TEACHERS' FEEDBACK TO DEVELOP STUDENTS' CRITICAL THINKING IN ENGLISH ACADEMIC WRITING AT UIN SUNAN AMPEL SURABAYA

THESIS

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ABSTRACT

Lazuwardiyyah, Fairuz. (2021). *Teachers' Feedback to Develop Students' Critical Thinking in English Academic Writing at UIN Sunan Ampel Surabaya.* A Thesis English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Hilda Izzati Madjid, M.A, and Dr. Siti Asmiyah, M. TESOL.

Keywords: *Teachers' Feedback, Critical Thinking, Develop, Academic Writing*

Critical thinking in writing can be developed through feedbacks during the writing process. This qualitative study examined how feedback develops students' writing critically through content analysis of the students' English academic article. The focus of this study is to explore types of feedback that is given by the teachers to develop students' critical thinking and investigate the development of students' critical thinking through teachers' feedback in English academic writing. The participants of this study were students in academic writing at the sixth semester of English Language Education Department UIN Sunan Ampel Surabaya. The data show that there are four types of feedback that can develop students' critical thinking in English academic writing: suggestion, criticism, marginal, and end feedback. The critical thinking skills developed through teachers' feedback were cognitive process of understanding (beginning) and knowledge dimension of factual knowledge in pre-writing, cognitive process of applying and analyzing (developing) and knowledge dimension of conceptual knowledge in whilst writing, and cognitive process of evaluating (competent) and knowledge dimension of conceptual knowledge in revising stage. The findings imply that feedbacks bring benefit to the development of students' critical thinking in English academic writing. Hence, the feedback should be applied in the teaching and learning process because feedback of the students' writing is essential to develop the process of teaching and learning, especially English academic writing. It enables the teachers to find out how they have been successful in their education and what they need to do in order to make their teaching better.

ABSTRAK

Lazuwardiyyah, Fairuz. (2021). *Teachers' Feedback to Develop Students' Critical Thinking in English Academic Writing at UIN Sunan Ampel Surabaya.* A Thesis English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisors: Hilda Izzati Madjid, M.A, and Dr. Siti Asmiyah, M. TESOL.

Keywords: *feedback guru, berpikir kritis, berkembang, menulis akademis*

Berpikir kritis dalam menulis dapat dikembangkan melalui umpan balik selama proses penulisan. Studi kualitatif ini meneliti bagaimana *feedback* mengembangkan tulisan siswa secara kritis melalui analisis konten artikel akademik Bahasa Inggris siswa. Fokus penelitian ini adalah untuk mengeksplorasi jenis *feedback* yang diberikan oleh guru untuk mengembangkan pemikiran kritis siswa dan menyelidiki perkembangan pemikiran kritis siswa melalui *feedback* para guru dalam penulisan akademik Bahasa Inggris. Partisipan dalam penelitian ini adalah mahasiswa pada kelas *academic writing* semester enam Jurusan Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya. Data menunjukkan bahwa ada empat jenis *feedback* yang dapat mengembangkan pemikiran kritis siswa dalam penulisan akademik Bahasa Inggris: *suggestion, criticism, marginal, and end feedback*. Keterampilan berpikir kritis yang dikembangkan melalui *feedback* para guru meliputi proses kognitif pemahaman (permulaan) dan dimensi pengetahuan faktual dalam tahap pratulis, proses kognitif penerapan dan analisis (pengembangan) dan dimensi pengetahuan dari pengetahuan konseptual pada tahap menulis dan proses kognitif evaluasi (kompeten) dan dimensi pengetahuan dari pengetahuan konseptual dalam tahap revisi. Temuan tersebut menyiratkan bahwa *feedback* membawa manfaat bagi pengembangan pemikiran kritis siswa dalam penulisan akademik Bahasa Inggris. Oleh karena itu, *feedback* harus diterapkan dalam proses belajar mengajar karena *feedback* dari tulisan siswa sangat penting untuk mengembangkan proses belajar mengajar khususnya penulisan akademik Bahasa Inggris. Hal ini memungkinkan para guru untuk mengetahui bagaimana mereka telah berhasil dalam pembelajaran mereka dan apa yang perlu mereka lakukan untuk membuat pengajaran mereka lebih baik.

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CHAPTER I
INTRODUCTION

This research intended to investigate teacher's feedback in developing learners' critical thinking. This chapter presents the background of the study, research questions, objectives, significance, limit of the study, and definition of key terms.

A. Background of the Study

Feedback is recognized as being the most important role in students' learning because it gives opportunity to the pupils to improve their learning. As Brown stated, one of the keys to successful learning is feedback.[1] Feedback is also one of the crucial factors in language learning to enhance their performance. It is because feedback can be the information for the students about their needs for improvement. Raihany has outlined that feedback gives a great meaning in motivating students to learn in the future as it gives essence to the pupils about the improvement for their learning or needs.[2] As a strategy applied by the teacher, feedback has a great point to enhance learner evaluation and revisions especially in writing class during teaching and learning process.

Writing is widely regarded as the most crucial aspect of language acquisition as it is needed for academic purposes. Yuniati has outlined that learners have to consider many things to build better writing results. It is called the complex process.[3] Writing is not only conveying students' thought into written form, but also

[1] H. Douglas Brown. (1994). *Principles of Language Learning and Teaching*, 3rd edition. New Jersey: Prentice Hall, Inc.

[2] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process, *OKARA*, I (9), pp.91-106.

[3] Dwi, Yuniati. A. (2015). "*The Effectiveness of Picture Word Inductive Model*". (Thesis: Universitas Muhammadiyah Purwokerto)

expressing their ideas and feelings into a word or sentence. As Richards & Renandya contend that writing is not only the requirement to produce and arrange ideas using suitable choice of vocabulary, grammar, sentence, and paragraph organization, but also turn those thoughts into a legible text. [4] It can be said that another important construction in writing is critical thinking. In academic purposes, writing is necessary for learners such as creating an essay, texts and others named academic writing. Academic writing has a formal style. According to the online library of University of Leeds[5] academic writing has four characteristics, which are planned and focused, structured, evidenced, and also formal in tone and style. In this case, evidence means the way the writers interpret the subject area, reinforce arguments and opinions with evidence, and have accurate references. So, the learners require feedback in order to know that what they have written is clear and accurate. Dheram states that feedback gives the impression of being important to the teaching and learning process of writing.[6] It can be said that feedback can help students to improve their writing to be better.

One of the main issues in writing English as a foreign language context is that students commonly find difficulties in writing, especially in academic writing. According to Simpson as cited in Supiani, the difficulty arises from the fact that a writer must possess sufficient language and general intellectual abilities in order to produce and organize ideas, as well as to organize those ideas into coherent,

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[4] Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An anthology of Current Practice.* New York: Cambridge University Press.

[5]Library of University of Leeds, UK. (n.d.). Retrieved from https://library.leeds.ac.uk/info/14011/writing/106/academic_writing accessed on 31/03/2020

[6] Dheram, P.K. (1995). "Feedback as a Two-bullock Cart: A Case Study of Teaching Writing". *In ELT Journal*, Vol. *49, pp.*160-168.

logically organized, and understandable sentences, paragraphs, and essays.[7] Students' writing is expected to be clear and accurate in stating their ideas. According to the research conducted by Maria & Daniel found that when students choose their feedback, receiving critical feedback and revision are linked to success.[8] In addition, in a case study of two learner writers conducted by Hyland found that the less skilled students lost confidence in themselves and refused to review on her own behalf and preferred to rely on the feedbacks from the teacher.[9] Considering the matters, feedback is necessary for motivating and developing their ability to perform effectively in the writing classroom.

Research on feedback in the context of writing has been continuously conducted. In fact, it has been raised as a popular issue coloring ELT research from 2003 up to 2019 (e.g. Ahmadian *et. al.*[10]; Rismawati[11]; Xianwei, *et. al.*[12]; Raihany[13];

[7] Supiani, S.--. (2016). The Implementation of Process Approach to Teaching Writing at the Ninth Grade of SMPN 1 Pelaihari Academic Year 2015/2016. Nusantara of Research: Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri, 3(1), Retrieved from http://ojs.unpkediri.ac.id/index.php/efektor/article/view/255.

[8] Cutumisu, Maria & Schwartz, Daniel. (2017). The Impact of Critical Feedback Choice on Students' Revision, Performance, Learning, and Memory. *Computers in Human Behavior*. pp. 351-367. 10.1016/j.chb.2017.06.029.

[9] Hyland, F. (1998). The Impact of Written Teacher Feedback On Individual Writers. *Journal of Second Language Writing 7*, pp. 255-86.

[10] Ahmadian, Moussa & Yazdani, Hooshang & Mehri, Ehsan. (2019). The Effectiveness of Learners' Preferred and Unpreferred Written Corrective Feedback: A Think-Aloud Study. *Journal of Asia TEFL*. 16, pp. 448-467. 10.18823/asiatefl.2019.16.2.1.448.

[11] Siti Rohmah Amadise Rismawati. (2018). *"Feedback Given by The Teacher on Students' Writing at The Seventh Grade of Smp Negeri 2 Juwiring"*. (A Thesis of Bachelor Degree: Muhammadiyah University of Surakarta)

[12] Xianwei, *et. al*. (2017). A Model Critical Peer Feedback to Facilitate Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. *GEMA Online® Journal of Language Studies, 17(1)*, pp.39-54. *http://doi.org/10.17576/gema-2017-1701-03*

[13] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.

Ekahitanond[14]; Klimova[15]; Kamberi,[16]; Yi-Chun[17]; Rahimi[18]; Aridah[19]). Based on this popularity, it highlighted that studies on feedback on students' writing ability can be discussed as the issue is still current. This, hence, takes up this current issue in the context of English writing in Indonesian English language teaching.

Moreover, studies on feedback in writing also carried out in many countries such as Iran[20], Taiwan[21], Yugoslav Republic of Macedonia[22], Czech Republic[23], Thailand[24] and China[25], while some others carried out in Indonesia such as in Klaten.[26] These studies have various ranges from junior high school up to university

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[14] Visara Ekahitanond. (2013). Promoting University Students' Critical Thinking Skills Through Peer Feedback Activity in an Online Discussion Forum. *Alberta Journal of Educational Research*, 59(2).

[15] Klimova, Blanka F. (2013). Developing Thinking Skills in the Course of Academic Writing. *Procedia - Social and Behavioral Sciences 93, pp.508 – 511*.

[16] Lulzime, Kamberi. (2013). The Significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners. *Procedia - Social and Behavioral Sciences 70*, pp.1686 – 1690.

[17] Yi-Chun, Pan. (2015). "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing". *TEFLIN Journal*, 21(1), pp. 57-77. http://journal.teflin.org/index.php/journal/article/view/33/35. Date accessed: 12 Feb. 2020.

[18] Rahimi, Mohammad. (2009). The Role of Teacher's Corrective Feedback in Improving Iranian EFL Learners' Writing Accuracy Over Time: Is Learner's Mother Tongue Relevant? *Reading and Writing*, 22, pp. 219-243. 10.1007/s11145-008-9139-5.

[19] Aridah. (2003). The Role of Feedback in Teaching and Learning of Writing. *CELT, 3(2),* pp. 105-114.

[20] Ahmadian, Moussa & Yazdani, Hooshang & Mehri, Ehsan. (2019). The Effectiveness of Learners' Preferred and Unpreferred Written Corrective Feedback: A Think-Aloud Study. *Journal of Asia TEFL*. 16, pp. 448-467. 10.18823/asiatefl.2019.16.2.1.448.

[21] Yi-Chun, Pan. (2015). "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing". *TEFLIN Journal*, 21(1), pp. 57-77. http://journal.teflin.org/index.php/journal/article/view/33/35. Date accessed: 12 Feb. 2020.

[22]Lulzime, Kamberi. (2013). "The significance of Teacher Feedback in EFL Writing for Tertiary Level Foreign Language Learners". *Procedia - Social and Behavioral Sciences 70*, pp.1686 – 1690.

[23] Klimova, Blanka F. (2013). "Developing Thinking Skills in the Course of Academic Writing". *Procedia - Social and Behavioral Sciences 93, pp.508 – 511*.

[24] Ekahitanond, Visara. (Summer 2013). "Promoting University Students' Critical Thinking Skills Through Peer Feedback Activity in an Online Discussion Forum". *Alberta Journal of Educational Research, 59(2), pp. 247-265*.

[25] Xianwei, *et. al*. (2017). "A Model Critical Peer Feedback to Facilitate Business English Writing Using Qzone Weblogs Among Chinese Undergraduates". *GEMA Online® Journal of Language Studies, 17(1),* pp.39-54. *http://doi.org/10.17576/gema-2017-1701-03*

[26] Siti Rohmah Amadise Rismawati. (2018). *"Feedback Given by The Teacher on Students' Writing At The Seventh Grade of Smp Negeri 2 Juwiring"*. (A Thesis of Bachelor Degree: Muhammadiyah University Of Surakarta)

students with different areas which are in Indonesia and overseas. In the university students, the research took place on English learners and others majors such as Ahmadian *et. al.*,[27], physics graduate students,[28] informatics and management faculty in Hradec Kralove,[29] and school communication of arts.[30] To sum up, these researchers mainly covered the aspect of the feedback on pupils' writing in the overseas university.

Aridah[31] and Yi-Chun[32] have focused on teacher's feedback in the accuracy of writing. However, Aridah more focused on the role of feedback on grammar and content, while Yi-Chun more focused on the impact of educator error feedback on EFL student writing accuracy. Klimova[33] and Rismawati[34] mainly focused on the types of the instructor's feedback and pupils' response toward their writing ability, Zainuddin[35] mainly focused on the effect of giving feedback in students' writing. Moussa, *et. al.* more focused on learners' preferred and nonpreferred written

[27] Ahmadian, Moussa & Yazdani, Hooshang & Mehri, Ehsan. (2019). The Effectiveness of Learners' Preferred and Unpreferred Written Corrective Feedback: A Think-Aloud Study. *Journal of Asia TEFL*. 16, pp. 448-467. 10.18823/asiatefl.2019.16.2.1.448.

[28] Yi-Chun, Pan. (2015). "The Effect of Teacher Error Feedback on the Accuracy of EFL Student Writing". *TEFLIN Journal*, 21(1), pp. 57-77. http://journal.teflin.org/index.php/journal/article/view/33/35. Date accessed: 12 Feb. 2020.

[29] Klimova, Blanka F. (2013). Developing thinking skills in the Course of Academic Writing. *Procedia - Social and Behavioral Sciences 93, pp.508 – 511*.

[30] Ekahitanond, Visara. (Summer 2013). Promoting University Students' Critical Thinking Skills Through Peer Feedback Activity in an Online Discussion Forum. *Alberta Journal of Educational Research, 59(2), pp. 247-265*.

[31] Aridah. (2003). The Role of Feedback in Teaching and Learning of Writing. *CELT, 3(2), pp. 105-114*.

[32] Ibid Yi-Chun, Pan. (2015).

[33] Ibid Klimova, Blanka F. (2013).

[34] Siti Rohmah Amadise Rismawati. (2018). *"Feedback Given by The Teacher on Students' Writing at The Seventh Grade of Smp Negeri 2 Juwiring"*. (A Thesis of Bachelor Degree: Muhammadiyah Universityof Surakarta)

[35] Zainuddin, M. (2004). The Effect of Giving Feedback to Student's Writing. *TEFLIN Journal*. 15(2), pp. 117-126.

corrective feedback, Raihany[36] have focused on the importance of written feedback from educators on the learners' writing in the teaching learning process, and Kamberi (2013) have focused on the importance of teacher feedback in EFL writing for higher level foreign language learners. These previous studies mainly focus on the feedback to develop students' accuracy in writing, types of the feedback and learner's response toward the feedback, the effect, importance, and significance of feedback in students' writing ability.

Collected from several previous studies, Rahimi[37], Ekahitanond[38], Soden[39], Xianwei, *et. al.*[40], and Valensiana[41] explored feedback to foster learners' critical thinking. Ekahitanond and Valensiana mainly focused on peer-feedback on learners' think critically in an online discussion forum in university students, Xianwei, *et. al.*, have focused on critical peer feedback for business English writing in second language learners, Rahimi mainly focused on the role of educator's corrective feedback in enhancing EFL students' writing correctness, and Soden

[36] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.
[37] Rahimi, Mohammad. (2009). The Role of Teacher's Corrective Feedback in Improving Iranian EFL Learners' Writing Accuracy Over Time: Is Learner's Mother Tongue Relevant? *Reading and Writing*, 22, pp. 219-243. 10.1007/s11145-008-9139-5.
[38] Visara Ekahitanond. (2013). Promoting University Students' Critical Thinking Skills Through Peer Feedback Activity in an Online Discussion Forum, *Alberta Journal of Educational Research*, 59(2).
[39] William George Soden. (2013). *"The Role of Written Feedback in the Development of Critical Academic Writing: A study of The Feedback Experience of International Students in Taught Master's Programmes.* (Dissertation: University of York,).
[40] Xianwei, *et. al*. (2017). A Model Critical Peer Feedback to Facilitate Business English Writing Using Qzone Weblogs Among Chinese Undergraduates. *GEMA Online® Journal of Language Studies, 17(1),* pp.39-54. *http://doi.org/10.17576/gema-2017-1701-03*
[41] Valensiana V. A. Ustoyo. (2018). "Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study at Uin Sunan Ampel Surabaya". (Thesis: UIN Sunan Ampel Surabaya).

mainly focused on feedback in improving critical thinking in writing on Master's program university.

Feedback and students' critical thinking became the focus of the discussion and showed the positive result of the implementation. Yet, researchers have not covered how teacher's feedback develops critical thinking in English academic writing. This takes the opportunity for future research to focus on the development of teachers' feedback in students' critical thinking in academic writing implemented in the sixth semester of English Language Education Department UIN Sunan Ampel Surabaya. Academic writing is one of the courses that should be taken by the sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya. The Academic Article Writing class was chosen because the course's major goal is to educate students how to write professionally using formal English, and students are required to write a journal at the end of the term. In addition, the researcher has already known the lecturer of Academic Article Writing class so that it helped the researcher to get the data of the research.

The research concerning feedback ELT has been explored using any possible methods of data collection and this research will take qualitative research. Furthermore, the researcher will utilize several data collection techniques to complete this thesis such as reading and analyzing students' writing to know how the development teachers' feedback and students' critical thinking in academic writing is implemented in the sixth semester of English Education Department UIN Sunan Ampel Surabaya.

B. Research Question

This study intended to examine research questions listed below

1. What kind of feedback do the teachers provide to help students develop critical thinking skills in English academic writing at the sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya?
2. How is the development of students' critical thinking skills through teachers' feedback in English academic writing in sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya?

C. Objectives of the Study

The purpose of this research is stated as follows.

1. To explore the types of feedback the teachers provide to help students develop critical thinking skills in English academic writing at the sixth semester of English Language Education Department UIN Sunan Ampel Surabaya.
2. To investigate the development of students' critical thinking through teachers' feedback in English academic writing at the sixth semester of English Language Education Department UIN Sunan Ampel Surabaya.

D. Significance of the Study

The findings of this research may be beneficial to lecturers, other researchers, and students. The following are some of the research's benefits.

a.) The Academic Writing Lecturers

The author of this study hopes that the findings will help to optimize teachers' feedback toward learners' writing critically especially in academic writing. It also helps the teacher to know how far the students are thinking critically

in academic writing. So that it will be the evaluation for the teacher that the feedback strategy can develop students' critical thinking.

b.) Students

This study is focused on teachers' feedback to develop learners' critical thinking in academic writing. The researcher expects that teachers' feedback will have a positive impact on the students such as getting more enthusiastic in learning in academic writing. It will help the students in their academic writing process which requires a high level of critical thinking skill. Moreover, teachers' feedback gives the students ideas on how to write critically.

c.) Future Researchers

This research might be used as a reference in conducting further research which is interested in the similar topic. It also might give the data about how teachers' feedback can develop students' critical thinking in academic writing. In addition, other researchers can explore the students' critical thinking through teachers' feedback. Also they can explore the feedback that is given by the teacher.

E. Scope and Limitation of the Study

The scope of this research is teacher's feedback in academic writing. It focused on the teacher's feedback to develop students' critical thinking in academic writing. The limitation of study for the first research question is the types of feedback that teachers have been given to develop critical thinking in academic writing and the second research question is how teachers' feedback develops critical thinking in writing academically. The subject of this study is the pupils' document (file written) before and after given feedback. This study took place in the sixth

semester of Academic Article Writing class academic year 2019/2020 of English Language Teacher Education Department of Tarbiyah and Teacher Training Faculty at UIN Sunan Ampel Surabaya. The researcher was interested to explore how far teachers' feedback develops students' critical thinking in academic article writing through comparing students' documents before and after feedback then identify the development. It is supported by Bowen that documents provide a means of tracking changes and developments. Where different drafts of a specific document are available, the researcher may compare them in order to identify the changes.[42]

F. Definition of Key terms

Key terms clarify the meaning of elements in the research question of this study. The researcher provides definitions for key terms used in this study in an attempt to prevent readers from misinterpreting the study's concept.

1. Teacher's Feedback

Štajner stated that teacher feedback is defined as a means of providing information about a learners' error, it can be in the form of correction, comment, or mere location of the error.[43] Some feedback that a teacher uses in the teaching and learning process are written and oral feedback toward learners' academic writing for improving revision process. Hadzic outlines that written feedback is slightly different from oral feedback and considered as optional, it needs written comments

[42] Glenn A. Bowen. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), p 30.
[43] Štajner, Renata. (2013). *Analysis of teacher Feedback on EFL Learner's Written Production*. Master's Thesis: Josip Juraj Strossmayer University of Osijek.

and a correction of a different kind.[44] In line with this, Bitchener et al. stated that conferences between teacher and learners should be integrated through feedback given on the students' written task.[45] So, the teachers' feedback in this research is defined as a way to give corrections to motivate learners about the improvement for their academic writing in the sixth semester of Academic Article Writing class of English Language Teacher Education Department of UIN Sunan Ampel Surabaya.

2. Critical Thinking

Critical thinking is often presented by the highest levels; analysis, evaluation, and creation[46] of other behaviors including interpreting and explaining.[47] Indeed, based on the theory, critical thinking meant in this study is the learner's ability to highly interpret reasonable arguments through their writing in the sixth semester of Academic Article Writing class of English Language Teacher Education Department of UIN Sunan Ampel Surabaya.

3. Academic Writing

Hartley stated that academic writing is a form of a style of expression used by researchers to describe the intellectual limits of their disciplines and areas of competence.[48] Regarding James' theory, academic writing in this study is structural research written by the scholars in this context as a student university to fulfill a requirement of a course in the English Teacher Education Department of UIN Sunan Ampel Surabaya.

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[44] Hadzic, Sanja. (2016). Oral and Written Teacher Feedback in an English as a Foreign Language Classroom in Sweden, *Linneaues University*, http://www.diva-portal.org/.

[45] Bitchener, J., Young, S., & Cameron, D. (2005). The Effect of Different Types of Corrective Feedback on ESL Student Writing. *Journal of Second Language Writing*, *14*, pp. 191-205.

[46] Kennedy, M., Fisher, M. B., & Ennis, R. H. (1991). *Critical Thinking: Literature Review and Needed Research*. In L. Idol, & B. P. Jones (Eds.). *Educational Values and Cognitive Instruction: Implications for Reform, Hillsdale*, NJ: Lawrence Erlbaum.

[47] Facione, P.A. (1990). *Critical Thinking: A Statement of Expert Consensus for Purposes of Educational Assessment and Instruction*. California: The California Academic Press.

[48] Hartley, James. (2008). *Academic Writing and Publishing: A Practical Handbook*. Academic Writing and Publishing: A Practical Handbook. 1-196. 10.4324/9780203927984.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explicates some theories by reviewing some relevant literature and existing studies.

A. Theoretical Framework

This theoretical construct deals with three major areas: teacher's feedback, critical thinking, and academic writing.

1. Teacher's Feedback

Feedback is useful for evaluating the success or failure of performance. It is also considered to be an important issue to develop student language so that learners can accomplish effectively. Brown regards that one of the keys to successful learning is feedback.[49] Dheram states the center of teaching and learning writing is feedback.[50] In line with this, Taylor suggests that students need feedback in order to reach considerable improvement although regular writing does improve writing.[51] It can be said that the teaching and learning process can be improved by feedback in terms of associate strength and weaknesses for teachers and learners, especially in writing. Thus, feedback is important to develop students' writing in a writing process, it can be in the form of consultation, revision process, and developing students' necessity in learning.

[49] Brown, H. Douglas. (1994). *Principles of Language Learning and Teaching*, 3rd edition. New Jersey: Prentice Hall, Inc.
[50] Dheram, P.K. (1995). Feedback as a Two-bullock Cart: A Case Study of Teaching Writing. *In ELT Journal, 49, pp.* 160-168.
[51] Taylor, B. (1981). Content and Written Form: A Two Way Street. In *TESOL Quarterly,* l5(3), pp. 3-15.

Feedback can be given by an agent such as an instance teacher, peer, book, parent, and self. It is supported by John and Helen, they define that feedback as an information given by an agent for instance educator, peer, book, parent, self, and experience about someone's performance or understanding.[52] Teacher's feedback is feedback that is given by the educator to learners in order to respond to learners' writing performance. It can be the important part to help pupils in order to improve their writing skills. In line with this, Valensiana stated that students as a writer see that the comment they received from their educator is extremely important for the development of their writing.[53] Raihany also outlined that students' writing development can be thought of as a pedagogical tool.[54] Besides, ESL students participating in Zhang's[55], Srichanyachon's[56] and Harris and Brown's[57] studies revealed their priority of receiving feedback from their teachers instead of their classmates.

Feedback from the educator can be described as an effective technique of communicating to the pupils about their skills in writing. The learners can get information about their writing efficiency, and to respond to this information, students will understand that good writing engages the reciprocal between their

[52] John Hattie & Helen Timperley. (2007). The Power of Feedback. In: *Review of Educational Research 77/1*, pp.81-112.
[53] Valensiana V. A. Ustoyo. (2018). "Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study at Uin Sunan Ampel Surabaya". (Thesis: UIN Sunan Ampel Surabaya).
[54] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.
[55] Zhang, S. (1995). Reexamining the Affective Advantage of Peer Feedback in The ESL Writing Class. *Journal of Second Language Writing*, *4*(3), pp. 209-222.
[56] Srichanyachon, N. (2012). An Investigation of University EFL Students' Attitudes Toward Teacher and Peer Feedback. *Educational Research & Review*, 7(26), pp. 558-562.
[57] Harris, L. R., & Brown, G. T. L. (2013). Opportunities and Obstacles to Consider When Using Peer- And Self-Assessment to Improve Student Learning: Case Studies into Teachers' Implementation. *Teaching and Teacher Education, 36*, pp. 101-111.

ideas, ideas formulation, and reader's perception. This information helps the learner to have good writing skill before submitting their written product as finished. In short, it can be said that feedback contains some parts, such as giving information on students' needs on what they do, how to improve and how they need to act on this.

a. Types of Teacher's Feedback

Generally, feedback from teachers is a requirement of the students because it creates a situation in which pupils can learn to write more effectively and easily. Many varieties of ways can be used for the teacher to give feedback to the learners. Hyland and Hyland categorize three types of feedback in learning; praise, criticism, and suggestion.[58] In line with this, Sutton *et. al.* contended that feedbacks are praise, criticism, and advice.[59] So that, as stated by Hyland and Hyland feedback consists of three types, praise, criticism, and suggestion.

1. Praise

This type of feedback might become the common feedback that the instructor gives to the students. Praise is a category of feedback that fosters the learners' revision. It is supported by Silver and Lee as cited in Fajar that praise motivates the most of the pupils' revision.[60] Praise according to Hyland and Hyland presents a positive valuation to the person giving feedback, it also relates with skill or work,

[58] Hyland, Fiona & Hyland, Ken. 2006. Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.
[59] Sutton, Robbie M., Hornsey, Matthew J. and Douglas, Karen M. ed. (2012). *Feedback: The Communication of Praise, Criticism and Advice.* New York, NY, United States: Peter Lang.
[60] Fajar Kresno Alwiyono. (2019). Student' Preferences on Teacher's Written Feedbacks in English Descriptive Writing at SMA Negeri 2 Sidoarjo. Thesis: UIN Sunan Ampel Surabaya.

characteristic, and attribute.[61] Praise can be in the form of oral or written comments that give worthy expression for others.

Praise is teacher's positive comments that affect the students for example, delight, surprise and motivation.[62] It will give positive effect to develop the students' skill, motivate the students, and assemble the relationship between teacher and students. In line with this, Poonam highlighted that praise effect the students in the form of motivation, self-esteem, and performance.[63] Based on the definition above, praise is an oral written comment to others that affect them positively to improve their work, skill, etc. Praise can be expressed like "good statement", "good reason", "good job", great idea", and many others.

2. Criticism

Criticism is a negative response to the students that is given by the teacher. It can be the expression of disgust, rejection or disapproval.[64] In line with Brophy, Hyland and Hyland[65] stated that negative comments or discontent can be defined as criticism.

Negative comments given by the reviewers to express their dissatisfaction with someone other's work such as text, essay, paper, journal, etc. In this case, the reviewers can be teachers, students, or other people. Criticism happens when the

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[61] Hyland, Ken & Fiona Hyland. (2006). "Feedback on Second Language Students' Writing". *Language Teaching*. 39(2).

[62] Jere Brophy. (1981). Teacher praise: a functional analysis. *Review of Educational Research*, 55(1).

[63] Poonam Dev C. (1997). Intrinsic Motivation and Academic Achievement: What Does Their Relationship Imply for the Classroom Teacher. *Remedial and Special Education*, 18(1).

[64] Jere Brophy, "Teacher praise... 6.

[65] Hyland, Fiona & Hyland, Ken. 2006. Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.

reviewer is dissatisfied with someone's works, they will criticize the work intended to good aim. So, criticism is a negative comment aimed to help a better work. Criticism can be expressed such as "less elaboration", "incorrect", "I cannot get your point", "wrong grammar", etc.

3. Suggestion

Suggestion affects improvement positively although it relates with criticism. Giving suggestions is clearer and more achievable for development. It is supported by Hyland and Hyland that suggestion is commentary that is clear and accomplished for improvement.[66]

Suggestion is the kind of feedback that students prefer to get in developing their skills. In line with this, a research conducted by Razali and Jupri showed that suggestion is preferred by the students. The highlighted aim of suggestion for the students is it helps the students deduce what is their mistake or problem.[67] Suggestion can be expressed by some expressions such as "You have to …", "I suggest you to …", "It's better to …", and so on.

In addition, according to Raihany, teacher feedback can be divided into three categories: marginal versus end comment, negative versus positive comment, and text-specific versus generic comment.[68]

1. Marginal Feedback Versus End Feedback

[66] Hyland, Fiona & Hyland, Ken. 2006. Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.
[67] Razlina Razali & Rohaiza Jupri. (2014). Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing. *Journal of Humanities and Social Science*, 19(5), 67.
[68] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.

Written comment in the margins or between sentence lines of a student's paper is known as marginal feedback. It is the intervention of the teacher in certain areas of the pupil's draft. In contrast, end feedback is similar to summary comment that is offered at the end of a document; it is typically used as a summary of a paper's main points.[69]

2. Negative Feedback Versus Positive Feedback

As a good teacher, he/she should strike a balance between the two types of feedback. Being praised to the students especially in the early stage may discredit their revising process such as "My teacher like this part, so I shouldn't change it", or the students may execrate when they are receiving low marks. In this case, being overly critical of a student's writing is likewise a deterrent to students' writings.[70]

Thus, the teacher should balance both positive and negative feedback. The teacher should express favorable judgment of the learner's efforts, but not to ignore the critical duty of assisting them in revising what they have done incorrectly. Because positive feedback can encourage the students to improve in writing, it can be said that positive feedback is preferable to negative feedback.

3. Text-Specific Feedback Versus General Feedback

Text-specific is directly commented to the text at hand such as giving comment excellent, needs improvement, careless, etc., while general feedback is a comment that attached in any paper by giving the paper a grade, it can be form of

[69] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.
[70] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.

alphabet such as A, B, C, etc. or in the form of number such as 70, 80, 90, etc.[71] In short, the educators must provide feedback that is clear, specific, and insightful. When possible, teachers should also provide written, substantial feedback.

b. Feedback to Develop Critical Thinking

Feedback is a strategy that is given by the educator intended to improve learners' skill. Learner's critical thinking can be encouraged by feedback as a tool that is involved in the process of teaching and learning. It can be said that feedback as a method that is involved in teaching and learning will promote learner's critical thinking. The students would probably accept feedback that is appropriate and useful to improve their skill improvement. It will be used to revise and restructure their thinking critically. It supports Leighton, Chu, & Seitz, they stated that feedback builds relationships between student and teacher and it is possible to change the student's belief and accept the feedback to modify their thinking and learning.[72] To sum up, feedback builds a student-teacher relationship which encourages student belief and feedback to improve their thought and learning.

Helping pupils to encourage their skills of thinking critically enables them to evaluate their own texts better through peer-feedback. Hence, peer-feedback engages students to practice giving and revising each other and become critical readers and

[71] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.

[72] Leighton, J. P., Chu, M-W., & Seitz, P. (2013). Cognitive Diagnostic Assessment and The Learning Errors and Formative Feedback (LEAFF) model. In R. Lissitz (Ed.), *Informing the practice of teaching using formative and interim assessment: A system approach* (pp. 183-207). Charlotte, NC: Information Age Publishing.

self-editors of their writings.[73] So that, to support learners to promote their critical thinking ability helps students to properly analyze their own texts.

Feedback establishes a bond between students and teachers that supports students' values and feedback in order to enhance their thinking, especially critical thinking. By receiving teacher's feedback, the learners will learn how to improve their writing critically.

2. Critical Thinking

Critical thinking is interpreting reasonable arguments. By utilizing the skills of thinking critically, learners may use intellectual instruments in order to give critical analysis to concepts and principles. In line with this, critical thinking is also defined as the ability to recognize problems, analyze specific conditions, devise solutions to a problem, and assess outcomes.[74] It can be concluded that critical thinking is rational reason interpreted by logical thought in order to define issues and to examine particular situations.

Paul & Elder stated that critical thinking involves the ability to assess and examine something in order to improve it.[75] However, critical thinking is an ability which is beyond memorization. Learners' critical thinking is encouraged to think for the pupils, to analyze and synthesizes the events, and test them against the facts. Moreover, questioning is a base of critical thinking which in turn is the source of knowledge formation and should be taught for all learning.

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[73] Rollinson, P. (2005). Using Peer Feedback in the ESL Writing Class. *ELT Journal*, *59*(1), 23-30.
[74] Minakova, Ludmila Yu. 2014. Critical Thinking Development in Foreign Language Teaching for Non-Language-majoring Students. *Procedia – Social and Behavioral Science* 154, pp. 324-328.
[75] Arsal, Z. (2015). The Effect of Microteaching on the Critical Thinking Dispositions of Pre-service Teachers. *Australian Journal of Teacher Education (Online), 40(3),* pp. 140-153.

a. Elements of Critical Thinking

In general, critical thinking is an important skill students must master. Critical thinking has some characteristics, according to Paul and Elder[76] there are five characteristics, there are the following: first, raise critical concerns and issues, to formulate them simply and specifically. It means a critical thinker is able to know how important our questions and the questions or problems should be clear and precise. Second, collect and analyze relevant data, using the abstract idea to efficiently interpret it. It means that a critical thinker is able to analyze the data relevant utilizing ideas to properly understand the data. Third, reaches well-founded findings and solutions, which are then put to the testing against applicable criteria and standards. It means that a critical thinker is able to make the solution and conclusion and test them with the relevant criteria. Fourth, think openly towards alternative thinking processes, their conclusions, implications and practical effects, recognize and evaluate as necessary. It means that the critical thinker is able to open minded towards finding the alternative idea processes, identify and assess as appropriate alternative processes of thought, their findings, consequences and practical impact. The fifth, communicates with others effectively in finding solutions to complex problems. It means that the critical thinker is able to communicate properly with others to solve complex problems.

b. Process of Critical Thinking

[76] Paul, R. and Elder, L. (2010). *The Miniature Guide to Critical Thinking Concepts and Tools.* Dillon Beach: Foundation for Critical Thinking Press.

The investigator uses Anderson and Krathwohl's[77] theory of taxonomy which revised from the Bloom's taxonomy[78] to know the process of critical thinking. There are two things in this theory; cognitive domain and knowledge dimensions.

Cognitive domain contains behavior that emphasizes intellectual aspect. The taxonomies of cognitive domain are the following. First is remembering, it is recognizing or recalling knowledge from memory. It is good to keep in mind the background knowledge. Remembering is when memory is utilized to generate or retrieve information, meanings, lists, or facts or recite pre-learned information.[79] To sum up, when memory is utilized to create or recall meanings, facts, or lists this is called remembering. The second is understanding, that is using various types of functions to construct context (instructional messages, as well as verbal, written, and graphic communication).[80] It can be done through explaining, associating, comparing, interpreting, categorizing, inferring, exemplifying, and summarizing the knowledge. Thus, understanding is constructing context from a variety of functions such as instructional messages, including oral and written.

The third is applying, performing or employing a procedure by executing, or actualizing. It refers to situations in which the material that is studied is applied

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[77] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[78] Bloom, B. S. (1956). *Bloom's Taxonomy of Educational Objectives*. New York: Longman.

[79] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[80] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

in products such as models, interviews, simulations, and presentations. The technique that is used in a specific case.[81] In short, the term "applying" refers to cases in which a learned material is put to use by products such as models. The fourth is analyzing, breaking up the materials or concepts into the components, determining the interrelation or relationship between components to a complete structure or purpose. The feature of mental actions includes the ability to differentiate, arrange, and attribute mental behavior, as well as the ability to distinguish between different components or parts. When analyzing, the mental process can be demonstrated with spreadsheets, surveys, maps, charts or visual representations.[82] So, analyzing is the process to break down components of materials or principles and decide how the components work together. The fifth is evaluating, by checking and critiquing, one can establish opinions based on criteria and standards. Some examples of objects that can be created to demonstrate assessment processes include critiques, guidelines, and studies. Evaluating occurs before creating because evaluating is typically a needed aspect of the preparatory behavior before making something.[83] So, critiques, recommendations, and reports can be used to demonstrate evaluation processes. The sixth is creating, assembling parts into a logical or functional whole; modifying components into a new structure

[81] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.
[82] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.
[83] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

through producing, preparing, or generating. Creating requires users to combine components or to synthesize components in something new and distinct, creating a new product or form.[84] To sum up, creating allows users to combine parts or synthesize parts in a new and different way.

The knowledge dimension contains factual, conceptual, procedural, and metacognitive. Factual knowledge is the fundamental component that learners need to know about a discipline or to resolve issues. Interconnections between the fundamental elements within a broader framework that allow them to work together is called conceptual knowledge. Procedural knowledge consists of how to use skills, algorithms, tools and processes, as well as analysis methods. While metacognitive is cognition information in general and information of one's knowledge and self-awareness. In short, the knowledge dimension consists of factual, conceptual, procedural, and metacognitive. Factual knowledge is the basic components that students need to know about a discipline or to resolve issues.[85]

Learners who critically in thinking will be shown some critical thinking features[86], these are: as good thinkers students will think carefully related to react the new problem, strong logical thinkers can analyze and comprehend a complicated problem, and they are curious and want to know the facts, deliver in

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[84] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[85] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[86] "Think About ... Critical Thinking Traits & Characteristics", *Nashville State Community College; Critical Thinking Initiative*, http://ww2.nscc.edu/criticalthinking_forstudents/ta_traits.htm, accessed 11 January 2021.

terms of clearly and logically expressing ideas, before coming to a conclusion on a topic, consider several points of view from a variety of sources and data, intellectual empathy, honesty, and intellectual courage are all traits of critical thinkers, and through some process, students can draw a reasonable conclusion; analyze, assess, summarize and deduct.

c. Critical Thinking in Academic Writing

Critical thinking is such a way of demonstrating logical arguments. Critical thinking promotes the quality of thinking as feedback received about the choice made gives some indication of thinking. According to Nor the contribution of object and function of critical thinking is relevant with teaching to think critically in academic writing. Writing academically gives a context in fostering thinking critically as it relates to the expression of particular ideas that will be conveyed with the audience.[87]

The link between critical thinking and writing is supported by Condon and Kelly-Riley, they stated that writing is a thought tool. In the other words, writing required critical ideas.[88] It also supports by Sorrell, Brown, Silva and Kohlenberg that writing needs one to connect ideas from internal and external sources, critically think about the ideas, and then infer a generalization that gives the separate pieces of information a coherent verbal shape.[89] In addition, students are challenged to

[87] Nor Shidrah Binti Mat Daud. (2012). Developing Critical Thinking Skills in Tertiary Academic Writing Through the Use of an Instructional Rubric for Peer Evaluation. Dissertation: University of Canterbury.

[88] Condon, W., & Kelly-Riley, D. (2004). Assessing and Teaching What We Value: The elationship between college-level writing and critical thinking abilities. *Assessing Writing*, 9, pp. 56-75.

[89] Sorell, J, M., Brown, H. N., Silva, M. C., & Kohlenberg E. M. (1997). Use of Writing Portfolios for Interdisciplinary Assessment of Critical Thinking Outcomes Of Nursing Students. *Nurse Forum*, 32(4), pp. 12-24.

analyze, then make value judgments, data and knowledge, challenges and possible solutions in writing for reflection.[90] So, think critically is actualization of an author's skills to compare and analyze thoughts, evaluate and synthesize the arguments from some reference before making a conclusion, and clearly presenting the result to audiences.

Activities such as pre-writing, writing, revising, and editing can help to develop critical thinking.[91] It means that the writers using their judgments to assess their own writing and make any changes needed to clearly and confidently communicate the ideas to readers

Engaging pupils to think critically during the classes of academic writing is very important although critical thinking can be accomplished when the writing tasks develop their work. In line with this, Reynolds & Moskovitz argued that thinking critically is only possible if the writing assignments encourage their work.[92] In short, critical thinking in academic writing is important as it relates to the expression of particular ideas to be shared with the readers.

3. Academic Writing

As college students, the first thing that you realize is writing in university is disparate with writing in high school. But what your tutor has taught in high school will be usable for approaching writing in college. Dartmouth College in Hanover,

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[90] E. Cooney, A. Alfrey & S. Owens. (2008). Critical Thinking in Engineering and Technology Education: A review, *American Society of Association of Engineering Education (ASEE) Conference*, Pittsburg, PA, June 22–25.

[91] Olson, C. B. (1992). *Thinking writing: Fostering Critical Thinking through Writing*. New York: Harper Collins Publishers.

[92] Reynolds, J., & Moskovvitz, C. (2008). Calibrated Peer Review Assignments in Science Courses: Are They Designed to Promote Critical Thinking? *Journal of College Science Teaching*, 38(2), pp 60-66.

New Hampshire provided a handout; approach writing in college such as write clearly, have an absorbing and arguable thesis, and also construct paragraphs to be coherent and focused.[93]

In college, you will understand the most particular kind of writing, it is called "Academic Writing". According to Hartley academic writing refers to a kind of expression that investigators utilize to determine the intellectual limits of their subject discipline and skill in a specific field. [94] It can be said that academic writing is focused, structured, and supported by facts or evidence.

Writing in academics is not simply regular writing. There must be certain detailed actions and important considerations prioritized.[95] Academic work is a set of evaluations of a writer's ability to think, evaluate, prove, and convey factual and academic information. This is why the author should cite a variety of sources in order to provide the readers with accurate facts and all relevant data. So, academic writing is not simple as regular writing, it needs the ability to evaluate and communicate the information academically.

According to the website of the University of Sydney[96], critical writing requires us to take at least two points of view on an issue or topic, including our own point of view. In academic writing, writers need to summarize all of the work

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[93] What is Academic Writing? *Handout Provided by Dartmouth College in Hanover, New Hampshire*. www.mthoyloke.edu/saw accessed 28 May 2020

[94] Hartley, James. (2008). *Academic Writing and Publishing: A Practical Handbook*. Academic Writing and Publishing: A Practical Handbook. 1-196. 10.4324/9780203927984.

[95] Lulus Irawati. (2015). Applying Cultural Project Based Learning to Develop Students' Academic Writing. *Dinamika Ilmu*, 15(1).

[96] Website of the University of Sydney (n.d.). Retrieved from https://www.sydney.edu.au/students/writing/types-of-academic-writing.html accessed on 08/01/2021.

accurately, the main interpretations, conclusions, and methods could be included. The method should be appropriate with the topic and present the data of the research for justification. In short, critical writing has two points of view and it includes our perspective. It also requires the writers to summarize their writing accurately.

According to Library of University of Leeds, UK there some characteristics of academic writing[97] such as the question is answered and clarified by the subject, which is planned and centered. The structure is coherent, it implies that the written product is logically in order and that similar points and content can be combined. The evidence: can display the expertise of a subject, support views and claims with proof and is correctly referenced. And also the formal in tone and style: uses words and times necessary and is descriptive, precise and structured. So, the planned and focused topic answers and clarifies the question, the coherent structure, the claim of the evidence is displayed, and the use of precise and structured style are the characteristics of writing academically.

Lee Ann Carroll[98], a professor at Pepperdine University highlighted that in college, writing assignments are more precisely referred to as literacy tasks because assignments requiring high levels of critical literacy in college frequently need research skills, synthesizing, analyzing, and responding critically. In short, writing assignment can be referred to as a literacy task because it needs analyzing, synthesizing and responding critically as the high level of critical literacy.

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[97] Library of University of Leeds, UK. (n.d.). Retrieved from https://library.leeds.ac.uk/info/14011/writing/106/academic_writing accessed on 31/03/2020

[98] Carroll, Lee Ann. (2002). *Rehearsing New Roles: How College Students Develop as Writers*. Carbondale: Southern Illinois UP.

The purpose of the introduction in the article should be to provide sufficient contextual evidence to ensure that readers understand and interpret the findings of the present study without reviewing the previously published literature on the subject.[99] The introduction should remind the audience of the article's topic while also encouraging them to read more. Chris A. Mack stated that introduction begins with the general followed by the specific.[100] In addition, Abdullah Armağan stated that in the introduction, the relevant subject matter and the topic to be resolved should be addressed, the problem presented, and main references related to the subject should be discussed and it is necessary to describe our recommendations on solution, in other words, to communicate our objective.[101] The solution explaining the information we created and related details should be included in the introduction section. It can be said that the introduction should clarify what the problem is about and how the solution is for the problem. It is extremely important that after doing the proper literature research, one is able to select only relevant references and information. Give latest and relevant references.[102] So, giving references that are relevant to the study is necessary in writing the solution of the problem.

Literature review is not only wrapping up previous studies that are relevant with the research. The goal of a literature review is to look back at what other

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[99] Gastel B, Day RA. (2016). *How to Write and Publish a Scientific Paper. 8th ed*. California: Greenwood.

[100] Chris A. Mack. (2018). How to Write a Good Scientific Paper: Citations, Journal of Micro/ Nanolithography, MEMS, and MOEMS 11(3), p. 6.

[101] Abdullah Armağan. (2013). How to Write an Introduction Section of a Scientific Article? *Turkish Journal of Urology,* 39(1), p. 8-9. doi: 10.5152/tud.2013.046

[102] Wenzel V, Dünser MV, Lindner KH. a Step by Step Guide to Writing a Scientific Manuscript. 2016. Available from: https://intmed.vcu.edu/, accessed 19th January 2021.

experts have researched on a particular issue.[103] In the literature review the researcher should evaluate the relevant previous research critically. In line with this, Leedy and Ormrod stated that in a review of the literature, the writer assesses, rearranges, and summarizes the works of others.[104] In addition, according to Kotze the key to success in writing a literature review depends on the ability to digest, interpret, and show the conclusions in a succinct, rational and "reader-friendly" way lies at the heart of good literature review.[105] It can be stated that literature review should critically interpret, evaluate, and synthesize the previous research and present conclusions concisely.

Method is the section to describe how the research will be generated. According to Fox, B.H., & Jennings, W. G., methods clearly communicate the detailed information about how the research was conducted.[106] Methods section is intended to give descriptions of the experimental design of the study so that any researcher in the same field may replicate the experiment (see Ecarnot F. *et. al.*[107] and Gastel B. & Day RA.[108]). Kallet also argued that methodology's objective is to express the research design, the procedures for collecting and analyzing the data

[103] Leedy, P.D. & Ormrod, J.E. (2005). Practical Research: *Planning and Design.* Eight Edition. Upper Saddle River, New Jersey: Merril Prentice Hall, p. 70.
[104] Leedy, P.D. & Ormrod, J.E. (2005). Practical Research:…, p. 84.
[105] Theuns Kotze. (2007). *Guidelines on Writing a First Quantitative Academic Article. Second Edition*. Department of Marketing and Communication Management University of Pretoria.
[106] Fox, B.H., & Jennings, W. G. (2014): How to Write a Methodology and Results Section for Empirical Research, *Journal of Criminal Justice Education, 25*(2), 137-156. DOI: 10.1080/10511253.2014.888089
[107] Ecarnot F, Seronde MF, Chopard R, Schiele F, Meneveau N. (2015). Writing a Scientific Article: A Step-By-Step Guide for Beginners. *Eur Geriatr Med*, 6, p. 573-579.
[108] Gastel B, Day RA. (2016). *How to Write and Publish a Scientific Paper*. 8th ed. California: Greenwood.

accurately and clearly, and provide the justification for each study selection.[109] In addition, a good methodology part should not only describe what was done and how it was done, but also support the experimental method.[110] Methods should be detailed enough to ensure that the findings can be sufficiently reproduced by an individual researcher who works in the same field for validation of the findings. The approach offers a brief rationale for the research methods used in the steps taken in carrying out the analysis.[111] It should provide adequate detail for the reader to determine the suitability of your methodology and the validity and reliability of your results.[112] It can be concluded that the method not only describes how the research will be generated but also clearly communicates the detailed information about how the research was conducted.

Result is the section for presenting the data that has been collected without interpreting the data. It is supported by Ecarnot *et. al.*, the main goal of the findings is to represent what you observed without discussing it.[113] In addition, Eslava *et. al.* stated that the results should concentrate without interpretation on the objectives set in the introduction.[114] In line with this, Fox & Jennings stated that the major aim of the results part is to neutrally explain but not yet interpret the empirical results and

[109] Kallet, R. H. (2004). How to Write the Methods Section of a Research Paper. *Respiratory Care, 49*, 1229-1232.
[110] Chris A. Mack. (2018). *How to Write a Good Scientific Paper*. Bellingham, Washington USA: SPIE PRESS, p. 7.
[111] Perry, C., Carson, D. & Gilmore, A. (2003). Joining a Conversation: Writing for EJM's Editors, Reviewers and Readers Requires Planning, Care And Persistence. *European Journal of Marketing*, 37(5/6).
[112] Theuns Kotze. (2007). *Guidelines on Writing a First Quantitative Academic Article. Second Edition*. Department of Marketing and Communication Management University of Pretoria, p. 44.
[113] Ecarnot F, Seronde MF, Chopard R, Schiele F, Meneveau N. (2015). Writing a Scientific Article: A Step-By-Step Guide for Beginners. Eur Geriatr Med, 6, p. 573-579.
[114] Eslava-Schmalbach J, Gilberto Gómez-Duarte O. (2013). Scientific Writing, a Neglected Aspect of Professional Training. Revista Colombiana de Anestesiología. 41, p. 79-81.

conclusions from the analysis.[115] The section on results is the critical element of the manuscript, although it is the shortest.[116] Results should be defined in accordance with the methodology.[117] It can be started by describing the subject: the number of patients and controls involved, the number of subjects left in the research, the study groups' characteristics, etc. It can be said that the result is a critical element to represent the data without interpreting it, the result should also synchronize with methodology.

Discussion is explaining the result of the data. The discussion's main goal is to explain the relevance of the results.[118] The discussion should be short, concise and narrow. If the researcher has more than one observation to be addressed then begin with the most important, proceed with the next major, etc.[119] The discussion aims to clarify the results and show how they relate to the questions that were presented in the introduction.[120] This discussion usually goes through several stages in which findings are summarized, whether the findings are predicted or not, whether these findings are compared by previous research, whether the results are explained and interpreted (frequently reference to theory and model) and whether

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[115] Fox, B.H., & Jennings, W. G. (2014): How to Write a Methodology and Results Section for Empirical Research, *Journal of Criminal Justice Education, 25*(2), 137-156. DOI: 10.1080/10511253.2014.888089

[116] Gastel B, Day RA. (2016). *How to Write and Publish a Scientific Paper. 8th ed*. California: Greenwood.

[117] Shaukat A. J. & Mukhtiar B. (2018). How to Write an Original Article. *Scientific Writing: A Guide to the Art of Medical Writing and Scientific Publishing*, p.135-150.

[118] Liumbruno, Giancarlo & Velati, Claudio & Pasqualetti, Patrizio & Franchini, Massimo. (2012). How to Write a Scientific Manuscript for Publication. *Blood transfusion = Trasfusione del sangue*. 11, pp. 1-11. 10.2450/2012.0247-12.

[119] Audisio, R. A., Stahel, R. A., Aapro, M. S., Costa, A., Pandey, M., & Pavlidis, N. (2009). Successful publishing: How to Get Your Paper Accepted. *Surgical Oncology*, 18(4), pp. 350-356.

[120] Chris A. Mack. (2018). *How to Write…* p. 8.

they're speculating on their generality.[121] Some common obstacles writing the findings and discussion are the analysis of findings never mentioned, the findings and discussion are presented in chronological order instead of logical order, and the conclusions are not supported by the results, logical arguments that do not support hypotheses or draw conclusions from results, drawing conclusions from results without sound logical arguments to justify them. It can be said that discussion is analyzing the result by comparing it with previous studies.

Conclusion is expressing the main message that has been considered in the research. Avoid giving any reference to the conclusion.[122] It should be concise and concentrated without mentioning something not previously described in the text. The conclusion provides a short overview of the findings and discussions, but it's more than that. After demonstrating how the study has addressed each of the questions presented in the introduction, the effect of the findings should be demonstrated, as well as how the work is applicable to apply the most general statements that the information would support.[123] It should not restate the ideas presented in the findings, instead focusing on the most general and ultimate conclusions.

In academic writing, the students ask to bear out ideas and display their proficiency in thinking, presenting, and interpreting because academic writing such

[121]J. M. Swales. (1990). *Genre Analysis: English in Academic and Research Settings*, 172–173, Cambridge University Press, Cambridge, England.
[122] Bajwa SJ, Sawhney C. (2016). Preparing Manuscript: Scientific Writing for Publication. Indian J Anaesth, 60, p. 674-678.
[123] Chris A. Mack. (2018). *How to Write…* p. 9.

as writing paper is not just regular writing. In conclusion, academic writing is expressing ideas in depth and clarity with scientific thinking.

B. Previous Studies

Some studies have investigated topics related to this study; these several previous researches are presented below. First, study comes from Ekahitanond.[124] This study is aimed to find out the university students' critical thinking to the effect of a critical inquiry concept in an online space via peer review strategies and also examine the attitudes through peer feedback strategies and critical inquiry model. The design of this research employed a group pre-test or post-test method. There were 1,840 students in English for Communications Arts Professionals in the first semester of the 2012 academic year, and 39 students from the School of Communications Arts Bangkok University were chosen as the sample for this research. The result of this research showed the development of post-test score, it assumes that using the critical inquiry model and the peer review strategy helps to develop critical thinking skills, While the results of the survey revealed that students had positive feelings about higher levels of motivation, enhance the level of confidence and also learning as they used the critical inquiry model. It can be concluded that one of the strategies to develop students' ability to think critically in online discussion forums is peer feedback.

[124] Visara Ekahitanond. (2013). Promoting University Students' Critical Thinking Skills Through Peer Feedback Activity in an Online Discussion Forum, *Alberta Journal of Educational Research*, 59(2).

The second research comes from William George Soden.[125] He conducted research on international students who are taught Master's programs. He researched critical academic writing development through written feedback. The design of this study is using a mixed method. The result shows that both participants from tutors and learners expressed similar positive opinions on feedback needs and value of feed forward in comments feedback. The additional findings are, because of institutional factors, the majority of feedback was given on end-of-module summative tasks, which were typically based on topics that would not be repeated, every department studied used formative comment in a different way, but different practices did not conform to the concept of AfL (it stands for Assessment for Learning literature), repeated comments suggested that several elements of critical analytical writing particularly citing were more resistant to comment than others, a lack of discipline topic expertise hampered the development of CAW, the lack of involvement and encouragement among students may marginalize the role of feedback, and although there was little discussion of written feedback, there was evidence that it could be useful. To sum up, written feedback gives a positive impact on students' critical academic writing.

The third study comes from Raihany.[126] The purpose of this research is to know the importance of educator's feedback on learners' writing. Literature review is the method that is used in this research. The result of this study showed that

[125] William George Soden. (2013). *"The Role of Written Feedback in the Development of Critical Academic Writing: A Study of The Feedback Experience of International Students in Taught Master's Programmes.* (Dissertation: University of York,).
[126] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.

teacher's commentary is the most valuable tool to improve students' writing. For the college-level, feedback from the teacher not only helps them to improve their grade but also enhances their relation with the teacher. Although feedback is the most effective way to enhance learners' written work, its impact can be negative or positive. So that the educator should provide feedback on the writing process as it progresses because the students require specific and clear feedback, balanced comments for both positive or negative in order to foster the process of their writing. In conclusion, a teacher's comment can improve learners' skill in writing.

The fourth study was conducted by Klimova.[127] This study aims to highlight the significance of feedback and a focus on several types of feedback, including formal and informal comments, as well as continuous and end-of-semester comments in a Course of Academic Writing. In this study, the process of design is through both quantitative and qualitative or usually known as mixed methods. Quantitative method is used to assess the students' assignment to provide pupils with information on their writing improvement results and performance, while qualitative method is used to analyze the diary writing, focus interview, and self-reflective writings. A course of academic writing class at Informatics and Management faculty university of Hradec Kralove chosen as the sample of this study. The result of this study describes that the students will get double feedback given by the teacher on their assignment in a week, the task submission and during the face to face meeting in the classroom when the educator points out a few

[127] Blanka Klimova. (2015). The Role of Feedback in EFL Classes. *Procedia - Social and Behavioral Sciences 199*, pp 172 – 177.

common mistakes in their writings. In this case, the feedback from the teacher improves students' writing. The feedback for self-reflective essays shows this is the most effective feedback at the end of semester. After receiving feedback from the teacher, learners can critically reflect on what they have learnt during the course and also express some of their personal experiences, feelings, and experiences. In the interview section the students asked about the problems they face, their learning approaches, their learning preferences, and the type of instruction they like so the educator can consider the strategies that are appropriate for the next course that will be run next year. However, in the diary writing shows the only obstacle to this process enhancement appeared to be the learners' procrastination which was also stated in their submissions. To sum up, any kind of feedback provided by the educator on pupils' writing is working well and appreciated by the students except the diary writing.

The fifth study from Ustoyo.[128] This research aims to examine the process of online peer review activity in the context of argumentative writing essays in order to improve learners' ability to think critically. The case study research in this study was designed using a qualitative method to know improvement of online peer reviews on writing argumentative essays in class of written English. The six students from the "A" class of written English academic year 2017/2018 were chosen as the sample of this study. To collect the data, the study uses some techniques such as interviews, documentation (students' Instagram accounts), and

[128] Valensiana V. A. Ustoyo. (2018). "Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study at Uin Sunan Ampel Surabaya". (Thesis: UIN Sunan Ampel Surabaya).

document analysis. The result showed that feedback facilitates learners' thinking critically as shown by the process of critical thinking proposed by Bloom Taxonomy that has been revised such as remembering, understanding, analyzing, applying, evaluating and making. In addition, there are some categories of online peer feedback activities, these are: content discussion, meaning negotiation, general evaluation, organization, and error correction. So, online peer feedback helps learners to think critically.

The newest study is conducted by Alwiyono.[129] In this research, the author addresses the interests of students about written feedback from teachers in English descriptive writing. This study uses qualitative method and SMA Negeri 2 Sidoarjo as the location of research conducted in. To obtain the data, the writer uses content analysis to get the data of types of feedback and questionnaires to gain the data of pupils' preferences. The result shows that 4 types of educator written feedback are found, these are praise, suggestion, criticism, and corrective feedback, and it is followed by suggestion, praise and criticism as the pupils' preference for written comments from their teachers for another conclusion.

The majority of the study looked at how peer reviews develops pupils' critical thinking in online discussion forum, the online peer feedback facilitates learner to think critically in writing argumentative text, the improvement of writing academic critically through written feedback, the importance of educator's feedback on learners' writing, and the students' choices for written comments from

[129] Fajar Kresno Alwiyono. (2019). Student' Preferences on Teacher's Written Feedbacks in English Descriptive Writing at SMA Negeri 2 Sidoarjo. Thesis: UIN Sunan Ampel Surabaya.

educators in descriptive writing. Therefore, this study seeks to address teachers' feedback to develop students' thinking critically in academic writing at the sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya.

CHAPTER III
RESEARCH METHOD

This section deals with the methodology of the study which is designed as a process to obtain the data and also analyze the data in this study.

A. Research Design

This study was typically designed as a qualitative study. Moleong contends that qualitative research guides the investigator to deeply grasp the meaning of subject research phenomenon in the form of words, such as behavior, perception, motivation, and so on, using a descriptive method.[130] In line with this, Wallace outlined the goal is to study the subject in depth and to deeply understand a case.[131] It can be said that qualitative research is a method that investigates and analyzes phenomena, social activity, etc. The aim of this study is to explore and investigate teacher's feedback in academic writing to develop students' thinking critically. Therefore, qualitative design is appropriate with the aims of this study.

Analyzing data in a qualitative method obtains the information from various sources such as conducting an observation, interviews and document analysis into coherent description of what he or she has observed or discovered.[132] Considering this purpose, the situation will be interpreted, described, and explained by the researcher. Also, as this study investigates the educators' feedback and the development of students' critical thinking in a natural situation. According to the above theory, it can be assumed that this study used a qualitative methodology.

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[130] Moleong. Lexy J. (2005). *Metodologi Penelitian Kualitatif.* Bandung: PT Remaja Rosdakarya.
[131] Wallace, Michael J. (2008). *Action Research for Language teachers*, twelfth edition, United Kingdom: Cambridge University Press.
[132] Jack Fraenkel & Norman Wallen. (2009). *How to Design and Evaluate Research in Education.* McGraw Hill Company.

B. Data and Source of Data

Referring back to the questions of this research, (1) what kind of feedback do the teachers provide to help students develop critical thinking skills in English academic writing in the sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya? And (2) how is the development of students' critical thinking skills through teachers' feedback in English academic writing in the sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya? The data needed for the proposed research is as follows.

In conducting this study, the data of this study was types of feedback which was obtained from content analysis of students' work and the development of learners' thinking critically which was collected from comparing the students' academic writing work before and after feedback given by the teacher.

For the first question of this study, the data collected from teacher's feedback of the pupils' academic writing. While for the second question of this study the data collected from the pupils' academic writing work before and after feedback given by the teacher in the Academic Article Writing course. The participants of this research are 48 students in 3 classes of Academic Article Writing in the sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya.

C. Data Collection Technique

In this part, data collection technique is how the data was gathered by the researcher. To collect the data for the first research question were collected using content analysis through students' files. According to Jack, content analysis is a

method that allows investigators to indirectly examine human behavior through analyzing communication, which can take the shape of textual content in the form of a book, essay, novel, or music, among other things.[133] The researcher needs to read the pupils' academic writing that the teacher has provided, comment and categorize the kinds of feedback that is provided by the educator in academic writing. While for the development of students' critical thinking through teachers' feedback, the data were collected by comparing students' documents before and after feedback given by the teacher through the rubric of critical thinking in academic writing.

D. Research Instrument

Obtaining the data of the study, the research requires the instrument. Thus, the researcher designed for investigating two research questions in the following technique.

1. Rubric of critical thinking in academic writing

The rubric of thinking critically in academic writing is used to compare the students' writing article before and after feedback given by the teacher in academic article class (see Appendix 1). The rubric was adopted from Alfrey and Cooney[134] then edited to adjust with the context of this research. The rubric consists of seven aspects, these are defining the problem, generating solution, literature review, selecting appropriate method, reporting the results, discussion, also conclusion and

[133] Jack Fraenkel & Norman Wallen. (2009). *How to Design and Evaluate Research in Education.* McGraw Hill Company.

[134] Karen alfrey & Elaine Cooney. (2009). Developing a Rubric to Assess Critical Thinking in Assignments with an Open-Ended Component. *American Society for Engineering Education, pp.* 14.444.1- 14.444.12.

evaluation. Each aspect will be categorized into four categories; beginning, developing, competent, and accomplished. Beginning means the evidence of critical thought of student work is little, developing means learners are more aware of thinking critically and the techniques of solving the problem, but they only use them superficially, competent means pupil work demonstrates critical thinking ability, but it could omit subtleties, while accomplished means the learner exhibits a deep comprehension not just of problem-solving method, as well as the solution's pitfalls and alternative approaches.

E. Data Analysis Technique

The term "data analysis" refers to the process of analyzing the collected information, the first one is the findings of the pupils' writing given comment by the educator and the second is the result of comparing learners' work before and after feedback given by the teacher. There are some stages to analyze the data:

1. The researcher read the students' writing after the instructor had given feedback.
2. Content analysis, identifying the types of feedback that teachers used based on the theories about teacher feedback. The feedback definition is used to categorize the feedback.
3. Analyzing students' draft (writing) before and after feedback given by the teacher using rubric of critical thinking in academic writing adapted from Karen Alfrey and Elaine Cooney[135]. The analysis based on the rubric, the researcher analyses students' writing and read the students' work in terms of

[135] Karen alfrey & Elaine Cooney. (2009). Developing a Rubric to Assess Critical Thinking in Assignments with an Open-Ended Component. *American Society for Engineering Education, pp.* 14.444.1- 14.444.12.

define the problem, propose methods of solution, select the appropriate methodology, apply the method to generate findings, conclusion and evaluation. After that, categorize it into four categories based on the rubric of thinking critically in academic writing, these are beginning, developing, competent, and accomplished. For example, the data analysis for students' critical thinking before given feedback is presented in the Table 3.1 while after given feedback is presented in the Table 3.2.

Table 3.1

The students' critical thinking before giving feedback

Aspects	Students' critical thinking	Categories
Defining the problem	in their writing students only consider the issue or problem as mentioned without regard to significance	Beginning

Table 3.2

The students' critical thinking after giving feedback

Aspects	Students' critical thinking	Categories
Defining the problem	after the teacher given the feedbacks students can gives voice what additional knowledge is required to resolve the problem	Competent

4. Based on the result of analyzing the students' draft, the investigator compared and described in depth the development of students' critical thinking in academic writing through feedback.

F. Research Stage

In the conduct of the study, the steps taken are as follows.

1. Preliminary research

To determine whether this study could be completed or not, the researcher conducted a preliminary study. The researcher gathered information from the teacher of academic article writing class that she uses feedback in the teaching and learning process. Thus, the writer could conduct the research in academic article writing class because the researcher used the feedback from the educator.

2. Decide the research design

The researcher started to formulate the title of research and research questions to make. Then, identified the phenomenon, and narrowed the study. After that, the researcher decided which research design that suited this research. Finally, the researcher chooses descriptive qualitative analysis in this case.

3. Conduct the study

a. Checking Validity of the Instrument

To obtain reliable data, the researcher asked a lecturer to validate the instrument. The valid instrument was the rubric of thinking critically in academic writing.

b. Collecting Data

The researcher obtained the data of types of feedback using content analysis to categorize types of feedback based on the categories written in chapter 2 and the development of students' critical thinking in academic writing by comparing students' work before and after feedback given by the teacher through rubric of critical thinking in academic writing.

c. Analyzing Data

After the data gathered, the data was examined using the theoretical framework presented in chapter 2 by the investigator. The study's findings were discussed in the chapter of discussion.

4. Concluding the result of the research

After all the output of the theories and the analysis were combined, the investigator created the research conclusion based on the entire parts of this study that were discussed. Then, the writer presented the findings in the form of a writing report.

CHAPTER IV
FINDING AND DISCUSSION

This section presents the findings and discussion of this study on the kinds of feedback provided by educators to help learners develop critical thinking skills in academic writing and the development of learners' thinking critically through teachers' feedback in academic writing at the sixth semester of the English Language Education Department UIN Sunan Ampel Surabaya. The structure of this section is determined by the questions of the research.

A. Research Findings

The research findings provide answers to the previously formulated research questions. In this section, the researcher will present the types of feedback that develop students thinking critically in academic writing and the development of learners' skill in thinking critically in academic writing through teachers' feedback.

1. The Kind of Feedback Do the Teachers Provide to Help Students Develop Critical Thinking Skills in English Academic Writing

The steps to review an academic article writing feedback from the teacher are: collecting the students' academic article writing (asking permission), evaluating their feedback for each academic article writing task, identifying their feedback and placing classification feedback on the tables.

The data were collected from the students' English academic writing shown that the teacher used some types of feedback on learners' academic article writing namely suggestion, criticism, marginal feedback, and end feedback.

The first feedback is suggestion. Suggestion is a kind of feedback that relates to criticism but suggestion positively affects enhancement.[136] The pupils will get suggestion feedback when they make some errors and the teacher provides guidance to help the students on their mistakes. So, giving suggestions is simpler and feasible for development.

The second is criticism. Criticism can be said as negative feedback that shows expression of disapproval or rejection.[137] The educator will give criticism feedback when pupils make mistakes such as grammatical mistakes, unclear paragraphs, ambiguous sentences, etc. Although criticism was categorized as negative feedback but it was intended to good aim. Criticism aims to help students' work better.

The third is marginal feedback. Marginal feedback is given in the pupil's article in the margin or between the sentences.[138] It is the educator's interference in the discredit parts of the pupils' proposal. The teacher will give marginal feedback when there are some mistakes on the lines or sentences.

The last is end feedback. End comment is like a summary feedback that is usually presented at the end of the document as a summary of main points in essays.[139] The teacher will give end feedback to the learners as overall feedback related to their writing.

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[136] Hyland, Fiona & Hyland, Ken. 2006. Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.
[137] Hyland, Fiona & Hyland, Ken. 2006. Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.
[138] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.
[139] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), pp 91-106.

Based on the four feedbacks above, the most feedback that teachers used is suggestion. Teacher uses suggestion feedback to correct students by providing suggestions related to the errors. It is shown that the lecturer provides more suggestion feedback than other feedback indicates. Suggestion is accompanied by criticism, marginal feedback, and end feedback. The explanation about four feedbacks is presented below.

a. Suggestion

Suggestion is the feedback that teacher gives to the students' academic article writing. It indicates that the lecturer helps the students to develop their writing skill. There are some different expressions that teacher use to give suggestion to the learner's work such as "*please change* …", "*you better to* …", "*it supposed to*", and "*you can add* …" (see table 4.1)

Table 4.1

Expressions of Suggestion Feedback

Suggestion
You better to elaborate this paragraph
Please change it into one paragraph
Please be consistent in using term
You can add …
It is supposed to be put in the methodology section
You better to move this information into the introduction
Please write your literature review as it is included in the requirement
You can add more review about …
Value is abstract. Change it into ‘’score’’
You can also discuss the challenges of implementing …
Revise your discussion based on the guideline
Put finding and discussion in separated and independent section.

The educator uses these suggestions as many 43 times, these expressions show that there is something wrong. It is actually different from criticism because it is not directly giving or saying negative comments to the learners' work but it gives something for improvement.

These suggestions express the teacher's suggestion to the students' work proposed to improve learners' writing critically. For examples, the expression "*you better to elaborate this paragraph*" means that the teacher gives the student suggestion to elaborate more the paragraph to make the paragraph better. The expression of "*You can also discuss the challenges of implementing …*" shows that the teacher gives suggestions to talk about challenges of implementing something

in student's writing. These suggestions and feedback help the pupils to improve their thinking critically in academic writing.

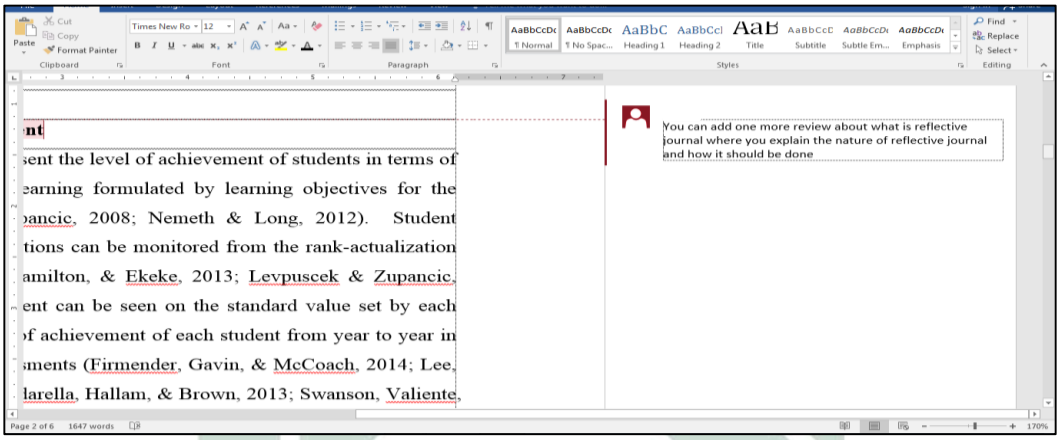

Figure 4.1 Example of Suggestion Feedback by the Teacher

Figure 4.1 above shows one example of the teacher's suggestion. The teacher used "*You can add more review about ...*" to show the suggestion. The teacher asks the learners to give more critical evaluation about their research topic on their literature review. It seems that students' literature review is less information, so that the teacher helps the student to know what they should add to make their literature review better and critically.

b. Criticism

The second type of feedback that the teacher mostly used is criticism. Criticism is a negative response to show that there are some mistakes on learners' writing. The errors can be in the form of grammar, unclear sentences, etc. Some criticism feedback that teacher expressed are "*less elaboration*", "*wrong grammar*", and "*unclear sentences*" (see table 4.2)

Table 4.2

Expression of Criticism Feedback

Criticism
Less elaboration
Wrong grammar
I didn't know the meaning of it
Delete them
DO NOT COMBINE findings and discussion
The sentence is unclear
This repetition. Delete one of them.
Your literature review is not good
This paragraph is confusing
This sentences are ambiguous.

The teacher uses these criticism feedback expressions to show that there is something wrong with their writing. These criticism feedbacks show teacher's expression of disgust, rejection, or disapproval. For example, "*less elaboration*" means that the teacher does not agree with the paragraph. The expression of "*the sentence is unclear*" means that the students' sentence is not clear enough so they should revise critically to make the sentence better in their academic writing. Then criticism is used as many 38 times for feedback.

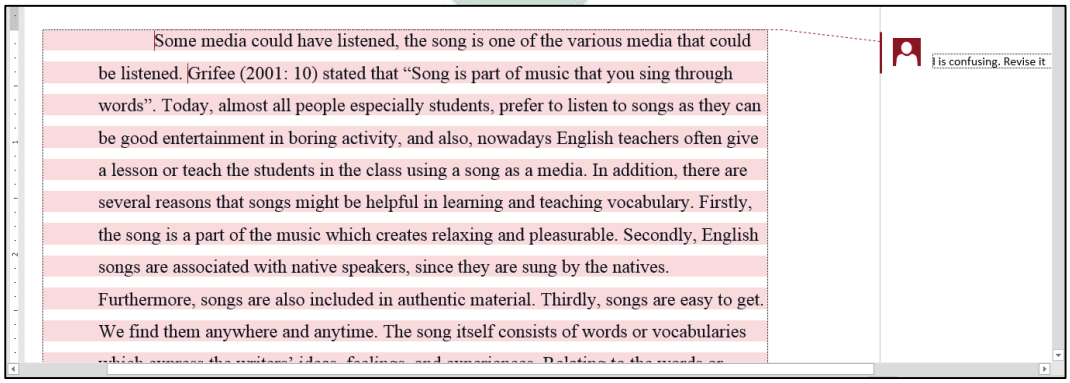

Figure 4.2 Example of Criticism Feedback by the Teacher

The figure 4.2 above shows the criticism feedback by the teacher. The teacher used “it is confusing, revise it” to show the criticism. Criticism is shown when the learners’ introduction is not proper. If the introduction of the research is confusing it will make the reader not understand that the students are going to do the research, so the students need to think critically in order to elaborate their introduction paragraph. So, the teacher gives criticism to fix the students’ writing critically on their introduction.

c. Marginal Feedback

The fourth feedback is marginal feedback. It is feedback that is given in the margin or between sentence lines of the student's writing. The teacher will give marginal feedback when there are some mistakes on the lines or sentences. The expression of marginal feedback will be shown on the table 4.3 below.

Table 4.3

Expression of Marginal Feedback

Marginal Feedback
What is the significance of telling this info?
Do you even understand what classroom discipline is?
Where is it from?
Is it valid?
Really? What and where are the evidence?
You have not mention any theories from any articles
What text that you use in your instrument?
You forgot to mention the subject and …
What picture do you mean in this part?
What is the differences between your study and previous studies?
They probably or they may?

The educator uses these marginal feedbacks as many 35 times. The teacher uses these marginal feedback expressions to show that there are some mistakes on the lines or sentences. These marginal feedbacks give the students detaileds feedback on their academic writing. For examples the expression of "*Do you even understand what classroom discipline is?*", teacher gives feedback on the finding and result of student academic writing, it seems like in student sentence they do not represent what is classroom discipline clearly, so that the teacher gives the feedback on the sentence by asking what actually classroom discipline is. Students should explain critically about classroom discipline in the finding and result because finding and result is one of the main parts of academic writing.

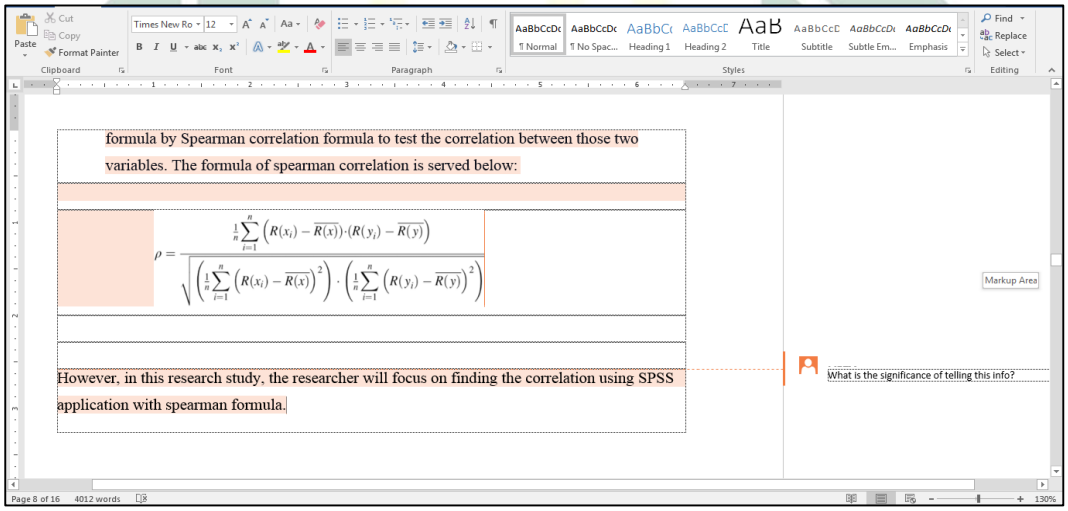

Figure 4.3 Example of Marginal Feedback by the Teacher

The figure 4.3 above shows the marginal feedback by the educators. The teacher used "*What is the significance of telling this info?*" to give feedback on the student sentence to give the students detailed feedback on their academic writing. This feedback given by the teacher on the student methodology, based on this feedback, students should think again putting that sentence on methodology, so that

student has to think critically on giving information in the methodology as it is the key of doing the right research.

d. End Feedback

End feedback is summary feedback that is given in the end of students' work. The teacher will give end feedback to the learners as overall feedback related to their writing. The expression of marginal feedback will be shown on the table 4.4 below.

Table 4.4

Expression of End Feedback

End Feedback
Overall, it is well-written draft. The part that you need to improve are …
Overall it is good, but you need to elaborate some parts: …
This is my comment for your paper. Your topic of your article is fine. However …
Here are things you should be in mind: …
Your paper need a major revision. Please read all my comment carefully.
You have not mention any theories from any articles
After reading your article especially, introduction, literature review, and result section, I doubt that you understand about the topic of your research …
This is my comment for your paper. Your topic of your article is fine. However …

The teacher uses these end feedback expressions to show the summary feedback of the students' academic writing. End feedbacks help the students to think critically as the feedback only given in the end of their writing so they have

to analyze the feedback carefully. For example, the expression "*Overall it is good, but you need to elaborate some parts: ...*" shows that the student should explain more about some parts that the teacher noticed. Then end feedback is used as many as 27 times for feedback.

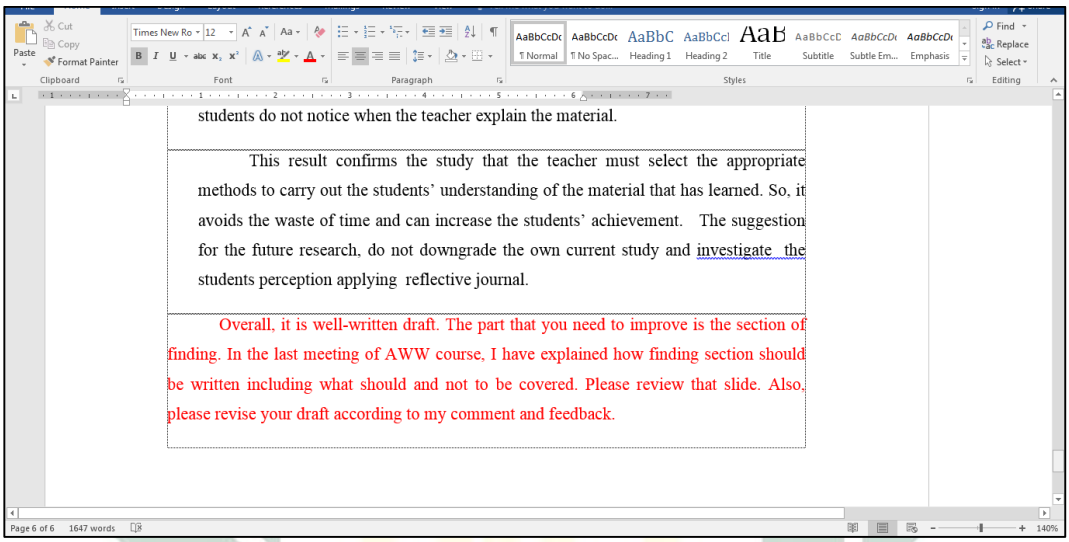

Figure 4.4 Example of End Feedback by the Teacher

The figure 4.4 above shows the end feedback by the teacher. The teacher used "*Overall, it is well-written draft. The part that you need to improve are ...*" to give summary feedback on students' academic writing. Based on the end feedback it seems that the student needs to improve their finding, the student should think critically about what section should be covered in the finding since finding discusses about the result of the research.

During the whole process of writing activities, learners got some types of feedback given by the teacher in academic writing class. The types of feedback that can develop students' writing critically are suggestion feedback, criticism feedback, marginal feedback, and end feedback. This type of feedback helps the pupils to develop their critical thinking in writing. The suggestion feedback from the teacher

gives them many suggestions on their writing, so that those students can improve their writing more critically based on the suggestions they got. The criticism feedback gives them information in which parts their writing is error. The criticism feedback shows them the mistakes so that they can revise their writing in a critical way. The marginal feedback gives the learners detailed feedback on their writing, it is given in the middle of their writing so it helps them to point out their problems directly. The feedback that is written in the form of a question mark allows them to analyze what is the problem of their writing, then they can rewrite using their critical thinking. The end feedback gives the overall feedback related to their writing. It helps them to evaluate their writing so that they can critically write better than before.

2. The Development of Students' Critical Thinking Skills through Teachers' Feedback in English Academic Writing

The steps to analyze the development of learners' thinking critically in academic article writing through feedback from the teacher are: collecting the students' academic article writing (asking permission), comparing their works before and after giving feedback by the teacher, describing in depth the development of students' critical thinking in academic writing through feedback.

The Anderson and Krathwohl's[140] taxonomy that have been revised from the taxonomy of Bloom[141] was adopted to know the development of pupils' critical

[140] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.
[141] Bloom, B. S. (1956). Bloom's Taxonomy of Educational Objectives. New York: Longman.

thinking through feedback in academic writing. According to Olson critical thinking in writing can be developed through the pre-writing activity, writing activity, revising activity, and editing activity.[142] However, in this research the teacher applied three activities: pre-writing, writing, and revising.

The taxonomy consists of cognitive domain and knowledge dimension. Cognitive domain contains behavior that emphasizes intellectual aspects; those are remembering, understanding, applying, analyzing, evaluating, and creating. Meanwhile the knowledge dimension contains factual, conceptual, procedural, and metacognitive.[143]

The data collected from the pupils' writing English academically shown that in the process of writing, students' critical thinking in terms of cognitive domain developed from understanding to the evaluating. While for the knowledge dimension, learners' thinking critically developed from the factual knowledge to the conceptual knowledge.

In the pre-writing activity, most of the students' writing shows that their critical thinking is in the level of understanding or beginning. Understanding means a student has the ability to construct the purpose from various types of functions (including verbal, instructional messages, and written).[144] The cognitive domain of understanding can be seen from the students' work. The knowledge dimension that

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[142] Olson, C. B. (1992). *Thinking writing: Fostering Critical Thinking Through Writing*. New York: Harper Collins Publishers.

[143] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[144] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

appears in the pre-writing activity is factual knowledge. It is the fundamental element that pupils need to know about a discipline or to resolve issues.[145] This includes discipline terms or the interpretation of particular details and involves discreet information and essential elements that should be known to students in a particular area. It means that students are able to share the basic information of their research.

In pre-writing, students can explain the important problem of their topic, but only take the problem as stated without regard to relevance. Students show the solution of the problem that they will investigate but there is no explanation of the information. In addition, the literature review session student can summarize the theories and previous research that related with their study. While in the methodology session students can clarify the method that they used in their research.

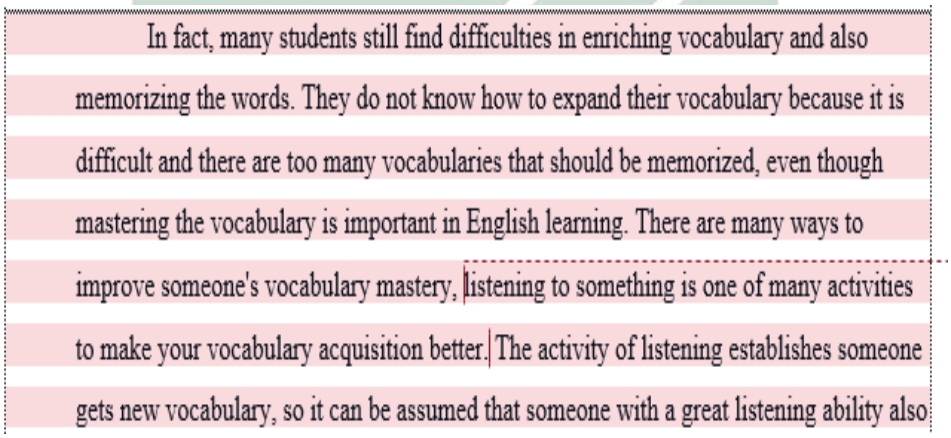
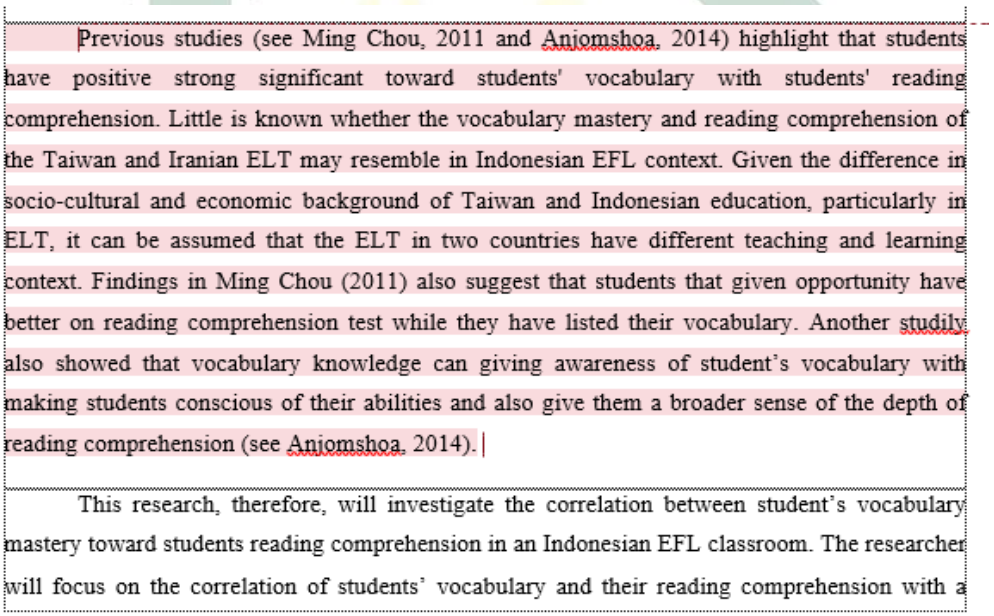

In fact, many students still find difficulties in enriching vocabulary and also memorizing the words. They do not know how to expand their vocabulary because it is difficult and there are too many vocabularies that should be memorized, even though mastering the vocabulary is important in English learning. There are many ways to improve someone's vocabulary mastery, listening to something is one of many activities to make your vocabulary acquisition better. The activity of listening establishes someone gets new vocabulary, so it can be assumed that someone with a great listening ability also

Figure 4.5 Example of Defining Problem of the Research in Pre-writing

[145] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

From the picture above, we can see that the student constructs the problem of the research but not giving the evidence that can support their arguments in defining the problem of the research. The factual knowledge also used in this part, students are able to conclude the basic information of the problem that they will investigate. However, in the line "listening to something is one of many activities to make your vocabulary acquisition better", the student needs to give theories from the previous studies to make the argument stronger. It is extremely important to select only relevant references and information.



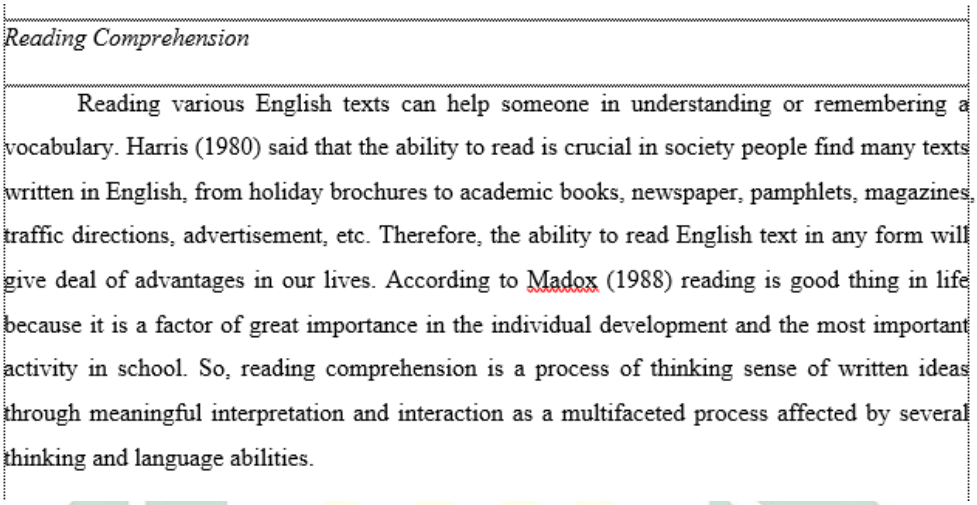
Previous studies (see Ming Chou, 2011 and Anjomshoa, 2014) highlight that students have positive strong significant toward students' vocabulary with students' reading comprehension. Little is known whether the vocabulary mastery and reading comprehension of the Taiwan and Iranian ELT may resemble in Indonesian EFL context. Given the difference in socio-cultural and economic background of Taiwan and Indonesian education, particularly in ELT, it can be assumed that the ELT in two countries have different teaching and learning context. Findings in Ming Chou (2011) also suggest that students that given opportunity have better on reading comprehension test while they have listed their vocabulary. Another studily also showed that vocabulary knowledge can giving awareness of student's vocabulary with making students conscious of their abilities and also give them a broader sense of the depth of reading comprehension (see Anjomshoa, 2014).

This research, therefore, will investigate the correlation between student's vocabulary mastery toward students reading comprehension in an Indonesian EFL classroom. The researcher will focus on the correlation of students' vocabulary and their reading comprehension with a

Figure 4.6 Example of Generating Solution of the Research in Pre-writing

The picture (Figure 4.6) shows that students predict their solution of the problem that they will investigate. It means that students already understood what solution is appropriate with their problem of research. In addition, the students shared the solution of their research which means that factual knowledge is also

used in this pre-writing session. As we know that factual knowledge is the basic element that students need to know about a discipline or to resolve issues.

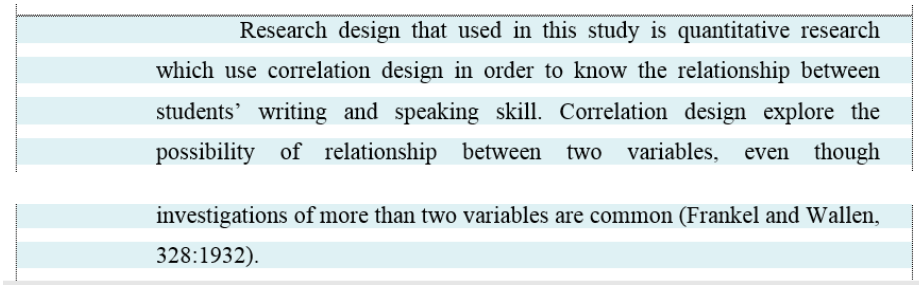


Reading Comprehension

Reading various English texts can help someone in understanding or remembering a vocabulary. Harris (1980) said that the ability to read is crucial in society people find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets, magazines, traffic directions, advertisement, etc. Therefore, the ability to read English text in any form will give deal of advantages in our lives. According to Madox (1988) reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. So, reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities.

Figure 4.7 Example of Literature Review in Pre-writing

From the picture (Figure 4.7) above, it can be seen that learners are able to summarize the theories that are related to their study. By ability to summarize the theories shows that students' understanding is good as they can present the conclusion of the theories that they read. As we can see that students are able to share the basic information about reading that will be the topic of the research means that factual knowledge is also used in this part of pre-writing the literature review.



Research design that used in this study is quantitative research which use correlation design in order to know the relationship between students' writing and speaking skill. Correlation design explore the possibility of relationship between two variables, even though investigations of more than two variables are common (Frankel and Wallen, 328:1932).

Figure 4.8 Example of Method in Pre-writing

The picture (Figure 4.8) shows that students already understood what method is appropriate with their research. It also shows the students critical thinking of factual knowledge as the student gives information about correlation design. Although they did not present reasonable arguments to justify the method, but it is a good point to start writing.

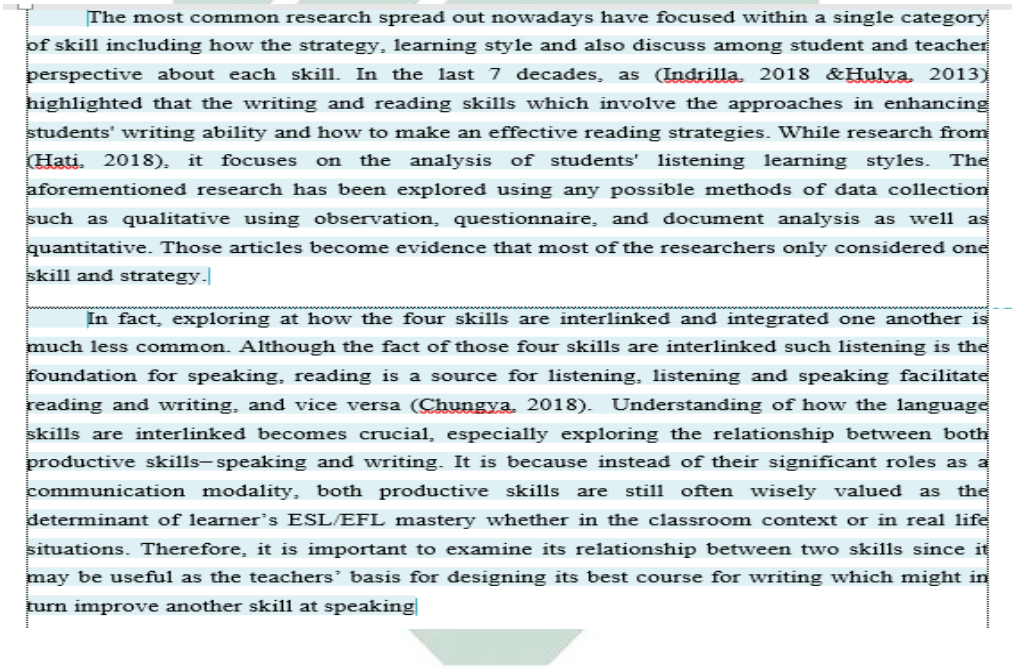
The feedbacks that students mostly get in this activity are suggestion and marginal feedback. Such as "*what is the differences of your study and the previous study*", "*you better give evidence that can support your argument*", etc.

In the writing activity, students continue their writing based on the feedback given by the teacher in the pre-writing activity. After getting the feedbacks students' critical thinking in writing is developed from the understanding to the applying and analyzing (developing). Applying is the process of carrying out or employing a procedure by executing or implementing. Meanwhile analyzing is separating materials or principles into pieces, deciding how the parts interact with one another, or how the parts contribute to a larger structure or function.[146] In this activity students are able to implement the feedback that they got from the teacher to their writing, they are also able to analyze the feedback from the teacher to develop their writing critically. The development also happened for the knowledge dimension, from factual knowledge to conceptual knowledge. Conceptual knowledge refers to the knowledge of categories, theories, models and structures; principles and

[146] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

generalizations.[147] It consists of defining the interconnections between the basic elements within a larger structure, so that they can work together.

In addition, in writing activity students asked to present the result, discussion, and conclusion of their research. This part, students' critical thinking skill in writing is analyzing. As analysis splits materials or ideas into pieces, it decides how the pieces are connected or interrelated or how the components are related to a structure or function.



The most common research spread out nowadays have focused within a single category of skill including how the strategy, learning style and also discuss among student and teacher perspective about each skill. In the last 7 decades, as (Indrilla, 2018 &Hulya, 2013) highlighted that the writing and reading skills which involve the approaches in enhancing students' writing ability and how to make an effective reading strategies. While research from (Hati, 2018), it focuses on the analysis of students' listening learning styles. The aforementioned research has been explored using any possible methods of data collection such as qualitative using observation, questionnaire, and document analysis as well as quantitative. Those articles become evidence that most of the researchers only considered one skill and strategy.

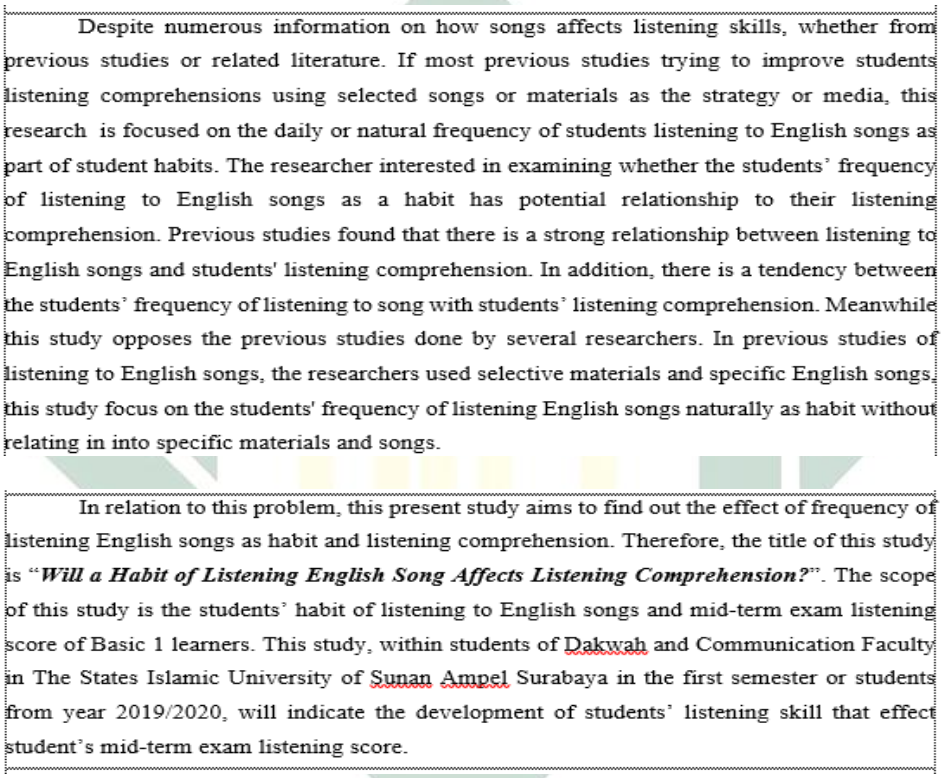
In fact, exploring at how the four skills are interlinked and integrated one another is much less common. Although the fact of those four skills are interlinked such listening is the foundation for speaking, reading is a source for listening, listening and speaking facilitate reading and writing, and vice versa (Chungya, 2018). Understanding of how the language skills are interlinked becomes crucial, especially exploring the relationship between both productive skills—speaking and writing. It is because instead of their significant roles as a communication modality, both productive skills are still often wisely valued as the determinant of learner's ESL/EFL mastery whether in the classroom context or in real life situations. Therefore, it is important to examine its relationship between two skills since it may be useful as the teachers' basis for designing its best course for writing which might in turn improve another skill at speaking

Figure 4.9 Example of Defining Problem of the Research in Writing

Based on the picture (Figure 4.9) above, learners are able to apply the comment or feedback from the teacher by determining information that is relevant with the topic. Applying feedback to their writing shows that they can implement the information that they got. They can also analyze the relevance information that

[147] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

they put in defining the problem. It means that students not only put the information in a paragraph but they can organize their writing to be better. In addition, conceptual knowledge is also used in this part as the students understand the concept and the theories that they used in defining the problem.



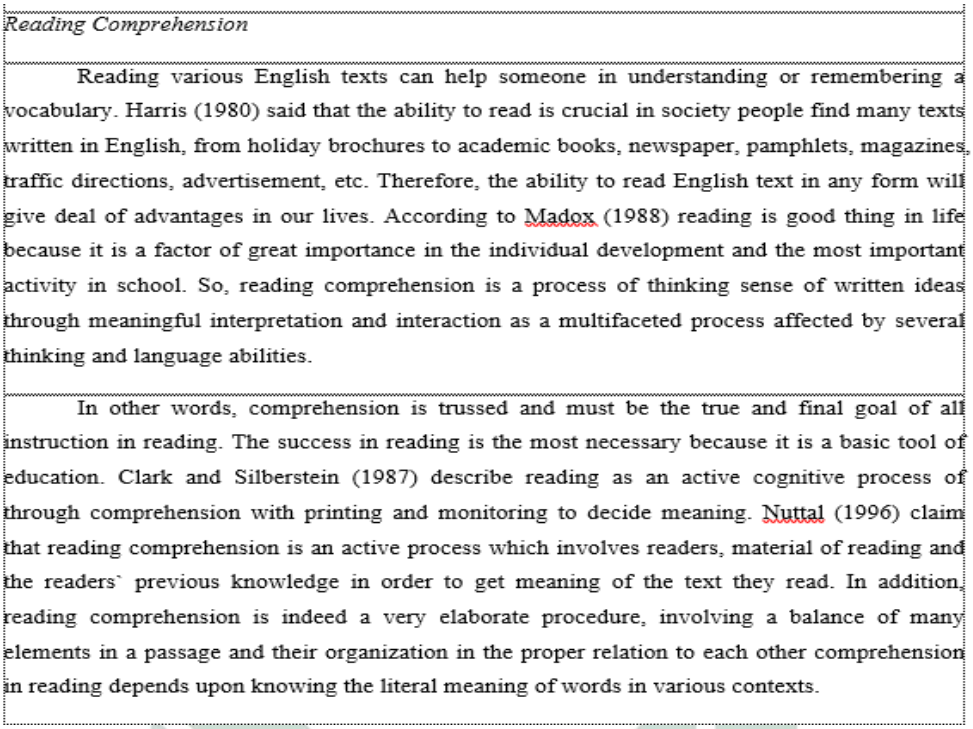
Despite numerous information on how songs affects listening skills, whether from previous studies or related literature. If most previous studies trying to improve students listening comprehensions using selected songs or materials as the strategy or media, this research is focused on the daily or natural frequency of students listening to English songs as part of student habits. The researcher interested in examining whether the students' frequency of listening to English songs as a habit has potential relationship to their listening comprehension. Previous studies found that there is a strong relationship between listening to English songs and students' listening comprehension. In addition, there is a tendency between the students' frequency of listening to song with students' listening comprehension. Meanwhile this study opposes the previous studies done by several researchers. In previous studies of listening to English songs, the researchers used selective materials and specific English songs, this study focus on the students' frequency of listening English songs naturally as habit without relating in into specific materials and songs.

In relation to this problem, this present study aims to find out the effect of frequency of listening English songs as habit and listening comprehension. Therefore, the title of this study is "***Will a Habit of Listening English Song Affects Listening Comprehension?***". The scope of this study is the students' habit of listening to English songs and mid-term exam listening score of Basic 1 learners. This study, within students of Dakwah and Communication Faculty in The States Islamic University of Sunan Ampel Surabaya in the first semester or students from year 2019/2020, will indicate the development of students' listening skill that effect student's mid-term exam listening score.

Figure 4.10 Example of Generating Solution of the Research in Writing

Based on the example (Figure 4.10) above, students already applied the suggestion through feedback given by the teacher by identifying the solution as the problem solving. Students also analyzed the solution by identifying the problems that they share. It can be assumed that students are able to apply and analyze the solution of the problem that they will investigate. In addition, conceptual

knowledge is also used in this part as the students understand the concept of the relationship between the problem and the solution.



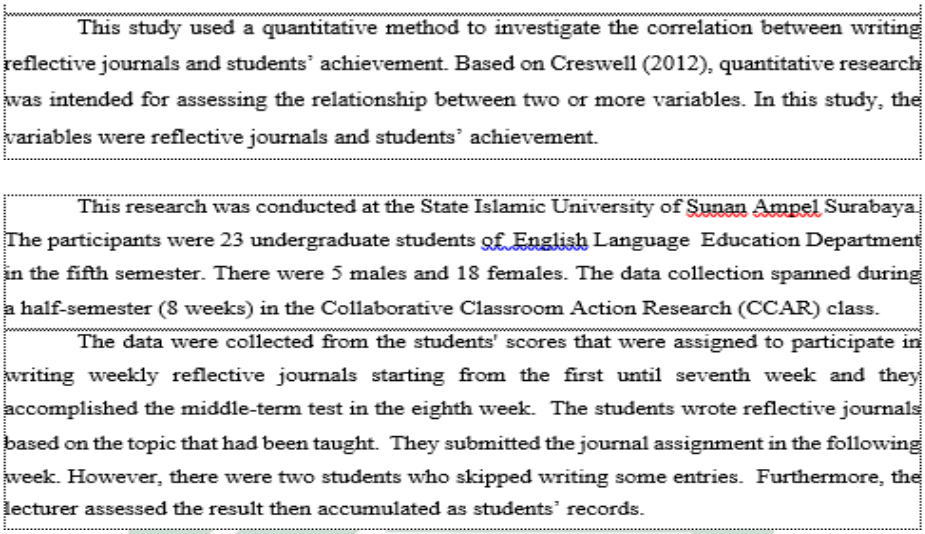
Reading Comprehension

Reading various English texts can help someone in understanding or remembering a vocabulary. Harris (1980) said that the ability to read is crucial in society people find many texts written in English, from holiday brochures to academic books, newspaper, pamphlets, magazines, traffic directions, advertisement, etc. Therefore, the ability to read English text in any form will give deal of advantages in our lives. According to Madox (1988) reading is good thing in life because it is a factor of great importance in the individual development and the most important activity in school. So, reading comprehension is a process of thinking sense of written ideas through meaningful interpretation and interaction as a multifaceted process affected by several thinking and language abilities.

In other words, comprehension is trussed and must be the true and final goal of all instruction in reading. The success in reading is the most necessary because it is a basic tool of education. Clark and Silberstein (1987) describe reading as an active cognitive process of through comprehension with printing and monitoring to decide meaning. Nuttal (1996) claim that reading comprehension is an active process which involves readers, material of reading and the readers` previous knowledge in order to get meaning of the text they read. In addition, reading comprehension is indeed a very elaborate procedure, involving a balance of many elements in a passage and their organization in the proper relation to each other comprehension in reading depends upon knowing the literal meaning of words in various contexts.

Figure 4.11 Example of Literature Review in Writing

Based on the example (Figure 4.11) above, we can see that students already applied the feedback given by the teacher by adding some theories. Students also analyze the previous studies that are relevant with the research critically. It means that students not only conclude the theories related but also analyze them critically. In addition, the conceptual knowledge is also used in this part as the students can explain the theories that they have been put in a paragraph.



This study used a quantitative method to investigate the correlation between writing reflective journals and students' achievement. Based on Creswell (2012), quantitative research was intended for assessing the relationship between two or more variables. In this study, the variables were reflective journals and students' achievement.

This research was conducted at the State Islamic University of Sunan Ampel Surabaya. The participants were 23 undergraduate students of English Language Education Department in the fifth semester. There were 5 males and 18 females. The data collection spanned during a half-semester (8 weeks) in the Collaborative Classroom Action Research (CCAR) class.

The data were collected from the students' scores that were assigned to participate in writing weekly reflective journals starting from the first until seventh week and they accomplished the middle-term test in the eighth week. The students wrote reflective journals based on the topic that had been taught. They submitted the journal assignment in the following week. However, there were two students who skipped writing some entries. Furthermore, the lecturer assessed the result then accumulated as students' records.

Figure 4.12 Example of Method in Writing

Based on the example (Figure 4.12) above, we can see that students already applied the feedback given by the teacher by adding some information about the subject, data collection technique, etc. of the research. Students also analyze a reasonable method and add some information about research design, subjects, etc. It means that students not only describe how the research will be generated but also communicate the detailed information about how the research was conducted. In addition, the conceptual knowledge is also used in this part as the students can explain the information that be detailed enough to ensure that the findings of their research.

FINDING

Correlation between writing reflective journal and students' achievement.

There was a significant difference between the mean scores of writing reflective journal and middle-term exam. Not only the mean but also the standard deviation was a significant difference (Table 1). This is because there are some students who do not submit writing reflective journal assignments but they follow the middle-term exam.

Table 1 Mean of writing reflective journal and middle-term exam

	Mean	Standard Deviation
Reflective journals	69	33
Middle-term exam	87	9

Figure 4.13 Example of Result in Writing

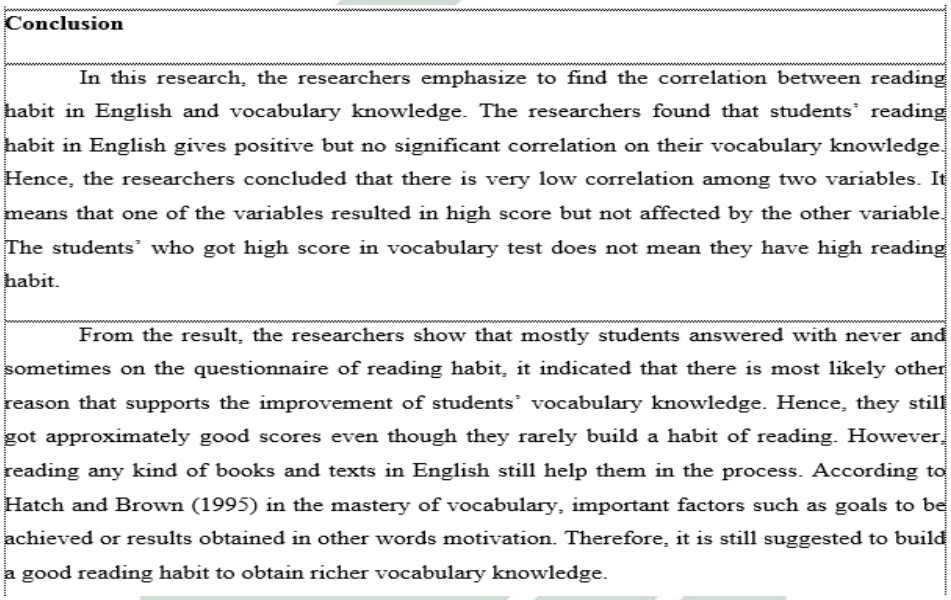
Based on the picture (Figure 4.13) above, we can see that pupils are able to analyze the result of their study that they observed without discussing it. They also represent the data of the result synchronized with the methodology. It can be said that the students not only put the result but they can dissect the finding without interpreting the data. The result is defined in accordance with the methodology which is the quantitative method. While the conceptual knowledge is also used in this part as the students understand the concept of the relationship among the data of the finding.

Discussion

Based on the results of the research, it was obtained that there is no correlation between reading habit in English and vocabulary mastery to the third semester students of English Language Education Department in the State Islamic University of Sunan Ampel Surabaya. Considering the correlation reaches only 0.127. Thus, the correlation of this study shows very weak correlation between two variables. Surprisingly, the result of coefficient of determination (r2) of reading habit and vocabulary mastery was 0.469. It means that reading habit doesn't influence vocabulary mastery for about 46.9% by giving 25 questions about the type of vocabulary, students' vocabulary mastery according to Dhebi (2019) was examined in academic words, colloquial words, and idiom words derived from respondents' reading habits.

Figure 4.14 Example of Discussion in Writing

Based on the picture (Figure 4.14) above, we can see that students are able to appropriately and accurately analyze but not yet interpret the result. It means students can deconstruct the findings with the previous study but lack interpretation. In addition, conceptual knowledge is also used in this part as the students can assess the relationship between the findings and the study related to their research.



Conclusion

In this research, the researchers emphasize to find the correlation between reading habit in English and vocabulary knowledge. The researchers found that students' reading habit in English gives positive but no significant correlation on their vocabulary knowledge. Hence, the researchers concluded that there is very low correlation among two variables. It means that one of the variables resulted in high score but not affected by the other variable. The students' who got high score in vocabulary test does not mean they have high reading habit.

From the result, the researchers show that mostly students answered with never and sometimes on the questionnaire of reading habit, it indicated that there is most likely other reason that supports the improvement of students' vocabulary knowledge. Hence, they still got approximately good scores even though they rarely build a habit of reading. However, reading any kind of books and texts in English still help them in the process. According to Hatch and Brown (1995) in the mastery of vocabulary, important factors such as goals to be achieved or results obtained in other words motivation. Therefore, it is still suggested to build a good reading habit to obtain richer vocabulary knowledge.

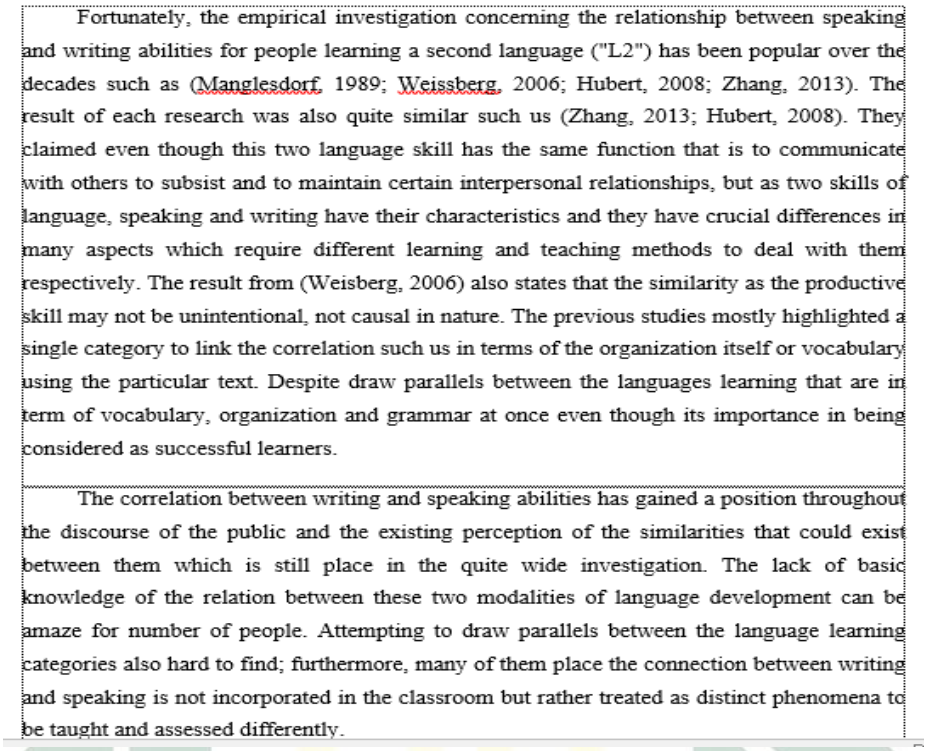
Figure 4.15 Example of Conclusion in Writing

Based on the picture (Figure 4.15) above, it can be seen that students clearly state and discuss conclusions, organizing a complete, logical, and consistent conclusion based on the evidence provided. It means that students can analyze the main message that has been considered in their research so they can write a good conclusion. While the conceptual knowledge is also used in this part as the students can assess the relationship between all the information that they get from their research.

The main feedbacks that learners get are criticism and end feedback. Such as "*DO NOT COMBINE findings and discussion*", "*This sentences are ambiguous*", "*Overall it is good, but you need to elaborate some parts: …*", "*This is my comment for your paper. Your topic of your article is fine. However, …*", etc.

In the revising activity, learners revised their article writing based on the feedback that they have got from the teacher. Most of the students' writing developed from applying and analyzing into evaluating (competent). Evaluating means making decisions by checking and criticizing based on criteria and standards.[148] This allows for the demonstration of evaluation processes through critiques, recommendations and reports. However, there is no development of the knowledge dimension in the revising activity. It means that the knowledge dimension level in this part is conceptual knowledge, same as the writing activity.

[148] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

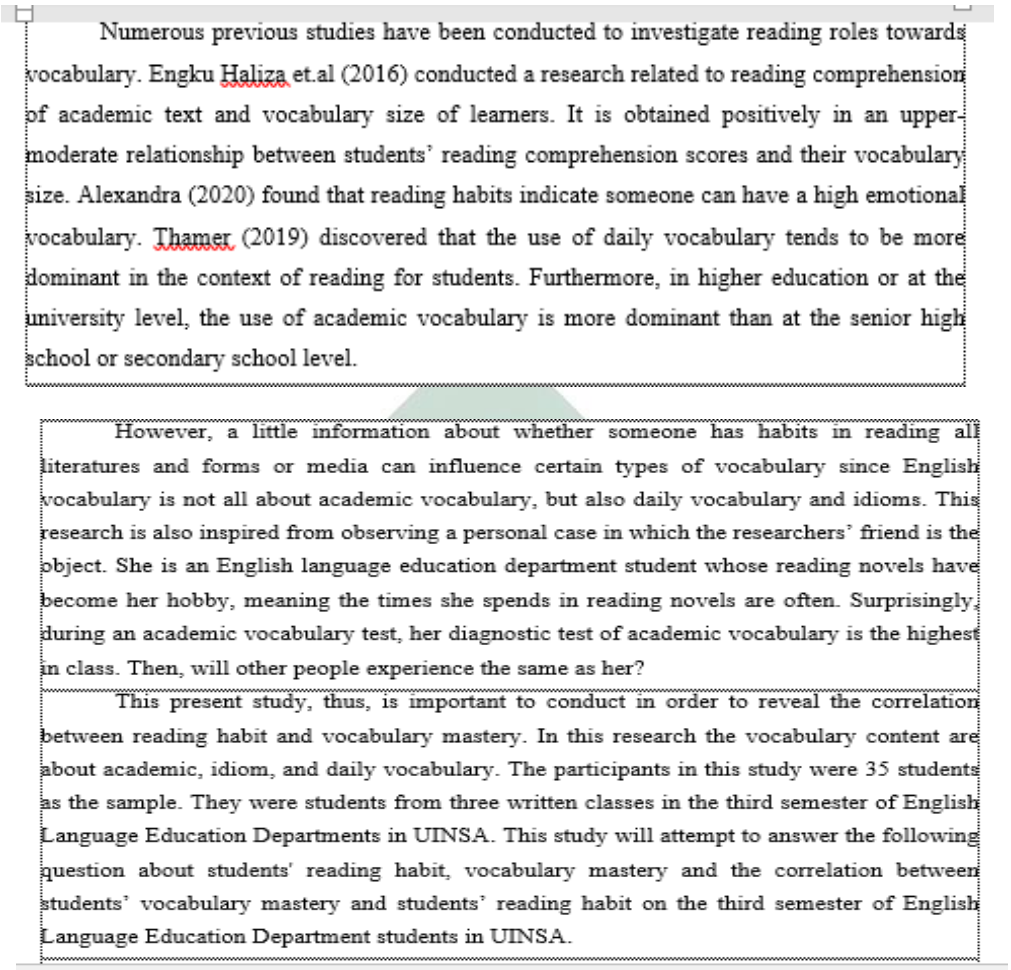


Fortunately, the empirical investigation concerning the relationship between speaking and writing abilities for people learning a second language ("L2") has been popular over the decades such as (Manglesdorf, 1989; Weissberg, 2006; Hubert, 2008; Zhang, 2013). The result of each research was also quite similar such us (Zhang, 2013; Hubert, 2008). They claimed even though this two language skill has the same function that is to communicate with others to subsist and to maintain certain interpersonal relationships, but as two skills of language, speaking and writing have their characteristics and they have crucial differences in many aspects which require different learning and teaching methods to deal with them respectively. The result from (Weisberg, 2006) also states that the similarity as the productive skill may not be unintentional, not causal in nature. The previous studies mostly highlighted a single category to link the correlation such us in terms of the organization itself or vocabulary using the particular text. Despite draw parallels between the languages learning that are in term of vocabulary, organization and grammar at once even though its importance in being considered as successful learners.

The correlation between writing and speaking abilities has gained a position throughout the discourse of the public and the existing perception of the similarities that could exist between them which is still place in the quite wide investigation. The lack of basic knowledge of the relation between these two modalities of language development can be amaze for number of people. Attempting to draw parallels between the language learning categories also hard to find; furthermore, many of them place the connection between writing and speaking is not incorporated in the classroom but rather treated as distinct phenomena to be taught and assessed differently.

Figure 4.16 Example of Defining Problem of the Research in Revising

Based on the picture (Figure 4.16) above, learners are able to evaluate the information by expressing what additional information is required to solve the issue. It means that the students not only write the information related to the problem but they can criticize the information by putting their idea or voice. In addition, the conceptual knowledge that appears in this part is the students able to assess the problem or in the other word students can determine the important problem that they talked about.



Numerous previous studies have been conducted to investigate reading roles towards vocabulary. Engku Haliza et.al (2016) conducted a research related to reading comprehension of academic text and vocabulary size of learners. It is obtained positively in an upper-moderate relationship between students' reading comprehension scores and their vocabulary size. Alexandra (2020) found that reading habits indicate someone can have a high emotional vocabulary. Thamer (2019) discovered that the use of daily vocabulary tends to be more dominant in the context of reading for students. Furthermore, in higher education or at the university level, the use of academic vocabulary is more dominant than at the senior high school or secondary school level.

However, a little information about whether someone has habits in reading all literatures and forms or media can influence certain types of vocabulary since English vocabulary is not all about academic vocabulary, but also daily vocabulary and idioms. This research is also inspired from observing a personal case in which the researchers' friend is the object. She is an English language education department student whose reading novels have become her hobby, meaning the times she spends in reading novels are often. Surprisingly, during an academic vocabulary test, her diagnostic test of academic vocabulary is the highest in class. Then, will other people experience the same as her?

This present study, thus, is important to conduct in order to reveal the correlation between reading habit and vocabulary mastery. In this research the vocabulary content are about academic, idiom, and daily vocabulary. The participants in this study were 35 students as the sample. They were students from three written classes in the third semester of English Language Education Departments in UINSA. This study will attempt to answer the following question about students' reading habit, vocabulary mastery and the correlation between students' vocabulary mastery and students' reading habit on the third semester of English Language Education Department students in UINSA.

Figure 4.17 Example of Generating Solution of the Research in Revising

We can see from the picture (Figure 4.17) above that the students are able to give critique by judging which way the best way to solve a given problem is. It can be assumed that students are able to give evaluation of the information related to clarify how the solution for the problem is. In addition, the conceptual knowledge is also used in this part as the students are able to assess the concept of the relationship between the problem and the solution.

Types or Kinds of Vocabulary

A series of sentences has the smallest syllable called words and refers to types of vocabularies. Referring to Nation (1990), there are several types of vocabulary including active or productive vocabulary and passive or receptive vocabulary. Each type of vocabulary certainly has its own explanation as related to learning and teaching activities, this active or productive vocabulary is closely related to language items that make it easier for students to develop speaking and writing skills. Furthermore, in teaching a language, Field (1977) argues that this active or productive vocabulary can be used to teach vocabularies with their spelling and authorship. Therefore, students will more easily understand vocabulary in an existing sentence pattern.

Whereas passive or receptive vocabulary, these items refer to contexts that can be recognized and understood when reading and listening. Aeborsold (1977) argues that this receptive vocabulary can be understood by students when in the scope of listening or reading a reading content. So, students are able to distinguish the contents or context of reading easily and not experience misunderstandings in the field of similar sounds. To sum up, with a variety of vocabularies, this provides great information for teachers to use as a reference for teaching students by adjusting the level of students.

Figure 4.18 Example of Literature Review in Revising

Based on the example (Figure 4.18) above, we can see that students are able to synthesize summary of the previous studies that are relevant to the research. It can be said that students are not only wrapping up the previous studies related with the research but they can critically evaluate the relevant previous research. In addition, the conceptual knowledge is also used in this part as the students can organize the theories that they have been put in a paragraph.

METHOD

The present research employing qualitative research design was conducted in SMA Negeri 2 Surabaya, one of schools applying flipped learning classroom in English language teaching. There were three instruments consisting of observation, interview, and questionnare used to collect the data. Those three instruments were chosen to counter the two research problems concerning how flipped learning was implemented in English language learning at SMAN 2 Surabaya and what the impacts of flipped learning towards students' motivation in English language learning at SMAN 2 Surabaya were. The teaching and learning activities during flipped learning classrom was explored through observation. Besides, the semi-structured interview to the English teacher was also organized to counter the research problem concerning students' works outside the class. The questionnaire, another method of data collection, was distributed to the eleventh grade students of SMA Negeri 2 Surabaya at the end of the class time. Forty students ranging from 16-17 years old were chosen as the participants to answer the research question dealing with the impacts of flipped learning classrom on students' motivation in learning English. The observation of flipped learning process was recorded and fitted with the researcher's observation checklist and the interview data was transcribed and coded into some aspects while the un-essential data would be reduced. On the other hand, the descriptive analysis of the Likert Scale percentage was utilized to analyze the data from questionnaire.

Figure 4.19 Example of Method in Revising

Based on the example (Figure 4.19) above, we can see that students are able to clearly articulate the research design, the procedures for collecting and analyzing the data accurately. It means that students can judge which method is the best way for this research by providing justification for each study selection. Students clearly evaluate the detailed information about how the research was conducted. In addition, the conceptual knowledge that appears in this part is the students can assess the information that be detailed enough to ensure that the results of their study.

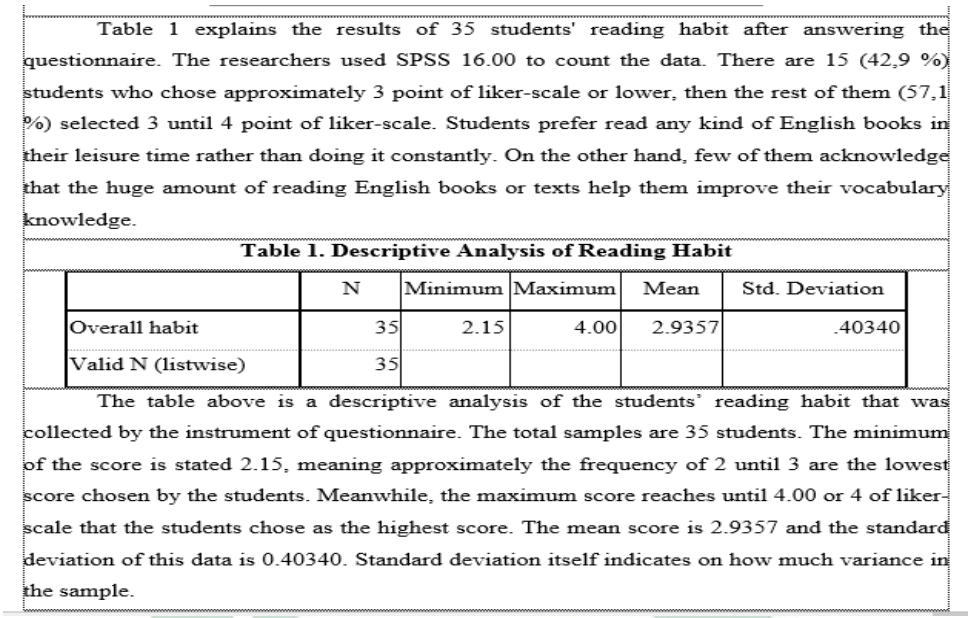


Table 1 explains the results of 35 students' reading habit after answering the questionnaire. The researchers used SPSS 16.00 to count the data. There are 15 (42,9 %) students who chose approximately 3 point of liker-scale or lower, then the rest of them (57,1 %) selected 3 until 4 point of liker-scale. Students prefer read any kind of English books in their leisure time rather than doing it constantly. On the other hand, few of them acknowledge that the huge amount of reading English books or texts help them improve their vocabulary knowledge.

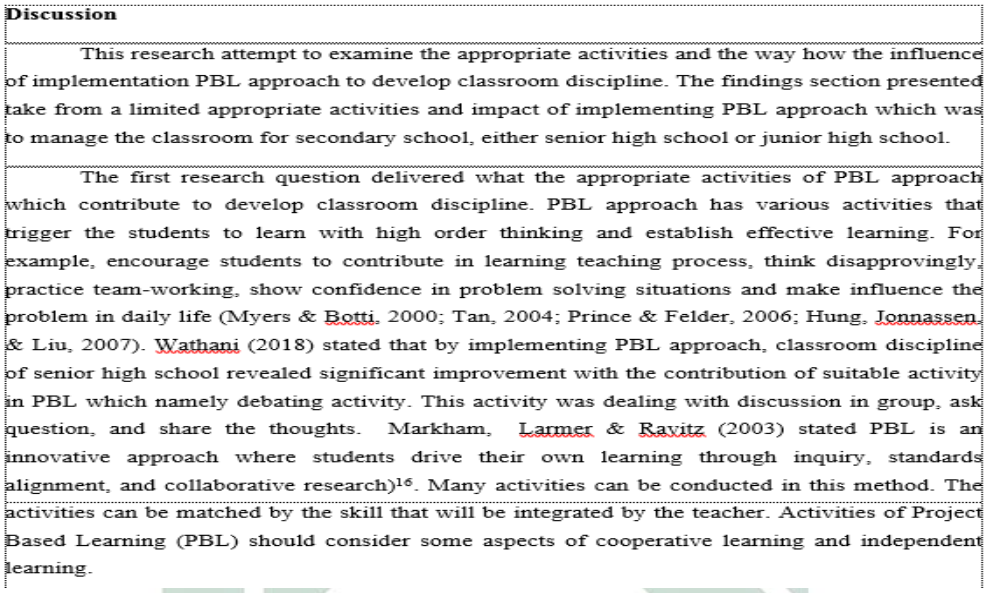
Table 1. Descriptive Analysis of Reading Habit

	N	Minimum	Maximum	Mean	Std. Deviation
Overall habit	35	2.15	4.00	2.9357	.40340
Valid N (listwise)	35				

The table above is a descriptive analysis of the students' reading habit that was collected by the instrument of questionnaire. The total samples are 35 students. The minimum of the score is stated 2.15, meaning approximately the frequency of 2 until 3 are the lowest score chosen by the students. Meanwhile, the maximum score reaches until 4.00 or 4 of liker-scale that the students chose as the highest score. The mean score is 2.9357 and the standard deviation of this data is 0.40340. Standard deviation itself indicates on how much variance in the sample.

Figure 4.20 Example of Result in Revising

Based on the picture (Figure 4.20) above, we can see that students are able to explain accurately, appropriately and/or creatively. Result is a critical element to represent the data without interpreting it, the result should also synchronize with methodology. While the conceptual knowledge is also used in this part as the students assess the concept of the relationship among the data of the finding.



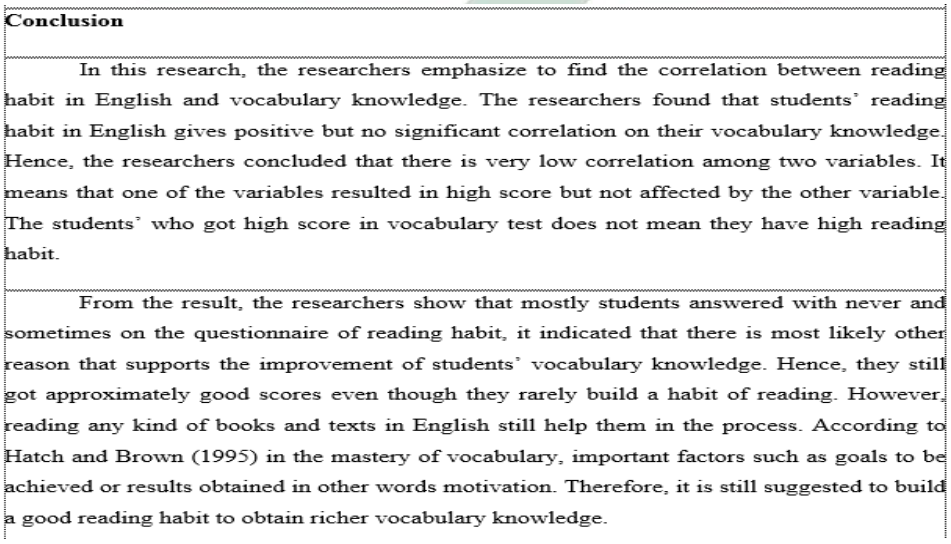
Discussion

This research attempt to examine the appropriate activities and the way how the influence of implementation PBL approach to develop classroom discipline. The findings section presented take from a limited appropriate activities and impact of implementing PBL approach which was to manage the classroom for secondary school, either senior high school or junior high school.

The first research question delivered what the appropriate activities of PBL approach which contribute to develop classroom discipline. PBL approach has various activities that trigger the students to learn with high order thinking and establish effective learning. For example, encourage students to contribute in learning teaching process, think disapprovingly, practice team-working, show confidence in problem solving situations and make influence the problem in daily life (Myers & Botti, 2000; Tan, 2004; Prince & Felder, 2006; Hung, Jonnassen, & Liu, 2007). Wathani (2018) stated that by implementing PBL approach, classroom discipline of senior high school revealed significant improvement with the contribution of suitable activity in PBL which namely debating activity. This activity was dealing with discussion in group, ask question, and share the thoughts. Markham, Larmer & Ravitz (2003) stated PBL is an innovative approach where students drive their own learning through inquiry, standards alignment, and collaborative research)[16]. Many activities can be conducted in this method. The activities can be matched by the skill that will be integrated by the teacher. Activities of Project Based Learning (PBL) should consider some aspects of cooperative learning and independent learning.

Figure 4.21 Example of Discussion in Revising

As we can see in the picture (Figure 4.21), students interpret and explain the result of the study and comparing to the previous study. It means that learners evaluate the findings by compare it with previous studies related. In addition, conceptual knowledge also happened as students can determine the relationship between the findings and the study related with their research clearly.



Conclusion

In this research, the researchers emphasize to find the correlation between reading habit in English and vocabulary knowledge. The researchers found that students' reading habit in English gives positive but no significant correlation on their vocabulary knowledge. Hence, the researchers concluded that there is very low correlation among two variables. It means that one of the variables resulted in high score but not affected by the other variable. The students' who got high score in vocabulary test does not mean they have high reading habit.

From the result, the researchers show that mostly students answered with never and sometimes on the questionnaire of reading habit, it indicated that there is most likely other reason that supports the improvement of students' vocabulary knowledge. Hence, they still got approximately good scores even though they rarely build a habit of reading. However, reading any kind of books and texts in English still help them in the process. According to Hatch and Brown (1995) in the mastery of vocabulary, important factors such as goals to be achieved or results obtained in other words motivation. Therefore, it is still suggested to build a good reading habit to obtain richer vocabulary knowledge.

Figure 4.22 Example of Conclusion in Revising

Based on the picture (Figure 4.22) above, it can be seen that students clearly state and discuss conclusions, organizing a complete, logical and evidence-informed conclusion. It means that students can analyze the main message that has been considered in their research so they can write a good conclusion. In addition, the conceptual knowledge that appears in this part is the students able to assess all the information that they get in the finding and discussion from their research. The conclusion gave a brief overview of the findings and discussion, but it's more than a summary.

During the writing process, pupils did some process of writing in developing their critical thinking. The process is prewriting, writing, and revising. Throughout the writing process, the critical thinking argued by Anderson and Krathwohl appeared. Based on Anderson and Krathwohl, there are two types of thinking critically; cognitive domain and knowledge dimension. Remembering, understanding, applying, analyzing, evaluating, and creating are the kinds of cognitive domain while factual, conceptual, procedural, and metacognitive are the kinds of knowledge dimension.[149] From the writing process, the dominant critical thinking were understanding, applying, analyzing, and evaluating for the cognitive domain while for the knowledge dimension was factual and conceptual.

B. Discussion

This section explains the data analysis of the findings and discusses them with a review of relevant theories to clarify the findings.

[149] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

1. The Kind of Feedback Do the Teachers Provide to Help Students Develop Critical Thinking Skills in English Academic Writing

Feedback is useful for assessing students' performance whether they are successful or fail. By giving feedback for the pupils' writing it will help the pupils to enhance their skill in writing. As Dheram stated that the center of teaching and learning writing is feedback.[150] It means that feedback played an important role in developing students' writing skills. According to Nelson and Carson, writing students tend to receive feedback from instructors.[151] In addition, some previous studies conducted by Alamis[152], Chandler[153], and Ferris[154] showed that written feedback helps the learners in developing their writings. It can be concluded that feedback can develop pupils' writing ability.

Academic writing should provide a number of supporting sources to provide the reader with reliable facts and all relevant information as academic writing is a set of assessments of the author's thinking, analysis, demonstration and presentation of factual and academic information. It means that students need to think critically while writing academic. Improving students' critical thinking can be developed through feedback. It supports Leighton, Chu, & Seitz, they stated that feedback

[150] Dheram, P.K. (1995). Feedback as a Two-bullock Cart: A Case Study of Teaching Writing. *In ELT Journal, 49, pp.* 160-168.
[151] Nelson, G. & Carson, J. (2006). *Cultural Issues in Peer Response: Revisiting "Culture*." In K. Hyland & F. Hyland (Eds.), Feedback in Second Language Writing: Contexts and issues. New York: Cambridge.
[152] Alamis, M.M.P., (2010). Evaluating Students' Reactions and Responses to Teachers' Written Feedback. *Philippine ESL Journal*, 5, 40-57.
[153] 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.
[154] Ferris, D. (1997). The Influence of Teacher Commentary on Student Revision. *TESOL Quarterly* 31, 315-339.

builds relationships between student and teacher and it is possible to change the student's belief and accept the feedback to modify their thinking and learning.[155]

The findings of this study highlight that there are four types of feedback to develop students' critical thinking in academic writing namely suggestion, criticism, marginal feedback, and end feedback. The feedback that is commonly used by the teacher is suggestion to help the learners improve their critical thinking in article writing. This finding confirmed the types of feedback proposed by Ken Hyland & Fiona Hyland[156] namely suggestion and criticism, also proposed by Raihany[157] namely marginal feedback and end feedback.

1. Suggestion Feedback

In this study, suggestions can be defined as the teacher's expression if the students' writing is still having problem. This suggestion feedback helps the students to develop their writing. Fiona Hyland stated that suggestion is an accomplished action for improvement.[158] Suggestion feedback helps the students to expand the thoughts reciprocally to make improvement of their thinking critically in writing the academic article.

The result of this research shows that suggestion feedback is feedback that is the most used by the teacher (see table 4.1). By using suggestion feedback

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[155] Leighton, J. P., Chu, M-W., & Seitz, P. (2013). Cognitive Diagnostic Assessment and the Learning Errors and Formative Feedback (LEAFF) Model. In R. Lissitz (Ed.), *Informing the Practice of Teaching Using Formative and Interim Assessment: A system Approach* (pp. 183-207). Charlotte, NC: Information Age Publishing.

[156] Hyland, Fiona & Hyland, Ken. (2006). Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.

[157] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), 102.

[158] Fiona Hyland & Ken Hyland. (2001). Sugaring the Pill Praise and Criticism in Written Feedback. *Journal of Second Language Writing*, 10(3), pp. 86.

learners are more likely to revise their writing based on the suggestion because the research indicates when compared to the other types of feedback, this type of feedback has the highest quantity. The finding of this research along with the research conducted by Vardi that pupils in the study appear to focus on areas where they got the most feedback.[159] In addition, a research conducted by Silver and Lee also showed that students' preference on suggestion feedback is higher than other two feedbacks; criticism and praise.[160]

The examples of suggestion feedback from the educator are such as "*you better elaborate this paragraph*", "*please change it into one paragraph*", "*please be consistent in using term*", "*you can add …*", "*it is supposed to be put in the methodology section*", "*you better to move this information into the introduction*", "*please write your literature review as it is included in the requirement*", "*you can add more review about …*", "*value is abstract. Change it into ''score''*", "*You can also discuss the challenges of implementing …*", "*Revise your discussion based on the guideline*", and "*put finding and discussion in separated and independent section*".

Suggestion feedbacks help the pupils to increase their skill to write and criticize their writing. This is also in line with the study conducted by Razali and Jupri that suggestions were the kind of feedback leading to student review rather than other written comments from educator used on the compositions. The feedback

[159] Vardi, Iris. (2009). The Relationship Between Feedback and Change in Tertiary Student Writing in The Disciplines. *International Journal of Teaching and Learning in Higher Education*, 20(3), pp 350–361.
[160] Silver, R. & Lee, S. (2007). What Does It Take to Make a Change? Teacher Feedback and Student Revisions. *English Teaching: Practice and Critique*, 25-49.

was indicated by the learners to help them improve their writing and enhance their thoughts. [161] It means that learners can develop their writing as well as their critical thinking through suggestion feedback that is given by the teacher. For example, students' writing lack of elaboration and they got suggestion feedback from the educator such as "*you better to elaborate your paragraph*". That suggestion feedback helps the learners to analyze what they should write in their paragraph since they should elaborate their sentences not only gather sentences into a paragraph. So the students know which part that must be prioritized to revise. There must be certain detailed actions and important consideration prioritized[162] because academic writing is not the same as regular writing. Students are more likely to accept feedback that is relevant and beneficial to their skill development. It will be used to objectively revise and restructure their thought.

2. Criticism Feedback

Criticism is a kind of negative feedback given by the teacher to express disapproval of students' writing. Hyland stated that negative comments or discontent can be defined as criticism.[163] Criticism takes place when an examiner is dissatisfied about someone's work and criticizes the work to achieve a good purpose. It means that the teacher found something wrong with the learner's writing, it can be in the form of ambiguous paragraphs, unclear sentences, etc.

[161] Razlina Razali & Rohaiza Jupri. (2014). "Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing". *Journal of Humanities and Social Science*, 19(5).
[162] Lulus Irawati. (2015). Applying Cultural Project Based Learning to Develop Students' Academic Writing. *Dinamika Ilmu*, 15(1).
[163] Hyland, Fiona & Hyland, Ken. 2006. Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.

The result shows that criticism feedback is the second feedback that the teacher used the most in commenting on the students' work (see table 4.2). Despite the fact that the most of the revisions were based on suggestions, they did not result in the most effective revisions because the majority of them were not clear. The criticism feedback given by the teacher was more direct in pointing out the students' mistakes.

The examples of criticism feedback by the teacher such as "*less elaboration*", "*wrong grammar*", "*I didn't know the meaning of it*", "*do not combine findings and discussion*", "*the sentence is unclear*", "*this is repetition, delete on of them*", "*your literature review is not good*", "*this paragraph is confusing*", and "*the sentences are ambiguous*".

These criticism feedbacks show the expression disgust or rejection.[164] It's worth noting that in this pedagogical framework, criticism is meant to be helpful feedback that points out a writing issue, if addressed by the learners. It has the opportunity to improve their narrative and encourage them in developing their writing skills. As a consequence, while criticism feedback can appear to be negative comments, it is intended to achieve positive results or outcomes by assisting students in recognizing where and why issues emerge in their writing.

According to research conducted by Van der Borght, Schouppe, & Notebaert showed that negative comment or error comment is remembered better than correct feedback or positive feedback.[165] Criticism feedback helps the learner

[164] Jere Brophy. (1981). Teacher praise: a functional analysis. *Review of Educational Research*, 55(1), p. 6.
[165] Van der Borght, L., Schouppe, N., & Notebaert, W. (2016). Improved Memory for Error Feedback, *Psychological Research, 80*(6), p. 1049-1058.

to criticize their writing to improve their ability to write critically. For instance, students' ability in writing literature review is not proper and then the educator gives them criticism feedback such as "*your literature review is not good*". If the review of related literature of the research is unclear, the reader may be confused about what they are going to talk about that part. The aim of a review of the literature is to reflect back at what other scientists have researched on a given issue.[166] In addition, The goal of a literature review is to look back at what other experts have researched on a particular issue.[167] So learners need to think critically when writing their literature review paragraph as literature review is not only wrapping up previous studies that are relevant with the study.

3. Marginal Feedback

This feedback is used to help the students to correct their mistakes on the line or sentence of their writing. Marginal feedback refers to immediate assistance by the instructor in certain parts of the pupils' draft.[168] The result of the research shows that the marginal feedback is mostly in the form of short questions. This finding align with a research conducted by Ferris, she discovered that the majority of marginal comments was short or average, whereas the end comment was average and long indicating that they were summative. In addition, the most common variety of marginal comment was "ask for information" meanwhile the most regular

[166] Leedy, P.D. & Ormrod, J.E. (2005). Practical Research: *Planning and Design.* Eight Edition. Upper Saddle River, New Jersey: Merril Prentice Hall, p. 84.
[167] Leedy, P.D. & Ormrod, J.E. (2005). Practical Research: *Planning and Design.* Eight Edition. Upper Saddle River, New Jersey: Merril Prentice Hall, p. 70.
[168] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), 102.

type of end comment was positive comment.[169] The marginal feedback informs learners about particular errors they made while writing the article.

The examples of marginal feedback by the teacher are such as "*what is the significance of telling this info?*", "*do you even understand what classroom discipline is?*", "*where is it from?*", "*is it valid?*", "*really? what and where are the evidence?*", "*you have not mention any theories from any articles*", "*what text that you use in your instrument?*", "*you forgot to mention the …*", "*what picture do you mean in this part?*", "*what is the differences between your study and previous studies?*", and "*they probably or they may?*"

According to Sommers' first result, this phenomenon called "appropriation of the text," occurs when an instructor's comments draw students' attention away from their own purpose in producing a certain text and instead on the instructor's goal in commenting on it.[170] The specific feedbacks help the learners in order to develop their skill thinking critically in writing academically. Feedback establishes a relationship between learners and educators which supports the values and feedback, especially improving their thinking. For example, the background of the study that learner's write is not clear enough, mainly about the previous studies that they used, then they got marginal feedback from the teacher such as "*what is the differences between your study and previous studies*?". By receiving this marginal feedback, helps them to realize that they did not show the differences between their

[169] Ferris, D. (1997). The Influence of Teacher Commentary on Student Revision. *TESOL Quarterly* 31, 315-339.
[170] Sommers, N. (1982). Responding to Student Writing. *College Composition and Communication, 33*(2), p. 149.

study and previous research. So the students need to compare their research and the previous research to know the difference.

4. End Feedback

The teacher gives end feedback to the learners as overall feedback related to their writing. End feedback is like summary feedback that is given in the end of the document, it is normally summary of more attention in an essay.[171] The result of the research shows that the end comment is mostly in the form of a long comment. This finding align with a research conducted by Ferris, she discovered the end feedbacks were average and long indicating that they were summative.[172] This means that the most end comment given by the teacher is in the form of long feedback.

The examples of end feedback by the teacher are such as "*overall, it is well-written draft. The part that you need to improve are …*", "*overall it is good, but you need to elaborate some parts: …*", "*This is my comment for your paper. Your topic of your article is fine. However, …*", "*here are things you should be in mind: …*", "*your paper need a major revision. Please read all my comment carefully*", "*you have not mention any theories from any articles*", "*After reading your article especially, introduction, literature review, and result section, I doubt that you understand about the topic of your research …*", and "*This is my comment for your paper. Your topic of your article is fine. However, …*".

[171] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), 102.
[172] Ferris, D. (1997). The Influence of Teacher Commentary on Student Revision. *TESOL Quarterly* 31, 315-339.

According to Ashwell[173], Lunsford[174], Straub & Lunsford[175] contend that the end comment has typically been discussed from the perspective of its efficacy in communicating student revision strategies. By using the end feedback, it helps the students think critically as the feedback only given at the end of their writing. For instance, after reading the students' writing, the teacher gave the end comment such as "*Overall, it is well-written draft. The part that you need to improve is the section of finding. In the last meeting of AWW course, I have explained how finding section should be written including what should and not to be covered. Please review that slide. Also, please revise your draft according to my comment and feedback*". Based on this end feedback should think critically what section should be covered in the finding since finding discusses the result of the research. Finding is a critical element to represent the data without interpreting it, the result should also synchronize with methodology. On the other hand, students also asked to revise their draft according to the comment that was given by the teacher, which means that there are some parts that need to be revised. So the students should analyze the comment carefully.

According to the theory from Hyland and Hyland[176] there are three types of feedback; praise, criticism, and suggestion. However, there are two feedbacks only

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[173] Ashwell, T. (2000). Patterns of Teacher Response to Student Writing in a Multiple-draft Composition Classroom: Is Content Feedback Followed by Form Feedback the Best Method? *Journal of Second Language Writing, 9*(3), 227-257.

[174] Lunsford, R. F. (1997). When less is more: Principles for Responding in The Disciplines. In M. D. Sorcinelli P. Elbow. (Eds.) *Writing to learn: Strategies for Assigning and Responding to Writing Across the Disciplines*. (pp. 91-104). San Francisco: Jossey-Bass.

[175] Straub, R. & Lunsford, R.F. (1995). *Twelve Readers Reading: Responding to College Student Writing*. Cresskill, NJ: Hampton Press.

[176] Hyland, Fiona & Hyland, Ken. 2006. Feedback on Second Language Students' Writing. *Language Teaching*, 39(2), pp. 86.

that appear in this research, these are suggestion feedback and criticism feedback. while according to Raihany[177] types of feedback are marginal feedback versus end feedback, positive feedback versus negative feedback, and test specific versus general feedback. However, there are two feedbacks only that appear in this research, these are marginal feedback and end feedback. In writing an academic article, learners need to have enough skill to organize and generate ideas and put those ideas into coherently. These types of feedback give an essence to the students about the development of their writing logically. Valensiana stated that as the writer, learners see the feedback given by the teacher is extremely important in developing students' writing.[178] Feedbacks given by the teacher give the students reference to evaluate and interpret ideas in writing critically their academic article. Evaluation and interpretation are the highest level of critical thinking.[179] It is also supported by Paul and Elder as cited in Arsal that critical thinking involves the ability to analyze and examine something in order to improve it.[180] So it can be said that those types of feedback have a good point to enhance students' evaluation and revision to develop their writing critically.

2. The Development of Students' Critical Thinking Skills through Teachers' Feedback in Academic Writing

[177] Afifah Raihany. (2014). The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process. *OKARA*, I (9), 102.
[178] Valensiana V. A. Ustoyo. (2018). "Online Peer Feedback to Facilitate Students' Critical Thinking: A Case Study at Uin Sunan Ampel Surabaya". (Thesis: UIN Sunan Ampel Surabaya).
[179] Kennedy, M., Fisher, M. B., & Ennis, R. H. (1991). *Critical Thinking: Literature Review and Needed Research*. In L. Idol, & B. P. Jones (Eds.). *Educational Values and Cognitive Instruction: Implications for Reform, Hillsdale*, NJ: Lawrence Erlbaum.
[180] Arsal, Z. (2015). The Effect of Microteaching on the Critical Thinking Dispositions of Pre-service Teachers. *Australian Journal of Teacher Education (Online)*, 40(3), pp. 140-153.

Critical thinking means interpreting logical arguments. Thinking critically is important for the student college. The research results conducted by Bassham, Irwin, Nardone, and Wallace showed that critical thinking skills are developed through college education, which leads to higher-order thinking.[181] Learners should use skills in thinking critically to use the analytical resources that critical thinking provides, such as definitions and values that enable them to evaluate. Furthermore, according to Nor, the contribution of the object and purpose of critical thinking is important to teaching critical thought in writing academically. Academic writing provides a framework in which to promote thinking critically in relation to the expression of specific ideas that will be communicated with audiences.[182] Therefore, critical thinking is crucial in academic writing because it relates to the expression of specific ideas that will be communicated with the readers.

Based on the result in the finding section, pupils' critical thinking in writing an academic article increased. The development can be seen from the activity of pre-writing, writing, revising and editing. Olson stated that pre-writing, writing, revising, and editing activities can help to develop the ability to think critically.[183] However, this research only applied three activities, those are prewriting, writing, and revising. The theory of critical thinking that proposed as taxonomy of Anderson

[181] Bassham, G., Irwin, W., Nardone, H., & Wallace, J. M. (2013). *Critical thinking: A student's introduction* (5th ed.). New York, NY: McGraw-Hill.
[182] Nor Shidrah Binti Mat Daud. (2012). Developing Critical Thinking Skills in Tertiary Academic Writing Through the Use of an Instructional Rubric for Peer Evaluation. Dissertation: University of Canterbury.
[183] Olson, C. B. (1992). *Thinking writing: Fostering Critical Thinking Through Writing*. New York: Harper Collins Publishers.

and Krathwohl[184] that have been revised based on Bloom's taxonomy[185] was used to know the development of students' critical thinking through feedback in academic writing.

In the pre-writing activity, the feedback appears for the level of critical thinking is understanding (beginning). Understanding is constructing meaning. According to Anderson and Krathwohl, understanding which involves using various types of functions to construct context (instructional messages, as well as verbal, written, and graphic communication).[186] As we can see in the findings, the students are able to construct the problem of the research, predict the solution of the problem that they will investigate, summarize the theories that related to their study, and understand what method is appropriate with their research. These abilities show that learners already understand what they will do in their research. According to Norris and Ennis, Critical thought is rational and analytical thinking that is based on determining what to believe or do.[187] It means that students already understand the topic of their research in academic writing.

In contrast, a study conducted by Kartikaningsih[188] showed that Indonesian students lack critical thinking in argumentative texts they wrote for class assignments because they have little knowledge of both the meaning of critical

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[184] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[185] Bloom, B. S. (1956). Bloom's Taxonomy of Educational Objectives. New York: Longman.

[186] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[187] Norris, S. P. & Ennis, R. H. (1989). *Evaluating critical thinking.* Pacific Grove, CA: Midwest Publications, p.1.

[188] Kartikaningsih, H. (2016). *Multilingual re-instantiation: Genre pedagogy in Indonesian Classrooms*. Unpublished PhD Thesis. Sydney: The University of Sydney.

thinking and how to apply it to their writing (see Junining[189], Gustine[190], and Emilia[191]). It can be seen that pupils lack critical thinking in argumentative texts they wrote for class assignments. However, Lilis and Turner pointed out that writing critically is seen as how students consolidate their understanding about subject areas and as a common way of learning about the depth and essence of the comprehension of individual students.[192]

Furthermore, the feedback appears for the level of critical thinking in pre-writing activity is factual knowledge. According to Krathwohl, factual knowledge is the basis of what students need to know about a subject or how to solve problems.[193] Factual knowledge contains the fundamental elements that students need to know about or solve problems in the discipline.[194] In this part, students applied the basic knowledge that they have in these pre-writing activities. It can be seen from the learners' ability to conclude the basic information of the problem, know about a discipline or to resolve the issues, share the basic ideas about their topic in literature review and give information about correlation design with their research.

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[189] Junining, E. (2016). Developing Critical Thinking Skills in Language Teaching: Oral Interpretation Class. *Proceeding of International Conference on Teacher Training and Education, 1*(1), 870- 873.

[190] Gustine, G. G. (2013). Designing and Implementing a Critical Literacy-Based Approach in an Indonesian EFL Secondary School. *International Journal of Indonesian Studies, 1*, 2-21.

[191] Emilia, E. (2005) *A Critical Genre-Based Approach to Teaching Academic Writing in A Tertiary EFL Context in Indonesia*. PhD Dissertation. Melbourne: Melbourne University.

[192] Lillis, T., & Turner, J. (2001). Student Writing in Higher Education: Contemporary Confusion, Traditional Concerns. *Teaching in Higher Education, 6*(1), 57- 68.

[193] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[194] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

The main feedback that students got from the teacher in this activity are suggestion feedback and marginal feedback. These two feedbacks help the pupils to develop their skill to write critically as in the suggestion feedback the teacher gives advice to their writing. Suggestions were the kind of feedback leading to student review rather than two other feedbacks. The learners indicated that such comments are necessary to help them in developing their writing and improving their thinking.[195] In addition, the marginal feedback also contributes to improving their writing critically as the teacher gives specific comments in their writing.

After getting feedback from the teacher, the students continue their writing activity. In the writing activity, the feedback appears for the level of critical thinking are applying and analyzing (developing). Applying is the ability to use the procedure through implementing. As Krathwohl stated that applying is executing or introducing a process to carry out or use it.[196] In this activity students are able to implement the feedback given by the teacher in the pre-writing activity. It can be seen from the development of their writing before given feedback in the pre-writing section and after given feedback in the writing section. According to Leighton, Chu, & Seitz, when students consider the learning environment in the classroom to be safe and stable, with a trusting educator-learner relationship, they are more likely to believe and acknowledge the feedback message as valuable, and to use its content

[195] Razlina Razali & Rohaiza Jupri. (2014). Exploring Teacher Written Feedback and Student Revisions on ESL Students' Writing. *Journal of Humanities and Social Science*, 19(5).
[196] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

to change their thought and learning.[197] It can be said that accepting a teacher's comment by applying the feedback helps the learners to influence their thinking. Learners can learn how to develop their writing critically by getting comments from the educators.

Furthermore, analyzing is separating materials or principles into pieces, determining the interrelation or relationship between components to a complete structure or purpose.[198] In this part learners are able to analyze the relevance information that they put in defining the problem, analyzing the solution by identifying the problems that they share, analyze the previous studies that relevant with the research critically, analyze a reasonable method and add some information about research design, subjects, etc., represent the data of the result synchronize with the methodology, appropriately and accurately analyze but not yet interpret the result, and clearly states and discusses conclusions. According to Crow and Linda, the following skills are included in the concept of critical thinking: examining the arguments, evidence or claims; using inductive or deductive reasoning to make inferences; assessing or judging; making decisions or resolving issues; and asking and responding to clarification questions.[199] In addition, Sinaga & Firanie contend that analyzing statements, claims or proofs often takes place

[197] Leighton, J. P., Chu, M-W., & Seitz, P. (2013). Cognitive Diagnostic Assessment and The Learning Errors and Formative Feedback (LEAFF) Model. In R. Lissitz (Ed.), *Informing the Practice of Teaching Using Formative and Interim Assessment: A System Approach* (pp. 183-207). Charlotte, NC: Information Age Publishing.

[198] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[199] Crow, Linda (1989). *Enhancing Critical Thinking in the Sciences Society for College Science Teachers.* Washington, DC.

while pupils are at the point of evaluating their writing.[200] It means that these abilities of thinking critically relate with some previous studies.

In addition, the feedback that also appears for the level of critical thinking in writing activity is conceptual knowledge. According to Krathwohl, conceptual knowledge is interlinking between fundamental aspects within a larger framework that enable them to collaborate.[201] In this part, learners are able to understand to connect the concept and the theories that they used in defining the problem, understand the concept of the relationship between the problem and the solution, explain the theories that they have been put in a paragraph, explain the information that be detailed enough to ensure that the findings of their research, understand the concept of the relationship among the data of the finding, assess the relationship between the findings and the study related with their research, assess the interconnection between the all the information that they get from their study.

The main feedback that students got from the teacher in this activity are criticism feedback and end feedback. These two feedbacks help the pupils to develop their thinking critically in academic writing as criticism feedback criticizes their work to achieve a good purpose even criticism feedback can be the expression of disgust. Criticism feedbacks show the expression disgust or rejection.[202] However, criticizing the work intended to good aim which is improving their

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[200] Sinaga, Parlindungan & Feranie, Shelly. (2017). Enhancing Critical Thinking Skills and Writing Skills through the Variation in Non-Traditional Writing Task. *International Journal of Instruction,* 10(2), pp. 69-84.

[201] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[202] Jere Brophy. (1981). Teacher praise: A Functional Analysis. *Review of Educational Research*, 55(1), p. 6.

writing critically. In addition, the end feedback also contributes to improving their writing critically as the teacher gives summary feedback that is given in the end. Ashwell stated that the effectiveness of the end statement in communicating student revision techniques has generally been addressed.[203] End feedback helps the students critically as the feedback is only given at the end of their writing.

After getting feedback from the writing activity, students continue the revising activity. This activity was the last activity that students do in the writing process, meaning that this is the final draft of the students' writing. In this part, students' level of critical thinking is evaluating (competent). Evaluating means by testing and critiquing, making decisions based on requirements and standards.[204] In this activity, pupils are able to evaluate the information by giving voice to what additional information is required to solve the issue, critique by judging which way the best way to solve a given problem is. These result align with a study conducted by Abdullah Armağan, mentioned that the relevant subject matter and the issue to be resolved should be addressed in the introduction, the problem should be identified, and key sources related to the subject should be discussed, and it is important to explain our solution suggestions, in other words, to convey the purpose.[205] Learners are able to synthesize summary of the previous studies that are relevant with the research. In line with this, Leedy and Ormrod stated that in a

[203] Ashwell, T. (2000). Patterns of Teacher Response to Student Writing in a Multiple-draft Composition Classroom: Is Content Feedback Followed by Form Feedback the Best Method? *Journal of Second Language Writing*, *9*(3), 227-257.

[204] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

[205] Abdullah Armağan. (2013). How to Write an Introduction Section of A Scientific Article?. *Turkish Journal of Urology*, 39(1), p. 8-9. doi: 10.5152/tud.2013.046

literature review, the researcher critically evaluates, rearranges, and reconstructs the work of the others.[206]

Furthermore, students can clearly articulate the research design, the procedures for collecting and analyzing the data, and the design of the solution, explained accurately. Learners are also able to appropriately and/or creatively explain the findings. In line with this, Fox & Jennings stated that the main aim of the results section is to neutrally explain but not yet interpret the empirical results and conclusions from the analysis.[207] Learners are able to interpret and explain the result of the research and compare it to the previous research. The aim of the discussion part is explaining the findings and demonstrating how they contribute to the answers to the problems addressed in the introduction.[208] Pupils also clearly state and discuss conclusions. It should just restate the final and most general conclusions, not the arguments presented throughout the results and discussion.

The level of critical thinking that also appears in revising activity is conceptual knowledge. According to Krathwohl, conceptual knowledge is the interconnections between the fundamental elements within a broader framework that allow them to work together.[209] In this part, students are able to assess the problem or in the other word students can determine the important problem that they talked about, assess the concept of the relationship between the problem and

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[206] Leedy, P.D. & Ormrod, J.E. (2005). Practical Research:…, p. 84.

[207] Fox, B.H., & Jennings, W. G. (2014): How to Write a Methodology and Results Section for Empirical Research, *Journal of Criminal Justice Education, 25*(2), 137-156. DOI: 10.1080/10511253.2014.888089

[208] Chris A. Mack. (2018). *How to Write…* p. 8.

[209] Anderson, L. W., & Krathwohl, D. R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition*. New York: Longman.

the solution, organize the theories that they have been put in a paragraph, assess the fact that be detailed enough to ensure that the results of their research, determine the connection between the findings and the study related with their research clearly, and assess between the all the information that they get in the finding and discussion from their research as conclusion provide a brief review of the findings and discussion. However, it is more than just an overview.

This finding supports Paul and Elder's assertion that standards of intellectual, consistency, reasoning, relevance, and material scope and depth are factors in developing writing tasks to foster their skill in thinking critically about the topics to write about.[210] In addition, Paul & Elder also stated if the logic of the principles of critical thought, significance, width, and complexity are reinforced, Students can move from surface learning to in-depth learning with explicit feedback. However, the findings are different with the theory from Olson that thinking critically can be developed by some activities such as prewriting, writing, revising, and editing. In this research only 3 activities are used; prewriting, writing, and revising. But, the result showed that students' ability to think critically is developed through these three activities. The development can be seen from the students' ability in writing critically such as analyzing the relevance information that they put in defining the problem and analyzing the solution by identifying the problems that they share. Paul and Elder[211] stated that one of the characteristics of critical thinking is communicating with others effectively in finding solutions to

[210] Paul, R., & Elder, L. (2008). *The Thinker's Guide to Analytic Thinking: How to take things apart and what to look for when you do* (2nd ed.). Dillon Beach, CA: The Foundation for Critical Thinking.
[211] Paul, R. and Elder, L. (2010). *The Miniature Guide to Critical Thinking Concepts and Tools.* Dillon Beach: Foundation for Critical Thinking Press.

complex problems. It means that the critical thinker is able to communicate properly with others to solve complex problems. In addition, students are challenged to analyze, then make value judgments, data and knowledge, challenges and possible solutions in writing for reflection.[212] So even the activities of writing are different from the theory but it has the same result that students' critical thinking is developed in writing academically.

In short, students' critical thinking in academic writing is developed through the feedback given by the educator from understanding (beginning) to evaluating (competent), while the knowledge dimension of learners' thinking critically developed from factual knowledge to conceptual knowledge.

[212] E. Cooney, A. Alfrey & S. Owens. (2008). Critical Thinking in Engineering and Technology Education: A review, *American Society of Association of Engineering Education (ASEE) Conference*, Pittsburg, PA, June 22–25.

CHAPTER V
CONCLUSION AND SUGGESTION

Based on the findings and discussion, this chapter presents the conclusion and recommendations for further studies on this issue. The findings and discussions can be summarized as follows.

A. Conclusion

Finally, based on the data collected in the findings, feedback has four types that can develop students' critical thinking in academic writing. These are suggestion feedback, criticism feedback, marginal feedback, and end feedback. Suggestion feedbacks given by the educator help the pupils to develop their skill to write and criticize their writing. *Adding more review* is the example of suggestion feedback. Even though criticism feedback is known to show the expression disgust or rejection, but it was more direct in pointing out the students' mistakes. The example of criticism feedback is that *the literature review is not good*. Marginal feedback helps the learners to correct their problems on the line or sentence in order to develop their critical thought in writing academically. *What picture do the students mean in this part?* is the example of marginal feedback. End feedback is summary feedback that given in the end of the pupils' work, it helps the students to think critically as the feedback only given at the end of their writing. The example of end feedback is *overall it is good, but students need to elaborate some parts*.

The development of learner's critical thinking in academic writing can be seen from the processes of writing, which are pre-writing, writing, and revising. In the pre-writing section, learners did cognitive process of understanding (beginning)

and knowledge dimension of factual knowledge. It can be seen from some abilities that learners did, for example construct the problem of the research, summarize the theories related, apply their basic knowledge to their writing, etc. In addition, the main feedbacks used in this section are suggestion feedback and marginal feedback. The next section is writing, students did cognitive process of applying and analyzing (developing) and knowledge dimension of conceptual knowledge. It can be seen from the ability of implementing the feedbacks given by the teacher in the pre-writing activity, analyze the relevance information that they put in defining the problem, explain the information that is detailed enough to ensure that the findings of their research, etc. In addition, the main feedbacks used in this section are criticism feedback and end feedback. The last section is revising, students did cognitive process of evaluating (competent) and knowledge dimension of conceptual knowledge. It can be seen from the ability to evaluate the information by expressing the need for additional information to address an issue, assess the concept of the relationship between the problem and the solution, etc.

B. Suggestion

Based on the conclusion of the research above, the recommendations are given for the learners and future research.

1. To Lecturer of Academic Writing

It is important for a lecturer to give feedback in students' writing. This is to properly support learners in thinking critically. By giving feedback, it is hoped that they will know how to take steps and what they have to do to carry out the

information they have and the knowledge they get during the writing process. Thus, it will encourage learning in particular in academic writing, which includes the skills of thinking critically.

2. To Students

It is essential for students to receive feedback from the teacher. This can give them correction, more precise feedback and appropriate feedback for students' writing to improve their critical thinking as well. So, it is hoped that feedback will help them to write critically in academic writing.

3. To Further Researcher

For future researchers who might be interested in the same issue, they can do the next research about the varieties of expressions that teachers used in giving feedback that can develop critical thinking. They also can do research about students' belief about which feedbacks help them to develop critical thinking.

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