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APPENDICES

Appendix 1. Translitory

No	Chapter	Page	Surah/Verse	Translation
1	1	2	Al-Qalam:1	Nun. By the pen and what they inscribe.
2	1	5	Ali-Imran: 159	So by mercy from Allah, [O Muhammad], you were lenient with them. And if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them and ask forgiveness for them and consult them in the matter. And when you have decided, then rely upon Allah. Indeed, Allah loves those who rely [upon Him].

Appendix 2. Research Location

Brief History of English Education Department IAIN Antasari Banjarmasin

English Department or called Jurusan *Tadris bahasa Inggris* of Antasari state Institute for Islamic Studies Banjarmasin was opened in 1983. The first person who lead this major was Drs. H. Kadir Munsyi, Dipl ,Ad ,Ed and Drs. H. Ahdi Makmur,M.Ag as the secretary. The next leadership was continued by Drs. H. Syaifuddin Syukur, MA and the secretary was Drs. H. Ahdi makmur,M.Ag. However, in academic year 1988/1989 Jurusan Tadris Bahasa Inggris was closed because it was waiting for operational permission from the Department of Religious Affairs (DEPAG).

After academic year 1997/1998 Tadris Bahasa Inggris was opened the second time and named Tadris Bahasa Inggris. It was led by Drs. H. Ahdi Makmur, M.Ag and Drs. Saadillah as the secretary. Because Drs. Saadillah was continuing his S2 study in 1997 and the secreatry position was substituted by Drs. Husnul Yaqin, M.Ed. Since 2003, secretary position was substituted by Dra. Wardah Hayati with Drs. Ahdi Makmur,M.Ag as the head of English Department. Then in september 2005 until 2006, the head of English Department was Drs. Isa Anshari, MZ and Dra. Hj. Nida Mufidah,M.Pd as the secretary. After Drs.Isa Anshari, MZ passed away, the head of English Department was led by Dr. Saifuddin Ahmad Husin, M. A since January 2007 and Drs. Hj. Nida Mufidah, M.Pd as the secretary . In August 2007 Dr. Syaifuddin Ahmad Husin,MA resigned from his position.

Since January 2008 until December 2012 English Department has been led by Dra. Hj. Nida Mufidah,M.Pd and Nur Laila Kadariyah,S.Ag as the secretary.

From January still June 2010, Ridha Fadhillah, M.Ed as a secretary, because Ridha Fadillah,M.Ed was continuing his S3 in 2010, the secretary position was substituted by Nani Hizriani, MA since July until now. In January 2013 until now, the head of English Department is Drs. Saadillah, M.Pd and Nani Hizriani,MA as the secretary.

The main purpose of English Department are producing qualified English Department scholar than cen exist in Development English ability, Linguistic and Literature, able to be the professional English teaching, in Elementary and middle degree, and makes English Department as the centre of occupation and Development of English teacher staff.

The curriculum that is used in English department consist of 160 SKS. It includes institute subjects, faculty and English Department subjects. The students need at least 4 years to finish their study in English department. English Department has 15 permanent lectures (Civil Cervants) from different educational background.

The English Department used to work together with RELO (Regional English Language Office) to invite English teacher who are native speaker of English. This cooperation aims to encourage Indonesia's students qualify in English Competency. It also aims to improve teachers' competency of teaching and learning methods, approaches, techniques and material, especially English Department.

This cooperation began since academic year 2007/2008. There were three native speaking fellows, who were ready assigned to teach in English Department, including : Suzannah Mary Schofff, MA (2007/2008) Andrea taylor, MA (2008/2009), Ashleigh Sayer,MA (2009/2010), and Spencer Edward Lemaich (2016-now).

Head and Secretary of English Education Department

No	Name	Position	Period
1	Drs. H. Abdul Kadir Munsyi, Dipl. Ad. Ed	Head	1984 - 1987
2	Drs. H. Ahdi Makmur, M.Ag., Ph.D	Secretary	1984 - 1987
3	Drs. H. Syaifuddin Syukur, MA	Head	1987 - 1988
4	Drs. H. Ahdi Makmur, M.Ag., Ph.D	Secretary	1987 - 1988
5	Drs. H. Ahdi Makmur, M.Ag., Ph.D	Head	1997 - 1998
6	Drs. Saadillah	Secretary	1997 - 1998
7	Drs. H. Husnul Yaqin, M.Ed	Secretary	1998 - 2002
8	Dra.Hj.Wardah Hayati, MA	Secretary	2003
9	Drs. Isa Anshari, M	Head	2005 - 2006
10	Dra.Hj.Nida Mufidah, M.Pd	Secretary	2005 - 2006
11	Dr. Saifuddin Ahmad Husin, MA	Head	2007
12	Dra.Hj.Nida Mufidah, M.Pd	Secretary	2007
13	Dra.Hj.Nida Mufidah, M.Pd	Head	2008 - 2012
14	Nur Laila Kadariyah, S.Ag., M.pd	Secretary	2008 - 2009
15	Dr. Ridha Fadillah, S.Pd., M.Ed	Secretary	2010
16	Nani Hizriani, MA	Secretary	2010-2012
17	Drs. Saadillah, M.Pd	Head	2013 - now
18	Nani Hizriani, MA	Secretary	2013 - now

The Number of English Language Fellows of English Department IAIN

Antasari Banjarmasin

No	English Fellows	Period	From	Educational Background
1	Suzannah Mary Schoff, MA	September 2007 until June 30th 2008	California, United States of America	<ol style="list-style-type: none"> 1. B.A. at University of San Fransisco, California 2. MA TESOL at intrax English Institute, Chicago IL
2	Andrea taylor, MA	August 30 th 2008 until June 30th 2009	California, United States of America	<ol style="list-style-type: none"> 1. B.A. Drama and Art at San Fransisco State University in California 2. MA TESOL Diploma at San Fransisco State University
3	Asleigh Sayer,MA	September 2nd 2009 until June 30th	New Hampshire, United States of America	<ol style="list-style-type: none"> 1. B.A Biology and Music at kenyon College, Ohio 2. M.A Literacy of Bilingual, ESL and Multicultural Educational at University of Massachusset s, Amherst
4	Spencer Edward Lemaich	September 2 nd 2016-now	United State of America	<ol style="list-style-type: none"> 1. Master of Art in TESOL- Bioal University.

				2. Bachelor of Theological Studies (Summa Cum Laude)- The King's University.
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The Number of Lecturers of English Department IAIN Antasari

Banjarmasin in Academic Year 2015/2016

No	Name	Last Graduation	Subject
1	Drs. H. Ahdi Makmur, M.Ag.,Ph.D	<ol style="list-style-type: none"> 1. S1 Bahasa Inggris IKIP Jogjakarta 2. S2 Islamic Studies Canada and UN Jakarta 3. S3 Keddah University Malaysia 	<ol style="list-style-type: none"> 1. Writing 2. Academic Writing 3. Research in ELT
2	Dr. H. Husnul Yaqin, M.Ed	<ol style="list-style-type: none"> 1. S1 Islamic Religious Education Tarbiyah Faculty IAIN Antasari Banjarmasin 2. S2 Education Administration Curtin University of Technology,Perth, Australia 3. S3 Islamic Education of UIN Jakarta 	<ol style="list-style-type: none"> 1. Dasar-dasar Administrasi pendidikan 2. Manajemen Pendidikan
3	Dr. Saifuddin Ahmad Husin, MA	<ol style="list-style-type: none"> 1. S1 English Education of IAIN Antasari Banjarmasin 2. S2 Linguistic at University of Colorado United State of America 3. S3 Linguistic UGM Jogjakarta 	<ol style="list-style-type: none"> 1. Phonology 2. Morpho Syntax
4	Drs. Saadillah,M.Pd	<ol style="list-style-type: none"> 1. S1 English Education of IAIN Antasari Banjarmasin 2. S2 Educational Management of UNLAM Banjarmasin 	<ol style="list-style-type: none"> 1. Vocabulary 2. Dication 3. English for Islamic Studies
5	Dr. Hj.Nida Mufidah,M.Pd	<ol style="list-style-type: none"> 1. S1 English Education of UNLAM 2. S2 Indonesian Education Literature and region of UNLAM 3. S3 Indonesian Literature Education and region of UM Malang 	<ol style="list-style-type: none"> 1. Language Learning Assessments 2. Language teaching Media 3. Seminar (Linguistic/L T)

Continuing of table The Number of Lecturers of English Department IAIN Antasari
Banjarmasin in Academic Year 2015/2016

6	Dra.Hj.Wardah Hayati,MA	<ol style="list-style-type: none"> 1. S1 English Education of UNLAM 2. S2 Women Studies Flinders University Australia 	<ol style="list-style-type: none"> 1. Reading 2. Pendidikan gender
7	Nur Laila Kadariyah,S.Ag.,M.Pd	<ol style="list-style-type: none"> 1. S1 Islamic Education of IAIN Antasari Banjarmasin 2. S2 Indonesian Education Literature and Region of UNLAM 	<ol style="list-style-type: none"> 1. Bahasa Indonesia 2. Grammar
8	Nani Hizriani,S.Pd.,MA	<ol style="list-style-type: none"> 1. S1 English Education of Muhammadiyah University malang 2. S2 TESOL & Foreign Language teaching University of Canberra Australia 	<ol style="list-style-type: none"> 1. TEFL 2. Reading 3. Grammar
9	Rusnadi,S.Pd.I.,M.Pd.I.,MA	<ol style="list-style-type: none"> 1. S1 of English Education of IAIN Antasari Banjarmasin 2. S2 Islamic Education management of IAIN Antasari Banjarmasin 3. S2 TESOL Murray University USA 	<ol style="list-style-type: none"> 1. TEFL 2. Speaking
10	Dr.Ridha Fadillah,S.Pd.,M.Ed	<ol style="list-style-type: none"> 1. S1 English Education of Islamic University malang 2. S2 in TESOL University Kedah Malaysia 3. S3 English Education of state University Semarang 	<ol style="list-style-type: none"> 1. Extensive Reading
11	Rahmila Murtiana,S.S.,MA	<ol style="list-style-type: none"> 1. S1 English Literature of Diponegoro University Semarang 2. S2 TESOL Flinders University Australia 	<ol style="list-style-type: none"> 1. Introduction to Literature

Continuing of table The Number of Lecturers of English Department IAIN Antasari
Banjarmasin in Academic Year 2015/2016

12	Raida Asfihana,S.Pd.,M.Pd	<ol style="list-style-type: none"> 1. S1 English Education of UNLAM 2. S2 English Education of State University Malang 	<ol style="list-style-type: none"> 1. Grammar 2. Curriculum material development 3. English for Specific purposes
13	Puji Sri Rahayu,MA	<ol style="list-style-type: none"> 1. S1 English Education of muhammadiyah university Malang 2. S2 in applied Linguistics, the University of Queensland Australia 	<ol style="list-style-type: none"> 1. Introduction to linguistic 2. Pronunciation practice
14	Hj.Noor Maulidiyah,MA	<ol style="list-style-type: none"> 1. S1 English language and Literature International Islamic University malaysia 2. S2 in TESOL at International islamic University Malaysia 	<ol style="list-style-type: none"> 1. Basic writing skill 2. Academic writing 3. Advanced listening
15	Nur Alfa Rahmah,M.Pd	<ol style="list-style-type: none"> 1. S1 State University Malang 2. S2 State University Malang 	<ol style="list-style-type: none"> 1. Psycholinguistics 2. Sociolinguistics
16	Afifah Linda Sari,S.S.,M.Pd	<ol style="list-style-type: none"> 1. State Islamic University Malang 2. Sebelas Maret University Solo 	<ol style="list-style-type: none"> 1. Intensive Reading I 2. Prose and Poetry 3. Kewarganegaraan

The Administration Staff of English Education Department IAIN Antasari

Banjarmasin in Academic Year 2015/2016

No	Name	Graduated	Year
1	Saidil Imani,S.Pd.I	S1 IAIN Antasari Banjarmasin	2007
2	Hidayah Nor, S. Pd	S1 IAIN Antasari Banjarmasin	2010
2	Nor Izzatil Hasanah,M.Pd	S1 IAIN Antasari Banjarmasin	2011
3	Herlena, S.Pd	S1 IAIN Antasari Banjarmasin	2012
4	Hidayah Nor,M.Pd	S2 Universitas Malang	2013

Students Condition of English Education Department IAIN Antasari

Banjarmasin in Academic Year 2015/2016

No	Generation	Male	Female	Total
1	2007/2008	1	3	4
2	2008/2009	2	2	4
3	2009/2010	4	3	7
4	2010/2011	23	37	60
5	2011/2012	29	75	104
6	2012/2013	38	81	119
7	2013/2014	50	119	169
8	2014/2015	46	92	138
9	2015/2016	44	125	169
Total		237	537	774

**Appendix. 3 The Profiles of Teachers' Academic Writing at English
Department of IAIN Antasari Banjarmasin**

Teacher A

Name of Teacher : Drs. H. Ahdi Makmur, M.Ag., Ph.D

Graduation : S1 Bahasa Inggris IKIP Jogjakarta

S2 Islamic Studies Canada and UN Jakarta

S3 Keddah University Malaysia

Area of Teaching English : He teaches Writing, Academic Writing and
Research in ELT at English Department of IAIN
Antasari Banjarmasin

Teacher B

Name of Teacher : Ninuk Krismanti, S. Pd., M. Hum

Graduation : S1 Bahasa Inggris Unlam

S2 Applied Linguistic University Diponegoro
Semarang

Area of Teaching English : a. She teaches CCU, Academic Writing and Intensive Reading at English Department of IAIN Antasari Banjarmasin

b. She teaches General Linguistic, Academic Writing, Reading V (TOEFL Reading) and Writing III at STKIP Banjarmasin.

Teacher C

Name of Teacher : Hidayah Nor, S. Pd., M. Pd

Graduation : S1 Bahasa Inggris IAIN Antasari Banjarmasin

S2 Bahasa Inggris Universitas Malang

Area of Teaching English : He teaches Basic Listening, Listening II, Academic Writing and Short Essay Writing at English Department of IAIN Antasari Banjarmasin.

Appendix 4. Questionnaire

Initial name :

Class :

Initial teacher's writing :

No	Questions	Yes	No
1	Did you get feedback on your writing during academic writing class?		
2	Is the feedback given in written form?		
3	Is the feedback also in verbal form?		

4. During the academic writing class, what does your teacher comment the most about ?

Organization	
Content/idea	
Language (e.g., grammar, vocabulary, sentence pattern)	
Mechanics (punctuation and spelling)	
All of them	
Others (please specify) _____	

5. In the next few composition, which of the following do you prefer to get from the teacher?

Only grade/mark	
Only error feedback	
Only written comments	
Mark/grade + error feedback	
Mark/grade + written comment	
Error feedback + written comment	
Mark/grade + error feedback + written comments	
Others (please specify) _____	

6. Which of the following the type of feedback would you like your teacher to give more in the future?

Written comments (praise, criticism and suggestion)	
Error feedback	
Both of them	
None of the above	
Others (please specify) _____	

7. In the future compositions, which of the following would you be most interested in finding out?

The mark/grade	
Teachers' comments in my writing	
The errors I have made	
Teachers' comment + error feedback	
Mark/grade+ teachers' comments + error feedback	
Others (please specify) _____	

8. Which of the following area would you like your teacher emphasized more in the future?

Content/idea	
Organization (e.g., paragraphing, links between ideas)	
Language (e.g., grammar, vocabulary, sentence pattern)	
Mechanics (punctuation and spelling)	
All of them	
None of the above	
Others (please specify) _____	

9. Which the above type of feedback would you like your teacher to give less in the future?

Written comments (praise, criticism and suggestion)	
Error feedback	
Both of them	
None of the above	
Others (please specify) _____	

10. Which of the following area would you like your teacher emphasized less in the future?

Content/idea	
Organization (e.g., paragraphing, links between ideas)	
Language (e.g., grammar, vocabulary, sentence pattern)	
Mechanics (punctuation and spelling)	
None of the above	
Others (please specify) _____	

11. Which of the following techniques would you like your teacher's writing use more in future when responding to error?

a. Underline/circle my errors			
b. Underline/circle my errors and provide correction for me. e.g., has <u>went</u> (gone)			
c. Underline/circle my errors and categorize them. e.g., has <u>went</u> (verb form)			
d. Underline/circle my errors, categorized them and provide correction for me. e.g., has <u>went</u> (gone) (verb form)			
e. Give me a hint about my errors- e.g., by putting a mark in the margin to indicate an error on a specific line.			
<table border="1"> <tr> <td>"Yesterday I witness a robbery on my way home from school. It is about 5 pm. I was walking along Chater Road when a car stopped right in front of me ..."</td> <td>*</td> </tr> </table>	"Yesterday I witness a robbery on my way home from school. It is about 5 pm. I was walking along Chater Road when a car stopped right in front of me ..."	*	
"Yesterday I witness a robbery on my way home from school. It is about 5 pm. I was walking along Chater Road when a car stopped right in front of me ..."	*		
f. Give me a hint about my errors and categorize the errors for me- e.g., by writing "T" in the margin to indicated a "Tense" error on a specific line.			
<table border="1"> <tr> <td>"Yesterday I witness a robbery on my way home from school. It is about 5 pm. I was walking along Chater Road when a car stopped right in front of me ..."</td> <td>T T</td> </tr> </table>	"Yesterday I witness a robbery on my way home from school. It is about 5 pm. I was walking along Chater Road when a car stopped right in front of me ..."	T T	
"Yesterday I witness a robbery on my way home from school. It is about 5 pm. I was walking along Chater Road when a car stopped right in front of me ..."	T T		

Adapted by Lee, 2008:161

Appendix 5. Interview Guideline

a. Interview guideline for Student

1. Which one do you prefer? Written, verbal or oral?
2. Do you think verbal and written feedback are important?
3. In verbal or written, which one do you like? Praise, criticism, suggestion or corrective feedback?
4. How did you feel when you received the feedback?
5. What is your expectation for future teacher's writing, especially in providing feedback?

b. Interview guideline for teacher (adapted from Lee, 2008:164)

1. Feedback practice— would you like to describe your feedback practice?
2. Focus of feedback—would you like to tell me what areas do you focus on? Why?
3. Error feedback—would you like to explain what strategies do you use in providing error feedback?
4. Written comments—would you like to tell me, do you write comments on student writing? Why? How do you see the functions of your written comments?
5. Would you like to tell me, which one the most types of feedbacks that you used on students' writing (praise, criticism, suggestion or corrective feedback)? Why?

Appendix 6. Script of the Interviews

Script of Interview with Teacher

A. Teacher A (15th June, 2016)

Interviewer : Salam sir, how are you?

Teacher A : Salam, I am fine, and you?

Interviewer : I am very well, thank you. Could I start this interview sir?

Teacher : Yes, I'm ready. What're your questions for me?

Interviewer : Would you like to describe your feedback practice?

Teacher A : this academic writing course requires students to more exercise so that every exercise I write my correction on their writing. It is very helpful for students to see their error.

Interviewer : In oral or written feedback, what areas do you focus on? Why?

Teacher A : I more focus on grammar, coherence and unity because the good sentence, coherence and unity can make a good content of writing.

Interviewer : I thinks so sir. Would you like to explain what strategies do you use in providing error feedback?

Teacher A : for providing error feedback, I use red ink, circle, underline, questions mark, and so on.

Interviewer : Next, would you like to tell me, do you write comments on students' writing?

Teacher A : Yes, I do.

Interviewer : Why? What the functions of your written comment?

Teacher A : It is important to write our feedback because it can be seen by students.

Interviewer : Ok, the last sir, we know that there are praise, criticism, suggestion and corrective feedback. Which one the most types of feedbacks that you used on students' writing? Why?

Teacher A : I use more suggestion and corrective feedback because by using suggestion and corrective, students can know what their errors and how to fix them.

Interviewer : Ok, thank you so much for you information and your time to answer this interviewer sir?

Teacher A : You're welcome. Good luck!!! Bye

Interviewer : Bye sir.

B. Teacher B (10th June, 2016)

Interviewer : Salam miss, how are you?

Teacher B : Salam, I am fine, and you?

Interviewer : I am very well, thank you. Could I start this interview miss?

Teacher B : Yes, I'm ready. What're your questions for me?

Interviewer : Would you like to describe your feedback practice?

Teacher B : I give both oral and written feedback for my students' writing.

Interviewer : In oral or written feedback, what areas do you focus on? Why?

Teacher B : Ok, I focus on five areas. They are originality (how my students avoid plagiarism), organization (how my students arrange their composition), vocabularies, grammar and mechanic. Why I focus on the five areas because I believe those five components are the most essential elements of writing.

Interviewer : I think so miss. Would you like to explain what strategies do you use in providing error feedback?

Teacher B : I check if my students understand my feedback by asking them to retell me the feedback I gave them. I am open to any discussion regarding their writing.

Interviewer : Next, would you like to tell me, do you write comments on students' writing?

Teacher B : Yes, I do

Interviewer : Why? What the functions of your written comment?

Teacher B : I do write because every student has different areas to fix so that giving them personal written comments will work better than simply outline the errors in the class.

Interviewer : Ok, the last miss, we know that there are praise, criticism, suggestion and corrective feedback. Which one the most types of feedbacks that you used on students' writing? Why?

Teacher B : Ok, I give feedback based on the needs of students, so it's basically the combination of what you have mentioned in your question.

Interviewer : Ok, thank you so much for you information and your time to answer this interview miss?

Teacher B : You're welcome. Good luck!!! Bye

Interviewer : Bye miss.

C. Teacher C (6th June, 2016)

Interviewer : Salam sir, how are you?

Teacher C : Salam, I am fine, and you?

Interviewer : I am very well, thank you. Could I start this interview miss?

Teacher C : Yes, I'm ready. What're your questions for me?

Interviewer : Would you like to describe your feedback practice?

Teacher C : Actually when I teach writing I did the feedback in form of self-feedback (doing by themselves), peer feedback (doing by their classmates) and teacher feedback (doing by lecturer) in writing feedback particularly because the subject is academic writing.

Interviewer : In oral or written feedback, what areas do you focus on?
Why?

Teacher C : grammar because I think the students still have many mistakes on that aspect and it is really hard to repair.

Interviewer : I think so miss. Would you like to explain what strategies do you use in providing error feedback?

Teacher C : I use self-correction, peer correction, group correction and teacher's correction.

Interviewer : Next, would you like to tell me, do you write comments on students' writing?

Teacher C : yes, I wrote comments

Interviewer : Why? What the functions of your written comment?

Teacher C : I wrote my comment because I think it is really important for the students to make their writings better and they will know their mistakes in writing.

Interviewer : Ok, the last miss, we know that there are praise, criticism, suggestion and corrective feedback. Which one the most types of feedbacks that you used on students' writing?
Why?

Teacher C : I used corrective feedback the most of the time because I think it is really important for the students in writing and their writings still have many errors and I should make them know and correct their errors by themselves.

Interviewer : Ok, thank you so much for you information and your time
to answer this interviewer miss?

Teacher C : You're welcome. Good luck!!! Bye

Interviewer : Bye miss.

Script of Interview with Students

Student A

Interviewer : Hi... how are you?

Student : Hello, I'm fine, and you?

Interviewer : I'm good. Thank you for your time to do this interview with me.
Are you ready?

Student : Yes, I'm ready.

Interviewer : You have been academic writing class, right? Which one do you prefer, written, verbal or oral feedback form?

Student : Both of them.

Interviewer : Both of them? Do you think written and verbal are important?

Student : Yes, both written and verbal are important. Written feedback is important because I can know what part of my error and how far my ability in writing. I think verbal feedback is also important because I can know the point of teacher comment clearly.

Interviewer : In verbal or written, which one do you like? Praise, criticism, suggestion or corrective feedback?

Student : I like suggestion and corrective feedback because I can know where my error and what I should do to fix it.

Interviewer : How did you feel when you received the feedback?

Student : selama perkuliahan academic writing ini, kami diberikan beberapa latihan dengan topik yang berbeda. Setiap pertemuan kuliah, bapa memberi kami waktu batakun masalah atau kesulitan

dalam tugas writing kami. Bapak-randa datang kami satu satu dan membantu kami. Tetapi setiap latihan yang kami kumpul itu kadang pernah dikembalikan untuk direvisi. Jadi, kami kadang tahu dimana salah kami dan sejauh mana kemampuan kami dalam writing.

Interviewer : What is your expectation for future teacher's writing, especially in providing feedback?

Student : harapannya kalau lebih banyak dapat feedback dilatih kami itu. Ya, guru lebih peduli lah dengan feedback yang tertulis di latihan kami.

Interviewer : Finish, thank you for your time and information. Success for your study. Bye!

Student : amiiin... bye.

Student B

Interviewer : Hi... how are you?

Student : Hello, I'm fine, and you?

Interviewer : I'm good. Thank you for your time to do this interview with me. Are you ready?

Student : Yes, I'm ready.

Interviewer : You have been academic writing class, right? Which one do you prefer, written, verbal or oral feedback form?

Student : written.

Interviewer : Why written feedback? Do you think written and verbal are important?

Student : Yes, written feedback is important because with written comment, we will know what the mistakes. I don't think so about verbal feedback.

Interviewer : In verbal or written, which one do you like? Praise, criticism, suggestion or corrective feedback?

Student : Suggestion and corrective feedback because it is more useful for my writing.

Interviewer : How did you feel when you received the feedback?

Student : I'm very grateful because the feedback useful for my future or make thesis.

Interviewer : What is your expectation for future teacher's writing, especially in providing feedback?

Student : Actually my teacher never gives such a comment but I think it might become so because if the teacher gives comment it may be motivate me to be more better and success in academic writing. So, I hope for the next teacher to give more feedback on students' writing.

Interviewer : Finish, thank you for your time and information. Success for your study. Bye!

Student : Amiin... bye.

Student C

Interviewer : Hi... how are you?

Student : Hello, I'm fine, and you?

Interviewer : I'm good. Thank you for your time to do this interview with me.
Are you ready?

Student : Yes, I'm ready.

Interviewer : You have been academic writing class, right? Which one do you prefer, written, verbal or oral feedback form?

Student : Written ka ai. kalo untuk writing ini, penting banget feedback guru itu ditulis karena kami itu bisa malihati lagi mun kada ingat apa yang dipadahakan ibu dilokal tadi. Banyak coretan makin baik, jadi kami tahu dimana salah kami.

Interviewer : Do you think written and verbal are important?

Student : Yes, I do. With the both written and verbal feedback, I know my errors.

Interviewer : In verbal or written, which one do you like? Praise, criticism, suggestion or corrective feedback?

Student : katuju semuanya ae tetapi dalam bentuk tertulis soalnya mudah dilihat apa yang harus diperbaiki.

Interviewer : How did you feel when you received the feedback?

Student : senang ka ai habis dapat feedback. Ibu tu pasti ada coretan atau feedback dilatihan kami. Kertas latihan kami itu banyak coretan dari sidin bagian mana kesalahan kami. Bisa juwa ibu menuliskan

apa kata atau grammar yang bujurnya. Dikelas itu ibu menjelaskan lagi coretan dikertas latihan itu misalnya ada tulisan yang kurang jelas. Jadi kami tahu dimana salahnya dan memperbaikinya sebelum dikumpul lagi ke ibu untuk diperiksa, apakah masih ada yang salah atau kurang”.

Interviewer : What is your expectation for future teacher’s writing, especially in providing feedback?

Student : I hope that teachers always to give feedback and continue the practice especially in teaching writing because it will be useful for students’ development in writing.

Interviewer : Finish, thank you for your time and information. Success for your study. Bye!

Student : Amiin... bye.

Student D

Interviewer : Hi... how are you?

Student : Hello, I’m fine, and you?

Interviewer : I’m good. Thank you for your time to do this interview with me. Are you ready?

Student : Yes, I’m ready.

Interviewer : You have been academic writing class, right? Which one do you prefer, written, verbal or oral feedback form?

Student : Written

Interviewer : Why written feedback? Do you think written and verbal are important?

Student : Written and verbal feedback form are important to explain my error and I can revise my error. So, my writing will be better.

Interviewer : In verbal or written, which one do you like? Praise, criticism, suggestion or corrective feedback?

Student : I like suggestion and corrective feedback. I think, whatever the types of feedbacks, the teachers' feedbacks are important for my writing development.

Interviewer : How did you feel when you received the feedback?

Student : I'm grateful because the comment of teacher shows the wrong our written and build my written to be better in the future.

Interviewer : What is your expectation for future teacher's writing, especially in providing feedback?

Student : For the next teacher writing, I expect that they will give feedback not only on verbal form but also in written form on our writing.

Interviewer : Finish, thank you for your time and information. Success for your study. Bye!

Student : Amiin... bye.

Student E

Interviewer : Hi... how are you?

Student : Hello, I'm fine, and you?

Interviewer : I'm good. Thank you for your time to do this interview with me.
Are you ready?

Student : Yes, I'm ready.

Interviewer : You have been academic writing class, right? Which one do you prefer, written, verbal or oral feedback form?

Student : Written.

Interviewer : Do you think written and verbal are important?

Student : Yes, I think written and verbal are important because with this feedback we will know about the mistakes.

Interviewer : In verbal or written, which one do you like? Praise, criticism, suggestion or corrective feedback?

Student : I like suggestion and corrective feedback. The feedbacks are useful for my writing improvement.

Interviewer : How did you feel when you received the feedback?

Student : I feel enthusiastically if I receive the teacher feedback especially in my writing because I think it is very helpful for correct my mistake in writing subject. But in academic writing subject at this semester, I don't get comment or feedback.

Interviewer : What is your expectation for future teacher's writing, especially in providing feedback?

Student : For the next teacher, I hope that teachers' writing will give more feedback especially in written form. Give us more opportunities to revise our writing and don't many task.

Interviewer : Finish, thank you for your time and information. Success for your study. Bye!

Student : Amiin... bye.

CURRICULUM VITAE

1. Name : Maslina
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9. Family:
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 - c. Siblings : M. Rusdillah, M. Jurjani, M. Muslim, Maksumah, Nor Mahdi, Siti Rahmah, Nor Hafizah, Nor Hasanah, Husnul Khatimah and Uliana A'in.

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September th 2016 A.D

Maslina