

Effect of Focused and Unfocused Feedback on Learners' Writing Accuracy within Different Gender and Cultural Background Groups

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Abstract

This research is to measure the effect of focused and unfocused feedback on second language (L2) learners' writing accuracy with involving gender and learners' cultural background factors. The study applied a pretest-posttest quasi-experimental design. The participants were 128 learners at IAIN Palangka Raya, Indonesia. During the learning process, the first treatment group was treated using Focused Direct Feedback; the second treatment group was treated using Unfocused Direct Feedback, and the control group was not given any treatments or No Feedback. Data were analyzed using a three-way ANOVA analyses. The analysis confirmed that the focused direct of feedback gave a facilitative effect on the learners' writing accuracy. In terms of gender, the learners' writing accuracy differed significantly different between males and female. In terms of cultural background, the learners' writing accuracy did not differ significantly among each ethnics. There were no differences significantly on the learners' writing accuracy caused by gender and the types of corrective feedback factors. There were no differences significantly on the learners' writing accuracy caused by cultural background and types of corrective feedback factors. There were no differences significantly on the learners' writing accuracy caused by gender and cultural background factors. There were no differences significantly on the learners' writing accuracy caused by gender, cultural background the types of corrective feedback factors. To conclude, it was noted that gender and different types of feedback had a vital thing in increasing learners' writing accuracy. Corrective feedback was important for both the teachers and learners in L2 writing class.

Keywords: gender, cultural background, focused and unfocused feedback, writing accuracy

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Introduction

During many years, Written Corrective Feedback has been observed from different views. In the perspective of the behaviorist approach of the 1950s and 1960s, errors were regarded as non-learning and they ought to be corrected. Historically, giving corrective feedback is seen from various perspectives. In 1996, Truscott argued that feedback should be avoided. His response was intended to Ferris (1999) who disagreed to Truscott's claims. Since then, some researchers investigated on written feedback. In the perspective of the behaviorist approach, errors are considered as the result of non-learning and must be corrected. In line with this, Bitchener & Ferris (2012) state that errors were perceived much more negatively than today's education. Behaviorists assumed that errors should be corrected strictly and systematically.

Being able to write an essay has been considered as an urgent skill at an Essay Writing class. Writing can be a hard task for learners in the classroom (Wessels, & Herrera, 2014). The 2015 syllabus for English Study Program at IAIN Palangka Raya stated that the learners were designed to be able to write an essay about 450-500 words. Since some researchers have found feedback to have positive and, a few of them, negative effects on L2 writing, it is important to explore it and how feedback gives effect on the learners' writing performance. To develop learners' writing skills, written feedback as a teaching tool has been discussed extensively in the teacher training college. Although it may seem like something solely positive, the topic is quite controversial; and when implementing it in writing classroom setting there are questions to be asked. For example, does the written corrective feedback give a facilitative effect or not for the students? the answer to that particular question does not come easily. Over the years, experts have measured the effects of feedback on L2 writers with different results. This is one of the reasons for the researcher to measure the effect of feedback regarding gender and learners' cultural background.

Researches on the impact of feedback have been conducted by some researchers. For example, Saeb (2014) measuring the influence of focused and unfocused feedback for L2 beginners found that focused and unfocused feedback groups gave a facilitative effect on learners' writing accuracy for both experimental classes. However, the focused and unfocused groups did not differ significantly. Meanwhile, Sonja (2013) confirms that focused feedback was useful in developing writing accuracy. Next, Ellis, Sheen, Murakami, & Takashima (2008) found that the feedback gave effect for focused and unfocused class. Then, Sheen, Wright, & Moldawa (2009) measuring the effects of the focused and unfocused approaches, found that focused feedback contributed to grammatical accuracy. All results indicated that focused and unfocused feedback was useful in writing' accuracy. In the current study, Focused Direct Feedback (FDF) was operationalized as (1) showing the error location by crossing the errors of a linguistic error (for example observing pronoun agreement for the first writing product, examining verb agreement for the second writing product, and examining singular plural forms for the third writing product) and (2) giving the appropriate forms.

Unfocused feedback is the model of feedback in which all learners' linguistic errors are corrected by language instructors (Ellis et al., 2008; Ellis, 2009). Unfocused feedback involves giving feedback on all errors. Here, the feedback was given on all language forms. In the current study, Un-focused Direct Feedback (UDF) was operationalized as (1) indicating the error location

on all linguistic errors made by the learners; (2) giving the appropriate forms for all errors. Thus, it involved giving feedback on all errors.

The other factor for successful learning in an L2 writing class is the learners' cultural background. Hyland (2003) states that cultural factors are reasons for writing differences. Cultural factors formed students' background insights and it influenced their writing performance. In addition, Made & Fitriati (2017) state that cultural aspect constraints appeared more frequently. Indonesia is a multicultural country. It automatically makes Indonesia becoming a multilingual country. In Indonesia, each culture has its own language and dialect. According to Brown (2007), culture is a way of life. In the present study, there are only three ethnic cultural backgrounds being discussed: Javanese, Banjarese, and Dayaknese. In my opinion, the students cultural background makes the writing differences and can influence the way of the appropriate feedback. Teachers and students from different cultures may misunderstand their communication in the writing process, which causes ineffective feedback.

Different from all studies above, this research emphasizes on measuring the influence of focused and unfocused direct feedback with involving different gender and learners' cultural background as potential factors for successful learning. The novelty of this study is that the learners' gender and cultural background were taken into consideration for deeper analyzing data. The purpose was to measure the effect of focused and unfocused direct feedback by considering gender factors: male and female; and cultural background factors: Dayak, Banjarese, and Javanese. Therefore, the research problems: (RQ1) Does the learners' writing accuracy differ significantly caused by types of corrective feedback factor? (RQ2) Does the learners' writing accuracy differ significantly caused by gender factor? (RQ3) Does the learners' writing accuracy differ significantly caused by cultural background factor? (RQ4) Does the learners' writing accuracy differ significantly caused by the gender and types of feedback factors? (RQ5) Does the learners' writing accuracy differ significantly caused by the learners' cultural background and types of feedback factors? (RQ6) Does the learners' writing accuracy differ significantly caused by gender and cultural background factors? (RQ7) Does the learners' writing accuracy differ significantly caused by gender, learners' cultural background and types of feedback factors?

Method

This part covered the research method, design, participants, procedures, and analysis of data. The design applied a pretest-posttest quasi-experiment. Participants were 128 L2 learners at IAIN Palangka Raya of 2018/ 2019 academic years. The participants were assigned randomly into two groups based on gender (male 56 and female 72), and three groups based on their cultural background: (Dayaknese 38, Banjarese 42, and Javanese 48). They were also clustered into three groups consisting of two experimental classes: the first treatment class (n=44), the second treatment class (n=41), and one control class (n=43). The distribution of the participants was described in this table 1.

Table 1. *The Participants*

Types of Feedback	Learners' cultural background						Total
	Dayaknese		Banjarese		Javanese		
	Male	Female	Male	Female	Male	Female	
Focused Direct Feedback (FDF)	6	8	5	7	8	10	44

Unfocused Direct Feedback (UDF)	5	6	6	8	7	9	41
No feedback (NF)	6	7	7	9	6	8	43
Subtotal	17	21	18	24	21	27	128
Total	38	42	42	48	48	48	128

Procedures

The entire study was spread over one semester in writing essay class. Each meeting was done a week for 16 meetings. At the early beginning, all participants were given pretest to observe the existing ability in writing an essay. During the class, the treatment group 1 was given treatment using Focused Direct Feedback (FDF). Here, the teacher provided the feedback by (1) identifying the errors by crossing the errors of a linguistic error (for example observing pronoun agreement for the first writing product, examining verb agreement for the second writing product, and examining singular plural forms for the third writing product) and (2) giving the appropriate forms. Then, the treatment group 2 was given treatment using Unfocused Direct Feedback (UDF). Here, the teacher provided all linguistic errors made by the learners. It involved giving feedback on all errors. On the contrary, the control group was not given any treatments. The teacher assigned the participants to write an essay. Then, the teacher handed the participants' writing to be assessed without providing feedback or No Feedback (NF). At the last session, all participants were given a writing posttest. They should write an essay about 450-500 words. The students' composition was scored using the scoring method as developed by Weigle (2002,) and scoring standard of IAIN Palangka Raya (2011, p. 15). It was done to produce the right criteria to score the idea development aspects of students' essay writing.

Data Analysis

The hypotheses of null are: (a) the population mean of writing score did not differ due to the types of corrective feedback factor; (b) the population mean of writing score did not differ due to the gender factor; (c) the population mean of writing score did not differ due to the learners' cultural background factor; (d) the gender and types of feedback factors did not give interaction effect in the population mean of writing score; (e) the learners' cultural background and types of feedback factors did not give interaction effect in the population mean of writing score; (f) the gender and learners' cultural background factors did not give interaction effect in the population mean of writing score; and (g) gender, learners' cultural background and types of feedback factors did not give interaction effect in the population mean of writing score. Responding to the seven research questions; a three-way ANOVA test was applied. It is used to measure the interaction effect between three independent variables toward a dependent variable. Here, there were three categorical independent variables being investigated, namely: gender (male-female), learners' cultural background (Dayaknese, Banjarese, and Javanese), and types of feedback (Focused and Unfocused Direct Feedback); and one dependent variable: learners' writing score. The scores of the three groups were analyzed with a three-way ANOVA and the outcomes were compared to see the interaction effect of independent variables (focused and unfocused feedback) on the learners' writing accuracy with involving gender factors (male and female), learners' cultural background (Dayaknese, Banjarese, and Javanese). All statistical procedures were calculated using SPSS software (version 16).

Results

Before testing the hypotheses, the normality and homogeneity tests, as required in ANOVA test assumption, were conducted. As a result of Shapiro-Wilk statistic, the sig. value (p-value) for each category for Dayaknese FDF male ($p=0.893$), female ($p=0.987$); for Banjarese FDF male ($p=0.980$), female ($p=0.875$); for Javanese FDF male ($p=0.604$), female ($p=0.687$); for Dayaknese UDF male ($p=0.167$), female ($p=0.421$); for Banjarese UDF male ($p=0.106$), female ($p=0.930$); for Javanese UDF male ($p=0.071$), female ($p=0.410$). Meanwhile, Dayaknese NF male ($p=0.451$), female ($p=0.990$); for Banjarese NF male ($p=0.279$), female ($p=0.280$); for Javanese NF male ($p=0.786$), female ($p=0.758$). Since all p-values were higher than 0.050, it was said that the data were in normal distribution. Then, the output of Levene's Test was ($p=0.811 > 0.05$). It meant the data were homogenous.

Testing Statistical Hypothesis

To answer the research questions, the learners' composition of both groups were scored by two raters. It was found to be 0.871, showing that both raters gave balanced scores about learners' composition (see Table 2 in Appendices).

From the table above, it was found the average writing scores of each group based on gender, learners' cultural background and feedback types as follows. The mean score of male Dayaknese learners using FDF was 72.67; female 75.50; male Banjarese learners were 69.20; female 76.29; male Javanese learners was 72.00; female 76.70. Then, the mean score of male Dayaknese learners using UDF was 66.00; female 75.17; male Banjarese learners was 69.17; female 73.38; male Javanese learners was 68.86; female 73.22. On the contrary, the mean score of male Dayaknese learners without using feedback/ NF was 55.17; female 55.71; male Banjarese learners was 55.43; female 53.56; male Javanese learners was 52.67; female 57.38. The average score of both male and female Dayaknese using FDF was 74.29; Banjarese, 73.33; and Javanese 74.61. The average score of both male and female Dayaknese using UDF was 71.00; Banjarese, 71.57; and Javanese 71.31. The average score of both males and females without using feedback (NF) of Dayaknese was 55.46, Banjarese 55.36, and Javanese 55.02

There are no differences in the population mean of writing scores due to the types of feedback factor.

To response the RQ1: "Does the learners' writing accuracy differ significantly caused by types of corrective feedback factor?", the three-way ANOVA table explained the answer. From the output in Table 3, it was seen that the F value of types WCF was 131.546 and the value of sig. was 0.000. As it was smaller than 0.05, it was said that null hypothesis expressing that the population mean of writing score did not give effect due to the types of feedback factor was not accepted, and the alternative hypothesis expressing that the population mean of writing score gave effect due to the types of feedback factor could not be rejected. Therefore, it was said that the types of feedback gave a facilitative effect on the learners' writing accuracy. The mean score of learners' writing accuracy using FDF was 73.73 and using UDF was 70.97 (see Table 4 for further detail). Meanwhile, the mean score of writing accuracy without using feedback (NF) was 54.98. It was said that the learners' writing accuracy using types of feedback outperformed better than those who did not use feedback in control groups. However, focused direct feedback class performed similar ability as those who received unfocused direct feedback.

Table 3. Results of Three-Way ANOVA Test

Variation	Sum of Squares	Degree of freedom	Mean Square	F	Sig.	Partial Squared	Eta
Gender	486.297	1	486.297	14.955	.000	.120	
Cultural background	9.726	2	4.863	.150	.861	.003	
Types WCF	8555.312	2	4277.656	131.546	.000	.705	
Gender * Cultural background	11.876	2	5.938	.183	.833	.003	
Gender * types WCF	130.768	2	65.384	2.011	.139	.035	
Cultural background * types WCF	19.202	4	4.800	.148	.964	.005	
Gender * Cultural background * types WCF	142.460	4	35.615	1.095	.363	.038	

Table 4. Types of feedback

Writing accuracy		95% Confidence Interval		
Gender	Mean	Std. Error	Lower Bound	Upper Bound
Focused Direct Feedback (FDF)	73.725	.881	71.979	75.472
Unfocused Direct Feedback (UDF)	70.965	.908	69.166	72.764
No Feedback (NF)	54.984	.879	53.243	56.726

There are no differences in the population mean of writing score due to the gender factor.

To response the RQ2: “Does the learners’ writing accuracy differ significantly caused by gender factor?” it was seen on the three-way ANOVA table. From the output in Table 3, it was found that the F value of gender was 14.955 and the value of significance was 0.000. As it was smaller than 0.05, it was said that the hypothesis of null expressing that there were no differences in the population mean of writing score due to the gender factor was not accepted, and the alternative hypothesis could not be rejected. Therefore, it was said that different gender gave strongly influence on writing accuracy. The mean score of learners’ writing accuracy for male was 64.57 and female was 68.54 (see Table 5 for further detail). It was said that, in terms of gender, the learners’ writing accuracy differed significantly different between males and females. In this case, females performed better than males on the writing accuracy.

Table 5. *The Factor of Gender*

Gender	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Male	64.572	.770	63.046	66.099
Female	68.544	.679	67.198	69.890

There are no differences in the population mean of writing scores due to the cultural background factor.

To response the RQ3: “Does the learners’ writing accuracy differ significantly caused by cultural background factor?” it was seen on the three-way ANOVA table. From the output in Table 3, it was found that the F value of the cultural background was 0.150 and the value of significance was 0.861. As it was higher than 0.05, it was said that hypothesis null expressing that there were no differences in the population mean of writing score due to the cultural background factor was accepted, and the alternative hypothesis was rejected. Therefore, it was said that learners’ cultural background did not give influence significantly on writing accuracy. The mean score of learners’ writing accuracy for Dayaknese was 66.70; Banjarese 66.17; and Javanese 66.80 (see Table 6 for further detail). It was said that, in terms of cultural background, the learners’ writing accuracy did not differ significantly among Dayaknese, Banjarese, and Javanese.

Table 6. *Cultural background*

Dependent Variable: Writing accuracy

Cultural background	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Dayaknese	66.702	.935	64.849	68.555
Banjarese	66.169	.896	64.393	67.944
Javanese	66.804	.834	65.150	68.457

Gender and the focused and unfocused feedback factors did not give interaction effect in the population mean of writing scores.

To response the RQ4: “Does the learners’ writing accuracy differ significantly caused by the gender and types of feedback factors?” it was seen on the three-way ANOVA table. From the output in Table 3, it was found that the F value of gender and types of feedback was 2.011 and the value of significance was 0.139. As it was higher than 0.05, it was said that the hypothesis of null expressing that gender and the focused and unfocused feedback factors did not give interaction effect in the population mean of writing score was accepted and the hypothesis of alternative was rejected. Therefore, it was said that there were no differences significantly on the learners’ writing

accuracy caused by gender and the types of corrective feedback factors. The further detail explanation was illustrated in the following table.

Table 7. *Gender * types of feedback*

Dependent Variable: Writing accuracy

Gender	Types WCF	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Male	FDF	71.289	1.333	68.648	73.930
	UDF	68.008	1.357	65.319	70.697
	No Feedback (NF)	54.421	1.312	51.821	57.020
Female	FDF	76.162	1.153	73.877	78.447
	UDF	73.921	1.206	71.531	76.312
	No Feedback (NF)	55.548	1.170	53.229	57.867

The learners' cultural background and types of feedback factors did not give an interaction effect in the population mean of writing scores.

To response the RQ5: "Does the learners' writing accuracy differ significantly caused by the learners' cultural background and types of feedback factors?" it was seen on the three-way ANOVA table. From the output in Table 3, it was found that the F value of cultural background and types of feedback was 0.148 and the value of significance was 0.964. As it was higher than 0.05, it was said that the null hypothesis expressing that learners' cultural background and types of feedback factors did not give interaction effect in the population mean of writing score was accepted, and the alternative hypothesis was rejected. Therefore, it could be concluded that there were no differences significantly on the learners' writing accuracy caused by cultural background and types of corrective feedback factors. The further detail explanation was illustrated in the following table.

Table 8. *Cultural background * types WCF*

Dependent Variable: Writing accuracy

Cultural background	Types of feedback	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Dayaknese	FDF	74.083	1.540	71.032	77.135
	UDF	70.583	1.727	67.162	74.005
	No Feedback (NF)	55.440	1.586	52.297	58.584
Banjarese	FDF	72.743	1.670	69.434	76.051
	UDF	71.271	1.540	68.219	74.322
	No Feedback (NF)	54.492	1.437	51.644	57.340
Javanese	FDF	74.350	1.352	71.670	77.030
	UDF	71.040	1.437	68.192	73.887
	No Feedback (NF)	55.021	1.540	51.969	58.072

Gender and learners' cultural background factors did not give an interaction effect in the population mean of writing scores.

To response the RQ6: “Does the learners’ writing accuracy differ significantly caused by the gender and cultural background factors?” it was seen on the three-way ANOVA table. From the output in Table 3, it was found that the F value of gender and types of feedback was 0.183 and the value of significance was 0.833. As it was higher than 0.05, it was said that the hypothesis of null expressing that gender and learners’ cultural background factors did not give interaction effect in the population mean of writing score was not rejected, and the alternative hypothesis was not accepted. Therefore, it can be concluded that there were no differences significantly on the learners’ writing accuracy caused by gender and cultural background factors. The further detail explanation was illustrated in the following table.

Table 9. *Gender * Cultural background*

Dependent Variable: Writing accuracy

Gender	Cultural background	Mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Male	Dayaknese	64.611	1.388	61.860	67.362
	Banjarese	64.598	1.357	61.909	67.287
	Javanese	64.508	1.253	62.025	66.991
Female	Dayaknese	68.794	1.253	66.311	71.277
	Banjarese	67.739	1.170	65.420	70.058
	Javanese	69.099	1.102	66.915	71.283

Gender and learners' cultural background and types of corrective feedback factors did not give interaction effect in the population mean of writing scores.

To response the RQ7: “Does the learners’ writing accuracy differ significantly caused by gender, learners’ cultural background and types of feedback factors?”, it was seen on the three-way ANOVA table. From the output in Table 3, the F value of gender and types of WCF was 1.095 and the Sig. The value was 0.363. As it was higher than 0.05, it was said that the hypothesis of null expressing that gender and learners’ cultural background and types of corrective feedback factors did not give interaction effect in the population mean of writing score was not rejected, and the hypothesis of alternative was not accepted. Therefore, it was said that there were no differences significantly on the learners’ writing accuracy caused by gender, cultural background the types of corrective feedback factors. The further detail explanation, as described in Table 10.

Table 10. *Gender * Cultural background * types of feedback*

Dependent Variable:

Gender	Cultural background	Types of feedback	Mean	Std. Error	95% Confidence Interval	
					Lower Bound	Upper Bound
Male	Dayaknese	Focused Direct Feedback (FDF)	72.667	2.328	68.053	77.280
		Unfocused Direct Feedback (UDF)	66.000	2.550	60.946	71.054
		No Feedback (NF)	55.167	2.328	50.553	59.780
	Banjarese	FDF	69.200	2.550	64.146	74.254
		UDF	69.167	2.328	64.553	73.780
		No Feedback (NF)	55.429	2.155	51.157	59.700
	Javanese	FDF	72.000	2.016	68.004	75.996
		UDF	68.857	2.155	64.586	73.129
		No Feedback (NF)	52.667	2.328	48.053	57.280
Female	Dayaknese	FDF	75.500	2.016	71.504	79.496
		UDF	75.167	2.328	70.553	79.780
		No Feedback (NF)	55.714	2.155	51.443	59.986
	Banjarese	FDF	76.286	2.155	72.014	80.557
		UDF	73.375	2.016	69.379	77.371
		No Feedback (NF)	53.556	1.901	49.789	57.323
	Javanese	FDF	76.700	1.803	73.126	80.274
		UDF	73.222	1.901	69.455	76.989
		No Feedback (NF)	57.375	2.016	53.379	61.371

Table 11. *The output of Tests of Between-Subjects Effects*

Dependent Variable: Writing accuracy

Source	F	Sig.
Corrected Model	17.973	.000
Intercept	1.680E4	.000
Gender	14.955	.000
Cultural background	.150	.861
Types WCF	131.546	.000
Gender * Cultural background	.183	.833
Gender * types WCF	2.011	.139
Cultural background * types WCF	.148	.964
Gender * Cultural background * types WCF	1.095	.363

Table 12. *Comparisons*

Writing accuracy

	(I) Cultural background	(J) Cultural background	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Dayaknese	Banjarese	1.3709	1.27671	.532	-1.6624	4.4042
		Javanese	-1.0011	1.23823	.699	-3.9430	1.9408
	Banjarese	Dayaknese	-1.3709	1.27671	.532	-4.4042	1.6624
		Javanese	-2.3720	1.20487	.125	-5.2346	.4906
	Javanese	Dayaknese	1.0011	1.23823	.699	-1.9408	3.9430
		Banjarese	2.3720	1.20487	.125	-.4906	5.2346

Based on the table above, the mean difference between Dayaknese and Banjarese was 1.3709 (Sig. 0.532); the mean difference between Dayaknese and Javanese was -1.0011 (Sig. 0.699); and the mean difference between Banjarese and Javanese was 2.3720 - (Sig. 0.635). This meant that learners' cultural background did not differ significantly on the learners' writing accuracy.

Table 13. *Multiple Comparisons*

	(I) types of feedback	(J) types of feedback	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Tukey HSD	Focused DF	Unfocused DF	2.8420	1.23781	.061	-.0989	5.7829
		No Feedback	19.1358*	1.22282	.000	16.2306	22.0411
	Unfocused DF	Focused DF	-2.8420	1.23781	.061	-5.7829	.0989
		No Feedback	16.2938*	1.24474	.000	13.3365	19.2511
	No Feedback	Focused DF	-19.1358*	1.22282	.000	-22.0411	-16.2306
		Unfocused DF	-16.2938*	1.24474	.000	-19.2511	-13.3365

To sum up, to see the effect of three independent variables toward a dependent variable was in the following output.

The output above explained that all independent variables (gender, types of feedback, and interaction gender and types of feedback or types of feedback and gender) gave effect to the dependent variable. Since the corrected model was $0.000 < 0.050$, it meant that the model was valid. The significance value (Sig.) of intercept was 0.000 or less than 0.05. It meant that the intercept was significant. The significance value (Sig.) of gender was 0.000 or smaller than 0.05. It meant that gender gave a facilitative effect significantly to the learners' writing accuracy. The significance value (Sig.) of types WCF was 0.000 or smaller than 0.05. It meant that types of feedback provided a significant effect on writing accuracy. It meant that gender gave a facilitative effect on the learners' writing accuracy. The significance value (Sig.) of the cultural background was 0.861 or higher than 0.05. It meant that cultural background did not give effect significantly to the learners' writing accuracy. The significance value (Sig.) of gender and types of feedback was 0.332 or higher than 0.05. Since the sig. of gender and types of feedback was 0.332 or higher than 0.05, it meant that gender and types of feedback did not give effect significantly to the learners' writing score. The next step to interpreting the result of three-way ANOVA was to find a Post Hoc test. The following table described multiple comparisons.

Based on the table above, the difference in mean between FDF and UDF was 2.8420 (Sig. 0.061). It meant that there was no significant difference between using FDF and UDF on the learners' writing accuracy. The difference of mean between FDF and No Feedback was 19.1358* (Sig. 0.000); the difference of mean between UDF and No Feedback was 16.2938* (Sig. 0.000). It meant that there was a significant difference between using both focused and unfocused direct feedback and No Feedback on learners' writing accuracy. To see the further explanation on the interaction effect between variables was described in the plot diagram as in Figure 1.

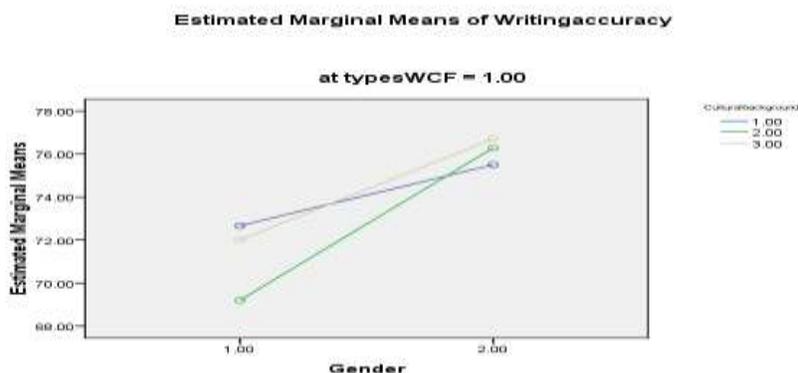


Figure 1. Estimated Marginal means of writing accuracy on WCF types 1.

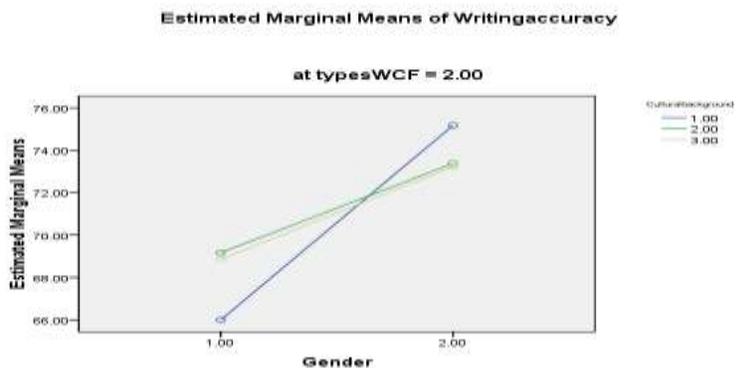


Figure 2. Estimated Marginal means of writing accuracy on WCF types 2.

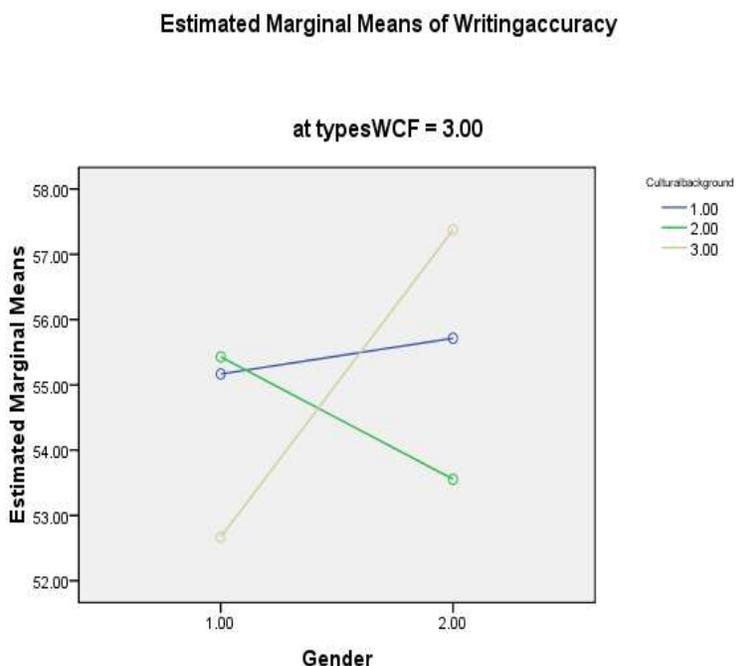


Figure 3. Estimated Marginal means of writing accuracy on WCF types 3.

Based on the figures above, it was said that there was no interaction effect between variables. It meant that gender, cultural background and types of feedback did not give significant effect on the learners’ performance of writing.

To conclude, (1) the types of feedback gave a facilitative effect on the learners’ writing accuracy. The mean score of learners’ writing accuracy using FDF was 73.73 and using UDF was 70.97. Meanwhile, the mean score of writing accuracy without using feedback (NF) was 54.98. It

was said that the learners' writing accuracy using types of feedback outperformed better than those who did not use feedback in control groups. However, focused direct feedback (mean 73.73) class performed similar ability as those who received unfocused direct feedback (mean 70.97). (2) In terms of gender, the learners' writing accuracy differed significantly different between males (mean 64.37) and females (mean 68.54). The F value of gender was 14.955 and the value of significance was 0.000. In this case, females performed better than males on the writing accuracy. (3) In terms of cultural background, the learners' writing accuracy did not differ significantly among Dayaknese (mean 66.70), Banjarese (mean 66.17), and Javanese (mean 66.80). The F value of the cultural background was 0.150 and the value of significance was 0.861 (>0.05). It was said that learners' cultural background did not give influence significantly on writing accuracy. (4) There were no differences significantly on the learners' writing accuracy caused by gender and the types of corrective feedback factors. The F value of gender and types of feedback was 2.011 and the value of significance was 0.139 (>0.05). It meant gender and the focused and unfocused feedback factors did not give interaction effect in the population mean of writing score. (5). There were no differences significantly on the learners' writing accuracy caused by cultural background and types of corrective feedback factors. The F value of cultural background and types of feedback was 0.148 and the value of significance was 0.964 (>0.05). It meant that learners' cultural backgrounds and types of feedback factors did not give interaction effect in the population mean of writing scores. (6). There were no differences significantly on the learners' writing accuracy caused by gender and cultural background factors. The F value of gender and types of feedback was 0.183 and the value of significance was 0.833 (>0.05). It meant that gender and learners' cultural background factors did not give interaction effect in the population mean of writing scores. (7). There were no differences significantly on the learners' writing accuracy caused by gender, cultural background the types of corrective feedback factors. The F value of gender and types of WCF was 1.095 and the Sig. The value was 0.363 (>0.05). It meant that gender and learners' cultural background and types of corrective feedback factors did not give interaction effect in the population mean of writing scores.

Discussion

The study was to measure the effect of focused and unfocused feedback on L2 learners' writing accuracy with involving gender and learners' cultural background factors. Based on the research output, it could be stated that there was a significant difference for the types of feedback ($F=131.546$, $p=0.000$), and gender ($F=14.955$; $p=0.000$) on the learners' writing accuracy. However, the learners' cultural background ($F=0.150$; $p=0.861$) did not give effect. On the contrary, the interaction between: gender and cultural background ($F=0.183$, $p=0.833$); gender and types of feedback ($F=2.011$, $p=0.139$); learners' cultural background and types of feedback ($F=0.148$, $p=0.964$); and among gender, cultural background and types of feedback ($F=1.095$, $p=0.363$) did not give significant effect on the learners' writing accuracy. The difference between the effectiveness of FDF and UDF remained not significant. Both types of feedback had a positive impact on learners' writing accuracy. In addition, the two ways of giving feedback (FDF and UDF) seem to have a similar effect. The means core of FDF was 73.73 and UDF was 70.97.

This study was in accordance with Karimi and Fotovatnia (2010). The study showed that focused feedback and unfocused feedback gave effect to learners' grammatical accuracy in L2 writing. It was also in line with Sheen et al, (2009). They found that both treatment groups

increased their accuracy without significant differences between them. This finding was also supported with Ellis, Sheen Murakami, and Takashima (2008), Kassim and Luan Ng (2014). This finding was also validated with some researchers (e.g. Bitchener, Young, & Cameron, 2005; Sheen, 2007; and Evans, Hartshorn, and Strong-Krause, 2011). Dealing with gender factors, the result of this study was in line with Sadeghi, Khonbi, and Gheitranzadeh (2013). Sadeghi et al. found gender gave significant on the learners' writing ability with females performing better than males. To conclude, it was noted that gender and different types of feedback had a vital thing in increasing learners' writing accuracy. In addition, corrective feedback was important for both the teachers and learners in an L2 writing class. Corrective feedback must be provided seriously and frequently to help L2 learners.

Conclusion and Recommendation

The findings proposed some thoughts concerning written feedback in an L2 writing class that might be helpful for both teacher and students in the L2 writing class. In this case, L2 learners should be made aware of the necessity of obtaining feedback. In this case, teachers should give further explanation on the procedure and set the goals together with the learners in the classroom. Teachers should plan well and do carefully to implement teacher feedback since the students would get the advantages of teacher feedback. Furthermore, the teachers' feedback should be clear that when learners understand the teachers' wants. Finally, teachers should monitor the learners during the process of giving feedback to observe their language development in writing class. As this research was conducted with only 128 learners, it was not very likely to generalize the findings. Therefore, further researches might work with a greater number of participants so that they could reach conclusions that are more generalizable.

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Appendices

Table 2. *The learners' Accuracy*

Dependent Variable: Writing Accuracy

Gender	Learners' Cultural background	Types of Feedback	Mean	Std. Deviation	N
Male	Dayaknese	FDF	72.6667		
		UDF	66.0000	4.18330	5
		No Feedback (NF)	55.1667	4.44597	6
		Total	64.5294	8.83967	17
	Banjarese	FDF	69.2000	5.40370	5
		UDF	69.1667	7.49444	6
		No Feedback (NF)	55.4286	5.12696	7
		Total	63.8333	8.95906	18
	Javanese	FDF	72.0000	5.78174	8
		UDF	68.8571	4.09994	7
No Feedback (NF)		52.6667	7.73736	6	
	Total	65.4286	10.09738	21	
Total	FDF	71.4737	5.45047	19	
	UDF	68.1667	5.33854	18	
	No Feedback (NF)	54.4737	5.69959	19	
	Total	64.6429	9.22335	56	
Female	Dayaknese	FDF	75.5000	6.59004	8
		UDF	75.1667	6.14546	6
		No Feedback (NF)	55.7143	4.60848	7
		Total	68.8095	11.00281	21
	Banjarese	FDF	76.2857	7.82548	7

	UDF	73.3750	5.42316	8	
	No Feedback (NF)	53.5556	6.14636	9	
	Total	66.7917	12.21182	24	
Javanese	FDF	76.7000	3.94546	10	
	UDF	73.2222	5.14242	9	
	No Feedback (NF)	57.3750	5.65528	8	
	Total	69.8148	9.59181	27	
Total	FDF	76.2000	5.83809	25	
	UDF	73.7826	5.31684	23	
	No Feedback (NF)	55.4583	5.57930	24	
	Total	68.5139	10.85239	72	
Total	Dayaknese	FDF	74.2857	6.06920	14
	UDF	71.0000	6.98570	11	
	No Feedback (NF)	55.4615	4.35154	13	
	Total	66.8947	10.19218	38	
Banjarese	FDF	73.3333	7.57188	12	
	UDF	71.5714	6.48921	14	
	No Feedback (NF)	54.3750	5.61991	16	
	Total	65.5238	10.91483	42	
Javanese	FDF	74.6111	5.27077	18	
	UDF	71.3125	5.08224	16	
	No Feedback (NF)	55.3571	6.78921	14	
	Total	67.8958	9.95573	48	
Total	FDF	74.1591	6.08828	44	
	UDF	71.3171	5.96841	41	
	No Feedback (NF)	55.0233	5.58693	43	
	Total	66.8203	10.31506	128	