# REFERENCES

Amaniah, M. (2021). Students’ Emotional Reactions to Teacher Written Corrective Feedback. *Skripsi*. Garut: Institut Pendidikan Indonesia.

Baxter, P., & Jack, S. (2015). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, *13*(4), 544–559. https://doi.org/10.46743/2160-3715/2008.1573

Bitchener, J. (2008). Evidence in support of written corrective feedback. *Journal of Second Language Writing*, *17*(2), 102–118. https://doi.org/10.1016/j.jslw.2007.11.004

Bitchener, J. (2017). Why some L2 learners fail to benefit from written corrective feedback. In *Literaturacy Lingüística* (Issue 19).

Bitchener, J., & Basturkmen, H. (2006). Perceptions of the difficulties of postgraduate L2 thesis students writing the discussion section. *Journal of English for Academic Purposes*, *5*(1), 4–18. https://doi.org/10.1016/j.jeap.2005.10.002

Brick, B., & Holmes, J. (2008). Using Screen Capture Software For Student Feedback: Towards A Methodology. *IADIS International Conference on Cognition and Exploratory Learning in Digital Age, CELDA 2008*, *June*, 339–342.

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. https://doi.org/10.1016/S1060-3743(03)00038-9

Colpitts, B. D. F., & Howard, L. S. (2018). *A comparison of focused and unfocused corrective feedback in Japanese EFL writing classes*. *1*. https://doi.org/10.2478/linpo-2018-0001

Council, A. (2012). Proficiency Of Writing. *Global Seal Of Biliteracy*, 10–14. https://web.mit.edu/kakikotoba/ACTFLProficiencyGuidelines.pdf

Creswell, J. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Edition). Oxford: Pearson.

Creswell, John. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed.). In *SAGE Publications* (Vol. 20, Issue 2). https://doi.org/10.1080/14675980902922143

Dulay, H., Burt, M., & Krashen, S. (1982). Language Two. In *The Modern Language Journal* (Vol. 67, Issue 3). https://doi.org/10.2307/327086

Ellis, N. C. (2005). At the interface: Dynamic interactions of explicit and implicit language knowledge. *Studies in Second Language Acquisition*, *27*(2), 305–352. https://doi.org/10.1017/S027226310505014X

Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal*, *63*(2), 97–107. https://doi.org/10.1093/elt/ccn023

Frear, D., & Chiu, Y. (2015). The effect of focused and unfocused indirect written corrective feedback on EFL learners ’ accuracy in new pieces of writing. *System*, *53*, 24–34. https://doi.org/10.1016/j.system.2015.06.006

Harmer, J. (2004). How to Teach Writing. Oxford: Person Education Limited.

Hartshorn, K. J., Evans, N. W., Merrill, P. F., Sudweeks, R. R., Strong-krause, D., & Neil, J. (2010). *Effects of Dynamic Corrective Feedback on ESL Writing Accuracy*. *44*(1), 84–109. https://doi.org/10.5054/tq.2010.213781

Heaton, J. B. (1989). Writing English Language Test. In *System* (Vol. 18, Issue 1, pp. 114–115). United States of America. https://doi.org/10.1016/0346-251X(90)90037-6

Helaludin, H. W. (2019). Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik. Jakarta: Sekolah Tinggi Theologia Jaffray.

Hyland, K., & Hyland, F. (2006). Feedback on second language students’ writing. *Language Teaching*, *39*(2), 83–101. https://doi.org/10.1017/S0261444806003399

Kim, J. H. (2019). Relative Effects of Direct Focused and Unfocused WCF on the Accuracy Development of Two Language Forms. *74*(4), 29–50. https://doi.org/10.15858/engtea.74.4.201912.29

Lobo, M. A., Moeyaert, M., Cunha, A. B., & Babik, I. (2017). Single-Case Design, Analysis, and Quality Assessment for Intervention Research. *Journal of Neurologic Physical Therapy*, *41*(3), 187–197. https://doi.org/10.1097/NPT.0000000000000187

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, *19*(01), 37–66. http://journals.cambridge.org/abstract\_S0272263197001034

Margono, S. (2009). Metodologi Penelitian Pendidikan Komponen MKDK. Jakarta: Rineka Cipta.

Nunan, D., Terrell, T. D., & Brown, H. D. (2003). Practical English Language Teaching. In *Language* (Vol. 57, Issue 3).

Nurgiyantoro, B. (2001). Penilaian dalam Pengajaran Bahasa dan Sastra. Yogyakarta: BPFE.

Polio, C. (2012). The relevance of second language acquisition theory to the written error correction debate. *Journal of Second Language Writing*, *21*(4), 375–389. https://doi.org/10.1016/j.jslw.2012.09.004

Suparno, & Yunus, M. (2008). Keterampilan Dasar Menulis. Jakarta : Universitas Terbuka.

Yin, R. K. (2014). Design and Methods (3rd Edition). In *Sage Publications*.

Zainal, Z. (2007). Case Study as a Research Method. *Case Studies*, 15–15. https://doi.org/10.4135/9781473915480.n2