

REFERENCES

- Ahmadi, D. *et al.* (2012). Investigating the effects of two types of feedback on EFL students' writing. *Procedia - Social and Behavioral Sciences*, 46, 2590-2595. Retrieved June 13th, 2017, from: <http://www.sciencedirect.com/>
- Airasian, P., and Gay, L. R. (2000). *Educational research: competencies for analysis and application*. Boston: Prentice-Hall.
- Alfaki, D. M. (2015). University students' English writing problems: diagnosis and remedy. *International Journal of English Language Teaching*, pp. 44. Retrieved December 22nd, 2016, from: <http://www.eajournals.org/>
- Allport, G. W. (2010). *The teaching learning situation*. Retrieved August 3rd, 2017, from: www.google.com/
- Amrhein, H. R., and Nassaji, H. (2010). Written corrective feedback: what do students and teachers prefer and why? *Canadian Journal of Applied Linguistics*, 13, 95–127.
- Arikunto, S. (2002). *Prosedur penelitian: suatu pendekatan parktik*. Jakarta: Rineka Cipta.
- _____. (2010). *Prosedur penelitian: suatu pendekatan parktik, ed. revisi 2010*. Jakarta: Rineka Cipta.
- Baker, J. *et al.* (2017). Essay writing. *The OWL at Purdue*. Retrieved April 12th, 2017, from: <https://owl.english.purdue.edu/owl/owlprint/685/>
- Beuningen, C. V. (2010). Corrective feedback in L2 writing: theoretical perspectives, empirical insights, and future directions. *International Journal of English Studies*, 10 (2), 1-27.
- Bijami, M. (2013). Peer feedback in learning English writing: advantages and disadvantages. *Journal of Studies in Education*, Vol. 3, 92. Retrieved March 13th, 2017, from: <http://www.macrothink.org/>
- Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17 (2), 102-118.
- Bitchener, J. *et al.* (2005). The effect of different types of corrective feedback on ESL student writing. *Journal of Second Language Writing*, 14 (3), 191-205. Retrieved June 13th, 2017, from: <http://doi:10.1016/j.jslw.2005.08.001>
- Burns, N., and Grove, S. K. (2003). *Understanding nursing research, 3rd ed.* Philadelphia, PA: W. B. Saunders.

- 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, 267–296.
- Chen, S. *et al.* (2016). EFL learners' perceptions and preferences of written corrective feedback: a case study of university students from Mainland China. *Asian-Pacific Journal of Second and Foreign Language Education*, pp. 1-15.
- Cohen, A. D. (1982). *Writing like a native: the process of reformulation*. Honolulu, HI: Paper presented at the annual convention of teachers of English to speakers of other languages. (Eric document reproduction service no. ed. 224 338). Retrieved December 22nd, 2016, from: <https://eric.ed.gov/>
- Dornyei, Z. (2003). *Questionnaires in second language research: construction, administration and processing*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Ellis, R. (2008). *The study of second language acquisition, 2nd ed.* Oxford: Oxford University Press.
- _____. (2009). A typology of written corrective feedback types. *ELT Journal*, 63 (2), 99.
- Ferris, D. (2003). *Response to student writing: implications for second language students*. New Jersey: Lawrence Erlbaum Associates.
- Ferris, D., and Roberts, B. (2001). Error feedback in L2 writing classes: how explicit does it need to be? *Journal of Second Language Writing*, 10 (3), 161-184.
- Foddy, W. (1993). *Constructing questions for interviews and questionnaires: theory and practice in social research*. Cambridge: Cambridge University Press.
- Garcia, M. (2004). Types of feedback in the ESL writing process and student noticing. *Proquest Information and Learning Company*. United States, pp. 2.
- Ghazal, L. *et al.* (2014). Graduate students' perceptions of written feedback at a private university in Pakistan. *International Journal of Higher Education*, 3 (2), 17-23. Retrieved December 22nd, 2016, from: <http://dx.doi.org/10.5430/ijhe.v3n2p13>

- Hattie, J., and Temperely, H. (2007). The power of feedback. *Review of Educational Research*, 81-112. Retrieved March 10th, 2017, from: <http://growthmindseteaz.org/>
- Hounsell, D. (2007). Towards more sustainable feedback for students. In: Boud D., Falchilov N., (Eds) *Rethinking Assessment in Higher Education. Learning for the Longer Term*. Routledge, London, 101-113.
- Joppe, M. (2000). *The research process*. Retrieved August 25th, 2017, from: <https://www.researchgate.net/publication/44286439>.
- Kirszner, L. G., and Stephen, R. M. (2008). Definition essay. *Focus on Writing: Paragraphs and Essays*. New York: Bedford / St. Martins, pp. 132.
- Kountur, R. (2005). *Metode penelitian untuk penulisan skripsi dan tesis*. Jakarta: PPM.
- Leki, I. (1990). Coaching from the margins: issues in written response. In B. Kroll (Ed.), *Second language writing: research insights for the classroom* (pp. 57-68). Cambridge: Cambridge University Press.
- Lightbown, P. M., and Spada, N. (1999). *How languages are learned*. Oxford, UK: Oxford University Press.
- Maarof, N., Yamat, H., and Li, K. L. (2011). Role of teacher, peer and teacher-peer feedback in enhancing ESL students' writing. *World Applied Sciences Journal 15 (Innovation and Pedagogy for Lifelong Learning)*, 29-35.
- Maleki, A., and Eslami, E. (2013). The effects of written corrective feedback techniques on EFL students' control over grammatical construction of their written English. *Theory and Practice In Language Studies*, 3 (7), 1250-1257.
- McCracken, G. (1988). *The long interview*. Newbury Park, Ca: Sage Publication.
- Mory, E. H. (2004). Feedback research revisited in D. H. Jonassen (ed.), *handbook of research for educational communication and technology second edition* (pp. 745-783). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Nazir, M. (2014). *Metode penelitian, cet. ke-9*. Bogor: Ghalia Indonesia.
- Narbuko, C., and Achmadi, A. (2003). *Metodologi penelitian, cet. ke-5*. Jakarta: Bumi Aksara.

- Nata, A. (2011). *Perspektif islam tentang strategi pembelajaran, cet ke-2*. Jakarta: Kencana.
- Nicol, D. J., and Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 199-218.
- Notoatmodjo, S. (2010). *Metodologi penelitian kesehatan*. Jakarta: PT. Rhineka Cipta.
- Oshima, A., and Hogue, A. (2006). *Writing academic English, 4th ed.* New York: Pearson Education.
- _____. (2007). *Introduction to academic writing, 3rd ed.* New York: Pearson Education.
- Qi, D. S., and Lapkin, S. (2001). Exploring the role of noticing in a three-stage second language writing task. *Journal of Second Language Writing* 10, 277-303.
- Rahimi, M. (2009). The role of teacher's corrective feedback in improving Iranian EFL learners' writing accuracy over time: is learner's mother tongue relevant? *Springer*, 22 (2), 219-243.
- Ravichandran, V. (2003). *Responding to student writing: motivate, not criticise, gema*. Retrieved March 13th, 2017, from: <http://www.fpbahasa.ukm.my/journal/20020203.htm>
- Reid, G. (2009). *Memotivasi siswa di kelas: gagasan dan strategi*, (edisi terjemahan oleh Hartati Widiastuti). Jakarta: PT. Indeks.
- Reynolds, L. (2013). Giving student feedback: 20 tips to do it right. *InformED*. Retrieved December, 22nd, 2016, from: <http://www.opencolleges.edu.au/informed/features/giving-student-feedback/>.
- Russell, J., and Spada, N. (2006). The effectiveness of corrective feedback for the acquisition of L2 grammar. In J. Norris & L. Ortega (eds.). *Synthesizing research on language learning and teaching*, 133–162. Amsterdam: John Benjamins.
- Sarigul, M. (2005). Effective mistake correction in writing and an application: the maltepe project. *Beta-Iatefl Affiliate*. Retrieved June 13th, 2017, from: <http://www.beta-iatefl.org/1090/blog-publications/effective-mistake-correction-writing-application-maltepe-project/>.

- Silverius, S. (1991). *Evaluasi hasil belajar dan umpan balik*. Jakarta: PT. Grasindo.
- Simon, M. K. (2011). Validity and reliability in qualitative studies. *Journal Of Recipes for Success*. Retrieved June 5th, 2017, from: <http://dissertationrecipes.com/>
- Slamet, S. Y. (2008). *Dasar-dasar pembelajaran bahasa dan sastra Indonesia di Sekolah Dasar*. Surakarta: UNS Press.
- Slameto. (2010). *Belajar dan faktor-faktor yang mempengaruhi*. Jakarta: Rineka Cipta.
- Solehan, T. W. *et al.* (2008). *Pendidikan Bahasa Indonesia di SD*. Jakarta: Universitas Terbuka.
- Spratt, M. *et al.* (2005). *The TKT teaching knowledge test course*. UK: Cambridge University Press, pp. 26.
- Sugiyono. (2010). *Statistika untuk penelitian, cet. ke-16*. Bandung: Alfabeta.
- _____. (2012). *Metode penelitian kombinasi*. Bandung: Alfabeta.
- Sukardi. (2003). *Metodologi penelitan pendidikan, kompetensi dan praktiknya, cet. ke-1*. Jakarta: PT. Bumi Aksara.
- Thompson, W. G. (2002). The effects of character education on student behaviour. *Electronic Theses and Dissertations, Paper 706*. Retrieved August 3rd, 2017, from: <http://dc.etsu.edu/etd/706>
- Triton, P. B. (2006). *SPSS 13.0 terapan: riset statistik parametrik*. Yogyakarta: C.V Andi Offset.
- Wargito, B. (2003). *Psikologi sosial*. Yogyakarta: Penerbit Andi.
- Whitaker, A. (2010). *Academic writing guide: a step-by-step guide to writing academic papers*. Bratislava: City University of Seattle.
- Yaumi, M., and Damopolii, M. (2014). *Action research: teori, model, dan aplikasi, cet. ke-1*. Jakarta: Kencana.
- Yeh, S., and Lo, J. (2009). Using online annotations to support error correction and corrective feedback. *Computers & Education*, 52 (4), 882-892. Retrieved June 13th, 2017, from: <http://www.10.1016/j.compedu.2008.12.014>

Yoshida, R. (2008). Learners' perception of corrective feedback in pair work. *Foreign Language Annals*, 41 (3), 525-541.