



## Analysis of Teacher's Feedback on Students in Writing Recount Text at Senior High School

Winda Sari, Sholihatul Hamidah Daulay

<sup>1</sup> Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

<sup>2</sup> Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Corresponding email: [sholihatulhamidah@uinsu.ac.id](mailto:sholihatulhamidah@uinsu.ac.id)

**Abstract** This study aims to examine the types of written feedback given by teachers on the writing of eleventh grade senior high school students at SMA Tarbiyah Islamiyah. This study is designed as a qualitative study, The participants of this study were 32 high school students in the class. XI majoring in science and 32 students majoring in social studies. The total of all students studied was 64 people. The instrument used was document analysis to examine the type of written feedback given by the English teacher on the writing results of tenth grade students majoring in Social Sciences (IPS) and Natural Sciences (IPA). The instrument used in this study was document analysis which aims to determine the type of feedback given by the teacher in recount texts written by students The findings revealed that the two teachers used different written feedback on students' writing. Teachers who teach in the Science major tend to use direct written feedback and teachers who teach in the Social Sciences department use indirect feedback. It can be concluded that the reason for the different types of written feedback used is because teachers who teach in science majors think that direct feedback is more detailed and understood more quickly by students. Meanwhile, teachers who teach in the Social Sciences major argue that by providing written feedback indirectly it can encourage students to think and make students more curious about the mistakes they write and students can ask questions to the teacher.

**Keywords:** writing, recount text, written feedback.

### Introduction

Students learn to write from words, sentences, and paragraphs arranged into a text. Writing is a textual activity that allows you to Describe your thoughts, ideas, and emotions. Writing is an interpersonal communication system. that employs a variety of language forms (Jalaluddin, Md. Yunus, & Yamat, 2011). Writing abilities are necessary in school, and teachers must assist students through writing activities. Students may face various challenges when beginning to write in order to develop better writing. Writing skills can be fostered in students through regular and ongoing practice. Some of the challenges that can arise in student writing activities are that students do not have an idea how to start writing texts, students do not master vocabulary and grammar, and students do not write texts or paragraphs coherently and cohesively. The same thing was expressed by Poudel (2018) who stated that text coherence and cohesion are very important for understanding and interpreting messages in writing. To overcome the challenges above, it is very important for teachers to be involved in the student writing process, namely by providing feedback or feedback on student writing.

Teacher input is essential for enhancing student writing. Feedback will also greatly assist pupils in improving the quality of their writing and motivating them to write. A study that looked at Written instructor feedback helps students improve their writing talents and

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influences students' cognitive, affective, and behavioral factors, according to students' assessments of teacher feedback. Feedback is also very motivating for students provided, which encourages them to remedy faults or errors in their writing output. This research also shows that teachers are more pleased with the feedback given because they can get more information about the mistakes students write so that they can improve students' writing results. There are many types of feedback strategies that teachers commonly use in correcting student writing, for example direct feedback, indirect feedback, peer-to-peer feedback, and verbal feedback. Ferris et al. (2012) said that direct feedback means that the teacher provides feedback by providing the correct form of language for mistakes or errors made in student writing, while indirect feedback is when the teacher only gives symbols, codes, or marks on student writing. Giving signs, symbols, and codes in indirect feedback can be done by giving underscores, circles, symbols, and codes. In indirect feedback, the teacher does not state the correct form of language but only gives signs or symbols to words or sentences where there are errors.

In fact, the feedback provided by the teacher is often unclear. This can confuse kids, and they may not know how to edit or revise their writing. According to Ellis (2008), it is critical for teachers to get aware with the various sorts of feedback and comprehend their impact on student writing. Therefore, the types of feedback given by the teacher must be understood by students. In this case, this study aims to find out the type of written feedback given by the teacher on the eleventh grade students' recount text. The research question is: What types of written feedback are given by the teacher on students' written recount texts?

## **Theoretical Framework**

### **Writing**

One of the linguistic abilities that must be achieved by students is writing skill. Some experts put forward various definitions of writing as said by Nunan (2003) writing is a mental activity to create ideas, think how to express these ideas, and put them in a statement and paragraphs that will be understood by readers. Nunan also stated that writing is a thinking process that involves distinguishing ideas, considering how to represent ideas in effective writing, and transforming these ideas into coherent statements and paragraphs. This suggests that writing is an activity in which ideas, thoughts, and feelings are expressed in written form. The definition of writing is also put forward by Harmer (2007) who states that writing is a productive skill related to speaking skills. Productive skills are related to reading and writing. Writing is a process of exploring one's thoughts and learning from writing activities. In other words, Writing is an activity in which thoughts and feelings are expressed in written form. so that it can be understood by readers. These activities can be summarized as writing as a means of communicating indirectly.

Writing is a very difficult skill for some students. Richards & Renandya (2002) state that the difficulties lie in finding and compiling ideas using the right choice of vocabulary, sentence and paragraph structures and pouring those ideas into text that readers can understand. Richards, Hull, & Proctor (1990) also stated that writing skills were considered difficult for students learning English as a foreign language. Students experience difficulties in writing because they do not have confidence in writing. Jarvis (2002) said that most students do not like to write because they feel that if they can't do it right the first time they have to write. Students think that they have no ability in grammar, and this becomes one of the obstacles in writing. Therefore, students need support and assistance from the teacher to be able to write. Because writing can help students analyze, convey, and think critically about what they read. Providing feedback can also help students to increase their motivation in writing. According to Lewis (2002), the purpose of providing feedback by a teacher is to motivate students. This means that providing feedback is needed by students to improve student writing.

## Written Feedback

To overcome students' difficulties in writing texts, the role of the teacher is very important. Teachers can help by providing feedback on student writing. According to Wahlström (2014) feedback is detailed information offered by the teacher to students in relation to activities assigned to them learning process. In improving students' writing skills, feedback has a significant impact. Therefore the involvement of teachers with students is very important. Through giving feedback, students can find out what and how they should improve their writing. Providing feedback on student writing will encourage students to improve writing skills. Ferris (2002) says that written feedback refers to the teacher's or peer's response to student writing (official or unofficial) whether the writing is still in the form of a draft or the last revision. Meanwhile, D. R. Ferris, 2012 defines feedback as a correction to grammar. Written feedback provided by the teacher is very necessary to improve students' writing skills and to improve their writing skills.

A teacher has a very important responsibility and role in the success of his students. Applying feedback in the teaching and learning process in class is very important in achieving learning objectives related to the topics discussed at the meeting at that time. Teachers should provide feedback to help students improve their writing. Reid (1993) says that teacher feedback should assist students in developing their writing skills by communicating feedback that is sufficiently detailed to enable students to act and make changes in their writing. The feedback given can be in the form of teacher comments, orders, and questions. Feedback in the form of comments can be done in writing or orally or directly to students. Giving feedback is not only done by the teacher but students can also provide feedback which is known as peer-to-peer feedback. There are two types of written feedback, direct and indirect. D. Ferris et al., (2012) stated that Direct feedback is a feedback approach that provides the correct form of language or the linguistic structure of the target language to assist pupils remedy mistakes. The teacher will correct the incorrect word or vocabulary in the student's writing through direct feedback. The instructor will also provide the correct form of grammar when students write mistakes in their writing.

D. Ferris (2002, 2003) categorizes direct feedback into four categories, namely deletion, insertion, replacement, and reformulation. Deletion means deleting the wrong word in writing or text. Insertion, namely placing the correct answer in the wrong writing; replacement is to change the error word to the correct word. While formulation means rewriting the wrong parts of students' writing by giving examples of how they should write correctly. D. Ferris & Roberts (2001) also stated that direct feedback is giving the correct form in students' writing so that students only need to write down the corrections given by the teacher into the final version of their writing. This means the teacher corrects student writing by giving or telling students the correct answers to student writing. D. Ferris (2002, 2003) provides examples of this type of direct feedback in the table below:

**Table 1.**  
**Immediate Feedback**

Feedback types	Examples of use in sentences
Delete	This is not the life they had imagined before they came. <i>to find</i>
Insert	Immigrantsshould expect ^ true happiness in America <i>an</i> Because of ^ unbeatable economy, better education, and freedom.
Replace	To them, this country is the place to seek more <i>better</i> appropriate futures. <i>, in spite of their new life,</i>
Rewrite	But, with all these modern conveniences can an immigrant be truly happy to America?

In the table above, we can see several examples of direct feedback to correct student writing. Deleting, is done by giving a stroke in a word that is considered to have an error. Inserting is accomplished by placing a word as a complement on top of an incomplete sentence. Replacing, is done by replacing the wrong word and writing it in the correct form above the wrong word. While rewriting This is accomplished by rewriting the proper sentence as a replacement for a sentence that is considered incorrect in an article.

On the other hand, Ellis (2008a) states that written feedback is divided into six types, including: 1) direct feedback, in which the teacher immediately gives the correct form of the corrected word, 2) indirect feedback, in which the teacher shows errors that appear in writing but do not give the actual form, 3) metalinguistic, namely the teacher gives a kind of metalinguistic instructions about errors in student writing, 4) feedback focus, which is related to Whether the teacher attempts to improve all (or the majority of) student errors or selects one or two specific types of faults to be fixed, 5) electronic feedback in which the teacher provides feedback out mistakes made by students in their writing and provides hyperlinks to related files that provide the correct form of use, and 6) reformulation or rewriting, i.e. rewriting the entire student text in order to improve the wording used look like used by native speakers to keep the contents of an original text intact.

### Indirect Feedback

The second type of written feedback is indirect feedback. According to D. Ferris & Roberts (2001), indirect feedback is feedback provided by the teacher by simply showing that there is an error without giving the correct form, but letting students identify and correct it themselves. The teacher only gives corrections and students have to revise their writing to be correct. According to D. Ferris (2002, 2003), there are three types of indirect feedback; coded indirect feedback, uncoded indirect feedback, and comments. In coded indirect feedback, the teacher only underlines errors in student writing and the teacher writes symbols or codes over writing errors made by students. In non-coded indirect feedback, the teacher simply circles the student's writing or error without placing a symbol over the student's writing error. Harmer (2004) says that giving comments is an indirect feedback strategy in which the teacher gives comments on students' writing related to what they have written and what they should write to improve it. This feedback does not provide instructions for students to make corrections but the teacher only provides comments on student writing. Table 2 below provides examples of indirect feedback (D. Ferris, 2002, 2003).

**Table 2.**  
**Indirect Feedback**

Indirect feedback type	Example
Coded feedback	Wow I sometimes get so jealous about somebody's ss success, but I try ^ be calm and praise him as vt much as I could. [Note: ww = wrong word, ss = sentence structure error (missing word), vt= verb tense error]
Uncoded feedback	I sometimes get so jealous about somebody's success, but I try to be calm and praise him as much as I can.

The teacher delivers a code in coded feedback on top of the errors students write. In the first sentence above, The teacher writes 'ww' (incorrect word), 'ss' (incorrect sentence construction), and 'vt' (incorrect verb tense). This means that students make mistakes in a word, mistakes in writing sentence structures, and mistakes in the tenses used but the teacher does not give the correct form to the codes given. Students are left to think for themselves to revise their writing in the correct form. In uncoded feedback, or the second

sentence, the teacher only gives a sign (⏟) and (^) to a word that is considered to have an error without giving the correct form. Students must correct the writing that the teacher has given the signs or codes.

### **Recount Text**

In English, understanding a text is very important. This aims to enrich knowledge and help students simplify the process of writing texts. There are various types of texts in English that students must learn, these various types of texts are known as genre-based approaches or genre-based texts. According to Halliday & Matthiessen (2004) in Systemic Functional Linguistics or systemic functional linguistics, focuses on a genre-based approach to teaching second language writing, endeavors to assist students comprehend their goal of writing, the readers who write the writing, how to write the composition the text (text organization).

Therefore, each text has a different definition, generic structure, and purpose which helps students to understand and recognize that type of text. Martin (1985) states that genre is how things are done and language is used to achieve those things. Meanwhile, Hyland (2007) states that text groups share the same characteristics and are easy to identify. Sidaway (quoted from Chen & Su, 2012) categorizes types of text into 7 types of text: Recount, narrative, explanation, information report, method, discussion, and exposition are all forms of exposition. Each sort of text has unique characteristics and structures. Currently, the genre-based approach (GBA) is used in all Indonesian schools. According to Emilia (2011), a genre-based strategy is one that consists of four steps: 1) knowledge formation, 2) text modeling, 3) text construction, and 4) text independent construction. Recount text is one of the texts that students learn in school. From junior high to high school, students study recount text. A recount text is one that reports about events or activities. Recount writing typically describes someone's experience. Recount text is a sort of text that systematically retells past events with the objective of conveying what happened (Anderson & Anderson, 1997). The goal of this work is to share or tell readers about prior experiences or to entertain them. According to Gerot and Wignell (1994), a recount text is one that retells past events in order to enlighten or entertain the reader about what and when it happened.

As previously explained that each text has a different text structure and purpose. Recount text has three structures: orientation, events, and re-orientation (Gerot & Wignell, 1994). Orientation introduces the reader who is involved in the story, where and when the events occur. Events tell about activities or actions that occur chronologically. This means that there is continuity between one event and another in sequence. The last structure is re-orientation, which is the closing of the text or the conclusion of a text. In this paragraph, the author can give his opinion on these events. In addition to the text structure, recount text also has linguistic features that must be learned by students. The linguistic elements of recount text are focusing on certain actors, using action verbs, showing the setting of place, time, and using the past tense, and focusing on the time sequence (Gerot & Wignell, 1994).

### **Material and Method**

This study is designed as a qualitative study. The purpose of this study was to determine the type of feedback given by the teacher on students' recall text writing. There are two majors in the eleventh grade of SMA Tarbiyah Islamiyah Medan, the Science major and the Social Sciences major. Teachers who teach are different for the two majors. This study's sample consisted of eleventh grade pupils from Tarbiyah Islamiyah Medan Senior High School, Deli Serdang Regency, majoring in Natural Sciences and Social Sciences. This study's participants were 32 Senior High School students in class. XI majoring in natural sciences and 32 students majoring in social studies. The number of male students from the science department is 16 and 16 female students. Meanwhile, the number of male students from the Social Sciences Department was 15 and 17 female students. The total of all students studied was 64 people. The instrument used in this research is document analysis. Analysis of student documents aims to determine the type of feedback given by the teacher in recount texts written by students. To find out the type of feedback given by students, the

framework developed by D. Ferris (2002, 2003) was used to analyze the results of students' writing that had been given feedback by the teacher.

**Table 3.**  
**Frameworks Ferris Developed Feedback**

Types of direct feedback	Indirect feedback type
Delete	Coded
Insert	Uncoded
Replace	Commentary
Rewrite	

## Results and Discussion

### Results

After analyzing the written documents of students majoring in science that have been given feedback, It can be stated that the teacher delivers both direct and indirect textual feedback to students when they write. The table below illustrates the specifics of direct and indirect written feedback.

**Table 4.**  
**Number of Written Feedback on Science Department**

Written Feedback	Amount	Percentage(%)
<b>Immediate feedback:</b>		
Insert (insertion)	22	19.6%
Replace (Substitution)	44	39.2%
Delete (deletion)	7	6.2%
Rewrite (Reformulation)	5	4.4%
<b>Indirect feedback:</b>		
Coded	-	-
Uncoded (uncoded)	13	11.6%
Commenting (Commentary)	20	18%
Instructions	1	1%
<b>Total</b>	<b>112</b>	<b>100%</b>

The table above shows that the teacher gives two types of written feedback on students' writing, direct and indirect feedback. Based on the written feedback, it can be illustrated that teachers in science classes use direct feedback in the form of insertion, substitution, deletion, and reformulation. The teacher gave 22 times of insertion or 19.6% (22/112), 44 times of replacement or 39.2% (44/112), 7 times of deletion or 6.2%, and 5 times of reformulation or 4.4%. The table also shows that most teachers use substitutes in their direct feedback which appears the highest frequency of 39.2% or 44 times in student writing. Table 4 also shows that teachers use indirect feedback. The teacher provides indirect feedback in the form without code and comments. Referring to the teacher's focus on providing written feedback, teachers often provide feedback that focuses on grammar. In addition to grammar, vocabulary and organization are the focus of the teacher in providing written feedback to students. For more detailed information related to teacher focused written feedback, see the table below.

**Table 5**  
**Table of Teacher Focus in Providing Feedback to Science Majors**

<b>Written Feedback Focus</b>	<b>Amount</b>	<b>Percentage</b>
Grammar	83	74%
Vocabulary	19	17%
Organization	10	9%
<b>Total</b>	<b>112</b>	<b>100%</b>

Based on the table above, the focus of the teacher's written feedback can be seen. Focus on grammar is the highest amount that appears in written feedback. 83 of the feedback focused on grammar out of 112 of the written feedback provided by the teacher in student writing. Meanwhile, 19 feedback focused on vocabulary and 10 feedback focused on organization were given by the teacher in this science class. After analyzing the writing results of students majoring in social studies who had been given feedback by the teacher, the data showed that the teacher gave indirect feedback more often than direct feedback. This can be seen from the table below.

**Table 6.**  
**Number of Written Feedback on IPS Department**

<b>Written Feedback</b>	<b>Amount</b>	<b>Percentage(%)</b>
<b>Immediate feedback:</b>		
Insert (Insertion)	4	5%
Replace (Substitution)	6	6%
Delete (Deletion)	3	3%
Rewriting (Reformulation)	1	1%
<b>Indirect feedback:</b>		
Coded	-	-
Uncoded (Uncoded)	39	39.3%
Commenting (Commentary)	14	14%
Question (Question statement)	19	19%
Instructions	13	13%
<b>Total</b>	<b>99</b>	<b>100%</b>

Based on the table above, it can be illustrated that there were 99 written feedbacks consisting of direct and indirect feedback. there is direct feedback 14 times out of 99 feedback given by the teacher. 14 times divided into insertion (4/99), substitution (6/99), deletion (3/99), and reformulation (1/99). In giving indirect feedback, teachers often use uncoded feedback in the form of a circle. the number of uncoded feedbacks was obtained 39 times out of 99 feedbacks. In addition, feedback in the form of comments was given 14 times and in the form of questions in student writing was obtained 13 times out of 99 feedback. The use of indirect feedback in non-coded form is very dominant given by teachers who teach in the social studies department. To find out the focus of the teacher's written feedback, table 7 below shows the detailed aspects of the feedback provided by the teacher in the social studies major class.

**Table 7.**

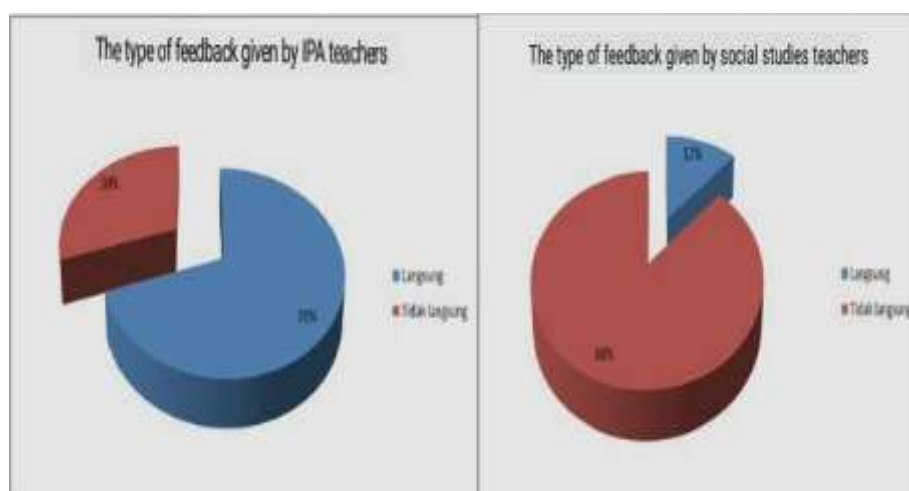
### Teacher Focus in Providing Feedback on Social Sciences Majors

Written Feedback Focus	Amount	Percentage
Grammar	59	59%
Vocabulary	5	5%
Organization	35	36%
<b>Total</b>	<b>99</b>	<b>100%</b>

It can be seen from the table above that teachers who teach in the social studies department focus on grammar and also the organization of recount texts in correcting students' writing. The frequency indicated that there were 59 feedbacks regarding grammar out of 99 written feedbacks given. 35 feedback on correcting text organization and 5 feedback focusing on providing corrections to vocabulary. Apart from focusing on grammar, the teacher also focuses on providing corrections to the organization or structure of the recount texts written by students. However, the teacher only made 5 corrections to the vocabulary in the student's writing.

### Discussion

Based on the data obtained, it was found that there was a tendency for teachers to give feedback on students' writing. Since there were two classes analyzed in this study, the researcher found that each teacher used a different type of feedback in providing feedback on students' writing. There are two types of feedback that teachers use in correcting student writing, namely direct and indirect feedback. The difference in the amount of the two types of feedback will be described in detail with the image below.



**Figure 1.**  
The trend of the type of feedback given by the teacher

The picture above shows a comparison of the types of feedback given by science majors and social studies teachers. Teachers who teach in the Science major and teachers who teach in the Social Sciences department use the same type of feedback: direct and indirect feedback but the frequency or amount is different. Teachers who teach in the science department use more direct feedback than indirect feedback. The figure above shows that 70% or 78 of the 112 written feedbacks given by the teacher were direct feedback and 30% or 34 of the 112 feedbacks were indirect feedback. These findings indicate that the highest frequency of feedback used by teachers in the science department in providing feedback is direct feedback.



According to Ellis (2008b) providing direct feedback helps students to understand their mistakes and understand how to correct them in subsequent writing. The same thing was stated by D. Ferris (2003) who stated that giving direct feedback gives form or replaces it to the correct form by deleting and inserting the correct form or reformulating sentences in student writing.

In contrast, the figure above also shows that teachers who teach in the social studies department more often provide indirect feedback than direct feedback. The figure shows that the feedback given to students' writing as much as 88% or 85 of 99 written feedback is a type of indirect feedback and 12% or 14 of written feedback from 99 feedback given to students' writing is a type of direct feedback. Based on the data obtained, these findings indicate that the highest frequency of the type of feedback used in providing feedback to the IPS major is the indirect type of feedback.

Providing this type of indirect feedback will help students find out the mistakes they wrote in their writing and it will encourage students to revise them into the correct form. According to D. R. Ferris & Hedgcock (2004) indirect feedback has the greatest potential to help students develop proficiency in using a second language and develop students' metalinguistic knowledge. This means that students can think about what they should do to revise their writing properly without the help of their teacher. Non-coding feedback has the greatest potential to assist students in developing proficiency in using a second language and helping students improve their metalinguistic knowledge (D. R. Ferris & Hedgcock, 2004).

## Conclusion

The findings from the analysis of student written documents that have been given feedback by the teacher show that teachers, who teach in the science department, when providing corrections to student writing in recount texts, use more types of direct feedback in the form of insertion, deletion, replace (substitution), and rewrite (reformulation). In contrast, teachers who teach in the social studies department often use a type of indirect feedback in the form of providing comments and codes on students' writing when correcting students' writing results in recount texts.

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