

Socio-Cultural Dimension of EFL Writing Feedback in Indonesian

Danafi

English Language Teaching Study Program
Postgraduate School, Universitas Islam Malang, Indonesia

Danafi29@gmail.com

ABSTRACT

In the writing feedback process, pupils are more passive role to participating in the writing process. Furthermore, there is a dearth of debate on how social-cultural attitudes impact teacher feedback. Moreover, in Indonesia closes to the dimension of socio-cultural. The purpose of this research is to know the socio-cultural dimensions which were reflected on EFL learners that mediated by MLE and AT theory. The data are collected by interviewing two lecturers, students, and analyze writing draft of students in University level, exactly in English Department of University Islam of Malang. The data found that, by MLE and AT theory, teacher or lecturer should involve the role of students to be more active in the process of writing feedback in order to the mission in the writing task can be reached between students and lecturer. Additionally, the intervention to the school administration also made lecturer do that as the responsibility to give the scores as development ability of students to the next semester or in the future and play an active role in providing purposive, valuable, effective, and flexible feedback in writing process orientation classes, and also importance role of students in teacher- student dialogue mediation.

Keywords: *Socio-cultural, EFL Learners, Writing Feedback.*

INTRODUCTION

Beginning from the research study of theory 2014 in Hong Kong, there are aspects which influenced on the writing feedback on the EFL learners. The different teachers to different learners are influenced by socio-cultural and contextual dimension in the writing feedback (Goldstein, 2001, 2006; Hyland, K. & Hyland, F., 2006). This research also had ever been researched Thailand. In this theory, most of teachers in Hong Kong used conventional writing feedback. The Hong Kong's students tend to be more passive in the writing feedback process. And also, there is a lack of discussion on teacher feedback that is affected by social-cultural views. So, the researcher of this theory used MLE (Mediation Learning Experience) to transform the conventional manner in giving writing feedback. MLE is a type of intervention that aims to promote learning (Anton, 2003). MLE stresses in the collaborative and interactive learning (Lee, 2014). The result of this study, The MLE theory can provide new views for EFL writing teachers on the teachers' mediational role in the process-oriented writing classroom by providing purposeful, relevant, and effective feedback, as well as the learners' crucial role in teacher–student dialogic mediation.

Indonesia is archipelago state. Automatically, Indonesia will have race, religions, and also personal factors (Barton, 2010). It enables people of Indonesia have differences perspective one another to the something. Moreover, in the education is often found unproductive writing feedback of the teacher's work (Lee, 2014). Because socio-cultural often becomes dominant aspect of teacher to highlight in gives writing feedback to the EFL student. In that case, such as an example; when the teacher give feedback to the EFL writing student, and the result of their writing feedback always give compliment to the student. In the Lee (2009), feedback is a problematic area that leads to unfavorable situation for teacher and students.

Frequently, the conventional writing feedback given to the student product-oriented, where is the assigned topic, only followed by short comment about grammar (Lo & Hyland, 2007). As well as in the study research of Lee (2014), learners are given the conventional method will be passive student in the writing class. The result, knowledge-transferred is ineffective, commonly the students does not get the essential of knowledge its-self.

It can be drawn that feedback is the correction from the teacher to the learners after they submit the first writing draft. In the revising of the writing feedback the learners must pass some process before the learners are in the end process of the writing. In the writing feedback process, they get some comments from the teacher about the mistake in their writing.

Process of writing feedback is the activity which needs long time, start to the giving writing task until the collecting the writing task. In the revision process of students writing task, teacher will give the comment, correction about anything, such as; grammar, diction, suitability of sentences, and etc. But, most of the writing of student error is in the grammar or writing organization. This is synchronized with Lee's statement that is in the writing teacher always focusing "only" in the grammatical error. So, learners feel so down after they get full of "red sign" in their writing task.

In Indonesia, there are many several culture which is applied in each region which also give influence to the teacher in their teaching-learning. Obanya (2019a) argued that, "Socio-cultural dimension is inseparable in the education". The socio-cultural is carried by teacher that has difference background. In the Oxford dictionary socio-cultural dimension is the set of behavior, value, and habit applied in the each region. Therefore, the researcher elaborates the values of socio-cultural influenced teacher in the revising students writing tasks.

The experience about socio-cultural side which is influencing teacher in giving revision to the writing task also had been felt by researcher when still study in UNISMA. In that time, the researcher was asked to make writing in long process. In detail, semester 2 and 3 researcher felt the process of writing by 2 different teachers. The treatment of writing process, start to the first draft until the end of draft, which is given by them, absolutely, different each other.

The first teacher in semester 2 tended to less in giving revision each draft that had been collecting when the process of writing. Researcher only gave chance to analyze dependently and teacher only gave sign to the incoherence utterance and little bit in the grammar. Because of that treatment made researcher confused to teacher feedback. Therefore, in the end of process doing the writing task, the researcher tended to not satisfied about the result of writing.

Meanwhile, in the semester 3 was extremely different. The teacher's treatment in revisiting each draft of writing task was very detail. The scribbles of comment about grammar, diction, and suitability of utterances had full-filled the writing task. Not only giving comments to the researcher's writing, but also guided how the utterances should was suit and becoming good writing. Automatically, researcher felt so satisfy and understanding how the writing becomes good.

Based on study research about socio-cultural dimension which happened in writing feedback EFL student which had been conducted by Lee (2014), the researcher

describes the socio-cultural in writing feedback of EFL students in University Islam of Malang (UNISMA), especially conducted research in the writing class of English Department in UNISMA. Moreover, UNISMA is well-known as campus which has various cultures in Malang city.

OVERVIEW OF SOCIO-CULTURAL DIMENSION IN WRITING FEEDBACK

Socio-cultural in education is inseparable (Obanya, 2019a). Because education is acculturate of behaviors in the society. In the Oxford dictionary socio-cultural is defined as set of behaviors, habits, and values.

Based on the expert behavior is an attempt on the part of an individual to bring about some state of affairs – either to effect a change from one state of affairs to another, or to maintain a currently existing one (Ossorio, 2006, p. 49). It means that behavior is connected with the physical activity. A child rises hand, says greeting such as “hello”, read a book are the physical activity.

According to Lee, that cited in Sam (2012, p. 84) stated that behavior is a deliberate activity directed toward a goal that takes into covered context tools, people, history, and other contexts. So, behavior can be described as the physical movements and knowledge to the goal of human.

In the EFL writing feedback, the role of teacher in giving comments and codes to the students writing draft is a physical action to make their goal in writing well. Also, the students can get the experience from the process of writing feedback for next students' insights in order to be good writer. Except on giving comments or codes by teacher, broadly, as students staring the eyes of teacher directly, using the lower sound are one of the various example of learners' behavior in Indonesian.

Mustadi (2011) stated that the socio-cultural diversity that exists in each region, in Indonesia, that can be one of the solutions for implementing socio-cultural-minded character education in accordance with the socio-cultural advantages of the local area in anticipating, tackling, and preventing moral decadence and character of the nation's children. So, the Indonesian nation becomes a civilized and dignified nation.

In the article of Lamons (2012) habit derives from the Latin *habitus* or *habere* means to have, possess, or acquire. The habit is formed by relationship with human and human or human and environment. “Socially, then, we are born and sustained by contingent relationships” (Lamons, 2012) and also Habit is always done continuously in the human life (Lamons, 2012).

In the writing feedback, the habit is strongly related to the process in the giving feedback. Because in the writing is always focus on the good product-oriented, so the teacher always penetrate in the errors and scores. Such as in the Lee (2008b), "The main focus of teacher correction is on the errors and scores". Therefore, submitting the multiple drafts is the way to get better in the writing (Lee, 2014).

Social culture includes values. The importance of interpersonal ties cannot be overstated in terms of values. Because each person has a personality to deal with (Mutmainah cited in Zaim Elmubarok, 2008: p.7). It is obvious that a person's behavior toward another involves openly gaining values. Also the other people will get the result of values that is given by a person (Mutmainah cited in Zaim Elmubarok, 2008: p.7).

Based on the Mustofa (2014), there are four values in the life, such as; Religious, philosophical, ethical, aesthetical value. All of the values are not the expression in the reality of life, but also to give more spread the valuable value (Mustofa, 2014).

In the writing feedback process, values are also embedded in the process of it. It can see in Engestrom's (1987, 2001, 2008a, 2008b) recent work on AT (referred to as third-generation AT, different from Vygotsky's first-generation and Leont'ev's second-generation AT), informed that teacher as a 'subject' that is encouraged to the 'object' (target in the activity) that is giving writing feedback with the codes or comments in their draft. It is automatically there are values in the act of teacher to the students, those are values to the students and values when teacher check students' work. Also in the teacher's work is strongly have connections with the rules of the school (norms and customs), community (i.e., participants), and division of work (i.e., how roles are distributed horizontally within the community as well as the vertical division of power and status) (Lee, 2014).

In the conduct of this research, the researcher only finds a previous study that correlate to this research. This research has ever been conducted in Hong Kong 2014 by Icy Lee, entitled "Revisiting Teacher Feedback in EFL Writing from Socio-cultural Perspective". In this previous study, the researcher uses two theories that helped his research. Those are "Mediation Learning Experience Theory (MLE) that was collaborative and interactive nature that must be used by teacher when in the giving writing feedback to the students tasks, and Activity Theory (AT) which tended to the teacher belief , knowledge, and previous experience in the learning teaching. "And for

the next research in Indonesia, exactly in UNISMA, the researcher will use that method and compare the result of the research study.

Between using two theories, MLE and AT theory, Lee found the problem that the limitation of the conventional feedback approaches in English as foreign learner contexts and practices typical for the process-oriented writing are not more effective. Discussion scarcity on teacher feedback also was solved by these theories. So, through the theory of MLE as human mediator can mediate this problem.

The previous study have some contribution in this research, those are contributing to the building relationship between students to the teacher, and targeting to their personality and necessity. In other words, the influenced of teacher in the guiding writing feedback is giving dominant impact to the students. Therefore, the contribution of previous study help researcher to accomplish the research in the socio-cultural dimension of writing feedback.

According to the Lee's findings in Hongkong correlate with the lecture or teacher in Indonesia when giving feedback to the students' writing draft. Some writing feedbacks make students confuse about the comments or marks that was given to the student draft. Less of explanation of the comments or marks in the students' writing draft also makes students lacks to motivate to fix the writing feedback from the lecturer or teacher. Next, by the gap of socio-cultural condition in Hongkong and Indonesia are significantly different, so the researcher conduct the study research to the Indonesian lecturers and students to know the Socio-cultural dimension of writing feedback that is reflected in Indonesian EFL learners.

METHOD

This study is descriptive qualitative method. Descriptive qualitative is the scientific study where in this research culturally seek specific information about values, opinions, behaviors, and social context in a population of people (Mach N. et al, 2019a). Generally, in this research study provides some questions, collect evidences, systematically use a predefined set of procedures to answer the questions (Mach N. et al, 2019a). Based on this research study, the researcher will conduct the research about socio-cultural dimensions in EFL writing feedback. The researcher will describe how socio-cultural dimensions reflect on the process of EFL writing feedback.

"Participant observation is appropriate for collecting data on naturally occurring behaviors in their usual contexts" (Mach N. et al, 2019a). The existence of the participants is absolutely important in this research. Because participants are subjects or targets to observe how the behaviors occur in their daily activity. By

natural behaviors that occur in themselves, the research will be easier to describe them in this research. The participations that will be observed in this research are UNISMA's students, exactly in English Department of writing class of second semester with the population 125 students, but the researcher only interview to the 5 students as representative of English students because the pandemic condition in Indonesia.

Because the researcher focuses on the socio-cultural aspects in the writing feedback, the researcher, firstly, will collect students' first writing draft as evidence of writing feedback process of EFL learners. Then, second drafts of students' writing are taken to be analyzed by researcher to know the feedback that is given lecture. And then the final draft is collected to be analyzed the change of the writing feedback of the student after they revised their feedback.

Conducting the interview will be done after the researcher analyzed the writing feedback of the student. Because of the pandemic situation, the students that will be interviewed only 5 students, 3 male students and 2 female students. In the interview the researcher give some questions to the 2 lecturer also the subject of the study research.

The instrument in this study is electronic tool to transcript into writing form. The recorder uses record process of interview. In the process of interview, recording the answer of lecture and students are much needed. Because, by recording in the interview, the researcher is able to be easier in the data collection.

Analyzing data of writing feedback is needed to observe the writing of the students. Researcher will analyze the comments, suggestion in the feedback of students writing. It the comments of lecture in their writing draft become evidences in this research studies that in the writing there is socio-cultural role.

RESULTS

Behaviors

Based on the result of interview, the researcher found the interesting interview with lecture that initials was Mr. I., His statement was:

"Whole of my process in teaching writing is using free writing process. It is freeing students to arrange the text based on my predefined theme and let them to make mistake in arranging each sentence. I think it is no problem. From that case, later, I can be more easily to identify their mistake. But, when I give them writing exercise, I tend to explain them what must be noticed

them in the writing process. Meanwhile for the grammatical, I tend to mark their writing with the underlined because I guess they knew the right grammatical for their writing and it must be fixed by them soon.”
(Interviewed on June 1, 2021)

The lecturer used free writing activity in his class. According to him, this way was more efficiency in writing process. The students would not be worry to make mistake when they were in the writing process. Also, the lecturer was considering that process in writing is the main way to make their skill in writing increase. From those mistakes, the lecturer hoped students wanted to be having curious why their lecturers give mark on his writing task until students asked to the Mr. I. By giving comments or marking the students writing draft, the lecturer was able to ease in identify the progress of students in writing.

In another interview with Ms. A. was different from Mr. I. Ms. A. was more asking students to give feedback by themselves. Time needed in writing process was the inhibition of writing process. Let the students checked and marked writing one another so that students found the right writing and got new knowledge in English writing or added students' vocabularies.

“... process I must ask them to focus on the vocabulary because the important thing in the writing process is vocabulary. Then asking students to analyze the grammatical, the form of tenses, such as simple present tense, simple continuous tense, and etc. with students own self. After that, the students arrange the short and simple sentences in order to know, we are as teacher, the knowledge of students.”

The researcher highlighted the attractive statements of Mr. I. the lecturer stated that the effectiveness of technique adopted from study in overseas. Mr. I stated that:

“So far, the effectiveness of my free writing technique adopted from my last study in the overseas is quite effective when applied to my students than I must force students to write in right structure first. I have once ever tried to observe my students in the next semester, the result of my students' memory of their mistake in writing such as using compound and complex sentence is incredible. They are still saving the memory of how to write compound and complex sentences well. Therefore, I convince that my way in the writing process will be memorizing by my students in their long-terms memory.”

According to lecturer's statements above were showed that the technique was effective to apply in writing process. By seeing the potential of effectiveness in writing feedback by Mr. I's way for students' the term of long-terms memory, Mr. I. declared that student was more getting much experience than had to be too focus on the structure-oriented in the writing feedback. But the lecturer didn't ignore the main job of lecturer to deliver score of students in the last assessment, the lecturer kept using scoring rubric as the modal of students to up to the next semester and the lecturer's responsibility to the administrator of University. Also, the second lecturer, that was initials Ms. A., was still using scoring rubric to measure the achievement of students in writing:

"Truly, the scoring rubric is the important for me, because it will help me to know easily where the student's difficulty in the writing."

Habit

The habitual lecturer in writing process who was reflected when the lecturer study in the overseas. The lecturer imitated the lecturer in the overseas to write about bio of students with students' language nationality. The script record such as below:

"Most of my way in the writing treatments such I explained before, I got more when I study in overseas. I have been once ever taught by my lecturer that used free writing method. In that time, he gave to my friends and I a task to write our bio in free writing method and ignoring the structures first in translating our nationality language in English. Instead of that time, my lecturer said to us to write our bio in our own languages. Maybe for the next step is more less same with my method by freeing students to write by ignoring the structure first."

The lecturer way was process-oriented writing feedback. The result in the writing feedback was not main goal to reach them success in the writing. Pressing in the writing process by starting the willingness of writing, was the important thing accorded to lecturer. Meanwhile, difference from the second lecturer oriented in the value in the result of writing. Such as the answer of interview Ms. A:

"So, the first process I must ask them to focus on the vocabulary because the important thing in the writing process is vocabulary. Then I ask students to analyze the grammatical, the form of tenses, such as simple present tense, simple continuous tense, and etc. After that, the students arrange the

short and simple sentences in so that we are as teacher; see the development of the knowledge of students."

The statements of the second lecturer could be analyzed that the lecturer was very detailed in writing draft of students. The process was focusing on the structure-oriented, like grammatical, form of tenses, etc. So, the process on writing feedback of EFL learners tended to the style of Indonesian teacher who was more pushing down the structure first than build the students' willingness in writing. Moreover, the lecturer also had ever once gotten experience when the lecturer was students in a one of University in Indonesia. Ms. A said that:

"Fully, I get the process in the writing feedback when I was as students also. In that time I also get the feedback from my lecture or my teacher that always focus on the grammatical. Because depend on me, generally, grammar is always being forgotten by students. "

Giving too much marks on writing feedback of EFL learners tucked a little disappointed to the students. A student felt so confused about lecturer was done on learners writing feedback. The statement could be described such as statements of students that Initials "A" below:

"In the previous, I feel confused about marks of my writing. I have once ever not felt confidence about my mistakes in writing. In that time, my mistake was on the compound complex sentence. I did not know the right writing in compound complex sentence. Moreover, my teacher some times did not explain my mistake on red mark of writing task, it was truly making me confuse. He just said, "In the next lesson, I will explain my mistakes". Spontaneously, I just silent and not asked him anymore." (Interview on June 4, 2021)

Based the result of interview on this student, actually student had some problem in the writing feedback process. Also, the student said sometime the lecturer did not explain the red mark on his writing feedback. The habitual way of lecturer did not give explanation to the students. But the lecturer had some reason "why he did not direct to give explanation about students writing feedback soon." To make students understand as soon as possible, giving curious was making them had motivated to make students increase their skill in writing. But unfortunately, time in

writing class was very short, so the lecturer made solution which was consulting students' draft outside the writing class:

"To trigger their willingness is not fast, I think the process in giving writing task needs more time until their writing can be good. Usually, I give them time to consults their writing outside their writing class. I convince if they want to consults their writing outside class, they can ask me many things about writing. And they can be more understands to write in English. Usually, there are 5 drafts students can reach target to understand in writing tasks. Although, their writing not too perfect."

Value

From that answer of lecturer, willingness was the main goal to make student to motivate in writing class. Except the willingness, building interaction was important to solve the problems in writing task. Moreover, at least, they were touched up to start in writing freely. Truly in some case, students got to be lazy in writing class. So, the solution was letting them to ignore writing perfectly. Except that, time needed for consulting writing class was too short. Only one solution could solve time in the writing class that was giving time outside the class. That way could minimize problem in the writing class in order to not killing many time.

DISCUSSION

Based on the interview that was conducted by researcher, there were much of findings in the socio-cultural dimension, such as, habit, behaviors, and value, of writing feedback that was reflected on EFL learners, exactly in UNISMA. Except that, the researcher discussed the effectiveness of writing feedback that was done by two interviewed lecturers.

In the study research on writing feedback, the researcher had found the interesting findings covered socio-cultural dimensions. But the findings needed to correlate with "Mediation Learning Experience Theory (MLE) that was collaborative and interactive nature that must be used by teacher when in the giving writing feedback to the students tasks, and Activity Theory (AT) which tended to the teacher belief, knowledge, and previous experience in the learning teaching, "from the previous research study that was conducted by Lee (2014) in Hongkong, Below the snippet of interview results of lecturer:

"Meanwhile for the grammatical, I tend to mark their writing with the underlined because I guess they knew the right grammatical for their writing and it must be fixed by them soon."(Interview result of Mr. I)

Two lecturers gave comments or mark to the students writing tasks. Commonly, the first lecturer, predominant in writing feedback, focused on the process in writing. That correlated with the problem in the Hongkong's teacher that was described by Lee (2014). The tendency of teacher in the writing feedback that only focused on the errors and the students' scores (Lee, 2014). Even though Mr. I, traditionally in writing feedback, kept building the interaction to the students was the main point for teaching writing. According to the MLE and AT theory of Lee (2014), Mr. I. predominated to give the comments and marks to the students writing draft but AT theory, Mr. I was too lacks into the students collaboration to the meaning of Mr. I's comment in the feedbacks because the students satisfaction was not reached. See the snippet students' interview below:

"...Moreover, my teacher some times did not explain my mistake on red mark of writing task, it was truly making me confuse" (Student's Interview Initial A).

Another student that initials "C" said that:

"I can say not all of the writing lecturer can be understandable. Some lecturers make me confuse about the feedback. I did not know what the meaning of the feedback. But unfortunately, I also did not want to ask to women lecturer. Maybe my paradigm about Unisma to honor all of lecturers because adopted from pesantren.

There is statement from student that initial "C" stated that the background of Unisma adopted from pesantren education made some of students not really free to share or ask to the lecturer, moreover women lecturer. That condition influenced the students to hold students' question, or idea. Not all the lecturer like C's opinion, other lecturer was still flexible to deliver question, idea in the teaching writing.

Based on MLE theory in the Lee (2014), teacher or lecturer should leverage the role of students to more active in the process of writing feedback in order to the mission in the writing task can be reached between students and lecturer. "MLE is type of intervention that aims to increase learning", (e.g., Anton, 2003; Kozulin &

Garb, 2002; Lantolf & Poehner, 2011; Pena & Gillam, 2000; ~ Poehner & Lantolf, 2019a). MLE stresses in the collaborative and interactive learning (Lee, 2014). The result of this study, "the theory of MLE can provide new insight for EFL writing teachers regarding the teachers' mediational role by providing purposeful, relevant, and effective feedback in the process-oriented writing classroom, as well as the importance role of the learners in teacher–student dialogic mediation".

Meanwhile, Ms. A. was very consent in the writing product-oriented that was covered into some drafts writing. Marking in the students' writing kept done to measure development of students from the first draft until final draft. But the collaboration between students and lecturer can be run by Ms. A such as interview result below:

"... process I must ask them to focus on the vocabulary because the important thing in the writing process is vocabulary. Then asking students to analyze the grammatical, the form of tenses, such as simple present tense, simple continuous tense, and etc. with students own self." (Interview result of Ms. A)

During writing task given by Ms. A., the classroom looked like the test condition. That condition was argued by Lo & Hyland (2007), in traditional writing feedback teacher often marked only the error writing, such as grammatical error and the classroom condition such as test conditions.

While the habitual of Mr. I. in the giving writing tasks to the students was still adopted when Mr. I. studied in the overseas. The strategy to made students had willingness to write in the writing class was same as Mr. I.'s lecturer. Predominant in the process-oriented writing, kept in the marking writing draft of students, and also kept the interaction lecturer and learners, were taking students enjoy in getting writing task from Mr. I. Below the snippet of interview results of lecturer:

"So far, the effectiveness of my free writing technique adopted from my last study in the overseas is quite effective when applied to my students than I must force students to write in right structure first. I have once ever tried to observe my students in the next semester, the result of my students' memory of their mistake in writing such as using compound and complex sentence is incredible.."

Ms. A. in the applied strategy of writing feedback to the learners was still using traditional writing feedback which was product oriented. Intervention to the

students to get the perfect writing result made students a little confused about marking given by Ms. I. on students writing. But, Ms. I. was not running out the interaction to the students.

Based on the MLE theory, Both of Mr. I. and Ms. A. in the writing process had covered three predefined criterion of Feuerstein, et al. (1988) those are: first Intentionality / reciprocity. Mr. I. built interaction was intensively about students' mistake in writing and Ms. A also was similar with Mr. I. in the interaction. The second was transcendence. Predominant transcendence criterion was applied by Ms. A. that could make students participation in writing feedback. In other words, the classroom was not just teacher centered in writing feedback. And third criterion was meaning. In the meaning criterion, both of Mr. I. and Ms. A. had reached the significant interaction with the students. The students were same to be able to writing English well and interpreted students writing. While in the Activity theory, Mr. I and Ms. A. had different background study that made the way in giving writing feedback was different and make the results of insight of students in the understanding of writing task also different. The different teachers to different learners are influenced by socio-cultural and contextual dimension in the writing feedback (Goldstein, 2001, 2006; Hyland & Hyland, 2006). This research also had ever been researched Furneaux, Paran, and Fairfax (2007) in Cyprus, France, South Korea, Spain and Thailand.

The last discussion, researcher drawn a conclusion about research entitled "the socio-cultural dimensions, such as behavior, habit, or value, which are reflected on EFL Writing feedback learners" that the background study of the teacher/lecturer gave impact to the writing feedback of EFL learner. Also, the intervention to the school administration also made lecturer do that as the responsibility to give the scores as development ability of students to the next semester or in the future. Additionally, the condition of Unisma adopted the education in the *Pesantren* made some students not feeling free to deliver question, or idea to the lecturer. Moreover, some of women lecturers that was sensitive to receive question from the students.

The results of this study are able to argue that researchers gain new insights about how teachers/lecturers play an active role in providing purposeful, meaningful, and effective feedback in process-oriented writing classes, as well as the important role of students in teaching learning.

CONCLUSION

The data analysis was summarized in a problem of writing feedback on EFL Indonesia Learners, exactly in UNISMA Malang such as describing the socio-cultural dimensions, such as behavior, habit, or value; those are reflected on the EFL Writing feedback learner in Indonesia, exactly in English department of UNISMA.

Based on the observation, the researcher found the interesting socio-cultural dimension such as behavior, habit, and value of lecturer which as influencing the background study. The data interview of both of lecturer was attracting views of researcher that the experience of study made the way in the giving writing feedback was different. The background of Unisma was adopting from Pesantren education model that students should implemented be politeness with the teacher and not too much talk with teacher. So, the flexibility lecturer received a question, idea in the teaching writing was more loved by students in order to make student feel free faced lecturer in the writing feedback process.

Therefore, the results of this study are able to argue that researchers gain new insights about how teachers/lecturers play an active role in providing purposeful, meaningful, and effective feedback in process-oriented writing classes, as well as the important role of students in teacher-student dialogue mediation.

According to the data analysis gained in this observation, teacher can adopt the insights about socio-cultural which were contained in the process of writing feedback. For the first, teacher needs to increase in the building of interaction in the process of writing feedback. In fact, some of teachers are dearth in the intention in the writing-feedback process. The second in the transcendence side, participation in the writing feedback is also need to be highlighted by teacher so that students are more active in the writing feedback.

There are the following suggestions for the future researchers who want to conduct the same study in their research. This study used observation, recording and interview methods in descriptive qualitative study. The future researchers who want to conduct the same study, should research in school where have a native

English teachers Then the researcher should know the problem of reading practice deeply before conduct a research In particularly, the future archer must know the influenced of first language students in their skill of adding comprehension in English. Finally, this study may not be accurate because the observation is not used complete supported tools to collect the data The researcher suggested for the future researcher to use the completed supported tools, for example video camera to record all activities in each meeting to get information accurately.

REFERENCES

- Anton, M. (2003). Dynamic assessment of advanced foreign language learners. Paper presented at the meeting of the American Association of Applied Linguistics, Washington, DC.
- Elmubarak, Zaim. 2008. *Membumikan Pendidikan Nilai*. Bandung: Alfabeta
- Engestrom, Y. (2008a). Enriching activity theory without shortcuts. *Interacting With Computers*, 20, 256–259.
- Engestrom, Y. (2008b). Quand le centre se derobe: La notion de knot working et ses promises (When the center does not hold: The concept and prospects of not working). *Sociologie du Travail*, 50, 303–330.
- Feuerstein, R., Rand, Y., & Hoffman, M. B. (1979). *The dynamic assessment of retarded performers: The learning potential assessment device, theory, instruments, and techniques*. Glenview, IL: Scott Foresman.
- Furneaux, C., Paran, A., & Fairfax, B. (2007). Teacher stance as reflected in feedback on student writing: An empirical study of secondary school teachers in five countries. *International Review of Applied Linguistics in Language Teaching*, 45, 69–94.
- Goldstein, L./ 2006. In search of the Individual: feedback and Revision in Second language Writing. In K. Hyland & F. Hyland (eds).
- Harmer, J. (2007). *How to Teach English* 2nd edn Pearson Education Ltd
- Hyland, K., & Hyland, F. (2006). Contexts and issues in feedback on L2 writing: An introduction. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 1–19). Cambridge, England: Cambridge University Press
- Kozulin, A. (2002). Socio-cultural theory and the mediated learning experience. *School Psychology International*, 23, 7–35.
- Kozulin, A., & Garb, E. (2002). Dynamic assessment of EFL text comprehension of at-risk students. *School Psychology International*, 23, 112–127.
- Lamons, B., (2012). *Habit, Education, and the Democratic Way of Life: The Vital Role of Habit in John Dewey's Philosophy of Education*. University of South Florida
- Lantolf, J. P., & Poehner, M. E. (2011). Dynamic assessment in the classroom: Vygotskian praxis for second language development. *Language Teaching Research*, 15(1), 11–33.
- Lee, I. (2008a). Student reactions to teacher feedback in two Hong Kong secondary classrooms. *Journal of Second Language Writing*, 17, 144–164.

- Lee, I. (2009). A new look at an old problem: How teachers can liberate themselves from the drudgery of marking student writing. *Prospect: An Australian Journal of Teaching/Teachers of English to Speakers of Other Languages (TESOL)*, 24(2), 34–41.
- Lee, Icy. 2014. *Revisiting Teacher Feedback in EFL Writing /from Socio-cultural Perspectives*. Hongkong.
- Lee, I. (2009). A new look at an old problem: How teachers can liberate themselves from the drudgery of marking student writing. *Prospect: An Australian Journal of Teaching/Teachers of English to Speakers of Other Languages (TESOL)*, 24(2), 34–41.
- Lo, J., & Hyland, F. (2007). Enhancing students' engagement and motivation in writing: The case of primary students in Hong Kong. *Journal of Second Language Writing*, 16, 219–237.
- Mach, K. J (2019b). *Climate as a risk factor for armed conflict data sets*, Stanford Digital Repository
- Mustadi, A. (2011). *Pendidikan Karakter Berwawasan Sosiokultural (Socio-cultural based Character Education) di Sekolah Dasar. Daerah Istimewa Yogyakarta*.
- Mustofa, Mutmainnah. (2014). *Literacy Works-Life and Love "Student's Book English Literature and its Teaching"*. Malang English Language Teaching Study Program Graduate Program Islamic University of Malang.
- Obanya, Pai (2019a): *Blind Diagnosis And Dangerous Curative Measures*, Union of Education of Norway Seminar, April 5 2019a
- Ossorio, P. G. (2006). *The behavior of persons*. Ann Arbor, MI: Descriptive Psychology Press.
- Pena, E. D., & Gillam, R. B. (2000). Dynamic assessment of children referred for speech and language evaluations. In C. Lidz & J. Elliott (Eds.), *Dynamic assessment: Prevailing models and applications* (Vol. 6, pp. 543–576). Oxford, England: Elsevier Science.
- Poehner, M. E., & Lantolf, J. P. (2019a). Dynamic assessment in the language classroom. *Language Teaching Research*, 9, 233–265.
- Sam, C. (2012). Activity theory and qualitative research in digital domains. *Theory Into Practice*, 51, 83–90.
- Wilson, J., & Czik, A. (2016). Automated essay evaluation software in English Language Arts classrooms: Effects on teacher feedback, student motivation, and writing quality. *Computers & Education*, 100, 94–109.