

REFERENCES

- Alice, Oshima, dkk. 1991. *Writing Academic English*. New York: Longman.
- Anderson, Mark. 1997. *Text Type in English 2*. Australia: Mackmillan.
- Ary, Donald. 2002. *Introducing to Research in Education (6th Ed)*. United States of America: Wadsworth Group.
- Best, John. W. 1981. *Research and Education*. New Jersey: Prentice Hall. Inc.
- Boardman, Cynthia. A. 2002. *Writing to Communicate (Paragraph and Essay)*. New York: Longman.
- 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*, 2, 267–296.
- Ellis, R., Sheen, Y., Murakami, M., & Takashima, H. (2008). *The effects of focused and unfocused written corrective feedback in an English as a foreign language context*. *System*, 36, 353–371.
- Ellis, R. (2001). *Introduction: Investigating form-focused instruction*. *Language Learning*, 51, 1–46.
- Ellis, R. (2009). *A typology of written corrective feedback types*. *ELT J*, 63(2), 97-107.
- Harmer, Jeremy. 2004. *English Language Teaching*. New York: Longman.
- Harmer, Jeremy. 2004. *How to Teach Writing*. New York: Longman.
- Hidayat, Tulus. 1997. *Psikologi Remaja*. Purwakarta: Universitas Sebelas Maret.
- Kassen, M. A. (1995). *Responding to foreign-language student writing: Expanding our options*. In M. Haggstrom, L. Morgan, & J. Wieczorek (Eds.), *The Foreign Language Classroom: Bridging Theory and Practice (pp. 99-117)*. New York: Garland.
- Krashen, S. D., & Terrell, T. (1983). *The natural approach: language acquisition in the classroom*. New York: Pergamon.
- Lightbown, P. M., & Spada, N. (2006). *How languages are learned (3rd ed.)*. Oxford: Oxford University Press.

- Long, M. H. (1988). *Instructed interlanguage development*. In L. M. Beebe (Ed.), *Issues in second language acquisition: Multiple perspectives* (pp. 115-41). Cambridge, MA: Newbury House/Harper and Row.
- Long, M. H. (1990). *The least a second language acquisition theory needs to explain*. *TESOL Quarterly*, 24(4), 649-666.
- Meyers, Allan. 2005. *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.
- Neo, Ernest. 2005. *Narrative for 'O' Level*. Malaysia: Longman.
- Piaget, J. (1950). *The psychology of intelligence*. New York: Routledge.
- Piaget, J. (1953). *The origin of intelligence in the child*. London: Routledge & Kegan Paul.
- Robb, T., Ross, S., & Shortreed, I. (1986). *Saliency of feedback on error and its effect on EFL writing quality*. *TESOL Quarterly*, 20, 83-93.
- Sheen, Y. (2007). *The effect of focused written corrective feedback and language aptitude on ESL learners' acquisition of articles*. *TESOL Quarterly*, 41(2), 255-283.
- Truscott, J. (1999). *The case for "the case for grammar correction in L2 writing classes": A response to Ferris*. *Journal of Second Language Writing*, 8, 111-122.