

The Relationship between Different Sources of Feedback and Learning Motivation on Learners' Writing Performance

Tazkiyatunnafs Elhawwa
Tadris Pendidikan Bahasa Inggris
IAIN Palangkaraya, Palangkaraya, Indonesia

Dwi Rukmini
English Department
Post Graduate Program
Universitas Negeri Semarang, Semarang, Indonesia

Januarius Mujiyanto
English Department
Post Graduate Program
Universitas Negeri Semarang, Semarang, Indonesia

Djoko Sutopo
English Department
Post Graduate Program
Universitas Negeri Semarang, Semarang, Indonesia

Article Info

Volume 81

Page Number: 4408 - 4420

Publication Issue:

November-December 2019

Abstract:

This research is aimed at measuring the relationship between different sources of feedback on learners' writing performance by considering learning motivation as a continuous covariate. The study applied quasi experiment with a pretest-posttest design. The subjects were 44 learners at IAIN Palangka Raya of 2018/ 2019 academic years. During the learning process, class A was treated using Teacher Corrective Feedback (TCF); class B using Peer Corrective Feedback (PCF); and class C using Self- Corrective Feedback (SCF). A one-way ANCOVA was applied to analyze the data. The result indicated that: (a) there were significant differences on the learners' writing performance caused by learning motivation ($F = (1, 40) 101.456, p = 0.000$); Learning motivation gave positive correlation to learners' writing performance; (b) There were significant differences on the learners' writing performance caused by sources of corrective feedback ($F = 8.938, p = 0.001$); Corrective feedback gave strong influence to learners' writing performance; and (c) at the significant level of 95%, simultaneously, learners' learning motivation and the different source of feedback gave facilitative effect on the learners' writing performance ($F = 134.841, p = 0.000, \eta^2 = 0.910$). In short, there was any linear relationship between learning motivation and the sources of feedback toward learners' writing performance. In this case, both learning motivation and the sources of feedback gave strong influence to writing performance. Therefore, it was recommended that L2 learners should be made aware of the importance of

Article History

Article Received: 5 March 2019

Revised: 18 May 2019

Accepted: 24 September 2019

Publication: 21 December 2019

receiving feedback. EFL writing teachers should explain the EFL learners about the whole procedure and set the goals together with the learners. EFL writing teachers should plan well and do carefully to implement WCF, since the students would get the advantages of WCF, if it was well planned. Furthermore, the teachers' feedback should be clear that when learners understand to the teachers' want. Finally, EFL teachers should monitor the learners during the process of correction in order to observe their language development in L2 writing class.

Keywords: *relationship, sources of feedback, learning motivation, writing performance.*

I. Introduction

Corrective Feedback is defined as a kind written feedback made by the EFL teacher to improve grammatical accuracy (Ducken, 2014). In addition, some linguists such as Sheen, Wright, & Moldawa (2009), and Wang & Loewen (2015) define corrective feedback as information given to learners regarding a linguistic error they have made. In the present study, written corrective feedback refers to written feedback given by the writing lecturer, peer, and self in EFL writing class on a student essay to increase the accuracy of language form, content, and organization.

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 written corrective 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.

Up till now, giving corrective feedback to L2 learners has been still debatable in recent years. Truscott (1996) confirmed giving feedback was harmful for L2 learners. In contrast, some researchers (for example, Bruton, 2009; Ferris, 2003; Farrokhi and Sattapour, 2011; Hyland, 2011) found that giving corrective feedback would be useful for L2 learners. There has been a conceptual change in giving feedback to L2 learners in recent times from teacher centered to student centered perspectives. Then, it emerges sources of feedback, namely teacher, peer, and self-feedback.

The first point leads to the source of CF is teacher correction. Teacher or the instructor is the primary source of CF for the students. Teacher CF is a feedback given by a teacher. The general objective of a teacher feedback is to guide and help learners to write a good composition. Teacher CF is considered to be the most traditional method for correcting the learners' errors in writing and it is frequently used by the teachers. It is regarded as the best useful means to increase learners writing ability. Learners like best

this type of feedback, since teacher is regarded as the one who has proficiency to correct the errors. Teacher CF has been considered to help on learners' learning. Surveys of students' feedback perception indicate that L2 learners highly valued teacher CF (Hyland & Hyland, 2006). The other studies on feedback evidenced that learners obtaining feedback from language instructors develop better than others (Hyland, 2003; Chandler, 2003). Teacher CF will be quicker, more effective and accurate. However, teacher CF's contribution to Learners language improvement is still considered to be a controversial one. It does not encourage learners in writing. Therefore, some researchers provide other sources of feedback, namely peer and self-CF. This trend is in line with the perspective of constructivism stating that knowledge is constructed by students. Here, the idea of peer and self- CF in EFL class has been considered an important factor for many years. This idea is powered by some experts. For example, Lyster and Ranta (1997) said that learners' correction and revising play significant roles in EFL class since he/she showed active involvement in L2 learning.

The second point leads to the source of WCF is peer/students correction. Peer feedback is a feedback given by the peer to the learners' errors. This model of feedback is in accordance with the (Vygotsky's, 1978) sociocultural theory. Dealing with sociocultural theory, some researches on peer feedback (Elola & Oskoz, 2016; Ware & O'Dowd, 2008) reported that peer corrective feedback is useful for L2 students to emphasize on structure and organization. In the field of the study, the lecturer assigns the learners to compose the first draft on an essay. Then, the teacher assigns the students to give their draft to their peer to be corrected by their peer. Here, there are eight sequential steps to conduct peer feedback, namely (a) Read peers' writing; (b) Write down written feedback on peers' writing; (c) Discuss with peers about their writings and the feedback provided;

(d) Hand in drafts commented by peers at the end of classes; (e) Tutor provides written feedback on drafts and on peer feedback; (f) Tutor holds one-to-one conferencing with students; (g) Revise drafts with peer and teacher feedback; and (h) Hand in the edited 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. Peer feedback was important in improving learners' independency.

The third point leads to the source of feedback is self-correction. It is a model of feedback in which the L2 learners make corrections by their own selves. (Ferris, 2002) points out several components for self-editing: 1) assisting learners become aware of errors, 2) training students on useful self-revising, 3) communicating specific revising ways, 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. Here, the lecturer assigns the learners to compose the first draft of an argumentative essay. Then, the teacher assigns the students to edit their draft by themselves. They should focus the correction on their errors on language forms, content, and organization. Afterwards, the teacher assigns the students to rewrite their draft based on the self-feedback.

Studies on the source of feedback have been conducted (see Ruegg, 2014; Shahrani, 2013; Kahyalar & Yilmaz, 2016; Black & Nanni, 2016; and Rahimi, 2015). (Ruegg, Rachael, 2014) 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, Abdul Aziz Al, 2013) mismatches were caused by the lack of awareness about written corrective feedback practices because of the university's requirements.

(Kahyalar, E. & Yilmaz, F, 2016), and (Black, D. A., & Nanni, A, 2016) the most explanation for the teachers' preferences was the development of metacognitive skills. Here, the source' research of feedback from self- feedback; (Rahimi, Mohammad, 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, Mohammad, 2015)' study, since it is innovative and it is relevant to the recent study.

Research about the source of feedback have been conducted (see Mollestam & Hu, 2016; Nakanishi, 2007; Hastuti, 201; and Prabasiwi, 2017). (Mollestam, Emma., & Hu, Lixia, 2016), and (Nakanishi, Chiharu, 2007) the teachers believe WCF to be an irreplaceable part of language learning and useful in revising their drafts but that it should be adapted to each individual's needs. Furthermore, (Hastuti, Upik, 2014), and (Prabasiwi, Evita Ardy, 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.

Feedback has also a great effect on students' motivation. It enables to create something like the communicating trust between the teachers' and their students then it encouraged them for promoting a positive self-concept and self-confidence in the students. When giving information about one's performance, here the feedback should be continuous and formed. In other hand, if the information is about the quality of writing, hear the verbal feedback would enhance the intrinsic motivation. Feedback is used as a means of correcting learners' production. To be motivated to learn, students need encouragement and support of their learning efforts. Teacher is one element that can encourage learners. Teachers can support their learners through feedback. A research conducted by

Hamidun, Hashim, Othman (2012) found that the feedback gave facilitative effect to students' writing and develop the learners' motivation. The result confirmed that the students showed the great motivation to write. Then, Wiltse (2002) also found that feedback can motivate learners to improve in writing.

Different with the studies above, this study attempts to support to the ongoing controversial debate on giving feedback on L2 writing class between pro and con. However, the research novelty here is that this study involves learning motivation as a continuous covariate variable to the effect of feedback sources: teacher, peer, self-CF on the learners' writing performance. Therefore, the research questions are: (1) is there any linier relationship between learning motivation toward learners' writing performance? (2) Is there any linier relationship between the different sources of feedback toward learners' writing performance? (3) Is there any linier relationship between learning motivation and the different sources of feedback on learners' writing performance? Therefore, the aims are to measure the linier relationship between: (a) learning motivation toward learners' writing performance; (b) the different sources of feedback toward learners' writing performance; and (c) learning motivation and the different sources of feedback on learners' writing performance.

The object of the study is written corrective feedback, specifically, the sources of feedback, since some researchers revealed that written corrective feedback was an important role in L2 writing process. This study involves learning motivation as a continuous covariate variable. This motivates the research to conduct a study exploring on the effect of feedback sources: teacher, peer, self-CF on the learners' writing performance. This study will support the theory stating that written corrective feedback is useful in EFL writing class.

II. Method

This study applied a pretest-posttest quasi experimental design (Ary, 2010). The subjects were 44 learners at IAIN Palangka Raya of 2018/2019 academic years. The participants were assigned into three groups based on the treatment given. They were also clustered into three classes: the first treatment class using Teacher Corrective Feedback (TCF) (n=15), the second treatment class using Peer Corrective Feedback (PCF) (n=14), and the third treatment class using Self-Corrective Feedback (SCF) (n=15). In addition, study involves learning motivation as a continuous covariate variable to find the effect of feedback sources: teacher, peer, self-CF on the learners' writing performance. To gather the data, the researcher used test and questionnaire. The test was done to see the learners' score of writing performance. Meanwhile, the questionnaire was done to see the learners' learning motivation.

Procedure

The entire study was spread over one semester in writing essay class. Each meeting was done a week for 16 meetings. At the early beginning, all participants were given pretest to observe the existing ability in writing essay. During the class, the treatment group 1 was given treatment using Teacher Corrective Feedback (TCF). Here, the teacher provided the feedback by (1) identifying the errors by crossing the errors of a linguistic error (for example observing pronoun agreement for the first writing product, examining verb agreement for the second writing product, and examining singular plural forms for the third writing product) and (2) giving the appropriate forms. Then, the treatment group 2 was given treatment using Peer Corrective Feedback (PCF). Here, the teacher assigned the students to write the first draft on an essay. Then, the teacher assigned the students to give their draft to their peer to be corrected by their peer. 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 teacher 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. Then, the treatment group 3 was given treatment using Self-Corrective Feedback (SCF). Here, the teacher assigned the students to write the first draft of an argumentative essay. Then, the teacher assigned the students to edit their draft by themselves. They should focus the correction on their errors on language forms, content, and organization. Afterwards, the teacher assigned the students to rewrite their draft based on the self-feedback.

Data Analysis

The null hypotheses: (1) there were no linear relationship between learning motivation toward learners' writing performance; (2) there were no linear relationship between and the sources of feedback toward learners' writing performance; and (3) there were no linear relationship between learning motivation and the sources of feedback toward learners' writing performance. Before testing the hypothesis, the assumption tests such as the normality, linearity and homogeneity tests were done. To assess the effect of two independent variables toward one dependent variable, a one-way ANCOVA test was applied. Here, there were three categorical independent variables being investigated, namely: sources of feedback (teacher CF, peer CF and self-CF), learning motivation as covariate variable and one dependent variable: learners' writing performance. The writing scores and learning

motivation of the three groups were analyzed with a one-way ANCOVA and the outcomes were compared to see the effect of learners' learning motivation and the different sources of feedback simultaneously toward the learners' writing accuracy.

III. Result

Before testing the hypotheses, the normality and homogeneity tests, as required in ANCOVA test assumption, were conducted. As a result of Shapiro-Wilk statistic, the sig. value (p-value) for writing score was ($p=0.41$), and for learning motivation ($p=0.359$) (see Table 1 for detail). Since all p-values were higher than 0.050, it was

said that the data were normally distributed, as illustrated in Figure 1.

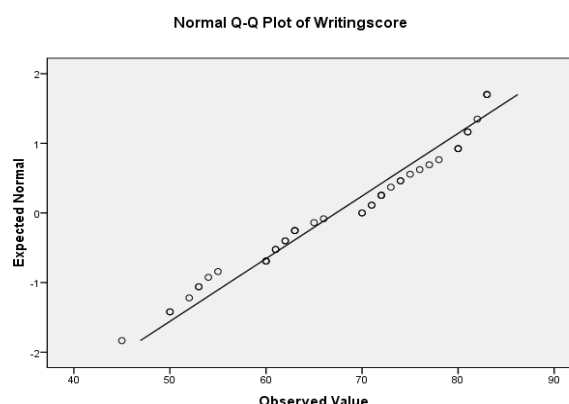


Figure 1. Scatterplot for linearity.

Table 1. Testing Normality using Shapiro Wilk test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Writingscore	.119	44	.131	.946	44	.041
Learningmotivation	.093	44	.200*	.972	44	.359

The following procedure was to find homogeneity of variance using Levene's Test of Equality of Error Variances. It was found that($p=$

$0.196 > 0.05$). It meant the data fulfilled the requirement of homogeneity(see Table 2 for detail).

Table 2. Testing Homogeneity

Dependent Variable: Writingscore

F	df1	df2	Sig.
1.697	2	41	.196

Testing Statistical Hypothesis

To response the research questions, the learners' composition of groups were scored by two raters (an English teacher and the researcher). The inter-rater reliability of the raters' scores was observed and it was found to be 0.856, showing that both raters gavethe balanced scores about learners' composition.

There were no linier relationships between learning motivation toward learners' writing performance.

To response the first research question: is there any linier relationship between learning motivation toward learners' writing performance?The ANCOVA analysis was applied. The analysis of ANCOVA table showed that the significant value of learning motivation covariance was $F= (1,40) 101.456$, $p= 0.000$, with

a large effect size (eta squared 0.906) as illustrated in Table 3. Since it was lower than 0.05, the result suggested that there were significant differences on the learners' writing

performance caused by learning motivation. It meant, at the significant level of 95%, there was a linear relationship between learners' learning motivation and learners' writing performance.

Table 3. ANCOVA Table; Tests of Between-Subjects Effects

Dependent Variable: Writing score

Source	Type I Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power ^b
Corrected Model	4833.238 ^a	3	1611.079	134.841	.000	.910	404.522	1.000
Intercept	199261.841	1	199261.841	1.668E4	.000	.998	16677.395	1.000
Learning motivation	4619.656	1	4619.656	386.646	.000	.906	386.646	1.000
Feedback source	213.583	2	106.791	8.938	.001	.309	17.876	.963
Error	477.921	40	11.948					
Total	204573.000	44						
Corrected Total	5311.159	43						

There were no linear relationships between the sources of feedback toward learners' writing performance.

To response the second research question, the ANCOVA analysis was applied in order to see the effect of different sources of feedback toward the learners' writing performance by ignoring learners' learning motivation factor. Based on the output, it was seen that the significant value of feedback sources was $F(2, 40) = 8.938$, $p = 0.001$, eta squared 0.309). Since it was lower than 0.05; it meant, at the significant level of 95%, there was a

difference effect on the different source of feedback toward the learners' writing performance. Therefore, it was said that there were significant differences on the learners' writing performance caused by sources of corrective feedback. The mean score of learners' writing performance using TCF was 76.27 and standard deviation 6.69; and using PCF was 70.78 and standard deviation 6.40; and using SCF was 55.07 and standard deviation 6.15, as described in Table 4.

Table 4. Means Score of Writing Performance

Dependent Variable: Writing score

Feedback source	Mean	Std. Deviation	N
Teacher CF	76.2667	6.69186	15
Peer CF	70.7857	6.39926	14
Self-CF	55.0667	6.15823	15
Total	67.2955	11.11374	44

Therefore, it was said that the learners' writing performance using teacher corrective feedback

outperformed better than the others, as illustrated in Figure 2.

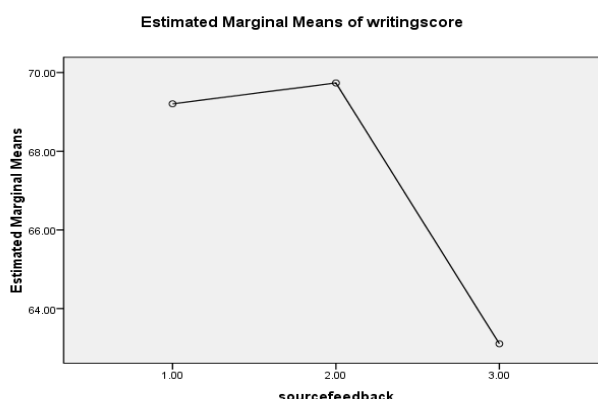


Figure 2. The means score of learners' writing performance using different source of feedback.

Table 5. Pairwise Comparisons

Dependent Variable: Writingscore

(I) feedback source	(J) feedback source	Mean Difference (I-J)	Std. Error	Sig. ^a	95% Confidence Interval for Difference	
					Lower Bound	Upper Bound
Teacher CF	Peer CF	-.529	1.416	.711	-3.392	2.333
	Self-CF	6.099*	1.960	.003	2.138	10.059
Peer CF	Teacher CF	.529	1.416	.711	-2.333	3.392
	Self-CF	6.628*	1.570	.000	3.455	9.801
Self-CF	Teacher CF	-6.099*	1.960	.003	-10.059	-2.138
	Peer CF	-6.628*	1.570	.000	-9.801	-3.455

There were no linier relationships between learning motivation and the sources of feedback toward learners' writing performance.

To response the third research question: is there any linier relationship between learning motivation and the different sources of feedback on learners' writing performance? The ANCOVA analysis was applied in order to see the effect of learning motivation and the different sources of feedback toward the learners' writing performance simultaneously. It was seen from significance value of corrected model. Based on the output, it was found that the Sig. value was $F(3,40) = 134.841$, $p = 0.000$, with a large size (eta squared 0.910). Since it was lower than 0.05, the null hypothesis stating that there were no linier

relationship between learning motivation and the sources of feedback toward learners' writing performance was rejected; and the alternative hypothesis stating that there were any linier relationship between learning motivation and the sources of feedback toward learners' writing performance was accepted. It was said that, at the significant level of 95%, simultaneously, learners' learning motivation and the different source of feedback gave facilitative effect on the learners' writing performance. It meant that there were any linier relationship between learning motivation and the sources of feedback toward learners' writing performance as illustrated in Figure 3.

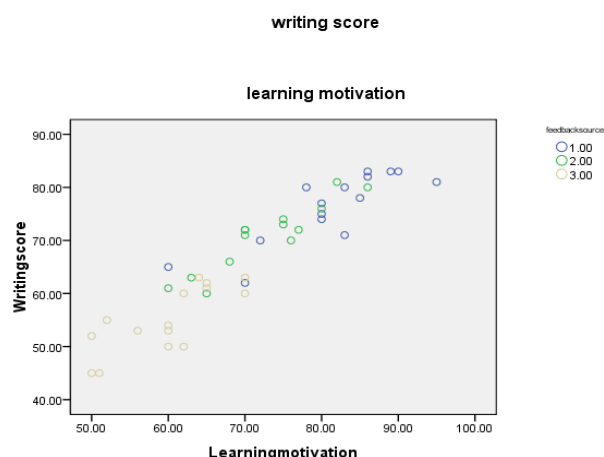


Figure 3. The linier relationship between learning motivation and the sources of feedback toward learners' writing performance.

IV. Conclusion and Discussion

A one way ANCOVA was conducted to compare the effectiveness of different sources of feedback on learners' writing performance by considering learning motivation as a continuous covariate. The independent variables were the sources of feedback (teacher, peer, and self-CF), the dependent variable was the learners' writing performance, and the covariate variable was the learning motivation. Based on the findings, it could be stated that: (a) there were significant differences on the learners' writing performance caused by learning motivation ($F = (1, 40) 101.456$, $p = 0.000$, with a large effect size (eta squared 0.906) (b) There were significant differences on the learners' writing performance caused by sources of corrective feedback ($F = 8.938$, $p = 0.001$, eta squared 0.309). The mean score of learners' writing performance using TCF was 76.27 and standard deviation 6.69; and using PCF was 70.78 and standard deviation 6.40; and using SCF was 55.07 and standard deviation 6.15; and (c) at the significant level of 95%, simultaneously, learners' learning motivation and the different source of feedback gave facilitative effect on the learners' writing performance ($F = 134.841$, $p = 0.000$, eta squared 0.910). It meant that there were any linier relationship between learning

motivation and the sources of feedback toward learners' writing performance.

This study was in accordance with (Saito, 1994), & (Zhang, 1995) found that affective factors were also significant in the success of feedback. Another significant factor influencing the effectiveness of feedback could be the source of feedback (Diab, 2016). (Hyland, 2006) found out that teachers also take into account the student who committed them, building their comments and correction on the teacher-student relationship and the student's background, needs and preferences. Then, teacher feedback can be very useful for L2 writing learners. Moreover, (Mufiz et al., 2017) stated that other factors, which contributed to the students' writings, were confounding variables such as student's proficiency, writing capability, motivation and teacher feedback. Furthermore, (Prabasiwi, 2017) argued that, in order to get great willingness of the students to write, the teacher must provide interesting themes for students to write. In addition, (Elhawwa, Rukmini, Mujiyanto, & Sutopo, 2018) reconfirmed that teacher feedback played an important role in improving their language development in writing. Dealing with peer feedback, some studies conducted on the effect of peer feedback (Elola & Oskoz, 2016), and (Ware & O'Dowd, 2008) reported that peer feedback was useful for EFL learners. Similarly, (Jahin, 2012) confirmed that peer feedback provided 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 teachers in the classroom. This study was also in accordance with some studies on self- feedback (Min, 2006; Peterson, 2003; Rahimi, 2009; Tsui & Ng, 2000). Most studies suggested that learners were more likely to include in their revisions the feedback they receive from their peers, which they find more compatible with their own proficiency level

and more manageable to apply, as compared to those of their teachers.

The findings of the study proposed some considerations regarding the practice of corrective feedback in L2 writing class that might be beneficial for EFL writing teachers. In this case, L2 learners should be made aware of the importance of receiving feedback. Therefore, EFL writing teachers should explain the EFL learners about the whole procedure and set the goals together with the learners. EFL writing teachers should plan well and do carefully to implement WCF, since the students would get the advantages of WCF, if it was well planned. Furthermore, the teachers' feedback should be clear that when learners understand to the teachers' want. Finally, EFL teachers should monitor the learners during the process of correction in order to observe their language development in L2 writing class. As this research was conducted with only 44 L2 learners, it was not very likely to make generalizations about the findings. Therefore, further researches with greater number of participants were advisable so that they could reach at generalizable conclusions.

Declarations

The datasets used and/or analyzed during the current study are available from the corresponding author on reasonable request.

Funding

This study has no external funding.

About the Authors:

Tazkiyatunnafs Elhawwa (M.Pd) is a student of the English Education Faculty of Universitas Negeri Semarang, Indonesia. She interests on the education and teaching method. Her research interests are in the teaching method, multilingualism, and English education.

ORCID ID: <https://orcid.org/0000-0003-3631-5605>

Dwi Rukmini (Prof. Dr. M.Pd) is a Professor of the English education of Universitas Negeri Semarang, Indonesia. Her major is in the English language teaching and academic writing.

ORCID ID: <https://orcid.org/0000-0002-2313-9916>

Januarius Mujiyanto (Prof. Dr. M.Hum) is a Professor of linguistics of Universitas Negeri Semarang, Indonesia. His major is in applied linguistics.

ORCID ID: <https://orcid.org/0000-0002-2627-9789>. Scopus Author ID. 57193267504

Djoko Sutopo (Dr. M.Si) is a lecturer of English education of Universitas Negeri Semarang, Indonesia. His major is in sociolinguistics, discourse analysis, and language philosophy.

ORCID ID: <https://orcid.org/0000-0002-7529-2728>

References

- [1] Ary, Donald., Jacobs, Lucy Cheser., Sorensen, Christine K., & Walker, David a. (2010). *Introduction to Research in Education (Eighth edition)*. United States: Wadsworth Cengage Learning.
- [2] Black, D. A., & Nanni, A. (2016). *Written corrective feedback: Preferences and justifications of teachers and students in a Thai context*. GEMA Online Journal of Language Studies, 16(3), 99–114.
- [3] Bitchener, J., & Knoch, U. (2008). The value of written corrective feedback for migrant and international students. *Language Teaching Research*. <https://doi.org/10.1177/1362168808089924>
- [4] Bitchener, J., & Knoch, U. (2010). The contribution of written corrective feedback to language development: A ten month investigation. *Applied Linguistics*, 31(2), 193–214. <https://doi.org/10.1093/applin/amp016>
- [5] Bruton, A. (2009). Designing research into the effect of error correction in L2 writing: not so straightforward. *Journal of Second Language Writing*, 18(2), 136-140

- [6] Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12(3), 267–296. [https://doi.org/10.1016/S1060-3743\(03\)00038-9](https://doi.org/10.1016/S1060-3743(03)00038-9)
- [7] Diab, R. L. (2005). Teachers' and students' beliefs about responding to ESL writing: A case study. *TESL Canada Journal*, 23, 28-43.
- [8] Elhawwa, T., Rukmini, D., Mujiyanto, J., & Sutopo, D. (2018). The learners perceive of written corrective feedback in writing multicultural class. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 247, 537-542.
- [9] Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). The effects of focused and unfocused written corrective feedback in an English as a foreign language context. *System*, 36(3), 353–371. <https://doi.org/10.1016/j.system.2008.02.001>
- [10] E. M. Wiltse. (2002). Correlates of college students' use of instructor comments. *Journalism and Mass Communication*. [Online]. Available :<http://www.uwyo.edu/wiltse/research/newarticle2.pdf>
- [11] Elola, I., & Oskoz, A. (2016). Supporting second language writing using multimodal feedback. *Foreign Language Annals*, 49(1). <https://doi.org/10.1111/flan.12183>, 58–74.
- [12] Farrokhi, F., & Sattarpour, S. (2011). The effects of direct written corrective feedback on improvement of grammatical accuracy of high-proficient L2 learners. *World Journal of Education*, 2(2). <https://doi.org/10.5430/wje.v2n2p49>, 49–57.
- [13] Ferris, D. R. (2002). *Treatment of error in second language writing classes*. Ann Arbor, MI: University of Michigan Press.
- [14] Ferris, D. (2003). *Response to Student Writing: Implications for Second Language Students*. Mahwah, NJ: Lawrence Erlbaum Associates.
- [15] Hyland, F. (2003). Focusing on form: Student engagement with teacher feedback. *System*, 31, 217-230.
- [16] Hyland, K., & Hyland, F. (2006). *Feedback in second language writing: Contexts and issues*. Cambridge: Cambridge University Press.
- [17] Hyland, Fiona. (2011). The language learning potential of form-focused feedback on writing: Students' and teachers' perceptions. In R. M. Manchón (ed.), *Learning-to-write and Writing-to-learn in an Additional Language* (159-180). Amsterdam: Benjamins.
- [18] Kahyalar, E. & Yilmaz, F. (2016). Teachers' corrective feedback in writing classes: The impact of collaborating with a peer during the editing process on students' uptake and retention. *The Reading Matrix: An International Online Journal*, 16(1). <http://www.readingmatrix.com/files/14-4826614k.pdf>, 148–160.
- [19] Khunaivi, Herman & Hartono, Rudi. (2015). Teacher's and student's perceptions of corrective feedback in teaching speaking. *English Education Journal Article EEJ 5* (2). <http://journal.unnes.ac.id/sju/index.php/eej>, 14-20.
- [20] Jahin, J. H. (2012). The effect of peer reviewing on writing apprehension and essay writing ability of prospective EFL teachers. *Australian Journal of Teacher Education*, 37(11). <https://doi.org/10.14221/ajte.2012v37n11.3>, 60–84.
- [21] Jamalinesari, A., Rahimi, F., Gowhary, H., & Azizifar, A. (2015). The effects of teacher-written direct vs. indirect feedback on students' writing. *Procedia - Social and Behavioral Sciences*, 192.
- [22] Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake. *Studies in Second Language Acquisition*, 19(1), 37-66. <https://doi.org/10.1016/j.sbspro.2015.06.018>, 116–123.
- [23] Min, H. T. (2006). The effects of trained peer review on EFL students' revision types and

- writing quality. *Journal of Second Language Writing*, 15(2).
<https://doi.org/10.1016/j.jslw.2006.01.003>, 118–141.
- [24] Mufiz, Ali., Fitriati, Wuli., & Sukrisno, Alim. (2017). Patterns of interaction in peer feedback provision to the students' expository writings. *English Education Journal*, 7(1). Retrieved from <http://journal.unnes.ac.id/sju/index.php/eej>, 6–11.
- [25] Nakanishi, Chiharu. (2007). The effects of different types of feedback on revision. *The Journal of Asia Tefl Vol. 4, No. 4, Winter 2007*, 213-244.
- [26] Nazifah Hamidun, Shafiq Hizwari Md Hashim, and Nur Farhinaa Othman. (2012). Enhancing Students' Motivation by Providing Feedback on Writing: The Case of International Students from Thailand, *International Journal of Social Science and Humanity*, (2) p. 591-594.
- [27] Mollestam, Emma., & Hu, Lixia. (2016). *Corrective feedback on L2 students' writing*. Degree project, English and learning 15 credits, advanced level.
- [28] Peterson, Shelley., Childs, Ruth., & Kennedy, Kerrie. (2004). Written feedback and scoring of sixth-grade girls' and boys' narrative and persuasive writing. *Assessing Writing*, 9(2). <https://doi.org/10.1016/j.asw.2004.07.002>, 160–180.
- [29] Prabasiwi, Evita Ardy. (2017). Employing self and peer editing techniques to teach writing recount texts for students with high and low motivation (the case of grade 5 of Mondial primary school in the academic year of 2015 / 2016). *English Education Journal EEJ 7 (3) (2017)*.
<http://journal.unnes.ac.id/sju/index.php/eej>, 220–226.
- [30] Rahimi, Mohammad. 2008. The Role of Teacher's Corrective Feedback in Improving Iranian EFL Learners' Writing Accuracy over Time: Is Learner's Mother Tongue Relevant? *Reading and Writing: An Interdisciplinary Journal*, 22 (2), 219-243.
- [31] Rahimi, Mohammad. (2014). Effect of different types of written corrective feedback on accuracy and overall quality of L2 learners' writing. *European Journal of Academic Essays*, 1(6). www.euroessays.org, 1–7.
- [32] Rahimi, Mohammad. (2015). The role of individual differences in L2 learners' retention of written corrective feedback. *Journal of Response to Writing*, 1(1). <http://www.journalrw.org/index.php/jrw/article/viewFile/18/8>, 19–48.
- [33] Ruegg, Rachael. (2014). The effect of peer and teacher feedback on changes in EFL students' writing self-efficacy. *Language Learning Journal*.
<https://doi.org/10.1080/09571736.2014.958190>.
- [34] Saito, K., & Lyster, R. (2012). Effects of Form-Focused Instruction and Corrective Feedback on L2 Pronunciation Development of /r/ by Japanese Learners of English. *Language Learning*, 62(2), 595–633.
<https://doi.org/10.1111/j.1467-9922.2011.00639>.
- [35] Sato, M. (2013). Peer interaction and corrective feedback: Proceduralization of grammatical knowledge in classroom settings. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, 73(12–A(E)), No-Specified. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=psyc10&NEWS=N&AN=2013-99110-528>
- [36] Sato, M., & Lyster, R. (2012). Peer Interaction and Corrective Feedback For Accuracy and Fluency Development. *Studies in Second Language Acquisition*, 34(04), 591–626.
<https://doi.org/10.1017/S0272263112000356>.
- [37] Shintani, N., Ellis, R., & Suzuki, W. (2014). Effects of written feedback and revision on learners' accuracy in using two English grammatical structures. *Language Learning*, 64(1). <https://doi.org/10.1111/lang.12029>, 103–131
- [38] Shahrani, Abdul Aziz Al. (2013). Investigation of written corrective feedback in an EFL context: beliefs of teachers, their real practices and students' preferences.
- [39] Ware, P. D., & O'Dowd, R. (2008). Peer

- feedback on language form in telecollaboration. *Language Learning & Technology*, 12(1), 43–63.
- [40] Tsui, Amy B.M. & Ng, Maria. (2000). Do secondary L2 writers benefit from peer comments? *Journal of Second Language Writing* 9 (2), 147 - 170.
- [41] Truscott, J. (1996). The case against grammar correction in L2 writing classes. *Language Learning*, 46(2), 327–369.
<https://doi.org/10.1111/j.1467-1770.1996.tb01238.x>
- [42] Vyatkina, N. (2011). Writing instruction and policies for Electronic feedback in the basic language sequence. *L2 Journal*, 3(1), 63–92.
- [43] Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- [44] Yang, M., Badger, R., & Yu, Z. (2006) A comparative study of peer and teacher feedback in a Chinese EFL writing class. *Journal of Second Language Writing*, 15, 179–200.
<https://doi.org/10.1016/j.jslw.2006.09.004>.