

**THE CORRECTIVE FEEDBACK IN WRITING
RESEARCH PROPOSAL**

SKRIPSI

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**MINISTRY OF RELIGIOUS AFFAIRS
STATE INSTITUTE OF ISLAMIC STUDIES
LANGSA**

2023

STATEMENT OF APPROVAL

**THE CORRECTIVE FEEDBACK IN WRITING
RESEARCH PROPOSAL**

Submitted to the the Ministry of Religious Affairs State Institute for Islamic Studies Langsa
as a partial fullfillment of the Requirements for the degree of Sarjana Pendidikan (S.Pd) in
English Education

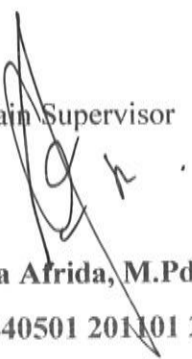
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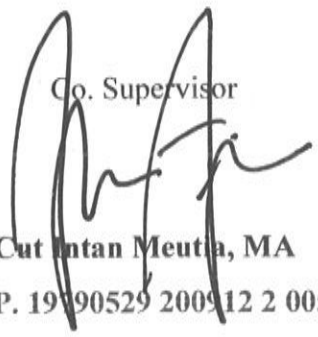
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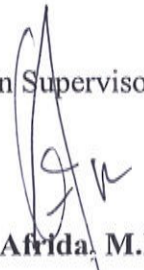
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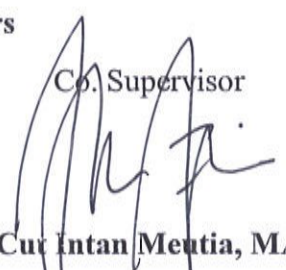
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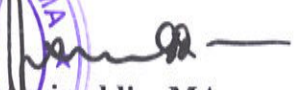

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Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 2023

Yang membuat pernyataan



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ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious and the Most Merciful.

Alhamdulillah, praise be to Allah SWT for the strengths and blessing for me in completing this thesis. My peace and salutation always be given to prophet Muhammad SAW, the last messenger of Allah who has guided us from the stupidity to cleverness until the writer could accomplish in control writing with the thesis entitled **“The Corrective Feedback in Writing Research Proposal”**

The writer realize that this thesis can not complete without the help of others. The writer would like to say my special gratitude to:

1. My sincerest gratitude goes to my beloved mother and father, who always say a prayer and stay there in my good and bad times. The writer thank them for teaching me about patience and optimism and for always reminding me to worship Allah SWT.
2. My Main Supervisor, Mrs. Nina Afrida, M.Pd and my Co Supervisor, Mrs. Cut Intan Meutia, MA who have given knowledge, ideas, suggestion, and many others things which were useful in perfecting this thesis.
3. My cuppy cake who always supports and accompanies me almost every single time.
4. All of English Department Lecturers who had taught me during the study in IAIN Langsa.
5. All the deeply thank are also presented to the writer’s friends of PBI Unit 1. Special to Khairunnisa and the others that I cannot mention one by one, for their prayer and moral support. I thank them all for the memories we have

made.

6. For my roommates who always shares joy and laugh everyday, pipi and selvi.
7. For the names who have not been mentioned above, May Allah SWT be with us, Aamiin.

The writer realize that this writing is still far for being perfect. Many mistake that needs to improve. Therefore, all criticisms and suggestions will be appreciated. However, the writer hopes this thesis will give contributions to the field of study, especially to the English teaching and learning.

May Allah SWT bless us forever. Aamiin ya Rabbal 'alamin

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ABSTRACT

Renggani, Mutiara. 2023. The Corrective Feedback in Writing Research

Proposal

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This research provides an analysis of the corrective feedback in writing student's research proposal. This research was aim to analyzed students perceived of the corrective feedback that the lecturer applied when providing corrective feedback to their research proposal, and to described the types of corrective feedback that they received from their lecturer. The research applied qualitative method with phenomenology approach research. In the case, the researcher selected 5 students as participants. To collect the primary data, the researcher applied interview and documentation. The documentation instruments collected the students' research proposal which were given written feedback by their lecturers. It was done to know the types of lecturers' written feedback given to the students. There are two different types of lecturers' feedback, they are direct and unfocused feedback. Based on the analysis of the students' writing, it is figured out that the lecturer mostly gives feedback in a direct way. The interview listed and obtaining information about students' perceived and types of corrective feedback that their lecturers applied on their research proposal. Based on the data collection, the result shows students felt the corrective feedback is very significant for them. It can be seen that they need it to improve their writing on research proposal.

Keywords : *corrective feedback, writing, research proposal*

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CHAPTER I

INTRODUCTION

A. Background of Study

Debate about the value of providing corrective feedback on writing has been prominent in recent years.¹ On the one hand, the most extreme viewpoints consider corrective feedback is seen as not only ineffective but also potentially harmful. On the other hand, other researchers, argue that corrective feedback is helpful in enhancing grammatical precision. The variety of approaches to corrective feedback only adds to the controversy surrounding this topic. It is important to consider whether form of corrective feedback is successful in addition to whether it is beneficial at all.² As a result of this debate, recent research with better designs has shown that corrective feedback can indeed be useful, and that the issue of focus is how and in what way it can be most useful.³ In this case, corrective feedback helps undergraduates and postgraduates to know their current level and think of what they should do to progress in their research-relevant knowledge and academic writing.

To produce good writing is not easy, particularly for students in their final semesters in IAIN Langsa, specifically at English Education Department. They are required to submit a research proposal as one of the requirements for writing a

¹ Isar Gholaminia, Azadeh Gholaminia, and Amir Marzban, "An Investigation of Meta-Linguistic Corrective Feedback in Writing Performance," *Procedia - Social and Behavioral Sciences* 116 (2014): 316–320, <http://dx.doi.org/10.1016/j.sbspro.2014.01.214>.

² Manijeh Hosseiny, "The Role of Direct and Indirect Written Corrective Feedback in Improving Iranian EFL Students' Writing Skill," *Procedia - Social and Behavioral Sciences* 98 (2014): 668–674, <http://dx.doi.org/10.1016/j.sbspro.2014.03.466>.

³ Jill A. Boggs, "Effects of Teacher-Scaffolded and Self-Scaffolded Corrective Feedback Compared to Direct Corrective Feedback on Grammatical Accuracy in English L2 Writing," *Journal of Second Language Writing* 46, no. May (2019).

thesis. Writing a research proposal for a thesis also involves writing in a methodical and scientific approach.⁴ However, most of them face the problems and make errors when they are supposed to write a research proposal. As in Hidayati's research, there are several errors that are often found in research proposal writing. Some of the mistakes are divided into 2 parts, namely technical writing which includes vocabulary and grammar, while non-technical writing includes paraphrases, found journals, wrote methodology and wrote references.⁵ Thus, to correct or provide corrective feedback on their work, the students will require the role of the teacher.

Corrective feedback is an action given by the teacher to eliminate errors made by the students or learners in producing the target language.⁶ Corrective feedback is essential for students who struggle to produce quality writing because it enables them to improve their work. To comprehend the subject matter and enhance their writing, the students require the teacher's feedback. In addition, providing pupils comments will help them feel that their teacher is paying attention to them and genuinely cares about them. As a result, when students receive a writing assignment following the lecturer, they will be more cautious and serious. Students must get feedback in order to improve their writing.

According to Bayu's study, the teacher discovered several flaws in the students' proposal writing when addressing their faults, including inappropriate

⁴ Lindawaty Bunga Djaya Kusuma, Wisma Yunita, and Mei Hardiah, "Students' Preferences of the Research Proposal Writing Feedback," *Premise: Journal of English Education* 11, no. 1 (2022): 208.

⁵ Nurul Hidayati. Ningsih, "The Students' Problems in Writing Research Proposal at IAIN Palangka Raya." (State Islamic Institute of Palangka Raya Faculty of Teacher Training and Education, 2020), [http://digilib.iain-palangkaraya.ac.id/3229/1/Skripsi Nurul Hidayah Ningsih - 1401120940.pdf](http://digilib.iain-palangkaraya.ac.id/3229/1/Skripsi%20Nurul%20Hidayah%20Ningsih%20-%201401120940.pdf).

⁶ Lailatus Sa and Joko Nurkamto, "Oral Corrective Feedback: Exploring The Relationship Between Teacher ' s Strategy and Students ' Willingness to Communicate" 2, no. September (2018): 251–264.

terms, incorrect vocabulary, grammatical errors, and other issues.⁷ Here, the instructor immediately corrects the students' mistakes and provides written feedback. It may make it simpler for the pupils to revise their proposal writing. He claims that the lack of time to grasp and comprehend the research process was what led to the mistake. In conclusion, the students still struggle to comprehend each section of the study proposal. Thus, any criticism from the lecturer is required to help students who are having trouble creating research proposals.

However, corrective feedback is given with the intention of improving writing performance, this is not always the case. When students submit their revised or final versions, many lecturers who have spent hours giving students feedback discover that little has changed. Additionally, some pupils consistently make the same errors.⁸ The researchers believe that some circumstances prevent certain pupils from responding to their lecturers corrective feedback. Therefore, this study has an expectation to investigate the effectiveness of corrective feedback in improving the quality of research proposals written by undergraduate and graduate students and this study aims to explore the various types of corrective feedback that given by the lecturer as well as the perceptions and attitudes of students towards receiving feedback.

In reality, there is already a significant body of research on corrective feedback in writing. However, much of this research has focused on the effectiveness of feedback in improving students' writing skills in general, rather

⁷ Bayu Aga Aprilian Pratama, "Written Corrective Feedback On Students ' Research Proposal In Academic Writing Course At English Teacher Education Department Bayu Aga Aprilian Pratama," 2009, uinsby.ac.id.

⁸ Hamouda Prof. Abeer Issa Shaibab Hajer Omar, Safa Khalifa Al-Talib, "Factors Affecting Some Students ' Responses to Feedback on Writing" 3, no. 1 (2020): 9–69.

than specifically in the context of research proposal writing. Moreover, the majority of existing studies have been conducted in qualitative methods and obtains data not from student perceptions.⁹

The lack of studies that specifically examine the role of corrective feedback in improving the quality of research proposals made this research fills the gap. Additionally, there is a need for research that explores the perceptions and attitudes of students towards receiving corrective feedback in the context of research proposal writing, as this can have implications for the effectiveness of feedback. Furthermore, more research is needed to help the lecturer improve their writing instruction strategies, providing guidance on how to give corrective feedback to produce a better research proposal, and explore the types of corrective feedback that are most effective in improving the quality of research proposals, as well as the factors that may influence the effectiveness of feedback.

Based on the description above, offering students corrective feedback is one of the key strategies for encouraging them to produce a better research proposal. It is necessary to conduct a study **“THE CORRECTIVE FEEDBACK IN WRITING RESEARCH PROPOSAL”**. Corrective feedback has several types that can be used by lecturers in providing corrections to their students. This can also help lecturers choose what type of feedback is effective in providing feedback that students like. If the lecturers marks up the students' writing, it will assist the students understand where they made mistakes. The students will be

⁹ Dani Samuel Budiawan, Hamamah Hamamah, and Moh. Hasbullah Isnaini, “Exploring the Use of Direct Corrective Feedback on Writing an Undergraduate Thesis,” *Linguista: Jurnal Ilmiah Bahasa, Sastra, dan Pembelajarannya* 6, no. 1 (2022): 59.

able to avoid those errors in the future by learning from their lecturer's feedback. Therefore, It motivates the researchers to investigate how corrective feedback is applied to assist learners in managing their writing throughout the process of thesis proposal writing.

B. Research Questions

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

1. How does student's perceive who have received corrective feedback that the lecturer has given them in writing their research proposals?
2. What types of corrective feedback are applied by the lecturer when providing corrective feedback?

C. Purpose of Study

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

1. To find out student's perceive who have received corrective feedback that given by the lecturer in writing their research proposals, and
2. To identify the types of corrective feedback applied by the lecturer on students' research proposal.

D. Significance of Study

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

1. This study offers an in-depth description and an illustration of each type of corrective feedback to students for lecturers and teachers. In order to

correct a student's writing error, teachers or lecturers can use the appropriate corrective feedback depending on their students, such as presenting the problem directly, identifying the error without fixing it, or expressing the fault in terms of comments, signals, or explanation.

2. Student can increase their writing ability through feedback that given from the teacher or the lecturer.
3. The researcher expects that the findings of this study will be able to educate readers who are interested in learning more about different sorts of corrective feedback and writing errors that are commonly found in writing research proposals.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

In this study the researcher obtained the data from the student's answers to the interview and documentation as a support to strengthening data from field results.

The Findings of Interview

For interview the researcher provides 10 open-ended questions interview to the participants. The researcher conducted interviews from June 21 to June 27, 2023 with 5 participants. This action was carried out to describe students' perspectives regarding the corrective feedback given by lecturers in their research proposals and to analyze the types of feedback that lecturers applied when providing corrective feedback.

The following are the results of interviews that researchers have conducted:

1. Does your lecturer provide corrective feedback on your research proposal writing?

Participant 1 : *“iya, dosen pembimbing saya memberikan komentar pada penelitian proposal saya”*

Participant 2 : *“beliau selalu memberikan koreksi pada proposal saya ketika bimbingan”*

Participant 3 : *“iya, tentu”*

Participant 4 : *“iya, bahkan di setiap pertemuan”*

Participant 5 : *“iya, dosen saya selalu memberikan komentar atau koreksi kalau ada kesalahan yang saya tulis di proposal”*

The researcher is able to conclude from the findings of the interviews in this first question that every participant accepted corrective feedback on their research proposal from their supervisors.

2. What type of corrective feedback applied by the lecturer on your proposal writing?

Participant 1 : *“cara dosen saya memberikan koreksi bermacam-macam, kadang melingkari kata yang salah, mencoret jika ada yang tidak perlu, tapi tidak memberikan jawaban yang benarnya, jadi saya harus bertanya kembali kepada beliau supaya tidak bingung”*

Participant 2 : *“dosen pembimbing saya ketika memberikan koreksi sering menggunakan kode ataupun mencoret kata yang salah lalu memberikan kata yang benar atau yang sesuai”*

Participant 3 : *“ketika sedang bimbingan dan dosen saya melihat proposal saya, beliau melingkari jika ada kesalahan di proposal saya dan memberitahu yang benar”*

Participant 4 : *“jenis koreksi tulisan yang sering dosen saya lakukan ketika mengoreksi proposal saya yaitu dengan mengoreksi semua yang salah mulai dari isi sampai format tulisan, dosen saya juga terkadang memberikan sumber dalam bentuk link jurnal yang mengacu pada penelitian saya”*

Participant 5 : *“kalau dosen pembimbing saya menulis koreksi yang benar di lembar kosong dan di jelaskan langsung ketika bimbingan”*

From the answers of each participant above, the researchers concluded that the corrective feedback given by their lecturers varied. In fact, each lecturer provides feedback to his or her students, not focusing on just one type. In this case, the researchers found that the type of corrective feedback their lecturers gave was more dominant in direct corrective feedback. This type of feedback is often used by teachers or lecturers, usually the lecturer circles, underlines or crosses out the wrong part of an assignment and then writes the correct answer around the marked part.

3. Which type of corrective feedback do you prefer? Why?

Participant 1 : *“saya suka jenis koreksi yang diberikan dosen saya ketika beliau mengoreksi secara bertahap mulai dari bab 1 sampai bab 3, menandai dimana saja kesalahannya dan memberi tahu bagaimana cara memperbaikinya, apalagi kalau dosen tersebut memberikan sumber terkait dengan penelitian saya”*

Participant 2 : *“saya lebih suka ketika dosen saya mengoreksi dengan menandai bagian yang salah dan menuliskan jawaban yang benar, jangan hanya sekedar menuliskan koreksi dalam bentuk kode, karena dengan menuliskan jawaban yang benar akan memudahkan saya ketika akan merevisi proposalnya”*

Participant 3 : *“jenis koreksi yang lebih saya sukai yaitu ketika dosen melingkari, menggaris bawah atau pun mencoret kesalahan yang ada di proposal saya lalu memberi keterangan di sekitar kesalahan tersebut”*

Participant 4 : *“sebenarnya saya sudah suka cara dosen saya memberikan koreksi, karena beliau memberikan link sumber atau jurnal terkait dengan judul saya sehingga memudahkan saya mendapatkan referensi tambahan”*

Participant 5 : *“saya menyukai jenis koreksi yang di berikan dosen saya ketika beliau menandai bagian yang tidak sesuai dengan ketentuan penulisan skripsi lalu memberikan bentuk atau petunjuk yang benar dan menjelaskan secara detail mengenai kesalahan yang harus diperbaiki tersebut.”*

The responses of the five participants show that students prefer lecturers to provide them direct corrective feedback for their research proposal.

4. What are the common mistakes in writing your research proposal?

Participant 1 : *“Grammar yang berantakan, instrumen nya kurang tepat dan mungkin dalam penjelasan tambahan tentang topik yang kurang lengkap dan juga kurangnya penggunaan referensi sebagai acuan tulisan.”*

Participant 2 : *“Kalau saya pribadi karena jurusan bahasa Inggris, ya masih sering salah dalam penyusunan kalimat kalimat nya sih, atau grammar nya”*

Participant 3 : *“Maybe, salah dalam memilih kata dan stuktur yang sesuai dengan panduan penulisan proposal”*

Participant 4 : *“Sulit mencari referensi yang sesuai, format penulisan, tata bahasa, dll.”*

Participant 5 : *“Kesalahan yang sering saya alami adalah typo yang terlalu banyak”*

From the results of the interviews above, the researcher can conclude that there are many types of common mistakes that often occur in student research proposal writing. Based on the answers of the participants, these common mistakes were, grammatical error, writing format, typo, lack of references in accordance with their research, methodology, and so on.

5. Does receiving corrective feedback from the lecturer affect your next writing?

Participant 1 : *“Iya sangat mempengaruhi. Kualitas tulisan saya yang lama terlihat jelas berbeda ketika saya menulis sekarang. Itu adalah efek dari feedback yang diberikan oleh dosen. Tulisan saya menjadi lebih baik.”*

Participant 2 : *“Iya itu sudah jelas, karena dengan umpan balik tersebut saya bisa mengerjakan tulisan saya dengan benar karena mendapatkan arahan dosen”*

Participant 3 : *“Sangat berpengaruh, feedback atau komentar tersebut dapat menjadi patokan untuk penulisan proposal yang lebih baik lagi”*

Participant 4 : *“Tentu saja, semakin adanya umpan balik korektif atau koreksi dosen, maka semakin bagus pula penyusunan proposalnya”*

Participant 5 : *“Iya, karena dengan umpan balik atau feedback tersebut saya bisa mengetahui lebih jelas tentang kelanjutan tulisan saya”*

It can be seen from the results of these interviews, all participants acknowledged that the corrective feedback provided by the lecturer on their research proposal greatly influenced their next research proposal writing.

6. What are the benefits that you feel of corrective feedback that the lecturer has provided for your proposal writing?

Participant 1 : *“Banyak, salah satunya dapat mengimprove kesuksesan dalam menulis penelitian dan jadi tahu letak benar dan salahnya sehingga untuk kedepannya tidak mengulangi kesalahan yang sama”*

Participant 2 : *“Proposal saya menjadi lebih baik, lebih berkualitas, dan juga lebih terarah.”*

Participant 3 : *“Untuk menghindari hal hal yang tidak sesuai”*

Participant 4 : *“Salah satu manfaatnya yaitu membuat penulisan proposal menjadi semakin tepat dan pastinya lebih bagus”*

Participant 5 : *“Dengan adanya feedback akan memudahkan mahasiswa dalam membuat proposal penelitian”*

According to the participants' responses, there are several advantages of receiving corrective feedback according to the participants. Corrective feedback is actually required in this situation since it may assist students in producing research proposals of high quality and, as obviously, in compliance with the supervisor's instructions.

7. What do you do after you receive corrective feedback?

Participant 1 : *“Saya akan memperbaiki tulisan saya lagi sesuai dengan koreksi yang di berikan dosen”*

Participant 2 : *“Ya melakukan revisian kembali sesuai dengan yang di instruksikan”*

Participant 3 : *“Setelah menerima feedback saya akan langsung memperbaiki proposal saya”*

Participant 4 : *“Mengkroscek proposal saya”*

Participant 5 : *“Segera melakukan perbaikan biar cepat siap”*

The researcher concluded from the participants' answers above, all participants stated that they immediately made improvements to their research proposal in accordance with the corrections from their supervisors.

8. What do you do if you do not understand your lecturer's corrective feedback?

Participant 1 : *“Tentunya yang pertama saya lakukan adalah bertanya kembali ke dosen tersebut. Cara kedua adalah dengan mencari tahu sendiri apa yang seharusnya dilakukan jika ada kesalahan yang dinotice dari tulisan saya.”*

Participant 2 : *“Saya akan mendiskusikan nya dengan teman atau menanyakan langsung kepada dosen yang bersangkutan”*

Participant 3 : *“Bertanya kembali kepada dosen dengan mengungkap hal yang sejujur² nya.”*

Participant 4 : *“Maybe, saya bertanya pada teman saya. Dan mungkin saya tanya lagi pada dosen”*

Participant 5 : *“Saya akan berusaha memperbaiki semampu saya dan kembali bertanya pada dosen”*

Asking back to the lecturer in question was the most dominant answer given by the participants according to the results of the interview, but some participants also stated that if they did not understand the feedback they would

discuss with their friends or find out for themselves about the corrective feedback given by the lecturer.

9. Do you think that corrective feedback is important? Why? Give your reasons!

Participant 1 : *“Penting karena dengan umpan balik saya bisa tahu dimana letak tulisan yang kurang tepat, grammatical error, dll.”*

Participant 2 : *“Corrective feedback itu penting, agar proposal kita menjadi lebih baik daripada sebelumnya. Dengan memperbaiki dan mengikuti arahan dosen membuat proposal kita menjadi lebih berkualitas dibanding tidak sama sekali.*

Participant 3 : *“Tentu, karna dengan adanya koreksi dari dosen, kita jadi tau letak kesalahan penulisan dan apa saja yang perlu diperbaiki”*

Participant 4 : *“Penting, karena kalau tidak adanya umpan balik yang korektif, maka hasil penyusunan proposal tidaklah sesuai dengan sebagaimana semestinya”*

Participant 5 : *“Penting, sebab untuk menghindari faktor yang menyebabkan ketidaksesuaian.”*

Based on the results of the interviews above, it can be concluded that feedback is indeed important because it can help students know where the right and wrong are in what they are writing so that they can avoid the same mistakes in the future and writing research proposals can be of higher quality.

10. Based on your experience receiving corrective feedback from lecturers, are there any suggestions for the lecturer when applying corrective feedback to your proposal research?

Participant 1 : *“Sedikit saran untuk bapak ibu dosen ketika memberikan feedback kepada mahasiswanya, saya harap bapak ibu dosen bisa lebih spesifik lagi dalam memberikan umpan balik agar mahasiswanya tidak bingung dimana salahnya dan tolong berikan arahan yang cukup supaya sesuai dengan ketentuan penulisan proposal yang baik dan benar”*

Participant 2 : *“Kalau bisa ketika memberi koreksi, menyampaikan dengan kata yang mudah dipahami dan tidak membuat mahasiswa patah semangat, tidak menyusahkan mahasiswa untuk bertemu untuk bimbingan”*

Participant 3 : *“Saran saya adalah tanyakan kepada penulis secara detail tentang isi proposalnya, kemudian baca secara keseluruhan isi, lalu baru berikan umpan balik. Tanyakan apakah mahasiswa tersebut ingin diberikan feedback secara bertahap (per bab) atau keseluruhan isi secara langsung (untuk efisiensi waktu).*

Participant 4 : *“Sarannya adalah mengoreksi dan memberikan contoh atau sumber, bukan hanya memberikan umpan balik saja”*

Participant 5 : *“Yang saya ingin sampaikan, jika mahasiswa penulisan proposalnya banyak yang salah saya ingin dosen itu benar-benar membimbing mahasiswa nya memberi solusi dan mudah di ajak diskusi”*

From the answers of the participants above, they provided various suggestions for their supervisors when providing corrective feedback for their research proposals. The researcher also hopes that the suggestions given by the participants can be accepted and considered by the supervising lecturers when providing corrective feedback to support their students' work.

The findings of Documentation

As supporting data, researchers also collect documentation data from participant research proposals that have been given written corrective feedback by their lecturers. However the researcher only found three types of written corrective feedback according to theory, namely direct, indirect and unfocused.

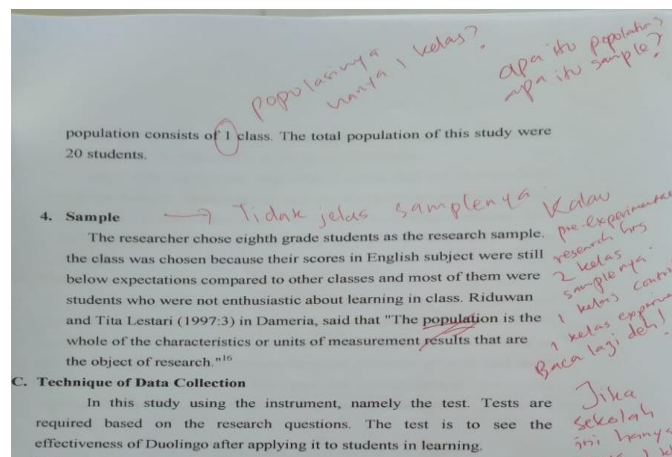


Figure 4.1 Direct Corrective Feedback

From the picture above, it can be analyzed that the type of written corrective feedback given by the lecturer in the research proposal is direct corrective feedback. Where the lecturer marks the wrong part of the sentence by circling or crossing out the wrong word, then the lecturer also gives an explanation or justifies the wrong part around the area marked.

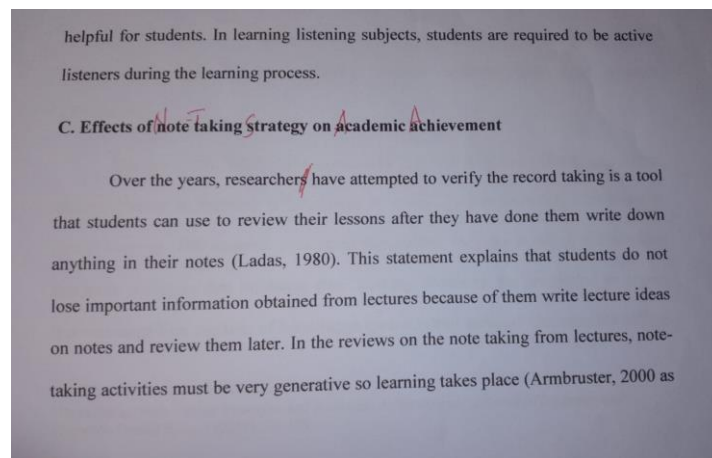


Figure 4.2 Indirect Corrective Feedback

From the picture above it can be analyzed that the type of written corrective feedback given by the lecturer in the research proposal is indirect corrective feedback. Where the lecturer marked several words by crossing out the wrong words, but the lecturer did not provide an explanation or justification for the areas marked.

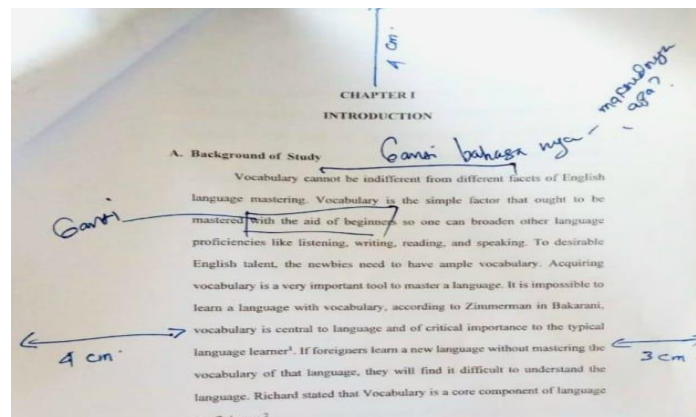


Figure 4.3 Unfocused Corrective Feedback

From the picture above it can be analyzed that the type of written corrective feedback given by the lecturer in the research proposal is unfocused corrective feedback. Where the lecturer provides corrections not only focusing on one error, but several errors, such as writing format, word selection and content.

B. Discussion

Feedback is an essential component of the learning process. During performance evaluations intended to gauge an individual's efficacy. An essential component of a process approach to writing is feedback. It may have a definition of input from a reader to a writer with the effect of providing information to the writer for revision, usually in the form of comments, questions, and suggestions.

Students' perceive of the corrective feedback that they receive from the lecturer in research proposal writing

According to the findings of the research, The researcher found that each student had a different perceive regarding the corrective feedback they had received from their supervisor. All participants stated that every time they guided the proposal, they always received corrective feedback from their supervisor.

Corrective feedback has such a wonderful impact for student. There are numerous reasons to claim that corrective feedback may be a useful technique for the students in the classroom to develop their skill and gain a better knowledge of a second language if the lecturers employs it appropriately, even in various ways. The pupils also benefit greatly from teacher input. As Maryn stated,⁵² Feedback encourages the learner to pursue autonomous learning. The goal is to assist the pupil in identifying their own errors. Students are assisted in avoiding repeat errors since corrective feedback gives the learner the proper forms.

Based on the theory stated by Maryn above, it turns out that the theory is the same as the data obtained by the researchers from the three methods of data

⁵² Te Murcia Celce Marianne et al., *Teaching English as a Second or Foreign Language* (Boston: Heinle Cengage Learning, 2014).

collection that have been carried out. This statement is supported by the answer of one of the participants below to the sixth question in interview, *What are the benefits that you feel of corrective feedback that the lecturer has provided for your research proposal?*

Participant's answer: *"Banyak, salah satunya dapat mengimprove kesuksesan dalam menulis penelitian proposal dan jadi tahu letak benar dan salahnya sehingga untuk kedepannya tidak mengulangi kesalahan yang sama"*

That way, the researcher can draw conclusions that most of the students agreed that receiving corrective feedback is crucial and helpful to assisting them in producing high-quality research proposal. Students believe that receiving comments on research proposal enables them to identify their strengths and weaknesses so they can avoid repeating the same errors in the future.

The types Written Corrective Feedback that the lecturer applied on student's research proposal

The type of corrective feedback that their lecturers give also varies, this proves that lecturers do not only focus on one corrective feedback but more. Rod Ellis⁵³ states in his journal written corrective feedback is classified into 6 categories. The six categories are direct, indirect, metalinguistic, the focused (focused and unfocused), electronic and reformulation. Based on the three data collection methods in this study, the researcher found that the six types of feedback according to Ellis were used by lecturers in providing written corrective feedback on student research proposals.

⁵³ Rod Ellis, "A Typology of Written Corrective Feedback Types."

In the interview findings, the researcher found that lecturers only used 5 types of written corrective feedback in their research proposals, namely direct, indirect, metalinguistic, unfocused, and electronic. This is supported based on the participants' answers to question 2 in the interview. *What type of corrective feedback applied by the lecturer on your proposal writing?*

Participant 1 : *“cara dosen saya memberikan koreksi bermacam-macam, kadang melingkari kata yang salah, mencoret jika ada yang tidak perlu, tapi tidak memberikan jawaban yang benarnya, jadi saya harus bertanya kembali kepada beliau supaya tidak bingung”*

Participant 2 : *“dosen pembimbing saya ketika memberikan koreksi sering menggunakan kode ataupun mencoret kata yang salah lalu memberikan kata yang benar atau yang sesuai”*

Participant 3 : *“ketika sedang bimbingan dan dosen saya melihat proposal saya, beliau melingkari jika ada kesalahan di proposal saya dan memberitahu yang benar”*

Participant 4 : *“jenis koreksi tulisan yang sering dosen saya lakukan ketika megoreksi proposal saya yaitu dengan mengoreksi semua yang salah mulai dari isi sampai format tulisan, dosen saya juga terkadang memberikan sumber dalam bentuk link jurnal yang mengacu pada penelitian saya”*

Participant 5 : *“kalau dosen pembimbing saya menulis koreksi yang benar di lembar kosong dan di jelaskan langsung ketika bimbingan”*

It can be concluded that each participant in the interview data collection received different written corrective feedback from their lecturer, there were even participants who received more than one type of written corrective feedback in this data collection. From those data it can also be seen that the type of feedback that lecturers often use in giving feedback is direct corrective feedback.

In the findings on documentation, the researcher found that the 3 types of corrective feedback were used in this data collection method. The 3 types of feedback are direct, indirect, and unfocused. The data from the documentation can be seen from the findings before this section.

From the three data collections, the researcher found that in the interviews the lecturer used 5 types of corrective feedback, namely direct, indirect, metalinguistic, unfocused, and electronic. While in the documentation, researchers only found 3 types of written corrective feedback used by lecturers, namely direct, indirect and unfocused.

Then, from the two data collection that have been displayed and analyzed, the researcher can conclude that there are 2 types of written corrective feedback that are often used by lecturers in providing corrective feedback on student proposal research, namely direct and unfocused. However, based on the results of research conducted by researchers, the most dominant type of feedback used by lecturers is direct corrective feedback and unfocused corrective feedback. Direct corrective feedback is the type of feedback most liked by students because this type really helps students understand which parts are wrong and know how to fix them because the lecturer gives the correct answer in the wrong area.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data findings and discussion in the previous chapters, the researcher might draw the following conclusions:

1. Regarding the first research question, The researcher discovered that each student perceived the corrective feedback they had gotten from their supervisor differently. All participants claimed that their supervisors always provided them with corrective feedback after they guided the proposal. The majority of students agreed that getting corrective feedback is essential and useful for helping them produce high-quality research proposals. In their opinion, the corrective feedback students receive on their research proposals, helps them to recognize their own strengths and limitations so they may avoid making the same mistakes again in the future.
2. Regarding the second research question, the researcher found that lecturers often used direct and unfocused on providing written corrective feedback on student proposal research writing. The lecturer gives several signs to show student mistakes, such as underlining, circling, and crossing out. Then, they made corrections around it. There are only a few feedbacks in the form of unfocused written corrective feedback, it means that the lecturer provides corrective feedback not based on just one type of

corrective feedback but uses several types of corrective feedback on student proposal research. Additionally, it was discovered that direct corrective feedback was type of written corrective feedback that students like the most. In their opinion, it gave them a better understanding of where their writing had gone wrong and how to repair it.

B. Suggestion

1. The lecturers should keep providing feedback on the students' research proposal to support student in writing good and correct research proposal and the more written feedback can be suited to the student and the error. In short, the corrective feedback will lead to improve writing proficiency for the student. Written feedback provided has a great impact on the students' research proposal and also on their attitude towards writing.
2. For students, the students should be able to be more active in writing and revising their research proposal by paying attention to the common mistakes that they often get from their lecturer when providing corrective feedback.