EFL harus menjelaskan pembelajar EFL tentang seluruh prosedur penerapan umpan balik korektif tertulis. dan mengatur tujuan bersama dengan peserta didik. Selain itu, guru direkomendasikan bahwa mereka harus menentukan, kesalahan mana yang ingin mereka koreksi, bagaimana mereka ingin memperbaikinya dan kapan mereka berencana untuk melakukan koreksi dan melibatkan peserta didik sehingga mereka dapat menjadi bagian dari proses.

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**T. Elhawwa**



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## LIST OF ABBREVIATIONS AND SYMBOLS

### A. ABBREVIATIONS

No.	Code	Explanation
1.	DCF	Direct Corrective Feedback
2.	ESL	English-as-a-Second Language
3.	ICF	Indirect Corrective Feedback
4.	L1	First Language
5.	L2	Second Language
6.	MCF	Metalinguistic Corrective Feedback
7.	SLA	Second Language Acquisition
8.	Dyk	Dayaknese
9.	Bjr	Banjarese
10.	Jvn	Javanese
11.	WCF	Written Corrective Feedback
12.	EFL	English Foreign Language
13.	IAIN	<i>Institut Agama Islam Negeri</i>

### B. SYMBOLS

Suggested writing error codes by (Oshima & Hogue, 2007)

No.	Code	Explanation
1.	Art	Article
2.	Cap	Capitalization
3.	Conj	Conjunction
4.	Frag	Fragment
5.	Not //	Not Parallel
6.	P	Punctuation
7.	Prep	Preposition
8.	Pron agr	Pronoun Agreement
9.	Ro	Run-on Sentence
10.	Sc	Comma Splice
11.	Sing/pl	Singular or Plural
12.	Sp	Spelling
13.	S/V agr	Subject Verb Agreement
14.	VT	Wrong Verb Tense
15.	Ww	Wrong Word Choice
16.	Wo ~	Wrong Word Order

17.  $\wedge$  Word or Words Missing  
18.  $\tau$  Add a Transition

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, reasons for choosing the topic, research problems, objectives of the study, significance of the study, scope of the study, and outline of the dissertation.

### **1.1 Background of the Study**

In English language learning, there are four skills that should be learned by the students. They are listening, speaking, reading and writing skills. Writing is one of the skills in English language learning. Writing is the study of how a sentence is arranged or the connection (a word, phrase, clause, sentence, or entire paragraph) between two parts of a piece of writing. Writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself (Kamehameha Schools, 2007). In my point of view, writing is the activities to arrange words or the connection (a word, phrase, clause, sentence, or entire paragraph) between two parts of a piece of writing. Here are the most difficult skills in learning, so that the students found some problems in disoriented of their writing (for example; to make their essay should be unity and coherence, to make their essay should be clear movement thought in the essay, and etc.).

During many years, written corrective feedback has been observed from different views. In the perspective of behaviorist approach of the 1950s and 1960s, errors were regarded as non-learning and they ought to be corrected. Historically, giving corrective feedback is seen from various perspectives. In 1996, Truscott claimed that feedback should be avoided, since it is not effective. His response was intended to Ferris (1999) who disagreed to Truscott's claims. Since then, some researchers investigated on feedback. In the perspective of behaviorist approach, errors are considered as result of non-learning and must be corrected. In line with this, Bitchener & Ferris (2012) stated that errors were perceived much more negatively than today's education. Behaviorists assumed



that errors should be corrected strictly and systematically. Then, in the early 1970's, communicative approach dominated in L2 learning. Until the end of the 1980s, Truscott (1996) suggested that error correction should not occur at all. Truscott (1999) strongly believed that corrective feedback is a bad idea. Furthermore, Bitchener & Ferris (2012) proposed questions on the reasons for correcting errors. What types of grammatical errors ought to be revised? When, how and who should revise them have been questioned by L2 researchers.

Moreover, the communicative paradigm was initiated as a movement away from traditional, structural methods of L2 pedagogy, which focused on teaching isolated linguistic features and grammar rules. Inspired by theories of communicative competence, for example Canale & Swain (1980) and Hymes (1972). They agree that communicative approaches aim at developing learners' ability to use the L2 in realistic, meaningful communication. Key ingredients of this approach are providing learners with abundant comprehensible input e.g. (Krashen, 1981). Based on the nativist idea like Schwartz (1998) having access to ample comprehensible input was thought to be the necessary and sufficient condition for SLA. Learners were expected to comprehend the available input by inferring its meaning on the basis of linguistic information that is embedded in the communicative context. L2 grammatical competence was believed to emerge automatically, without any need for negative evidence. Moreover, Stefanou and Révész (2015) clarified that comprehension and acquisition are not just two sides of the same coin and that "comprehension may occur in the absence of acquiring linguistic knowledge". Furthermore, written corrective feedback gives opportunity for teachers to give description about the accuracy of learners' composition by improving awareness of the grammatical errors in writing. Another study, proposed by Hattie and Timperley 2007 in the power of feedback and derived from their comprehensive review of feedback, involves both students and teachers.

During EFL writing learning process, the researcher has seen different lecturers giving various types of feedback to EFL learners. Some prefer to oral feedback, some in written and some combine the two; while there are other

lecturers that simply give their students' scores directly. This simple observation makes the researcher curious about implementing feedback in L2 writing multicultural class. Despite the fact, that there is still the ongoing debate on the effect of feedback, the researcher takes a strong interest in providing feedback and exploring the area contribution of feedback to the learners' writing process.

Being able to write an essay has been regarded as an important skill for the ELL at Essay Writing class. According to the 2015 syllabus for English Study Program at IAIN Palangka Raya "the learners are designed to be able to write an essay about 450-500 words". The writing lecturer is, however, also responsible to reinforce the learners' desire to learn as well as their confidence in their writing ability. Since some researchers have found feedback to have positive and, a few of them, negative effects on L2 writing, it is important to explore if and how feedback is being used in the L2 writing multicultural class. To improve learners' writing skills, written corrective feedback as a teaching tool has been discussed extensively in lecturer training college. Although it may seem like something solely positive, the topic is quite controversial; and when implementing it in an EFL classroom setting there are questions to be asked. For example, does the written corrective feedback give facilitative effect or not for the students? the answer to that particular question does not come easily. Over the years, researchers have investigated the effects of written corrective feedback on L2 writers with different results. This is one of the reasons for the researcher to investigate in implementing feedback and exploring the learners' progress in L2 writing using feedback and exploring the contribution area of feedback to the learners' writing process.

The novelty of my research has never been studied before. My research investigates the implementation of written corrective feedback in L2 writing multicultural class (Dayaknese, Banjarese, and Javanese). This includes the learners' perception toward written corrective feedback in L2 writing; the lecturer and learners' plan to manage written corrective feedback in L2 writing; the lecturer and learners' practice the written corrective feedback in L2 writing; the learners progress in writing performance, before, during and after the

implementation of written corrective feedback in L2 writing; and the area contribution of written corrective feedback in writing process.

## **1.2 Reasons for Choosing the Topic**

The focus of the research is about feedback in L2 writing. Ducken (2014) states that written corrective feedback is defined as a kind written feedback made by the EFL language instructors in order to improve grammatical accuracy. In my opinion, written corrective feedback is a procedure to give written response to errors made by L2 learners. This study focuses on the progressive impact since the study explores the learners' progress in L2 writing class using written corrective feedback. The learners' progress is investigated during the learning process. The observation was done before, during, and after the implementation of written corrective feedback. The object of the study is argumentative texts in multicultural class corrected using written corrective feedback, since some researchers revealed that feedback was an important role in L2 writing process.

The study investigates the learner's argumentative essay, since the subjects of the study are in the fourth semester learners of English Department. In this semester, Argumentative Essay Writing course is taught and therefore, the study is enabled to conduct. In addition, the fourth semester learners have taken paragraph-writing course as prerequisite to join argumentative essay writing course. In argumentative essay writing course, they learn feedback as a part of learning materials.

The study investigates L2 writing in multicultural class. This is the novelty of the study. Some researches on written corrective feedback in L2 writing class have been conducted by experts. However, the research on written corrective feedback involving multicultural participant is still rare or even not conducted yet. In addition, in my EFL writing class, there are three big ethnic groups (Java, Dayak, and Banjar ethnics) making various types of errors in their L2 writing. Each ethnic has in its L1. For example, my Javanese learner writes: "*I have two question for you*" instead of "I have two questions for you". Meanwhile, my Banjarese student writes: "*I am not go today*" instead of "I do not go today". Then, my Dayaknese student also writes: "*I am cannot go today*" instead of: "I

cannot go today”. Those such errors are sometimes influenced by their mother tongue. In their mother tongue, the agreement between number and plural forms are not recognized. Their mother tongue also does not recognize the used to be and modal sentences.

This study is conducted at IAIN Palangka Raya for some reasons. First, the researcher has taught at IAIN Palangka Raya for more than one year. By doing such research, the researcher will give scientific contribution to her university in improving the quality of English especially in L2 writing. Second, this study will give empirical data about the teaching of writing using feedback in L2 writing class. This information will be very beneficial for both lecturers and students at IAIN Palangka Raya. Third, IAIN Palangka Raya provides an EFL class from various ethnics in Central Kalimantan. It is necessary for the lecturers of IAIN Palangka Raya to consider the learners’ cultural background in L2 writing class. Therefore, this study will give contribution to IAIN Palangka Raya in practicing feedback in L2 writing class by considering the learners’ cultural background.

A pilot study, involving 25 students (11 males, 14 females), was done at English Study Program of IAIN Palangka Raya, which located at Jalan Raya G. Obos No 24 Palangka Raya. The participants were the EFL writing students who were joining argumentative writing class. The class was designed to train the students to write an argumentative writing. First, the class provided them some knowledge of argumentative writing such as thesis statement, claim, counterclaim, evidences, and supports. Then, the class provided them some various model of feedback: direct, indirect and metalinguistic and sources of feedback: lecturer, peer, and self. Based on the preliminary study conducted on December 26, 2017; it revealed that the students got difficulties in writing essays. For example, they still made some grammatical errors such as agreements between subject and verb, fragments, run on sentences, misspelling, and punctuations; and they got difficulties in organizing ideas, and establishing coherence and unity. Based on the questionnaire result, most students needed feedback to improve better on their writing skills.

### **1.3 Research Problems**

Referring to the background of the study, the research problems are formulated as below.

1. How do the lecturer of IAIN Palangka Raya and his students' perception on written corrective feedback in argumentative texts?
2. How do the lecturer and his students plan on implementing written corrective feedback in argumentative texts?
3. How do the lecturer and his students practice written corrective feedback in argumentative texts?
4. How is the learners' progress in argumentative texts class: before, during and after the implementation of written corrective feedback?
5. How does students' cultural background influence toward their preference on written corrective feedback in argumentative texts?
6. How does written corrective feedback contribute to students in argumentative texts considering their different cultural backgrounds?

### **1.4 Objectives of the Study**

Based on the problems of the study, the aims of the research are described as below.

1. To analyze students' argumentative texts in order to explain the way the lecturer of IAIN Palangka Raya and his students' perception on written corrective feedback.
2. To analyze students' argumentative texts in order to explain the appropriate strategy throughout the lesson plan written by lecturer in implementing written corrective feedback.
3. To analyze students' argumentative texts in order to explain the way they write and revise in the learners' essay by using written corrective feedback.
4. To analyze students' argumentative texts in order to explain the learners' progress in argumentative texts class: before, during and after the implementation of written corrective feedback.

5. To analyze students' argumentative texts in order to explain the way the students' cultural background influence on their preference written corrective feedback.
6. To analyze students' argumentative texts in order to explain the great area contribution of written corrective feedback by considering their different cultural backgrounds.

### **1.5 Significance of the Study**

This study explores the progressive impact of feedback in L2 Writing at English Department of IAIN Palangka Raya 2017/2018 academic year. This research gives practical, theoretical, and pedagogical significance.

The way the lecturer of IAIN Palangka Raya and his students' perception on written corrective feedback in argumentative texts is explained so that theoretically a study of students and lecturer' perception on feedback gives theoretical contribution to the body of knowledge; practically the result of the study can be used as a practice of students' perception on feedback. Here, it provides students' attitude on written corrective feedback; and pedagogically it helps the lecturer to see students' perception on feedback.

The appropriate strategy throughout the lesson plan written by lecturer in implementing written corrective feedback in argumentative texts is explained so that theoretically it gives a model of planning and practicing written corrective feedback; practically it gives a model of planning and practicing written corrective feedback; and pedagogically it also gives a model of students and lecturer' plan to provide written corrective feedback.

The way they write and revise in the learners' essay by using feedback in argumentative texts is explained so that theoretically it gives a model of students and lecturer' practice feedback and support the theory of feedback; practically, the findings can produce empirical data on the practice of feedback in writing multicultural class; and pedagogically, the practice of written corrective feedback will give benefits to both lecturers and students in writing class. It gives a teaching experience about the whole procedure of practicing feedback. Both lecturer and students can determine, which errors they wanted to correct, how they

wanted to correct them and when they were planning to make the correction as a part of the learning process using written corrective feedback.

The learners' progress in essay writing class: before, during and after the implementation of feedback is explained so that theoretically it also can be used as a reference study of the learners' progress in essay writing class: before, during and after the implementation of written corrective feedback. Some of the previous studies show that feedback gives benefits to students' writing ability; practically the results can be used as a study of exploring the learners' progress in L2 essay writing class, before, during and after the implementation of feedback. Some of the previous studies show that written corrective feedback gives effect to students' writing ability; and pedagogically by explaining the learners' progress in L2 essay writing class, before, during and after the implementation of feedback, the lecturer can use feedback as a model to increase learners' grammatical accuracy in writing.

The way the students' cultural background influence on their preference feedback is explained so that theoretically it also provides the influence of feedback on the students' cultural background; practically it also provides the influence of feedback on the students' cultural background; and pedagogically the result of the study provides the impact of feedback on the students' cultural background, the lecturer will be aware of the difference cultural background of the students when she or he gives treatment on written corrective feedback to the learners.

The great area contribution of written corrective feedback by considering their different cultural backgrounds is explained so that theoretically the contribution area of feedback to the students' writing improvement; practically the contribution area of feedback to the students' language improvement; and pedagogically the study also investigates the contribution area of written corrective feedback to the students' language improvement. It is hoped that the lecturer can improve the teaching quality and decrease the errors on the students' writing. The result of the study can also affirm that feedback is an important part in EFL learning process. To conclude, by providing written corrective feedback,

lecturers assist students see what they have done and what can be improved better for their writing product. Lecturers also pay attention to the learners' feelings on the feedback given, so that it strengthens their motivation.

### **1.6 Scope and Limitation of the Study**

This research belongs to case study, since it is aimed at exploring cultural phenomena where the researcher observes society (class member). This study is restricted on exploring the progressive impact of feedback implemented to EFL learners in L2 writing multicultural class. The study focuses on the argumentative essay as proposed by Smalley (2008). Meanwhile, written corrective feedback applied in this study are direct, indirect, and metalinguistic as proposed by Ellis (2009). In line with the source of feedback, the researcher uses lecturer, peer, and self, as proposed by Bitchener and Ferris (2012). The areas of revision applied in the study are content, language forms, and organization, as proposed by Bitchener, Basturkmen, and East (2010).

Some definitions of key terms are applied in the current research.

Progressive Impact is constituting an educational theory marked by emphasis on the individual child, informality of classroom procedure, and encouragement of self-expression (Merriam Webster Dictionary). According to Oxford Dictionary, progressive is a happening or developing gradually or in stages. Meanwhile, according to Cambridge Dictionary, impact is a powerful effect that something, especially something new, has on a situation or person. The word impact is used in the sense of 'influence'. In present study, progressive impact refers to developing gradually on the L2 learners' progress on their writing ability because of the influence of treatment given by the lecturers.

Corrective feedback is a kind of written feedback made by the EFL lecturer to improve grammatical accuracy (Ducken, 2014). In addition, some linguists such as Sheen, Wright, & Moldawa (2009), and Wang & Loewen (2015) have same definition about 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.

Writing is something associated with word choice, use of appropriate grammar, syntax (word order), mechanics, and organization of ideas into a coherence and cohesive form. Writing also includes a focus on audience and purpose (Gebhard, 2000). Moreover, Gould, DiYanni, and Smith (1989) states that writing is a series of related text-making activities: generating, arranging and developing ideas in sentences: drafting, shaping, rereading the text, editing, and revising. 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. In my opinion, writing activities of making texts include: generating ideas, arranging and developing ideas in sentences: drafting, shaping, revising and editing. In the present study, writing refers to the students' writing on argumentative texts.

Cultural background is the context of someone's life experience as shaped by membership in groups based on ethnicity, race, gender, and geographical area (Thomas, 2015). Meanwhile, Koh (2009) defines cultural background as the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought. In the current study, cultural background refers to the students' cultural background of three different ethnic groups: Javanese, Banjarese, and Dayaknese.

EFL class defines as an English class in which English as studied by people who live in places where English is not the first language, such as Saudi Arabia and Indonesia (Gebhard, 2000). Meanwhile, according to Lake (2016), EFL is where the teacher teaches English to students in a country where English isn't the native language. For example, a Chinese student learning English in China would fall under this category. Oxford University (2011) defines EFL classroom is an English class in a country, in which English is not the dominant language. In the present study, EFL class refers to EFL writing class that is provided for the third semester students, that is one of the obligatory classes in designing to provide the students to write in English.

Multicultural class is an educational philosophy that focuses on celebrating cultural differences while also recognizing the importance of challenging all forms of discrimination based on race, gender, age, religion, ability or sexual orientation (Firestone, 2010). In addition, according to Covert (2000), creating a multicultural classroom in a transparent way prompts student to think about their own upbringing and values while interacting with other students who are immersed in a similar task. Based on this viewpoint, cultural differences and family background could help effective learning for students of diverse backgrounds, such as Javanese, Banjarese, and Dayaknese.

### **1.7 Outline of the Dissertation**

This dissertation covers introduction, review of related literature, methodology of research, findings and discussion, and conclusion and suggestion.

First, introduction begins with an introduction to the research where the aim is described and important concepts are explained. As a background, the need of feedback in L2 writing multicultural class explored and issues in the documents related to written corrective feedback and process writing are presented. These documents are the foundation for the way the study is conducted and therefore, they are vital in this study.

Chapter II presents an overview of the literature consisting of review of previous studies on feedback in L2 writing class, review of theoretical background feedback in L2 writing, and framework of the present study.

Chapter III discusses methodology. It covers research assumptions, design of research, subjects of the study, role of the researcher, types of data, research instruments, data collection procedures, procedures of reporting the results, and triangulation. Here, the researcher discusses the research method to respond the research problems, the instruments to gather data, and the way to analyze data.

Chapter IV presents the results and discussion. This section covers; the students and teacher's perception, plan, practices toward feedback in L2 writing; the learners' progress in L2 essay writing multicultural class; the students' cultural background influence feedback in L2 writing; and the great area contribution of feedback to the students in L2 writing.

Chapter V discusses conclusions and suggestions based on the results and discussions. The conclusions relate with the results of the research results and the suggestions are intended to the EFL writing learners, the EFL writing teachers, and other future researchers on written corrective feedback in L2 writing class.

## **CHAPTER II**

### **REVIEWS OF RELATED LITERATURE, THEORETICAL REVIEWS, AND THEORETICAL FRAMEWORK**

This chapter discusses some items namely review of previous studies; theoretical reviews contains written corrective feedback, participants in the correction process, argumentative writing, and influence of cultural background in L2 writing; and theoretical framework.

#### **2.1 Review of Previous Studies**

Some researches on exploring the application of feedback in L2 writing have been explored. These studies cover the perceptions, planning, practice, progress, influence, and contribution of feedback in L2 writing. In my view, perception on discussing the implementation of feedback in L2 writing cannot be separated from the learners and lecturer's perception. Here, the learners and lecturer's perception are one of the research problems in the present research. Perception is the procedure of recognizing, organizing, and interpreting information to give meaning to the environment (Ward, Grinstein, & Keim, 2015). Therefore, it is necessary to review the learners and lecturer's perception on feedback to have further knowledge on the implementation of feedback.

Studies on perception have been conducted (see e.g. 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 respondents 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 learners perceived their teachers' feedback as helpful, very crucial for the language accuracy. Moreover, Erkkilä (2013) and Tangkiengsirisin & Kalra (2016) provided different systems of error and feedback categorization to

help research the properties of language teachers' feedback outcome in student papers, and Chung (2015) indicated that learners react in favor of direct feedback to their composition. 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. It is Amara (2015)' study because her study was somewhat similar to the one presented. It investigated learners' perceptions and preferences of written corrective feedback in an L2 context. The fundamental differences between this study and Amara's study are: a) this research attempts to explore the learners' perception on teacher, peer, and self- feedback; and the teacher's perception on feedback they give to learners; and b) the subjects in Amara's study from Arab whereas in this study they are Indonesian learners, especially from Javanese, Banjarese, and Dayaknese students. In addition, Amara's study gives a broader knowledge on learners' perception on the implementation of various model of written corrective feedback in L2 writing.

Studies on teacher' influence perception have been conducted (see e.g. Kartchava, 2016; Orts Soler, 2015; Vyatkina, 2011; Anglesa & Multiling, 2016; Jodaie, Farrokhi, & Zoghi, 2011; and Rejab, Ismail, & Jamaludin, 2015). Learners' beliefs about corrective feedback on perspectives from two international contexts (Kartchava, 2016). The finding revealed that the respondents in both contexts felt that written corrective feedback should be conducted. Then, Orts Soler (2015) concluded that age and proficiency level are variables, which affect these attitudes and preferences. Then, Vyatkina (2011) found that feedback on holistic aspects is expanding. Teachers' perception does not coincide with what learners expect from their teachers, Anglesa & Multiling (2016) captured teachers must evaluate learners' expectations regarding feedback as knowing preferences can be beneficial for both parties. Moreover, providing different systems of error and feedback categorization to help research the properties of language teachers' feedback outcome in student papers (Jodaie, Farrokhi, & Zoghi, 2011). Furthermore, Rejab, Ismail, & Jamaludin (2015) provided that teacher feedback provided verbally, written and nonverbal. Evans, Hartshorn, & Tuioti (2010)

knowing teachers' view on feedback is principle to understand the place of feedback in L2 writing pedagogy and feedback is implemented in L2 teachers. One out of those studies above has been selected. It is Vyatkina (2011)' study, since this study gave a complete analysis on learners' perception of written corrective feedback.

Studies on influence perception have also been conducted (see e.g. Fithriani, 2017; Susanti, 2013; Mohammad & Abdul Rahman, 2016; and Chen, Nassaji, & Liu, 2016). Fithriani (2017) the finding showed that learners' perception on feedback indicated three advantages; improving quality of writing, encouraging critical thinking, and increasing learners; independency. Susanti (2013) explored the L2 learners' perception on the effect feedback practices in a L2 writing class. Mohammad & Abdul Rahman (2016) found that most students want lecturers corrected the mistakes on their writing. Identifying error is the most helpful type of feedback, and they have a positive perception on feedback using comment. Then, Chen, Nassaji, & Liu (2016) examine learners' perception 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. It is Chen, Nassaji, & Liu (2016)' study. It investigates students' perception and preferences of written corrective feedback in an EFL context. The main differences between this study and Chen's are: a) that this study explores the learners' perception on teacher, peer, and self-written corrective feedback; and the teacher's perception on feedback they give to students; and b) the subjects in Chen's study from Chinese learners whereas in this study they are Indonesian learners, especially from Javanese, Banjarese, and Dayaknese students. In addition, those studies give a broader knowledge on students' perception on the implementation of various model of written corrective feedback in L2 writing.

Different with studies above, and it is the novelty of this study, the present study explores the students' perception on the implementation of various model of

feedback in L2 multicultural writing class at English Department of IAIN Palangka Raya 2017/2018 academic year dealing with the first research question. The types of feedback are direct, indirect and metalinguistic using teacher, peer and self. The respondents of this research consist of Javanese, Banjarese, and Dayaknese students. Those ethnics have different culture, custom, race, values and mother tongue. Dayaknese students, for example, had several unique such: openness, respectful, diligent, and hard worker. Meanwhile, Banjarese students also had several unique characteristics such as carefulness, diligent, responsible, hard worker and wise. Then, several unique characteristics owned Javanese students were polite and friendly, carefulness, indirectness, respectful, and hard worker. All characteristics above were required by every student to learn. Based on those unique characteristics, the recent study observed the implementation of feedback for those ethnics in L2 writing class.

Exploring the usage of feedback in L2 writing cannot be separated from the planning on feedback in L2 writing. Here, the teacher and learners' planning are important, since planning is a next step to start written corrective feedback. Here, the teacher and students' planning on written corrective feedback will be elaborated in the current study. Therefore, it is necessary to review the teacher and learners' planning on feedback in order to have further understanding on the implementation of feedback. The following studies are strongly relevant to my study in terms of understanding the learners' perception on feedback in L2 writing, the way to make questionnaire on learners' perception, and the way how to analyze the data.

Studies on planning of written corrective feedback in L2 writing have been conducted (see e.g. Al-bakri, 2015; Fong, Wan-Mansor, & Salam, 2014; Lavolette, 2015; Mubaro, 2012; and Wijayanti, Linggar Bharati, & Mujiyanto, 2015). For example, Al-bakri (2015) students' perception towards feedback can cause negative impact on language instructors. Different with his result, students tend to completely depend 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 feedbacks indicate few writing errors. With proper

training, Lavolette (2015) argued that criterion can assist students correct their errors. In addition, Mubaro (2012), and Wijayanti, Linggar Bharati, & Mujiyanto (2015) written feedback improved students' writing skill in correct grammar through the regular practices. One out of those studies above has been selected. It is Al-bakri (2015)' study, since this study is recent and describe clearly on teachers' plan on feedback in writing class.

Studies on planning of feedback in L2 writing have also been conducted (See e.g. Horbacauskiene & Kasperaviciene, 2015; Han & Hyland, 2015; and Sia & Cheung, 2017). Horbacauskiene & Kasperaviciene (2015) found that frequent writing exercises gave little influence on learners' writing. The results revealed that indirect feedback with a clue was liked by participants. Concerning with teachers, Han & Hyland (2015) stated that the teachers should know on students' backgrounds, and beliefs. The study by Sia & Cheung (2017) found that feedback is more useful when it is used together with collaborative assignments. The main differences between this study and Horbacauskiene & Kasperaviciene (2015) and Han & Hyland (2015)'s are: a) that this study seeks to explore the teacher's plan in implementing written corrective feedback at L2 writing class; and b) the subjects in this study are Indonesian learners, especially from Javanese, Banjarese, and Dayaknese students. In addition, those studies give a broader knowledge on the lecturer and learners' plan in the implementation of feedback in L2 writing. One out of those studies above is chosen for some reasons: a) it is innovative and update, b) it has appropriate design, and c) it gives relevancy to the recent study, especially in research question number two. It is (Horbacauskiene, Jolita & Kasperaviciene, Ramune, 2015). The study was somewhat similar to the one presented. The study investigated the teachers' plan in implementing written feedback in writing class.

This study differs from those study. This study explores the teachers and learners' planning of feedback in L2 multicultural writing class at English Study Program of IAIN Palangka Raya 2017/2018 academic year to answer the second research question. The types of feedback that will be explored are direct, indirect



and metalinguistic written corrective feedback using teacher, peer, and self. The respondents of the study consist of Javanese, Banjarese, and Dayaknese students.

Exploring the implementation of feedback in L2 writing cannot be separated from the practice of feedback in L2 writing, since practice is a main step to implement 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.

Studies on practice of feedback in L2 writing class have been investigated (see e.g. Mahmud, 2016; Gitsaki, 2010, Lee, 2014; Guénette & Lyster, 2013; and Cánovas Guirao, Roca de Larios, & Coyle, 2015). Mahmud (2016) investigated on the practice of feedback types by ESL Teachers. Then, Gitsaki (2010) revealed that metalinguistic and repetition feedback generally led to successful. Moreover, Lee (2014) suggested feedback innovation in EFL contexts. In addition, Guénette & 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 Cánovas, Roca, & Coyle (2015) found that proficiency levels 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. It is Lee (2014). The study is somewhat similar to the one presented. The study investigated the teachers' practice in implementing feedback in L2 writing class.

Studies on practice of feedback in L2 writing have been conducted (see e.g. Kang & Han, 2015 Othman & Mohamad, 2009; Li, 2012; Mufiz, Fitriati, & Sukrisno, 2017; Aridah & Salija, 2017; and Li & He 2017). Feedback can improve grammatical accuracy in ESL writing (Kang & Han, 2015). Furthermore, Othman & Mohamad (2009) suggested that written feedback should be given oral comments. Contrast with them, Li (2012) written feedback did not give improvement. Again, Mufiz, Fitriati, & Sukrisno (2017) collaborative pairs and expert/novice pairs had better second writings. In addition, Aridah, Atmowardoyo,

& Salija (2017) both teachers and learners preferred to direct feedback; however, learners liked better to have direct feedback. Moreover, Li & He (2017) found that indirect feedback is liked better by most Chinese learners. Two out of those studies above were selected for some reasons: a) they are innovative and update, b) they have appropriate method, and 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 feedback in an L2 context. The principle differences this study and those studies are: a) that this research seeks to investigate the practice of some models of feedback in L2 writing, namely, teacher, peer, and self-written corrective feedback; b) the subjects in both studies from Arab and Chinese learners whereas in this study, they are Indonesian learners, especially from Javanese, Banjarese, and Dayaknese students. In addition, those studies are strongly relevant with the proposed study in giving description on the practice of feedback in L2 writing; and c) this study explores the practice of feedback in L2 multicultural writing class at English Department of IAIN Palangka Raya 2017/2018 academic year to answer the third research question. The feedback that will be investigated are direct, indirect and metalinguistic feedback using teacher, peer, and self. Those ethnics have different culture, custom, race, values and mother tongue.

Talking the implementation of written corrective feedback in L2 writing cannot be separated from exploring the learners' progress in L2 essay writing class, before, during and after the implementation of feedback. Here, the learners' progress in L2 writing class using feedback will be explored, since exploring learners' progress is very important to decide the influence of feedback in L2 writing. It is also one of indicators that the implementation of feedback in L2 writing is useful or not. Consequently, it is needed to review the impact of written corrective feedback to have a broader knowledge on the implementation of written feedback.

There are some researches investigating the learners' progress in L2 writing class using feedback. In the study, the researcher divides into several aspects: (a) a

typology of feedback as proposed by (Ellis, 2009), and (b) the source of feedback, the researcher will use teacher, peer, and self-feedback, as proposed by Bitchener & Ferris (2012). Studies on typology of feedback on oral versus written have been conducted (see e.g. Tonekaboni, 2016; Karim, 2013; Mubarak, 2013; Sobhani & Tayebipour, 2015; and Amirghassemi, Azabdaftari, & Saeidi, 2013). Tonekaboni (2016) found that oral feedback is more useful. Then, Karim (2013) on the impact of direct and indirect feedback. Mubarak (2013) also revealed that written corrective feedback assisted L2 learners. Moreover, Sobhani & Tayebipour (2015) revealed that three types of feedback were significantly effective in L2 writing, one of them was the effect of scaffold vs un-scaffold by Amirghassemi, Azabdaftari, & Saeidi (2013). One out of those studies above has been selected. It is Mubarak (2013)' study, since it gives relevancy to the present study.

Studies on the influence of coded and un-coded feedback have been conducted (see e.g. Ahmadi-Azad, 2014; Saukah, Dewanti, & Laksmi, 2017; Gholaminia, Gholaminia, & Marzban, 2014; Simard, Gu nette, & Bergeron, 2015; and Azizi & Sorahi, 2014). Ahmadi-Azad (2014) revealed that coded feedback gives positive effect on students' accurate grammar. Moreover, Saukah, Made, Dewanti, & Laksmi (2017) suggested that teachers employ Coded-Correction Feedback when giving written corrective feedback. Then, Gholaminia, Gholaminia, & Marzban (2014) revealed that the experimental group outperformed better than the traditionally-instructed control group in their post-test. Simard, Gu nette, & Bergeron (2015) showed that although the participants understood the written corrective feedback, some corrections led to erroneous hypotheses. Furthermore, there seemed to be differences in the respondents' verbalizations. Azizi, Behjat, & Sorahi (2014) found that metalinguistic feedback made learners become aware of language errors. One out of those studies above has been selected. It is Azizi, Behjat, & Sorahi (2014)' study, since it has strong relevance to the proposed study.

Studies on the impact of coded and un-coded feedback have been conducted (see e.g. Shintani & Ellis, 2013; AbuSeileek & Abualsha'r, 2014; Mansourizadeh & Abdullah 2014; Ferris & Roberts, 2001; and Chandler, 2003). Shintani & Ellis

(2013) metalinguistic explanation assisted to develop L2 students' explicit knowledge. AbuSeileek & Abualsha'r (2014) students in the recast treatment improved better than others. Mansourizadeh & Abdullah (2014) indicated that all groups improved better their writing accuracy. Then, Ferris & Roberts (2001) revealed that both more explicit and less explicit feedback assisted learners make improvement on writing accuracy. Then, Chandler (2003) found that the experimental group, outperformed better than the control group. One out of all studies above was chosen for some reasons: a) it is recent and innovative, b) it has an appropriate method, and design, c) it has a various influential findings and e) it has high relevancy to the recent study, especially in research question number four. Ferris and Roberts (2001)' study is somewhat similar to the one presented. The study investigated students' the practice of written corrective feedback in an EFL context. The principle differences between my study study and Ferris and Roberts (2001)' studies are: a) that my study explores the learners' progress of using written corrective feedback in L2 writing; b) the subjects in both studies from California State University, Sacramento and Arab learners whereas in my study they are Indonesian learners, especially from Javanese, Banjarese, and Dayaknese students. In addition, those studies are relevant with the proposed study in giving description on the effect of written corrective feedback in L2 writing; and c) this study explores the learners' progress in L2 writing using feedback in L2 multicultural writing class at English Department of IAIN Palangka Raya 2017/2018 academic year to answer the fourth research question.

Studies on the influence of feedback have been conducted (see e.g. Bitchener, Young, & Cameron, 2005; Suzuki, 2012; and Shirazi & Shekarabi, 2014). In addition, Bitchener, Young, & Cameron (2005) revealed that combining direct corrective feedback was useful to improve grammar accuracy. Next, Binglan and Jia (2010) inferred that mixing direct feedback with explicit written explanation assisted learners increase writing accuracy. Suzuki (2012) found that there is a significant improvement as learners managed to revise and correct their errors. Van Beuningen, De Jong, & Kuiken (2012) revealed that direct and indirect feedback was useful. Then, Shirazi & Shekarabi (2014) found that direct

feedback improved the learners' composition skills in linguistic aspect. One out of those studies above has been selected. It is Bitchener, Young, & Cameron (2005)' study, since it reaches important influential results and it gives strong relevance to this study.

Studies on the effect of written feedback conducted (see e.g. Mirzaii & Aliabadi, 2013; Shintani, Ellis, & Suzuki, 2014; Vyatkina, 2010; Jiang & Xiao, 2014; and Hartshorn, 2015). Mirzaii & Aliabadi, (2013) found that direct was more helpful than indirect feedback. Shintani, Ellis, & Suzuki (2014) found that direct feedback is more helpful. Jiang & Xiao (2014) found that direct correction and direct metalinguistic correction benefited explicit and implicit knowledge. Some researchers relate the advantages in using direct corrective feedback; Hartshorn (2015) their study observed dynamic feedback on rhetorical appropriateness. One out of those studies above has been selected. It is Jiang & Xiao (2014)' study, since it is innovative and it has high relevancy.

Studies on the effect of feedback also conducted (see e.g. Stefanou & Révész, 2015; Mawlawi Diab, 2015; and Han, 2012). Stefanou & Révész (2015) found that respondents with higher grammatical sensitivity evidenced more likely to achieve gains in the direct feedback, Mawlawi Diab (2015) revealed that at the delayed post-test, there was no significant difference among the groups in pronoun agreement errors, and Han (2012) found that direct feedback can significantly increase learners' use of simple past tense. One out of those studies above has been selected. It is Mawlawi Diab (2015)' study, since it is innovative and it has high relevancy.

Studies on the effect of feedback were conducted (see e.g. Sheen, 2007; Daneshvar & Rahimi, 2014; Farrokhi & Sattarpour, 2012; and Moazamie & Mansour, 2013). Sheen (2007) found that written feedback improved learners' accuracy. Daneshvar & Rahimi (2014) the lasting effect of recast was more helpful. Farrokhi & Sattarpour (2012) focused feedback is more powerful than unfocused feedback. Moreover, Moazamie & Mansour (2013) found that there is no difference between EA-based and CA- based error correction. Maleki & Eslami (2013) revealed that the recipients of feedback achieved better than those

in the control group. One out of those studies above has been selected. It is Maleki & Eslami (2013)' study, since it has influential results and it has relevancy to the recent study, especially in research question number three.

Studies on the effectiveness of feedback have also been conducted (see e.g. Zabor & Rychlewska, 2015; 서보람, 2014; Wawire, 2013; Van Beuningen, De Jong, & Kuiken, 2008; and Kurzer, 2017). Zabor & Rychlewska (2015), revealed that feedback improved the learners' accuracy. Then, 서보람 (2014) revealed that direct feedback was better than indirect feedback. In addition, Wawire (2013) indicated that students appreciate and prefer feedback structured within the sociocultural framework. The results showed that they value feedback as a dialogic process and would like it to be conferred individually by a more knowledgeable peer. They appreciate it if their teachers focus on one type of error at a time and also if assistance is withheld once they achieve autonomy, and Van Beuningen, De Jong, & Kuiken (2008) revealed that corrective feedback can be effective in improving students' accuracy. Then, Kurzer (2017) found that direct feedback was helpful to improve linguistic accuracy. One out of those studies above has been selected. It is Zabor & Rychlewska (2015)' study, since it is innovative and update and it is relevant to the proposed study.

Studies on the influence of feedback were conducted (see e.g. Farjadnasab & Khodashenas, 2017; Amirani, Ghanbari, & Shamsoddini, 2013; Jamalinesari, Rahimi, Gowhary, & Azizifar, 2015; and Kassim & Ng, 2014). Farjadnasab & Khodashenas (2017) revealed that direct feedback gives facilitative effect on students' writing accuracy. Then, Amirani, Ghanbari, & Shamsoddini (2013) considered to be helpful in methodological issues related to writing ability. Then, a study by Jamalinesari, Rahimi, Gowhary, & Azizifar (2015) revealed indirect feedback improved better. Kassim & Ng (2014) also found that between the unfocused and focused feedback, there was no difference. One out of those studies above has been selected. It is Kassim & Ng (2014)' study, since it is innovative and it is relevant to the recent study.

Studies about the effect of written corrective feedback were conducted (see e.g. Poorebrahim, 2017; Frear & Chiu, 2015; Moini, & Salami, 2013; Esther Lee,

2013; and Rummel & Bitchener, 2015). Poorebrahim (2017) found that more explicit feedback is better for revising purposes. Frear & Chiu (2015) found that focused and unfocused indirect feedback were unable to notice the target structure. Moini & Salami (2013) found that unfocused group achieved better accuracy. Lee & Jeong (2013) found that the most type of feedback was recasts. Then, Rummel & Bitchener (2015) found that feedback groups showed significant improvement while the control group did not. One out of those studies above has been selected. It is Rummel & Bitchener (2015)' study, since it is innovative and it has high impact on results.

Studies on the influence of feedback were conducted (see e.g. Panova & Lyster, 2002; Esfandiar, Yaqubi, & Marzban, 2014; Coomber, 2016; Ze & Gholam, 2014; and Alnasser & Alyousef, 2015). Panova & Lyster (2002) revealed a preference for implicit types of reformulated feedback, namely, recasts and translation. Esfandiar, Yaqubi, & Marzban (2014) found that each of feedback outperformed the control group. Then, Coomber (2016) found that feedback gives a lot of improvement to the learners' composition. Moreover, Ze & Gholam (2014) revealed a significant impact for feedback types on the accuracy. Again, Alnasser, & Alyousef (2015) found that the respondents had a preferred for receiving peer feedback. One out of those studies above has been selected. It is (Alnasser & Alyousef (2015)' study, since it is innovative and it is relevant to the current study. In addition, this study gives a broader knowledge on corrective feedback.

Studies on the influence of feedback were conducted (see e.g. Nassaji, 2011; Sayyar & Zamanian, 2015; Liu, 2016; Amrhein, & Nassaji, 2010; Made & Wuli Fitriati, 2017; and Ali & Mujiyanto, 2017). Nassaji (2011) suggest that the level of its effects probably differ for different linguistic targets. Moreover, Sayyar & Zamanian (2015) found that there are differences between learners and teachers' opinions relating with the amount of feedback. Liu (2016), and Amrhein & Nassaji (2010) investigated the learners' perception on feedback and they found that perceive the usefulness of different types and amounts of written corrective feedback. Then, Made & Wuli Fitriati (2017), and Ali & Mujiyanto (2017) stated

that positive politeness strategies appeared more frequently than negative politeness strategies. One out of those studies above has been selected. It is Nassaji (2011)' study, since it is innovative and it is relevant to the present study.

Studies on the influence of feedback were conducted (see e.g. Saeb, 2014; Sonja, 2013; Kao, 2013; and Blomberg, 2015). The researches in Focused corrective feedback conducted by Saeb (2014). She revealed that focused group improved better than unfocused and control groups. Sonja (2013) indicated that focused written corrective feedback was useful in improving writing accuracy. Then, Kao (2013) found that 95% confident that direct correction has a positive effect. Blomberg (2015) found that the students appreciated the written corrective feedback they received and the vast majority thought that it had helped them, even if their results did not reflect this. One out of those studies above has been selected. It is Blomberg (2015)' study, since it is innovative and it has high relevancy to the proposed study.

Studies on the source of feedback have been conducted (see e.g. Ruegg, 2014; Shahrani, 2013; Kahyalar & Yilmaz, 2016; Black & Nanni, 2016; and Rahimi, 2015). Ruegg (2014) found that the assessment of the feedback given by peers' results in better peer feedback both quantity and quality. Here, the source' research of feedback from teacher feedback; Shahrani (2013) mismatches were caused by the lack of awareness about written corrective feedback practices because of the university's requirements. Kahyalar & Yilmaz (2016), and Black & Nanni (2016) the most explanation for the teachers' preferences was the development of metacognitive skills. Here, the source' research of feedback from self- feedback; Rahimi (2015) there is a high correlation between field independence style and the students' successful in the subsequent writings. One out of those studies above has been selected. It is Rahimi (2015)' study, since it is innovative and it is relevant to the recent study.

Studies about the source of feedback have been conducted (see e.g. Mollestam & Hu, 2016; Nakanishi, 2007; Hastuti, 201; and Prabasiwi, 2017). Mollestam & Hu (2016), and Nakanishi (2007) the teachers believe written corrective feedback cannot be replaced in language learning and useful in revising



their drafts. 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.

Exploring the implementation of feedback in L2 writing cannot be separated from the influence of learner's cultural background in implementing feedback in L2 writing. Here, the impact of learners' cultural background in implementing feedback in L2 multicultural writing class is one of the research questions in the present study, since the influence of learners' cultural background in implementing feedback in L2 multicultural writing class is a part of the research objectives in this study. Here, the influence of learners' cultural background in implementing written corrective feedback will be elaborated in the present study. Consequently, it is a need to review the influence of feedback related to students' cultural background in order to have further understanding on the implementation of feedback.

Studies on the influence of feedback in L2 writing were also conducted (see e.g. Van Beuningen, 2010; Shirazi & Shekarabi, 2014; Jokar & Soyooof, 2014; Fredriksson, 2015; Kuncoro & Sutopo, 2015; and Miranti & Mujiyanto, 2016). Van Beuningen (2010) found that feedback has the ability to foster SLA. Then, a study conducted by Shirazi & Shekarabi (2014) revealed that direct feedback improved the linguistic aspect of students' essays. Moreover, Jokar & Soyooof (2014), revealed that the participant displayed more absorption of the grammatical feedback. In addition, Fredriksson (2015) the complexity of L2 learners' participation utterances are influenced by group formation. Kuncoro & Sutopo (2015), and Miranti & Mujiyanto (2016) revealed that linguistic choices are affected by the sociocultural backgrounds. One out of those studies above has been selected. It is Miranti & Mujiyanto (2016)' study, since it is relevant to the current study and it has a sound methodology. In addition, this study gives a broader knowledge in giving further explanation on the influence of various model of written feedback in L2 writing. Different with the study above, the researcher explores the influence of feedback in L2 writing at English study

program students to answer the fifth research question. The types of feedback that will be explored are direct, indirect and metalinguistic written feedback.

Exploring the implementation of feedback in L2 writing cannot be separated from the contribution of feedback in L2 writing. Here, the contribution of feedback is explored, since the contribution of feedback related to students' language improvement is a part of the research objectives in this study. Here, the contribution of feedback will be elaborated in the present study. Consequently, it is a need to review the contribution of feedback in order to have further understanding on the implementation of feedback.

Studies on the contribution of feedback in L2 writing were conducted (see e.g. Kazemipour, 2014; Bitchener & Knoch, 2010; Moradian, Miri, & Hossein Nasab, 2017; and Dilâra & Mirici 2017). Kazemipour (2014) indicated that indirect feedback functions better than direct feedback. This study is well researched, with appropriate conclusions on feedback in L2 writing. It is directed at the appropriate audience, meeting the purpose. Moreover, Bitchener & Knoch (2010) stated that the experimental groups contained less errors. Furthermore, Moradian, Miri, & Hossein Nasab (2017) argued that producing written language proved to be more effective than direct feedback. In addition, Dilâra & Mirici (2017) stated that written corrective feedback was helpful for them. One out of those studies above has been selected. It is Dilâra & Mirici (2017)' study, since it is relevant to the current study and it has a sound methodology. In addition, this study gives a broader knowledge on exploring the contribution of feedback in L2 writing.

Those studies are very relevant with this proposed study in explaining the contribution of various model of feedback in L2 writing. Different with studies above, the researcher explores the students' cultural background influence feedback in L2 writing to answer the six research questions.

## **2.2 Theoretical Review**

In the following part, there is a discussion on the main theories, which includes written corrective feedback, participants in the correction feedback, EFL writing, and cultural background.

### ***2.2.1 Written Corrective Feedback***

There are some experts give definitions about feedback. Feedback is a term used in applied linguistics to describe the various strategies a teacher may use to give correction on a student's composition. In this case, Ducken (2014) stated that feedback is a written feedback, which was made by the teacher to improve grammatical accuracy. In addition, Mubaro (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 feedback might be focused on organization, content, grammar, and mechanic. According to Sheen et al (2009), Wang & Loewen (2015) define corrective feedback as data addressed to learners about grammatical error, which they made.

In the view of Hattie and Timperley (2007), feedback is "information given by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding" (p.81). Hattie and Timperley (2007, p. 81) furthermore stated that feedback is "a consequence of performance". More specific definitions of feedback are directed to language teaching and learning. Richards & Schmidt (2002) define feedback as comments or information that a learner receives from the teacher or other persons regarding the success of a learning task or a test. This definition is more positive in that it does not address the unsuccessful performance of the students in which the teacher needs to give feedback in the form of correction so that they can achieve success. In writing, feedback is defined as input given by a reader to a writer with the effect of providing information to the writer for revision. It includes "comments, questions, and suggestions that a reader gives to a writer to produce 'reader-based prose' (Flower, 1979). Feedback has particular characteristics which makes it worthy of application. According to Hyland & Hyland (2006) written feedback gives them new ideas and makes them understand what the lecturer wants. Written feedback provided has a great effect on the students' writings and also on their attitude towards writing.

In the present study, I refer to the theory from Ducken (2014) in the purpose of improving grammatical accuracy. In my view, written corrective feedback is a teacher written response to grammatical errors in the text made by L2 learners. The goal of feedback is to train writing skills in helping EFL learners to improve their writing quality.

#### 2.2.1.1 Typology of Written Correction Feedback Types

Ellis (2009) identifies six different methods for providing corrective feedback: Direct, Indirect, Focused and Unfocused, Metalinguistic, Electronic, and Reformulation. Here is a typology of feedback types proposed by Ellis (2009) as described in Table 2.1.

Table 2.1. Typology of Written Correction Feedback Types

No	Types of Written Correction Feedback	Description
1	Direct Corrective Feedback	The teacher gives correction to the student with the correct form.
	Indirect Corrective Feedback	The teacher gives correction by showing that an error exists but does not give the correction.
2	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.
	Metalinguistic Corrective Feedback	The teacher provides some kinds of metalinguistic clue as to the nature of the error.
3	a. Use of error code	Teacher writes codes in the margin
	b. Brief grammatical descriptions	Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
	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.
4	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.

The explanation of six models of written corrective feedback are as follows.

(1) Direct Feedback. Direct feedback is the feedback provided by the teacher by showing the correct form of language while indirect feedback is the feedback given by the teacher by indicating the errors students make but not correcting them (Ellis, 2009). Direct feedback according to Ferris (2006, p. 83) may take the form of crossing out the mistakes and then providing the correct form around the error, while indirect feedback may take the form of “underline, circle, code, or other mark – but does not provide the correct form, leaving the students to solve the problem that has been called to his or her performance” The issue whether feedback should be given directly or explicitly and indirectly or implicitly has also attracted the attention of researchers in the field. The research findings on the issue of direct and indirect feedback showed that students get benefits from the two types of feedback.

Ferris (2006) found that students who were provided with either direct feedback or indirect feedback were successfully revise and correct their mistakes. However, there are also some findings which showed conflicting results. All of these findings have disapproved the argument given by Ferris and Roberts (2001) and that direct written feedback is probably more effective than indirect feedback. This argument is strengthened by Ferris (2011) who claimed that direct correction of error by the teacher led to more correct revisions (88%) than indirect feedback (77%). Some of expert stated about direct feedback such as Ellis (2009), Sheen (2007), and Ferris & Roberts (2001). According to Ellis (2009), direct feedback is a procedure to provide the L2 learner with explicit 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. A research 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 my 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.

(2) Indirect Corrective Feedback. 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”. Those findings were confirmed by a more recent study conducted by Baleghizadeh & Dadashi (2011) who found that indirect feedback provision was more effective than direct feedback provision in improving students’ written work. 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).

(3) Metalinguistic Feedback. The next type of feedback provision is metalinguistic feedback. According to Ellis (2009, p.100) Metalinguistic Feedback is a type of feedback provision in which the teacher gives explicit explanation about the nature of erroneous language the students have made but without providing them with correction. Ellis pointed out two different forms of metalinguistic feedback. The first is the use of error codes and he stated that this form is the most commonly used by teachers in providing metalinguistic feedback. The second one is brief grammatical description or explanation about the errors made by the students. In this case the teacher puts numbers nearby the errors or mistakes in the text and then writes a grammatical description which represents each numbered error at the bottom of the paper. The teacher gives some kinds of metalinguistic clue to the learners’ errors. This category has two

models: (a) using error codes, and (b) brief grammatical explanations of the errors.

(4) Focused and Unfocused Corrective Feedback. According to Ellis (2009) in focused feedback provision, the teacher is selective about what specific element(s) of language he or she has to comment on or correct while in unfocused feedback provision, the teacher attempts to comment on all aspects of language performance or correct all of noticed students' errors. Ellis, Sheen, Murakami, & Takashima, (2008) further differentiated between focused and unfocused feedback. They stated that unfocused feedback refers to a normal practice in teaching writing in which the teacher corrects all the errors in students' paper and it is an extensive correction because it responds to various types of errors rather than one type. On the contrary, focused feedback refers to the selection of certain types of errors and ignores. They also differentiated between highly focused correction and less focused correction, in which the former focuses on only one type of error and the latter focuses on more than one target errors but still restricts on limited number of predetermined types of errors. Van Beuningen (2010:11) defines unfocused corrective feedback as a comprehensive approach of correction which involves correcting all errors in students' written work without taking a certain category of errors into consideration, whereas focused feedback is defined as a selective approach of correction targeting only a specific type of linguistic aspect such as articles and leaving other errors outside the targeted errors uncorrected. Ellis (2009) states that this is about whether the teacher corrects all linguistic 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). Unfocused feedback is viewed as 'extensive' feedback as it deals with multiple errors while focused feedback deals with specific errors to be corrected and ignores other errors (Ellis et al., 2008).

(5) 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 the teacher is no longer 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.

(6) Reformulation. The last type of teacher written feedback strategy listed in Ellis' typology is reformulation. This strategy is also proposed by Hyland (2003, p. 13) who stated that responding to students' writing is important in helping students move through the stages of the writing process and this can be done by giving feedback which includes reformulation. Ellis (2009) describes reformulation as the feedback which includes reworking on the students' text to make the language sound as native-like as possible but maintaining the content of the original text. Ferris (2011:97) defines reformulation as an elaborate form of direct corrective feedback in which the teacher intentionally rewrites the students' texts to provide models of correct language for that specific context. Although this feedback strategy is commonly used by teachers, there are some objections on the use of this type. Ferris (2011) stated that it is worth noting that reformulation technique requires teachers to have confidence with a high degree that they are not misinterpreting the student writer's intentions. For both practical and philosophical reasons, reformulation seems to be an alternative correction that is unlikely to achieve widespread acceptance.

Furthermore, Ferris (2010) questioned about this technique whether it is more effective than other written feedback in promoting acquisition and written accuracy. 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, 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.

In the present study, the researcher will observe three models of feedback, namely: direct, indirect and metalinguistic. There are a number of reasons to apply those models. First, both lecturers and students are familiar with such models of written feedback. Second, those models of written corrective feedback are easily to practice in EFL writing class. Third, both lecturers and students get some advantages with such models of written corrective feedback. Lecturers can improve the teaching quality in EFL writing class. Meanwhile, students can reduce grammatical errors

### ***2.2.2 Participants in the Correction Process***

Feedback is very vital in assessment process. It provides information about EFL learners' writing relate to objectives of class. The objective of feedback is to teach skills of EFL learners to improve their writing proficiency. Hattie & Timperley (2007) feedback information made by teachers about some linguistic errors. In the present study, there are three participants in the correction process, namely: teacher, peer, and self-feedback, as proposed by (Bitchener & Ferris, 2012). These are discussed in following.

#### ***2.2.2.1 Teacher Correction***

The first point leads to the source of written corrective feedback is teacher correction. The source of feedback that becomes the focus of this study is teacher feedback. It cannot be denied that even though a variety of feedback sources have been identified, teacher feedback is still the most favorable for students (Bitchener and Ferris, 2012, Lee, 2007; Hyland and Hyland, 2006, Ferris, 2003). It is not arguable that teacher feedback has important roles in learning, especially in language learning in which writing is one of the skills that needs to be given a special attention. In relation to written production, a considerable number of studies have been conducted in investigating the roles of teacher feedback in improving students' compositions. Teacher or the instructor 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, 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. Keh (1990) suggested that teacher feedback can be very useful for L2 writing learners and the ways of writing effective. 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 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 lecturer assigns the students to write the first draft on an essay. Then, the lecturer corrects the students’ errors on language forms, content, and organization. Afterwards, the lecturer gives the corrected composition to be rewritten by the students based on the lecturer’s feedback. Here, I applied the term of teacher as lecturer writing essay.

#### 2.2.2.2 Peer Correction

The second point leads to the source of written corrective feedback is peer/students correction. It is defined as the type of feedback which involves peers to give comments on various elements of the students’ writing draft (Pawlak, 2014 p. 8). Keh (1990) defined peer feedback in different terms such as peer response, peer editing, peer critiquing, and peer evaluation. She divided peer feedback into two categories based on the stages of writing process: peer response which comes to the first draft which focuses on ideas or content and organization and peer editing which comes at the final draft and focuses on grammar, vocabulary, punctuation, etc.

This model of feedback is rooted on the Vygotsky's (1978) sociocultural theory. Dealing with sociocultural theory, some studies conducted on the effect of peer feedback Elola & Oskoz (2016), and Ware & O'Dowd (2008) reported that feedback is useful for EFL learners. In the field of the study, the lecturer assigns the students to write the first draft on an essay. Then, the lecturer assigns the students to give their draft to their peer to be corrected by their peer. Similarly, Jahin (2012) peer feedback provides students a sense of audience. Moreover, on the study from Khunaivi & Hartono (2015) the students' perceptions on corrective feedback were that they had very good responses about corrective feedback given by the lecturers in the classroom. Here, there are eight sequential steps to conduct peer feedback, such as (1) read peers' writing; (2) write down written feedback on peers' writing; (3) discuss with peers about their writings and the feedback provided; (4) hand in drafts commented by peers at the end of classes; (5) tutor provides written feedback on drafts and on peer feedback; (6) tutor holds one-to-one conferencing with students; (7) revise drafts with peer and lecturer feedback; and (8) 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.

#### 2.2.2.3 Self-Correction

The last point leads to the source of written corrective feedback is self-correction. Ferris (2002) points out several components for self-editing: 1) assisting learners become aware of errors, 2) training students on successful self-editing, 3) discussing editing strategies, 4) encouraging learners to track their progress in self-editing, and 5) teaching learners to edit. In other words, it is a model of feedback in which the EFL learners make corrections by their own selves. In the field of the study, the lecturer assigns the learners to write the first draft of an argumentative essay. Then, the lecturer 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 lecturer assigns the students to rewrite their draft based on the self-feedback.

### 2.2.3 Writing

Raimes (1998) stated that writing help students learn for several ways. First, it reinforces the grammar structures, idiom, and vocabulary. Second, it gives an opportunity to be adventurous with the language. Third, it becomes very involved with the new language. Here, the course is designed to develop the students' knowledge of essay writing that covers the definition of argumentative essay, the steps to write argumentative essay, claim and counterclaim, evidence and reasons, and transition signals. (The 2015 English syllabus of English Department at IAIN Palangka Raya).

#### 2.2.3.1 Writing in English as a Foreign Language

Dealing with the teaching of writing in EFL class, Brown (2010) mentions five models of writing activities: imitative, intensive, self-writing, display writing, and real writing. In line with the teaching of writing at English Department of IAIN Palangka Raya, the writing subject is taught separately from other skills. The three writing courses: paragraph writing, essay writing, and argumentative writing. In the present study, the class of essay writing is focused on writing argumentative essays. Here, an EFL multicultural class is an EFL class in which all class members are accepting of all races, cultures, and religions.

#### 2.2.3.2 Argumentative Essay

Dealing with essay, Oshima (2007) stated that essay is a piece of writing containing several paragraphs. An essay has three parts: (1) introductory paragraph, (2) body paragraphs, and (3) conclusion. Hyland (1990) proposed a preliminary descriptive framework of generic structure of argumentative essay, as illustrated in Table 2.2.

Table 2.2. Elements of Structure of the Argumentative Essay

Stage	Move
1. Thesis introduces the proposition to be argued.	Gambit) Attention Grabber – controversial statement of dramatic illusion.
	(Information) Presents background material for topic contextualization. Proposition Furnishes a specific statement of position.
	(Evaluation) Positive gloss – brief support of proposition.
2. Argument discusses	(Marker) Introduces and /or identifies a list.
	Marker Signals the introduction of a claim and relates it to

grounds for thesis. (four move argument sequence can be repeated indefinitely)	the text. (Restatement) Rephrasing or repetition of proposition. Claim states reason for acceptance of the proposition. Support states the grounds which underpin the claim
3. Conclusion Synthesized discussion and affirms the validity of the thesis.	(Marker) signals conclusion boundary Consolidation presents the significance of the argument stage to the proposition. (Affirmation) restates proposition. (Close) widens context or perspective of proposition.

Argument is a position supported by clear thinking and reasonable evidence (Mayberry, 2009, p. 4). Argumentative essay is an essay that requires the writer or the author to convey their thinking in deep understanding and extensive knowledge by considering the evidence or supporting ideas to make the reader believe about the writer's argument. Therefore, in producing a good argumentative essay the author must have extensive knowledge, good ideas, deep thought and opinion about what they want to write.

Moreover, argumentative essay is a type of essay to convince the readers (Smalley, 2008). Arguments are reasoning process in which a conclusion is inferred from premises. The purposes of argumentative essay are to persuade reasonable people to agree with our opinion, to defend our opinion, to establish validity even if others cannot be persuaded to agree, and to attack some opinion we believe untrue. Argumentation is the giving of reasons to support the truth or falsity of a proposition. To write an argument, then, we begin with a proposition. Our proposition must be supported by reasoning and evidence. Otherwise, it stands as an unsupported generalization. Reasoning is thinking in a connected, logical manner by induction or deduction. It is the drawing of conclusions from observations, facts, or hypothesis. While, evidence is the material used to prove our points, facts, ideas, statistics, examples, and so forth. An argumentative essay should contain the following characteristics: (1) it introduces the topic discussed, (2) the essay provides reasons and evidences to support the reasons, (3) the essay refutes con arguments, (4) refute means to evidence wrong by argument or to show the erroneous, (5) if an opponent doesn't have a valid point, concede that point, (6) the conclusion should logically follow from the argument, (7) the

subject of an argumentative essay must be debatable issue, matters of taste are not suitable subjects, (8) argumentative essays can incorporate narration, description, illustration, comparison and contrast, definition, and explanation, (9) the arrangement of argumentative detail should be carefully thought out, (10) other times, reasons are arranged according to how they relate to each other, and (11) argumentative detail should be rooted in logic, so be careful to avoid the logical traps; emotional appeals should be restrained and fair.

Here is an argumentative essay:

### **Drugs should not be legalized**

Nowadays, there have been numerous reports concerning drugs abuse. Official statistics put the number of drug addicts in Indonesia at four million in 2001 and about 120 million current users of drugs in the world at large. It is estimated by the end of 2002, drug addicts will increase dramatically. It is estimated that drugs abuse in Indonesia has reached epidemic proportion. Throughout the land, in colleges, schools, and on the job, in homes and on the streets, few Indonesian citizens at an astonishing rate consume illegal-drugs. There may be a few people who agree drugs to be legalized for a number of reasons. They argue for the end of drugs prohibition to overcome the drug problems. They say that drugs were available in the 19<sup>th</sup> century and were not a menace. Drugs have also many advantages. They, for example, can increase taxes, and gain more incomes. Despite the fact that drugs have benefits, I argue that drugs have more disadvantages than their benefits. Consequently, drugs should not be legalized.

First and most important, drugs abuse is a symptom of a sick society, a broken home family, and moral decadency. It increases crime of the most disastrous variety: murder, child abuse, rape, and wife beating, so that drugs are the way to disaster in today's society. The more drugs in our today's society the more crime in it. Drug crimes have made our city street unsafe to walk alone at any hours, especially at night.

Second drugs may also kill the users, and destroy their minds. Moreover, drugs can fatally damage the brain cells, hearts, and lungs. They stifle ambition. Over 8000 published scientific papers clearly show that marijuana, one of drugs, damages brain cells, the lungs, and the immune system. Here, drugs can endanger the users and even kill them. As a religious people, we are not allowed to consume such foods or something that damages unhealthy and endanger our lives. We should consume the lawful and good things from what is in the earth. And drugs are not lawful and good things.

Third, the legalization of illicit drugs is not wise solution, but rather a profound mistake. Here, legalizing drugs is senseless. If drugs are legalized, more people will come addicts. This is of course, simply unacceptable. Legalizing drugs to solve the drug problems would be like dumping a gallon of gas on a camp- fire to put it out for the night. Here, legalization of drugs would also unleash a wave of increased drug users and high crime rates in Indonesia.

I agree that something must be done out the drugs abuse in Indonesia. Stopping the international drug trade must become our foreign policy and national security priority. As we know that the drug trade is an international cancer that no boundaries. Besides, those who sells, possesses, and consumes drugs should be punished to the maximum extent permissible under the laws. Pushers who responsible for drug- related murder should receive the death penalty, as should those who are convicted of international drug trafficking. In addition to stopping the drug addiction, drug testing should also become more widespread in all departments, public health, and educational institutions.

Furthermore, we should provide to our children a good environment and free from drugs, which is based on religious values. In my view, the full solution to drug abuse is a new society where religious and educational values established there. Here, religious motivation is needed to kick the bad habit for drug addicts. Last of all, drugs should not be legalized in Indonesia except for medical treatment. This is the most important. We need laws and society control to prevent the drug addiction. We are still at war against drugs, which threat to overwhelm and undermine Indonesian society. Finally, we can only hope that someone will listens to this information.

#### ***2.2.4 Cultural Background***

Dealing with cultural background and writing, Indonesia is the multicultural country. It automatically makes Indonesia becoming a multilingual country. In Indonesia, each culture has its own language and dialect, for example, Banjarese culture has Banjarese Language; Javanese culture has Javanese language; Dayak culture has Dayak language, and so on. According to Gebhard (2000, p. 134) Culture is the shared values and beliefs of a group of people and the behaviours that reflect them. Brown (2007) defined that culture is a way of life. It is the context within which people exist, think, feel and relate each other's. In the present study, there are only three ethnic cultural backgrounds being discussed: Javanese, Banjarese, and Dayaknese. Here, according to Gebhard (2000, p. 119) there are four concepts to EFL students: (1) cross-cultural communication includes adapting behavior, (2) cross-cultural communication involves problems solving, (3) to understand a culture, get to know individuals, and (4) to understand another culture, study our own culture.

According to Brown (2007, p. 133-134) there are four guidelines for cultural issues in EFL class: (1) a students' cultural identity is often a deeply seated bundle of emotion; (2) recognize the cultural connotations and nuances of English and of the first language of the students; (3) use the class as an opportunity to educate learners about other cultures and help them to view that all cultures are equal and no one culture is 'better' than the other cultures; and (4) help students to appreciate diversity, since each culture emerges differences. Hyland (2003) sates that cultural factors are reasons for writing differences, and that there are numerous ways to form meanings. Indonesia is the multicultural country. It automatically makes Indonesia becoming a multilingual country. In Indonesia,

each culture has its own language and dialect, for example, Banjarese culture has Banjarese Language; Javanese culture has Javanese language; Dayak culture has Dayak language, and so on. Also, Mulholland, 1991 in (Belshek, n.d) Culture is a complex concept. In the present study, there are only three ethnic cultural backgrounds being discussed: Javanese, Banjarese, and Dayaknese. In my opinion, the students' cultural background makes the writing differences, and can influence the way of choosing the appropriate feedback.

### ***2.2.5 Influence of Cultural Background in L2 Writing***

Culture provides a set of values writers use in choosing how they write about a given topic. Based on the researcher's experience in L2 writing class, some IAIN EFL students are hard to write certain topics about Western culture, since they are negatively regarded as liberal and contrary to the learners' belief. In this case, Hyland (2003) states that cultural factors shape students' background understandings and it is likely to have a considerable impact on their writing performance. In addition, Made & Fitriati (2017) the cultural aspect constraints appeared more frequently than social aspect constraints. According to Ferris & Hedgcock (1998) different cultures, collectivists, or individual may bring about different contribution. To sum up, cultural background indicates many things from a contextual point of view. It may also touch upon the background of an individual apart from where she/he stays. This is to understand the effect of upbringing, education, family atmosphere and other such factors, on the thinking and views of an individual. In my opinion, cultural background consists of the ethnic, religious, racial, gender, and values that shape an individual's upbringing.

#### ***2.2.5.1 Javanese Cultural Background***

According to Koentjaraningrat (2005) a characteristic of Javanese culture is very complex. Javanese" is not a monoculture term for people on central and eastern side of the island of Java. Central Javanese in general are overly polite people. They rarely if never say something directly. They also (mostly) hold their traditions and customs so tight to the point. They rarely if never say something directly. They also (mostly) hold their traditions and customs so tight to the point. East Javanese are the complete opposite of the Central Javanese. While the



Central Javanese are polite, East Javanese are relatively rude (at least to non-East Javanese). They will tell you something directly without any extra words. Javanese are known for their indirectness. It is based on politeness and addressing issues in such a way that the person is not offended and avoiding hints of criticism, pointing out mistakes or mentioning anything the other person might be sensitive about. The Javanese tend to be polite and friendly. Javanese people are less vocal in expressing their opinions, they also tend to be more subversive. They have high level of acceptance. They call this act as "*nrimo*". They also tend to stay away from direct conflict. They would always prefer diplomatic ways than violence. If a Javanese person acts nice to you, that doesn't always mean he/she likes you. They find friendliness socially necessary no matter how bad they hate you. Family value is strong between Javanese people. They hold their culture very strongly. They can be over proud of their people but not in direct way. The Javanese avoid confrontation at all costs. They react even to disturbing news with a resigned smile and soft words. They never give a direct refusal to any request (however, they are very good at giving and taking hints). The Javanese people don't like it when people are straightforward.

#### 2.2.5.2 Banjarese Cultural Background

Banjarese people as reflected in their proverbs have some characteristics such as (1) carefulness in doing something. Carefulness is a good behavior and should be done by people of Banjarese because it leads to better result in every job. The other characteristics of Banjarese people is (2) diligent. In Banjarese culture and community, the person who has this behavior is considered as helpful and praised by the community. (3) Hard-worker. A hardworking person is highly valued by Banjarese community. Banjarese person should not waste the time and keep working hard. (4) Low-profile. Banjarese person should 'behave wisely' in community. (5). Strong-willed. One of the good behaviors taught by people of Banjarese is strong-willed. A person with this behavior has deep beliefs and powerful will. That person also is strong- minded or has a determined will. A Banjarese person should has strong will, deep beliefs, and great courage'. (5) Wise. Wise in solving problem means using fair manner to solve the problem, and

does not take side. Solving any problem wisely will avoid conflict and controversy. According to Farid (2015), Banjarese people as reflected in their proverbs have some characteristics such as; (1) carefulness in doing something. The other characteristics of Banjarese people is (2) diligent, (3) hard-worker, (4) low-profile, (5) strong-willed and (6) wise.

#### 2.2.5.3 Dayaknese Cultural Background

Dayak is a term for natives of the island of Borneo. Borneo island is divided by region Administrative governing each region consisting of: the capital city of Samarinda in East Kalimantan, South Kalimantan capital Banjarmasin, the capital of Central Kalimantan Palangka Raya, and West Kalimantan capital Pontianak, the capital city of North Kalimantan Tanjung Selor (Darmadi, 2017). Dayak tribe has a culture or customs of its own that also are not exactly the same with other tribes in Indonesia. Dayak culture is the whole system of ideas, actions and results of human work in the context of community life of Dayak. Dayak culture is very meaningful and very important role, which is an integral part of the life process of the Dayaks. (Alqadrie, 1991) states that attitude, behavior, and socio-economic activities of the Dayaks of daily guided, supported by and connected not only with systems of belief or religion and customs or customary law, but also by cultural values and ethnicity.

### 2.3 Theoretical Framework

In this part, the researcher explained about theoretical framework. First was about argumentative essay as proposed by Smalley (2008). Second, written corrective feedback according to Ducken (2014) is model of provided by the lecturer on a student paper essay to improve grammatical accuracy. Moreover, the study also applies the types of feedback as proposed by Ducken (2014). Third, source of feedback from Bitchener & Ferris (2012). They categorize into several source, namely; lecturer, peer, and self. Fourth, the areas of revision as proposed by Bitchener, Basturkmen, & East (2010). They divide into several areas' revision, namely; content, language forms, and organization. Fifth, theory on multicultural class by Firestone (2010) states that multicultural education is a philosophy of education focusing on celebrating cultural differences.

In practicing direct written corrective feedback, the writing lecturer classified the errors as those classified by Bitchener et al. (2010) covering language forms, contents and organization. The lecturer gave test 2 to the participants. All participants of different cultures (Banjarese, Javanese, and Dayaknese) were followed this test. It was done in order to know the progress writing ability of the participants during the implementation. Then, after correcting the draft, each learner should submit the essay to the lecturer as the main source of written corrective feedback. The lecturer checked the learners' assignment. Finally, the lecturer assigned the learner to rewrite his/ her draft based on his/ her own correction. The revision was done twice for each composition.

In practicing indirect written corrective feedback, the writing lecturer provided the learners with the correct form. Here, he classified the errors as those classified by Bitchener et al. (2010) covering language forms, contents and organization. All participants of different cultures (Banjarese, Javanese, and Dayaknese) followed this test. Then, after correcting the draft, each learner should submit the essay to the lecturer as the main source of written corrective feedback. The lecturer checked the learners' assignment. Finally, the lecturer assigned the learner to rewrite his/ her draft based on his/ her own correction. The revision was done twice for each composition.

In practicing metalinguistic written corrective feedback, the lecturer provided the learners with the correct form. Here, he classified the errors as those classified by Bitchener et al. (2010) covering language forms, contents and organization. The lecturer gave test 3 to the participants. All participants of the different cultures (Banjarese, Javanese, and Dayaknese) were followed this test. It was done to know the progress writing ability of the participants after the implementation. Then, after correcting the draft, each learner should submit the essay to the lecturer as the main source of written corrective feedback. The lecturer checked the learners' assignment. Finally, the lecturer assigned the learner to rewrite his/ her draft based on his/ her own correction. The revision was done twice for each composition. The theoretical framework of this study is described in Figure 2.1.

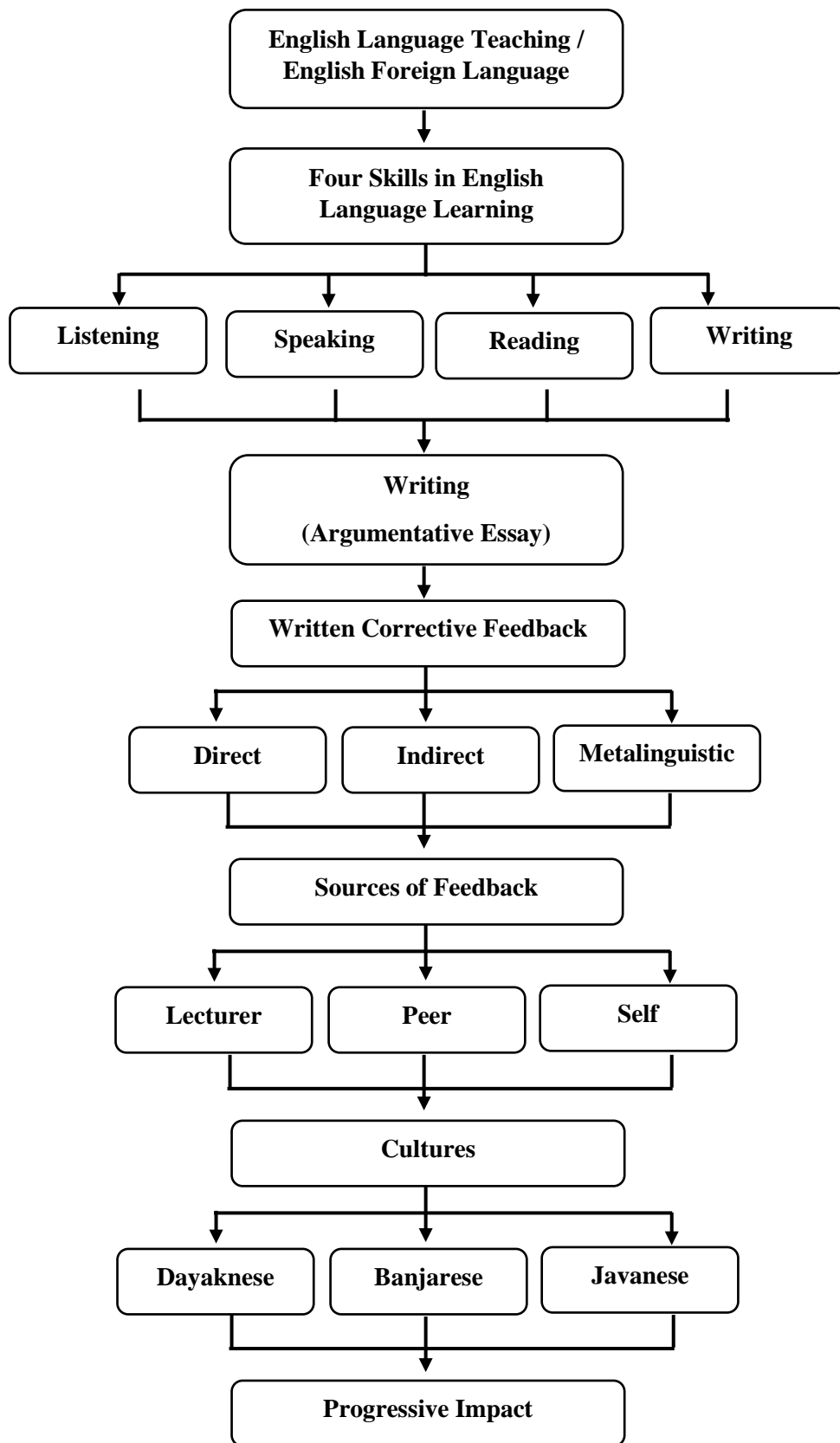


Figure 2.1 Theoretical Framework

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presents conclusions and suggestions. The conclusion deals with the results of the research findings. Meanwhile, the suggestions are given to the EFL writing students, the EFL writing lecturers, and other researchers.

#### **5.1 Conclusion**

The study was aimed at investigating: (1) the students' perception on feedback in L2 writing; (2) the plan of lecturers and students toward feedback in L2 writing; (3) the lecturers and students practice's toward feedback in L2 writing; (4) the learners' progress of using feedback in L2 writing; (5) the students' cultural background influence feedback in L2 writing; and (6) the great area contribution of feedback to the students in L2 writing. The findings concluded:

The findings about the students' perception towards written corrective feedback were related to three important issues, namely to student attitudes towards their lecturer, peer, and self. First, the findings demonstrated they had positive perception toward written corrective feedback in L2 writing class. Most students (76%) believed that it was important to receive from lecturer written corrective feedback. Second, most students (68%) believed that it was also important to receive from peer written corrective feedback, arguing that it was also the peer responsibility to give feedback for the learners' errors. Third, most students (70%) believed that self- feedback was not too important to improve their language development, arguing that they did not get benefits from self- written corrective feedback because they were not sure to the errors they revised.

Based on the findings, the planning of learning process in L2 writing class using written corrective feedback was divided into three stages: pre-writing, whilst writing, and post-writing. In the pre-writing stages, the class activity was designed to guide students to choose the interesting topic, determine the thesis statement (claim), make an outline, and decide the pattern of organization of the

text. In the whilst-writing stage, the class activity was designed to guide students to decide the purpose of writing and write the first draft. In the post-writing stage, the class activity was designed to guide students to edit and revise the first draft using written corrective feedback and, then, write the final product of writing based on lecturer's comments and suggestions. Here, each stage applied written corrective feedback during the learning process.

Referring to the findings, it was identified that the practice of lecturers and students in implementing written corrective feedback in L2 writing multicultural class was divided into three stages: prewriting, whilst writing and post writing. To implement feedback in L2 writing class in whilst writing stage, the lecturer ordered L2 learners to compose the first draft and then, revise their compositions. In post writing stage, the lecturer implements various types of feedback in editing and revising the composition. After revising the draft, the next step was editing.

Based on the result of the analysis of both learning process and the subjects' learning result, it could be inferred that EFL learners' writing ability improved better after the implementation of written corrective feedback. The improvement was seen from the progress of writing scores of test 1 (means score 57.08), test 2 (means score 63.56), and test 3 (means score 72.88). In addition, the progress was also seen from learning result of each individual from different ethnic groups.

The findings from observation revealed that there was a unique characteristic of each ethnic in EFL writing class. Dayaknese students, for example, had several unique namely: openness, respectful, diligent, and hard worker. Meanwhile, Banjarese students also had several unique characteristics consisting: carefulness, diligent, responsible, hard worker and wise. Then, several unique characteristics owned Javanese students were polite and friendly, carefulness, indirectness, respectful, and hard worker. All characteristics above were required by every student to learn. Based on the questionnaire result, it was said that both Dayaknese and Banjarese students preferred to direct feedback than other types of feedback. Meanwhile, Javanese students preferred to indirect feedback than other types of feedback. Meanwhile, the students' preference on

sources of feedback indicated that all ethnics preferred to lecturer feedback as the source of feedback.

The findings confirmed that the most area contribution of lecturer direct and indirect feedback was on language form. Meanwhile, the most area contribution of lecturer metalinguistic feedback was on content. Based on the questionnaire result, it was found that: (a) written corrective feedback helps learners improve their composition (99%), (b) all respondents agreed that language form was the most area of feedback that should be emphasized more (76%), and *idea organization* was the most area of feedback that should be emphasized less (60%). (c) In terms of feedback focus, *language form* was the most area of feedback that should be focused on in their written corrective feedback (76%).

## **5.2 Suggestions**

The suggestions were addressed to the EFL writing students, the EFL writing lecturers, and the future researchers based on the research findings.

### **5.2.1 To the EFL writing students**

The study was expected to provide information on trends in EFL writing class in several aspects: learners' perception, planning and practicing feedback in L2 writing, its impact, influence, and area contribution of feedback in L2 writing. This information can be used as learning materials to enhance the students' problem in essay writing. It can 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. First, it was suggested that the students follow the steps of implementing feedback as suggested in this study as a model of planning and practicing feedback in L2 writing class. It was also recommended to implement the written corrective feedback carefully, since they could get benefit from written corrective feedback if it was clear and planned carefully. Second, the students should maintain the local wisdom of each ethnic in EFL writing class. They might explore their culture and custom in EFL writing class.

### **5.2.2 To the EFL writing lecturers**

This study found that written corrective feedback contributed to language learning. The study provided information on trends in EFL writing class in several

aspects: learners' perception, planning and practicing feedback in L2 writing, its effects, influence, and area contribution of feedback in L2 writing. Therefore, there were some suggestions addressed to the EFL writing lecturers. First, it was recommended that the EFL writing lecturers considered the procedure to implement written corrective 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 lecturers see students' perception on feedback in L2 writing class. Third, it was recommended that the EFL writing lecturers plan well and do carefully to implement written corrective feedback, since the students would get the advantages of written corrective feedback, if it was well planned. Therefore, it was suggested that the lecturers make a good preparation in the lesson plan, determine instructional goal, select up to date materials, prepare instructional media, design instructional procedures, and design the procedures of assessment before starting to implement written corrective feedback in L2 writing class. Fourth, it was recommended that the EFL writing lecturers consider the students' cultural background, and be aware of the difference cultural background of the students when they treatment on written corrective feedback to the learners. Fifth, by implementing written corrective feedback in EFL writing class, it was advisable that EFL writing lecturers help students to make a better composition. Sixth, it was also suggested that the EFL writing lecturers correct the students' written work by underlining the grammatical errors, giving comments on the side of the paper, giving back the students' written work, and scoring the students' written work fairly, especially when they taught argumentative essay writing.

### ***5.2.3. For Future Researchers***

As this research was conducted with only 25 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. Another recommendation for future researcher was to conduct the same or a similar study with a different level of students. Because this study was carried out with university level of students in various



ethnics, it was recommended to conduct a similar study with senior high school level of students in more various ethnics.

### 5.3 Pedagogical Implications

The findings proposed some considerations regarding written corrective feedback in L2 writing multicultural class that might be beneficial for EFL writing lecturers. To begin with, L2 learners should be made aware of the importance of receiving feedback. Therefore, L2 writing lecturers should explain the EFL learners about the whole procedure and set the goals together with the learners. EFL writing lecturers should plan well and do carefully to implement feedback, since the students would get the advantages of feedback, if it was well planned. Moreover, lecturers 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 lecturers' feedback should be clear that when learners understand to the lecturers' want. Finally, EFL lecturers should monitor the learners during the process of correction in order to observe their language development in L2 writing class.

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## Appendix 1

### Research Schedule

No.	Activity	Time		
		Time	Room	Day/Date
1	Preliminary study	15.00-16.40	F.2.2.E	Tuesday, 26 December 2017
2	Seminar of Dissertation Proposal	10.00-11.30	C 315	Friday, March 2 <sup>nd</sup> , 2018
3	Proposal Revision			Monday, March 5 <sup>th</sup> , 2018
4	Gathering Data			March – June 2018
5	Classroom Observation			March 2018
6	Test 1	07.00-08.40	F.2.2.A	Friday, March 23, 2018
7	Test 2	07.00-08.40	F.2.2.A	Friday, April 13, 2018
8	Test 3	07.00-08.40	F.2.2.A	Friday, June 1, 2018
9	Questionnaire Distribution	06.00-07.40	F.2.2.A	Friday/ June, 1 2018
10	Students' Interview	06.00-07.40	F.2.2.A	Friday/ June, 1 2018
11	Data Analysis			July-August 2018
12	Writing Dissertation Report			September 2018
13	Publication on International Journal			September 2019
14	Closed Dissertation Examination			October 2019
15	Dissertation Revision			
16	Open Dissertation Examination			
17	Dissertation Revision			

## Appendix 2

## Research Log Book

No	Day/ Date	Activity	Progress	Problems
1	Thursday, March 8, 2018	Training writing argumentative essay	Introduction to argumentative essay writing.	Students do not understand the terms of claim, counterclaim, evidence, and reason.
			Claim, counterclaim, evidence and reasons.	
			Introduction to argumentative essay writing.	
2	Thursday March 15, 2018	Training on three models of Written Corrective Feedback	The procedure to correct their essay by using direct, indirect, and metalinguistic written corrective feedback.	Students still confuse on metalinguistic style
3	Thursday March 22, 2018	Training on three sources of written corrective feedback	The procedure to correct their essay by using teacher, peer and self- written corrective feedback.	Students have understood on three models of written corrective feedback
	Friday March 23, 2018	Test 1		
4	Thursday March 29, 2018	Practicing First draft on Direct written corrective feedback (1)	Writing Assignment 1: First draft on direct written corrective feedback	
5	Thursday April 5, 2018	Practicing First draft on Direct written corrective feedback (2)	Revision Assignment 1: First draft on direct written corrective feedback using sources of teacher, peer, and self feedback.	
6	Thursday April 12, 2018	Practicing First draft on Direct written corrective feedback (3)	Writing Assignment 1: Submission Final draft Assessment on direct written corrective feedback	



7	Friday April 13, 2018	Test 2		
8	Thursday April 19, 2018	Practicing First draft on Indirect written corrective feedback (1)	Writing Assignment 2: First draft on indirect written corrective feedback	
9	Thursday May 3, 2018	Practicing First draft on Indirect written corrective feedback (2)	Revision Assignment 2: First draft on indirect written corrective feedback using sources of teacher, peer, and self feedback.	
10	Thursday May 10, 2018	Practicing First draft on Indirect written corrective feedback (3)	Writing Assignment 2: Submission Final Draft Assessment on Indirect written corrective feedback	
11	Thursday May 17, 2018	Practicing First draft on Metalinguistic written corrective feedback (1)	Writing Assignment 3: First draft on Metalinguistic written corrective feedback	
12	Thursday May 24, 2018	Practicing First draft on Metalinguistic written corrective feedback (2)	Revision Assignment 3: First draft on Metalinguistic written corrective feedback using sources of teacher, peer, and self feedback.	
13	Thursday May 31, 2018	Practicing First draft on Metalinguistic written corrective feedback (3)	Writing Assignment 3: Submission Final Draft Assessment on Metalinguistic written corrective feedback	
14	Friday, June 1, 2018	Test 3		
		Distributing questionnaire on the students' perceive toward written corrective	There were five major questions: (a) students' perceive towards teacher written corrective feedback; (b) students' perceive	

		feedback	towards peer written corrective feedback; (c) students' perceive on self-feedback;	
		Distributing online interview on the students' perceive toward written corrective feedback	There were five major questions: (a) students' perceive towards teacher written corrective feedback; (b) students' perceive towards peer written corrective feedback; (c) students' perceive on self-feedback; (d) the types of feedback they prefer to receive; and (e) the source of feedback they prefer to receive.	
15	Thursday, June 7, 2018	Distributing questionnaire and online interview on the students' cultural background toward written corrective feedback	The questionnaire covered: a. the characteristics of each culture; b. the choice of feedback they preferred to, and c. students' cultural background	
		Measuring the progress of written corrective feedback	Measuring the progress of written corrective feedback by giving test to all of students.	
16		Distributing questionnaire online interview on the area contribution of written corrective feedback	The questionnaire covered: the area contribution of giving written corrective feedback in terms of language form, content, and organization.	
17		Data analysis	The data analysis was directed to answer the six research questions.	

### Appendix 3

#### Observation Checklist on Essay Writing Teaching Activity on an Argumentative Essay Writing

**Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March, 8 2018

**Topic/ Sub- topic:**

Essay/ Argumentative Essay

**Time :** 06.00-07.40

**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
<b>A. Pre-writing</b>				
1. Explaining the teaching and learning procedures	a. Greeting the class. b. Explaining the specific learning objectives.			✓
2. Developing the students' background knowledge	a. Asking questions related to the topic. b. Explaining the concept of example model of argumentative essay. c. Explaining the steps to write an argumentative essay. d. Distributing a model of argumentative essay to the students. e. Asking students to observe the text given. f. Asking students to identify a claim(s), counterclaim(s), evidence, reasons, and conclusion.			✓
3. Guiding the students to generate the ideas	a. Guiding students to choose the interesting topic. b. Guiding students to determine the claim(s), counterclaim(s), evidence, reasons, and a conclusion. c. Assigning students to develop the claim(s), and counterclaim(s) into an argumentative essay.			✓
Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
<b>B. Whilst writing</b>				
1. Guiding students to write an argumentative essay.	a. Explaining the process of making an argumentative essay. b. Asking the students to write an argumentative essay. c. Asking students to submit their			✓

	argumentative essay.			
Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
<b>C. Post writing</b>				
1. Guiding students to edit the draft and write the final product of writing.	a. Assigning students to write the final product of writing. b. Asking each student to submit his or her final product.			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

**Appendix 4****Observation Checklist on Written Corrective Feedback  
Teaching Activity on Direct Corrective Feedback****Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March,15 2018

**Topic/ Sub- topic:**

WCF/ Direct Corrective Feedback

**Time :** 06.00-07.40**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Explaining the teaching and learning procedures	a. Greeting the class. b. Explaining the specific learning objectives.			√
2. Developing the students' background knowledge	a. Asking questions related to the direct corrective feedback. b. Explaining the concept of direct corrective feedback. c. Explaining the steps to correct an argumentative essay by using direct corrective feedback. d. Distributing a model of essay that correct by direct corrective feedback to the students. e. Asking students to observe the text given. f. Asking students to identify a claim(s), counterclaim(s), evidence, reasons, and conclusion.			√
3. Guiding the students to generate the ideas	a. Guiding students to choose the interesting topic. b. Guiding students to determine a claim(s), counterclaim(s), evidence, and reasons. c. Assigning students to develop a claim(s), counterclaim(s), evidence, reasons into first draft.			√
4. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft. c. Asking the students to correct the first draft by using direct corrective feedback. d. Asking students to submit their first draft.			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

**Appendix 5****Observation Checklist on Written Corrective Feedback  
Teaching Activity on Indirect Corrective Feedback**

**Observer:**  
Tazkiyatunnafs Elhawwa  
**Topic/ Sub- topic:**  
WCF/ Indirect Corrective  
Feedback

**Day/date:**  
Thursday/ March,15 2018  
**Time :** 06.00-07.40  
**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Explaining the teaching and learning procedures	a. Greeting the class. b. Explaining the specific learning objectives.			√
2. Developing the students' background knowledge	a. Asking questions related to the indirect corrective feedback. b. Explaining the concept of indirect corrective feedback. c. Explaining the steps to correct an argumentative essay by using indirect corrective feedback. d. Distributing a model of essay that correct by indirect corrective feedback to the students. e. Asking students to observe the text given. f. Asking students to identify a claim(s), counterclaim(s), evidence, reasons, and conclusion.			√
3. Guiding the students to generate the ideas	a. Guiding students to choose the interesting topic. b. Guiding students to determine a claim(s), counterclaim(s), evidence, and reasons. c. Assigning students to develop a claim(s), counterclaim(s), evidence, reasons into first draft.			√
4. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft. c. Asking the students to correct the first draft by using indirect corrective feedback. d. Asking students to submit their first draft.			√

Notes:

- √ : the activity is done.  
X : the activity is not done  
\* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

**Appendix 6****Observation Checklist on Written Corrective Feedback  
Teaching Activity on Metalinguistic Corrective Feedback****Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March, 15 2018

**Topic/ Sub- topic:**WCF/ Metalinguistic Corrective  
Feedback**Time :** 06.00-07.40**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Explaining the teaching and learning procedures	a. Greeting the class. b. Explaining the specific learning objectives.			√
2. Developing the students' background knowledge	a. Asking questions related to the metalinguistic corrective feedback. b. Explaining the concept of metalinguistic corrective feedback. c. Explaining the steps to correct an argumentative essay by using metalinguistic corrective feedback. d. Distributing a model of essay that correct by metalinguistic corrective feedback to the students. e. Asking students to observe the text given. f. Asking students to identify a claim(s), counterclaim(s), evidence, reasons, and conclusion.			√
3. Guiding the students to generate the ideas	a. Guiding students to choose the interesting topic. b. Guiding students to determine a claim(s), counterclaim(s), evidence, and reasons. c. Assigning students to develop a claim(s), counterclaim(s), evidence, reasons into first draft.			√
4. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft. c. Asking the students to correct the first draft by using metalinguistic corrective feedback. d. Asking students to submit their first draft.			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

## Appendix 7

### Observation Checklist Implementing Direct Corrective Feedback-Teacher Feedback in Essay Writing

**Observer:** Tazkiyatunnafs Elhawwa  
**Day/date:** Thursday/ March, 22 2018  
**Topic/ Sub- topic:** Time : 06.00-07.40  
**WCF/ Direct Corrective Feedback** Room : F.2.2.A  
**- Teacher Feedback**

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft. c. Asking students to submit their first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Giving comment, suggestion, and revision of the students' draft by correcting directly to the students' work paper on organization. b. Assigning students to revise their first draft based on the teacher's direct correction feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the teacher's correction feedback. b. Asking each student to submit his or her final product.			√

Notes:

- √ : the activity is done.  
 X : the activity is not done  
 \* : need improvement

Palangka Raya, March 2018  
 Observer,

Tazkiyatunnafs Elhawwa



**Appendix 8**

**Observation Checklist**  
**Implementing Direct Corrective Feedback-Peer Feedback in Essay Writing**

**Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March, 22 2018

**Topic/ Sub- topic:**WCF/ Direct Corrective Feedback  
– Peer Feedback**Time :** 06.00-07.40**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Assigning the students to discuss the first draft with their peer. b. Assigning each student to give comment, suggestion, and revision of the friend's draft on content. c. Assigning students to revise their first draft based on the peer direct corrective feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the peer's correction feedback. b. Asking each student to submit his or her final product.			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

**Appendix 9**

**Observation Checklist**  
**Implementing Direct Corrective Feedback-Self Feedback in Essay Writing**

**Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March, 22 2018

**Topic/ Sub- topic:**WCF/ Direct Corrective Feedback  
– Self Feedback**Time :** 06.00-07.40**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Assigning the students to edit the first draft by themselves. b. Assigning students to revise their first draft based on the self- direct corrective feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the self-correction feedback. b. Asking each student to submit his or her final product.			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018

Observer,

Tazkiyatunnafs Elhawwa

**Appendix 10**

**Observation Checklist**  
**Implementing Indirect Corrective Feedback-Teacher Feedback in Essay Writing**

**Observer:**  
Tazkiyatunnafs Elhawwa  
**Topic/ Sub- topic:**  
WCF/ Indirect Corrective  
Feedback – Teacher Feedback

**Day/date:**  
Thursday/ March, 22 2018  
**Time :** 06.00-07.40  
**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft. c. Asking students to submit their first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Giving comment, suggestion, and revision of the students' draft by crossing the errors to the students' work paper. b. Assigning students to revise their first draft based on the teacher's indirect correction feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the teacher's indirect correction feedback. b. Asking each student to submit his or her final product			√

Notes:

- √ : the activity is done.  
 X : the activity is not done  
 \* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

**Appendix 11**

**Observation Checklist**  
**Implementing Indirect Corrective Feedback- Peer Feedback in Essay Writing**

**Observer:**  
Tazkiyatunnafs Elhawwa

**Day/date:**  
Thursday/ March, 22 2018

**Topic/ Sub- topic:**  
WCF/ Indirect Corrective  
Feedback – Peer Feedback

**Time :** 06.00-07.40  
**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Assigning the students to discuss the first draft with their peer. b. Assigning each student to give comment, suggestion, and revision of the friend's draft. c. Assigning students to revise their first draft based on the peer indirect corrective feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the peer's correction feedback. b. Asking each student to submit his or her final product.			√

Notes:

- √ : the activity is done.  
X : the activity is not done  
\* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

**Appendix 12**

**Observation Checklist**  
**Implementing Indirect Corrective Feedback Self Feedback in Essay Writing**

**Observer:**  
 Tazkiyatunnafs Elhawwa  
**Topic/ Sub- topic:**  
 WCF/ Indirect Corrective  
 Feedback – Self Feedback

**Day/date:**  
 Thursday/ March, 22 2018  
**Time :** 06.00-07.40  
**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Assigning the students to edit the first draft by themselves. b. Assigning students to revise their first draft based on the self- indirect corrective feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the self-correction feedback. b. Asking each student to submit his or her final product.			√

Notes:

- √ : the activity is done.  
 X : the activity is not done  
 \* : need improvement

Palangka Raya, March 2018  
 Observer,

Tazkiyatunnafs Elhawwa

**Appendix 13**

**Observation Checklist**  
**Implementing Metalinguistic Corrective Feedback -Teacher Feedback in**  
**Essay Writing**

**Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March, 22 2018

**Topic/ Sub- topic:**WCF/ Metalinguistic Corrective  
Feedback – Teacher Feedback**Time :** 06.00-07.40**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft. c. Asking students to submit their first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Giving comment, suggestion, and revision of the students' draft by crossing the errors to the students' work paper. b. Assigning students to revise their first draft based on the teacher's metalinguistic correction feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the teacher's metalinguistic correction feedback. b. Asking each student to submit his or her final product			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018  
Observer,

Tazkiyatunnafs Elhawwa

**Appendix 14**

**Observation Checklist**  
**Implementing Metalinguistic Corrective Feedback-Peer Feedback in Essay Writing**

**Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March, 22 2018

**Topic/ Sub- topic:**

WCF/ Metalinguistic Corrective

**Time :** 06.00-07.40

Feedback – Peer Feedback

**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Assigning the students to discuss the first draft with their peer. b. Assigning each student to give comment, suggestion, and revision of the friend's draft. c. Assigning students to revise their first draft based on the peer metalinguistic corrective feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the peer's correction feedback. b. Asking each student to submit his or her final product.			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018

Observer,

Tazkiyatunnafs Elhawwa

**Appendix 15**

**Observation Checklist**  
**Implementing Metalinguistic Corrective Feedback-Self Feedback in Essay Writing**

**Observer:**

Tazkiyatunnafs Elhawwa

**Day/date:**

Thursday/ March, 22 2018

**Topic/ Sub- topic:**

WCF/ Metalinguistic Corrective

**Time :** 06.00-07.40

Feedback – Self Feedback

**Room :** F.2.2.A

Aspects of Teaching	Teaching Activity	Meeting		Remark
		1	2	
1. Guiding students to write the first draft.	a. Explaining the process of making a first draft. b. Asking the students to write the first draft.			√
2. Facilitating the class in practicing WCF in L2 writing	a. Assigning the students to edit the first draft by themselves. b. Assigning students to revise their first draft based on the self- metalinguistic corrective feedback.			√
3. Guiding students to edit the draft and write the final product of writing	a. Assigning students to write the final product of writing based on the self-correction feedback. b. Asking each student to submit his or her final product.			√

Notes:

√ : the activity is done.

X : the activity is not done

\* : need improvement

Palangka Raya, March 2018

Observer,

Tazkiyatunnafs Elhawwa



## Appendix 16

### Student' Questionnaire Guideline in preliminary study

Name : .....

SRN : .....

Ethnic : .....

Subject : .....

Semester/ Class : .....

Day/date : .....

Time : .....

Room : .....

#### Instruction: Please give response to the following statements

1. What are your problems when you write an expository essay?
  - a. In terms of content? .....
  - b. In terms of grammar? .....
  - c. In terms of organization? .....
  - d. In terms of mechanics? .....
  
2. Do you think that written corrective feedback is important in L2 writing? Why?
 

.....

.....
  
3. What type of written corrective feedback do you prefer to?
  - a. Direct WCF Why? .....
  - b. Indirect WCF .....
  - c. Metalinguistic WCF .....
  
4. According to you, who should do written corrective feedback in your writing?
  - a. Teacher feedback Why? .....
  - b. peer feedback .....
  - c. self-feedback .....

## Appendix 17

### The Questionnaire for the Students' Perception on Written Corrective Feedback

#### Respondent identity

Name : .....

SRN : .....

Ethnic : .....

Semester/ Class : .....

Day/date : .....

Time : .....

Room : .....

#### I. Direction

For each statement, please give your responses by ticking(√) a box representing your choice. The following list is the description of the response.

1. Strongly Agree (SA) : means that the statement completely expresses your opinion.
2. Agree (A) : means that the statement somewhat expresses your opinion.
3. Uncertain (U) : means that you are not sure about your opinion.
4. Disagree(D) : means that the statement does not express your opinion.
5. Strongly Disagree (SD) : means that the statement is totally opposite to your opinion.

#### Part I: Perception on teacher written corrective feedback.

No	Statements	SA	A	U	D	SD	Total
01	I receive teacher feedback on language form such as the correct use of grammar, spelling, punctuation, and capitalization.						
02	I receive teacher feedback 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).						
03	I receive teacher feedback 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).						
04	Write your comments on teacher feedback. ..... .....						

### Part 2: Perception on peer written corrective feedback

No	Statements	SA	A	U	D	SD	Total
01	I receive peer feedback on language form such as the correct use of grammar, spelling, punctuation, and capitalization.						
02	I receive peer feedback 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).						
03	I receive peer feedback 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).						
04	Write your comments on peer feedback. ..... .....						

### Part 3: Perception on self- written corrective feedback

No	Statements	SA	A	U	D	SD	Total
01	I receive self-feedback on language form such as the correct use of grammar, spelling, punctuation, and capitalization.						
02	I receive self-feedback 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).						

03	I receive self-feedback 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).						
04	Write your comments on self-feedback. ..... .....						

**II. Choose one of the best answer reflecting your opinion**

1. I prefer to get feedback than no feedback:

- a. Strongly agree
- b. Agree
- c. Don't know
- d. Disagree
- e. Strongly disagree

2. Which type of feedback do you prefer?

- a. Direct
- b. Indirect
- c. Metalinguistics
- d. No feedback

3. I prefer to get feedback from

- a. Teacher
- b. Peer
- c. Self
- d. No one

**A. Likert Scale Results of Javanese Students' Perception on Teacher Written Corrective Feedback**

JAVANESE STUDENTS' PERCEPTION OF TEACHERWRITTEN CORRECTIVE FEEDBACK							
Re	Number of Questions						total
sp	1	2	3				
1	4	5	5				14
2	5	5	4				14
3	5	3	5				13
4	4	2	3				9
5	3	4	5				12
6	3	3	5				11
7	4	5	5				14
8	5	3	4				12
33		30	36				
0,8	0,75	1					

**B. Likert Scale Results of Javanese Students' Perception on Peer Written Corrective Feedback**

JAVANESE STUDENTS' PERCEPTION OF PEER WRITTEN CORRECTIVE FEEDBACK							
Re	Number of Questions						total
sp	1	2	3				
1	5	4	4				13
2	5	5	4				14
3	5	2	1				8
4	5	2	1				8
5	3	4	4				11
6	3	3	4				10
7	5	4	4				13
8	5	5	4				14
36		29	26				
0,9	0,73	1					

**C. Likert Scale Results of Javanese Students' Perception on Self- Written Corrective Feedback**

JAVANESE STUDENTS' PERCEPTION OF SELF WRITTEN CORRECTIVE FEEDBACK							
Re	Number of Questions						total
sp	1	2	3				
1	4	5	5				14
2	3	5	1				9
3	2	2	5				9
4	2	2	1				5
5	2	3	5				10
6	1	3	2				6
7	2	1	4				7
8	3	1	2				6
19		22	25				
0,5	0,55	1					

**D. Likert Scale Results of Banjarese Students' Perception on Teacher Written Corrective Feedback**

Banjarese Students Perception on Teacher Written Corrective Feedback										
Number of Questions										
	1	2	3							total
5	5	5	4							14
6	4	3	5							12
7	2	2	5							9
8	4	4	4							12
9	5	5	4							14
10	20	19	22							
11	0,80	0,76	0,88							

**E. Likert Scale Results of Banjarese Students' Perception on Peer Written Corrective Feedback**

Banjarese Students Perception on Peer Written Corrective Feedback										
Number of Questions										
	1	2	3							total
15	5	5	3							13
16	5	5	3							13
17	2	2	4							8
18	4	4	4							12
19	5	3	4							12
20	21	19	18							
21	0,84	0,76	0,72							

**F. Likert Scale Results of Banjarese Students' Perception on Self- Written Corrective Feedback**

Banjarese Students Perception on Self Written Corrective Feedback										
Number of Questions										
	1	2	3							total
29	3	4	3							10
30	2	2	2							6
31	2	2	2							6
32	2	3	3							8
33	1	3	2							6
34	10	14	12							
35	0,40	0,56	0,48							

### G. Likert Scale Results of Dayaknese Students' Perception on Teacher Written Corrective Feedback

Dayaknese Students Perception of teacher Written Corrective feedback										
number of questions										
Respo	1	2	3							total
1										
2										
3										
4	1	5	4	5						14
5	2	4	5	3						12
6	3	5	3	5						13
7	4	5	5	1						11
8	5	5	1	4						10
9	6	4	2	4						10
10	7	4	5	4						13
11	8	4	5	5						14
12	9	2	4	5						11
13	10	1	3	5						9
14	11	5	4	5						14
15	12	1	5	4						10
16		45	46	50						
17		0,75	0,76	0,83						

### H. Likert Scale Results of Dayaknese Students' Perception on Peer Written Corrective Feedback

Dayaknese Students Perception of peer Written Corrective feedback										
number of questions										
Respo	1	2	3							total
18										
19										
20										
21	1	5	5	4						14
22	2	5	4	5						14
23	3	3	5	4						12
24	4	3	2	1						6
25	5	5	1	2						8
26	6	5	2	2						9
27	7	5	5	4						14
28	8	5	5	5						15
29	9	3	4	5						12
30	10	2	3	1						6
31	11	5	4	5						14
32	12	2	1	4						7
33		48	41	42						
34		0,8	0,68	0,7						

### I. Likert Scale Results of Dayaknese Students' Perception on Self Written Corrective Feedback

Dayaknese Students Perception of self Written Corrective feedback										
number of questions										
Respo	1	2	3							total
35										
36										
37										
38	1	3	1	1						5
39	2	3	1	1						5
40	3	1	5	4						10
41	4	1	2	1						4
42	5	4	1	2						7
43	6	4	2	2						8
44	7	2	4	4						10
45	8	2	4	5						11
46	9	2	2	5						9
47	10	1	2	4						7
48	11	2	3	5						10
49	12	1	1	4						6
50		26	28	38						
51		0,43	0,46	0,4						

## Appendix 18

### Teacher Interview Guideline after the Implementation of Written Corrective Feedback

Thank you so much for accepting to take part in this study. I would like to start by asking you some general questions.

1. In your opinion, what are the main problems that EFL students face when they write an argumentative essay?

.....  
.....

2. How do you teach writing to them? What ways and methods do you use in teaching writing?

.....  
.....

3. In what way do you give corrective feedback on students' writing? Can you explain?

.....  
.....

4. Which way do you find more effective on students' writing?

.....  
.....

5. Do you think that students value the feedback they receive from you? Please explain.

.....  
.....

6. What are your suggestions for EFL teachers for more effective feedback?

.....  
.....



## Appendix 19

### Teacher' Sample Interview Script

This interview was held in the lecturing building at room F.2.3.C. at 09:00 until 10:30 a.m., Friday, April 20, 2018. The interview had a semi-structured design. Some new questions were generated and others were altered or omitted during the interview based on the respondent's answers. The interview was conducted in English.

1. In your opinion, what are the main problems that EFL students face when they write an argumentative essay?

*“Well, my students come from different background knowledge in English. Some of them are graduated from cities of state senior high schools and therefore they do not have problems in writing argumentative essays. However, a few of them are from rural area schools. Actually, they are lack of English. When they come to university, they are not equipped with knowledge in English and therefore, they cannot write a good argumentative essay. They are very poor at all aspects of the language skills such as writing, grammar, reading, listening, and speaking. Their errors are mainly on using tenses. For example, they start using present simple tenses and then go to past tense and then back again to future tenses in the same sentence. They have problems in the use of the correct grammar, word order, spelling, articles, subject- verb agreement, pronoun agreement, run on sentence, plural forms, missing words, verb tense and prepositions. When, they use prepositions, they sometimes translate from Indonesian into English. That's why they make a lot of errors. They even have punctuation problems because they are not used written English convention system. Sometimes, they omit full stop, comma, capital letter, small letter and other punctuations.”*

2. How do you organize your writing class and how do you teach writing to them? What ways and methods do you use in teaching writing?

*“Well, in writing class, I try several ways to teach students. In pre- teaching activities, I assign a group of two students to present the material to be discussed for about ten minutes. Then, I open question and answer session. After that, I explain the material and the problems they face about the material. Here, I give some models of argumentative essay. Then, I assign each student to write an argumentative essay through the following procedures. First I start with brainstorming and discuss the topic with them. Then I ask them to write about it. Sometimes they write in class and then they finish it at home. In the next meeting, I practice written corrective feedback. The second technique is by providing them an outline of the essay. I just write the outline of certain topic. Of course, they have background knowledge about the topic. For example, smoking in public places can be dangerous for students. Here, I just give the clues about some disadvantages of smoking in public in public places. At the end of the class, I allow them to continue writing at home. The following week, they have to submit their writing product.”*

3. In what way do you give corrective feedback on students' writing? Can you explain?

*“Sometimes, when I get the learners' composition, I go for codes. So, if they had a spelling wrong I would have the code (SP) and if they got the verb wrong I would have (V) I would put (G) for grammar or (S) for spelling or sometimes I put (P) for*

punctuation. Then, they revise the errors based on the codes. Sometimes, I do not always give them the answer on their paper. I just underline it and at the end, I write a general comment on their writing like three or four lines. Sometimes, I give individual feedback on paper. I just write notes like this are a grammar mistake or check vocabulary. I never give correction, I just put question marks and I ask them to come back to me on my comments. I also do another kind of feedback. I collect the common errors and I write them on paper and I ask them to find where the mistakes are and I also discuss common problems with students. Sometimes it is useful to give common feedback to save time. If I find certain students are repeating the same mistakes then maybe I will write the correction because it is an error that should be corrected. The other time, I underline the errors and correct them directly. However, it is rarely occurred.

4. Which way do you find more effective on students' writing?

*“In general, I prefer to underline the error and give codes for their errors because students will correct their errors by following the clues. This is not hard to follow. The students will correct their errors based on the clues. However, for lower students, I prefer correct it right away and then I write notes at the end of the essay telling them exactly the way to improve. If I have enough time, I will explain the grammatical errors they made. If I do not have enough time, I would just underline the problems and tell them to identify them by themselves. For me, the most effective way is to underline their errors and just give them simple comments at the end of their writing. Also maybe it is better to underline errors and use codes like (S for spelling), (G for grammar), (P for pronunciation) because it is easy to follow.”*

5. Do you think that students value the feedback they receive from you? Please explain.

*“Yes, I think they do. They appreciate the feedback I give. If I correct the errors and ask them to revise the draft, they follow my advice. In the following meeting, they show me the revised draft and thank to me for providing corrective feedback to their composition. From the smiles on their faces, I can see that they appreciate what I do for them.”*

6. What are your suggestions for EFL teachers for more effective feedback?

*“Well, I suggest that EFL teachers need to explain about the steps in writing process. In post writing stage, they should know that there is an editing stage. Here, WCF is introduced. Therefore, the EFL teachers should know exactly the types of source of CF and the procedures to practice them. I know a number of writing teachers put symbols for students but I don't think this is very much working, because the student would lose the paper. I suggest not returning students' writing without feedback. We should watch the language and write encouraging comments. Teachers should be educated on the importance of feedback because many of them are not aware of it. In addition, EFL teachers should not make many corrections. If they make many corrections they will be defeating the purpose of feedback. Please make the students think. Students, individually, should list their mistakes and create a journal for their mistakes and correct them. They have to try and show how they correct their mistakes. Therefore, I recommend the use of indirect corrective feedback and give explanation of students' errors. Please use variety of WCF. It will avoid boring classes. EFL teachers may use a combination of methods through direct or indirect WCF. For example, they may use direct correction with freshmen and sophomore students and then gradually shift to using codes and underlining with more advanced levels.”*

## Appendix 20

### Questionnaire about the Area Contribution of Written Corrective Feedback

Name : \_\_\_\_\_ Semester/ Class : \_\_\_\_\_  
 SRN : \_\_\_\_\_ Day/date : \_\_\_\_\_  
 Ethnic : \_\_\_\_\_ Room/ Time : \_\_\_\_\_

**Choose one of the best answer reflecting your opinion.**

1. Written corrective feedback helps me improve my composition:
  - a. Strongly agree
  - b. Agree
  - c. Don't know
  - d. Disagree
  - e. Strongly disagree
2. Which of the following areas of WCF do you like best to emphasize more?
  - a. Content
  - b. Language forms
  - c. Idea Organization
  - d. None of the above
3. Which of the following areas of WCF do you like best to emphasize less?
  - a. Content
  - b. Language forms
  - c. Idea Organization
  - d. None of the above
4. What areas does your teacher or peer focus on in your written corrective feedback?
  - a. Content
  - b. Language forms
  - c. Idea Organization
  - d. None of the above
5. Which of the following methods do you like best to use more when responding to errors?
  - a. Underline/circle my errors and provide corrections for me
  - b. Underline/circle my errors, categorize them and provide corrections for me
  - c. Give me a hint about my errors and categorize them for me
6. How much feedback do you receive, in term of language forms, on the following areas of your composition?
  - a. grammar
  - b. spelling
  - c. Capitalization
  - d. punctuation
7. In your opinion, what is the most contribution area of WCF in your writing ...
  - a. Content
  - b. Language forms
  - c. Idea Organization
  - d. None of the above
8. I can reduce my grammatical errors in writing, when I get written corrective feedback
  - a. Strongly agree
  - b. Agree
  - c. Don't know
  - d. Disagree
  - e. Strongly disagree
9. I can make coherence and unity in writing, when I get written corrective feedback
  - a. Strongly agree
  - b. Agree
  - c. Don't know
  - d. Disagree
  - e. Strongly disagree
10. I prefer my teacher or peer to correct my essays in
  - a. red pen
  - b. green pen
  - c. Pencil
  - d. Others (please specify) ...
11. Write your comments about the area contribution of WCF that your receive.  
 Student's comment:  
 .....

Thank you

Note: This questionnaire is adapted from (Hamouda, 2011), (Mubarak, 2013), and other sources with some modifications.

### The Results of the Area Contribution of Written Corrective Feedback

1. Written corrective feedback helps me improve my composition.			
	Option	Number of respondent	Percentages
A	Strongly agree	17	68%
B	Agree	7	28%
C	Don't know	1	4%
D	Disagree	0	0%
E	Strongly disagree	0	0%
	<b>Total</b>	25	100%

2. Which of the following areas of WCF do you like best to emphasize more?			
	Option	Number of respondent	Percentages
A	Content	3	12%
B	Language form (grammar)	19	76%
C	Idea organization	3	12%
D	None of the above	0	0%
	<b>Total</b>	25	100%

3. Which of the following areas of WCF do you like best to emphasize less?			
	Option	Number of respondent	Percentages
A	Content	6	24%
B	Language form (grammar)	4	16%
C	Idea organization	15	60%
D	None of the above	0	0%
	<b>Total</b>	25	100%

4. What areas does your teacher or peer focus on in your written corrective feedback?			
	Option	Number of respondent	Percentages
A	Content	4	16%
B	Language form (grammar)	19	76%
C	Idea organization	2	8%
D	None of the above	0	0%
	<b>Total</b>	25	100%

5. Which of the following methods do you like best to use more when responding to errors?			
	Option	Number of respondent	Percentages
A	Underline/circle my errors and provide corrections for me	12	48%
B	Underline/circle my errors, categorize them and provide corrections for me	10	40%
C	Give me a hint about my errors and categorize them for me	3	12%
D	None of the above mentioned	0	0%
	<b>Total</b>	25	100%

6.	What areas do you focus on in your written feedback, in terms of language forms?		
	Option	Number of respondent	Percentages
A	Grammar	16	64%
B	Spelling	3	12%
C	Capitalization	4	16%
D	Punctuation	2	8%
	<b>Total</b>	25	100%

7.	In your opinion, what is the most contribution area of WCF in your writing ...		
	Option	Number of respondent	Percentages
A	Content	3	12%
B	Language form	19	76%
C	Idea organization	3	12%
D	None of the above	0	0%
	<b>Total</b>	25	100%

8.	I can reduce my grammatical errors in writing, when I get written corrective feedback.		
	Option	Number of respondent	Percentages
A	Strongly agree	19	76%
B	Agree	6	24%
C	Don't know	0	0%
D	Disagree	0	0%
E	Strongly disagree	0	0%
	<b>Total</b>	25	100%

9.	I can make coherence and unity in writing, when I get written corrective feedback.		
	Option	Number of respondent	Percentages
A	Strongly agree	14	56%
B	Agree	11	44%
C	Don't know	0	0%
D	Disagree	0	0%
E	Strongly disagree	0	0%
	<b>Total</b>	25	100%

10.	I prefer my teacher or peer to correct my essays in ....		
	Option	Number of respondent	Percentages
A	Red pen	0	0%
B	Black pen	5	20%
C	pencil	20	80%
D	Others (please specify) ...	0	0%
	<b>Total</b>	25	100%

11	Write about your opinion on WCF and the area contribution of WCF that you receive.
·	Student' comment: ..... ..... .....

**Appendix 21****Questionnaire about Cultural Background Influence on WCF**

Name : \_\_\_\_\_ Semester/ Class : \_\_\_\_\_  
 SRN : \_\_\_\_\_ Day/date : \_\_\_\_\_  
 Ethnic : \_\_\_\_\_ Room/ Time : \_\_\_\_\_

**Answer these questions in brief reflecting your opinion.**

1. What is your cultural background?

---



---

2. What is the most dominant characteristic of your cultural background?

---



---

3. Which type(s) of feedback you prefer to receive? (Direct, Indirect, or metalinguistic? Why?

---



---

4. Do you think that your cultural background can influence type(s) of feedback you prefer to receive? Why?

---



---

5. Do you think that your cultural background can influence the sources of feedback you prefer to receive? Why?

---



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**Appendix 22****Writing Assessment 1****(Test before the Implementation of Written Corrective Feedback)**

Subject	: Argumentative Writing
Credit	: 2 SKS
Class	: 4 B/C
Day/ Date	:
Test Type	: Written test
Topic	: Argumentative essay
Code	: Question DCF

**Instructions.**

1. Write an argumentative essay about 450- 500 words.
2. Choose one of the topics that interests you.
  - a. Education should be Free for Everyone.
  - b. Homework Is Harmful Or Helpful.
  - c. The Cost Of College Is Too High.
  - d. Rich People Need To Pay More Taxes.
  - e. Public Prayer Is Okay In Schools.
  - f. Schools And Teachers Are Responsible For Low Test Scores.
3. Then, write an argumentative essay based on topic.
4. Please write on every other line of your essay. (write on the first line and do not write on the second line)
5. Your paragraph should cover a claim(s), counterclaim(s), evidence, reasons, and a conclusion.
6. You have 120 minutes to write an argumentative essay.

**Appendix 23****Writing Assessment 2****(Test During the Implementation of Written Corrective Feedback)**

Subject	: Argumentative Writing
Credit	: 2 SKS
Class	: 4 B/C
Day/ Date	:
Test Type	: Written test
Topic	: Argumentative Essay
Code	: Question ICF

**Instructions.**

1. Write an argumentative essay about 450- 500 words.
2. Choose one of the topics that interests you.
  - a. Internet Access Must be Limited to Students.
  - b. It should be forbidden to Use Species of Animals for Research Purposes and Cruel Experiments.
  - c. Cell phone Use Should be Banned While Driving.
  - d. Restaurants should be Required to Include Calories on All Menu Items.
  - e. Creationism should be taught in Public Schools.
  - f. The Government Should Provide Health Care.
3. Then, write an argumentative essay based on topic.
4. Please write on every other line of your essay. (write on the first line and do not write on the second line)
5. Your paragraph should cover a claim(s), counterclaim(s), evidence, reasons, and a conclusion.
6. You have 120 minutes to write an argumentative essay.



**Appendix 24****Writing Assessment 3****(Test After the Implementation of Written Corrective Feedback)**

Subject	: Argumentative Writing
Credit	: 2 SKS
Class	: 4 B/C
Day/ Date	:
Test Type	: Written test
Topic	: Argumentative essay
Code	: Question MCF

**Instructions.**

1. Write an argumentative essay about 450- 500 words.
2. Choose one of the topics that interests you.
  - a. Smoking in Public Places Has to be banned.
  - b. Alcohol Usage Should be controlled.
  - c. Energetic Drinks Should be Banned and Made Illegal.
  - d. Rainforests Destructions Should Be Punished.
  - e. Cigarettes And Other Tobacco Products Should Be Outlawed.
  - f. English Should Be The Official Language In The Central Kalimantan.
3. Then, write an argumentative essay based on topic.
4. Please write on every other line of your essay. (write on the first line and do not write on the second line)
5. Your paragraph should cover a claim(s), counterclaim(s), evidence, reasons, and a conclusion.
6. You have 120 minutes to write an argumentative essay.

**Appendix 25****Essay Editing on Language Forms**

Edited by: Teacher Peer Self	WCF by using: Direct Indirect Metalinguistic	Essay Editing on <b>Language Forms</b>	Day/Date:
Editor's name:	Title of an Essay:		
Editor's Ethnic:	Written by:		
Editor's SRN:	SRN:		

No	Grammatical Errors		Response:
1.	<b>Grammar Errors Corrected</b>		
a.	Syntactic Errors	Word Order (Wo ~)	
		Auxiliary Verb	
		Conjunction (Conj)	
		Clauses	
		Preposition (Prep)	
		Tense (VT)	
		Run-on Sentence (Ro)	
		Comma Splice (Sc)	
		Fragment (Frag)	
		Not Parallel (Not //)	
b.	Morphological Errors	Singular vs. Plural (Sing/pl)	
		Determiner/ Articles (Art)	
		Subject-Verb Agreement (S/V agr)	
		Pronoun Agreement (Pron agr)	
2.	<b>Vocabulary Corrected</b>		
a.	Lexical Choice Errors	Wrong Word Choice (Ww)	
		Wrong Combination/ Phrase Errors	
		Missing Word from a Combination (^)	
b.	Lexical Form Errors	Derivational Error	
		Wrong Singular/ Plural Form	

Adapted from (Bitchener, Basturkmen, & East, 2010) and other sources with some modifications.

**Appendix 26****Essay Editing on Content**

Edited by: Teacher Peer Self	WCF by using: Direct Indirect Metalinguistic	Essay Editing on <b>Content</b>	Day/Date:
Editor's name:	Title of an Essay:		
Editor's Ethnic:	Written by:		
Editor's SRN:	SRN:		

No	Statements	Examples
1	Unity of ideas (i.e. all sentences are about one main topic).	
2	Coherence of ideas (i.e. the clear movement thought in the essay)	
3	Development of ideas (i.e. the ideas expressed are not enough)	
4	Clarity of ideas (i.e. the idea(s) are not vague)	

Adapted from (Bitchener, Basturkmen, & East, 2010) and other sources with some modifications.

**Appendix 27****Editing Checklist: Organization**

Edited by: Teacher Peer Self	WCF by using: Direct Indirect Metalinguistic	Essay Editing on <b>Organization</b>	Day/Date:
Editor's name:	Title of an Essay:		
Editor's Ethnic:	Written by:		
Editor's SRN:	SRN:		

<b>NO</b>	<b>QUESTIONS</b>	<b>Response</b>
1	Is every sentence in each paragraph directly related to the main idea of the paragraph or are there sentences that don't belong?	
2	Does each paragraph deal with only one topic?	
3	Are there any paragraphs that don't directly support or illustrate the claim?	
4	Does the paper make sense when you read only the claim of the essay and the topic sentence of each paragraph?	
5	Does the introduction lead up to the claim directly, by stating it, or indirectly, by pointing toward it?	
6	Is the first sentence of each paragraph (after the first one) clearly connected to the last sentence of the one before?	
7	Does the ending reaffirm, reflect on, or explain the implications of the claim?	
8	Is the ending consistent with the purpose in the rest of the essay? Do you think the ending will leave the reader with a satisfying sense of completion?	
9	What kind of evidence does the writer use in each body paragraph (examples, statistics, facts, etc.)?	
10	Check each paragraph for unity. Is any sentence unnecessary or off the topic? If your answer is yes, write a comment about it.	
11	Check each paragraph for coherence. Does each one flow smoothly from beginning to end? What key nouns are repeated?	
12	What transition signals can you find?	
13	What kind of conclusion does this essay have-a summary of the main points or a restatement of the claim?	

Adapted from (Bitchener, Basturkmen, & East, 2010) and other sources with some modifications.

## Appendix 28

### Teaching Schedule

No	Meeting	Activity	Note
1	1 <sup>st</sup> meeting	Training writing argumentative essay	<ul style="list-style-type: none"> <li>▪ Introduction to argumentative essay writing</li> <li>▪ Claim, counterclaim, evidence and reasons</li> <li>▪ The steps to write an argumentative essay</li> </ul>
2	2 <sup>nd</sup> meeting	Training on three models of WCF	The procedure to correct their essay by using Direct, Indirect, and Metalinguistic WCF.
3	3 <sup>rd</sup> meeting	Training on three sources of WCF	The procedure to correct their essay from teacher, peer and self- CF.
4	4 <sup>th</sup> meeting	Practicing First draft on Direct WCF (1)	Writing Assignment 1: First draft on Direct WCF
5	5 <sup>th</sup> meeting	Practicing First draft on Direct WCF (2)	Revision Assignment 1: First draft on Direct WCF from teacher, peer, and self feedback.
6	6 <sup>th</sup> meeting	Practicing First draft on Direct WCF (3)	Writing Assignment 1: Submission Final draft Assessment on Direct WCF
7	7 <sup>th</sup> meeting	Practicing First draft on Indirect WCF (1)	Writing Assignment 2: First draft on Indirect WCF
8	8 <sup>th</sup> meeting	Practicing First draft on Indirect WCF (2)	Revision Assignment 2: First draft on Indirect WCF from teacher, peer, and self feedback.
9	9 <sup>th</sup> meeting	Practicing First draft on Indirect WCF (3)	Writing Assignment 2: Submission Final Draft Assessment on Indirect WCF
10	10 <sup>th</sup> meeting	Practicing First draft on Metalinguistic WCF (1)	Writing Assignment 3: First draft on Metalinguistic WCF
11	11 <sup>th</sup> meeting	Practicing First draft on Metalinguistic WCF (2)	Revision Assignment 3: First draft on Metalinguistic WCF from teacher, peer, and self feedback.
12	12 <sup>th</sup> meeting	Practicing First draft on Metalinguistic WCF (3)	Writing Assignment 3: Submission Final Draft Assessment on Metalinguistic WCF

## Appendix 29

### The Practice of Implementing WCF in L2 Writing Class

No	Meeting	Activity	Description
1	Thursday, March 8, 2018	Training writing argumentative essay	Introduction to argumentative essay writing.
			Claim, counterclaim, evidence and reasons.
			Introduction to argumentative essay writing.
2	Thursday March 15, 2018	Training on three models of WCF	The procedure to correct their essay by using Direct, Indirect, and Metalinguistic WCF.
3	Thursday March 22, 2018	Training on three sources of WCF	The procedure to correct their essay from teacher, peer and self- CF.
	Friday, March 23 2018	Test 1	
4	Thursday March 29, 2018	Practicing First draft on Direct WCF (1)	Writing Assignment 1: First draft on Direct WCF
5	Thursday April 5, 2018	Practicing First draft on Direct WCF (2)	Revision Assignment 1: First draft on Direct WCF from teacher, peer, and self feedback.
6	Thursday April 12, 2018	Practicing First draft on Direct WCF (3)	Writing Assignment 1: Submission Final draft Assessment on Direct WCF
	Friday, April 13 2018	Test 2	
7	Thursday April 19, 2018	Practicing First draft on Indirect WCF (1)	Writing Assignment 2: First draft on Indirect WCF
8	Thursday May 3, 2018	Practicing First draft on Indirect WCF (2)	Revision Assignment 2: First draft on Indirect WCF from teacher, peer, and self feedback.
9	Thursday May 10, 2018	Practicing First draft on Indirect WCF (3)	Writing Assignment 2: Submission Final Draft Assessment on Indirect WCF
10	Thursday May 17, 2018	Practicing First draft on Metalinguistic WCF (1)	Writing Assignment 3: First draft on Metalinguistic WCF

11	Thursday May 24, 2018	Practicing First draft on Metalinguistic WCF (2)	Revision Assignment 3: First draft on Metalinguistic WCF from teacher, peer, and self feedback.
12	Thursday May 31, 2018	Practicing First draft on Metalinguistic WCF (3)	Writing Assignment 3: Submission Final Draft Assessment on Metalinguistic WCF
13	Friday, June 1, 2018	Test 3	
		Distributing questionnaire on the students' perceive toward WCF	There were five major questions: (a) students' perceive towards teacher WCF; (b) students' perceive towards peer WCF; (c) students' perceive on self-feedback;
		Distributing online interview on the students' perceive toward WCF	There were five major questions: (a) students' perceive towards teacher WCF; (b) students' perceive towards peer WCF; (c) students' perceive on self-feedback; (d) the types of feedback they prefer to receive; and (e) the source of feedback they prefer to receive.
14	Thursday, June 7, 2018	Distributing questionnaire and online interview on the students' cultural background toward WCF	The questionnaire covered: a. the characteristics of each culture; b. the choice of feedback they preferred to, and c. students' cultural background
		Measuring the progress of WCF	Measuring the progress of WCF by giving test to all of students.
15		Distributing questionnaire online interview on the area contribution of WCF	The questionnaire covered: the area contribution of giving WCF in terms of language form, content, and organization.
16		Data analysis	The data analysis was directed to answer the six research questions.

## Appendix 30

## The Students' Essays in L2 Writing Class

No	Name	Gender	Ethnic	Week No.	No. of papers	Topics
1	Raudatul Hasanah	Female	Dayaknese	3	RH/D/2a	a. Education should be Free for Everyone.
				5	RH /I/2c	b. Cell phone Use Should be Banned While Driving.
				6	RH/M/2a	c. Smoking in Public Places Has to be Banned
2	Nor Harisha	Female	Dayaknese	3	NH/D/2a	a. Education should be Free for Everyone.
				5	NH/I/2f	b. The government should Provide Health care.
				6	NH/M/2a	c. Smoking in Public Places Has to be banned.
3	Sarah Anggraini	Female	Dayaknese	3	SA/D/2a	a. Education should be Free for Everyone.
				5	SA/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	SA/M/2a	c. Smoking in Public Places Has to be Banned
4	Fitrya	Female	Dayaknese	3	FT/D/2a	a. Education should be Free for Everyone.
				5	FT/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	FT/M/2a	c. Smoking in Public Places Has to be Banned
5	Astripto	Female	Dayaknese	3	AT/D/2a	a. Education should be Free for Everyone.
				5	AT/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	AT/M/2a	c. Smoking in Public Places Has to be Banned
6	Ronny Yanggara	Male	Dayaknese	3	RY/D/2a	a. Education should be Free for Everyone.
				5	RY/I/2a	b. Internet Access Must be limited to Students.
				6	RY/M/2a	c. Smoking in Public Places Has to be banned.
7	Fahrizal Ramadhani	Male	Dayaknese	3	FR/D/2a	a. Education should be Free for Everyone.
				5	FR/I/2a	b. Internet Access Must be limited to Students.
				6	FR/M/2a	c. Smoking in Public Places Has to be banned.
8	M. Haris Juswanda Mochtar	Male	Dayaknese	3	JM/D/2a	a. Education should be Free for Everyone.
				5	JM/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	JM/M/2b	c. Alcohol Usage should be Controlled
9	Ahmad Saputra	Male	Dayaknese	3	AS/D/2a	a. Education should be Free for Everyone.
				5	AS/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	AS/M/2a	c. Smoking in Public Places



						Has to be Banned
10	Andika Permana	Male	Dayaknese	3	AP/D/2a	a. Education should be Free for Everyone.
				5	AP/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	AP/M/2a	c. Smoking in Public Places Has to be Banned
11	M. Al Gazali	Male	Dayaknese	3	MA/D/2a	a. Education should be Free for Everyone.
				5	MA/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	MA/M/2a	c. Smoking in Public Places Has to be Banned
12	Novi Pahliansyah	Male	Dayaknese	3	NP/D/2a	a. Education should be Free for Everyone.
				5	NP/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	NP/M/2a	c. Smoking in Public Places Has to be Banned
13	Mariatul Fitriah	Female	Banjarese	3	MF/D/2a	a. Education should be Free for Everyone.
				5	MF/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	MF/M/2a	c. Smoking in Public Places Has to be banned.
14	Sulastri Wulandari	Female	Banjarese	3	SW/D/2a	a. Education should be Free for Everyone.
				5	SW/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	SW/M/2a	c. Smoking in Public Places Has to be banned.
15	Nunur Lestari	Female	Banjarese	3	NL/D/2a	a. Education should be Free for Everyone.
				5	NL/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	NL/M/2a	c. Smoking in Public Places Has to be banned.
16	Hatmi	Male	Banjarese	3	HT/D/2a	a. Education should be Free for Everyone.
				5	HT/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	HT/M/2a	c. Smoking in Public Places Has to be banned.
17	Yusril Mahendra	Male	Banjarese	3	YM/D/2a	a. Education should be Free for Everyone.
				5	YM/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	YM/M/2b	c. Alcohol Usage should be Controlled
18	Nur Azzahro	Female	Javanese	3	NA/D/2a	a. Education should be Free for Everyone.
				5	NA/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	NA/M/2b	a. Alcohol Usage should be controlled.
19	Nurzaita Khuzaimatus Sholeha	Female	Javanese	3	NK/D/2a	a. Education should be Free for Everyone.
				5	NK/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	NK/M/2a	c. Smoking in Public Places

						Has to be banned.
20	Rahmawati Dewi	Female	Javanese	3	RD/D/2a	a. Education should be Free for Everyone.
				5	RD/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	RD/M/2a	c. Smoking in Public Places Has to be Banned
21	Hanif Habiba	Female	Javanese	3	HH/D/2a	a. Education should be Free for Everyone.
				5	HH/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	HH/M/2a	c. Smoking in Public Places Has to be Banned
22	Rina Ariyanti	Female	Javanese	3	RA/D/2a	a. Education should be Free for Everyone.
				5	RA/I/2f	b. The government should Provide Health care.
				6	RA/M/2a	c. Smoking in Public Places Has to be banned.
23	Dian Asih Lestari	Female	Javanese	3	DA/D/2a	a. Education should be Free for Everyone.
				5	DA/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	DA/M/2a	c. Smoking in Public Places Has to be Banned
24	Fikri Bayu Bramasetyo	Male	Javanese	3	FB/D/2a	a. Education should be Free for Everyone.
				5	FB/I/2c	b. Cell phone Use Should be Banned While Driving.
				6	FB/M/2d	c. Rainforest Destructions Should be Punished.
25	Dimas Triyudanto	Male	Javanese	3	DT/D/2a	a. Education should be Free for Everyone.
				5	DT/I/2a	b. Internet Access Must be limited to Students
				6	DT/M/2a	c. Smoking in Public Places Has to be banned.

### Appendix 31

#### The learners' ethnic background and their characteristics of cultural background

No	Learners' Ethnic	Characteristics of Cultural Background	Description
1	Dayaknese	Openness	Dayaknese students are very open to other ethnic students. They are very welcomed to other students who have different ethnics. As native ethnics in my class, they never feel dominant ethnic in the class. They are very democratic students. When they write something about their culture, they show their openness facing the world view.
		Respectful	Dayaknese students always give respectful to other ethnic students. They are very tolerant to others who have different belief, race, language, and ethnic. They are also very tolerant of practicing other religions, and live in harmony with other faiths. They give respect to different religions, ethnicities, and attitudes of others that are different from themselves.
		Diligent	Dayaknese students are very diligent in learning, and doing the assignment. They demonstrate orderly behavior in EFL class and abide by various rules and regulations. When they are assigned to write an essay, they do the assignment diligently and submit it on time.
		Hard worker	Dayaknese students are the portraits of harworker students in EFL class. They show a genuine effort to overcome the obstacles of learning and duty, and complete the tasks as well as possible. When they are assigned to write an essay about difficult topics, they try hard to complete the essay.
2	Banjarese	Carefulness	Banjarese students are famous for their carefulness. In the view of Banjarese people, it is a good behavior and should be done by people of Banjarese because it leads to better result in every job. When they are assigned to write an essay, they do it carefully. Even, when they finish writing, they reread the composition word by word, phrase by phrase carefully.
		Responsible	Banjarese students are very responsible to do something. They have good attitude and behavior to carry out their duties, which they should do. In Banjar society, responsible is highly valued by Banjarese people. For example, when I give a take home assignment for writing, they have high responsible to submit the assignment the following meeting.
		Hard worker	Banjarese students also belong to hard worker students. When I give an assignment, they show an earnest effort to overcome various problems to learning and assignments, as well as completing the task. They have creative thinking to generate new

			ways or the result of something that has been owned. They are always working to find more depth and breadth of something learnt, observed, and heard. A hardworking student is highly valued by Banjarese people.
		Wise	Banjarese students always 'behave wisely' in community. In the view of Banjar philosophy life, a Banjarese person should has strong will, deep beliefs, and great courage. They use fair manner to solve the problem, and does not take side. Solving any problem wisely will avoid conflict and controversy. This attitude is reflected in my EFL class. Some Banjarese students have wise behavior when they solve classroom problems.
3	Javanese	Polite and friendly	Javanese students are well-known of their politeness, especially to elder people. They are very friendly and love to make friends. In my EFL class, they are very polite to teachers and classmates. Some javanese students are friendly to others. They also speak to teachers politely.
		Indirectness	Javanese students are known for their indirectness. It is based on politeness and addressing issues in such a way that the person is not offended and avoiding hints of criticism, pointing out mistakes. Generally, Javanese students tend to use soft diplomacy to prevent conflict with other classmates. Confrontation is carried out discreetly and indirectly. In Javanese view, putting harmony of group above the expression of individual opinions and people has a strong sense of shame for losing face. When they have different opinion with me, they do not directly tell the disagreement. However, they tell politely by saying: "... I am sorry Sir, maybe I am wrong. In my opinion ..."
		Respectful	In my EFL class, Javanese students are very respectful to other ethnic students. They care and have high appreciation of language, social, and cultural ethnicity. They respect other students' success and show a sense of happy talking and work cooperatively with others. They also like helping other students.
		Hard worker	Like other ethnics in Central Kalimantan, Javanese students were hard working students. Not only in studying, but also in earning for life, Javanese students like work hard and are curious to new experience. When I give an assignment, they show an earnest effort to overcome various problems to learning and assignments, as well as completing the task. They are always working to find more depth and breadth of something learnt, observed, and heard.

*Source: own research*

## Appendix 32

## The Students' Errors in Writing Argumentative Essay

No	Name	No. of paper	Focus of Feedback										Types of Feedback			
			Language Form				Content				Organization		D	I	M	
			Gr	Sp	Pu	Ca	Id	Cl	Co	Un	In	Bo				Co
1	RH	RH/D/2a	18	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		RH/I/2c	6	5	3	6	0	0	1	1	0	0	1		<b>I</b>	
		RH/M/2a	7	5	4	3	1	0	1	1	0	1	0			<b>M</b>
2	NH	NH/D/2a	9	4	5	4	0	0	1	0	1	0	0	<b>D</b>		
		NH/I/2f	6	5	2	3	0	0	1	1	0	0	1		<b>I</b>	
		NH/M/2a	8	4	4	2	1	0	0	1	0	1	1			<b>M</b>
3	SA	SA/D/2a	7	5	4	3	1	0	1	1	0	1	0	<b>D</b>		
		SA/I/2c	9	3	6	4	0	0	1	0	1	0	0		<b>I</b>	
		SA/M/2a	8	3	6	6	0	0	1	1	0	0	1			<b>M</b>
4	FT	FT/D/2a	6	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		FT/I/2c	7	2	3	6	0	0	1	1	0	0	1		<b>I</b>	
		FT/M/2a	9	5	2	3	1	0	1	1	0	1	0			<b>M</b>
5	AT	AT/D/2a	8	2	2	3	0	0	1	0	1	0	0	<b>D</b>		
		AT/I/2c	6	5	2	3	0	0	1	1	0	0	1		<b>I</b>	
		AT/M/2a	7	4	4	2	1	0	0	1	0	1	1			<b>M</b>
6	RY	RY/D/2a	9	5	4	3	1	0	1	1	0	1	0	<b>D</b>		
		RY/I/2a	6	3	6	4	0	0	1	0	1	0	0		<b>I</b>	
		RY/M/2a	8	3	6	6	0	0	1	1	0	0	1			<b>M</b>
7	FR	FR/D/2a	7	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		FR/I/2a	9	5	3	6	0	0	1	1	0	0	1		<b>I</b>	
		FR/M/2a	8	5	4	3	1	0	1	1	0	1	0			<b>M</b>
8	JM	JM/D/2a	8	4	5	4	0	0	1	0	1	0	0	<b>D</b>		
		JM/I/2c	6	5	2	3	0	0	1	1	0	0	1		<b>I</b>	
		JM/M/2b	7	4	4	2	1	0	0	1	0	1	1			<b>M</b>
9	AS	AS/D/2a	9	5	4	3	1	0	1	1	0	1	0	<b>D</b>		
		AS/I/2c	6	3	6	4	0	0	1	0	1	0	0		<b>I</b>	
		AS/M/2a	8	3	6	6	0	0	1	1	0	0	1			<b>M</b>
10	AP	AP/D/2a	7	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		AP/I/2c	9	2	3	6	0	0	1	1	0	0	1		<b>I</b>	
		AP/M/2a	8	5	2	3	1	0	1	1	0	1	0			<b>M</b>
11	MA	MA/D/2a	5	2	2	3	0	0	1	0	1	0	0	<b>D</b>		
		MA/I/2c	5	5	2	3	0	0	1	1	0	0	1		<b>I</b>	
		MA/M/2a	8	4	4	2	1	0	0	1	0	1	1			<b>M</b>
12	NP	NP/D/2a	6	5	2	3	0	0	1	1	0	0	1	<b>D</b>		
		NP/I/2c	7	4	4	2	1	0	0	1	0	1	1		<b>I</b>	
		NP/M/2a	9	5	4	3	1	0	1	1	0	1	0			<b>M</b>
13	MF	MF/D/2a	6	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		MF/I/2c	8	5	3	6	0	0	1	1	0	0	1		<b>I</b>	
		MF/M/2a	7	5	4	3	1	0	1	1	0	1	0			<b>M</b>
14	SW	SW/D/2a	9	4	5	4	0	0	1	0	1	0	0	<b>D</b>		
		SW/I/2c	8	5	2	3	0	0	1	1	0	0	1		<b>I</b>	
		SW/M/2a	9	4	4	2	1	0	0	1	0	1	1			<b>M</b>
15	NL	NL/D/2a	7	5	4	3	1	0	1	1	0	1	0	<b>D</b>		
		NL/I/2c	7	3	6	4	0	0	1	0	1	0	0		<b>I</b>	
		NL/M/2a	7	3	6	6	0	0	1	1	0	0	1			<b>M</b>
16	HT	HT/D/2a	8	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		HT/I/2c	6	2	3	6	0	0	1	1	0	0	1		<b>I</b>	
		HT/M/2a	7	5	2	3	1	0	1	1	0	1	0			<b>M</b>
17	YM	YM/D/2a	9	2	2	3	0	0	1	0	1	0	0	<b>D</b>		
		YM/I/2c	6	5	2	3	0	0	1	1	0	0	1		<b>I</b>	

		YM/M/2b	8	4	4	2	1	0	0	1	0	1	1			<b>M</b>
18	NA	NA/D/2a	7	5	4	3	1	0	1	1	0	1	0	<b>D</b>		
		NA/I/2c	5	3	6	4	0	0	1	0	1	0	0		<b>I</b>	
		NA/M/2b	8	3	6	6	0	0	1	1	0	0	1			<b>M</b>
19	NK	NK/D/2a	8	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		NK/I/2c	6	5	3	6	0	0	1	1	0	0	1		<b>I</b>	
		NK/M/2a	8	5	4	3	1	0	1	1	0	1	0			<b>M</b>
20	RD	RD/D/2a	9	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		RD/I/2c	6	5	3	6	0	0	1	1	0	0	1		<b>I</b>	
		RD/M/2a	8	5	4	3	1	0	1	1	0	1	0			<b>M</b>
21	HH	HH/D/2a	7	4	5	4	0	0	1	0	1	0	0	<b>D</b>		
		HH/I/2c	9	5	2	3	0	0	1	1	0	0	1		<b>I</b>	
		HH/M/2a	8	4	5	5	1	0	0	1	0	1	1			<b>M</b>
22	RA	RA/D/2a	9	5	4	3	1	0	1	1	0	1	0	<b>D</b>		
		RA/I/2f	8	3	6	4	0	0	1	0	1	0	0		<b>I</b>	
		RA/M/2a	6	4	5	4	0	0	1	1	0	0	1			<b>M</b>
23	DA	DA/D/2a	7	3	5	4	0	0	1	0	1	0	0	<b>D</b>		
		DA/I/2c	9	2	3	6	0	0	1	1	0	0	1		<b>I</b>	
		DA/M/2a	6	4	5	4	1	0	1	1	0	1	0			<b>M</b>
24	FB	FB/D/2a	8	2	2	3	0	0	1	0	1	0	0	<b>D</b>		
		FB/I/2c	7	5	2	3	0	0	1	1	0	0	1		<b>I</b>	
		FB/M/2d	9	4	4	2	1	0	0	1	0	1	1			<b>M</b>
25	DT	DT/D/2a	8	4	5	4	1	0	1	1	0	1	0	<b>D</b>		
		DT/I/2a	6	3	6	4	0	0	1	0	1	0	0		<b>I</b>	
		DT/M/2a	7	4	4	3	0	0	1	1	0	0	1			<b>M</b>
	Total		56 7	29 2	30 0	28 4	26	0	66	51	24	26	34			
	Percent age		33. 95 %	17. 48 %	17. 96 %	17 %	15 5%	0%	3.9 5%	3.0 5%	1.4 3%	1.5 5%	2.0 3%			

## Appendix 33

## The Practice of Different Types and Sources of WCF

No	Types of WCF	Source of WCF	Procedure
1	Direct	Teacher	First, the teacher started by scanning the introduction, looking for the thesis statement/ claim. If the thesis was found, the teacher checked the validity and clarity of the thesis statement. Then, she scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, the teacher read the essay line by line from the beginning to the end. This was done to check the language form including errors the learners made. Then, she gave comments on students' essay at whole. Afterwards, she classified and calculated the errors. Next, she practiced direct WCF by directly correcting the learners' errors and giving comment and advice to the learners' error in order to improve their writing. The teacher provided the learners with the correct form. Here, she classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. After that, she gave back the draft and assigned the students to rewrite the draft based on the teacher's comments and advice.
		Peer	First, the teacher assigned to make a pair. Then, she assigned each pair to change their draft. Here, the peer should identify the errors made by his/ her friend. She also assigned each pair to scan the introduction, and look for the thesis statement. Then, each pair scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, each pair read the essay line by line from the beginning. This was done to check the language form including errors the learners made. Afterwards, each pair identified, classified and calculated the errors. Next, each pair practiced direct WCF by directly correcting his/her pairs' errors and giving comment and advice to the error in order to improve their writing. Each pair provided the learners with the correct form. Here, each pair classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. Then, after correcting the draft, each learner should submit the essay to the teacher as the main source of WCF. The teacher checked the learners' assignment. Finally, the teacher assigned the students to rewrite the draft based on the peer's comments and advice.
		Self	First, the teacher assigned the learners to submit their composition. Then, she gave back the composition to the learners and assigned each learner to identify the errors he/ she made. Each learner should scan the introduction, and look for the thesis statement. Then, each learner scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, each learner read the essay line by line from the beginning. This was done to check the language form including errors the learner made. Afterwards, each learner identified, classified and calculated the

			errors. Next, each learner practiced direct WCF by directly correcting his/her own errors. Each learner provided the learners with the correct form. Here, each learner classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. Then, after correcting the draft, each learner should submit the essay to the teacher as the main source of WCF. The teacher checked the learners' assignment. Finally, the teacher assigned the learner to rewrite his/ her draft based on his/ her own correction.
2	Indirect	Teacher	First, the teacher started by scanning the introduction, looking for the thesis statement. Then, she scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Afterwards, the teacher read the essay line by line from the beginning. This was done to check the language form including errors the learners made. Then, she gave comments on students' essay at whole. Afterwards, she classified and calculated the errors. Next, she practiced indirect WCF in correcting the learners' errors and giving comment and advice to the learners' error in order to improve their writing. Here, the teacher indicated that an error existed but did not provide the correction. This took the form of underlining and used of sign X to show omissions in the student's text. Here, she classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. After that, she gave back the draft and assigned the students to rewrite the draft based on the teacher's comments and advice.
		Peer	First, the teacher assigned the learners to make a pair. Then, she assigned each pair to change their draft. Here, the peer should identify the errors made by his/ her friend. She also assigned each pair to scan the introduction, and look for the thesis statement. Then, each pair scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, each pair read the essay line by line from the beginning. This was done to check the language form including errors the learners made. Afterwards, each pair identified, classified and calculated the errors. Next, she assigned each pair to practice indirect WCF in correcting the learners' errors and giving comment and advice to the learners' error in order to improve their writing. Here, each pair indicated that an error existed but did not provide the correction. This took the form of underlining and used of sign X to show omissions in the student's text. Here, each pair classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. Then, after correcting the draft, each learner should submit the essay to the teacher as the main source of WCF. The teacher checked the learners' assignment. Finally, the teacher gave back the learners and assigned the students to rewrite the draft based on the peer's comments and advice.
		Self	First, the teacher assigned the learners to submit their composition. Then, she gave back the composition to the learners and assigned each learner to identify the errors he/ she made. Each learner should scan the introduction, and look for the thesis statement. Then, each learner scanned the body for the



			<p>topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, each learner read the essay line by line from the beginning. This was done to check the language form including errors the learner made. Afterwards, each learner identified, classified and calculated the errors. Next, she assigned each learner to practice indirect WCF in correcting his/ her errors in order to improve their writing. Here, the learner indicated that an error existed but did not provide the correction. This took the form of underlining and used of sign X to show omissions in his/ her text. Here, each learner classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. Then, after correcting the draft, each learner should submit the essay to the teacher as the main source of WCF. The teacher checked the learners' assignment. Finally, the teacher assigned the learner to rewrite his/ her draft based on his/ her own correction.</p>
3	Metalinguistic	Teacher	<p>First, the teacher started by scanning the introduction, looking for the thesis statement. Then, she scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Afterwards, the teacher read the essay line by line from the beginning. This was done to check the language form including errors the learners made. Then, she gave comments on students' essay at whole. Afterwards, she classified and calculated the errors. Next, she practiced metalinguistic WCF in correcting the learners' errors and giving comment and advice to the learners' error in order to improve their writing. Here, the teacher provided some kinds of metalinguistic clue as to the nature of the error. In this case, the teacher numbered errors in text and wrote a grammatical description for each numbered error at the bottom of the text. Here, she classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. After that, she gave back the draft and assigned the students to rewrite the draft based on the teacher's comments and advice.</p>
		Peer	<p>First, the teacher assigned the learners to make a pair. Then, she assigned each pair to change their draft. Here, the peer should identify the errors made by his/ her friend. She also assigned each pair to scan the introduction, and look for the thesis statement. Then, each pair scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, each pair read the essay line by line from the beginning. This was done to check the language form including errors the learners made. Afterwards, each pair identified, classified and calculated the errors. Next, she assigned each pair to practice metalinguistic WCF in correcting the learners' errors and giving comment and advice to the learners' error in order to improve their writing. Here, the teacher provided some kinds of metalinguistic clue as to the nature of the error. In this case, the teacher numbered errors in text and wrote a grammatical description for each numbered error at the bottom of the text. Here, each pair classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. Then, after correcting the draft, each learner should submit the essay to the</p>

			teacher as the main source of WCF. The teacher checked the learners' assignment. Finally, the teacher gave back the learners and assigned the students to rewrite the draft based on the peer's comments and advice.
		Self	First, the teacher assigned the learners to submit their composition. Then, she gave back the composition to the learners and assigned each learner to identify the errors he/ she made. Each learner should scan the introduction, and look for the thesis statement. Then, each learner scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, each learner read the essay line by line from the beginning. This was done to check the language form including errors the learner made. Afterwards, each learner identified, classified and calculated the errors. Next, she assigned each learner to practice metalinguistic WCF in correcting his/ her errors in order to improve their writing. Here, the teacher provided some kinds of metalinguistic clue as to the nature of the error. In this case, each learner numbered errors in text and wrote a grammatical description for each numbered error at the bottom of the text. Here, each learner classified the errors as those classified by Bitchener (2010) covering language forms, contents and organization. Then, after correcting the draft, each learner should submit the essay to the teacher as the main source of WCF. The teacher checked the learners' assignment. Finally, the teacher assigned the learner to rewrite his/ her draft based on his/ her own correction.

## Appendix 34

## The samples of student' writing product and teacher's comments on teacher-direct corrective feedback (FT/D-teacher/2a)

Student's Name : Fitriya  
 Number of Paper : FT/D-teacher/2a  
 Gender : Female  
 Ethnic : Dayak  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

	Title of an Essay: Education Should Be Free for Everyone	
	Written by: Fitriya	Semester/Class: 4 / B
	SRN: 160121111	Day/Date: Thursday, 5 - 4 - 2018
	Ethnic: Dayakrese	Time: 05.45
	Subject: Argumentative w.	Room: F21A

	Education Should Be Free For Everyone
	Education means to make people become more civilized and knowledgeable. Without education a country is nothing. Therefore, education is important to be given for all human. However, there is one classic problem that almost always be a problem in education, it is cost. Related to the theme that education should be free for everyone. → use a clear thesis statement / claim.
Give adequate reasons to support your ideas. (example, statistic, facts).	← I highly disagree with his motion. Why? I have some reasons. First, free education will reduced the spirit of parents to work. So, this can lead the increasing number of employed. Parents whose children get free education even could ask their child for money that given by government. Second, the impact in morality and attitude. It can be happen when parents ask their children to study, son or daughter will say "just be calm, I am schooling from the scholarship that given by government not from mom and dad, do not manage my life". This morality issues will have a major impact for young generation. Last, free education will lead to injustice and social inequality of economy. People who are in middle-class upward of economy will increase their property because do not pay education anymore. This can make the increasing of luxury lifestyle or collecting expensive vehicles that make the number of congestion and pollution in Indonesia is rising up.

However, free education also brings good impact to Indonesian education specially for children who have to quit from school because of the cost. Free education will help children get proper education. As conclusion, free education should not be free for everyone in equality because the definition of justice is not equal but proportional in its place.

Teacher's comment :

Dear Fitriya,

This essay entitled "Education should be free for everyone" follows the task requirements quite well. I enjoyed reading your paper, and I know you worked hard on it. However, your essay still needs some improvements.

In terms of its organization, every sentence in each paragraph directly is related to the main idea of the paragraph. Each paragraph deals with only one topic, that is about education for everyone. The introduction is not very well developed and not entirely clear. It should be given a clear thesis statement at last sentence of introduction. This essay also needs adequate supporting details and examples. In terms of coherence and cohesion, most linking expressions are appropriate, but still needs a few improvements. To make this coherent, this essay needs appropriate or suitable transitional signals to connect one paragraph to another paragraph such as second, last, however, etc. It should be put 'first' at the second paragraph.

thank you.

El.

## Appendix 35

The samples of student' writing product and teacher's comments on teacher-  
direct corrective feedback (NA/D-teacher/2a)

Student's Name : Nur Azzahro  
 Number of Paper : NA/D-teacher/2a  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

teacher's comments:  
 Dear Azzahro,  
 This essay entitled 'education should be free for everyone'.  
 I enjoy reading your essay, and I know you have worked hard on it. However, this essay still needs some improvements. As discussed in the assignment, a critical part of your argument is exploring a counterargument. The organization is quite clear, unity and coherence. Your conclusion should both summarize and highlight the most important points.  
 \* final Essay 1.

Title of an Essay: Education should be free for Everyone	
Written by: Nur Azzahro	Semester/Class: IV (fourth) / PBM B
SRN: (60021106)	Day/Date: Thursday, 5 April 2013
Ethnic: Javanese	Time: 06.45
Subject: UBT Argumentative Essay	Room: FD 1 A

- Education should be free for Everyone -

Nowadays, education is an important thing, it gives us knowledge about the world and it makes us to be a better person. From education we can develop our skills and we will be a useful people. But, some people still think that education is useless especially for women, education just wastes time and money. Although, some people in this world oppose education free for everyone.

Opponents of education free for everyone claim that woman doesn't need a high level of education, they think that woman should be as she used to be, doing housework and study is not important for them. But, some of research shows that a woman with high education level will be more effective to improve lives and health of a family and a society at large. A woman with strong education will have a power to educate the children in her family, they will be able to take a decision and may be able to contribute economically.

Opponents also maintain that the education free for everyone is impossible, they say that the fee to pay the school is too expensive. It is hard for poor student to study in high school level of education. However, the fact shows that there are a lot of scholarship that giving by many sources such as local government, central government, private sector and so on. They will help every students and their wishes.

Those evidently proof that the arguments against education free for everyone is not valid. Everyone should understand the importance of education not only for the man or boy but also the woman or girl. They have to know deeply about the scholarship giving by many sources to help the poor and clever students. Therefore, in my opinion, education should be free for everyone.

Appendix 36

The samples of student' writing product and teacher's comments on teacher-direct corrective feedback (MF/D-teacher/2a)

Student's Name : Mariatul Fitriah  
 Number of Paper : MF/D-teacher/2a  
 Gender : Female  
 Ethnic : Banjarese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

<p style="border: 1px solid black; padding: 5px;">State your words about education, evidence. Counter claim, claim</p>		Title of an Essay:	
		Education Should be free For Everyone	
		Written by:	Semester/Class:
		Mariatul Fitriah	IV / B
		SRN:	Day/Date:
1601121127	27-03-2018		
Ethnic:	Time:		
Banjar	06-00-07-40		
Subject:	Room:		
Argumentative Writing	F-2-1-C		

Education Should be Free For Everyone

~~the claim~~ In my opinion education should be free for everyone, ~~is statement~~ because education is vital and maybe the source for hope ~~to end~~ in the future. Everyone need education, at least the fundamen ~~paragraph~~ tal type which is primary. If we did not have education, we would not be expressing our opinions in the first place. Then, if we did not have education, we would not be able to even read what we just said. Not many people have a successful career in their live. And if education is not free, Parents may not have the sufficient fund to help their children go to school. People should not have to pay for education because of some reason. (Smooth your introductory paragraph)

aim :

ital equal poor people First, education is vital for the survival of one's academic, social and if need be a political career. Education requires a substantial amount of money, one must not make it exclusive, so that the entire world may move at the same pace. The problem like world poverty, or world hunger is solved. If education free may rise the many potential genius in the world, then all of these problems may be solved. Then people would have more free dom to contribute their talent, try new ideas, and pursue the life they want if they did not have to start off in debt or stay stuck in a low-wage job. That could lead to happier people and happier people could lead to a happier, more prosperous nation as a whole.

The second reason is everyone should have equal access to education, and the only way to accomplish this in a society with large economic class diversity is to provide

Teachers Comments:

Dear Mariatul F;

This essay makes me impressed with your ability to write this essay concisely. In this essay, you present a clear position at the outset and explores some ideas to support this. Ideas are organized logically and there is a clear progression throughout the response, with good use of cohesive devices and logical paraphrasing. Errors in spelling and word formation are rare. There is also a variety of complex structures.

education for free. <sup>getting → that's why.</sup> (That way), even the <sup>poor</sup> poorest citizen have the opportunity to pursue their goals and be productive in society. Without free education, the rich get richer because they can get <sup>get</sup> proper job and the poor get poorer. → be aware in capitalization.

In addition, there are kids all around the world that are poor and do not have money for education. Some families barely have enough money to support themselves. Also kids need their education so they can get a job that pay them a lot to support their parent and their siblings or maybe other jobs will not accept them because of the background of their education. (This is way) I support the fact of education, <sup>ps: that's why</sup> should be free for everyone. Also, this is a great way for society to get smarter and more intelligent.


To sum up, I really agree that education should be free <sup>or</sup> for everyone, people who want to school they can share their talent, their knowledge and skill. Everyone has a dream of showing the world who they are. Everyone should be given a free education so that they become useful and productive citizen. It is for the good of nation that students be educated as they grow and by education free, young generation would participate in the workforce and the nation economy.

small letter

Appendix 37

The samples of student' writing product and teacher's comments on self-direct corrective feedback (FT/D-self/2a)

Student's Name : Fitriya  
 Number of Paper : FT/D-self/2a  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone



Title of an Essay:  
Education Should Be Free for Everyone

Written by: FITRYA	Semester/Class: 4 / B
SRN: 60121111	Day/Date: Thursday, 5 <sup>th</sup> - 11 - 2018
Ethnic: DAYAKNESE	Time: 05.45
Subject: Argumentative W.	Room: F21A

Education Should Be Free For Everyone

Education (mean) to make people become more civilized and knowledgeable. without education a country (are) nothing. Therefore, education is very important to be given to all humanity. However, there is one classic problem that is almost always be a problem in education, it is cost. Related to the theme that will be discussed is education should be free for everyone.

I highly disagree that education should be free for everyone. Why? I have some (reason) First, free education will make the spirit of parents are (reduced) in the work. ~~EB that~~ this can lead to increase number of employed. Parents whose children get free education, even could be ask (they) children for money that given by government.

Second, the impact in morality and attitude (Never or ever will happen again) when a parent reminds (their) son / daughter to study, they will say "I am schooling from the government cost not from mom or dad, do not manage my life." This morality issues will have major impact on the development of generation.

Finally, the free education will lead to injustice and social inequality in the economy. People who are in middle class upward of economy will (increasingly) their property or collection because do not need to pay education anymore. This can make the increasing of (luxuries) lifestyle or collecting expensive vehicles that make the number of congestion and pollution in Indonesia is rising up.

*Handwritten teacher comments:*

- "Should be 'mean', not 'mean'." (pointing to 'mean')
- "The right one 'is' not 'are' it is singular." (pointing to 'are')
- "Reasons" because it's plural (pointing to 'reason')
- Wrong word, ineffective. (pointing to 'EB that')
- Wrong, ineffective, wrong. (pointing to 'Never or ever will happen again')
- "It would be better using 'last'." (pointing to 'Finally')
- "this should be verb not adverb 'inc'." (pointing to 'increasingly')
- "their" not "it" (pointing to 'they')



However, free education also brings good impact to Indonesian education specially for children who have to quit school due to cost issues. Free education all the children at this country will be able to get proper education.

As conclusion, free education should be not free for everyone in equally. Because the definition of justice is not equal but proportional in its place.

→ "should not be", wrong strud

Teacher's comments :

Dear Fitriya,

Your essay entitled "Education should be free for everyone" follows the task requirements quite well. Your second revised essay has a lot of progress than the previous one. Both points of view are discussed (in paragraphs 2, 3, and 4) and your personal opinion is offered (in the introduction, paragraph 4, and the conclusion). The opinion is clear. In terms of language forms, you still did some mistakes on writing conventions, such as subject verb agreement, missing words, noun agreement, passive forms, and misspelling. All in all, the essay is well structured, each paragraph announces its topic clearly and the introduction announces the opinion of the writer.

Thank you.  
E.

Appendix 38

The samples of student' writing product and teacher's comments on self-direct corrective feedback (NA/D-self/2a)

Student's Name : Nur Azzahro  
 Number of Paper : NA/D-self/2a  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

*\*draft 1*

Title of an Essay: Education should be free for Everyone	
Written by: Nur Azzahro	Semester/Class: IV (fourth) / PBI B
SRN: (60421105)	Day/Date: Thursday, 5 April 2018
Ethnic: Java	Time: 06.45
Subject: DC1 Argumentative Essay	Room: F2.1A

Education should be free for Everyone

Nowdays, education is an important thing. You don't need to use an article 'A' because it's uncount noun. It gives us a knowledge about the world and it can develop our skills and we will be a better person. But some people still think that education is useless especially for woman and some poor people. They think that education just wasted their time and money. Although, some people in this world oppose that important education is, there is some evidence that support that education should be free for everyone.

Opponents of education free for everyone claim that woman doesn't need a high level of education, but one of research shows that a woman with high education level will be more effective to improves lives and health of a family and a society at large. A woman with strong education will have a power to educate the children in her family, they will be able to take a decision and may be able to contribute economically.

Opponents also maintain that the education free for everyone is impossible, they say that the fee to pay the school is too expensive. It's hard for poor student to study in high level of

*Teacher's comments:*

- you should put "it" as a subject.
- Use "be" because it's present future
- It's useless, and a wasted word, so just throw it away.
- It's wasted word.
- Use a capital letter: put a dot (-)

education. However, the fact that there are a lot of scholarships that given by many sources such as local government, central government, private sector and so on. They will help every students who make every effort for their study. So, it's depend on the student and their witness.

There evidents proof that the arguments against education free for everyone is not valid. Everyone should understand the important of education not only for the men / boy but also the girls / woman and they have to know deeply about the scholarships given by many sources to help the poor student and the clever one. In my opinion, education should be free for everyone.

#### Teacher's Comments :

Dear Azzahro,

Your essay entitled 'Education should be free for Everyone' follows the task requirements quite well. Your second revised essay has a lot of progress that the previous one. This is an excellent draft. I like very much your essay. You set your ideas clearly and with strong evidence. However, I got some grammatical errors in a few places. I am looking forward to your revision. In the introduction, you clearly state an opinion that education should be free for everyone and the writing is developed consistently to support this opinion. The support and reasoning for this opinion are presented in the body paragraphs. The opinion is again clearly indicated in the conclusion. The main argument here is that education should be free for everyone. This is a logical argument, and it shows awareness of the audience. The argument is developed well in paragraph 2, 3 and 4 through the illustration on how the importance of education for people. In the last paragraph, you draw a logical conclusion from evidence provided in support of your opinion.

Thank you,  
El.

## Appendix 39

The samples of student' writing product and teacher's comments on self-  
direct corrective feedback (MF/D-self/2a)

Student's Name : Mariatul Fitriah  
 Number of Paper : MF/D-self/2a  
 Gender : Female  
 Ethnic : Banjarese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

Title of an Essay:	
Education should be Free For Everyone	
Written by: Mariatul Fitriah	Semester/Class: IV / B
SRN: 160121127	Day/Date: 27-05-2018
Ethnic: Banjar	Time: 06:00-07:40
Subject: Argumentative Wri	Room: F-2-1C

Education should be Free For  
Every one

In my opinion education should be free for everyone, because education is vital and maybe the source for hope in the future. Everyone need education, at least the fundamental type which is primary. If we did not have education, we would not be expressing our opinions in the first place. Then, if we did not have education, we would not be able to even read what (1) just said. Not many people have a successful career in their lives. And if education is not free, (they) may not have the sufficient funds to help their children go to school. People should not have to pay for education because of some reason.

First, education is vital for the survival of one's academic, social and if need be a political career. Education requires a substantial amount of money, one must not make it exclusive, so that the entire world may move at the same pace. (that) problem like world poverty, or world hunger is solved. If education free may rise (the) many potential geniuses in the world, then all of these problems may be solved. Then, people would have more freedom to contribute their talents, try new ideas, and pursue the (lives) they want if they did not have to start off in debt or stuck in a low-wage job. That could lead to happier people and happier people could lead to a happier, more prosperous nation as a whole.

Teacher's Comments :

This essay entitled 'Education should be free for everyone'. I am impressed with your ability to write this essay concisely. You clearly organized in an introduction, body, and conclusion, and shows ability to write each paragraph logically. For the most part, the flow of thought is orderly and unified. You use transitional signals effectively in several places. In the conclusion, you refer to previously mentioned support that contributes to the unity of the writing. Thank you.

The second reason education free for everyone is everyone should have equal access to education, and the only way to accomplish this in a society with large economic class diversity is to provide education for free. That way, even the poorest citizen(s) have the opportunity to pursue their goals and be productive in society. Without free education, the rich get richer because they can get proper job and the poor get poorer.

without s

without comma

In addition, there are kids all around the world that are poor and do not have money for education. Some families barely have enough money to support themselves. Also the kids need their education so they can get a job that pays them a lot to support their mother, father, and their siblings and maybe other jobs will not accept them because of the background, their education. This is why I support the fact of education should be free for everyone. Also, this is a great way for society to get smarter and more intelligent.

without article

without s  
Parent

add preposition

add young

change to or

To sum up, I really support that education should be free for everyone, people who want to school they can share their talent, their knowledge and skill. Everyone has a dream of showing the world who they are. Everyone should be given a free education so that they become useful and productive citizen(s). It is for the good of the nation that students be educated as they grow and by education free, young generation would participate in the workforce and the nation economy.

change with agree.

without s

Workforce

## Appendix 40

The samples of student' writing product and teacher's comments on peer-  
direct corrective feedback (FT/D-peer/2a)

Student's Name : Fitriya  
 Number of Paper : FT/D-peer/2a  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

Teacher's comments:  
 All paragraphs are about education. The idea expressed well and adequate. The ideas are clear and not vague.  
 Thank you  
 El.

NAMA : FITRYA  
 NIM : 160121111  
 MATA KULIAH : Argumentative W  
 HARI/TGL :  
 DOSEN :

Education Should be Free for Everyone  
 Education means to make people become more civilized and knowledgeable. Without education a country is nothing. Therefore, education is important to be given to all human. However, there is one classic problem that almost always be a problem in education, it is cost. Related to the theme that Education should be free for everyone, I have some reasons that make disagree. It reduces the spirit of parents, impact in morality and attitude within social inequality of economy.  
 Firstly, free education will reduced the spirit of parents to work. So, this can lead the increasing of employed. Parents whose children get free education even could ask their child for money that given by government.  
 Second, the impact in morality and attitude. It can be happen when parents remind their children to study, son or daughter will say "Just be calm, I am schooling from the government scholarship not from mom and dad, do not manage my life". This morality issues will have a major impact for young generation. Last, free education will lead to injustice and social inequality of economy. People who are in middle-class upward of economy will increase their property because do not pay education anymore. This can make the increasing of luxury lifestyle or collecting expensive vehicles that make the number of congestion and pollution in Indonesia is rising up.  
 However, free education also brings good impact to Indonesian education specially for children who have to quit from school because of the cost. Free education will help children get proper education. As conclusion, free education should not be free for everyone in equally. Because the definition of justice is not equal but proportional in its place.

## Appendix 41

The samples of student' writing product and teacher's comments on peer-  
direct corrective feedback (NA/D-peer/2a)

Student's Name : Nur Azzahro  
 Number of Paper : NA/D-peer/2a  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

Nur Azzahro /1105 / Direct

- Education should be free for Everyone -

Educate the people's life is one of the Indonesian's goals as mandated by UUD 1945. However, until the 71 years of the independence of Republic Indonesia, not all the community has access to the formal education properly. Although 9 years of basic education in Indonesia is considered successful, but the number of children whom only graduate in elementary high school is quite large. Referring to data in Kompas daily, in 2015-2016 only, one million children are drop out from elementary school only. Some people think that education is useless and expensive. But, education should be free for everyone without exception especially for woman and they are able to get scholarship from any sources.

Opponents of education free for everyone claim that woman doesn't need a high level of education, they think that woman should be as she used to be, doing house work and study is not important for them. But, one of research shows that a woman with high education level will be more effective to improve lives and healths of a family and a society at large. A woman with strong education will have a power to educate the children in her family, they will be able able to take a decision and may be able to contribute economically.

Opponents also maintain that the education free for everyone is impossible, they say that the fee to pay the school is too expensive. It is hard for poor student to study in high level of education. However, the fact shows that there are a lot of scholarship that giving by many res sources such as local government, central government, private sector and so on. They will help every students and their witness.

Those evidently proof that the arguments against education free for everyone is not valid. Everyone should understand the important of education not only for the man or boy but also the woman or girl. They have to know deeply about the scholarship giving by many sources to help the poor and clever students. Therefore, gender and economy can not be used as a reason for rejecting the statement that education should be free for everyone.

Teacher's Comments

Dear Azzahro,

This essay entitled 'Education should be free for everyone'. I can enjoy reading your essay. Your essay's introduction was really excellent, as was your detailed information on education for everyone. Your essay has fulfilled all of the assignment requirements. The essay needs proofreading.

Thank you, El.

## Appendix 42

### The samples of student' writing product and teacher's comments on peer-direct corrective feedback (MF/D-peer/2a)

**Student's Name** : Mariatul Fitriah  
**Number of Paper** : MF/D-peer/2a  
**Gender** : Female  
**Ethnic** : Banjarese  
**Week No.** : 3  
**Topic** : Education Should be Free for Everyone

Title of an Essay:	
Education Should be Free For Everyone	
Written by:	Semester/Class:
Mariatul Fitriah	IV/B
SRN:	Day/Date:
1601121127	19-04-2018
Ethnic:	Time:
Banjari	06.00 - 07.40
Subject:	Room:
Argumentative Writing	F-2.1. A

#### Education Should be Free For Everyone

Education should be free for everyone, because education is vital and may be the source for hope in the future. As the mandate of the 1945 constitution, that every citizen is obliged to follow the basic of education and the government is obligated to finance it. Then, the mandate of law 20/2003 on the National Education System, that the government guarantee the implementation of compulsory education at the minimum level of basic education without collecting fees. But, there some people assume that if education is free student want not to learn as much as they should and it will increase for the tax payers. However, if education is not free parent may not have the sufficient fund to help their children go to school. People should not have to pay for education because education are vital, everyone have equal access to education and help the poor people.

First, education is vital for the survival of one's academic, social and if need be a political career. Education requires a substantial amount of money, one must not make it exclusive, so that the entire world may move at the same pace. The problem like world poverty, or world hunger is solved. If the education free may rise many potential genius in the world, then all of these problem may be solved. Then, people would have more freedom to contribute their talent, try new ideas, and pursue the life they want if they did not have to start off in debt or stay stuck in a low-wage job. That could lead to happier people and happier people could lead to a happier, more prosperous nation as a whole.

The second reason is everyone should have equal access to education, and the only way to accomplish this in a society with large economic class diversity is to provide education for free. That way, even the poorest citizen have the opportunity to pursue their goals and be productive.



Teacher's Comments:

Dear Mariatul F:

This essay entitled 'Education should be free for everyone'. I am impressed with your ability to write this essay concisely. A clear position is presented from the outset, supported by relevant ideas. These would require further development to achieve a high score. You clearly organize in an introduction, body, and conclusion, and shows ability to write each paragraph logically. Errors in spelling and word formation are rare.

Thank you  
Ei.

in society without free education, the rich get richer because they can get proper job and the poor get poorer.

In addition, there are kids all around the world that are poor and do not have money for education. Some families barely have enough money to support themselves. Also kids need their education so they can get a job that pay them a lot to support their parent and their siblings or maybe other jobs will not accept them because of the background of their education. This is why I support the fact of education should be free for everyone. Also, this is a great way for society to get smarter and more intelligent.

To sum up, I really agree that education should be free for everyone, people who want to school they can share their talent, their knowledge and skill. Everyone has a dream of showing the world who they are. Everyone should be given a free education so that they become useful and productive citizen. It is for the good of nation that student be educated as they grow and by education free, young generation would participate in the workforce and the nation economy.

## Appendix 43

The samples of student' writing product and teacher's comments on final composition of direct corrective feedback (FT/D-final/2a)

Student's Name : Fitriya  
 Number of Paper : FT/D-final/2a  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

Education Should be Free for Everyone

Education means to make people become more civilized and knowledgeable. Without education a country is nothing. Therefore, education is important to be given to all human. However, there is one classic problem that almost always be a problem in education, it is cost. Related to the theme that education should be free for everyone, I have some reasons that make I disagree. It reduces the spirit of parents, impact in morality and attitude within social inequality of economy.

First, free education will reduce the spirit of parents to work. So, this can lead the increasing of <sup>an</sup> employed. Parents whose children get free education even could ~~ask~~ their children for money that given by government.

Second, the impact in morality and attitude. It can be happen when parents remind their children to study, son or daughter will say "Just be calm, I am schooling from the government scholarship not from mom and dad, do not manage my life." This morality issues have a major impact for young generation.

Last, free education ~~will~~ lead to injustice and social inequality of economy. People who are in middle-class upward of economy will increase their property because <sup>they</sup> do not pay education anymore. This can make the increasing of luxury lifestyle or collecting expensive vehicles that make the number of congestion and pollution in Indonesia is rising up.

Finally, free education also brings good impact to Indonesian education specially for children who have to quit from school because of the cost. Free education will help children get proper education. As conclusion, free education should not be free for everyone in equally. Because the definition of justice is not equal but proportional in its place.

## Appendix 44

### The samples of student' writing product and teacher's comments on final composition of direct corrective feedback (NA/D-final/2a)

**Student's Name** : Nur Azzahro  
**Number of Paper** : NA/D/2a  
**Gender** : Female  
**Ethnic** : Javanese  
**Week No.** : 3  
**Topic** : Education Should be Free for Everyone

- Education Should be Free for Everyone -

Educate the people's life is one of Indonesia's goal as mandated by UUD 1945. However, until the 71 years old of the independence of Republic Indonesia, not all the community has access to the formal education properly. Although 9 years of basic education in Indonesia is considered successful, but the number of children whom only graduate in elementary school is quite large. Referring to data in Kompas daily, in 2015-2016 only one million children are drop out from elementary school. Some people think that education is useless and expensive. But, education should be free for everyone without exception especially for woman and they are able to get scholarship from any sources.

Opponents of education free for everyone claim that woman does not need a high level of education, they think that woman should be as she used to be, doing house work and study is not important for them. But, one of research shows that a woman with high education level will be more effective to improve lives and health of a family and a society at large. A woman with strong education will have a power to educate the children in her family, they will be able to make a decision and may be able to contribute economically.

Opponents also maintain that the education free for everyone is impossible, they say that the fee to pay the school is too expensive. It's hard for poor students to study in high level of education. However, the fact shows that there are a lot of scholarships that giving by many sources such as local government, central government, private sector and so on. They will help every students and with willness.

Those evidents proof that the arguments against education free for everyone is not valid. Everyone should understand the important of education not only for man but for woman too. They have to know deeply about the scholarship giving by many sources to help the poor students especially. Therefore, gender and economy can not be used as a reason for rejecting the statement that education should be free for everyone.

Teacher's Comments :

Dear Azzahro,

This is the best performance of your work. Good luck. You have work hard for this essay. You present a strong thesis. It is a great work of you. You have a lot of progress in your final draft of essay.

Thank you,  
E1.

## Appendix 45

The samples of student' writing product and teacher's comments on final composition of direct corrective feedback (MF/D-final/2a)

Student's Name : Mariatul Fitriah  
 Number of Paper : MF/D-final/2a  
 Gender : Female  
 Ethnic : Banjarese  
 Week No. : 3  
 Topic : Education Should be Free for Everyone

Title of an Essay:	
Education Should be Free For Everyone	
Written by:	Semester/Class:
Mariatul Fitriah	IV / B
SRN:	Day/Date:
160121127	19-04-2018
Ethnic:	Time:
Banjari	06:00 - 07:40
Subject:	Room:
Argumentative Writing	F-2-1-A

Education Should be Free For Everyone

Education should be free for everyone, because education is vital and maybe the source for hope in the future. As the mandate of the 1945 constitution, that every citizen is obliged to follow the basic of education and the government is obligated to finance it. Then, the mandate of law 20/2003 on the National Education System, that the government guarantee the implementation of compulsory education at the minimum level of basic education without collecting fees. But, there some people assume that if education is free student want not to learn as much as they should and it will increase for the tax payers. However, if education is not free parent may not have the sufficient fund to help their children go to school. People should not have to pay for education because education are vital, everyone have equal access to education and help the poor people.

First, education is vital for the survival of one's academic, social and if need be a political career. Education requires a substantial amount of money, one must not make it exclusive, so that the entire world may move at the same pace. The problem like world poverty, or world hunger is solved. If the education free may rise many potential genius in the world, then all of these problem may be solved. Then, people would have more freedom to contribute their talent, try new ideas, and pursue the life they want if they did not have to start off in debt or stay stuck in a low-wage job. That could lead to happier people and happier people could lead to a happier, more prosperous nation as a whole.

The second reason is everyone should have equal access to education, and the only way to accomplish this in a society with large economic class diversity is to provide education for free. That way, even the poorest citizen have the opportunity to pursue their goals and be productive.

## Teacher's Comments:

Dear Mariatul F:

This is the best performance of your work. You present a strong thesis. You have a lot of progress in your final draft of essay. You clearly organize in an introduction, body, and conclusion, and shows ability to write each paragraph logically. For the most part, the flow of thought is orderly and unified. You use transitional signals in several places. Good Luck.

Thank you  
Ei.

Society without free education, the rich get richer because they can get a better job and the poor get poorer.


In addition, there are kids all around the world that are poor and do not have money for education. Some families barely have enough money to support themselves. Also kids need their education so they can get a job that pay them a lot to support their parent and their siblings or maybe other jobs will not accept them because of the background of their education. This is why I support the fact of education should be free for everyone. Also, this is a great way for society to get smarter and more intelligent.

To sum up, I really agree that education should be free for everyone, people who want to school they can share their talent, their knowledge and skills. Everyone has a dream of showing the world who they are. Everyone should be given a free education so that they become useful and productive citizen. It is for the good of nation that student be educated; they grow and by education free, young generation would participate in the workforce and the nation economy.

## Appendix 46

The samples of student' writing product and teacher's comments on teacher-  
indirect corrective feedback (FT/I-teacher/2c)

Student's Name : Fitriya  
 Number of Paper : FT/I-teacher/2c  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 5  
 Topic : Cell phone Use Should be Banned While Driving.

	Title of an Essay: Cell Phone Use Should Be Banned While Driving	
	Written by: Fitriya	Semester/Class: 4 / B
	SRN: 1601121111	Day/Date: Thursday, 5-4-2018
	Ethnic: Dayaknese	Time: 05.45
	Subject: Argumentative W.	Room: F21A

CELL PHONE USE SHOULD BE BANNED WHILE DRIVING

Mobile Phone have been considered as the basic needs of the community in communicating even the source of various information. But unfortunately, it is not comparable with the wisdom of insiders using the phone. They are still many people using mobile phones at the wrong time, like driving a car. There are important facts you need to know about the use of mobile phones while driving car.

Specifically, when driving car we are required for full concentration, so we can see the conditions on the road, understand the state of the road and decide what will we do while driving. If we drive while using mobile phones, our concentration becomes split. One aspect we must concentrate on the road and one aspect to our phone, either form of telephone, texting or play social media.

Research conducted by GHSA (Governors Highway Safety Association), United States, found that calling or texting while driving is the greatest cause of road accidents. International research also reveals that the use of mobile phones while driving contributed one out of every four road accidents. The dangers of driving time is not the step we use, but rather on the theme of the concentration or what we are talking about at the time.

However, the danger is because driver's brain is forced to think of something else while driving that make concentration becomes split. Using mobile phones while driving is more dangerous than driving

caused by ~~calling~~ while driving. Driving while on the phone can make the brain react (though still teenagers) like some 70 years old elderly brain.

132 Safety Footwear Law numb. 22 years old. 2009 About Traffic As well Road Transportation

In Article 203 says: "Any person who drives vehicles on the road in an unusual manner and performs other activities or is influenced by a condition that causes concentration problems in driving on the road as mentioned in article 106 paragraph (1) shall be sentenced a maximum imprisonment of 3 months or a maximum fine of IDR. 750.000.00."

Adhere to any traffic rules, whatever interest on using mobile phone while driving is not much important to your safety and other users? Even if the call is important you can pull over for moment to pick up the phone. It is more salvation than receiving a phone while driving.

Teacher's Comments :

Dear Fitriya,


Your essay entitled "Cell phone use should be banned while driving" actually is clear and exciting. However, you should improve your essay, in terms of organization, content, and language form. Your essay should be clearly organized in an introduction, body, and conclusion. For the most part, the flow of thought is orderly and unified. Please, use transitional signals effectively in several places.

Thank you  
Ei.

Appendix 47

The samples of student' writing product and teacher's comments on teacher-indirect corrective feedback (NA/I-teacher/2c)

Student's Name : Nur Azzahro  
 Number of Paper : NA/I-teacher/2c  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 5  
 Topic : Cell phone Use Should be Banned While Driving.

<p>Teacher's Comments :</p> <p>Dear Azzahro;</p> <p>Your essay actually is exciting. You present a clear position throughout the response. It is very good to see that you give a clear thesis statement. The conclusion is also clear and adequate. Thank you.</p> <p>Final essay 2</p>		Title of an Essay:	
		Written by:	Semester/Class:
		SRN:	Day/Date:
		Ethnic:	Time:
		Subject:	Room:

Cell Phone Use Should be Banned while Driving

Cell phone is an important thing. It helps us in many kind of activities. It makes us easier to do everything. Now, almost all of people in this world use cell phone, every time and every where. They use cell phone and they forget to notice the environment and circumstance around them. Some of them use cell phone while they are driving. Many think that cell phone use should be banned while driving, although some driver said that using cell phone is a legal activity even when they are driving.

Nowdays, cell phone especially smart phone use to help the driver to see the map, so they will be able to find the right way. But, take the notice off from the road in many times will break the concentration and it is a big chance to make cause an accident. It is not only dangerous for the driver but also the pedestrian and other people around the street.

The drivers who use a cell phone while they are driving claim that, they only use the cell phone to answer some important texts or emails, so it should be legal. But, a statistic data shows that nearly 330.000 injuries occur each year from accidents caused by texting while driving. The accident occur because texting while driving causes a 400 % increase in time spent with eyes off the road.

Cell phone can become a very usefull thing but it can be a harmful too for us, so it's better for us to be more plite in using the cell phone. Therefore, I have to say that cell phone use should be banned while driving.



## Appendix 48

### The samples of student' writing product and teacher's comments on teacher-indirect corrective feedback (MF/I-teacher/2c)

**Student's Name** : Mariatul Fitriah  
**Number of Paper** : MF/I-teacher/2c  
**Gender** : Female  
**Ethnic** : Banjarese  
**Week No.** : 5  
**Topic** : Cell phone Use Should be Banned While Driving.



Cell Phone Should be Banned While Driving	
Written by:	Semester/Class:
Mariatul Fitriah	IV / B
SRN:	Day/Date:
1601121127	Thursday, 05-09-2018
Ethnic:	Time:
Banjau	06:00 - 07:40
Subject:	Room:
Argumentative Writing	F-2 I.A

#### Cell Phone Should be Banned While Driving

Every day many people die in accident car because of they use cell phone while driving. A state of research that cell phones are leading factors that cause accidents, then a study show that a cell phone put drivers at a four time greater risk of a crash. But, people still use cell phone while driving because they want to be always available and keep in touch with other people. Also they think that hands-free one set is safe because they can drive using two hands. However, they use arguments that cell phone is necessary for them in emergency condition. Although some people support to use cell phone while driving, there are proofs that using cell phones while driving are dangerous and people should avoid talking while driving.

Some people state that there are many hazards without the cell phone. Like when you work called, and you cannot answer, you might lose your job. People who work depends on a cell phone like a lawyers or businessmen say that they always to available to answer the cell phone call to keep their business run. However, due to their habits, they can make a dangerous and hazardous situations like a collision or an accident. Business issues can be stressful and hazardous while driving because it can make cause emotional reaction that can lead to tragedy. Their conversation might get upset and it can lower their control to drive. Relevant phone call or messages can always be retrieved after you arrived at your destination so if people do not make a decision to put away their cell phone their routine can harm innocent people.

Opponent say that hand-free set is safety because people can using two hands. However, hand-free do not eliminate the risk of cause

an accident car. Researches show that using headset can be as dangerous as hold a phone because of the conversation distrub the driver from focusing on the road. A scientist had proven that people talking over the phone image person who they talking to and that does not interperen with driving. So the problem is not in holding the wheel and cell phone. The problem is when a car swerves unexpectedly stop into traffic, and the mind lack the process power to react at the time and it is because of conversation what they conduct while driving.

So I believe that if cell phone be banned while driving which can cause accident car will diminish or lower the overall accident car. It will make the roads safety for everyone including who not use cell phone. Therefore, cell phone should be banned while driving.

Teachers Comments:

Dear Muratul F,


This essay entitled 'cell phone use should be banned while driving' actually is exciting. In your opening, above everything else, you want to make it clear to your reader what your essay is going to be about. A clear, easy to pick out thesis sentence is crucial. Since the thesis statement is the most important part of your opening, make sure it's as polished and articulated a sentence as you can make it. The thesis ought to tell your reader exactly what you will be arguing in your essay. This is generally a good paper with a clear central idea.

Thank you  
El.

## Appendix 49

The samples of student' writing product and teacher's comments on self-indirect corrective feedback (FT/I-self/2c)

Student's Name : Fitriya  
 Number of Paper : FT/I-self/2c  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 5  
 Topic : Cell phone Use Should be Banned While Driving.

	Title of an Essay: <u>Cell phone Use Should be Banned While Driving</u>	
	Written by: FITRYA	Semester/Class: 4/B
	SRN: 160112111	Day/Date: Thursday, 5-4-2018
	Ethnic: Dayaknese	Time: 05.45
	Subject: Argumentative W.	Room: F21A

Cell Phone Use Should Be Banned While Driving

Mobile phone have been considered as the basic needs of the Community in communicating even the source of various information. But unfortunately, it is not comparable with the wisdom of insiders using the phone. There are still many people using the phone at wrong time like when driving a car. There are important facts you need to know about the use of mobile phones while driving car. Mobile have been considered as the basic needs of the community in communicating.

When driving a car we are required for full concentration so we can see the conditions on the road, understand the state of the road and decide what we will do when driving. If we drive while using mobile phone, our concentration will be split. On one aspect we must concentrate on the road and other aspects will concentrate to the phone either the form of the telephone, chat or play social media.

Research conducted by GHSA (Governors Highway Safety Association), United States, found that calling or texting while driving is the greatest cause of road accidents. International research also reveals that the use of mobile phones while driving contributed one out of every four road accidents. The dangers of driving time is not the step we use (including using handsfree), but rather on the theme of the conversation or what we are talking about at the time.

However, the danger is because driver's brain is forced to think of something else while driving.

that make concentration becomes split.

In fact, using mobile phone while driving is more dangerous than driving when drunk time. Almost 23% of accidents are caused by calling while driving. Driving while on the phone can make the brain react (though still a teenager) like some 70 years old elderly brain.

Safety futurcar law numb. 22 years old. 2009 about Traffic AS well AS Vehicles on the Road in an unusual manner and performs other activities or is influenced by a condition that causes concentration problems in driving on the road as mentioned in Article 106 Paragraph (1) shall be sentenced to a maximum imprisonment of 3 months or a maximum fine ~~to~~ Idr. 750.000,00.

Adhere to any traffic rules, whatever interest on using mobile phone and as important as any information will be obtained via mobile phone is not it still much important to your safety and other road users? Even if the call is very important you can pull over for a moment to pick up the phone. It's more salvation than receiving a phone while driving.

#### Teacher's Comments :

Dear Fitriya,


Your essay entitled "all phone use should be banned while driving" actually is clear and exciting. The main argument here is that cell phones should not be permitted while driving because the drivers need high concentration in the street. This is a logical argument, and it shows awareness of the audience. The argument is developed well in paragraph 2 and 3 through the examples of data that illustrated how cell phones can break the driver's concentration. In the last paragraph, you draw a logical conclusion from evidence provided in support of your opinion.

Thank you  
E.I.

## Appendix 50

The samples of student' writing product and teacher's comments on self-indirect corrective feedback (NA/I-self/2c)

Student's Name : Nur Azzahro  
 Number of Paper : NA/I-self/2c  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 5  
 Topic : Cell phone Use Should be Banned While Driving.

<p>Teacher's Comments :</p> <p>Dear Azzahro,          Your essay actually is interesting. In the introduction, you clearly state an opinion about the topic, and developed consistently to support the opinion. It is a great work. Thank you</p> <p>Draft 2</p>		Title of an Essay:	
		Cell phone use should be banned while driving	
		Written by:	Semester/Class:
		Nur Azzahro	IV (Fourth) PA1 B
		SRN:	Day/Date:
16012103	Tuesday, 5 April 2018		
Ethnic:	Time:		
Jawa	06:45		
Subject:	Room:		
Argumentative Essay	F01A		

Cell phone use should be banned while driving

Cell phone is an important thing. It helps us in many kinds of activities. It make us easier to do everything. Almost all of people in this world use cell phone, every time and every where. They use cellphone and they forget to notice the environment and circumstance around them. Some of them use cell phone ~~are~~ while they are driving. Many think that cell phone use should be banned while driving, although some driver said that using cell phone is a legal activity even when they are driving.

Nowadays, cell phone especially smart phone use to help the driver to see the map so they will be able to find the right way. But take the notice off from the road and in many time will break the concentration and it is a big chance to make an accident occur. It is not only dangerous for the driver but also the pedestrian and other people surrounded the street.

The drivers who use a cell phone while they are driving claim that, they only use the cell phone to answer some important texts or email so it should be legal. But a statistic data shows that nearly 330.000 injuries occur each year from accidents caused by texting while driving. The accident occur because texting while driving causes a 400% increase in time spent with eyes off the road.

Cell phone can become very useful thing but it can be a harmful too for us, so it better for us to be polite in use the cell phone. Therefore, I have to say that cell phone use should be banned while driving.

## Appendix 51

### The samples of student' writing product and teacher's comments on self-indirect corrective feedback (MF/I-self/2c)

**Student's Name** : Mariatul Fitriah  
**Number of Paper** : MF/I-self/2c  
**Gender** : Female  
**Ethnic** : Banjarese  
**Week No.** : 5  
**Topic** : Cell phone Use Should be Banned While Driving.

Indirect Self		Title of an Essay:	
		Cell Phone Should be Banned While Driving	
		Written by:	Semester/Class:
		Mariatul Fitriah	VI / B
		SRN:	Day/Date:
		160421127	05-01-2018
Ethnic:	Time:		
Banjara	06.02.07.40		
Subject:	Room:		
Argumentative Write	F.2.1.A		

Everyday many of people died in car accident because of they use cell phone while driving. A state of research that cell phone are leading factors that cause accidents, then a study show that a cell phone put drivers at a four time greater risk of a crash. But, people still use cell phone while driving because they want to be always available and keep in touch with other people, also, their think that hands-free one set is safe because they can drive using two hands. However, they use arguments that cell phones is necessary for them in emergency condition. Although some people support to use cell phones while driving, there are proofs that using cell phones while driving are dangerous and people should avoid talking while driving.

Some people state that there are many safety hazards without the cellphones. Like when you work called, and you can not answer. You might lose your job. Opponents whose work depends on a cell phone like a lawyers or businessmen say that the always to

available to answer the cell phone call to keep their business run.

However, due to of their habits, they can make a dangerous and hazardous situations like a collision or an accident.

Business issues can be stressful and hazardous while driving, because it can make cause emotional reaction that can lead to tragedy.

Their conversation may get upset and it can lower their control to drive. Relevant phone call or messages can always be retrieved after you arrived at your destination. So if people don't make a decision to put away their cell phone their routine can harm innocent people.

Opponent say that hands-free set is safety because people can drive using two hands. However, hands-free do not eliminate the risk of cause an accident car. Researches show that using headset can be as dangerous as hold a phone because of the conversation disturb the driver from focusing on the road. (2) Scientist had proven that people talking over the phone image person who

they talking to and that does not interferen with driving. So the problem isn't in holding the wheel and cell phone, the problem is when a car swerves unexpectedly step into traffic, and the mind lack the process power to react at the time, and it is because of conversation what we conduct while driving.

So I believe that if cell phone be banned while driving which can cause accident of car will diminish the or lower the overall car accident. It just make the roads safety for everyone including who not use cell phone. Therefore, cell phone should be banned while driving.

Teacher's Comments:

Dear Marfatul F.,

Your essay entitled 'Cell phone use should be banned while driving', actually is amazing. In the introduction, you clearly state an opinion about the topic and the writing is developed consistently to support this opinion. It is presented in the body paragraphs, and the opinion is again clearly indicated in the conclusion through the direct request of the reader. Here, you present a clear thesis statement in your introduction and then use the rest of the essay to support this view. The conclusion is also clear and adequate. This is generally a good paper with a clear central idea.

Thank you  
E.I.

## Appendix 52

The samples of student' writing product and teacher's comments on peer-indirect corrective feedback (FT/I-peer/2c)

Student's Name : Fitriya  
 Number of Paper : FT/I-peer/2c  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 5  
 Topic : Cell phone Use Should be Banned While Driving.

Cell Phone Use Should be Banned While Driving

Mobile phone has been concide~~x~~ as the basic need of the community in communicating even the source ~~with~~ of information. But unfortunately, it is not comparable with the wisdom of insiders using the phone. There are many people using mobile phones at the wrong time, like driving car. There are important facts you need to know about the use of mobile phones while driving car. It disturb~~x~~ our concentration, then we will be in dangerous.

Specifically, when driving car we are required for full concentration. So we can see the conditions on the road, understand the state<sup>o</sup> of the road and decide what will we do while driving. If we drive while using mobile phones, our concentration become~~x~~ split. one aspect we must concentrate on the road and one aspect to our phone, either form of telephone, texting, or play social media.

Research conducted by GtSA (Governors Highway Safety Association), United States, found that calling or texting while driving is the greatest cause of ~~the~~ road accidents. International research also reveals that the use of mobile phone ~~x~~ while driving contributed one out of every four road accidents. the dangers of driving time ~~x~~ not the step we use, but rather on the theme of the concentration or what we are talking about at the time.

However, the danger is because driver's brain is forced to think of something else while driving that make concentration becomes split. using mobile phones while driving ~~x~~ more dangerous than driving while in drunk time. Almost 23% of accidents are caused by calling<sup>low</sup> while driving. Driving while on the phone can make the brain react (though still ~~be~~ teenagers) like some 70 year old elderly brain.

Safety footwear Law numb. 22 years old. 2009 About Traffic as well Road Transportation in Article 283 says: "Any Person who drives vehicles on the road in an unusual manner and performs other activities or is influence by a condition that causes concentration problem in driving on the road as mentioned in article 106 paragraph (1) shall be sentenced a maximum ~~is~~ imprisonment of 3 months



or a maximum fine of IDR. 750.000,00."

Adhere to any traffic rules, whatever interest on using mobile phone while driving is not much important to your safety and other users? Even if the call is important you can pull over for moment to pick up the phone. It is more situation than receiving a phone while driving.

Teacher's Comments :

Dear Fitriya,

Your essay entitled 'Cell phone use should be banned while driving' is a very interesting topic. The response also lacks an overview. You still need more additional information in the introduction.

Information and ideas are generally arranged coherently. Cohesive devices are used effectively and there is a clear progression overall. The range of vocabulary is both adequate and appropriate and spelling is accurate. There is mix of simple and complex sentence structures, used fairly accurately. You still need to revise your grammatical errors, especially in subject-verb agreement.

Thank you.

El.

## Appendix 53

The samples of student' writing product and teacher's comments on peer-indirect corrective feedback (NA/I-peer/2c)

Student's Name : Nur Azzahro  
 Number of Paper : NA/I-peer/2c  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 5  
 Topic : Cell phone Use Should be Banned While Driving.

Nur Azzahro / 1105 / Indirect

- Cell phone use should be Banned while Driving

Cell phone is an important thing. It helps us in many kind of activities. It makes us easier to do everything. Now, almost all of people in this world use cell phone, every time and everywhere. They use cell phone and forget to notice the environment and circumstance around them. Some of them use cell phone while they are driving. Many think that cell phone use should be banned while driving, although some driver said that using cell phone is a legal activity even when they are driving.

Nowdays, cell phone especially smart phone use to help at the driver to see the map, so they will be able to find the right way. But, take the notice off from the road in many times will break the concentration and it's a big chance cause an accident. It's not only dangerous for the driver but also the pedestrian and other people around the street.

The drivers who use a cell phone while they are driving claim that, they only use the cell phone to answer some important texts or emails, so it should be legal. But, a statistic data shows that nearly 33000 injures occur each year from accidents caused by texting while driving. The accident occurs because texting while driving causes a 400% increase in time spent with eyes off the road.

Cell phone can become a very usefull thing but it can be a harmful too for us, so it's better for us to be more Blite in using the cellphone. Therefore, I have to say that cellphone use should be banned while driving.

**Teacher's Comments:**  
 Dear Azzahro,  
 Your essay actually is interesting. A clear position is presented in the thesis statement, supported by relevant ideas. These would require further development to achieve a higher score. Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used effectively. You present a clear position throughout the response. It is very good to see that you give a clear thesis statement in your introduction and then use the rest of the essay to support this view.

Thank you  
 El.

## Appendix 54

The samples of student' writing product and teacher's comments on peer-indirect corrective feedback (MF/I-peer/2c)

Student's Name : Mariatul Fitriah  
 Number of Paper : MF/I-peer/2c  
 Gender : Female  
 Ethnic : Banjarese  
 Week No. : 5  
 Topic : Cell phone Use Should be Banned While Driving.

Title of an Essay:	
Cell Phone Should be Banned While Driving	
Written by: Mariatul Fitriah	Semester/Class: IX / B
SRN: 160121127	Day/Date: Thursday, 06-09-2018
Ethnic: Banjavar	Time: 06:50 - 07:40
Subject: Argumentative Writing	Room: F 2 I - A

Cell Phone Should be Banned While Driving

Everyday many people die in accident car because of they use Cell Phone while driving. A state of research that cell phones are leading factors that cause accidents, then a study show that a cell phone put drivers at a four time greater risk of a crash. But, people still use Cell Phone while driving because they want to be always available and keep in touch with other people. Also they think that hands-free one set is safe because they can drive using two hands. However, there use arguments that cell phone is necessary for them in emergency condition. Although some people support to use Cell Phone while driving, there are Proves that using cell phone while driving are dangerous and people should avoid talking while driving.

Some people state that there are many hazards without the cell phone like when you work called, and you cannot answer you might lose your job. People who work depends on a cell phone like a lawyers or businessmen say that they always to available to answer the cell phone call to keep their business run. However, due to their habits, they can make a dangerous and hazardous situations like a collision or an accident. Business issues can be stressful and hazardous while driving because it can make cause emotional reaction that can lead to tragedy. Their conversation might get upset and it can lower their control to drive. Relevant phone call or messages can always be retrieved after you arrived at your destination. So if people do not make a decision to put away their cell phone their routine can harm innocent people.

Opponent say that hands-free set is safety because people can using two hands. However, hands-free do not eliminate the risk of cause

an accident car. Researches show that using headset can be as dangerous as hold a phone, because of the conversation disturb the driver from focusing on the road. A scientist had proven that people talking over the phone image person who they talking to and that does not interfeer with driving. So the problem is not in holding the wheel and cell phone. The problem is when a car swerves unexpectedly stop into traffic, and the mind lack the process power to react at the time and it is because of conversation what they conduct while driving.

So I believe that if cell phone be banned while driving which can cause accident car will diminish or lower the overall accident car. It will make the roads safety for everyone including who not use cell phone. Therefore, cell phone should be banned while driving.

Teacher's Comments:

Dear Mariatul F.,

Your essay entitled 'cellphone use should be banned while driving' actually is interesting. Your essay has fulfilled all of the assignment requirements. You present a strong thesis statement. In introduction, you clearly state an opinion about the topic and the writing is developed consistently to support this opinion. It is very good to see that your essay is generally good.

Thank you,

H.

## Appendix 55

### The samples of student' writing product and teacher's comments on final composition of indirect corrective feedback (FT/I-final/2c)

**Student's Name** : Fitriya  
**Number of Paper** : FT/I-final/2c  
**Gender** : Female  
**Ethnic** : Dayaknese  
**Week No.** : 5  
**Topic** : Cell phone Use Should be Banned While Driving.

Cell Phone Use Should be Banned while Driving

Mobile phone has been considered as the basic need of the community in communicating even the source of information. But unfortunately, it is not comparable with the wisdom of insiders using the phone. There are many people using mobile phones at the wrong time, like driving a car. There are important facts you need to know about the use of mobile phones while driving car. It disturbs our concentration, then we will be in dangerous.

Specifically, when driving a car we are required for full concentration. So, we can see the conditions on the road, understand the situation of the road and decide what will we do while driving. If we drive while using mobile phones, our concentration becomes split. one aspect we must concentrate on the road and one aspect to our phone, either form of telephone, texting, or play social media.

Research conducted by NHTSA (National Highway Traffic Safety Association), United States, found that calling or texting while driving is the greatest cause of road accidents. International research also reveals that the use of mobile phones while driving contributed one out of every four road accidents. The dangers of driving time is not the step we use, but rather on the theme of concentration or what we are talking about at the time.

However, the danger is because the driver's brain forced to think of something else while driving that make concentration becomes split. Using mobile phones while driving is more dangerous than driving while in drunk time. Almost 23% of accidents are caused by calling while driving. Driving while on the phone can make the brain react (though still teenagers) like some 70 years old elderly brain.

Safety footwear Law number 22 year 2009 About traffic AS well Road Transportation in Article 203 says: "Any person who drives vehicles on the road in an unusual manner and performs other activities or is influenced by a condition that causes concentration problem in driving on the road as mentioned in Article 106 paragraph (1) shall be sentenced a maximum imprisonment of 3 months or a maximum fine of IDR. 750.000.00." Adhere to any traffic rules, whatever interest

on using mobile phone while driving is not much important to your safety and other users? Even if the call is important you can pull over for moment to pick up the phone. It is more salvation than receiving a phone while driving.

#### Teacher's Comments:

Dear Fitrya,

Your essay entitled 'cell phone use should be banned while driving' is a very amazing topic. The response also flows quite well. You clearly organize in an introduction, body, and conclusion, and shows ability to write each paragraph logically. For the most part, the flow of thought is orderly and unified. You use transitional signal effectively in several places. In conclusion, you refer to previously mentioned support. By doing so, it contributes to the unity and coherence of the writing. All in all, it is a good model of argumentative essay.

## Appendix 56

### The samples of student' writing product and teacher's comments on final composition of indirect corrective feedback (NA/I-final/2c)

**Student's Name** : Nur Azzahro  
**Number of Paper** : NA/I-final/2c  
**Gender** : Female  
**Ethnic** : Javanese  
**Week No.** : 5  
**Topic** : Cell phone Use Should be Banned While Driving.

~ Cell phone Use should be Banned While Driving ~

Cell phone is an important thing. It helps us in many kind of activities and makes us easier to do everything. Now, almost all people in this world use cell phone, every time and everywhere. They use cell phone and forget to notice the environment and circumstance around them. Some of them use cell phone while they are driving. Many think that cell phone use should be banned while driving, although, some driver said that using cell phone is a legal activity even when they are driving. But than a fact shows that using cell phone while driving is harmful and caused accident.

Nowdays, cell phone especially smart phone use to help the driver to see the map, so they will be able to find the right way. But, take the notice off from the road in many times will break the concentration and it is a big chance which cause an accident. It is not only dangerous for the driver but also the pedestrian and other people around the street.

The drivers who use a cell phone while they are driving claim that they only use the cell phone to answer some important texts or emails, so it should be legal. But, a statistic data shows that nearly 330.000 injuries occur each year from accidents caused by texting while driving. The accident occur because texting while driving causes a 400% increase in time spent with eyes off the road.

Cell phone can become a very usefull thing but it can be a harmfull too for us, so it is better for us to be more polite in using the cell phone. Therefore, I have to say that cellphone use should be banned while driving.

**Teacher's Comments :**  
 Dear Azzahro,  
 Your essay is very interesting topic. You logically organize information and ideas; there is clear progression throughout. The structure that you have used really helps in this area and makes everything easy to follow and flows very nicely. You also use a range of cohesive devices (linking words) appropriately. All linking words are use accurately and effectively. Each paragraph presents a clear central topic and this is really helped by a topic sentence at the beginning of each paragraph. In the conclusion, you refer to previously mentioned support. To conclude, it is a good example of an argumentative essay.

Thank you.  
 El.

## Appendix 57

### The samples of student' writing product and teacher's comments on final composition of indirect corrective feedback (MF/I-final/2c)

**Student's Name** : Mariatul Fitriah  
**Number of Paper** : MF/I-final/2c  
**Gender** : Female  
**Ethnic** : Banjarese  
**Week No.** : 5  
**Topic** : Cell phone Use Should be Banned While Driving

Name : Mariatul Fitriah  
 SRN : 1601121127  
 Class : B (V)  
 Subject : Argumentative Writing

#### Cellphone Should be Banned While Driving

Everyday many people die in accident car because of they use cellphone while driving. A state of research that cellphone are leading factors that cause the accidents, then a study show that a cellphone put drivers at a four time greater risk of a crash. But, people still use cellphone while driving because they want to be always available and keep in touch with other people. Also they think that hands-free one set is safe because they can drive using two hands. However, they use argument that cellphone is necessary for them in emergency condition. Although some people support to use cellphone while driving, there are proofs that using cellphone while driving are dangerous and hands-free is the risk of accident car.

The first, using cellphone while driving are dangerous. Some people state that there are many hazards without the cellphone like when you work called, and you cannot answer you might lose your job. People who work depends on a cellphone like a lawyers or businessman say that they always to available to answer the cellphone call to keep their business run. In the other hand, due to their habits, they can make a dangerous and hazardous situations like a collision or an accident. Business issues can be stress full and hazardous while driving because it can make emotional reaction that can lead to tragedy. Their conversation might get upset and it can lower their control to drive. Relevant phone call or messages can always be retrieved after you arrived at your destination. So if people do not make a decision to put away their cellphone their routine can harm innocent people.

Second, opponent say that hand-free set is safety because people can using two hands. However, hand-free do not eliminate the risk of cause an accident car. Researches show that using headset can be as dangerous as hold a phone, because of the conversation disturb the driver from focusing on the road. A scientist had proven that people talking over the phone image person who they talking to and does not interfere while driving. So the problem is not in holding the wheel and cellphone. The problem is when a car swerves unexpectedly stop into traffic.



and the mind lack the process power to react at the time and it is because of conversation what they conduct while driving.

So I believe that if cellphone be banned while driving which can cause accident car will diminish or lower the overall accident car. It will make the roads safety for everyone including who not use cellphone. Therefore, cellphone should be banned while driving.

Teacher's Comments :

Dear Marichul F,-

Your essay is very interesting topic. You address all parts of the task and cover both arguments. You logically organize information and ideas. The structure that you have used really helps in this area and makes everything easy to follow and flows very nicely. You also use a range of cohesive devices (linking words) appropriately.

All linking words are used accurately and effectively. Each paragraph presents a clear central topic and this is really helped by a topic sentence at the beginning of each paragraph. In the conclusion, you refer to previously mentioned support. To conclude, it is a good example of argumentative essay.

Thank you

El.

## Appendix 58

The samples of student' writing product and teacher's comments on teacher-  
metalinguistic corrective feedback (FT/M-teacher/2a)

Student's Name : Fitriya  
 Number of Paper : FT/M-teacher/2a  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 6  
 Topic : Smoking in Public Places Has to be Banned

Title of an Essay: Smoking in Public Places Has to be Banned	
Written by: Fitriya	Semester/Class: 1/B
SRN: (60112111)	Day/Date: 25-4-2018
Ethnic: Dayaknese	Time: 05.15 am.
Subject: Argumentative W.	Room: P21A

Smoking In Public Places Has to be Banned

Smoking <sup>is</sup> becoming commonplace in today's world. We may see smoker <sup>at</sup> most everyday and everywhere. People smoke as one of their routine activities, especially men. They said they would be worried if they did not smoke for a day. They like unfringed and fashionable. Although, some others say that has not benefit at all. They are not afraid to be fashionable because health is more important than doing smoke though based on surveys that cigarette gives more dollars to the country. I have three reason why smoking should be banned especially in public places.

First, smoking is harmful for your health because it's <sup>contains</sup> about 9,000 chemicals of which concentration of 13 carcinogenic. It's just inside cigarette. <sup>It</sup> replace <sup>the</sup> oxygen from hemoglobin. This can cause a heart and lung disease. A cigarette also contains ammonia and other hydrocarbons that can cause asthma or respiratory infection and lung cancer. Then, the smoke particles may be the cause of eye irritation, cancer and emphysema.

Second, smoking make <sup>you</sup> spend more money every year. The reason why smoking is expensive is because you have spend around IDR. 15.000.- / IDR. 20.000.-. If you collect all the cigarette you have spend, you can earn about 60 million rupiah. You can buy sport bike a year. It is amazing! That's not enough you should check your health <sup>to</sup> doctor,

that make you spend more money. Now, it's our choice to burn our money or to keep them to save.

Last, smoking can make you lose your family. People who are smoking called active smoker and others passive smoker. Both are effected by the adverse effects of smoking. If you are a father and you are an active smoker, it is 50% chance your child will get lung cancer because of you.

However, this ban seems to force and violate the right of smokers. Who are a smoker, today they have their own room in ~~the~~ public place that seperated from others especially women and children. At least this can reduce the spread of disease through cigarette smoke. sp.

Teachers' comments :

Dear Fetya,

Your essay entitled 'Smoking in public places has to be banned' is a very controversial topic. It discussed something phenomenon in the society: pro-cons on smoking in public area. This is generally a good argumentative with a clear central ideas. A clear position is presented from the thesis statement, supported by relevant ideas. These would require further development to achieve a higher score, especially in reducing the grammatical errors. The response is quite adequate. Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used effectively. A range of vocabulary is attempted, although there are some errors in spelling, 'healt' instead of 'health', word missing, subject-verb agreement.

Thank you  
El.

## Appendix 59

The samples of student' writing product and teacher's comments on teacher-metalinguistic corrective feedback (NA/M-teacher/2b)

Student's Name : Nur Azzahro  
 Number of Paper : NA/M-teacher/2b  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 6  
 Topic : Alcohol Usage should be controlled.

Teacher's Comments ?  
 Dear Azzahro:  
 Your essay is interesting topic.  
 The response is quite adequate.  
 A clear position is presented in the thesis statement, and supported by relevant ideas. Information and ideas are generally arranged coherently. Cohesive devices are used effectively. Thank you.

alcohol = drug

Alcohol Usage should be controlled.

Alcohol is a drug. It is classed as a depressant. When you consume alcohol it will slow down your fitra function as a result you'll slurred speech, unsteady movement, disturbed perceptions and inability to react quickly. The other effect is for your mind, it able to reduces a person ability to think rationally and distorts his or her judgement. On the other hand, the long-term drinking alcohol will result some kind of disease. Some people say that alcohol usage should be controlled, however other said that alcohol usage is free for every one.

Why alcohol should be free and it has been legal in some country. They have a right freedom to consume alcohol their body need it especially in winter season to heat up their body temperature. But in fact, there are a lot of people consume alcohol uncontrolled, even in bars, discobar, parties and other place. Whereas, a study conducted by Scientists at the University of Colorado Boulder proved that the long-term consumption of alcohol is more dangerous than marijuana or cannabis on the brain.

The second reason is they think that alcohol consumption is one of the way they forget the problem. It help them decrease their stress and make a day better. Although, National Highway Traffic-Safety Administration record 800 people are injured in a drunk driving crash every day. It become worst when they start drinking in youth age. A study from Center for Behavioral Health Statistics and Quality, show that youths who start drinking before age 15 years are six times more likely to develop alcohol dependence or abuse later in life than those who begin drinking at or after age 21 years.

From all those evidence, it seems clear to me that alcohol is dangerous for every people, the usage should be controlled so it will avoid us from disease in various part.

Title of an Essay: Alcohol Usage should be controlled  
 Written by: Nur Azzahro / PBT B  
 SRN: 160112005  
 Ethnic: Jawa  
 Subject: Mac Argumentative Essay  
 Semester/Class: / PBT B  
 Day/Date: Thursday, 5 April 2020  
 Time: 06:45  
 Room: E2 1A

## Appendix 60

The samples of student' writing product and teacher's comments on teacher-metalinguistic corrective feedback (MF/M-teacher/2a)

Student's Name : Mariatul Fitriah  
 Number of Paper : MF/M-teacher/2a  
 Gender : Female  
 Ethnic : Banjarese  
 Week No. : 6  
 Topic : Smoking in Public Places Has to be Banned

Title of an Essay:	
Smoking in Public Place has to be Banned	
Written by: Mariatul Fitriah	Semester/Class: VI / B
SRN: 1601121127	Day/Date: 05-04-2018
Ethnic: Banjar	Time: 06-00-07-40
Subject: Argumentative Writing	Room: F-2 1-A

Smoking in Public Place Has to be Banned

Many countries today have laws that prohibit smoking in public place because it affects non-smokers as well. The number of people who smoke have increase over the years. Although they are equipped with the knowledge of how unhealthy smoking, but people still choose to smoke. It is personal choice and a highly addictive habit. Smokers choose to subject themselves to the health risk. It is not for the government or any third community to dictate whether or not a person should be allowed to smoke. However, smoking does not only affect to smoker. Also, affect all the people around those place because when people smoke in public place the smoke travels everywhere through the air and the negative effects of this smoke affect all living, breathing creatures. Therefore, smoking should be banned in all public place. → Why? your claim.

Second-hand smoke has serious negative health consequences. The negative effects of smoking in public carry over into other people's lives with a tangible, measurable, and sometimes permanent impact. A recent study published in the medical journal circulation reviewed 13 studies from around the world and found that banning smoking in public can reduce heart attack hospitalizations by up to 36% over time, regardless of geographical location. The scientific evidence that links second-hand smoke with heart disease and cancer has been mounting for decades. Not only that, the effects of temporary exposure to smoke are also well documented and include headaches, breathing problems and even nausea. According to the Center for Disease Control (CDC), second-hand smoke contains at least 250 chemicals known to be toxic, including more than 50 that can cause cancer (CDC, 2019).

IF SMOKING IS BANNED IN PUBLIC AREAS, IT WILL PROMOTE A HEALTHIER LIFESTYLE FOR EVERYONE. People will see it as a government endorsement for a healthier lifestyle of everybody. Because by banning smoking in public place the government cares about the health of the citizens and that the government discourages people from smoking. Thus, when smoking is not allowed in public areas it reminds people that health care is very important. Therefore, people would be reminded to live a healthier lifestyle.

IF PEOPLE DISALLOWING SMOKE FROM SMOKING IN PUBLIC, IT WILL CAUSE SMOKERS TO SMOKE LESS. Because smoking is not allowed in public, people are only allowed to smoke in their homes. It means that as long as they work, when they eat out, at the movies or even the parks, they cannot smoke. A smoker will have to wait until they get home to light up a cigarette. This in turn will benefit the smokers who have been trying to quit smoking but are unable to due they have more reason to stop. Also, should they have an urge to smoke in public they will put in extra effort to quash the craving because it is punishable by law. This theory is proven in a report published in The Daily Mail (2008), state "at least 40,000 people in England have quit smoking as a result of the ban on lighting up in public areas that was introduced last July". In the long run it could help them quit and also help them develop a healthier lifestyle.

Some may argue that by preventing smokers from smoking in public, it infringes upon their rights, it is true. However, a non-smoker's right to breathe clean air should be taken into consideration as well. People's rights to breathe fresh and clean air should be protected and along with that their right to maintain a healthy lifestyle without breathing in second-hand smoke should be protected too.

IF PEOPLE ARE PROHIBITED FROM SMOKING IN PUBLIC IT WOULD BE SAFER FOR ENVIRONMENT. When smokers smoke in public they tend to throw their cigarette on the ground wherever they are. These cigarette buds are detrimental to the environment because they take a long time to decompose.

IF THE CURRENT SITUATION CONTINUES, THE HEALTH OF MANY PEOPLE WILL REMAIN IN DANGER.

By putting a ban of smoking in public place everyone will get a healthier lifestyle and it protects every citizen from many diseases and health risk such as cancer and others. The ban will encourage smokers to quit, and aid them on the difficult journey to be freed from a light up cigarette. Beside that, it will encourage people to take steps to better on their quality of life and to take care of themselves as well as the people around them. Therefore, smoking should be banned in public place.

Very good.

Teacher's Comments

Dear Mariatul F,-

Your essay is a very good topic. This essay has some very fine insights. Your thesis statement is good, clear, and the argument is persuasive. The organization and discussion could be improved quite a bit, to make it clearer in some places. You show some awareness of sentence structure. The statements are generally accurate. The response is quite adequate. A clear position is presented in the thesis statement, and supported by relevant ideas. Information and ideas are generally arranged coherently. Cohesive devices are used effectively.

Thank you.

El.

## Appendix 61

The samples of student' writing product and teacher's comments on self-  
metalinguistic corrective feedback (FT/M-self/2a)

Student's Name : Fitriya  
 Number of Paper : FT/M-self/2a  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 6  
 Topic : Smoking in Public Places Has to be Banned

Title of an Essay: Smoking in Public Places Has to be Banned	
Written by: FITRYA	Semester/Class: A / B
SRN: 16012111	Day/Date: 5 - 4 - 2018
Ethnic: Dayaknese	Time: 05.45
Subject: Argumentative w.	Room: F21A

Smoking in Public Places Has to be Banned

Smoking is becoming commonplace in today's world. We may see many smokers almost everyday and everywhere. People smoke as one of their routine activities, especially men. ~~They~~ said they would be worried if they did not smoke for a day. They like unfinished and fashionable. Although, some others say that smoking has no benefit at all. They are not afraid to be fashionable because health is more important than doing smoke though based on surveys that cigarettes give more dollars to the country. I have three reasons why smoking should be banned especially in public places.

First, smoking is harmful for your health because ~~it's~~ contains about 4,000 chemicals of which 43 are carcinogenic. It's just inside a cigarette. Concentration of carbon monoxide when we do a big smoke, it replaces oxygen from hemoglobin. This can cause person to occur disorders of the central nervous system, heart and lung disease. A cigarette also contains ammonia and other hydrocarbons that can ~~cause~~ respiratory infection and lung cancer. Then, the smoke particles may be the cause of eye irritation, cancer, and emphysema.

The second, smoking makes you spend more money every year. The reason why smoking is expensive is because you have spent around Rp. 15.000,- / Rp. 20.000,-. If you collect all the cigarettes you spend, you can earn about 60 million Rupiah. You can buy sport bike a year. It's amazing! That's

not enough you should check your health to doctor that makes you spend more money. Now, it is our choice whether we want to 'burn' money or we keep it to save.

VI  
 "I got a doctor, smoking can (makes) you (lost) your family. People like this smoke are called active smokers and others are passive smokers. Both are effected by the adverse effects of smoking. If you are a father and you are an smoker, it is 50% chance your child will get lung cancer because of you.

However, this ban seems to force and violate the rights of smokers. therefore, there is now a special room for smokers who are seperated from the common room. At least this can reduce the spread of disease through cigarette smoke.

Teacher's Comments :

Dear Fitrya,

Your essay entitled 'Smoking in Public Places has to be banned' is a very good topic. This essay has some very fine insights. Your thesis statement is good, clear, and the argument is persuasive. The organization and discussion could be improved quite a bit, to make it clearer in some places. You show some awareness of sentence structure. However, there are frequent grammatical errors throughout the essay. These include problems of punctuation, article: 'an smoker' instead of 'a smoker' and problems of pronoun agreement: 'three reason' instead of 'three reasons'; verb tense: 'can makes' instead of 'can make'. The word 'it' is often misused and can lead to difficulties in understanding the message. For example, 'it's' instead of 'its'. Present and past tense are generally used accurately. The response is quite adequate. Information and ideas are generally arranged coherently and there is a clear overall progression. Cohesive devices are used effectively.

Thank you,  
 EI.



## Appendix 62

**The samples of student' writing product and teacher's comments on self-  
metalinguistic corrective feedback (NA/M-self/2b)**

**Student's Name** : Nur Azzahro  
**Number of Paper** : NA/M-self/2b  
**Gender** : Female  
**Ethnic** : Javanese  
**Week No.** : 6  
**Topic** : Alcohol Usage should be controlled.

<p>Dear Azzahro,-          You have made a good effort          response the assignment. The-          Statement are generally accurate.          The response is quite adequate.          A clear position is presented in the          thesis statement. Thank you.</p>		Title of an Essay: Alcohol usage should be controlled	
		Written by: Nur Azzahro	Semester/Class: IVC Fourth / PB1 B
		SRN: 16011201103	Day/Date: Thurs, 5 April 2018
		Ethnic: Jawa	Time: 06.45
		Subject: MES Argumentative Essay	Room: F 2 1 A

Alcohol usage should be controlled.

Alcohol is a drug, it is classed as a depressant. When you consume alcohol it will slow down <sup>your</sup> brain function as a result you'll slurred speed, unsteady movement, disturbed perceptions and inability to react quickly. The <sup>effect</sup> ~~effect~~ <sup>for</sup> ~~for~~ mind, it will reduce a person's ability to think ~~effect~~ <sup>clearly</sup> for rationally and distort his or her judgement. The long term drinking alcohol will result some kind of disease. Some people say that alcohol usage should be controlled however other said that alcohol usage is free for every one.

The first reason used by the opponents is that consuming alcohol ~~is~~ <sup>is</sup> free and it has been legal in some country. They have a right reason to consume alcohol because it needed by their body especially in winter season to heat up their body temperature. But in fact, there are a lot of people consume alcohol uncontrolled, even in bars, discothcs, parties and other place. Whereas, a study ~~proved~~ <sup>was</sup> conducted by Scientists at the University of Colorado Boulder proved that the long-term consumption of alcohol is more dangerous than marijuana or cannabis on the brain.

The second reason is they claim that alcohol consumption is one of the way they ~~ease~~ <sup>relieve</sup> the problem. It ~~help~~ <sup>helps</sup> them to increase their stress and make a day better. Although, National Highway Traffic - Safety Administration record 800 people are injured in a drunk driving crash every day. It became worse when they start drinking in youth age. A Study from Center for Behavioral Health Statistics and Quality, show that youth who start drinking before age 15 years are six times more likely to develop alcohol dependence or abuse later in life than those who begin drinking at or after age 21 years.

From all those evidence, it seems clear to me that alcohol is dangerous for every people, the usage should be controlled so it will avoid from damage in various part.

## Appendix 63

### The samples of student' writing product and teacher's comments on self- metalinguistic corrective feedback (MF/M-self/2a)

**Student's Name** : Mariatul Fitriah  
**Number of Paper** : MF/M-self/2a  
**Gender** : Female  
**Ethnic** : Banjarese  
**Week No.** : 6  
**Topic** : Smoking in Public Places Has to be Banned

Title of an Essay:	
Written by:	Semester/Class:
Mariatul Fitriah	V / B
SRN:	Day/Date:
160121127	05-04-2018
Ethnic:	Time:
Banjarese	08.00-07.40
Subject:	Room:
Argumentative Writing	F 2 1 A

Many countries today have laws that prohibit smoking in public places because it affects non-smokers as well. The number of people who smoke have increase over the years. Although they are equipped with the knowledge of how unhealthy smoking, but people still choose to smoke. It is personal choice and a highly addictive habit. Smokers choose to subject themselves to the health risk. It is not for the government or any third person to dictate whether or not a person should be allowed to smoke. However, smoking does not only affect to smoker. Also affect all the people around those place because when people smoke in public place the smoke travels everywhere through the air, and the negative effects of this smoke affect all living, breathing creatures. Therefore smoking should be banned in all public place.

Secondhand smoker has serious negative health consequences. The negative effects of smoking in public carry over into other people's lives with a tangible, measurable, and sometimes permanent impact.

A recent study published in the medical journal *Circulation* reviewed 13 studies from around the world and found that banning smoking in public place can reduce heart attack hospitalizations by up to 36 percent over time, regardless of geographical location. The scientific evidence that links <sup>from</sup> secondhand smoke with heart disease and cancer has been mounting for decades. Not only that, the effects of temporary exposure to smoke are also well documented and include headaches, breathing problems and even nausea. According to the Center for Disease Control (CDC), <sup>from</sup> secondhand smoke contains at least 250 chemicals known to be <sup>SP</sup> toxic, including more than 50 that can cause cancer (CDC, 2009).

If smoking is banned in public areas, it will promote a <sup>^</sup>healthier lifestyle for everyone. People will see it as a government enforcement for a <sup>^</sup>healthier lifestyle of everybody. Because by banning smoking in public place the government cares about the health of the citizens and that the government discourages people from smoking. Thus, when smoking is not allowed in public areas it reminds people that health care is very important. Therefore, people would be reminded to live a healthy lifestyle.

If people disallowing ~~who~~ smoke from smoking in public, it will cause smokers to smoke less. Because smoking is not allowed in public, people are only allowed to smoke in their homes. It means that as long as they work, when they eat out, at the movies or even the parties, they cannot smoke. A smokers will have to wait until they get home to light up a cigarette. This in turn will benefit the smokers who have been trying to quit smoking but are unable to due they have more reason to stop. Also, should they have an urge to smoke in public they will put in extra effort to quash <sup>SP</sup> the craving because it is punishable by law. This theory is proven in a report published in the <sup>Cap</sup> Daily Mail (2008), that <sup>WV</sup> "at least 400,000 people in England have quit smoking as a result of the ban on lighting up in public areas that was introduced last July". In the long run it could help them quit, <sup>so</sup> and also help them develop <sup>at so</sup> healthier ~~lifestyle~~ <sup>SP</sup> lifestyles.

Some may argue that by preventing smokers from smoking in public, it infringes upon their rights, it is true. However, a non-smoker's right to breathe clean air should be taken <sup>SP</sup> into consideration as well. People's rights to breathe fresh and clean air should be

Protected<sup>so</sup>, and along with that their right to maintain a healthy lifestyle without breathing in second-hand smoke should be protected too.

If people are prohibited from smoking in public it would be safer for environment. When smokers smoke in public they tend to throw their cigarette<sup>so</sup> on the ground wherever they are. These cigarette buds<sup>so</sup> are detrimental to the environment because they take a long time to decompose.

By putting forth a ban of smoking in public place everyone will get a healthier lifestyle<sup>so</sup> and it protects every citizen from many diseases and health risk such as cancer and other<sup>pi</sup>. The ban will encourage smoker<sup>so</sup> to quit<sup>so</sup> and aid them on the difficult journey to be freed from a light up cigarette. Beside that, it will encourage people to take steps to better on their quality of life and to take care of themselves as well as the people around them. Therefore, smoking should be banned in public place.

#### Teacher's Comments :

Your essay is a very controversial topic. It discussed something phenomenon in the society. pro-cons on smoking in public area. This is generally a good argumentative with a clear central idea. Information and ideas are generally arranged coherently and there is a clear overall progression.

Thank you  
Zi.

## Appendix 64

The samples of student' writing product and teacher's comments on peer-  
metalinguistic corrective feedback (FT/M-peer/2a)

Student's Name : Fitriya  
 Number of Paper : FT/M-peer/2a  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 6  
 Topic : Smoking in Public Places Has to be Banned

Smoking In Public Places Has to be Banned

Smoking is becoming common place in today's world. We may see smokers most everyday and everywhere. People smoke as one of their routine activities, especially men. They said they would be worried if they did not smoke for a day. They like unfinished and fashionable. Although, some others say that has not benefit at all. They are not afraid to be fashionable because health is more important than doing smoke though based on surveys that cigarette gives more dollars to the country. I have three reason why smoking should be banned especially in public places.

First, smoking is harmful for your health because it contains about 4000 chemicals of which concentration of 43 carcinogenic. it's just inside cigarette. Concentration of carbonmonoxide when we do a big smoke, it replaces oxygen from hemoglobin. This can cause a heart and lung disease. A cigarette also contains ammonia and other hydrocarbons that can cause ~~asth~~ asthma or respiratory infection and lung cancer. Then, the smoke particles may be the cause of eye irritation, cancer and emphysema.

Second, smoking makes you spend more money every year. The reason why smoking is expensive is because you have spend around IDR.15.000,- / IDR.20.000,-. If you collect all the cigarette you have spend, you can earn about 60 million rupiah. It is amazing! That's not enough you should check your health to doctor, that make you spend more money. Now, it is our choice to burn our money or to keep them to save.

Last, smoking can make you lose your family. People who are smoking called active smoker and others passive smoker. Both are effected by the adverse effects of smoking. If you are a father and you are an active smoker, you may cause 50% chance your child will get lung cancer.

However, banning smokers to smoke seems violate the right of smokers. Today smokers have their own room in public place that seperated from others especially women and children. At least, this can reduce the spread of disease through cigarette smoke.

### Teacher's comments

Your essay entitled 'smoking in public places has to be banned' is a very good topic. This essay has some very good insights. You have a clever argument. Importantly, you build in very plausible objections to your claims and then seek to respond to those objections. Your three points of criticism build very well on each other, and you end with a satisfying resolution. As noted throughout, the biggest weakness of the essay is the grammatical errors. I encourage you to use grammar checker software to maintain your grammar. Also, as noted, your opening needs to be clearer. Don't worry about giving away your main point of view. Finally, this essay is a good model of an argumentative essay.

Thank you,  
E1.

## Appendix 65

The samples of student' writing product and teacher's comments on peer-  
metalinguistic corrective feedback (NA/M-peer/2b)

Student's Name : Nur Azzahro  
 Number of Paper : NA/M-peer/2b  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 6  
 Topic : Alcohol Usage should be controlled.

Nur Azzahro / 1105 / Metalinguistic - peer.

- Alcohol usage should be controlled -

When you consume alcohol it will slow down your vital function as a result you will slurred speech, unsteady movement, disturbed perceptions and inability to react quickly. The other effect is for your mind, it able to lower person ability to think rationally and distorts his or her judgement. On the other hand, the long term drinking alcohol will result some kind of disease. Some people say that alcohol usage should be ~~but~~ controlled, however other said that alcohol usage is free for everyone. In my opinion, alcohol should be controlled because ~~it's~~ ~~destroy~~ our brain and ~~being~~ ~~acc~~ it can cause traffic accident.

The first reason used by the opponents is consuming alcohol should be free and it has been legal in some country. they have a right reason to consume alcohol their body need it especially in winter season to heat up their body temperature. But in fact, there are a lot of people consume alcohol uncontrolled, even in bars, discos, parties and other place. Whereas, a study conducted by scientists at the University of Colorado Boulder proved that the long term consumption of alcohol is more dangerous than marijuana or cannabis on the brain.

The second reason is they claim that alcohol consumption is one of the way they forget the problem. It help us to decrease our stress and make a day better. Although, National Highway Traffic-Safety Administration record 800 people are injured in a drunk driving crash every day. It become worst way when they start drinking in youth age. A study from Center for Behavioral Health Statistic and Quality shows that youth who start drinking before age 15 years are six times more likely to develop alcohol dependence or abuse later in life than those who begin drinking at or after age 21 years.

From all these evidence, it seems clear to me that alcohol is harmful for every one, the it is not only effect to personal but common people. The usage should be controlled so it will avoid us from damage in our brain and our safety.

Teacher's Comments :

Dear Azzahro:

Your essay follow the task requirements quite well. Your third revised essay has a lot of progress than the previous one. I like very much your essay. You set your ideas clearly and with strong evidence. The support and reasoning for this opinion are presented in the body paragraphs. The opinion is again clearly indicated in the conclusion.

## Appendix 66

### The samples of student' writing product and teacher's comments on peer- metalinguistic corrective feedback (MF/M-peer/2a)

**Student's Name** : Mariatul Fitriah  
**Number of Paper** : MF/M-peer/2a  
**Gender** : Female  
**Ethnic** : Banjarese  
**Week No.** : 6  
**Topic** : Smoking in Public Places Has to be Banned

Smoking in Public Place Has to be Banned

Many countries today have laws that prohibit smoking in public place because it affects non-smokers as well. The number of people who smoke have increase over the years. Although they are equipped with the knowledge of how Unhealthy smoking, but people still choose to smoke. It is personal choice and a highly addictive habit. Smokers choose to subject themselves to the health risk. It is not for the government or any third community to dictate whether or not a person should be allowed to smoke. However, smoking does not only affect to smoke. Also, affect all the people around those place because when people smoke in public place the smoke travels everywhere through the air and the negative effect all living, breathing creatures. Therefore, smoking should be banned in all public place because of health consequences, healthier lifestyle, less the smoker, and non-smoker need a fresh air and safe the environment.

Second-hand smoke has serious negative health consequences. The negative effects of smoking in public carry over into other people's lives with a tangible, measurable, and sometimes permanent impact. A recent study published in the medical journal Circulation reviewed 33 studies from around the world and found that banning smoking in public can reduce heart attack hospitalizations by up to 36% over time, regardless of geographical location. The scientific evidence that links second-hand smoke with heart disease and cancer has been mounting for decades. Not only that, the effect of temporary exposure to smoke are also well documented and include headaches, breathing problems and even nausea. According to the center for disease control (CDC), second-hand smoke contains at least 250 chemicals known to be toxic, including more than 50 than can cause cancer (CDC, 2009).

If smoking is banned in public areas, it will promote a healthier lifestyle for everyone. People will see it a government endorsement for a healthier lifestyle of everybody. Because, by banning smoking in public, place the government



Cares about the health of the citizens and that the government discourages people from smoking. Thus, when smoking is not allowed in public areas it reminds people that health care is very important. Therefore, people would be reminded to live a healthy lifestyle.

If people disallowing smoke from smoking in public, it will cause smokers to smoke less. Because smoking is not allowed in public, people are only allowed to smoke in their homes. It means that as long as they work, when they eat out, at the movies or even the parks, they cannot smoke. A smoker<sup>s</sup> will have to wait until they get home to light up a cigarette. This in turn will benefit the smokers who have been trying to quit smoking but are unable to do they have more reason to stop. Also, should they have an urge to smoke in public they will put an extra effort to quash the craving because it is punishable by law. This theory is proven in a report published in The Daily Mail (2008), state "at least 400,000 people in England have quit smoking as a result of the ban on lighting up in public areas that was introduced last July". In the long run it could help them quit and also help them develop a healthier lifestyle.

Some may argue that by preventing smokers from smoking in public it infringes their rights, it is true. However, a non-smoker's right to breathe clean air should be taken into consideration as well. People's right to get fresh and clean air should be protected and along with that their right to maintain a healthy lifestyle without breathing in second-hand smoke should be protected too.

If people are prohibited from smoking in public it would be safer for environment. When smokers smoke in public they tend to throw their cigarette on the ground wherever they are. These cigarette buds are detrimental to the environment because they take a long time to decompose.

If the current situation continues, the health of many people will remain in danger.

Conclusion, by putting a ban on smoking in public place everyone will get a healthier lifestyle and it protects every citizen from many diseases, then health risk such as cancer and others. The ban will encourage smoker to quit and aid them on the difficult journey to be freed from a light up cigarette. Beside that, it will encourage people to take steps to better on their quality of life and to take care of themselves, as well as the people around them. Therefore, smoking should be banned in public place.

Teacher's Comments:

Dear Mariatul F:

Your essay is a very good topic. This essay has some very good insights. You have a clever argument. Importantly, you build in very plausible objection to your claims and then seek to respond to those objection. As noted throughout, the biggest weakness of the essay is the grammatical errors throughout the essay. I encourage you to use grammar checker software to maintain your grammar. You set your ideas clearly with strong evidence. Finally, this essay is a good model of argumentative essay.

Thank you

El.

## Appendix 67

The samples of student' writing product and teacher's comments on final composition of metalinguistic corrective feedback (FT/M-final/2a)

Student's Name : Fitriya  
 Number of Paper : FT/M-final/2a  
 Gender : Female  
 Ethnic : Dayaknese  
 Week No. : 6  
 Topic : Smoking in Public Places Has to be Banned

Smoking In Public Places Has to be Banned

Smoking is becoming common place in today's world. We may see smokers most everyday and everywhere. People smoke as one of their routine activities, especially men. They said they would be worried if they did not smoke for a day. They like unfinished and fashionable. Although, some others say that has not benefit at all. They are not afraid to be fashionable because health is more important than doing smoke though based on surveys that cigarette gives more dollars to the country. There are some facts that smoking should be banned. Smoking is harmful, spend more money and make you lose your family.

First, smoking is harmful for your health because it contains about 4.000 chemicals of with concentration of 43 carcinogenic. It's just inside cigarette. Concentration of carbonmonoxide when we do a big smoke, it replaces oxygen from hemoglobin. This can cause a heart and lung disease. A cigarette also contains ammonia and other hydrocarbons that can cause asthma or respiratory infection and lung cancer. Then, the smoke particles may be the cause of eye irritation, cancer and emphysema.

Second, smoking makes you spend more money every year. The reason why smoking is expensive is because you have spend around IDR. 15.000,- / IDR. 20.000,-. If you collect all the cigarette you have spend, you can earn about 60 million rupiah. It is amazing! That's not enough you should check your health to doctor, that make you spend more money. Now, it is our choice to burn our money or to keep them to save.

Last, smoking can make you lose your family. People who are smoking called active smokers and others passive smoker. Both are effected by the adverse effects of smoking. If you are a father and you are an active smoker, you may cause 50% chance your child will get lung cancer.

However, banning smokers to smoke seems violate the right of smokers. Today smokers have their own room in public place that separated from others especially women and children. At least, this can reduce the spread of disease through cigarette cigarette smoke.

Teachers Comments

Dear Fitriya,  
 Your essay entitled 'Smoking in public places has to be banned' is an amazing topic. This essay has some very <sup>good</sup> insights. You address all parts of the task and cover both arguments. You presented a clear position throughout the response. It was very good to see that you gave a clear thesis statement in your introduction and then used the rest of the essay to support this view. Finally, this essay is a good model of an argumentative essay.

## Appendix 68

The samples of student' writing product and teacher's comments on final composition of metalinguistic corrective feedback (NA/M-final/2b)

Student's Name : Nur Azzahro  
 Number of Paper : NA/M-final/2b  
 Gender : Female  
 Ethnic : Javanese  
 Week No. : 6  
 Topic : Alcohol Usage should be controlled.

- Alcohol Usage Should be Controlled -

When you consume alcohol it will slow down your vital function as a result you will slurred speech, unsteady movement, disturbed perceptions and inability to react quickly. The other effect is for your mind, it able to lower person ability to think rationally and distorts his or her judgement. On the other hand, the long term drinking alcohol will result some kind of disease. Some people say that alcohol usage should be controlled, however other said that alcohol usage is free for everyone. In my opinion, alcohol should be controlled because it destroy our brain and it can cause traffic accident.

The first reason used by the opponents is consuming alcohol should be free and it has been legal in some country. They have a right reason to consume alcohol, their body need it especially in winter season to heat up their body temperature. But in fact, there are a lot of people consume alcohol uncontrolled, even in bars, discosis, parties and other place. Whereas, a study conducted by scientists at the University of Colorado Boulder proved that the long term consumption of alcohol is more dangerous than marijuana or cannabits on the brain.

The second reason is they claim that alcohol consumption is one of the way they forget the problem. It help us to decrease our stress and make a day better. Although, National Highway Traffic-Safety Administration record 800 people are injured in a drunk in youth age. A study from center for Behavioral Health statistic and Quality show that youth who start drinking before age 15 years are six times more likely to develop alcohol dependence or abuse later in life than those who begin drinking at or after age 21 years.

From all those evidence, it seems clear to me that alcohol is harmful for everyone, it is not only effect to personal but common people. The usage should be controlled so it will avoid us from damage in our brain and our safety.

Teacher's Comments :  
 Dear Azzahro,  
 Your essay follows the task requirements quite well. Your final revised essay has a lot of progress. I like very much your essay. You set your ideas clearly with strong evidence. The support and reasoning for this opinion are presented in the body paragraphs. The opinion is again clearly indicated in the conclusion.

## Appendix 69

### The samples of student' writing product and teacher's comments on final composition of metalinguistic corrective feedback (MF/M-final/2a)

**Student's Name** : Mariatul Fitriah  
**Number of Paper** : MF/M-final/2a  
**Gender** : Female  
**Ethnic** : Banjarese  
**Week No.** : 6  
**Topic** : Smoking in Public Places Has to be Banned

Name : Mariatul Fitriah  
 SRN : 1601121127  
 Class : B (V)  
 Subject : Argumentative Writing.

#### Smoking in Public Place Has to be Banned

Many countries today have laws that prohibit smoking in public place because it affects non-smokers as well. The number of people who smoke have increase over the years. Although they are equipped with the knowledge of how unhealthy smoking, but people still choose to smoke. It is personal choice and a highly addictive habit. Smokers choose to subject themselves to the health risk. It is not for the government or any third community to dictate whether or not a person should be allowed to smoke. However, smoking does not only affect to smoke. Also, affect all the people around those place because when people smoke in public place the smoke travels everywhere through the air and the negative effect all living, breathing creatures. Therefore, smoking should be banned in all public place because of health consequences, healthier lifestyle, less the smoker, non-smoker need a fresh air and safe the environment.

First, second-hand smoke has serious negative health consequences. The negative effect of smoking in public carry over into other people's lives with a tangible, measurable, and sometimes permanent impact. A recent study published in the medical journal circulation reviewed 13 studies from around the world and found that banning smoking in public can reduce heart attack hospitalization by up to 36% overtime, regardless of geographical location. The scientific evidence that links second-hand smoke with heart disease and cancer has been mounting for decades. Not only that, the effect of temporary exposure to smoke are also well documented and include headaches, breathing problem and even nausea. According to the center for disease control (CDC), second-hand smoke contains at least 250 chemicals know to be toxic, including more than 50 than can cause cancer (CDC, 2009).

Second, if smoking is banned in public areas, it will promote a healthier lifestyle for everyone. People will see it a government endorsement for a healthier lifestyle of everybody. Because by banning smoking in public place the government cares about the health of the citizens and that the government discourages people from smoking. Thus, when smoking is not allowed in

Public areas it reminds people that health care is very important. Therefore, people would be reminded to live a healthy life style.

Then, if people disallowing smoke from smoking in public, it will cause smokers to smoke less. Because smoking is not allowed in public, people are only allowed to smoke in their homes. It means that as long as they work, when they eat out, at the movies or even the parks, they cannot to smoke. A smoker will have to wait benefit the smokers who have been trying to quit smoking but are unable to due they have more reason to stop. Also, should they have an urge to smoke in public they will put an extra effort to quash the craving because it is punishable by law. This theory is proven in a report published in The Daily Mail (2018), "State" at least 400,000 people in England have quit smoking as a result of the ban on lighting up in public areas that was introduced last July". In the long run it could help them quit and also help them develop a healthier lifestyle.

The fourth, some may argue that by preventing smokers from smoking in public it infringes their right, it is true. However, a non-smoker's right to breathe clean air should be taken into consideration as well. People's right to get fresh and clean air should be protected and along with that their right to maintain a healthy lifestyle without breathing in second-hand smoke should be protected too.

The fifth, if people are prohibited from smoking in public it would be safer for environment. When smokers smoke in public they tend to throw their cigarette on the ground wherever they are. These cigarette buds are detrimental to the environment because they take a long time to decompose.

If the current situation continues, the health of many people will remain in danger.

Conclusion, by putting a ban of smoking in public place everyone will get a healthier lifestyle and it protects every citizen from many

disease. then health risk such as cancer and others. The ban will encourage smoker to quit and aid them on the difficult journey to be freed from a light up cigarette. Beside that, it will encourage people to take steps to better on their quality of life and to take care of themselves, as well as the people around them. Therefore, smoking should be banned in public place.

Teacher's Comments:

Dear Mariatul F,

Your essay is a very good topic. This essay has some very good insights. You have a clear argument. Importantly, you build in very plausible objections to your claims and then seek to respond to those objections. You logically organize information and ideas, there is clear progression. Finally, this essay is a good model of argumentative essay.

Thank you  
E.I.

## Appendix 70

### Samples of the Field Notes

#### Field Notes 1

Topic : Argumentative Essay  
 Sub topic : claims and counterclaims  
 Sub sub-topic : Direct WCF  
 Day/Period : Friday, 1<sup>th</sup> -2<sup>nd</sup>  
 Date : March 23<sup>th</sup>, 2018  
 Time : 06:00-07:40  
 Room : F.2.2.A  
 Meeting : 7

Seven minutes before the writing class began; I had waited for the writing lecturer in front of room F.2.2.A. As the lecturer came, He greeted me and asked me to enter the class. The class located at the first floor in FTIK Building. At the time, the students were ready to join the lesson. Then, the lecturer asked me to sit in and he began to teach the class.

To open the class, the teacher greeted students and checked the attendance list. Afterward, he asked group six to prepare the presentation. After the student' presentation for about 10 minutes, he, then, explained the additional material. First, he asked them some questions related the previous material, such "What is an argumentative essay? What do you know about thesis statement? What is the format of an argumentative essay?" and so on. Then, he showed a model of an argumentative essay. He assigned them to identify the thesis statement, supporting ideas, concluding paragraph, and the transition words used in the text. Two minutes later, a few learners tried to response his questions. Then, other students gave opinion. He listened and paid attention to their explanation. Then he said, "Well, I think you have covered the material that I will discuss today, and I will add a little bit of explanation about claims and counterclaims in an argumentative essay. He showed some slides about the related materials to the learners. He further explained: "A claim is main argument. Meanwhile a counterclaim is the

opposite of the argument.” After explaining the material, he opened question-answer sessions to students.

The next step, he assigned students to write an argumentative essay. First, he assigned them to choose and develop the topic. Then, he asked them to make an outline and write the first draft. While students were writing the essay, he walked around the class to manage the class running well, and the students kept on tasks. Sometimes, he gave comment, advice, suggestion, and necessary help to the students. At the end of the lesson, each student submitted first draft.

After the students submitted the first draft, he practiced teacher direct WCF. First, he started by scanning the introduction, looking for the thesis statement/claim. If the thesis was found, he checked the clarity of the thesis statement. Then, he scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Then, he read the essay line by line from the beginning to the end. This was done to check the language form including errors the learners made. Then, he gave comments on students’ essay at whole. Afterwards, he classified and calculated the errors. Next, he practiced direct WCF by directly correcting the learners’ errors and giving comment and advice to the learners’ error in order to improve their writing. The teacher provided the learners with the correct form. Here, he classified the errors covering language forms, contents and organization. After that, he gave back the draft and assigned the students to rewrite the draft based on the teacher’s comments and advice. Finally, he assigned the students to continue rewriting the draft at home.

Palangka Raya, March 2018

Observer,

Tazkiyatunnafs Elhawwa

## Appendix 71

### Samples of the Field Notes

#### Field Notes 2

Topic	: Argumentative Essay
Sub topic	: Developing claims and counterclaims
Sub sub-topic	: Indirect WCF
Day/Period	: Friday, 1 <sup>th</sup> -2 <sup>nd</sup>
Date	: April 13 <sup>th</sup> , 2018
Time	: 06.00-07.40
Room	: F.2.2.A
Meeting	: 7

I came to class five minutes before the writing class began. As the lecturer came, He greeted me and asked me to enter the class together. At the time, the students were ready to join the argumentative writing class. Then, the lecturer asked me to sit in and he began to teach the class.

To open the class, first, the teacher greeted students and checked the attendance list. Afterward, he asked group nine to prepare the presentation. The topic was about Developing claims and counterclaims. After the student' presentation for about 12 minutes, he, then, explained the additional material. First, he asked them some questions related the previous material, such "What is claim? What is counterclaim? What is the format of an argumentative essay?" and so on. Then, he showed some various models of argumentative essays. He assigned them to identify the claim, counterclaim concluding paragraph, and the transition words used in the text. Five minutes later, a few learners tried to response his questions. Then, other students gave opinion. He listened and paid attention to their explanation. Then he said, "Well, today I will discuss about developing claims and counterclaims today, He showed some slides about the related materials to the learners. He further explained: "A claim is main argument. So, your claim needs to be stated strongly and clearly, very early in the writing. Therefore, a claim should never go unsupported. You should use the evidences to



support your claim. In order to have a strong argument, you also need to give an opposing point of view or counterclaim. Meanwhile a counterclaim is the opposite of the argument.” After explaining the material, he opened question-answer sessions to students.

The next step, he assigned students to write an argumentative essay. First, he assigned them to choose and develop the topic. Then, he asked them to make a mind map of the essay and write the first draft. While students were writing the essay, he walked around the class to manage the class running well, and the students kept on tasks. Sometimes, he gave comment, advice, suggestion, and necessary help to the students. At the end of the lesson, each student submitted first draft.

After the students submitted the first draft, he practiced teacher indirect WCF. First, he started by scanning the introduction, looking for the thesis statement. Then, he scanned the body for the topic sentences to check that the thesis statement and the topic sentences of each paragraph were related. Afterwards, the teacher read the essay line by line from the beginning. This was done to check the language form including errors the learners made. Then, he gave comments on students’ essay at whole. Afterwards, he classified and calculated the errors. Next, he practiced indirect WCF in correcting the learners’ errors and giving comment and advice to the learners’ error in order to improve their writing. Here, the teacher indicated that an error existed but did not provide the correction. This took the form of underlining and used of sign X to show omissions in the student’s text. Here, he classified the errors covering language forms, contents and organization. After that, he gave back the draft and assigned the students to rewrite the draft based on the teacher’s comments and advice. Before ending the class, he assigned the students to continue rewriting the draft at home.

Palangka Raya, April 2018

Observer,

Tazkiyatunnafs Elhawwa