

EFL Secondary Students' Affective Engagement on Teacher's Written Corrective Feedback in Biography Writing Class

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ABSTRACT

Research about students' affective engagement in teacher written corrective feedback in EFL classroom has not given enormous concern. Therefore, this present study focuses on investigating students' affective engagement towards teacher written corrective feedback. Case study was used as the research design. Four high school students involved in this research. Data were collected from multiple resources, including semi-structured interview and documentation. Thematic analysis was used to analyze the obtained data. The findings revealed that students' affective engagement towards teacher written corrective feedback include students' emotional involvement in curious learning activity, teacher written corrective feedback perceived by students in balance emotion- feeling of happiness and sadness, and teacher written corrective feedback stimulates students to engage cognitively.

Keywords: Affective engagement, written corrective feedback (WCF), case study

INTRODUCTION

There are four essential language skills in learning English, one of them is writing (Masrul, 2015; Amelia, 2020; Simanihuruk, Silalahi, & Sihombing, 2021). Writing is considered a complex skill to be acquired for students (Diana, 2019). Although it is a complex skill in learning English, students can express their ideas in form of written text (Fitriani, Melani, & Lismay, 2021). In context of English for Foreign Language (EFL), teachers and researchers have tremendous interest to figure out the most effective way to provide respond on students' written text (Mahfoodh, 2017). Moreover, feedback is acknowledged as an impressive idea on responding students' written text. It happens because feedback provides a frame on students' cognitive development, focuses on students' weaknesses and strengths, guides their writing habits, and also provides the readers' point of view of a text (Hyland, 2013; Mahfoodh, 2017). Written corrective feedback (WCF), sometimes refers to grammar revision (Zheng & Yu, 2018), is highlighted to have a crucial role in writing course (Ferris, 2014; Mahfoodh, 2017). WCF helps teachers to identify students' writing abilities.

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The term of teacher written corrective feedback refers to teacher responses and annotations that are given to students' text (Mahfoodh, 2017). Written corrective feedback is aimed to increase students' awareness of their mistakes to make it easier for students to revise their text without teachers' help (Tang & Liu, 2018). Written corrective feedback provides grammatical errors toward students' written text to trigger their responses to write accurately. Furthermore, written corrective feedback allows students to understand their weaknesses in their writing. Written corrective feedback is considered as a guide for students to revise their imperfect text. Maleki & Eslami (2013) found that students who received written corrective feedback made fewer mistakes than those who did not receive written corrective feedback. Written corrective feedback provides wide opportunities for students to understand their mistakes and revise their text accordingly.

Hyland (2003) argues that a guide for students' writing progress is written corrective feedback. It is acknowledged as the finest set of framework for recognizing students' mistakes and promoting sustainable growth in the target language (Tang & Liu, 2018). According to Li & Vuono (2019), written corrective feedback refers to responses and comments towards students' text in a second language. Students writing performance will increase significantly if they receive written corrective feedback. By giving written corrective feedback, teachers are able to assist students to investigate their own strengths and weaknesses. Frear & Chiu (2015) state that written corrective feedback is considered as a tool to trigger students to enhance their overall writing accuracy. In short, by receiving written corrective feedback, students will easily find their grammatical errors, then revise their text to be better.

According to Li & Vuono (2019), written corrective feedback can be provided both in written form and oral form, the written form refers to written responses or comments are given on students' writing. Meanwhile, the oral form refers to responses or comments are given verbally and personally to students' writing or throughout class sessions (Bitchener & Knoch, 2009). Moreover, Li & Vuono (2019) argue that written corrective feedback is divided into three categories such as direct, metalinguistic, and indirect. For example, a teacher may provide feedback on inappropriate use of tense in this sentence, "Nowadays, technology had made it easier for people to communicate". The following explanation provides an example of how a teacher will give the students feedback based on each type of written corrective feedback; 1) Direct feedback refers to a technique of correcting students' mistakes by giving an explicit written correction. Thus, teacher provides the appropriate form for the students by changing "had" to "has". 2) Metalinguistic feedback refers to the instructions given to students by analyzing the root of mistakes in a short description. For example, "use the present perfect tense" or only put a code such as "T" (for tense). 3) Indirect feedback refers to indicating the error by simply circling, underlining, or highlighting "had" without providing further explanation about it.

According to Li & Vuono (2019), metalinguistic feedback is arguably similar to indirect feedback as it describes mistakes, maintains correct form, and inspires students to revise their own texts, however, the two terms essentially unequal. Indirect feedback only demonstrates the error by providing circles, underline, or highlight on the students' text. Meanwhile, the cause and the nature of students' text mistakes are demonstrated by metalinguistic feedback. It is used as a short comment or mistakes code in students' text which includes an example with an explanation of the target language. Thus, students revise their text by implementing the rule based on the feedback given (Li & Roshan, 2019).

Ellis et al (2008); Frear & Chiu (2015) state that there are two types of written corrective feedback that have received enormous concern from researchers such as direct and indirect. Direct written corrective feedback refers to WCF which provides students with the correct form of mistakes in their text. While, indirect written corrective feedback refers to numerous scenarios (e.g. simply demonstrate the mistakes) to encourage students to revise their mistakes,

however, it is difficult to be understood by them. According to the number of target structure or mistake categories, written corrective feedback can be classified into focused and unfocused (Li & Vouno, 2019). According to Ellis et al (2008); Frear & Chiu (2015), focused written corrective feedback only provides provision to one or selected structures. Meanwhile, unfocused written corrective feedback includes provision of WCF on all various structures. Focused WCF can assist students to be aware of the target structure and reduce their anxiety. While, unfocused WCF can increase students' anxiety and reduce their awareness of the target structure (Sheen, 2007). Moreover, written corrective feedback also can be classified into coded and uncoded (Sampson, 2012). He stated that coded written corrective feedback refers to written symbols on students' mistakes that lead students to self-correction, while uncoded written corrective feedback refers to correct forms above each mistake on students' text.

Although, there are some weaknesses of written feedback such as difficult to be understood and taking much time, however, students and teachers' perspectives on it are essential, useful, and constructive (Ferris, 2014; Hyland, 2013; Mahfoodh, 2017). Therefore, an effective WCF must be generated, developed, and distributed in certain ways to inspire students to be actively engaged. WCF is considered an essential teaching and learning device to develop the literacy and confidence of L2 students (Han & Hyland, 2019). Thus, WCF must be clear and provide adequate communication to be an effective teaching and learning tool.

Furthermore, engagement is viewed as a general term that combines students' degree of attention, curiosity, interest, and willingness of students to encourage their language proficiency and a set of learning skills to build progress (Zhang & Hyland, 2018). Students' emotional and motivational feedback to the L2 learning process, learning materials, or classroom belonging is defined as engagement (Cho & Castañeda, 2019). In short, engagement can be defined as students' motivation and affective reactions to school belonging.

According to Zhang & Hyland (2018), affective engagement refers to all about students' emotions of their learning experiences, their friends, school environment, teachers, etc. In addition to this, affective engagement can be expressed as positive emotions and negative emotions by students (e.g. happiness, sadness, boredom, anxiety, interest, etc). Lam et al (2014) argued that students' boredom or attention can be influenced by learning activities. They may also feel alienated or stick to their school. Students' feelings about learning activities indicate as a reflection of intrinsic motivation, while students' feelings about their school indicate an expression of school bonding. Thus, students who have high affective engagement are intrinsically motivated to learn and feel stick to their school.

In order to measure students' affective engagement, Liu, Liu & Liu (2018) explain that students' self-reports or visible expressions of reactions or emotions can be used to measure their affective engagement that involves their emotional feelings toward learning experience. In other words, to measure students' affective engagement, a teacher has to focus on how students respond attitudinally. In addition to this, Zheng & Yu (2018) argued that students attitudinally response involves three main categories such as affect (to express emotion), judgment (to criticize character), and recognition or appreciation (to rate the worth of things or people). Respectively, they refer to students' affective (feeling and emotions) expressed while receiving WCF and when revising their text as the result, personal criticism as well as the moral judgment of praise censure towards WCF as the judgment, and appreciate the teacher WCF as the form of appreciation. In short, students who affectively engage toward teacher written corrective feedback involve their emotions, judgment, and appreciation.

Furthermore, the effectiveness of teacher written corrective feedback on students' revision and writing has been investigated many times. For example, Frear & Chiu (2015)

conducted a research entitled “The effect of focused and unfocused indirect written corrective feedback on EFL learners’ accuracy in new pieces of writing”. They claimed that a one-time indirect WCF was not enough for students to understand the mistakes in their writing, specifically about weak verbs accuracy and overall accuracy. So, there were no significant differences between focused and unfocused groups. However, it can be noticed that the WCF is considered as an indicator to drive students’ overall accuracy in their writing in the post-test. There are some factors that affected the result of this research such as the difference in students’ personalities, the students’ proficiency as well as the type of feedback. Another research had been conducted by Tang and Liu (2018) entitled “Effects of indirect coded feedback with and without short affective teacher comments on L2 writing performances, learner uptake, and motivation”. They found that students’ writing performance and their proficiency improved significantly regardless of the type of feedback they received. However, ICCF with affective comments did not significantly influence students’ writing performance. On the contrary, it encouraged students’ motivation to improve their writing.

As described above, the review of previous studies has revealed that these studies have not given proper attention to students’ affective engagement towards teacher written corrective feedback. Moreover, very few studies have given enormous concern about students’ affective engagement towards teacher written corrective feedback in context of EFL. In addition to this, recent studies about students’ affective engagement and its role in the process of teacher written corrective feedback have not been investigated properly. Therefore, understanding how students engage affectively with teacher written corrective feedback (WCF) becomes crucial because it deals with the strategies that teachers use for giving WCF and will provide wide opportunities for teachers to be more aware of how students’ emotions were affected by their written corrective feedback (Mahfoodh, 2017). Thus, this present study concerns on how students engage affectively towards teacher written corrective feedback in EFL classrooms.

METHOD

As this research concerns on affective engagement in teacher written corrective feedback, a qualitative study was used as a research approach for obtaining the objectives of the research. Specifically, case study was used as the research design in conducting the research. It is the appropriate research method to explore *what* or *how* something happened in a real-life context (Yin, 2003; Baškarada, 2014). Thus, this present study used case study to describe and interpret the research based on real-life context accordingly.

The use of case study in this research assisted the researcher in gaining more contextual data and a deep understanding of how students affectively engage towards teacher written corrective feedback. Finally, by using case study, a rich explanation of students’ affective engagement on teacher written corrective feedback can be presented in the findings of the research. It potentially equipped students to become self-regulated learners in the future.

The participants of this research were those who have biography writing subjects and actively participated in writing activities beyond the classroom. They were recruited purposely and agreed to participate in this research. In line with that, it is proper to use purposive sampling to recruit participants for this research. Etikan (2016) stated that purposive sampling is a selection of a number of individuals who share the same interest and willingness toward the research. Related to the definition of purposive sampling, there were five students recruited to participate but only four students agreed to be interviewed. Specifically, 2 males and 2 females in the age of 17 years old were chosen to participate in this research. To ensure their participation, students’ demography information is presented in table 1.

Table. 1 Students Demography Information

Participants (Pseudonyms)	Gender	Age	Linguistics Background	Education Background	Length of English Learning Experience (Approximately)	Social-economy Background
Y	Male	17	Indonesian	Undergraduate studies	10 years	Medium
A	Male	17	Javanese Indonesian	Undergraduate studies	10 years	Medium
Z	Female	17	Javanese Indonesian	Undergraduate studies	10 years	Medium
Z	Female	17	Sundanese Javanese Indonesian	Undergraduate studies	10 years	Medium

Adopted from Yanto & Pravitasari (2020).

To obtain data, this present study used semi-structured interview and documentation. The interview used to explore students' experiences and thought (Richards, 2009). Bahasa Indonesia was used during the interview process for convenience and participants' identities would be anonymous. The interview focused on revealing students' affective engagement towards teacher written corrective feedback. The researcher conducted an in-depth interview in a quiet room to prevent nuisance during the process of interview. The interview spent 30-40 minutes. Moreover, documents were used to strengthen the interview data. They were students' text and photos. A topic related to biography text was given to all students. The topic was selected based on its suitability for the students, not specifically designed for this research. The students were expected to write a take-home three paragraph of biography text. However, the researcher did not intervene the students during the process of writing a biography text.

Thematic analysis was used to analyse the interviews. According to Braun & Clarke (2006), thematic analysis is a method to identify, analyze and report the data in deep detail by using themes. Thematic analysis used in this present study focused on affective engagement. Thus, the transcribed data were selected to make themes for the findings. In order to strengthen the main data, it is needed to add students' analysis text. It aims to assist the researcher in obtaining and explaining the findings of this research. The researcher focuses on students' text with the general pattern of teacher written corrective feedback to analyze the text. The students' text and teacher WCF are handwritten. In addition, the researcher identifies and categorizes the linguistic error in students' text based on Ferris (2006) taxonomy with minor adaptations (See table 2). Therefore, the first draft is considered as the number of students' mistakes occurrences. The students were asked to revise their text based on the written corrective feedback they received. Thus, the students' revision was used to investigate the contribution of written corrective feedback on their writing.

Table 2. Error categories adopted from Ferris (2006)

Error type	Description
Verb tense	Tense and aspect error
Articles	The misuse of zero, definite, and indefinite article
Spelling	Misspelled words
Subject-verb agreement	Excluded other singular-plural or verb form errors
Preposition	Inappropriate choice of preposition
Pronouns	The misuse of pronoun
Punctuation	Inappropriate choice of punctuation marks
Word choice	Excluded spelling errors, preposition errors, pronouns, informal and unidiomatic usage
Word form	Excluded verb tense errors

FINDINGS AND DISCUSSION

In reporting the result of this study, students' answers focusing on their affective engagement towards teacher written corrective feedback are presented in representative transcript on taken from their interviews. Thus, the analysis of data revealed that students' affective engagement towards teacher written corrective feedback includes students' emotional involvement in curious learning activity, teacher written corrective feedback perceived by students in balance emotion – feeling of happiness and sadness, and teacher written corrective feedback stimulates students to engage cognitively. These general pattern findings of this study are presented below.

Students' Emotional Involvement in Curious Learning Activity.

This study found that surprise, enjoyment, and satisfaction were considered as students' emotional involvement in curious learning activity. Furthermore, the students revealed that they were surprised by the feedback they received. It indicates that a great deal of teacher written corrective feedback makes students feel surprised. It is demonstrated in the representative of interview 1 transcription below.

Researcher: Did you feel surprised the first time you received feedback? Especially when you see there are many circles in the text. Does that feeling arise?

Student A: Honestly, I was a little surprised because I was embarrassed that I did not work on the text carefully so that there were many mistakes.

Student B: Honestly, I feel... Well, apparently, there were so many mistakes in my text. So, I was a little surprised when I received the feedback.

Student C: I was not (surprised) because I expected that there were some mistakes in my text. So, when I looked at my text again, it was really my fault and it was only minor mistakes.

Student D: Yes, I was surprised. You see, I felt like I have done this text correctly hehehe ... But, apparently, there were some mistakes in my text.

This finding showed that there was one student who realized her mistakes before being given written corrective feedback and it did not surprise her. However, the majority of students did not realize their mistakes before being given written corrective feedback. It can be noticed that the students were surprised by the feedback they received because they realized the mistakes in their writing after they took a closer look at the feedback. This finding is in line with the results of Li & Curdt-Christiansen (2020) research. Specifically, they found that students were surprised after being given written corrective feedback because of the criticism or unpleasant words/ phrases they received in the feedback. Furthermore, as stated by Li & Curdt-Christiansen (2020), students' interpretation of criticism or praise, students' proficiency to understand the feedback, and the discrepancy between teacher feedback and students' self-evaluation of own work influenced students' emotional reactions.

Furthermore, when the students were asked about their frustration, they revealed that instead of being frustrated with the feedback, they stated that they enjoyed and were glad about the feedback because they could know their mistakes. It is demonstrated in the representative of interview 2 transcription below.

Researcher: Were you frustrated with the feedback given just circles?

Student A: No, I did not feel frustrated with such feedback. Then, I am also interested in learning English so I am happy to be given feedback because I can know what my mistakes are to make me better in the future.

Student B: I did not feel frustrated because the feedback was useful for me so I do not make mistakes again in my text.

Student C: No frustration. So, I actually learned a lot (from the feedback) too. I can know that what I did was wrong.

Student D: I did not feel that way though (frustrated). I actually enjoyed it hehehe.

Zhang & Hyland (2018) found that the students were frustrated after being given the written corrective feedback. However, this present study found a new result that differs from the previous study mentioned earlier. A new finding of research about students' affective engagement was enjoyment. When the students were asked about their frustration after being given the written corrective feedback, surprisingly, they were not frustrated about the feedback. They enjoyed receiving the feedback because they thought it could help them to develop and learn more.

This study also revealed that the feedback was helpful for students due to its essential role in helping them understand the mistakes in their writing. It is demonstrated in the representative of interview transcription below.

Researcher: Did you think the feedback provided was useful?

Student A: Yes, (I think) useful. Honestly, the feedback I received was very detailed. For example, the use of capital letters. I thought that I was correct in using capital letters, but after receiving the feedback I realized I still had errors that needed to be corrected. So, in my opinion, the feedback was very useful because it can be my guidance in correcting my mistakes.

Student B: In my opinion, the feedback was useful because I can know my mistakes.

Student C: Yes, the feedback was useful because I can know the mistakes in my text and can fix them.

Student D: In my opinion, the feedback was useful because I got new knowledge after receiving the feedback.

The interview transcription illustrated that the students were satisfied with teacher written corrective feedback because it helped them to recognize their mistakes. It is in line with the results of Zacharias (2007) research. His research found that his participants showed various emotional responses such as feeling of happiness, satisfaction, and acceptance of feedback toward teacher feedback.

Teacher written corrective feedback perceived by students in balance emotion – feeling of happiness and sadness.

Students' revealed a balance emotion after receiving a great deal of teacher written corrective feedback. The feeling of happiness as an affective engagement toward teacher written corrective feedback was revealed by students in their semi-structured interview. Again, this finding is similar to the results of Zacharias (2007) research. His research found that his participants showed various emotional responses such as feeling of happiness, satisfaction, and acceptance of feedback toward teacher feedback. Additionally, Zheng and Yu (2018) found that the participants of their research engaged in a relatively positive affective. The representative of interview transcription below clearly stated that some students explicitly expressed happiness because the feedback helped them to understand their mistakes.

Researcher: Did you like being given such feedback? That is only given circles on the wrong parts of your text.

Student A: I was happy to be given feedback like that because I can understand more about my mistakes. Also, I could get new knowledge I did not know before. So, the feedback was my provision for me to not repeat the same mistakes.

Student C: I felt happy to be given feedback hehehe... because I could know what my mistakes are.

Student D: Yes, I was happy that my text was corrected.

However, there was a student who expressed he was not happy after receiving the feedback. Instead of being happy, he revealed that he was sad after receiving the feedback. This particular finding is considered a negative emotion towards teacher written corrective feedback. It is similar to the findings of Mahfoodh (2017) research which revealed that students felt disappointed because of the feedback they received. It is similar to the representative of interview transcription below.

Student B: I was not happy. Yes, I was sad because I have put so much effort to write but, apparently, there were a lot of circles after receiving the feedback.

In conclusion, the students showed positive and negative emotions towards teacher written corrective feedback. It is natural for students to have a balance emotion after being given teacher written corrective feedback because it depends on their personality to receive the feedback (Pahlevi, 2020). Despite the fact that one student expressed he was not happy with the feedback he received, but the majority of students admitted that they were happy with the feedback they received. It indicates that students' affectively engaged toward teacher written corrective feedback.

Teacher written corrective feedback stimulates students to engage cognitively.

The students gave careful attention to teacher written corrective feedback they received. In this way, they also revealed that they pay careful attention to teacher written corrective feedback as they eventually understand the feedback they received although they were confused at first. It is demonstrated in the representative of interview transcription below.

Researcher: How did you react when you first received the feedback? When there were only circles without any explanation about it.

Student A: At first, I was confused but I eventually understand what the circles meant. I also quite understand English, so it was not too difficult for me to understand and the meaning of the circles.

Student B: At first, I was confused about the meaning of the circles. But, after I tried to understand it, I found that it indicated the mistakes in my text.

Student C: At first, I thought why there were so many circles, what was wrong, when I read it again, apparently, it was my mistakes. Then, I was looking for references too about my mistakes.

Student D: I was a little confused hehehe... I was having a little problem to understand because there were only circles. I read it again and I thought "Oh, this is what it means".

Based on the interview transcription above, it is clearly stated that teacher written corrective feedback stimulated students to engage cognitively as they deployed a deep process of understanding the written corrective feedback they received. As stated by Storch & Wigglesworth (2010), the students devote thoughtful effort to understand the feedback they received and interpret it to revise their respective texts.

Moreover, despite the fact that students were engaged affectively towards teacher written corrective feedback, they were also engaged cognitively when they asked questions about the feedback they received. It is considered as an essential part of students' engagement when

re students obtained sufficient confidence as writers and learners to provide judgments about teacher written corrective feedback in their writing. In addition to this, affective and cognitive engagement is firmly associated when students engage towards teacher written corrective feedback. It is in line with the findings of previous studies that found there was a close association between affective and cognitive engagement (Zhang & Hyland, 2018). This is demonstrated in the representative of interview transcription below.

Researcher: Did you agree with all the feedback given? Or did you have a refusal to the feedback given?

Student A: Actually there was. I was confused what was wrong in this sentence (Pointed the sentence) "In 2018, EXO wins Most Daesang Awards at the MAMA."

Student B: I was confused about what my mistake in the second paragraph was, "After he left Miyogi University of Education, He made his debut under the name of Toshiyuki Aroki in 1980." Well, I was confused why there was a circle in the word "He" because I thought it was correct.

Student C: Oh, I was confused why the word "begal" was wrong? Hehehe...

However, there was a student who did not engage cognitively as she agreed with the feedback she received.

Student D: I agree (with the feedback).

The interview transcription clearly stated that the students were not only limited to being affectively engaged towards teacher written corrective feedback but they were also cognitively engaged when they discussed their mistakes with the teacher. This obtained data was strengthened by the number of mistakes in the students' revision text which decreased after being given written corrective feedback. It is presented in table 3 below.

Table 3. Summary of mistakes in students' text.

Students name	Original draft		Revised draft	
	Frequency of mistakes	Percentage	Frequency of mistakes	Percentage
Y	42	36,21%	10	29,41%
A	11	9,48%	3	8.82%
Z	34	27,59%	12	35,30%
Z	31	26,72%	9	26,47%
Total	116	100%	34	100%

Table 3 shows the result of further students' text analysis that found the number of mistakes occurrences decreased after being given written corrective feedback. It is worthy to mention that students were cognitively engaged towards teacher written corrective feedback due to a decreased number of mistakes in their revised text. In addition, this obtained data was strengthened by photograph data which illustrated students' were given wide opportunities to engage cognitively during the teaching and learning process through Telegram.

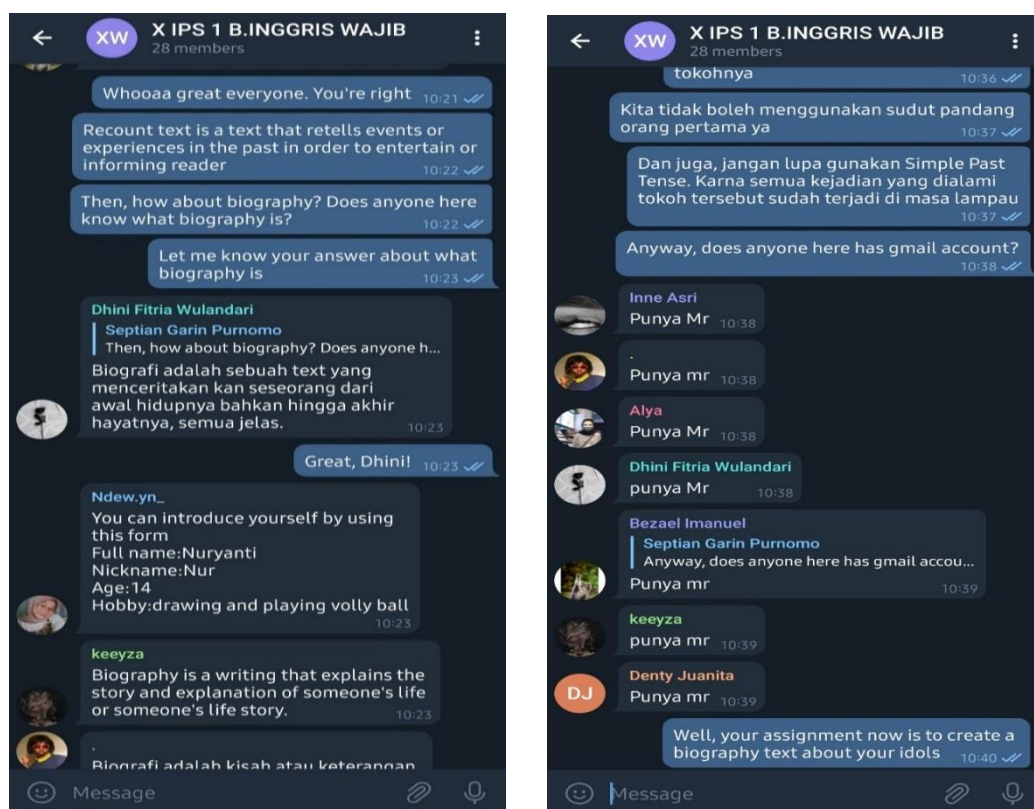


Figure 1. Photograph data 1 dan 2

Based on the photograph data above, it can be noticed that the students cognitively engaged during the teaching and learning process. The teacher provided opportunities for students to answer what biography recount text is about and they were cognitively engaged by answering the teacher's questions. Thus, at the end of the teaching and learning process, the students were facilitated to create a biography text about their idols to engage students more cognitively.

CONCLUSIONS

Based on the research findings and discussion presented in the previous chapter, it was found that the students were affectively and cognitively engaged towards teacher written corrective feedback. Furthermore, the students were affectively engaged in curious learning activity. After being given teacher written corrective feedback, the students were surprised, satisfied, and enjoyed. They stated that they were surprised because the feedback noticed the mistakes in their writing that had not previously been noticed by them. The students were helped to notice their mistakes through the feedback they received. Students' satisfaction was evoked with teacher written corrective feedback. Also, the students enjoyed receiving the feedback because they were facilitated to develop and learn more based on the feedback they received.

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