

Appendix. Interview Guideline

Research Question	Question Items	Theory
1. What are EED of UMY teachers' attitudes toward their own feedback in students' writing?	1. Bagaimana menurut anda peran feedback tertulis anda pada tulisan mahasiswa anda?	“information that is given to the learner about his or her performance of a writing task, usually with the objective of <b>improving this performance</b> ” (Ur, 1996, p.242) as cited in (Zaman & Azad, 2012, p.140).
		Khatri (2013) supports that teachers' written feedback provides a clear and focus correction in students' writing so that through the drafting process, it will help the students on their <b>content and language accuracy</b> .
	2. Bagaimanakah cara anda memberikan feedback tertulis kepada mahasiswa anda?	Zaman and Azad (2012) and Razali and Jupri (2014) divide teachers' written feedback into form-focused feedback, content-based feedback and integrated feedback.
		Others types of teachers' written feedback are defined by Zaman and Azad (2012), Ellis (2009), Lindqvist (2011), and Park (2006) as direct feedback and indirect feedback.
	3. Hal- hal apa saja yang anda perhatikan ketika anda memberikan feedback tertulis pada tulisan mahasiswa anda?	Hyland (2003) supports that form-focused feedback from teachers would be helpful in highlighting their errors so that improvements can be made.
		Razali and Jupri (2014) argue that the uses of grammar correction in affording

feedback to the students are ineffective and harmful for students. On the other hand

“Unlike form-focused feedback, content-based feedback focuses more on content quality and organizational features in students' composition and teachers provide overall comments on where it doesn't make sense in terms of content or give some comments on logical fallacies in writing without pointing out specific grammatical errors” (Park, 2006, p.6).

Hyland and Hyland (2001) affirm that the wrong way of teachers' feedback delivery may lead to its' ineffectiveness on students' writing.

Integrated feedback is combination between form- focused and content-based feedback (Park, 2006).

Moreover, Zaman and Azad (2012) state that both teachers' feedbacks are important in enhancing students' writing. That is why it is necessary to apply integrated feedback for the better enhancement of students' writing.

Direct feedback is the feedback provided directly to the certain incorrect

	<p>part with the correct one in students' writing (Ellis, 2009).</p>
	<p>Park (2006) argues that direct feedback does not give significant role in students' writing because it does not encourage students to the deep thinking process.</p>
	<p>Using direct feedback provides explicit guidance to the students about their inaccuracies and it is principally helpful to those students who do not adept in self-correcting (Ellis, 2009).</p>
	<p>The teacher indicates the errors by underlining, circling or by using codes but does not provide the correct form. Diagnosis and correction in indirect feedback is therefore left to the students" (Zaman &amp; Azad, 2012, p.142).</p>
	<p>Park (2006) argues that indirect feedback is better than indirect feedback because it provides the students to think and do more analysis regarding their error to find the correct answer.</p>
	<p>Srichanyachon (2012) adds that indirect feedback can be done by indicating the errors by giving some codes in the incorrect one (such as V for Verb, Adv for Adverb) in order to help students understand and do self-correction.</p>

<p>2. What are EED of UMY teachers' obstacles in providing feedback to students' writing?</p>	<p>4. Kendala apa yang anda hadapi dalam memberikan feedback tertulis untuk mahasiswa anda?</p>	<p>Zaman and Azad (2012) on their study revealed that the large size of the class or the large amount of students in their courses become the major obstacles for the teacher in providing the feedback.</p>
		<p>Each paper has its own problem that push teachers to communicate personally to each students based on their writing problem and it takes a long time to do it one by one (Shammari, 2011).</p>
		<p>Srichanyachon (2012), students are lack of understanding in interpreting the teachers' feedback on their writing also becomes the problem to the teacher.</p>
	<p>5. Strategi atau solusi apa yang biasa anda lakukan untuk menyelesaikan masalah kendala tersebut (solusi untuk masing- masing kendala)?</p>	<p>Consequently, teachers need to consider students' English background knowledge and indicate their needs for error correction (Srichanyachon, 2012),</p> <p>Whenever teachers provide feedback, they should consider all aspects in students' writing such as the structure, organization, style, content, and presentation (Kafri, 2010).</p>