An Anova Repeated Measures Analysis on Measuring the Effect of Direct Written Corrective Feedback in L2 Writing Class.

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- **Abstract:** The study is aimed at measuring the difference of the learners' progress on writing scores: before, during, and after the implementation of Teacher Direct Written Corrective Feedback (WCF) in L2 writing. The study was conducted at the seventh semester students of Universitas Muhammadiyah Palangkaraya of 2021/2022 academic years. The study is quasi-experimental research using repeated measure design. The findings revealed that: (1) Based on the output of a one-way repeated measure ANOVA, there was effect for time, Wilk's Lambda= 0.056, F= 1.94, p< 0. 005, multivariate eta squared= 0.94. it was interpreted that there was significant difference on EFL learners' writing progress: before (mean=57.04), during (mean=63.56), and after (mean= 72.88) the treatment. It meant that teacher direct WCF gave significant effects to EFL learners' writing ability in writing academic essay for both during and after the treatment. In addition, the analysis result of both teaching and learning process and the subjects' learning result inferred that EFL learners' writing ability improved after the Teacher Direct WCF implementation.

- **Keywords:** writing scores, WCF, ANOVA, writing academic