

THE USE OF CORRECTIVE FEEDBACK IN TEACHING PARAGRAPH WRITING TO THE ENGLISH EDUCATION DEPARTMENT STUDENTS

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Abstract

Teaching Writing is one of the important aspects in teaching the application of language. Writing is an activity to channel ideas or ideas in written form. One of the writing processes is to start by writing paragraphs. Paragraph writing gives students theories and practice on how to write good paragraphs. In fact, in a class with students who have different levels of proficiency, it will create difficulties in measuring whether students are at the same intensity in their understanding. To solve the problem of students having difficulty finding mistakes, corrective feedback strategies were given. Corrective feedback is an important technique to Correct the students' works in teaching and learning process (Handayani, 2018). The researcher took lecturer and 25 students' of English education program in first semester at STKIP PGRI Sidoarjo as the subject of the study. This study aimed to describe the use and perceptions of corrective feedback in paragraph writing. The researcher gets the data of the research from table analysis and questionnaire. The result showed that the lecturer used indirect corrective feedback and focuses on correct word choice, punctuation, grammar, organization, spelling, and content. Lecturer gives error corrections or marks such as underscores and arrows. This study shows that the use of corrective feedback can make students enhance their writing skills and motivate to refine the result of their paragraph. The result of questionnaire shows that 17% strongly agree, 66% agree, 15% neutral, 2% disagree, and 0% strongly agree. By using this technique, the students are capable to knowing their errors, the reason and correct it. So, it can accelerate the teaching-learning writing process. The result of giving corrective feedback on student writing is to motivate students to enhance their writing. This study concludes that's corrective feedback can enhance the learning performance if paragraph writing. Moreover, the further researcher should improve writing teaching technique by using more detailed assessments, a method that can be used to help students develop corrective feedback.

Keywords : *Teaching Writing, Paragraph Writing, Corrective Feedback*

ABSTRAK

Mengajar menulis adalah salah satu aspek yang penting dalam pengajaran penerapan bahasa. Menulis adalah kegiatan menyalurkan ide atau gagasan dalam bentuk tulisan. Salah satu proses menulis adalah dengan memulai dengan menulis paragraf. Penulisan paragraf memberikan teori dan praktik kepada siswa tentang cara menulis paragraf yang baik. Padahal, dalam satu kelas dengan siswa yang memiliki tingkat keahlian yang berbeda akan menimbulkan kesulitan dalam mengukur apakah siswa berada pada tingkatan yang sama dalam pemahamannya. Untuk mengatasi masalah siswa yang kesulitan menemukan kesalahan, diberikan strategi umpan balik korektif. Umpan balik korektif merupakan teknik penting untuk mengoreksi hasil pekerjaan siswa dalam proses belajar mengajar (Handayani, 2018). Peneliti mengambil dosen dan 25 mahasiswa program studi Pendidikan Bahasa Inggris semester satu di STKIP PGRI Sidoarjo sebagai subjek penelitian. Penelitian ini bertujuan untuk mendeskripsikan penerapan dan respon siswa terhadap umpan balik korektif dalam penulisan paragraf. Peneliti mendapatkan data penelitian menunjukkan bahwa dosen menggunakan umpan balik korektif tidak langsung dan berfokus pada pilihan kata, tanda baca, tata Bahasa, organisasi, ejaan, dan isi yang benar. Dosen memberikan koreksi kesalahan atau tanda seperti garis bawah, lingkaran, kata yang dihapus dan panah. Penelitian ini menunjukkan bahwa penerapan umpan balik korektif dapat membuat siswa meningkatkan keterampilan menuliskan mereka dan memotivasi untuk menyempurnakan hasil paagraf mereka. Hasil kuesioner menunjukkan

bahwa 17% sangat setuju, 66% setuju, 15% netral, 2% tidak setuju, dan 0% sangat tidak setuju. Dengan menggunakan teknik ini, siswa mampu untuk mengetahui kesalahan mereka, alasan dan memperbaikinya. Sehingga dapat mempercepat proses belajar mengajar menulis. Hasil dari pemberian umpan balik korektif pada tulisan siswa adalah untuk memotivasi siswa untuk memperbaiki tulisan mereka. Studi ini menyimpulkan bahwa umpan balik korektif dapat meningkatkan kinerja pembelajaran jika menulis paragraf. Selain itu, peneliti selanjutnya harus meningkatkan strategi pengajaran menulis dengan menggunakan penelitian yang lebih rinci, sebuah metode yang dapat digunakan untuk membantu siswa mengembangkan umpan balik korektif.

Kata Kunci : Mengajar Menulis, Menulis Paragraf, Umpan Balik Koreksi

INTRODUCTION

English is a language that is already spoken widely in many countries. English is a common foreign language for Indonesians. English has been studied since elementary school and we are still learning it until now. English is a foreign language for students in Indonesia so writing is difficult for students. English is still a foreign language for students in Indonesia, which until now the learning process is still ongoing (Sari, 2019). Students are taught various skills throughout their academic life. The four basic skills include speaking, writing, listening and reading. These four language skills must also be achieved in every educational process. English education also covers the four language skills.

Writing has an important role in context of English teaching as a foreign language in Indonesia. Writing is a means of communication is demanded. For English Department student, writing is still considered difficult. Writing fluency is one of the difficult writing skills faces by low and average proficiency students (Hiew, 2010). Writing is still a scourge. Mastery of material is the basic goal of the teaching and learning process. In fact, in a class with students who have different levels of proficiency in English, it will create difficulties in measuring whether students are at the same intensity in their understanding.

To solve the problem of students having difficulty finding mistakes on their assignments, and to improve students' writing skills, corrective feedback strategies were given. Giving corrective feedback is considered to be able to provide special assistance to students. In recent years much research has been conducted regarding the effectiveness of written corrective feedback, yet practitioner and researchers are still left without definitive answers regarding implementation (Truscott & Hsu, 2008; Ellis, 2009; Hartshorn, et al., 2010). The feedback given by the instructor varies depending on the function and media used (Hidayati, 2016). In addition, the feedback given also depends on the level of student proficiency and their needs in the learning process.

Lecturer have a variety of techniques for correcting errors in students' writing. These techniques usually consist of various symbols, which can be a cross, an underscore, etc. This model is less effective because it is more dominant in lecturer or teacher-centred situations and does not prevent students' grammatical errors from recurring in different writings. But this technique can stimulate students to self-correct, which in turn motivates students to explore mistakes in their writing.

Based on the above problems in writing, this study aims at using corrective feedback and students' perception of corrective feedback in English education department students in paragraph writing class.

RESEARCH METHOD

In this study the researcher used a qualitative method with the type of lookup being descriptive research. Qualitative research method is a kind of research whose findings are no longer obtained through statistical approaches or other types of calculation. A qualitative research strategy is a lookup process that produces descriptive statistics in the shape of written or spoken words from people and determined behaviour (Staruss & Corbin, 2003).

The researcher concludes that qualitative research is a form of investigation to acquire information by way of analysing man or woman or societal phenomena in their natural setting. Based on the description above, this lookup makes use of qualitative lookup and the researcher characteristic as an observer. Therefore, in this study the researcher described the use of corrective feedback on paragraph writing and described the students' perception of corrective feedback on writing course.

As has been mentioned in the previous chapter, the subject of this research are lecturer and students from the first semester students at STKIP PGRI Sidoarjo. The researcher used writing class for first semester students with paragraph writing material. The number of students in one class is 25 students. The class is a morning class in the first semester of 2021 academic year. The reason the researcher was paragraph writing that applied corrective feedback so that it was suitable for the study conducted by the researcher.

In this study, the researcher used two tools to collect data, namely table analysis and questionnaire. The results of the table analysis provide information about types of errors in student writing during paragraph writing. Researchers analyze writing students processes that occur in the classroom, analyzing how students apply the technique of learning to write paragraph by using corrective feedback. Meanwhile, The questionnaire is an information gathering technique that allows the analyst to study the perceptions, responses, attitudes, beliefs, behaviour and characteristics of some of the main people in the organization who can be affected by the proposed system or by the existing system. Questionnaire was given to the students in the end of the last meeting in order to get the students responses about the lecturer strategy when he or she taught in the class. The questionnaire contained of the question about how the implementation lecturer strategy was and whether the lecturer strategy could help the students comprehending or not.

FINDING AND DISCUSSIONS

A. Findings of the Use of Corrective Feedback in Paragraph Writing at English Education Study Programs

In this part, the researcher is describing the use of corrective feedback in paragraph writing as the first problem of this research. The result of the table analysis. The total of the students was 25. The first meeting the lecturer explained about the corrective feedback and purpose of corrective feedback. The second meeting on 27th December 2021 the lecturer the application of materials, giving the task of paragraph writing using corrective feedback assessment technique and providing feedback to students. On 31th December 2021, the lecturer gave several times the opportunity to researchers to provide a questionnaire to students about the corrective feedback.

Researchers observed the process of teaching and learning writing using corrective feedback assessment techniques, with lecturers explaining paragraph writing and explaining learning using corrective feedback in paragraph writing classes. The researchers derived the student's tasks from observing the instructor's and student's learning process. During the pre-event, the lecturer greeted the students, checked the attendance of the students, motivated the students, and explained the activities that the students would be doing. In the second part, the lecturer introduces the definition of corrective feedback, the benefits of corrective feedback, the procedures for corrective feedback, and asks students to use corrective feedback to write a paper. Lecturers ask students to develop their ideas on a chosen topic. The instructor then gives the students 15 minutes to work on their assignments. For all who are not done, keep working until done. And the next meeting was focused on the real activity of corrective feedback.

After students submit writing assignments. The lecturer then collects the students' writing products. The lecturer analyzed the mistakes of the students in the first draft and gave some things like underlining. Lecturer used indirect corrective feedback when using corrective feedback on students' writing skills. Indirect corrective feedback refers to feedback that is implicitly given to students. It shows that the student filled out the wrong form by providing the notice, but did not provide the correct form. Error notifications are usually presented by underlining the error. It can also be rendered by not indicating the exact location of the error in the whitespace next to the line. Therefore, this type of corrective feedback allows students to identify their mistakes and allow them to correct them.

In pre-writing, there were person variations in the number of grammatical errors, but nearly all newbies were weak related to uses of article, verb form, preposition, punctuation, and etc. primarily based on the statistics above, it can be seen there are some hassle In students' writing.

First, a comma splice. It can be seen form the sentence here "*Once upon a time. There was a little girl.*" It should be "*Once upon a time, there was a little girl.*" Other example "*While she was sleeping*

the three bears who owned the house come home” it should be “while she was sleeping, the three bears who owned the house come home.” Comma splice is similar to a run-on sentence, except that it employs a comma to connect two clauses that do not have an appropriate conjunction.

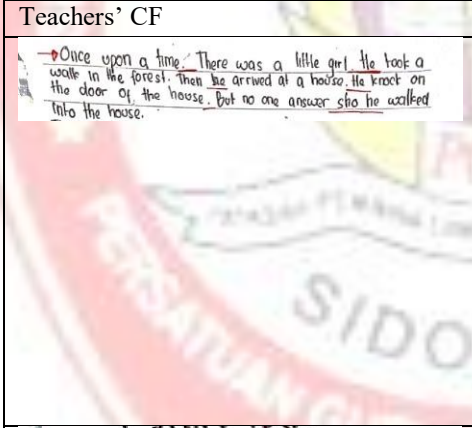
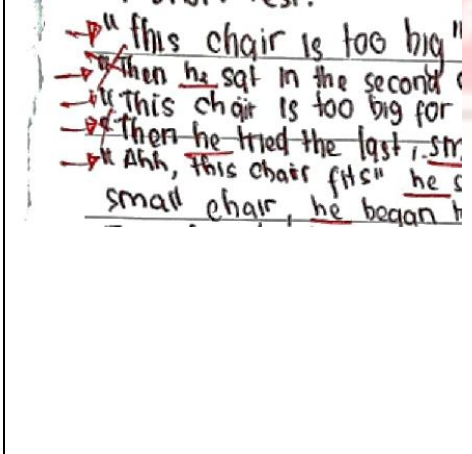
Second, a pronoun error for example “There was a little girl. He took a walk in the forest.” It should be “There was a little girl. She took a walk in the forest.” Other example ““This chair is too big for me!” he complained.” It should be ““This chair is too big for me! She complained.” In the previous sentence, it was explained that the character is a girl, but uses a different gender third person pronoun. third-person singular pronouns in personal pronouns are characterized by type (feminine, masculine and neutral).

Students got their drafts and their comments. They began to revise the draft based on the lecturer's corrections. Students then rewrite their drafts into final drafts. This study demonstrates the formative potential of corrective feedback assessment techniques in helping students develop English writing skills. The results show that corrective feedback techniques can improve students' overall writing skills, including concentration, collaboration, and vocabulary skills. Students also felt a positive impact, finding a lot of simple vocabulary and punctuation in their thematic writing, possibly because they gave students the opportunity to actively assess and learn.

The lecturer gave feedback to the students on corrective feedback techniques, which were carried out in the paragraph writing class through the following stages: finding ideas for writing deciding on the topic of writing, brainstorming, rearranging, revising, and finally submitting the writing to the lecturer. At the stage of finding ideas for writing, at the stage of finding ideas for writing, students are encouraged to explore various ways to express ideas. In topic determination, students decided on the topics they are interested in. in the brainstorming stage, students find inspiration and write freely.

After everything was finished, the researcher then recorded the result of the observations in the following table:

Table 1.1 Table Analysis

Teachers' CF	Type	Discussion
	Indirect corrective feedback	Once upon a time, there was a little girl. <u>She</u> took a walk in the forest. Then <u>she</u> arrived at a house. <u>She</u> knock on the door of the house, <u>but</u> no one answer. <u>So</u> <u>she</u> walked into the house.
	Indirect corrective feedback	“This chair is too big” she shouted. Then she sat in the second chair. “This chair is too big for me!” She shouted. Then she tried the last, small seat. “Ahh, this chair fits” She said. But just for a while she rested on the small

		chair, she began to feel sleepy.
	Indirect corrective feedback	Papa Bear Mama Bear

Lecturers provide the opportunity to repeat the performance of paragraph in forms that have been proven to problematic for students when they do paragraph then they can rewrite their paragraph into perfect paragraph and encourage reflection about how the paragraph is done. Then the lecturer provides feedback to students in during learning.

B. Finding of the Students Responses Toward Corrective Feedback in Paragraph Writing

In this part, the researcher is describing the students' responses toward corrective feedback in paragraph writing as the second problem of this research. The questionnaire uses in order to know the result of the students' responses toward corrective feedback in paragraph writing. The researcher gave a questionnaire is in form of a Likert Scale consisting of Strongly Agree (SA), Agree (A), Disagree (D), Neutral (N) and Strongly Disagree (SD).

The questionnaire was distributed to 25 students at the end of the observation and the questions were about 14 point. The researcher counts the students' responses. The total of the questionnaire can be shown as follows:

Table 1.2 The Result of Questionnaire Answer

No	Questions	SA	A	N	D	SD
1	I understand that writing ability is an important factor in learning English.	(6)	(18)	(2)	(1)	(0)
2	I agree that writing teaching requires a strategy to overcome student problems, such as corrective feedback.	(4)	(24)	(2)	(1)	(0)
3	I know that using strategies based on corrective feedback can improve writing skills and understanding of paragraph writing materials.	(5)	(18)	(2)	(0)	(0)
4	Writing homework can develop my writing ability.	(2)	(24)	(2)	(0)	(0)
5	I agree that strategies based on corrective feedback can attract readers' interest in texts, especially paragraph writing materials.	(4)	(18)	(2)	(0)	(0)
6	I can understand my writing ability by using paragraph writing materials based on corrective feedback strategies.	(3)	(17)	(2)	(2)	(0)
7	I agree that the use of corrective feedback strategies makes learning in paragraph writing more comfortable and confident.	(5)	(17)	(2)	(0)	(0)

8	By using paragraph writing materials, I write more actively.	(4)	(17)	(2)	(2)	(0)	
9	Strategies based on corrective feedback can correctly motivate and understand me in paragraph writing materials.	(3)	(18)	(2)	(0)	(0)	
10	I can find solutions to improve my writing skills.	(4)	(18)	(2)	(0)	(0)	
11	I agree that mastering English requires writing skills.	(6)	(16)	(1)	(0)	(0)	
12	I can understand the information in the writing.	(4)	(17)	(1)	(0)	(0)	
13	Writing can activate and develop my writing ability.	(7)	(18)	(1)	(0)	(0)	
14	I can understand the concept, purpose and process of studying paragraph writing.	(3)	(17)	(2)	(1)	(0)	
	Total	F	60	257	25	7	0
	%		17%	66%	15%	2%	0%

After giving the questionnaire the researcher analyzed all of the question one by one and then make conclusion from the questionnaire. The amount of the students who chosen an option for each question in percentage (100%). The formula is :

$$\% = \frac{n}{N} \times 100\%$$

(Harinaldi, 2005)

Notes :

n : number of students who answer the option.

N : number of all students in the class.

Based on the result of questionnaire above, the researcher concluded the data by using average for each result in the chart:

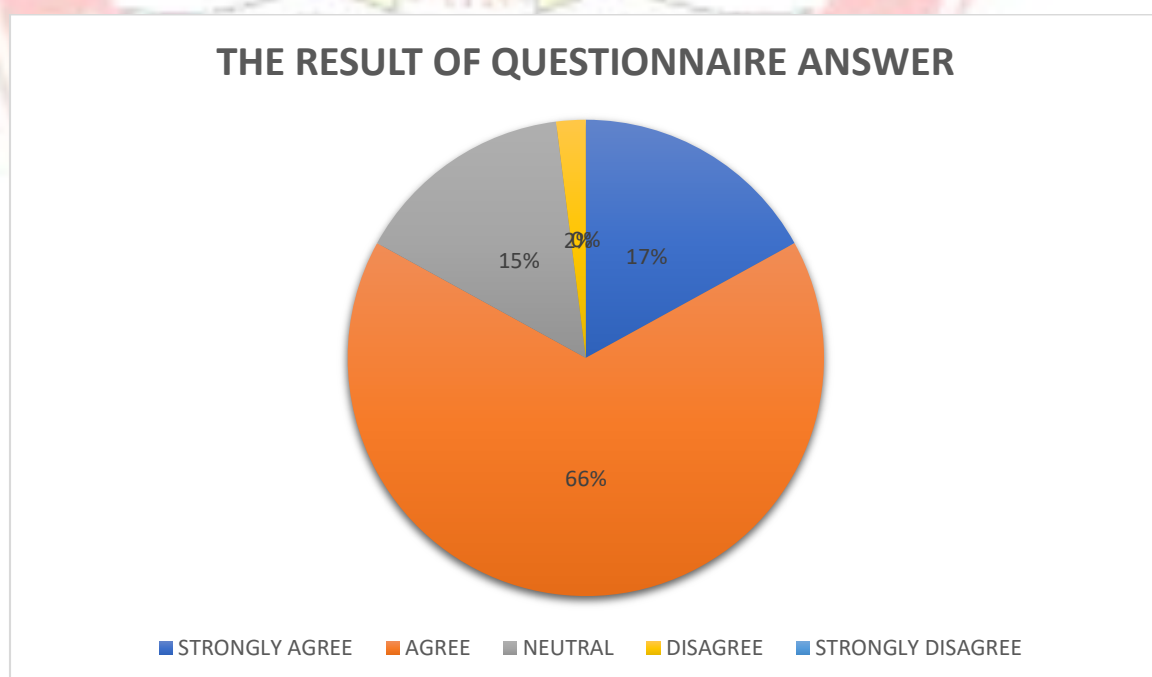


Figure 1.1 The Result of Questionnaire Answer

Based on the data displayed in tables and diagram, can be concluded that students agree to use of corrective feedback in teaching paragraph writing, reinforced by the number of students who chose “agree” with a total percentage of 66%. The percentage is close to half total number of students in the class. From the data above, it can also be seen that there are students who choose “strongly agree” as much as 17%, this number is less than students who choose the “neutral” option as much as “15%” even so, the students’ responses is still worth agreeing because the most choices fall on “agree” as much as 66%. The percentage “disagree” is 2% and the percentage “strongly disagree” is 0%. It can be concluded that the students’ choices for the percentage of “disagree” and “strongly disagree” on the students’ responses in the questionnaire are very few. It means that the students agree with the use of corrective feedback in learning paragraph writing.

DISCUSSION

In this part, the research will discuss the result of the table analysis and questionnaire at English Education Study Programs 2021A at STKIP PGRI Sidoarjo. The first problem was the description of the findings about the use of corrective feedback in paragraph writing at English education study programs. The teaching and learning process is divided into Pre-Teaching, Whilst teaching, and Post-Teaching. In the Pre-Teaching lecturer and student greeting, checking all of student attendant. Explain today’s lesson and motivates the student to be active. In the whilst teaching, the lecturer deciding the purpose of the corrective feedback and considering the evidence to be included in the corrective feedback. The lecturer determining the time for corrective feedback and determining regular schedules for review and conferencing. In the Post-teaching, the lecturer review and clarification about the material. Lecturer reminds to prepare for the next meeting.

After the observation checklist was analyzed, the students gave a piece of paper that contained the questionnaire of the corrective feedback assessment. From the questionnaire the researcher got the result that corrective feedback assessment can help students to write paragraph writing. Data showed that more students understand the model of the paragraph writing text with corrective feedback assessment, it can be concluded that the students agree with the use of corrective feedback in paragraph writing. It strengthens by the total of students answering “agree” option is or the percentage is 66% and a few of the remaining students answering “disagree” option is or the percentage is 2%. It means half close of students like learning paragraph writing using corrective feedback, and under half of students dislike learning paragraph writing using corrective feedback.

Some researcher have proven that the using of corrective feedback expanded the writing abilities and the perceptions of the students. Therefore, the hypotheses of this learn about had been accepted. There was once a widespread enhancement in the students’ writing capabilities and their responses after educating by means of the usage of corrective feedback. It was once concluded that use of corrective remarks can enlarge students’ writing abilities and their responses (Efendi, Usman & Muslem, 2017).

Mulyani (2018); Utami (2012); Sutresno (2013); and Buffa (2016) carried out comparable research to look at the issues and challenges of the students in writing for the motive of this lookup is to understand the factors of the language do novices and lecturers accept as true with the center of attention of written correction need to be positioned on. The preferences WCF strategies from newbies and lecturers and recognize way of inexperienced persons deal with the feedback. The end result of this find out about is learners’ wish to be immediately corrected and specifically on grammatical and lexical aspects, students choice for direct correction and the trainer decide on oblique correction. It can be considered that corrective comments can correctly motivate the students to grow to be extra energetic and assist the to apprehend the writing process. In addition, students are in a position to enhance their writing abilities and make their phrases tons useful as well.

CONCLUSION

On the basis of the previous chapter, the researcher draws the conclusion that in the teaching of paragraph writing in the Department of English Education, the role of formal evaluation in corrective feedback is as follows:

1. The use of corrective feedback in paragraph writing at English education study were very well, the students followed the lessons well and paid attention to the lecturer with great diligence and seriousness. Lecturer gives error corrections or marks such as underscores, and arrows. The effect of giving corrective feedback on student writing is to motivate students to enhance their writing.
2. Students are active in their responses to corrective feedback in paragraph writing, and the steps of the online form assessment can help them learn to write and learn narrative texts. The results of the students' responses to the questionnaire were: strongly agree = 17%, agree = 66%, neutral = 15%, disagree = 2%, strongly disagree = 0%. This means that more than half of students like corrective feedback in teaching paragraph writing.

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