

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

Tazkiyatunnafs Elhawwa

English Department, Post Graduate Program
Universitas Negeri Semarang, Semarang, Indonesia

Dwi Rukmini

English Department, Post Graduate Program
Universitas Negeri Semarang, Semarang, Indonesia

Januarius Mujiyanto

English Department, Post Graduate Program
Universitas Negeri Semarang, Semarang, Indonesia

Djoko Sutopo

English Department, Post Graduate Program
Universitas Negeri Semarang, Semarang, Indonesia

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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