

**WRITTEN CORRECTIVE FEEDBACK
ON STUDENTS' RESEARCH PROPOSAL
IN ACADEMIC WRITING COURSE
AT ENGLISH TEACHER EDUCATION DEPARTMENT
OF UIN SUNAN AMPEL SURABAYA**

THESIS

**Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English**



By

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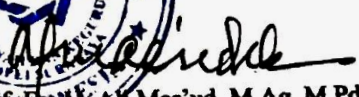
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ABSTRACT

Pratama, Bayu Aga Aprilian. (2018). *Written Corrective Feedback on Student's Research Proposal in Academic Writing Course at English Teacher Education Department of UIN Sunan Ampel Surabaya*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya, Surabaya. Advisors: Dr. Mohamad Salik, M.Ag. and M. Hanafi, M.A

Keywords: written corrective feedback, research proposal, writing course

This study focuses on written corrective feedback applied by the teacher on the students' research proposal in "Academic Writing in Research" Course at English Education Department of UIN Sunan Ampel Surabaya. This research identifies types of written corrective feedback applied by teacher on students' research proposal and finds out teacher's reasons for applying type of written corrective feedback that is mostly appeared. This study applies a descriptive qualitative method and checklist as an instrument. To conduct the research, the researcher analyzes 10 reserach proposals borrowed from students to identify types of written corrective feedback based on theory of Rod Ellis. The researcher also interviews teacher in order to obtain more data dealing with the analysis. The result of the research shows that there are four types of written corrective feedback applied by teacher. Those are direct corrective feedback as many as 43,55%, indirect corrective feedback as many as 21,47%, focused feedback as many as 31,90%, and unfocused feedback as many as 3,06%. From those four types of written corrective feedback, direct corrective feedback is mostly applied by the teacher. The teacher said that direct corrective feedback is so useful that many students can easily recognize their mistakes in their writing.

ABSTRAK

Pratama, Bayu Aga Aprilian. (2018). *Written Corrective Feedback on Student's Research Proposal in Academic Writing Course at English Teacher Education Department of UIN Sunan Ampel Surabaya*. Skripsi. Pendidikan Bahasa Inggris, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Mohamad Salik, M.Ag. dan M. Hanafi, M.A

Kata kunci: *written corrective feedback*, *research proposal*, *writing course*

Penelitian ini berfokus pada *written corrective feedback* yang digunakan oleh dosen pada proposal penelitian para mahasiswa di kelas mata kuliah “Academic Writing in Research” di prodi Pendidikan Bahasa Inggris, UIN Sunan Ampel Surabaya. Penelitian ini bertujuan untuk mengidentifikasi tipe-tipe *written corrective feedback* yang digunakan oleh dosen pada proposal penelitian para mahasiswa dan mengungkapkan alasan-alasan dosen menggunakan tipe-tipe *written corrective feedback* yang sering muncul. Peneliti menggunakan metode deskriptif kualitatif dan ceklis sebagai instrumen dalam penelitian ini. Untuk melakukan penelitian, peneliti menganalisa 10 (sepuluh) proposal penelitian yang telah dipinjam dari para mahasiswa untuk diidentifikasi tipe-tipe *written corrective feedback* berdasarkan teori dari Rod Ellis. Peneliti juga mewawancarai dosen untuk mendapatkan data yang lebih banyak yang berhubungan dengan analisis tersebut. Hasil dari penelitian tersebut menunjukkan bahwa ada empat macam tipe *written corrective feedback* yang digunakan oleh dosen. *Direct corrective feedback* sebanyak 43,55%, *indirect corrective feedback* sebanyak 21,47%, *focused feedback* sebanyak 31,90%, dan *unfocused feedback* sebanyak 3,06%. Dari keempat tipe *written corrective feedback* tersebut, *direct corrective feedback* merupakan tipe yang paling sering digunakan oleh dosen. Dosen tersebut mengatakan bahwa *direct corrective feedback* sangat bermanfaat karena para mahasiswa dapat mengetahui kesalahan-kesalahan mereka dalam penulisan proposal dengan mudah.

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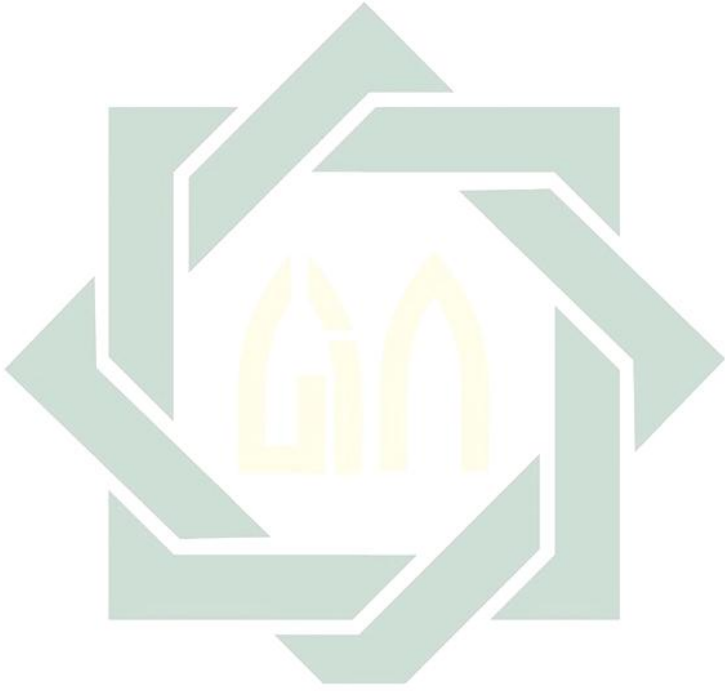
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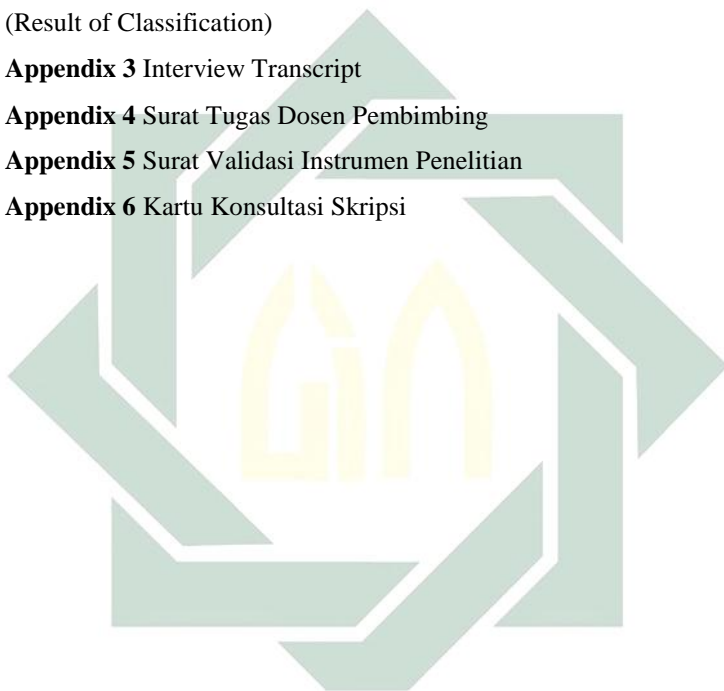
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CHAPTER I INTRODUCTION

This chapter discusses a researcher's purpose in doing this study. It starts with the reasons for accomplishing this research. Then, it continues to the research questions and the objectives by conducting this research. Further, significance of the study, scope and limits of the study, and definition of key terms are also presented to give more information dealing with the benefits, the boundary and the term used in this research.

A. Background of the Study

Writing is one of productive skills that require students to produce a composition in form of written text. It is not only about producing a written composition, but the students also have to be capable of organizing the idea, choosing the suitable vocabulary based on the context, and doing the process of writing itself. The students will need the role of teacher to give correction or feedback to their writing. In this case, the teacher must play different roles in the same session, such as being a reader, a grammarian, and an evaluator in writing course¹. As a reader, the teacher must give some responses to the students' writing in terms of positive expression to appreciate students' work. Next, as a grammarian, it is important that the teacher give grammatical feedback or correction in order to improve students' accuracy in language when some grammatical mistakes in students' writing are detected. The last, as an evaluator, it means that the teacher evaluates and comments on students' written production in terms of the content, organization, vocabulary, discourse, and grammar. Therefore, in students' written composition, the role of the teacher in providing feedback is really essential.

¹ Rim Bougherara, Dissertation: "*The Role of Teacher's Feedback in Enhancing EFL Learners' Productive Skills*" (Algeria: Mohammed Kheider University of Biskara, 2016), 12

For students in some universities, writing is inevitable because it helps them create an academic composition, such as essay writing, research report, research journal, and etc. To create a good academic composition, the students need to have a good skill in writing. Student's writing skill is always taught in a writing course. It is provided by the department in some universities, especially for English department students. They should take a writing course in each semester. For example, in English Teacher Education Department of UIN Sunan Ampel Surabaya, there are some kinds of writing course for each semester. They are *Paragraph Writing* for second semester, *Essay Writing* for third semester, *Argumentative Writing* for fourth semester, *Academic Writing* for fifth semester, and *Thesis Proposal Writing* for seventh semester². Certainly, they must pass all of those writing courses. When they are in semester eight, they must write a thesis as the requirement for the bachelor degree. Therefore, a thesis comes as one of the students' scientific compositions.

A thesis becomes a product of students at undergraduate level at several universities in Indonesia. The thesis consists of a researcher's report after conducting a research. Before writing a thesis, the student-researcher should write a research proposal or thesis proposal. A research proposal is a guide containing the steps that will be done by a researcher to conduct his or her research³. It means that a proposal contains of a research plan that will be conducted by a researcher. A research proposal usually has some basic elements, such as Background Study, Research Question, Objective of the Study, Significance of the Study, Scope and Limitation, Definition of Key Terms, Review of Related Literature, Previous Studies, Research Methodology, and List of References⁴.

² Program Studi Pendidikan Bahasa Inggris, *Struktur Kurikulum dan Sebaran Mata Kuliah Program Studi Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya* (Surabaya: Prodi PBI UIN Surabaya, 2013), 1-4

³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2012), 383.

⁴ <https://www.msm.nl> (Accessed on October 4th 2017)

Most of the students face the problems when they are supposed to write a research proposal. Based on the study done by M. Yusuf, his research shows that the students faced problems when they wrote each part of the research proposal; Introduction, Review Literature, and Methodology⁵. To be more specific, the most common problem appeared in his study was the part of methodology. He states that the reason caused the difficulty was the limited time to learn and understand about the research method. In sum, the students are still confused in understanding each part of the research proposal. Therefore, any feedback from the lecturer is needed to overcome students' problem in writing the research proposal.

Based on the preliminary observation done by the researcher, the lecturers of some writing classes, especially Academic Writing course, at English Teacher Education Department of UIN Sunan Ampel Surabaya have different ways in implementing feedback to the students' research proposal. One of the most common feedback implemented is written corrective feedback. In line with Truscott's opinion, written corrective feedback refers to the correction of grammatical errors for the purpose of improving a student's ability to write accurately⁶. It means that the lecturer will give feedback and correction to the students' composition in some cases, such as grammar rule, the idea of a paragraph, suitable vocabulary, and many more.

There are many ways of the teacher providing written corrective feedback. Based on the study of Rod Ellis, there are six types in providing written corrective feedback; direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focused or unfocused feedback, electronic feedback, and reformulation⁷. Direct feedback means the teacher

⁵ Muh. Yusuf, Undergraduate Thesis: "*Students' Problems in Writing Research Proposal: A Case Study of the Fifth Semester Students of English Education Department*" (Surabaya: UIN Sunan Ampel Surabaya, 2013), 59.

⁶ John Truscott, "The Case against Grammar Correction in L2 Writing Classes". *Language Learning Article*. Vol. 46, 1996, 239.

⁷ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

directly gives the correct form of students' mistake. Indirect feedback is defined as indicating students' mistake without showing the correct form. Metalinguistic corrective feedback concerns about providing some kind of clue to show students' mistake. Focused feedback is described as feedback that the teacher focuses on a specific aspect (e.g grammar, vocabulary, punctuation, or content), while unfocused feedback is not limited to a specific aspect. Electronic feedback requires the teacher to correct students' mistake by providing a link or file consisting of the explanation or example of the correct usage. In reformulation, the teacher asks a native speaker to correct students' mistake.

Based on an interview with a lecturer who usually teaches writing course at English Teacher Education Department of UIN Sunan Ampel Surabaya, the lecturer prefers to provide written corrective feedback on students' composition because it can make the students easy to know which part that should be revised. Providing written corrective feedback also occurs on "Academic Writing in Research" course at English Teacher Education Department of UIN Sunan Ampel Surabaya, in which this course requires all of the students to make research proposal after the lecturer introduces each element of the research proposal. The lecturer showed the error corrections, gave the error signs, and wrote comments on each of the students' proposals as a feedback. After the lecturer gave the feedback or correction to the students' research proposal, the students are supposed to revise their proposal.

Related to this research that focuses on the teacher's written corrective feedback, five studies are stated here as the previous studies. There are two previous studies of which research design is using Classroom Action Research. They are the study of I Gede Bagus Wisnu Bayu Temaja and Anisya Ayu Devinta Firdausia. Temaja's research aims to explain more specific about the role of peer CF in teaching EFL primary high school students, the benefits of teaching EFL primary high school students by using peer CF, and the result of peer CF. The result reveals that peer CF has a significant effect to increase students'

ability, such as vocabulary use, grammar, idea, and mechanics. Based on the result of the writing test of each student, the students' post-tests are better than the pre-test⁸. The other study comes from Firdauzia in which her study is conducted to assess to what extent the direct written corrective feedback improved the eighth grade students' spelling accuracy in writing English. The result of the data shows that the students made fewer mistakes after receiving the direct corrective feedback. The researcher compares the result of students' writing. She finds 38,5% of students' error on preliminary study, 10,2% on first cycle, and 3,2% on second cycle⁹.

The rests of the previous studies are using descriptive qualitative research design, such as the study of Erlina Hanim, Ayu Sekar Wulandari, and Hari Subagyo. The first example is from Hanim's research. Her research aims to know how the teacher implements metalinguistic CF in teaching learning process of hortatory exposition, how the result of students' writing is, and how the students respond metalinguistic CF used by the teacher on their writing. The result shows that most of the students improve their writing when the teacher corrects their previous hortatory composition text. From the interview result, the teacher says that it is so helpful in decreasing students' error in their writing¹⁰. Another study comes from Wulandari. The purpose of her research is to obtain deeper information about the types of teacher's corrective feedback used on the student's writing and describe the most dominant type of teacher's written corrective feedback at the eighth-grade students of MTsN Sumberlawang. The result of shows that there are four types of written corrective feedback found on students' writing; direct,

⁸ I Gede Bagus Wisnu Bayu Temaja. "The Implementation of Peer Corrective Feedback Technique in EFL Primary High School". *Annals of Education*. Vol. 3 No. 1, 2017, 39-41

⁹ Anisya Ayu Devinta Firdauzia. Undergraduate Thesis: "*Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta*" (Yogyakarta: Sanata Dharma University of Yogyakarta, 2016)

¹⁰ Erlina Hanim, Undergraduate Thesis: "*The Implementation of Metalinguistic Corrective Feedback on Hortatory Exposition Text to the Eleventh Graders of SMAN 1 Gresik*" (Surabaya: State University of Surabaya, 2017).

indirect, metalinguistic, focused and unfocused feedback. From those four types of written corrective feedback, direct corrective feedback is mostly used by the teacher¹¹. The other study is from Subagyo in which his study tries to analyze the kind of feedback commonly used by the teacher, the reasons of the teacher choose certain kind of feedback, and students' responses toward the teacher's feedback. He finds that the teacher mostly uses evaluative and corrective feedback because the teacher says that the students always need correction to make them aware of the errors and mistakes they did. From the students' responses, it shows that all of the students feel comfortable towards the teacher's evaluative feedback. The students' responses also show that most of the students feel uncomfortable towards the teacher's corrective feedback¹².

Based on those previous studies, all of them have focused on giving written corrective feedback on the short functional text of students in junior and senior high school. However, there have not yet been studies that focus on giving written corrective feedback on students' research proposal. Therefore, it is necessary that the researcher want to conduct a research to know types of written corrective feedback applied by the teacher on students' research proposal. This study investigates types of written corrective feedback applied by the teacher on student's research proposal and the reasons of the teacher for applying the type of feedback that mostly appears.

¹¹ Ayu Sekar Wulandari, Undergraduate Thesis: "*An Analysis of Teacher's Corrective Feedback in Writing Skills at Eighth Grade Students' of MTs N Sumberlawang in Academic Year 2016/2017*" (Surakarta: State Islamic Institute of Surakarta, 2017).

¹² Hari Subagyo, Undergraduate Thesis: "*A Study of Teacher's Feedback to Give Correction on Students' Errors in Writing at the 11th Grade of Language Class in SMA Negeri 1 Kota Mojokerto*" (Surabaya: State Islamic University of Sunan Ampel Surabaya, 2015)

B. Research Questions

Concerning the background, this research has some problem statements which are separated by some questions below:

1. What types of written corrective feedback are applied by the teacher on students' research proposal in Academic Writing course?
2. Why does the teacher apply the type of written corrective feedback that is mostly appeared?

C. Objective of the Study

From the formulation of those research questions, this study will aim to:

1. identify the types of written corrective feedback applied by the teacher on students' research proposal in "Academic Writing in Research" course, and
2. find out the reasons of the teacher in applying type of written corrective feedback that is mostly appeared.

D. Significance of the Study

Through the result of this research, the researcher expects to give a contribution to the teachers/lecturers, the students, and the readers.

For the lecturers/the teachers, this research provides clear explanation and example of each type of written corrective feedback to the students. Thus, the teachers or lecturers can apply the suitable written corrective feedback based on their students in correcting student's mistake in writing, such as showing error directly, showing error without correcting it, showing error in terms of comments, signs, or explanation.

The result of this study is also expected to be beneficial for the students in increasing their ability, especially in writing skill, through the feedback from their lecturer or teacher.

The researcher hopes that the results of this study are able to give more information to the readers who want to know more about the types of written corrective feedback.

E. Scope and Limitation

This study focuses on the types of written corrective feedback applied by the teacher on students' research proposal in "Academic Writing in Research" course and the teacher's reasons in applying the types of written corrective feedback that is mostly appeared. The researcher limits the research to the students of the fifth semester in "Academic Writing in Research" course at English Teacher Education Department of UIN Sunan Ampel Surabaya. There are five classes of "Academic Writing in Research" course taught by three different lecturers; A, B, C, D, and E class. The researcher only takes B class of "Academic Writing in Research" course because it is suitable for the study conducted by the researcher.

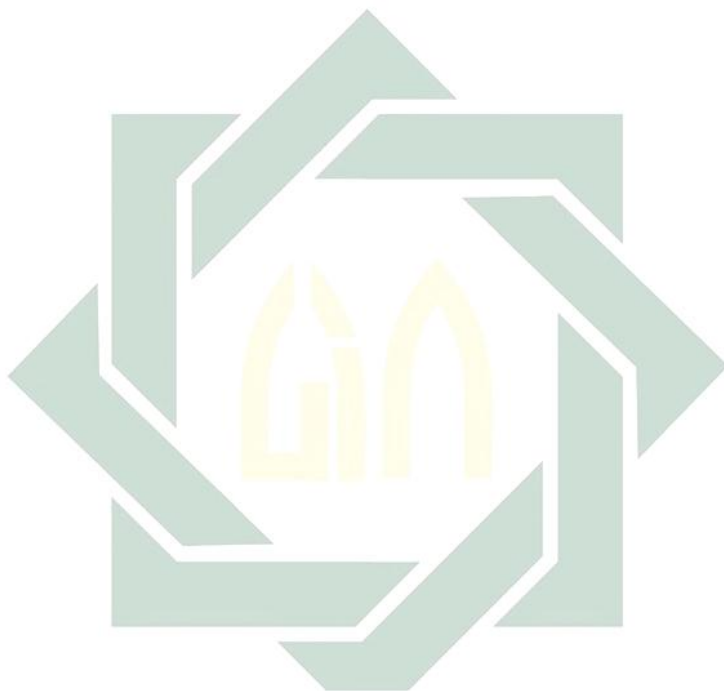
F. Definition of Key Terms

1. **Written corrective feedback** refers to any feedback provided to a learner from any source that contains evidence of learner error¹³. In this research, written corrective feedback is defined as the lecturer's feedback towards the students' error in their research proposal.
2. **Writing course** is a course in which students are provided with explicit opportunities, through targeted instruction, to improve their writing¹⁴. In this research, writing course refers to one of the subjects taught in the fifth semester at English Teacher Education Department of UIN Sunan Ampel Surabaya called as "Academic Writing". This course consists of 3 credits. By the end of this course, students are expected to write a research proposal as the final task of this course.

¹³ N. W. Evans, "Written Corrective Feedback: Practitioner's Perspectives". *International Journal of English Studies*. Vol. 10, 2010, 48.

¹⁴ <http://undergrad.umn.edu/cwb/definition.html>. (Accessed on August, 23rd 2017)

3. **Research proposal.** Research proposal is a written plan for conducting a research study¹⁵. In this research, research proposal is a student's work in "Academic Writing in Research" course at English Teacher Education Department of UIN Sunan Ampel Surabaya.



¹⁵ Jack Fraenkel – Norman Wallen, *How to Design and Evaluate Research in Education*. (New York: Beth Mejia, 2009), 617

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives a brief explanation of the theories that support this study. There are two sub-sections in this chapter, the theoretical framework and the previous studies regarding with the types of written corrective feedback applied by the teacher on student's research proposal.

A. Theoretical Framework

1. Corrective Feedback

Corrective feedback is a way of the teacher to give correction on the students' oral and/or written production. Mentioned by Lightbown and Spada, corrective feedback is any indication to the learners that the use of the target language is incorrect, including various responses that the learners receive¹⁶. They continue, then, when a language learner says, '*He go to school every day*', corrective feedback can be explicit, for example, '*no, you should say goes, not go*' or implicit '*yes he goes to school every day*', and may or may not include metalinguistic information, for example, '*Don't forget to make the verb agree with the subject*'.

¹⁶ Patsy M. Lightbown - Nina Spada. *How languages are learned*. (Oxford, UK: Oxford University Press, 2006), 171-172

2. Types of Corrective Feedback

1) Oral Corrective Feedback

Rod Ellis classifies oral CF (corrective feedback) into two broad categories, implicit vs. explicit corrective feedback and input-providing vs. output-pushing CF¹⁷. Then, each broad category had each strategy of giving oral corrective feedback. Some strategies used by the teacher in giving oral corrective feedback are recast, repetition, clarification request, explicit correction, elicitation, paralinguistic signal, and metalinguistic explanation.

1. Recast

Recast means the corrector incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way (e.g., phonological, syntactic, morphological or lexical). For example:

L: "I went there two times."

T: "You've been. You've been there twice as a group?"

2. Repetition

Repetition defines the corrector repeats the learner utterance highlighting the error by means of emphatic stress.

For instance:

L: "I will showed you."

*T: "I will **SHOWED** you?"*

L: "I'll show you."

3. Clarification request

The corrector indicates that he/she has not understood what the learner said is called as clarification request.

¹⁷ Rod Ellis, "A Framework for Investigating Oral and Written Corrective Feedback" *Studies in Second Language Acquisition*. Vol. 32 No. 2, 2010, 338.

For example:

L: "What do you spend with your wife?"

T: "What?"

4. Explicit correction

The corrector indicates an error has been committed, identifies the error and provides the correction is stated as an explicit correction. For instance:

L: "On May."

T: "Not on May, In May. We say, "It will start in May.""

5. Elicitation

Elicitation means the corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it. For example:

L: "I'll come if it will not rain."

T: "I'll come if it?"

6. Paralinguistic signal

Paralinguistic signal is a gesture or facial expression used by the corrector to indicate that the learner has made an error. For instance:

L: "Yesterday I go cinema."

T: "(gestures with right forefinger over left shoulder to indicate simple past tense)"

7. Metalinguistic explanation

Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the student's utterance. For example:

L: "Uhm, the, the elephant. The elephant growls."

T: "Do we say the elephant?"

2) **Written Corrective Feedback**

There are some definitions of written corrective feedback based on experts. Bitchener and Knoch defines written corrective feedback as a means of helping students acquire and demonstrate mastery in the use of targeted linguistics forms and structures¹⁸. Next, Truscott states that written corrective feedback refers to the correction of grammatical errors for the purpose of improving a student's ability to write accurately¹⁹. Evans also defines written corrective feedback as any feedback provided to a learner from any source that contains evidence of learner error²⁰. From several definitions, it can be simply concluded that written corrective feedback is a purposeful way to correct students' mistake.

In providing written corrective feedback to the students' compositions, the teacher uses some strategies. Rod Ellis in his journal has classified six types of written corrective feedback²¹. For each type, it also has its own advantages and disadvantages.

1. Direct corrective feedback

On direct corrective feedback, the teacher provides the students with the correct form. The teacher usually crosses out an unnecessary word, phrase or morpheme, inserts a missing word, phrase or morpheme, and

¹⁸ John Bitchener – Ute Knoch, “The Value of Written Corrective Feedback for Migrant and International Students”. *Language Teaching Research*. Vol. 12 No. 3, 2008, 410.

¹⁹ John Truscott. “The Case against Grammar Correction in L2 Writing Classes”. *Language Learning Article*. Vol. 46 No. 2, 1996, 329.

²⁰ N. W. Evans, “Written Corrective Feedback: Practitioner’s Perspectives”. *International Journal of English Studies*. Vol. 10, 2010, 48.

²¹ Rod Ellis, “A Typology of Written Corrective Feedback Types”. *English Language Teaching Journal*. Vol. 63, 2009, 97-107

writes the correct form above or near to the erroneous form²².

Direct corrective feedback is benefit for the students who have low level of language proficiency, such as the students in beginner level, because it really helps them show the correct form of their mistake directly. That kind of students is lack of self-correction. Sometimes the students are really confused at writing a sentence and choosing an appropriate word. Acquisition of specific grammar features is also the problem of students in low level of language of proficiency. Based on Sheen's study, direct written corrective feedback is more effective when it relates both provision of the correct form and metalinguistic explanation, especially specific grammatical features²³. Therefore, providing direct written corrective feedback for students in beginner level is beneficial.

On the contrary, direct written corrective feedback has also its disadvantages. Learners who receive correction in form of direct corrective feedback will be able to remember it at that time. Direct corrective feedback may only contribute to learners' short-term learning because they directly understand their mistakes without knowing why it is incorrect.

²² Dana Ferris. "Does Error Feedback Help Student Writers? New Evidence on the Short- and Long-Term Effects of Written Error Correction" In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* (Cambridge Applied Linguistics, 2006), 83

²³ Younghee Sheen. "The Effect of Focused Written Corrective Feedback and Language Aptitude on ESL Learners' Acquisition of Articles". *TESOL Quarterly*. Vol. 41 No. 2, 2007, 260

2. Indirect corrective feedback

Different from direct corrective feedback, the teacher indicates that an error exists, but does not provide the correction through indirect corrective feedback. This can be done by underlining the errors or using cursors to show omissions in the learners' text or by placing a cross in the margin next to the line containing the error²⁴. In effect, this involves deciding whether or not to show the precise location of the error, i.e. just indicate which line of text the error is on.

Similar to the previous types of written corrective feedback, indirect corrective feedback also has good impact on learners. It is proved by some studies. Lalande argues that indirect corrective feedback is able to guide learners to learning and problem solving process²⁵. It means that the learners learn to correct their composition by themselves through indirect feedback given by their teacher. Ferris & Roberts also reveals that focusing learners' attention to linguistic forms leads them to long-term learning²⁶. From those benefits, it is obviously understood that indirect written corrective feedback makes students learn and remember more about the correction in terms of linguistic forms.

Although it has good impact on the learners, indirect corrective feedback has some weaknesses. Learners who are lack of grammar

²⁴ Dana Ferris – Roberts Barrie. "Error feedback in L2 writing classes: How explicit does it need to be?". *Journal of Second Language Writing*. Vol. 10 No. 3, 2001, 162

²⁵ John Lalande. "Reducing Composition Error: An Experiment". *The Modern Language Journal*. Vol. 66 No. 2, 1982, 143

²⁶ Dana Ferris – Roberts Barrie. "Error feedback in L2 writing classes: How explicit does it need to be?". *Journal of Second Language Writing*. Vol. 10 No. 3, 2001, 164

understanding will be very confused because they do not understand how to correct their mistakes.

3. Metalinguistic corrective feedback

In metalinguistic corrective feedback, the teacher provides some kinds of metalinguistic clue to show the errors made by the students. As the clue to show the students' errors, the teacher sometimes indicates the error by using error codes. The codes can be in form of abbreviation words for different kinds of errors. For example, the teacher may write “*art*” for article, “*prep*” for preposition, “*sp*” for spelling, “*ww*” for wrong word, “*t*” for tenses, and others.

Using error codes has its advantage and disadvantage. Ferris believes that error codes helped the learners improve their accuracy in writing²⁷. It means that the students could recognize some categories of their mistakes. The study of Robb at all reveals that the use of error is no more effective²⁸. In their study, they compare the students' writing using metalinguistic feedback with other types of written feedback. It is difficult for the students to elaborate the explanation of the teacher who applies metalinguistic corrective feedback. The students prefer the direct correction from their teacher.

The other way to indicate the errors of the students is metalinguistic explanation or brief grammatical description. The teacher

²⁷ Dana Ferris. “Does Error Feedback Help Student Writers? New Evidence on the Short- and Long-Term Effects of Written Error Correction” In K. Hyland & F. Hyland, *Feedback in Second Language Writing: Contexts and Issues* Cambridge Applied Linguistics, 2006

²⁸ Thomas Robb, Steven Ross, and Ian Shortreed. “Salience of Feedback on Error and Its Effect on EFL Writing Quality”. *TESOL Quarterly*. Vol. 20, No. 1, 1986, 89.

writes some numbers above all of the words considered as the errors. At the end of the text, the teacher gives explanation or grammatical description based on the number of each error.

Rod Ellis argues that giving metalinguistic explanation is more time consuming than error codes because it makes the teacher understand sufficient metalinguistic knowledge to make error correction or error comment for a variety of errors²⁹. It means that the teacher should have a broad knowledge dealing with grammatical explanation to make it clear to the students. On the other hand, a study from Sheen shows that metalinguistic explanation is effective in increasing accuracy in some aspects of student's writing and in the long-term learning³⁰. The students might be familiar with the specific aspect of grammar and they would always remember it.

4. The focus of feedback

The focus of feedback is divided into two types; focused feedback and unfocused feedback. Focused feedback means that the teacher tends to correct just one type of error, whereas, unfocused feedback means that the teacher has no limitations in correcting most of the errors.

Focused feedback and unfocused feedback has different strength and weakness. Focused feedback is only correcting just one type of errors. This kind of feedback is likely to help the students to develop understanding of

²⁹ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

³⁰ Younghee Sheen. "The Effect of Focused Written Corrective Feedback and Language Aptitude on ESL Learners' Acquisition of Articles". *TESOL Quarterly*. Vol. 41 No. 2, 2007, 260

the nature of the errors. It is different from unfocused feedback. Unfocused feedback tends to address a range of errors. The teacher corrects many kinds of errors. Even though it might not be effective, it may prove in the students' long-term learning.

5. Electronic feedback

It is obviously understood that the teacher will involve a means of technology to correct students' error. The teacher uses the electronic store to insert brief metalinguistic comments into learners' text. It is also in form of a brief comment on each error with links to resources showing the correct form.

6. Reformulation

This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.

3. **Research Proposal**

Before doing a research, the researcher needs to write a research proposal firstly. Research proposal writing becomes the first step for every researcher to take³¹. According to Fraenkel and Wallen, research proposal is a written plan for conducting a research study³².

Research proposal aims to communicate researcher's intentions by stating the purpose of their intended study and its importance, together with a step-by-

³¹ Xia Wang – Luxin Yang. "Problems and Strategies in Learning to Write a Thesis Proposal: A Study of Six M.A. Students in a TEFL Program". *Chinese Journal of Applied Linguistic*. Vol. 35 No. 3, 2012, 324

³² Jack Fraenkel – Norman Wallen, *How to Design and Evaluate Research in Education*. (New York: Beth Mejia, 2009), 617

step plan for conducting the study³³. Paltridge also states that the purpose of research proposal is to help students gain an important focus of their studies and find the direction to proceed³⁴.

A research proposal usually contains some basic elements that need to be included. Those are Background Study, Research Question, Objective of the Study, Significance of the Study, Scope and Limitation, Definition of Key Terms, Review of Related Literature, Previous Studies, Research Methodology, and List of References³⁵.

1. Background Study

This part contains the problematic context that makes a research is needed. In this part, the researcher states specific problems and issues why she/he wants to conduct the research.

2. Research Question(s)

This part contains either a question or some questions that need to be answered through the research. In this part, the researcher states the research question(s) clearly and concisely, and also shows the focus and locus of the research.

3. Objective of the Study

In this part, the researcher states the objectives that the researcher wants to achieve through his/her research.

4. Significance of the Study

This part usually consists of the hope of the research to the improvement of human knowledge or to the solution of a social problem. In this part, the researcher states the significance of the research in points.

³³ John M. Swales and Christine B. Feak. *Academic Writing for Graduate Student: Essential Task and Skills: A Course for Non-native Speakers of English*. 1994, 56.

³⁴ Brian Paltridge. *Thesis and Dissertation Writing in a Second Language: Preparing ESL students for research. English for Specific Purpose*. 1997, 61

³⁵ <https://www.msm.nl> (Accessed on October 4th 2017)

5. Scope and Limitation of the Study

This part consists of the researcher's focus and locus dealing with his/her research that will be conducted. In this part, the researcher explains the focus and locus of the research, and also the limitation of the study that will be researched.

6. Definition of Key Terms

This part consists of definitions of some words dealing with the research. The definitions are not only from dictionary definition, but they also have to come from the researcher's definition itself. In this part, the researcher writes and explains some main terms related to the study that require to specified in order to provide a correct understanding.

7. Review of Related Literature

In this part, the researcher gives review about a sample list of literal sources related closely to the researched topic. The source should be adequate to demonstrate the existing gaps in the problem. For each source, the researcher briefly mentions and relates the major ideas that rise to the problems, identifies the gap, and states what one intends to add.

8. Research Methodology

This part consists of the way of the researcher plans to conduct the research and to answer the research question. In this part, the researcher explains what research design to use, what kind of data needed for the research, the source of data, what kind of instruments to use, and how to collect and analyze data.

9. List of References

This part consists of listed references of some books, journals, article, website sources, or other sources that are used to give more explanation of

each part of research proposal. In this part, the researcher writes the identity of the sources he/she uses.

B. Previous Studies

Here are some studies dealing with the types of the teacher's written corrective feedback in the writing course.

The first is a research journal entitled "The Implementation of Peer Corrective Feedback Technique in EFL Primary High School"³⁶. The researcher conducts Classroom Action Research (CAR) to explain more specific about the role of peer CF in teaching EFL primary high school students, the benefits of teaching EFL primary high school students by using peer CF, and the result of peer CF. Ten 8th grader's students become the subject of this study. Two testing instruments are used: pre-test and post-test writing test. The score of each student is calculated in a table with a range score from 1-10 by scoring their correct grammar vocabulary, idea, and mechanics. After that, the collected data are analyzed through descriptive statistics by using SPSS version 16.0. The result reveals that peer CF had significant effect to increase students' ability, such as vocabulary use, grammar, idea, and mechanics. Based on the result of the writing test of each student, the students' post-tests are better than the pre-test.

The second study comes from a thesis entitled "The Implementation of Metalinguistic Corrective Feedback on Hortatory Exposition Text to the Eleventh Graders of SMAN 1 Gresik"³⁷. Her research aims to know how the teacher implements metalinguistic CF in teaching learning process of hortatory exposition, how the result of students' writing is, and how the students respond metalinguistic CF used by the teacher

³⁶ I Gede Bagus Wisnu Bayu Temaja. "The Implementation of Peer Corrective Feedback Technique in EFL Primary High School". *Annals of Education*. Vol. 3 No. 1, 2017, 39-41

³⁷ Erlina Hanim, Undergraduate Thesis: "*The Implementation of Metalinguistic Corrective Feedback on Hortatory Exposition Text to the Eleventh Graders of SMAN 1 Gresik*" (Surabaya: State University of Surabaya, 2017).

on their writing. By using observation sheet, collecting students' composition on hortatory exposition text, and interview questions about students' response, the researcher conducted descriptive qualitative research. The result shows that most of students improved their writing when the teacher corrects their previous hortatory composition text. From the interview result, the students say that it is so helpful in decreasing students' error in their writing.

The third study is a thesis entitled "An Analysis of Teacher's Corrective Feedback in Writing Skills at Eighth Grade Students' of MTs N Sumberlawang in Academic Year 2016/2017"³⁸. The purpose of this research is to obtain deeper information about the types of teacher's corrective feedback used on the student's writing and describe the most dominant type of teacher's written corrective feedback at eighth grade students of MTsN Sumberlawang. Descriptive qualitative method is conducted through some instruments, such as observation, interview, and documentation. The result of this study shows that there are four types of written corrective feedback found on students' writing; direct, indirect, metalinguistic, focused and unfocused feedback. From those four types of written corrective feedback, direct corrective feedback is mostly used by the teacher.

The fourth previous study is also a thesis entitled "A Study of Teacher's Feedback to Give Correction on Students' Errors in Writing at the 11th Grade of Language Class in SMA Negeri 1 Kota Mojokerto"³⁹. This study tries to analyze kind of feedback commonly used by the teacher, the reasons of the teacher chose certain kind of feedback, and students' responses towards the teacher's feedback. Researcher collects the data by

³⁸ Ayu Sekar Wulandari, Undergraduate Thesis: "An Analysis of Teacher's Corrective Feedback in Writing Skills at Eighth Grade Students' of MTs N Sumberlawang in Academic Year 2016/2017" (Surakarta: State Islamic Institute of Surakarta, 2017).

³⁹ Hari Subagyo, Undergraduate Thesis: "A Study of Teacher's Feedback to Give Correction on Students' Errors in Writing at the 11th Grade of Language Class in SMA Negeri 1 Kota Mojokerto" (Surabaya: State Islamic University of Sunan Ampel Surabaya, 2015)

observation, interviewing the teacher, and distributing questionnaire analyzed them by using descriptive qualitative method. The researcher finds that the teacher mostly uses evaluative and corrective feedback because the teacher said that students always needed correction to make them aware of the errors and mistakes they did. From the students' responses, it shows that all of students feel comfortable towards teacher's evaluative feedback. The students' responses also showed that most of the students feel uncomfortable towards the teacher's corrective feedback.

The fifth previous study comes from a thesis entitled "Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta"⁴⁰. Classroom Action Research (CAR) is conducted by the researcher in order to assess to what extent the direct written corrective feedback improves the eighth grade students' spelling accuracy in writing English. The result of the data shows that the students made fewer mistakes after receiving the direct corrective feedback. The researcher compares the result of students' writing. She finds 38,5% of students' error on preliminary study, 10,2% on first cycle, and 3,2% on second cycle.

The sixth previous study comes from a thesis entitled "The Implementation of Indirect Corrective Feedback on Al-Falah Junior High School Students' Composition".⁴¹ By conducting descriptive qualitative design, this study is purposed to elaborate the implementation of teacher's ICF on students' composition in the process of teaching descriptive writing in Al-Falah Junior High School, analyze students' composition, and gather students' responses toward the ICF given. Some instruments are employed in this study, such as

⁴⁰ Anisya Ayu Devinta Firdauzia. Undergraduate Thesis: "Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta" (Yogyakarta: Sanata Dharma University of Yogyakarta, 2016)

⁴¹ Machis Achyani. Undergraduate Thesis: "The Implementation of Indirect Corrective Feedback on Al-Falah Junior High School Students' Composition" (Surabaya: State University of Surabaya, 2014).

field note, questionnaire, and the students' composition. The result reveals that the students wrote better after the provision of ICF.

Based on those previous studies, it can be concluded that some researchers above did research on the implementation of some types of corrective feedback in high school. Each researcher implemented a different type of written corrective feedback. Those researchers also conducted their research in junior and senior high school. There are three researchers conducting the research in junior high school, while the others conduct it in senior high school. Kinds of text that usually taught in junior and senior high school are short functional text, such as descriptive text, recount text, exposition text, and so on. Here, the researcher has another perspective to research about types of the teacher's written corrective feedback on students in university. Some universities, especially those which have a language department, provide the students with some writing courses. The writing courses have the students compose academic writing, such as papers, articles, journals, and so on. Therefore, this study elaborates more about types of written corrective feedback applied by the teacher/lecturer on "Academic Writing in Research" course and the teacher's reason for applying the type of written feedback that frequently appears.

CHAPTER III RESEARCH METHOD

This chapter presents and discusses some aspects of the research methodology. It covers approach and research design, researcher presence, research location, data and source of data, data collection technique, research instruments, data analysis technique, checking validity of findings and research stages.

A. Research Design

This research used a descriptive qualitative method to look to the answer of research questions. This method is appropriate in identifying and describing the problem in this research. Qualitative research refers to studies that investigate the quality of relationships, activities, situations, or material.⁴² This study is expected to dig more about the types of written corrective feedback applied by the teacher on student's research proposal in writing class. Further, the students' research proposal analyzed based on Rod Ellis' theory was also described in the discussion as the deeper analysis. Therefore, this qualitative method matches well with this study since it is used to identify and describe the types of written corrective feedback applied by the teacher on student's research proposal in writing class.

B. Research Setting

This study took place in English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. This study chooses this department because it provides an English writing course for each semester and the lecturers of it have really good experience in teaching learning process, specifically in giving written feedback.

⁴² Jack R. Fraenkel – Norman E. Wallen. *How to Design and Evaluate Research in Education*. (New York: McGraw-Hill, 2009), 435.

C. Data and Source of Data

1. Data

The data used in this research are written corrective feedback applied by the teacher on student's research proposal in "Academic Writing in Research" course B class. They were used to answer the first research question. For the second research question, this research used the teacher's reasons based on some questions of interview guidelines.

2. Source of Data

Dealing with the data needed for this research, the student's research proposal was collected to be the source of data to answer the first research question. These data were obtained from students who took "Academic Writing in Research" course in the fifth semester at English Teacher Education Department of UIN Sunan Ampel Surabaya academic year 2017/2018. In this course, each student is required to make a research proposal consisting of the title of the research, background study, research questions, objective of the study, significance of the study, scope and limitation, definition of key terms, review of related literature, previous study, and research method. The student's research proposal was collected and analyzed to know the types of written corrective feedback applied by the teacher on student's research proposal in Academic Writing class. Researcher only used the proposals that had been given written corrective feedback by the teacher as the source of data for the research.

For the second research question, the source of data was obtained from the teacher who teaches in "Academic Writing in Research" course B class. The researcher interviewed the teacher with some questions. Then, the teacher's answers in the interview were used to answer the second research question.

D. Research Instruments

Because this study conducts qualitative research, the researcher becomes the main instrument of this research⁴³. Not only did the researcher collect the student's research proposal in "Academic Writing in Research" course, but he also interviewed the teacher of that course. After that, those data were analyzed by the researcher based on the theory. In sum, the researcher is the key of the instrument of this research.

As the instruments of the research, the researcher utilized interview and checklist. The explanation of each instrument is as follows:

a. Checklist

After collecting the students' proposal, the researcher used a checklist to classify the types of written corrective feedback on the students' research proposal. The result of the classification was used to answer the first research question. The checklist is based on the theory of Rod Ellis. It is about different types of written corrective feedback that is used for the teacher in giving correction to the student's writing performance. The checklist aims to know and describe types of written corrective feedback used by the teacher in correcting the students' research proposal. The checklist appears on the following table:

Table 4.1 Types of Written Corrective Feedback

Student	Types of Corrective Feedback by Ellis						
	Direct CF	Indirect CF	Meta-linguistic CF	Focus of feedback		Electronic Feedback	Reformulation
				Focused	Unfocused		
1							
2							
3							
Etc..							

⁴³ Sugiyono. *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2012), 305

b. Interview Questions

Interview questions are used to interview the teacher who teaches the chosen class. It consists of three questions; the teacher's opinion about students' ability in writing research proposal; the most applied type of written corrective feedback; and the reasons for applying it. This instrument is used to answer the second research question.

E. Data Collection Techniques

Creswell categorizes the varied techniques in collecting the data; observations, interview and questionnaires, documents, and audiovisual materials.⁴⁴ To be more specific, this research used observation and interview.

1. Observation

This kind of technique is used to answer the first research question. In this study, the researcher observed the students' research proposal which has been given written corrective feedback by the teacher. After getting the students' document, the researcher read all the documents. The researcher classified the teacher's written corrective feedback on each proposal based on the checklist. The checklist is the instrument of this research consisting of six types of written corrective feedback based on Rod Ellis.

2. Interview

An interview is a data collection technique in which an interviewer asks some questions to an interviewee. Mentioned by Esterberg, there are three kinds of interview, such as structured interview, semi-structured interview, and unstructured interview. In this research, the researcher used an unstructured interview technique. The researcher asked some questions to the teacher as an

⁴⁴ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition.* (Boston: Pearson Education, Inc., 2010), 212.

interviewee. Because there is only one interviewee, the researcher uses the interview guideline.

F. Data Analysis Techniques

Because the researcher conducts descriptive qualitative research, the researcher analyzed the result of the research descriptively after collecting the data. In analyzing qualitative data, Creswell states that there are six steps that are commonly used as follows⁴⁵:

- a. Preparing and organizing the data for analysis
After getting all the data needed for the research, the researcher prepared and organized the collected data. The data were arranged based on the source of data.
- b. Reading all data
Next, the researcher read all the data to gain the data as many as possible. While reading the data one by one, the researcher gave some notes in the data.
- c. Coding the data
In this step, the researcher analyzed by giving code or label to the data or information. This is done to determine which data need to be used and which ones need to be reduced for this research. Therefore, it is selected for the specific information needed for this study.
- d. Coding to build description/themes
After that, the researcher identified the data based on the research questions; teacher's strategy in providing written corrective feedback on students' research proposal in Academic Writing course. Those data categorized based on research questions are included in the theme, while the descriptions are the information following it. The researcher analyzed the research proposal by using the theory of Rod Ellis' theory about types of written corrective feedback.

⁴⁵ *Ibid*, 237.

e. Interpreting the findings

After analyzing the data, the researcher interpreted the findings of the research by relating the findings with the theory mentioned above. The findings of each research question were linked to the theory of written corrective feedback by Rod Ellis and some previous studies.

G. Checking Validity of Findings

Having analyzed the data, the researcher needed to validate the findings of this study. Creswell states that there are three techniques to validate the findings; triangulation, member checking, and auditing⁴⁶. To be more specific, the triangulation method is utilized to validate the findings of this study. Sugiyono adds that triangulation can be done in three ways; triangulation of sources, triangulation of data collection technique, and triangulation of time⁴⁷. This study chose to conduct the triangulation of data collection technique. Researcher obtained the data by documentation from the students. After that, the researcher interviewed their teacher. The researcher wanted to make sure that the data obtained from the students were similar to the information from the teacher.

H. Research Stages

The processes of this study were done as these following stages:

1. Taking a preliminary research

The researcher did a small observation on the student's research proposal of "Academic Writing in Research" course academic year 2016/2017. There are five classes in this course. Those five classes were taught by different lecturers. Every lecturer may also have different ways to make error correction of student's mistake on student's research

⁴⁶ John W. Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, 4th edition.* (Boston: Pearson Education, Inc., 2010), 259.

⁴⁷ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D.* (Bandung: Alfabeta, 2012), 372-374

proposal. From five classes, the researcher chose one class because the lecturer of this class applied written corrective feedback in correcting student's mistake. Therefore, the researcher decided to find out the types of written corrective feedback applied by the teacher on student's research proposal at "Academic Writing in Research" course.

2. Deciding research design

To decide the research design, the researcher formulated some research questions dealing with title of the research. After that, the researcher wrote down the phenomena and limited the focus of the study. Finally, the researcher decided the research design with the outline.

3. Conducting research

a. Collecting data

Because the data were obtained from the teacher's written corrective feedback on the student's research proposal of "Academic Writing in Research" course, some of student's research proposals were collected. Then, the researcher analyzed them.

b. Analyzing data

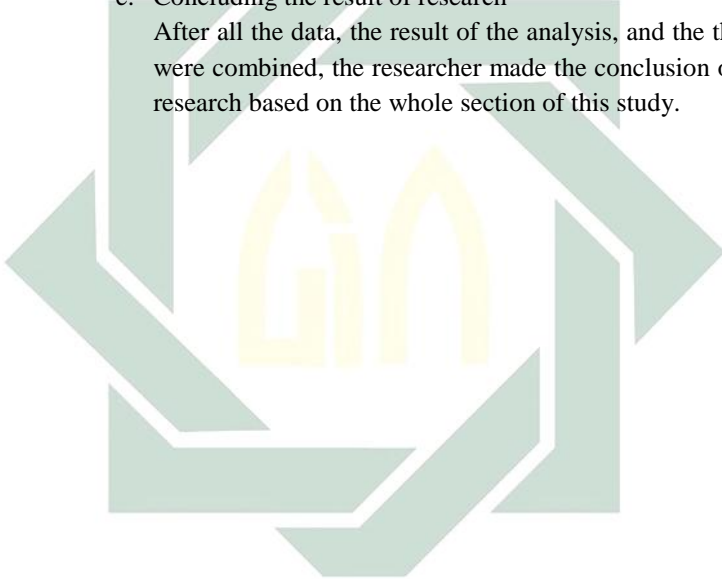
After all the student's research proposal had been collected, the researcher could analyze the data based on the theory of Rod Ellis about types of written corrective feedback. The researcher read all written corrective feedback on the student's research proposal. After that, the researcher classified those written corrective feedbacks into some types of written corrective feedback by Rod Ellis' study. Next, the researcher described each of those written corrective feedbacks based on types of written corrective feedback more deeply.

c. Interviewing the subjects

The researcher asked a subject dealing with some particular information based on the result of the analysis. The researcher interviewed the subject in order that the subject was able to give a clear explanation of the data. The researcher also asked the reason of the subject chose

the certain type of written corrective feedback to student's research proposal.

- d. Combining the first data and the result of the interview
After interviewing the subject, researcher combined the document analysis and the interview result. The researcher also related the analysis with the theory in chapter II. The explanation of the subject through interview was expected to support and add more information of the findings that was explained in the discussion section.
- e. Concluding the result of research
After all the data, the result of the analysis, and the theory were combined, the researcher made the conclusion of the research based on the whole section of this study.



CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter deals with the research findings and discussion of the study toward types of written corrective feedback applied by the teacher on student's research proposal. This presents the collected data from the student's research proposal and the analysis of it. Additionally, the analyzed data is categorized based on the research questions of this study.

A. Research Findings

The data were collected from the 19th until the 29th of December 2017. There were 18 students in "Academic Writing in Research" course B class. It means there should also be 18 research proposals. The research proposals should contain the teacher's written corrective feedback on each main element of research proposals, such as Introduction part, Review of Related Literature part, and Research Methodology part. Then, the researcher asked for the student's permission to borrow every student's research proposal. Since the researcher used random sampling in collecting the data, there were 10 research proposals used to analyze.

There are two research questions dealing with this study; (1) What types of written corrective feedback are applied by the teacher on students' research proposal in "Academic Writing" course? and (2) Why does the teacher apply the type of written corrective feedback that is mostly appeared? The researcher has presented the findings as follows:

1. Types of Written Corrective Feedback Applied by the Teacher on the Students' Research Proposal in "Academic Writing" Course

In order to find the types of written corrective feedback applied by the teacher on the students' research proposal, the researcher did several steps described in this following figure:

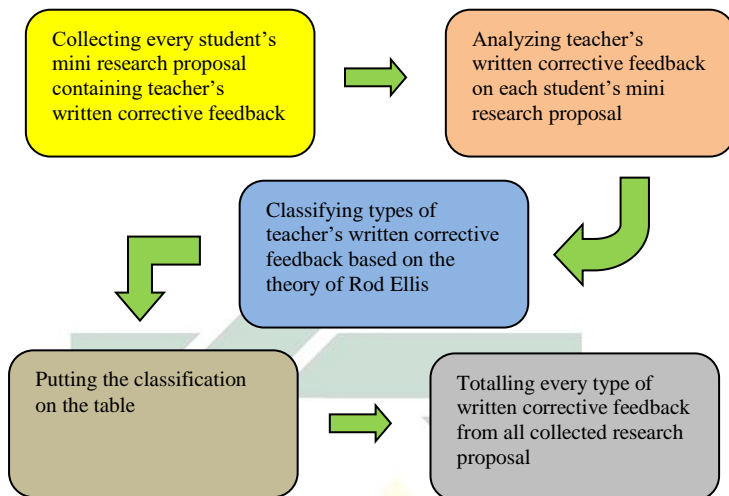


Figure 4.1 Steps in Analyzing Types of Written Corrective Feedback

Based on figure 4.1, the researcher collected research proposal of each student containing of teacher's written corrective feedback. Next, the researcher analyzed the teacher's written feedback on each students' proposal. After that, the researcher classified all of teacher's written feedback on each of their proposal based on the theory of Rod Ellis. Next, the results of the classification were put on the table. Finally, the researcher totalled every type of written corrective feedback.

There are 10 student's research proposals collected by the researcher. The researcher read all the teacher's written corrective feedback on every student's research proposal. After that, the researcher classified those written corrective feedbacks based on the typology of written corrective feedback by Rod Ellis. Next, the researcher put the result of the classification on the table. The result and the total calculation of the classification can be seen as follows:

Table 4.1 The Result of the Classification of Teacher's Written Corrective Feedback

Student	Types of Written Corrective Feedback by Rod Ellis (2009)						
	Direct CF	Indirect CF	Meta-linguistic CF	Focus of feedback		Electronic Feedback	Reformulation
				Focused	Un-focused		
1	7	6	-	6	-	-	-
2	8	12	-	-	3	-	-
3	8	1	-	-	-	-	-
4	7	-	-	3	2	-	-
5	3	4	-	3	-	-	-
6	9	4	-	-	-	-	-
7	9	7	-	3	-	-	-
8	4	1	-	20	-	-	-
9	1	-	-	12	-	-	-
10	15	-	-	5	-	-	-
TOTAL	71	35	-	52	5	-	-
	43,55%	21,47%		31,90%	3,06%		

Based on the typology of written corrective feedback by Rod Ellis, there six types of written corrective feedback. They are direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focus and unfocused feedback, electronic feedback, and reformulation. As we can see in table 4.1, there are only four types of written corrective feedback applied by the teacher; direct corrective feedback, indirect corrective feedback, focused feedback and unfocused feedback. In addition, the teacher mostly applied direct corrective feedback on all research proposals.

From the table 4.1, there are 71 feedbacks (43,55%) classified as direct corrective feedback, 35 feedbacks (21,47%) classified as indirect corrective feedback, 52 feedbacks (31,90%) classified as focused feedback, and 5 feedbacks (3,06%) classified as unfocused feedback. The types of written corrective feedback applied by the teacher on student's research proposal are shown in the diagram below:

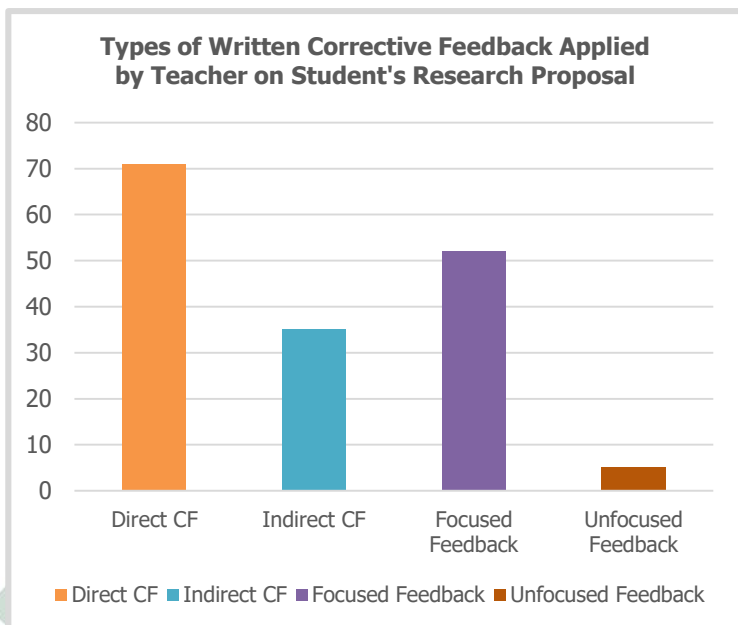


Chart 4.1 Types of Written Corrective Feedback Applied by Teacher on Student's Research Proposal

Chart 4.1 shows the types of teacher's written corrective feedback that are mostly appeared on all of collected students' research proposal. From those four types, direct corrective feedback is the most frequent, while unfocused feedback is the least frequent.

The following is the elaboration and the example of each type of teacher's written corrective feedback appeared on students' research proposal:

a. Direct corrective feedback

From four types of written corrective feedback applied by the teacher, direct corrective feedback is mostly applied by the teacher on the student's research proposal. In this kind of written corrective feedback, the teacher usually makes some error correction to the students' error in their writing directly.

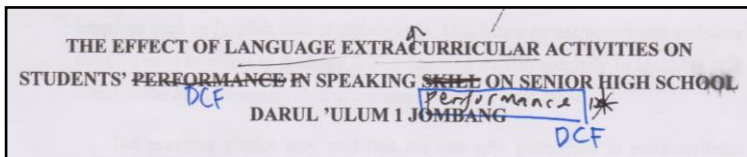


Figure 4.2 An Example of Direct Corrective Feedback

Based on figure 4.2, it is an example of direct corrective feedback. The teacher made a correction on the title of the research proposal. As we can see, student 3 here made some mistakes in organizing word. The teacher crossed out some words on that title and made the correction to the wrong word. The teacher wrote “performance” as the error correction made by the student 3. Therefore, the student 3 should change the title into “THE EFFECT OF LANGUAGE EXTRACURRICULAR ACTIVITIES ON STUDENTS’ SPEAKING PERFORMANCE ON SENIOR HIGH SCHOOL DARUL ‘ULUM 1 JOMBANG”.

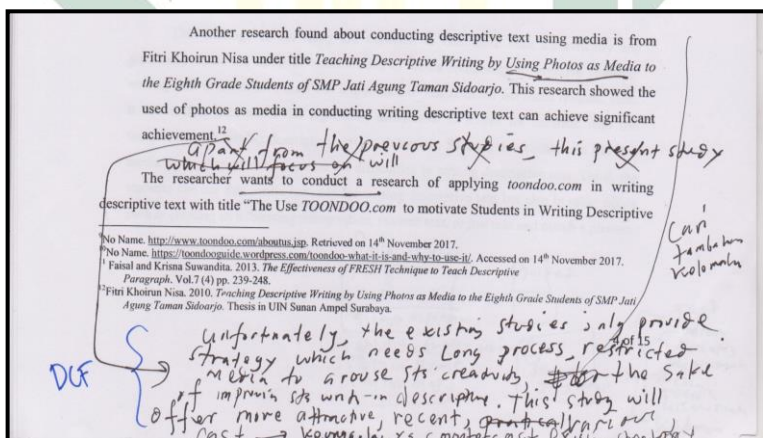


Figure 4.3 An Example of Direct Corrective Feedback (2)

Another example of direct corrective feedback is on figure 4.3. Student 1 has mentioned some previous studies dealing with her research.

Nevertheless, she did not deliver the strong reason why her study is different from the previous studies. Therefore, the teacher gave an example of some sentences in comparing the previous studies and delivering the suitable reason for doing that research.

b. Indirect corrective feedback

Another type of written corrective feedback applied by the teacher on student's research proposal is indirect corrective feedback. Indirect corrective feedback is different from direct corrective feedback. Unlike direct corrective feedback, the teacher shows the indication of student's errors in writing, but does not show the error correction. The teacher only gives signs or underlines part of student's writing where the error is on.

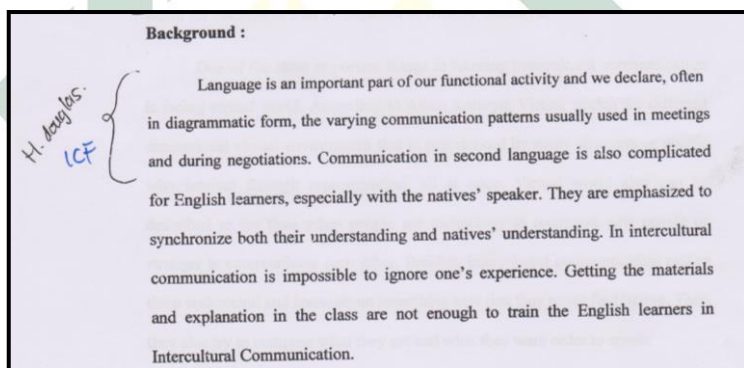


Figure 4.4 An Example of Indirect Corrective Feedback

As shown in figure 4.4, the teacher gave a sign next to the first three lines of that paragraph. The teacher wrote the curly brackets ({) sign and wrote "H. Douglas" in order to inform the student 6 that the first sentence in that paragraph is based on H. Douglas' statement, but the teacher did not show how to make a citation of that statement. Therefore, the student 6 should attach the citation clearly.

Language globally has four skills needed to be mastered by students who are usually named by speaking, listening, reading, and writing. Writing is one of important skill requires in language skill. According to Harmer (2006, 76-80) as cited in Faisal & Krisna Suwandita (2013)², writing is a basic language skill, as important as speaking, listening and reading. While reading, speaking, and listening can be the chain to write well. As cited in Taj Mohammad & Zoheb Hazarika (2016)³ Javid & Umer (2014) opinionate that the importance of writing springs from its being primary means by which students are able to show their progress and academic development to their instructors. Another opinions stated by Bjork & Raisenen (1997 as quoted in Javid & Umer, 2014, p. 164) as cited in Taj Mohammad & Zoheb Hazarika (2016) argued that we highlight the importance of writing in all university curricula not only because of its immediate practical application, i.e. as an isolated skill or ability, but because we believe that, from a broader perspective, writing is a thinking tool. It

Figure 4.5 An Example of Indirect Corrective Feedback (2)

Figure 4.5 above shows another example of indirect corrective feedback. The teacher circled and crossed some words in order to show student 1's error in her writing. Firstly, the teacher crossed the third sentence. It seemed like the teacher did not want student 1 to write it because it is unnecessary. Next, the teacher circled a phrase "can be chain". Perhaps, the teacher did not know what that phrase meant because it is unclear. After that, the teacher also circled a word "opinionate". The teacher did not show why this word was incorrect and what this word should be.

c. Focused Feedback

As mentioned above, focused feedback is kind of feedback that focuses on specific errors made by students. Here, the teacher gives feedback in terms of error correction to the specific errors.

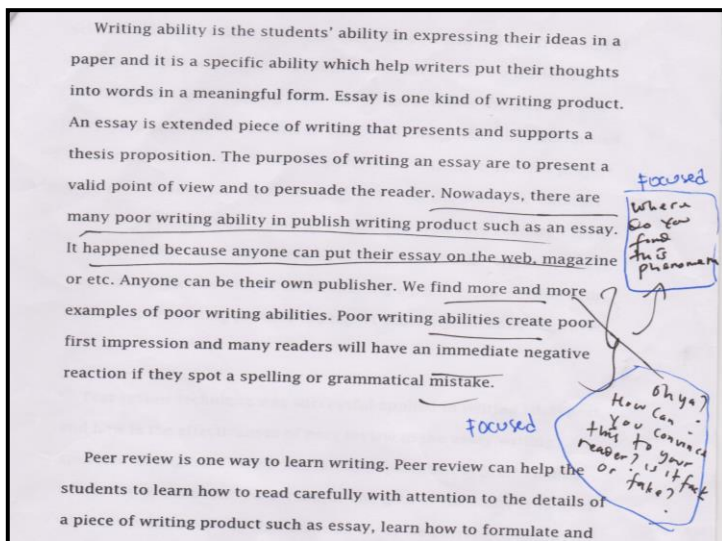


Figure 4.6 An Example of Focused Feedback

On figure 4.6, the teacher wrote some comments to student 4 dealing with statement on that paragraph. The first comment written by the teacher is about how the student 4 found the phenomena of the student's poor writing abilities. It seems like the student 4 did not give any evidence that supported her statement. The other is about the connection of that statement to the reader. Due to no evidence, the teacher wondered whether that statement was a fact or a fake. Therefore, the teacher's comments focused on student's statement.

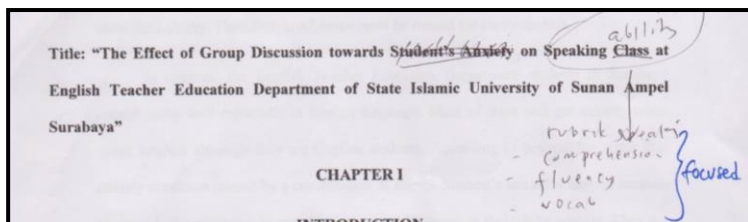


Figure 4.7 An Example of Focused Feedback (2)

As we can see, the teacher focused the feedback on the title of the student 5's proposal. The teacher exemplified the contain of speaking ability's rubric. Therefore, the teacher wrote the element of speaking ability's rubric, such as comprehension, fluency, and vocab.

d. Unfocused feedback

Unfocused feedback is almost the same as focused feedback. In focused feedback, students are required to be aware to the specific error, while in unfocused feedback, students need to pay more attention to various errors.

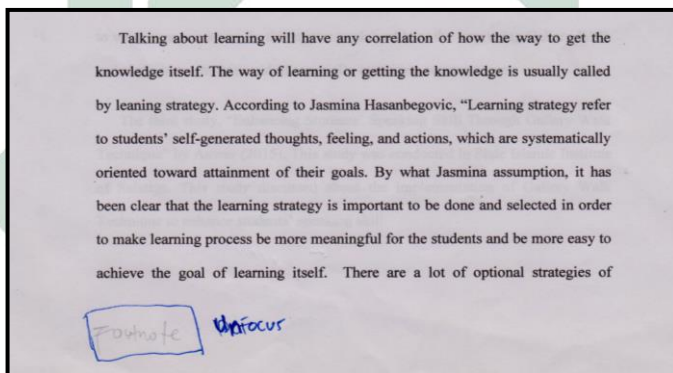


Figure 4.8 An Example of Unfocused Feedback

On figure 4.8, the teacher wrote "footnote" on the bottom of that page. It means that the teacher wanted to remind student 2 to not forget to attach the footnote as the citation.

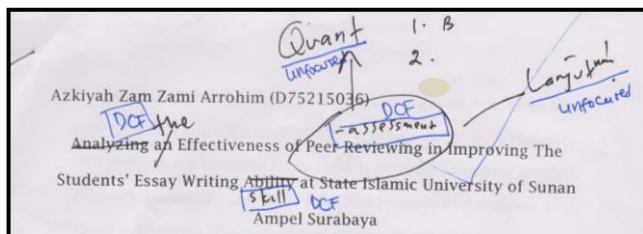


Figure 4.9 An Example of Unfocused Feedback (2)

A word “*Lanjutkan!*” on figure 4.9 above is also classified as unfocused feedback in terms of comment. The teacher wrote that word in order to inform student 4 to do research based on that title. Perhaps, the teacher thought that it was necessary to conduct that research.

From those explanations, the researcher concludes that types of written corrective feedback applied by the teacher are direct corrective feedback, indirect corrective feedback, focused and unfocused feedback. Direct corrective feedback is mostly applied by the teacher in correcting students’ error writing proposal.

2. The Teacher’s Reasons for Applying Type of Written Corrective Feedback that Mostly Appears

After analyzing written corrective feedback on the student’s research proposal, researcher intended to obtain more data dealing with the teacher’s written corrective feedback. The researcher interviewed the teacher who taught “Academic Writing in Research” course B class. Hence, the researcher asked three questions for the interview.

The first question asked about the teacher’s opinion toward the student’s writing research proposal. The teacher said that student’s writing was bad. This was because the students always used common vocabularies that they used to use in their daily life. Moreover, the teacher expected that the students used some academic terms on their proposal, but the students always used some non-academic vocabularies or terms. According to the teacher, the students always made mistake in kinds of tenses and structure of the sentence.

Another question aimed to know type of written corrective feedback mostly used by the teacher. This question was also used as confirmation of the result of the analysis above. Here, the teacher explained that she always applied direct corrective feedback to make error correction towards student’s research proposal. It is the

same as the result of analysis done by researcher. Of the four types of written corrective feedback applied by the teacher, direct corrective feedback is the most appeared type. In addition to it, the teacher also added the explanation of each feedback she gave orally. Thus, not only could the students understand their mistake in writing, but they could also understand why this was wrong through the teacher's oral explanation.

The rest of the question was intended to reveal the teacher's reason for applying the type of written corrective feedback that is mostly appeared. The result showed that it was much more suitable for the students. The teacher also said that she always wrote comments as written feedback to the student's mistakes. For the advantages, the teacher explained that direct corrective feedback could show the student's error directly.

In conclusion, the teacher said that students' writing was quite bad because the students were confused at writing good research proposal and they tended to use common vocabularies rather than academic ones as expected by the teacher. Comparing the result of analysis and interviewing teacher, direct corrective feedback became the most applied type of teacher's written corrective feedback. The teacher said that it was so appropriate that many students could easily recognize their mistakes in their writing.

B. Discussion

To make the findings clearer, the researcher tries to discuss the findings above by reflecting on some theories related to each following problems. The theories dealing with the study are already stated in chapter 2. The discussion here is based on the research questions; (1) What types of written corrective feedback are applied by the teacher on students' research proposal in "Academic Writing" course? and (2) Why does the teacher apply the type of written corrective feedback that is mostly appeared?

1. **Direct Corrective Feedback as the Most Frequently Applied Written Corrective Feedback by the Teacher on the Students' Research Proposal**

Based on the findings of the research, the researcher found that there are four types of written corrective feedback applied by the teacher on the student's research proposal. Those are direct corrective feedback, indirect corrective feedback, focused feedback, and unfocused feedback. The most commonly appeared is direct corrective feedback. It is obviously shown in each of ten research proposals that the teacher always applied direct corrective feedback to show the correction of the student's mistakes. In accordance with Ellis, he also believes that direct corrective feedback is the way the teacher provides the student with the correct form of the student's mistake in writing.⁴⁸ The finding of this research and the finding of Firdauzia are alike. In her study about the implementation of direct corrective feedback, she states that she gave written corrective feedback by crossing the students' error in spelling and writing the correct form near the errors in order to assist them to acquire correct English⁴⁹.

There are 10 research proposals collected by researcher from "Academic Writing in Research" course B class. From those proposals, the teacher had some different ways in giving written corrective feedback on each proposal. Sometimes, each proposal consisted of two or three types of written corrective feedback. If it was all gathered, in sum, there were four types of written corrective feedback applied by the teacher.

The first type of written corrective feedback is direct corrective feedback. From the analysis done by the researcher, not only did the teacher cross out and circle the erroneous form, but the teacher also showed the correct form of the students' mistakes. In direct corrective

⁴⁸ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁴⁹ Anisya Ayu Devinta Firdauzia. Undergraduate Thesis: "Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta" (Yogyakarta: Sanata Dharma University of Yogyakarta, 2016), 67

feedback, the teacher usually crosses out unimportant word, phrase, or morpheme, inserts a missing word or morpheme, and writes the correct form next to the erroneous form.⁵⁰ It is same as one of previous studies mentioned in chapter II. The research of Wulandari shows that the way the teacher gave written corrective feedback is by using circle sign and putting the correct word above or under the word⁵¹. Therefore, there are many ways in giving direct corrective feedback, such as crossing and circling the errors, and also providing the correct forms.

Another type of written corrective feedback applied by the teacher is indirect corrective feedback. In this case, the teacher of “Academic Writing in Research” course B class only showed the indication of student’s error in writing each part of research proposal. According to the analysis, to make the students recognize the errors, the teacher usually underlined or crossed out as an indication of student’s error. It was almost the same as direct corrective feedback. The teacher also showed the errors, however he did not give any error correction. It is in line with Rod Ellis’ statement. He states that indirect corrective feedback required the teacher to only give indication of student’s error in writing, but not to give correct form of student’s mistake⁵². This finding is different from the study of Achyani. In his study about the implementation of indirect corrective feedback, he states that the teacher provided error correction by giving circle to the error parts⁵³. In conclusion, indirect corrective feedback can be done with several ways, such as circling, crossing, and underlining the errors without showing the correct forms.

⁵⁰ Rod Ellis, “A Typology of Written Corrective Feedback Types”. *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁵¹ Ayu Sekar Wulandari, Undergraduate Thesis: “*An Analysis of Teacher’s Corrective Feedback in Writing Skills at Eighth Grade Students’ of MTs N Sumberlawang in Academic Year 2016/2017*” (Surakarta: State Islamic Institute of Surakarta, 2017), 97.

⁵² Rod Ellis, “A Typology of Written Corrective Feedback Types”. *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁵³ Machis Achyani. Undergraduate Thesis: “*The Implementation of Indirect Corrective Feedback on Al-Falah Junior High School Students’ Composition*” (Surabaya: State University of Surabaya, 2014)

The other type of written corrective feedback is the focus of feedback. The focus of feedback is classified into two; focused feedback and unfocused feedback. On the result of the analysis, there are also focused and unfocused feedback appeared on some of ten research proposals. Mostly, the teacher applied focused feedback to comment on some statements or word that were unclear and confusing. There were some statements that made the teacher confused. Then, the teacher wrote notes or short question dealing with the unclear statements. From those cases, it can be concluded that the teacher was focusing her feedbacks on the content of student's research proposal. The teacher also gave feedback on some aspects of research proposal, such as footnote and how to make citation. It means that the teacher applied unfocused feedback. The teacher reminded the students to complete it in order to become good research proposal. Focused feedback means that the teacher tends to correct just one type of error, whereas, unfocused feedback means that the teacher has no limitations in correcting most of the errors⁵⁴. It is almost the same finding as the study of Wulandari. Her finding of the study about focused and unfocused feedback reveals that the teacher applied unfocused feedback more than focused feedback. In unfocused feedback, the teacher made error correction on vocabulary, grammar, and contents of students' composition extensively at the same time, while in focused feedback the teacher corrected the use of vocabulary or grammar or contents intensively⁵⁵.

In conclusion, direct corrective feedback is mostly applied by the teacher because it often appears on every student's research proposal collected by the researcher. The type of written corrective feedback applied by the teacher is not only direct corrective feedback, but there are also indirect corrective feedback, focused feedback and unfocused feedback.

⁵⁴ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁵⁵ Ayu Sekar Wulandari, Undergraduate Thesis: "An Analysis of Teacher's Corrective Feedback in Writing Skills at Eighth Grade Students' of MTs N Sumberlawang in Academic Year 2016/2017" (Surakarta: State Islamic Institute of Surakarta, 2017), 105

2. The Usefulness of Direct Corrective Feedback as the Teacher's Reasons for Giving Written Corrective Feedback

The teacher thinks that direct corrective feedback is significantly useful for the students because they can easily recognize their mistakes in some parts of their proposal writing. It is in accordance with the statement of Rod Ellis who says that one of the advantages of direct corrective feedback is to provide the learners with explicit guidance about how to correct their errors.⁵⁶ It means that by giving error correction of the students' mistake in writing directly, it can help them revise their writing easily.

The teacher also says that she found many errors in the students' proposal writing. The errors are caused by grammar mistakes, the use of unsuitable vocabularies, sentence structure, and wrong words. According to the teacher interviewed by the researcher, the students always used common vocabularies that they used to use in daily life, but the teacher expected that the students used academic terms on their proposal. On the other hand, Firdauzia reveals that the students faced some difficulties in writing English, such as spelling of the English words, grammar, and vocabularies⁵⁷. Therefore, the errors on the students' writing are caused by some problems.

After knowing the students' mistakes, the teacher gave feedback to help the students make revision easily. The feedback is in forms of error corrections, error signals, explanations, and comments. Based on the researcher's analysis, all of those feedbacks are classified as written corrective feedback. According to Evans, written corrective feedback refers to any feedback provided to a learner from any source that contains

⁵⁶ Rod Ellis, "A Typology of Written Corrective Feedback Types". *English Language Teaching Journal*. Vol. 63, 2009, 97-107

⁵⁷ Anisya Ayu Devinta Firdauzia. Undergraduate Thesis: "*Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta*" (Yogyakarta: Sanata Dharma University of Yogyakarta, 2016), 69

evidence of learner error⁵⁸. Supported by Truscott, written corrective feedback is the way the teacher corrects grammatical errors for the purpose of improving a student's ability to write accurately⁵⁹.

Written corrective feedback has some types. Based on the researcher's analysis towards students' research proposal writing, researcher found four types of written corrective feedback applied by teacher; direct corrective feedback, indirect corrective feedback, focused and unfocused feedback. Type of feedback that is mostly appeared on all of the students' proposal writing is direct corrective feedback.

When interviewed by the researcher, the teacher had some reasons for applying direct corrective feedback. The teacher said that the students could easily recognize which parts of their proposal writing consisted of errors. She also added that it is suitable in giving comments to the students' errors, such as errors in grammar and structure of sentences. Based on the research of Firdauzia, the participants of her research (the students) made fewer mistakes after receiving direct corrective feedback from her⁶⁰. She also believes that direct corrective feedback helped the students know their mistakes and the correct form of those mistakes.

Therefore, direct corrective feedback is totally useful to apply to the students' research proposal since it makes the students easy to know which part consisted of errors. After knowing their mistakes in proposal writing, they had to make revision based on the feedback from the teacher.

⁵⁸ N. W. Evans, "Written Corrective Feedback: Practitioner's Perspectives". *International Journal of English Studies*. Vol. 10, 2010, 48

⁵⁹ John Truscott. "The Case against Grammar Correction in L2 Writing Classes". *Language Learning Article*. Vol. 46 No. 2, 1996, 329

⁶⁰ Anisya Ayu Devinta Firdauzia. Undergraduate Thesis: "*Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta*" (Yogyakarta: Sanata Dharma University of Yogyakarta, 2016)

CHAPTER V CONCLUSION AND SUGGESTION

In this chapter, the conclusion of this research regarding with the analysis of the teacher's written corrective feedback and the suggestion of the researcher are presented as follows:

A. Conclusion

Based on the observation and the analysis of the result in chapter IV, the researcher draws the conclusion as follows:

1. There are four types of written corrective feedback that are applied by the teacher on the student's research proposal in "Academic Writing in Research" course B class. Those are direct corrective feedback, indirect corrective feedback, focused feedback, and unfocused feedback. The most commonly used on the students' research proposal is direct corrective feedback. There are 71 direct corrective feedbacks (43,55%), 52 focused feedbacks (21,47%), 35 indirect corrective feedbacks (31,90%), and 5 unfocused feedbacks (3,06%).
2. Direct corrective feedback is significantly useful because of some reasons. The students are able to recognize their mistakes in writing directly. When correcting the students' mistake, the teacher found many errors in the students' proposal writing, such as unsuitable words, wrong vocabularies, grammar mistakes, and others. Here, the teacher corrects the students' error directly and writes comments. It can help the students make a revision of their proposal writing more easily. Therefore, direct corrective feedback becomes useful because of its advantages.

B. Suggestion

Based on the result of the study, the researcher intends to give some suggestions to students, lecturers/teachers, and further researchers.

1. For the students, they can learn from every written feedback given by their teacher on their writing in order that they can easily compose a good English writing afterwards.

2. For the lecturers/teachers, specifically who teach writing skill, there are many types of written corrective feedback. The teacher should vary his or her feedback while making error correction on the students' written production. For example, not only can the teachers mostly apply direct corrective feedback, but the teachers can also apply other types of written corrective feedback, such as metalinguistic feedback or reformulation feedback.
3. For the further researchers, it is essential to research other types of written corrective feedback, such as reformulation or electronic feedback. Moreover, researching the students' response towards the use of teacher's written corrective feedback is also important, such as knowing the students' opinion whether the feedback of their teacher is useful or not.

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