

# POSTCOLONIAL THEORY: LACK FACTORS OF L2 ON L1 IN THE WRITING SKILL OR VICE VERSA

**Dodi Erwin Prasetyo**

*Universitas Bakti Indonesia*

ddikrwn@gmail.com

**ABSTRACT** The spread of English affects either in the education field or other language use. This emerges postcolonial theory which stresses on how the second language affects to first language or vice versa. this paper aims at discussing what postcolonial theory is, explaining the urgency of postcolonial theory for English writing, reviewing L1 and L2 written acquisitions and pondering some lack factors of L2 on L1 in the writing skill or vice versa. The factors were categorized as internal and external factors. Internal factors delineate as students-self ability in terms of psychological factors, socio cultural factors and linguistic factors. Meanwhile, external factors derive as students' environments effects in terms of family factors, peer factors and instructor or teacher factors. The suggestion offers to the pedagogical aspects.

**Keywords:** Postcolonial theory, Writing skill, The first language, The second language

## A. INTRODUCTION

English as global lingua franca is applied in the education field, including the teaching and learning. Sometime first language affects second language (English). Moreover, the use of English affected to others the education, culture, society, politic and so forth. It is referred as the postcolonial theory. Barry (2009) stated that the postcolonial theory relates to Eurocentric and/ or White people centric' practices and norms as are more superiors than the others. It spreads the language usage between a native language and foreign language. Ellis (1997) argued that second language acquisition as long term process by combining multiple cultures between native and foreign. This implies that the study of second language acquisition cannot be separated from the first language usage. As implied by Leong & Ahmadi (2017), learners have to be familiar with language to acquire its features. The utilization of L1 for L2 learning, in the context of writing, has commonly issues in the English Teaching Language (ELT). This emerges critical notions of educators to compose and embed on how L1 affects to L2. Some studies have ever been conducted to find how far L1 impacts on L2 or vice versa (Choi & Lee, 2006; Dipolog-Ubanan, 2016; Gonca, 2016; Hashemian, 2011; Mehrabi, 2014; Salies, 2016; Yigzaw, 2012; Zhang, 2018). Choi & Lee (2006) investigated how L1 affected on L2 writing process of Korean EFL learners. They engaged nine students by performing two types of tasks, namely letter writing and argumentative writing. They discovered that lower level

students' proficiency relied more on the L1 rather than the higher level students' proficiency. Lower level students concerned more on the L1 lexical searching, idea generation and language usage for both tasks. In addition, lower level students translated L2 to L1 often or vice versa. Meanwhile, higher level students used L1 for ideas maintaining, meta-comments and discourse organizations. In short, they exerted L1 to balance L2 as linguistic sources to comply their demanding higher level tasks. Dipolog-Ubanan (2016) analyzed how strengths L1 influenced L2 for college students in China. They recruited 30 students to observe and interviewed 10 students to solicit their difficulties in L2 writing. They underlined some students' difficulties in L2 writing, such as less word choices word form, tenses, spelling, articles, determines, number and agreements of verbs and subject. Due to the results of interviews, he highlighted that students commonly addressed L1 to assist their L2 writing by translating L1 into L2. Gonca (2016) studied a research on the effects of L2 writing proficiency on L1 writing proficiency. He engaged 40 students whom were divided into two groups 20 students attended L2 writing course and others 20 students did not attend L2 writing course. The finding pinned that L2 writing course positively influenced on L1 writing proficiency. Thus, it enhanced their L1 writing abilities.

L2 also impacts on L1 proficiency. The study has ever been conducted to investigate L2 which assisted on L1 or vice versa (Hashemian, 2011; Mehrabi, 2014; Salies, 2016; Yigzaw, 2012; Zhang, 2018). Hashemian (2011) observed on L2 writing impacted on the L1 writing ability. He employed 120 students who were participated into four groups, 30 senior English students, 30 freshman English students, 30 senior non English students, and 30 freshman non English students. They were required to write 150 words with the title "What are your plans for the future?". The results indicated that the senior English students outperformed rather than others three groups. In the other words, the beneficial of L2 learning successfully influenced positively to L1 writing proficiency level. Mehrabi (2014) performed a study on effects of L2 writing ability on L1 writing ability. He divided students into two groups namely majoring English and non-English. Both were treated by English course specifically grammar and writing course. The results underlined that L2 learning and L2 writing ability affected on L1 achievements and L1 writing ability. Salies (2016) conducted case studies by employed two students to analyze the role of L1 in L2 writing. The research reported that participants were not confident in their first essays. At the second essays, they revealed more cohesive paragraphs and stronger voices. The third essay proved that their essays translations more organized than previous essays. Yigzaw (2012) studied the impacts of L1 on L2 English writing by employing 11 students then dividing them as the control and experimental group. Thus, pre- and post-test were included to

measure L1 usage in writing (idea generating). He also added interviews to reflect students in the use of L1 in writing for ideas generating. The results showed that the experimental group outperformed rather than control group. The interviews findings were that mostly participants preferred to exert L1 during the discussion at L2 pre – writing stage. Hence, it concluded that L1 assisted students L2 performance in writing. Zhang (2018) led the research to identify the collaboration writing between L1 and L2 usage. He recruited 35 intermediate EFL students. The results gained that L1 led to better syntactic complexity performance. However, there were no differences on accuracy, fluency, and text quality. Most researches concern on the L2 and L1 which affect each other. Therefore, this study underlined the factors how those affect each other, the urgency of postcolonial theory for English writing, and significant contributions of L1 to the L2 in writing or vice versa.

## **B. REVIEW OF LITERATURE**

### ***Postcolonial Theory***

Post-colonial theory is an inquiry theory to observe how colonial influences other countries, ethnics and cultures. It emerged in the late of 1970s and 1980s. Colonialism is over power and control of other nations to penetrate and control others (Loomba, 2005). Post colonialism mainly is different with humanism since it stresses on the strengths of certain nations. It promotes the terms of superior and inferior. Barry (2009) has a notion that postcolonial promotes Eurocentric as superior than others. It sometime affects to other cultures, education, society, politics and so forth. Postcolonial theory relies on some points. The first is that proclaims of non-Europe as the amendable nations. The second, the use of Colonial literacy works. The third is the bias identity of colonized nations. The fourth is the interaction of other cultures or cross-cultural notions. Post-colonial theory related to the education field, the emergence of terms west and east people triggers the gap both of them. Moore-Gilbert (1997) argued that misinterpretation of notions between west as democratic, rationale, and progressive, meanwhile, east as despotic, irrational also backward. It represents, until nowadays, how west cultures affect to east cultures. The culture is a dynamic process where it potentially is mixed with other cultures which results dynamic characteristics. It fabricates the world more global, including the use of language (Fenton, 2003; Nduati, 2016).

### ***L1 and L2 Writing in a Written Acquisition***

The process transfer of language from L1 to L2 or vice versa occurs when the learners have studied another language. Hence, it is the process of learning of another language after acquiring native language. Even the learners learn more than one languages, it is called second

language acquisition (Gass & Selinker, 2008). Learning more than one languages as foreign language mean as a learning those cultures and language rules. For example, Indonesian learner has to learn English. He has to acquire English rules and its culture. However, it also is impacted by his native language, Indonesia. This is natural process how first language will affect to second language acquisition or vice versa. Including the learning writing, this is not simply by only writing the certain topic. Those processes of English writing allow writers to discuss to others. During the discussion, they use their first language to make easily in gaining and developing their ideas. This refers that L1 assists to English Writing achievements. In addition, sometime learners use their first language to be translated in English during the writing process, if they do not acquire the certain meaning of word. The process of writing also considers how the instructions are given which confer the progress and the goal at the end of lesson. This is in line with Krashen (1984). He pointed out that the writing skill is influenced by instructions.

### **C. METHOD**

This study was employed library research. It was to observe critical analysis on what lack factors of the first language to the second language in learning writing or vice versa. The data gained from any library resources such as research paper, book, and so forth to identify, and develop into the new paradigms. Therefore, this paper aims at answering on what lack factors of L1 transfers to L2 in the learning of writing or vice versa.

### **D. FINDING AND DISCUSSION**

The urgency of post-colonial theory in writing refers on how L1 affected on L2 or vice versa. Students lack factors in the learning of writing by transferring L1 into L2 writing lesson are divided into two factors, namely internal factors and external factors. Internal factors derive from students self. Meanwhile, external factors derive from outside influences of students. Internal factors can be psychological factors, socio cultural factors and linguistic factors (Dwihandini et.al, 2013). External factors refer to family, peer and instructors supports (Aslinawati and Mintarti, 2017).

#### **The urgency of post-colonial theory for English writing**

Due to the domination of English as global language, people tend to write in English. This is caused by spreading of English movies, songs, stories and so forth. English, commonly, differs as British English (BE) and American English (AE). The westernization stresses to other areas and life fields. It impacts on how English as L2 affects on local language (L1) or vice versa. Nevertheless, both BE and AE were less significant for a broader global language expansion

since in U. S has various immigrants with different accents and dialect (Nduati, 2016). In addition, economic expansion factors trigger English to be spoken in different variations (Bhatt, 2001; Caine, 2008). Thus, interlanguage in second language acquisition should be paid much attentions by educators. It is to adjust learners' first language to fit with the second language. The use of L1, in the context of teaching and learning writing, can be applied before completing the writing tasks. This is to fabricate students easier to comprehend the writing instructions. Hall (1990) asserted that the writing revising processes were much better via across languages. his study also underlined that the more capacity of students' input in L2 writing could be developed and transffered through L1 usage. However, the roles of L1 and L2 commonly in writing is quite similar (Uzawa, 1996). Edelsky (1982) argued that the ransfer of L1 into L2 potentially could occur and depend on the cotext. Additionally, the transfer of L1 to L2 in writing were exhibited, meanwhile, L2 writing skill rules could be not exerted in L1 writing rules (Kobayashi & Rinnert, 2008). They also found that groups which were instructed via L1 and L2 gained higher score in writing than group with L2 instruction only. Yigzaw (2012) studied on the use of L1 for L2 writing. The respondents were 11 students. the study pinned that the majorities of students chose L1 during their discussion at the pre-step of L2 writing. It also revelead that the use of L1 at the pre-step of L2 writing assists students to produce the better outputs of writing. That is in line with Wang & Wen (2002) who reviewed also on the use of L1 for L2 writing. They corroborated that learners tended to use L1 in discussion to maintain their writing. Thus, those reports underlined the point of view that the interference of English as L2 and foreign language existed in L1 or across language.

### **Internal factors of psychological aspects**

Psychological factors affect students writing achievements, i.e. self-esteem, self-efficacy, theory, communication, a risk acceptance, anxiety, empathy, motivation and so forth (Brown, 2007). Motivation gains the pivotal roles in the learning. It assists students' ability to acquire certain learning lesson comprehensively. Motivation is situated dynamically of learners' characteristics (Bong, 2001). Therefore, motivation relates to the task persistence, strategic behavior, an academic achievements (Kuhl, 1985; Zimmerman & Ringle, 1981; Paris & Winograd, 1990). The study has ever been conducted by Nurfidoh and Kareviati (2021). They analyzed students' stumbles in the writing of descriptive text. They employed 12 students of eight grade of junior high school. They applied writing test, questionnaire and observations. They discovered that students have low motivation in the learning writing. It showed by 66.7% students little bit enthusiastic in the learning of writing. The same vein with Nurfidoh and

Kareviati (2021), Ismayanti and Kholiq (2020) observed students difficulties in the learning of writing. They applied descriptive quantitative research. They realized that students faced difficulties in writing because of lacks interest in the writing lesson. This is also supported by Novairana, Sumardi and Tarjana (2018) who studied the students' problems during the learning of writing skill. They used qualitative study through purposive sample. Their research employed observations and questionnaires. They asserted that low motivation of students in writing. The less motivation of students in the learning writing potentially occurs because of their lack ability in L2. In addition, they do not have willingness to translate L2 into L1 or vice versa. Translation in second language acquisition obtains a pivotal role to enhance students' proficiency level. Those can be assumed that the psychological factors determine students' success of written skill.

### **Internal factors of sociocultural aspects**

Culture cannot be separated from the language as coin with two sides, including in the learning of writing. Therefore, it is crucial parts in second language teaching (Brown, 2007). Sociocultural correlates on some points. Those points are (1) the relations among students. It builds their writing achievement when they do collaborations during the learning in terms of sharing, discussing, proving feedback and others. (2) The relations between students and teachers on how students and teachers communicate and respond among them, how teachers trigger students enthusiasts in the learning writing, how teachers emerge students creativity in their writing lesson. (3) The teaching and learning culture means as those situations or condition in terms of managing class, declaring class rules, providing rewards for students' achievements and so forth. It influences students feeling to join the lesson of writing. The roles of sociocultural in learning writing determine students' achievements (Ahmed, 2010; Amerian and Ahmadian, 2014; Englund, Olofsson & Price, 2018; Rezaei & Shokrpour, 2011). Amerian and Ahmadian (2014) conducted the sociocultural theory on the effect of teachers, class and peer scaffolding on the writing EFL. They collected 30 students to participate in their research, 19 students as the experimental and 11 students as the control group. They found that at the beginning lesson, students tended to less initiating discussion and avoid talking to others. Englund, Olofsson & Price (2018) studied on sociocultural and structural context in higher education. They found that little collaboration among participants and less discussion among them for the lesson. Another supporting research was by Ahmed (2010). He led a study about contextual challenge of Egyptian students for the development of writing. He utilized mix method namely a deep semi-structured interview, questionnaire, and a deep semi-structured

observation. He found student's difficulties in writing for sociocultural context in terms of students' previous learning experiences, lack of reading habit, and too much the interference of L1 to L2. Rezaei and Shokrpour (2011) analyzed scaffolding used by teacher and peer. Their study participated of two writing classes. One class consisted of 15 students and other class was 11 students. They found that the teacher exerted more scaffolding behavior than peer. It meant that less effort of peer explored and elaborated during learning. Hence, the effect of sociocultural factor impacts on the writing achievements.

### **Internal factors of linguistic aspects**

Linguistic factors relate to the students' writing competence in terms of mastering grammar, acquiring vocabulary, applying appropriate content and so forth. Those link to the writing indicators. Linguistic factors relied on students writing competency Alisha, Safitri, & Santoso, 2019; Bulqiyah, Mahbub, & Nugraheni, 2020; Novariana, Sumardi, & Tarjana, 2018; Nurfidoh & Kareviati, 2020; Wahyumi, 2019). Alisha, Safitri, & Santoso (2019) led a study to identify students' problem during the learning of writing skill. They engaged 30 students to participate in their study and allowed qualitative research design to gather the data. They employed questionnaires and one open ended item. They reveal that students tended to face grammatical errors in their writing and lack of vocabulary mastery. Those findings were supported by the study results of Novariana, Sumardi, & Tarjana (2018) who revealed that students problems in their writing process in terms choosing appropriate words, applying limited vocabulary in their writing, and inserting grammatical errors within. Nurfidoh & Kareviati (2020) also proved that students deployed grammatical mistake and low vocabulary mastery in their writing. In line with Bulqiyah, Mahbub, & Nugraheni (2020), they investigated tertiary students' problems during the learning of writing. They recruited twenty one undergraduate students to involve in their study. They used questionnaire and semi structured interview. They mentioned some students' problems during the writing lesson in terms of grammatical problems, vocabulary limitations, and structure essays problems. In addition, they underlined students' difficulties in the language transfer. Wahyumi (2019) also conducted the study junior high school students' stumbles on the writing lesson. She recruited 30 students. She revealed that students mostly face difficulties on developing writing content, grammar, spelling, and mechanic. All findings direct to students writing competency in terms of their capability in grammar, vocabulary, written contents, those arrangements contents and so forth.

### **External factors of family background**

Family background points the success of their children in the learning, including the learning of writing. Some research proved the effects of family background on learning writing achievements (Bindman et al., 2014; Manjula et al., 2009; Neumann & Neumann, 2010; Owusu, Agor & Amuzu, 2015; Thompson et al., 2014); . Owusu, Agor & Amuzu (2015) studied on the second language learners 'family background and their English writing competence. They selected 121 students to join in their research. They found positive correlation between positive attitude of learners' parents and their writing achievements. It implied parents attitude determine the success of learners in the writing academic lesson. Another report was by Thompson et al., (2014) who studied on the effective engagements parents in the students learning to support achievements. They found that the engagements of learners' parent in school were very limited. They suggested to parents actively engage and support their son and/or daughter in the home to achieve better goal for their learning progress. Manjula et al., (2009) observed on the involvements of parents in the education of their children in terms of learning reading and writing skill. They recruited 148 children for their research. Then, they were screened to be selected again through Kannada reading and writing tests. They selected 279 children to engage in their research. They found that less roles of parents to support and involve actively on their children in the home in the learning of writing as well as reading skill. Neumann & Neumann (2010) conducted the research on parental strategies to support scaffolding for pre the writing skill in the pre-school. They proved that parents' involvements were very important to guide their children in the learning, including how wrote simply as the basic of learning writing. Another study was by Bindman et al., (2014) parental writing support for the learning in the preschooler early literacy, language and fine motor skill. They employed 135 students. Findings revealed that low support of parent for their children in the graphophonemic and letter formation. Parents also tended to accept their children errors rather than asked the corrections. the background family bold as the crucial factor which influenced students achievements, in terms how they support their son/or daughter in the lesson, how they maintain their children time to learn in a home, how they communicate to students to influence them actively in learning, how they share to teachers toward their students learning progress in a home and school, and so forth.

### **External factors of peer support**

The writing process includes the feedback to enhance the students' proficiency levels of writing. However, it sometime emerges some problems during the peer corrections or peer



feedback. Xianwei, Samuel and Asmawi (2016) conducted the research of critical feedback to assist students' business English writing through weblog. They employed six students with qualitative case study. They proved that peer feedback could be done with the high critical thinking ability. This was appropriate with higher level writing. It implies that if peer supports have no higher critical thinking ability, they face difficulties to correct, discussion, and provide suggestions to others students' works. Ganji (2009) conducted the study on peer correction, teacher correction and self-correction for Iranian IELTS writing essays. He used one way Anova. He found that peer correction and self-correction are much better than teacher correction. It is implied that the peer correction gains pivotal roles in the learning of writing. Lin and Chien (2009) led the study to observe the effectiveness of peer feedback on the writing. They applied questionnaire to gather the data. They revealed that most participants believed on peer feedback which affected to the writing skill. All of those research findings asserted that peer determine the learner achievements. This is because through peer, they discuss, share and criticize their own and other students writing works. It also triggers their critical thinking. Peer supports are as students' mutual partners in discussing during the learning.

#### **External factors of instructors' support**

The instructors have the most important roles to guide students in the learning of writing. Some studies ever been led to examine instructors or teachers support in the learning of writing (Angrum, Hasanah, & Klaudia, 2020; Hamouda, 2011; Irwin, 2017; Rohmawati, 2018; Sapkota, 2013; Suarez and Salazar, 2013). Sapkota (2013) identified the writing skill through teacher feedback. He used an action research by involving 10 students. He found that the teacher correction positively contribute to the students writing skill. Another study was by Angrum, Hasanah, & Klaudia (2020). They examined the teachers' roles in errors corrections of writing. They employed two teachers and used semi structure interview. They highlighted that the teachers belief in learners writing errors should be corrected. The teachers also, in additions, corrected students' repetitious errors and corrected students' tasks. Rohmawati (2018) led the study that focused on the teacher corrective feedback in vocational school. She obtained the data through interviews, documentations, and observations. She underlined the teacher corrective feedback usage by teachers namely direct feedback and indirect feedback. She also added that the teacher used oral corrective feedback. Irwin (2017) led the research to observe teacher corrective feedback. He used quantitative analysis while distributing questionnaires. He reported that students preferred intentionally to the teacher feedback. He underlined that it exposed more on the teacher centered then affecting to the student passive roles in the learning.

Hamouda (2011) examined on the teacher corrective feedback on written errors. He involved 200 students and 20 instructors. The data collected through questionnaires. He revealed that teachers sometime did not aware some students written errors, corrected some all parts of written, consumed much time and efforts to correct each students paper. Suarez and Salazar (2013) investigated the effects of teachers' errors strategies on students written. They gained 72 students as participants and used surveys to gather the data. They revealed that teachers needed more training to improve their correction abilities. This can be concluded that teacher or instructors' role gained pivotal spot to assist student written work in terms of giving feedback and positive suggestions.

## E. CONCLUSION

The study of L2 written sometimes is assisted by L1 ability. It triggers learners to solve their written problems in terms translating words, arranging ideas, discussing among learners and so forth. Yet, those roles emerge some stumble within processes. Those also are impacted by two factors namely internal factor and external factors. Internal factors correlate to the students-self attitudes in terms of psychological perspectives, sociocultural views and linguistic competence of students. External factors refer to the environment or surrounding of students in terms of family support, peer or other friend influences, and instructors guidance. The suggestion derives to the pedagogical aspects which is divided into three roles namely teacher role, students' role, and curriculum designer role. Teachers' role is that the teacher has to consider all of those factors to contribute and develop to their lesson plan especially managing and providing support to students to avoid students' anxiety during the written learning process. Students' role is that how they manage their learning in order to maximize and increase their written proficiency level. This also needs support from their environments and family. Curriculum designers' role is to design the curriculum by considering much on all of those factors to achieve better process and outputs in the learning. This sounds possible if all of educators works together and discuss together for best achievements.

## REFERENCES

- Alisha, F., Safitri, N., & Santoso, I. (2019). Students' difficulties in writing EFL. *Professional Journal of English Education*, 2(1), 20-25. <https://journal.ikipsiliwangi.ac.id/index.php/project/article/download/1659/pdf>
- Amerian, M., Ahmadian, M. & Mehri, E. (2014). Sociocultural theory in practice: the effect of teacher, class, and peer scaffolding on the writing development of efl learners. *International Journal of Applied Linguistics & English Literature*, 3(5), 1-12. <http://dx.doi.org/10.7575/aiac.ijalel.v.3n.5p.1>

- Angrum, A., Hasanah, N., & Klaudiya, D. (2020). Teachers views on error correction in writing. *INTERACTION: Jurnal Pendidikan Bahasa*, 7(2), 25-35. <https://doi.org/10.36232/jurnalpendidikanbahasa.v7i2.578>
- Aslinawati, E. N., & Mintarti, S. U. (2017). Keterlambatan Penyelesaian Skripsi Mahasiswa Angkatan 2012 (Studi Kasus di Jurusan Ekonomi Pembangunan Fakultas Ekonomi Universitas Negeri Malang). *Jurnal Pendidikan Ekonomi*, 10(1), 26-37. <https://dx.doi.org/10.17977/UM014v10i12017p026>
- Barry, P. (2009). *Beginning Theory: An Introduction to Literary and Cultural Theory* (3rd ed.). Manchester, UK: Manchester University Press.
- Bhatt, R. M. (2001). World Englishes [Electronic version]. *Annual Review of Anthropology*, 30, 527-550.
- Bindman, S. W., Skibbe, L. E., Hindman, A. H., Aram, D., & Morrison, F. J. (2014). Parental writing support and preschoolers' early literacy, language, and fine motor skills. *Early Childhood Research Quarterly*, 29, 614-624. <https://doi.org/10.1016/j.ecresq.2014.07.002>
- Bong, M. (2001). Between- and within-domain relations of academic motivation among middle and high school students: Self-efficacy, task value, and achievement goals. *Journal of Educational Psychology*, 93(1), 23-34. <https://doi.org/10.1037/0022-0663.93.1.23>
- Brown, H. D. (2007). *Teaching by Principles: An interactive Approach to Language Pedagogy*. New York: Pearson Education
- Bulqiyah, S. Mahbub, M.A. & Nugraheni, D.A. (2021). Investigating writing difficulties in essay writing: Tertiary students' perspectives. *English Language Teaching Educational Journal*, 4(1), 61-73. <https://doi.org/10.12928/eltej.v4i1.2371>
- Caine, T. M. (2008). Do you speak Global?: The spread of English and the implications for English language teaching. *Canadian Journal for New Scholars in Education*, 1(1), 1-11.
- Choi, Yeon Hee & Lee, Jieun. (2006). L1 use in L2 writing process of Korean EFL students. *English Teaching*, 61(1), 205-225. [http://journal.kate.or.kr/wp-content/uploads/2015/02/kate\\_61\\_1\\_10.pdf](http://journal.kate.or.kr/wp-content/uploads/2015/02/kate_61_1_10.pdf)
- Dipolog-Ubanan, G. F. (2016). L1 influence on writing in l2 among UCSI Chinese students: a case study. *Pertanika Journal Social Sciences & Humanities*. 24 (4), 1841 – 1853. [http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2024%20\(4\)%20Dec.%202016/34%20JSSH\(S\)-0255-2016.pdf](http://www.pertanika.upm.edu.my/resources/files/Pertanika%20PAPERS/JSSH%20Vol.%2024%20(4)%20Dec.%202016/34%20JSSH(S)-0255-2016.pdf)
- Dwihandini, L. A., Marhaeni, A. N., & Suarnajaya, I.W. (2013). The analysis of the factors affecting undergraduate students' difficulties in writing thesis in the english department of mahasaraswati university. *Jurnal pendidikan dan pembelajaran Bahasa Indonesia*, 2, 1-12. [https://ejournal-pasca.undiksha.ac.id/index.php/jurnal\\_bahasa/article/download/903/657](https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_bahasa/article/download/903/657)
- Edelsky, C. (1982). Writing in a bilingual program: The relation of L1 and L2 texts. *TESOL Quarterly*, 16(2), 211-228.
- Ellis, R. (1997). *Second language acquisition*. Oxford University Press.

- Englund, C., Olofsson, A.D., & Price, L. (2018). The influence of sociocultural and structural contexts in academic change and development in higher education. *Higher Education*, 76(2), 1051–1069. <https://doi.org/10.1007/s10734-018-0254-1>
- Fenton, S. (2003). *Ethnicity*. Cambridge, UK: Polity Press.
- Ganji, M. (2009). Teacher-correction, peer-correction and self-correction: their impacts on iranian students' IELTS essay writing performance. *The Journal of Asia TEFL*, 6(1), 117-139.  
[http://www.asiatefl.org/main/download\\_pdf.php?i=239&c=1419310733&fn=6\\_1\\_05.pdf](http://www.asiatefl.org/main/download_pdf.php?i=239&c=1419310733&fn=6_1_05.pdf)
- Gass, S. M., & Selinker, L. (2008). *Second language acquisition An introductory course (3rd ed.)*. New York, NY Routledge.
- Gonca, A. (2016). Do l2 writing courses affect the improvement of l1 writing skills via skills transfer from l2 to l1?. *Educational Research and Reviews*, 11(10), 987-997. DOI: 10.5897/ERR2016.2743
- Hall, C. (1990). Managing the complexity of revising across languages. *TESOL Quarterly*, 24(1), 43-60.
- Hashemian, M. (2011). The effect of l2 writing ability on l1 writing ability. *Journal of Language Teaching and Research*, 2(6), 1306-1311. <https://doi.org/10.4304/jltr.2.6.1306-1311>
- Hamouda, A. (2011). Study of students and teachers' preferences and attitudes towards correction of classroom written errors in saudi EFL context. *English Language Teaching*, 4(3), 128 -141. doi:10.5539/elt.v4n3p128
- Irwin, B. (2017). Written corrective feedback: student preferences and teacher feedback practices. *LAFOR Journal of Language Learning*, 3(2), 35 – 58. <https://files.eric.ed.gov/fulltext/EJ1167256.pdf>
- Ismayanti, E., & Kholiq, A. (2020). An analysis of students' difficulties in writing a descriptive text. *E-Link Journal*, 7(1), 10-20. <http://jurnalpendidikan.unisla.ac.id/index.php/elink/article/download/260/219>
- Kobayashi, H., & Rinnert, C. (2008). Task response and text construction across L1 and L2 writing. *Journal of second language writing*, 17, 7-29.
- Krashen, S. (1984). *Writing: Research, theory and applications*. Oxford: Pergamon Institute of English.
- Kuhl, J. (1987). Feeling versus being helpless: Metacognitive mediation of failure induced performance deficits. In F.E. Weinert & R.H. Kluwe (Eds.), *Metacognition, motivation, and understanding* (pp. 217–235). Hillsdale, NJ: Erlbaum
- Leong, L-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, 2(1), 34-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Lin, G. H. C., & Chien, P. S. C. (2009). An investigation into effectiveness of peer feedback. *Journal of Applied Foreign Languages Fortune Institute of Technology*, 3, 78-87. <https://files.eric.ed.gov/fulltext/ED506179.pdf>

- Loomba, A. (2005). *Colonialism/Postcolonialism* (2nd ed.). London and New York: Routledge.
- Manjula, P., Saraswathi, G., Prakash, P., & Ashalatha, K.V. (2009). Involvement of parents in the education of children with reading and writing difficulties - Impact of an intervention. *Educational Research and Review*, 4 (4), 208-212. <http://www.academicjournals.org/ERR>
- Mehrabi, N. (2014). The effect of second language writing ability on first language writing ability. *Theory and Practice in Language Studies*, 4(8), 1686-1691. <https://doi.org/10.4304/tpls.4.8.1686-1691>
- Moore-Gilbert, B. (1997). *Postcolonial Theory: Contexts, Practices, Politics*. London: Verso.
- Nduati, R. N. (2016). *The post-colonial language and identity experiences of transnational Kenyan teachers in U.S. Universities* (Doctoral dissertation, Syracuse University, New York, United States). <https://surface.syr.edu/etd/445>
- Neumann, M. M., & Neumann, D. L. (2010). Parental strategies to scaffold emergent writing skills in the pre-school child within the home environment. *Early Years*, 30(1), 79-94. DOI: 10.1080/09575140903196715
- Novariana, H., Sumardi., & Tarjana, S.S. (2018). Senior High School Students' Problems in Writing: A Preliminary Study of Implementing Writing E-Journal as Self-Assessment to Promote Students' Writing Skill. *2nd English Language and Literature International Conference (ELLiC)* (pp. 216 – 219). Surakarta: Universitas Muhammadiyah Surakarta.
- Nurfidoh, S., & Kareviati, E. (2021). An analysis of students' difficulties in writing descriptive texts. *Professional Journal of English Education*, 4(1), 16 – 22. <http://jurnalpendidikan.unisla.ac.id/index.php/elink/article/download/260/219>
- Owusu, E., Agor, J., & Amuzu, E. K. (2015). Second language learners' family background and their English writing competence: the case of a private tertiary institution in Ghana. *Studies in English Language Teaching*, 3(4), 466-486. DOI: 10.22158/selt.v3n4p466
- Paris, S. G., & Winograd, P. (1990). How metacognition can promote academic learning and instruction. In B.F. Jones & L. Idol (Eds.), *Dimensions of thinking and cognitive instruction* (pp. 15–51). Hillsdale, NJ: Erlbaum.
- Rezaei, M., & Shokrpour, N. (2011). Teacher vs. peer scaffolding modes in L2 writing classes: a consideration of genre approach to writing. *Indonesian Journal of English Language Teaching*, 7(2), 40-64. <http://ojs.atmajaya.ac.id/index.php/ijelt/article/view/179/135>
- Rohmaewati, L. (2018). *Teacher Corrective Feedback in Teaching Writing at Eleventh Grade Students of SMK Dian Kirana 1 Sragen*. Thesis. Surakarta: Universitas Muhammadiyah Surakarta.
- Saliés, T.G. (2016). Revisiting the role of L1 in L2 writing: two case studies. *Estudos Anglo-Americanos*, 45(2), 81 – 107. <https://reaa.ufsc.br/index.php/reaa/article/download/1769/988>
- Suárez, A. R., Salazar, F. (2013). *The effect of teacher's error correction strategies on students' writing, 7th grade, Public School Instituto Nacional de Camoapa, Boaco II Semestre, 2013*. Thesis. Nicaragua: Universidad Nacional Autónoma de Nicaragua, Managua.

- Thompson, K.M., Gillis, T.J., Fairman, J., & Mason, C. A. (2014). *Effective Strategies for Engaging Parents in Students' Learning to Support Achievement*. University of Maine, Maine, United State
- Uzawa, K. (1996). Second language learners' processes of L1 writing, L2 writing, and translation from L1 to L2. *Journal of Second Language Writing*, 5(3), 271-294
- Wahyumi, I. (2019). *An analysis of Students Ability and Difficulties in Writing Descriptive (A Study at Second Grade at SMPN 3 Bontonompo)*. Thesis. Makasar: Muhammadiyah University of Makassar.
- Wang, W., & Wen, Q. (2002). L1 use in the L2 composing process: An exploratory study of 16 Chinese EFL writers. *Journal of Second Language Writing*, 11(3), 225-246.
- Xianwei, G., Samuel, M., & Asmawi, A. (2016). A model of critical peer feedback to facilitate business English writing using qzone weblogs among Chinese undergraduates. *Malaysian Online Journal of Educational Technology*, 4(4), 1-17. <https://files.eric.ed.gov/fulltext/EJ1116208.pdf>
- Yigzaw, A. (2012). Impact of l1 use in l2 english writing classes. *Ethiopian Journal of Education and Science*, 8(1), 11-27. <https://www.ajol.info/index.php/ejesc/article/download/88368/77981>
- Zhang, M. (2018). Collaborative writing in the EFL classroom: The effects of L1 and L2 use. *System*, 76, 1-12. <https://doi.org/10.1016/j.system.2018.04.009>
- Zimmerman, B. J., & Ringle, J. (1981). Effects of model persistence and statements of confidence on children's self-efficacy and problem solving. *Journal of Educational Psychology*, 73(4), 485-493. <https://doi.org/10.1037/0022-0663.73.4.485>