

## REFERENCES

- Aghajanloo, Khadijeh., et.al. (2016). The Effect of Teachers' Written Corrective Feedback (WCF) Types on Intermediate EFL Learners' Writing Performance. *Advances in Language and Literary Studies*, 7 (3), 28-37. Doi:10.7575/aiac.all.v.7n.3p.28
- Anker, Susan. (2010). *Real Writing with Reading: Paragraphs and Essays for College, Work, and Everyday Life*. 5<sup>th</sup> Edition. New York: Bedford / St. Martin's.
- Ary, D., et.al. (2010). *Introduction to Research in Education Eighth Edition*. 8<sup>th</sup> Edition. California, USA: Wadsworth, Cengage Learning
- Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, 17,102-118. doi:10.1016/j.jslw.2007.11.004
- Bitchener, J. and Knoch, U. (2008). The Value of Written Corrective Feedback for Migrant and International Students. *Language Teaching Research Journal*, 12 (3), 409–31. DOI: 10.1177/1362168808089924
- Bitchener, John. & Ferris, Dana R. (2012). *Written Corrective Feedback in Second Language Acquisition and Writing*. New York: Routledge.
- Bobrova, Larysa. (2017). The Effects of Written Feedback On ESL Writers' Ability to Edit Word Choice Errors.. *IJALEL*, 7 (3), 1-13. doi: 10.7575/aiac.ijalel.v.7n.3p.1
- Brookhart, Susan M. (2008). *How to Give to Your Students Effective Feedback*. Virginia USA: Association for Supervision and Curriculum Development.
- Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.
- Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. London: Paul Chapman Publishing.
- Chandler, J. (2003). The Efficacy of Various Kinds of Error Feedback for Improvement in the Accuracy and Fluency of L2 Student Writing. *Journal of Second Language Writing*, 12(3), 267–296. doi:10.1016/s1060-3743(03)00038-9
- Clouse, Barbara Fine. (2008). *The Student Writer: Editor and Critic*. 7<sup>th</sup> Edition. New York: McGraw-Hill Companies, Inc.
- Creswell, John W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3<sup>rd</sup> Edition. California, USA: SAGE Publications. Inc.

- Creswell, John W. (2012). *Educational Research: Planning, Conducting, And Evaluating Quantitative and Qualitative Research*. 4<sup>th</sup> Edition. Boston, USA: Pearson Education, Inc.
- Doddy, A. Sugeng, A. & Effendi. (2008). *Developing English Competencies: for Grade X Senior High School (SMA/MA)*. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Ellis, R. (2009a). A Typology of Written Corrective Feedback Types. *ELT Journal*, 63 (2), 97-107. doi:10.1093/elt/ccn023
- Ellis Rodd. (2009b). Corrective Feedback and Teacher Development. *L2 Journal*, 1, 3-18.
- Eslami, Elham. (2014). The Effects of Direct and Indirect Corrective Feedback Techniques on EFL Students' Writing. *Procedia - Social and Behavioral Sciences*, 98, 445 – 452. doi: 10.1016/j.sbspro.2014.03.438
- Ferris, D.R. & Roberts, B. (2001). Error Feedback in L2 Writing Classes: How Explicit Does It Needs to be?. *Journal of Second Language Writing*, 10, 161-184. DOI: 10.1016/s1060-3743(01)00039-x
- Ferris, Dana R. (2011). *Treatment of Error in Second Language Student Writing*. 2<sup>nd</sup> Edition. USA: The University of Michigan Press.
- Fraenkel, Jack R. and Wallen, Norman E. (2009). *How to Design and Evaluate Research in Education*. 7<sup>th</sup> Edition. New York: McGraw-Hill Companies, Inc.
- Harmer, J. (2001). *The Practice of English Language Teaching*. London: Pearson Longman.
- Harmer, J. (2004). *How to Teach Writing*. England: Pearson Longman.
- Hosseiny, M. (2014). The Role of Direct and Indirect Written Corrective Feedback in Improving Iranian EFL Students' Writing Skill. *Procedia - Social and Behavioral Sciences*, 98 (1), 668 – 674. doi:10.1016/j.sbspro.2014.03.466
- Hussain, Z. et al. (2013). An Error Analysis of L2 Writing at Higher Secondary Level in Multan, Pakistan. *Interdisciplinary Journal of Contemporary Research In Business*, 4(11). 828-844.
- Irons, Alastair. (2008). *Enhancing Learning through Formative Assessment and Feedback*. New York: Routledge.
- Kemendikbud. (2018). *Permendikbud No 37 Tahun 2018 Tentang Perubahan Atas Permendikbud Nomor 24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013*. Jakarta: Kemendikbud.

- Kendall, J. & Khuon, O. (2006). *Writing Sense: Integrated Reading and Writing Lessons for English Language Learners, K-8*. Portland, Me: Stenhouse Publisher.
- Knapp, Peter. & Watkins, Megan. (2005). *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd.
- Lalande, J. F. (1982). Reducing Composition Errors: An Experiment. *The Modern Language Journal*, 66 (2), 140–149. doi:10.1111/j.1540-4781.1982.tb06973.x
- Landis, J. Richard and Koch, Gary G. (March, 1977). The Measurement of Observer Agreement for Categorical Data. *Biometrics*, 33 (1), 159-174.
- Langan, J. (2009). *Exploring Writing: Sentences and Paragraphs*. 2<sup>nd</sup> Edition. New York: McGraw-Hill.
- Linh, Đàm Mỹ. (2018). The Effectiveness of Indirect Written Corrective Feedback as Perceived by Teachers and Students of a Public University in Vietnam. *IJELS*, 6 (4), 152-162. <http://dx.doi.org/10.7575/aiac.ijels.v.6n.4p.152>
- Mackey, A. and Gass, S. M. (2005). *Second Language Research: Methodology and Design*. New Jersey, USA: Lawrence Erlbaum Associates, Inc.
- Oshima, A. & Hogue, A. (2007). *Introduction to Academic Writing*. 3<sup>rd</sup> Edition. New York: Pearson Education, Inc.
- Poorebrahim, Fatemeh. (2017). Indirect Written Corrective Feedback, Revision, and Learning. *Indonesian Journal of Applied Linguistics*, 6 (2), 184-192.
- Richards, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching*. New York: Cambridge University.
- Roger, H. (2005). *Writing Systems: A Linguistic Approach*. Oxford: Blackwell Publishing Ltd.
- Salimi, Asghar. & Valizadeh, Maryam. (2015). The Effect of Coded and Uncoded Written Corrective Feedback on the Accuracy of Learners Writing in Pre-Intermediate Level. *IJALEL*, 4 (3), 116-122. doi:10.7575/aiac.ijalel.v.4n.3p.116
- Shirotha, F. B. (2016). The Effect of Indirect Written Corrective Feedback on Students' Writing Accuracy. *Journal on English as a Foreign Language*, 6 (2), 101-118. doi: <https://doi.org/10.23971/jefl.v6i2.401>
- Truscott, J. (2007). The Effect of Error Correction On Learners' Ability to Write Accurately. *Journal of Second Language Writing*, 16, 255–272. doi:10.1016/j.jslw.2007.06.003
- Ur, Penny. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

- Wahyuni, Sri. (2017). The Effect of Different Feedback on Writing Quality of College Students with Different Cognitive Styles. *DINAMIKA ILMU*, 17 (1), 39-58.
- Weigle, S. C. (2009). *Assessing Writing*. Cambridge: University Press.
- Westmacott, Anne. (2017). Direct vs. Indirect Written Corrective Feedback: Student Perceptions. *IKALA*, 22(1), 17-32. doi: 10.17533/udea.ikala.v22n01a02
- Wingersky, J. Boerner, J. and Holguin-Balogh, D. (1992). *Writing Paragraph and Essays: Integrating Reading, Writing, and Grammar Skill*. California: Wadsworth.
- Zemach, D.E. & Rumisek, L.A. (2005). *Academic Writing from Paragraph to essay*. Oxford: Macmillan.