

# WRITTEN CORRECTIVE FEEDBACK ON THE PROCESS OF STUDENTS' RESEARCH PROPOSAL WRITING

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**ABSTRACT**--*One of the activities that students' writing skills need to be corrected is error in writing process. Written Corrective Feedback can be effective technique in improving students' writing. This research aimed to describe the types of correction feedback given by the lecturer, students' responds and students' perceptions in utilizing WCF to correct their research proposal writing. Participant selected 10 students of 2017 academic year who propose the research proposal as the final projects. This study applied a descriptive qualitative method. The researcher analysed 10 students' research proposals to know the types of WCF in correcting research proposal writing. Interview used to know students' respond and perception toward using WCF. Research findings identified four forms of written corrective feedback that the lecturer used to provide guidance. 52% written correction feedback was classified as direct corrective feedback, 6% feedback was classified as indirect corrective feedback, 26% feedback was classified as focused feedback, and 16% feedback was classified as unfocused corrective feedback. These finding also supported by the result of interview which were 6 of 10 students preferred direct written corrective feedback. Students said that clear correction feedback provides specific instructions to students on how to correct their errors.*

**Keywords**-- *written corrective feedback, students' research proposal*

## I. INTRODUCTION

In several universities of Indonesia, undergraduate students are required to do a scientific study or research. Before undertaking a study, a student has to compose a research proposal as the first step. Unfortunately, writing a research proposal is a complex problem faced by the students particularly during the writing process. In some conditions, difficulty and confusion can contribute to writing problems, such as errors (Heydari, P., & Bagheri, 2012). As an adviser, lecturers have made various efforts to ensure that their students are able to create a written text such concept of writing a proposal and enhancing their comprehension of language usage. It suggests that during the writing process of the proposal, students apply various techniques to enhance the use of language and accuracy of written content.

Some errors in process of research proposal writing may reveal the students' ability in constructing the text needs to be strengthened. One of the successful ways to solve this issue is to provide some written correction as a feedback to students' writing. Written corrective feedback is one of the best writing strategies which allows

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students to realize mistakes by giving them many acceptable corrections (Bitchener, 2008). In other words, to improve the quality of students' research proposal, it is necessary to provide feedback on the revision process.

Related with statements above, several studies have been conducted on the importance of reviews on students' writing (e.g Bitchener, J., & Knoch, 2008; Bitchener, J., & Knoch, 2009; Bitchener, 2008; Ebadi, 2014; Ellis et al, 2008; Eslami, 2014; Evans, N.W. et al, 2010; Frear, D. & Chiu, 2015; Hosseiny, 2014; Jamalinesari et al, 2015; Khanlarzadeh, M. & Nemati, 2016). Written Corrective Feedback is one of the best learning strategies to help students correct written mistakes by creating multiple changes to them. (Bitchener, J., & Knoch, 2008). This ensures that feedback on students' proposal writing is equally important with revising or editing it. Students are expected to have ability in revising their research proposal after they are given feedback by their adviser. In addition, feedback provided by advisers help students to allows more conscious of their strengths and weaknesses in writing. Therefore, it is assumed that they can use the strengths to resolve the shortcomings through recognizing the feedback provided.

Additionally, Written Corrective Feedback respect to how form and language used in writing of proposal can be improved during the process of revising (Fathman, A., & Whalley, 1990; Ashwell, 2000; Chandler, 2003). The primary purpose of this correction is to ascertain research proposal is approved for the seminar. Furthermore, correction feedback is a useful technique that can be used by the supervisor during the review of the research proposal writing process. On the other side, inaccuracy correction enables students to correct their proposal continually, particularly in using language and correct form. Correction allows learners to rectify their own proposal constantly, mainly when using language and clear understanding. (Uysal & Aydin, 2017).

In providing written corrective feedback, this research employs several types of written corrective feedback from (Ellis, 2009): first, lecturer gives directly right information in correcting students' errors. Second, in giving correction, lecturer do not provide proper explanation. Third, lecturer only marks to point students' error by giving underline, cross out, and etc, then write some comments. Fourth, lecturer gives feedback only for a specific aspect in proposal (e.g. focus on language form), in other hand, feedback is also given by lecturer in all aspect of proposal. Sixth, the lecturer connects students to a link that gives the correct explication and instance in usage. Seventh, correcting students' writing error, lecturer needs to involve the native speaker.

Related with the research, some previous researches were commonly focused on efficacy of written corrective feedback to students' writing. However, only several studies have been conducted focus on students' preferences in employing written corrective feedback for correcting research proposal. In this research, WCF used to check and correct format and content of students' research proposal. Therefore, the result of this study can answer the formulation of the research; (1) What types of written corrective feedback are provided by lecturer to correct students 'research proposal? (2) How do the students 'respond to WCF in revising research proposal? (3) What are students' perceptions on using WCF in revising students' research proposal?

## **II. LITERATURE REVIEW**

### ***2.1 Writing Error***

English writing error among EFL students suggests that they need to rectify their ability to write English over time. EFL students who wish to write well need help in understanding and avoiding mistakes in their writing.

Errors undertaken by students in writing research proposal need to be corrected. It means that each correction relates to the type of errors in the text that must be written. There are some types of errors as stated by some researchers. There are two types of error such as fixable and unfixable errors (Ferris, D. R., & Roberts, 2001). It ensures that students can fix their own mistakes after informing them which aspects of their writing errors. On the contrary, students are unable to correct their errors directly, and the supervisor should pay attention to the errors.

Furthermore, in compliance with the above argument, D. R. Ferris (1999) dealt with fixable and unfixable errors. The fixable errors are verb type and meaning, subject-verb agreement diversity, sentence part, auxiliary verb, word use and noun. Both of fixable and unfixable errors adhere with generally accepted grammatical rules and detected easily in sentence type. It helps students to immediately fix their mistakes as they receive feedback from advisors. Unfixable errors, however, comprising of errors in articulation terms or word choice involving complicated monitoring of word order and idiomatic context, allow students to evaluate these errors by using different ways of thinking. The dilemma with unfixable errors should be addressed by either the advisors or the students by WCF. Tomasello, M., & Herron (1988) assert that errors could not be decomposed and students might not reach the degree of advanced in writing skills.

In addition, Ellis (1997) states the errors come place when the first language intervention in grasping the target language. It means that errors occur when students' first language interfere comprehension of target language. The recent information of target language is adhered by background knowledge of the mother tongue which assist connected with the target language. In line Odlin (1989) reveal errors are induced by the prevailing mother tongue characteristics take control to the new language. In other study, Krashen, (1981) claims a plausible reason for mistake is students do not quite grasp the language rules studied. Typically, when making words, they follow their own concept and meaning.

## ***2.2 Written Corrective Feedback***

Written Corrective feedback has been a significant topic of discussion in many research fields. The experts offered some concepts of Written Corrective Feedback. Russell, J., & Spada (2006) describes the corrective feedback as relating to any feedback given to a student from any source providing proof of language type student mistake. In line Lightbown, P. M., & Spada (2006) assert that Corrective Feedback is the teachers or lecturers correction on the students' writing as a guidance in revising the target language may be have grammatical inaccuracy. Written feedback from teachers can be used as a powerful tool if well done to motivate students in the writing process. From these explanations, it can be concluded that the written feedback from the teacher plays a crucial role in the writing of the students. In addition, the aim of Correction Feedback is to help students gain awareness and analytical skills to be better monitor their own writing in the future. Nevertheless, students need to practice WCF in order to increase the quality of writing (Ghandi & Maghsoudi, 2014).

Some numbers of previous study from Bitchener, J., & Knoch, Sheen (2010) discover Written Corrective Feedback has profound effects on writing performance and also helpful in improving writing accuracy among EFL students. Further research, Sheen (2007); Sheen, et al (2009); Bitchener, J., & Knoch (2010) explored the long-term Written Corrective Feedback usefulness in increasing the quality of writing accuracy. In other side, Bitchener, J., Young, S., & Cameron (2005) emphasize the impact of Written Corrective Feedback toward

linguistic errors such as article , simple past tense, and prepositions. The finding of their research is Written Corrective Feedback is appropriate technique to aid EFL students in increasing writing accuracy.

### 2.3 Types of Written Corrective Feedback

In providing written corrective feedback to the students' proposal writing, the lecturer take into consider the use of some strategies. Ellis (2009) classified six types of written corrective feedback. It can be seen in the following table:

**Table 1:** Six types of Corrective Feedback adapted from Ellis (2009)

Type of CF	Description	Studies
1 Direct WCF direct	The adviser provides the students with the correct form	Various studies employed corrective feedback (Chandler, 2003); (Ferris & Hedgcock, 2005); (Bitchener, J., &Knoch,2009, 2010); (Beuningen, C.G.V., Jong, N.H. de., & Kuiken, 2008) (Mirzaii, 2013); (Farid, S. & Samad, 2012); (Chen et al., 2016). Accuracy on ESL students' writing.
2. Indirect WCF Indirect  a. Indicating locating 2015);  b. Indication only	The adviser indicates that an error exists but does not provide the correction  This takes the form of underlining and use of cursors to show omissions in the use the students' writing.  This takes the form of an indication in the margin that an error or errors have taken place in a line of writing	Various studies employed Corrective Feedback (Ferris, D. R., & Roberts, 2001); (Ellis, 2009); (Eslami, 2014); (Jamalinesari, et al, (Frear, D. & Chiu, 2015) Self- discovery.
3. Focus WCF	This concern whether the adviser attempts to correct all of the students' error or selects one or two specifics	Most studies have investigated focused WCF (Ellis, et al, 2008); (Bitchener, J., & Ferris, 2012);

	types of error to correct	(Bawa, P., & Watson, 2017)
Unfocused WCF	comprehensive corrective feedback addresses all of the errors in the students' writing	Various studies employed unfocused WCF (Chandler, 2003); (Ferris & Hedgcock, 2005); (D. R. Ferris, 2006) ;(Sheen, 2007)
4. Metalinguistic WCF	Providing a linguistic clue for target errors	Some studies conducted by some experts (Bitchener, et al, 2005); (Bitchener, 2008); (Ellis, R., Sheen, Y., Murakami, M., & Takashima, 2008). grammatical errors
Use the error code	Adviser gives code in the line	
Brief the grammatical description	Adviser number error in the line and give description in the bottom	
5. Electronic WCF	Providing feedback via computer based means to draw attention to written errors	Studies employed by (Ellis, 2009); (Ene, E., & Upton, 2014); (Yoke. S. K, Cecilia Bai Rajendran. C.B, Noridah Sain. N, Kamaludin,P, 2013)
6. Reformulation	Providing feedback or error correction through rewriting the second language students' composition	This study has investigated by (Ibarolla, 2009; 2013)

### III. RESEARCH PROPOSAL

Writing a research proposal before doing the research is needed by the researcher for the first step. In proposing the idea, planning and procedure of the research. Fraenkel. J (2009) claim that the current study is a worded study program. In other word, writing research proposal is the important thing for the researcher to convey his/her ideas which describe through components of research proposal. Based on some explanation of research proposal components by (Pickton, 2013); (Heath & Tynan. C, 2010). The writer concluded that there five main components that appropriate with this location of the research: (1) The title of research proposal, (2) Introduction of the research proposal, (3) Review of literature, (4) Research method, (5) List of references:

#### *1.3.1 The title of the research proposal*

The title should be brief, descriptive, informative, and attractive. Interesting title can arouse the reader's attention, and also influence favorably toward the proposal itself.

### ***2.3.2 Introduction of the research proposal***

Introduction is usually place in chapter one on the research proposal. It is started with a common statement of the problem area, focus on a specific research problem, supported by the reason or rationale for the study proposed. The elements of introduction comprise: (a) mention problem of the research; (b) state objectives of the research. Identify general and specific objective of the research; (c) clarify the rationale of the proposed study and clearly indicate why it is worth doing; (d)

### ***2.3.3 Review of literature***

Review of literature in chapter two aims ; (a) to gives value to experts who have putted down the fundamental for the proposed research; (b) to shows researcher's expertise of the research problem; (c) to demonstrate researcher knowledge of the theoretical and research issues related research question; (d) to shows researcher's capability to critically evaluate relevant study ; (e) to indicates researcher's ability to integrate and synthesize the existing literature; (f) to provides new theoretical insights or develops a new model as the conceptual framework of the research; (g) to convinces the readers that the research proposal will make a significant and substantial contribution to the literature.

### ***2.3.4 Research method***

Research method in chapter three is very important because it mentions the research activities or how the research conducted and the problem of the research solved. Research method chapter commonly consists of; (a) design of the study; (b) research location (c). Subjects or participants and sampling method; (d) instruments of the research; (e) Data collection technique (f). Data analysis and interpretation.

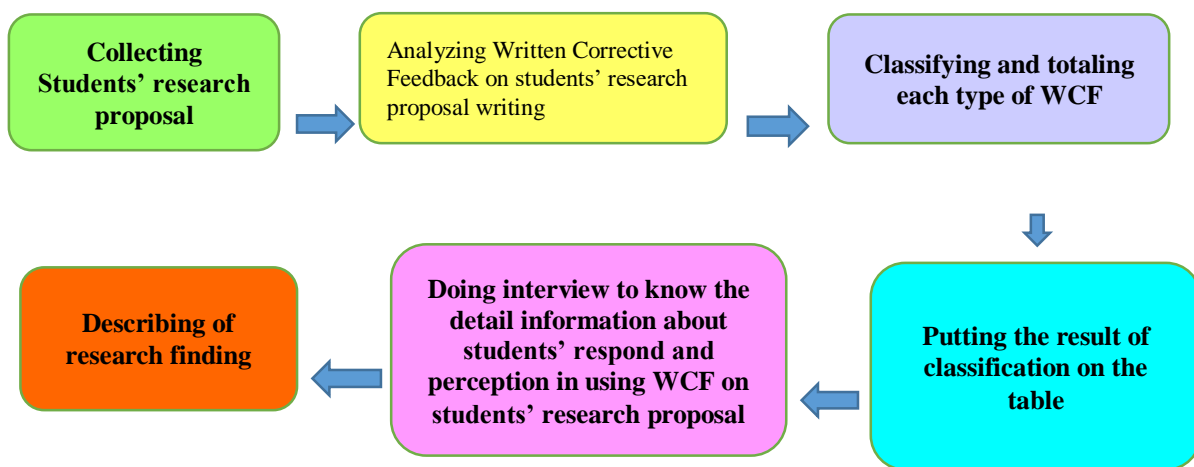
### ***2.3.5 References***

Part of the Sources includes relevant references from several books, journal articles, publications, internet sources or other sources used to help explain parts of the proposal. The researcher has to put the names of the references used

## **IV. METHODOLOGY/MATERIALS**

This research used descriptive qualitative design. The purpose of qualitative descriptive research is a detailed description of specific events experienced by individuals or groups of people. The subject of this research was 2017 academic year students of English Language Education Program at Universitas Islam Riau, Indonesia that have been proposing research proposal. Source of data total was 30 students. From the total source of data, the researcher selected 10 students as samples. These 10 samples have been taken randomly and have fulfilled the criteria, so that they can represent all of data sources. The instruments used in collecting the data were document of proposal, observation, and interview. The purpose of having interview was to obtain detail explanation as regard the students' responds and perceptions toward working of written corrective feedback. Meanwhile observation was to classified forms of written feedback by (Ellis, 2009) used by the adviser to correct students' research proposal.

Various steps have been taken to finish this research. First, the students were asked to submit their research proposal after their adviser gave some corrections as a feedback. After obtaining the students' research proposal, the researcher checked the students' proposal by using observation sheet to identify the types of written corrective feedback given by lecturer on students' research proposal. The result of the identification was to know students and lecturers' preferences in working Written Corrective Feedback. In other words, in giving some correction for students' error in writing research proposal, lecturers employ Written Corrective Feedback. Second, the participants were interviewed by using semi-structure questions. In this case, the questions related with the students' responds and perceptions toward Written Corrective Feedback were asked in sequence. The steps can be showed in the following figure:



**Figure 1:** Steps of the study

Whilst, to analysis interview, researcher adopted qualitative data analysis from (Miles, M. B., Huberman, A. M., & Saldana, 2002). The analysis involved data reduction through coding, data display, verification and conclusion. In detail can be seen in the following explanation. First, the transcripts of interviews were decoded and systematically arranged based on the study's objectives. The data were coded according to each classification. It allows for the researcher to classify main data. Second, the data was divided into its categories and displayed on the finding of the research. Then, the result of analyzing data verified to make sure that the data is correct. The last, the researcher concluded the research finding.

## V. RESULTS AND FINDINGS

### *4.1 Document and observation*

In this present study, the researcher analyzed 10 students' research proposals. Analysis data used observation check list by classification of Ellis typology written corrective feedback. Analysis of data was conducted to main element of research proposals such the Title, Introduction, Review of Literature, Research Method, and References. The result of data analysis showed in table 2. The result showed four types of written corrective feedback applied by the lecturers in correcting five components of proposal such direct and indirect corrective feedback, focused

and unfocused corrective feedback. It can be concluded that the lecturers are mostly employ the direct corrective feedback in giving some advices on students' research proposals.

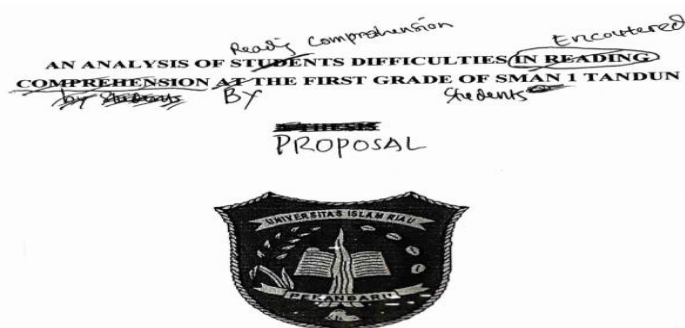
**Table 2:** The Result of Correction Feedback Types Given by Lecturer

Categories	Direct WCF	Indirect WCF	Focused WCF	Unfocused WCF
<b>Title</b>	16%	-	4%	2%
<b>Introduction</b>	8%	2%	6%	4%
<b>Review of Literature</b>	12%	2%	4%	4%
<b>Method</b>	10%	2%	6%	2%
<b>References</b>	6%	-	6%	4%
<b>Total</b>	<b>52%</b>	<b>6%</b>	<b>26%</b>	<b>16%</b>

Total information of WCF used by advisor showed in the table 2 above, there are 52 feedbacks (52%) were categorized into direct feedback, 6 (6%) feedbacks were classified into indirect feedback, 26 feedbacks (26%) were categorized focused feedback, and 16 feedbacks (16%) as unfocused corrective feedback. It can be concluded that the students and lecturer prefer direct corrective feedback in correcting students' research proposal. Some examples of written feedback were used by the lecturers in correcting each categories of students' research proposals. it can be showed in the following figures:

#### 4.1.1 Direct Corrective Feedback

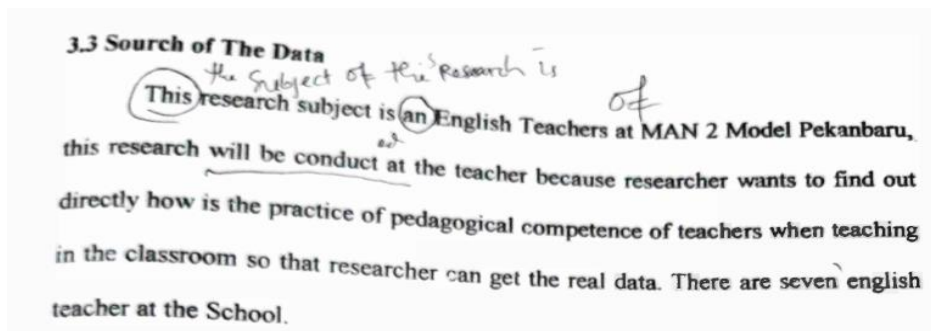
Based on the result of analyzing data, the study found only four kinds of written corrective feedback applied by the lecturers in correcting students research proposal; the direct WCF form directly corrects any mistake through writing to the error of the students.



**Figure 2:** Direct Corrective Feedback given by lecturer



Figure 2 showed direct corrective feedback given by lecturer. The lecturer corrected the title of the student's research proposal. Student 2 wrote several mistakes in word structure of the title of research proposal. The lecturer changed some words in the title and made the correction directly. Therefore, student 2 has to change the title to "AN ANALYSIS OF READING COMPREHENSION DIFFICULTIES ENCOUNTERED BY THE FIRST STUDENTS OF SMA I TANDUN".

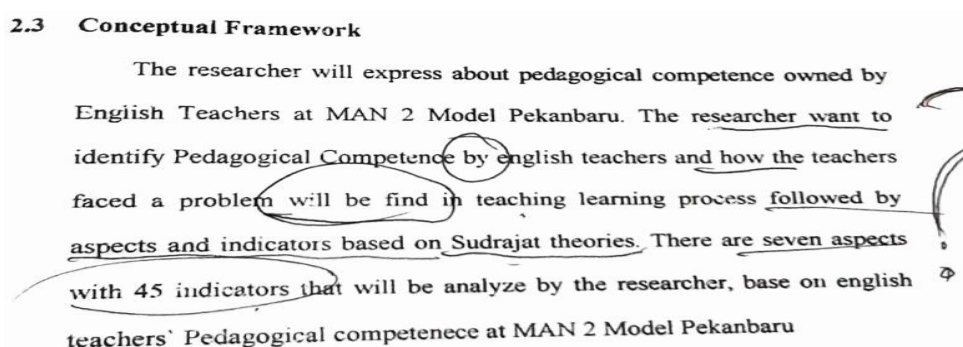


**Figure 3:** Example of Direct Corrective Feedback in Research Method

Figure 3 is another example of direct corrective feedback given by lecturer. Student 5 got error in composing of the sentences on the paragraph. Student 5 has grammatical errors. She should write "The subject of this research is English teachers (without "an") of MAN 2 Model Pekanbaru",. Then come to next sentence "This research will be conduct (add "ed"). Lecture corrected the sentence and wrote the correct one. Students 5 also needs to revise all sentences in paragraph because she has to put appropriate punctuation in the sentences to make it has full meaning.

#### **4.1.2 Indirect Corrective Feedback**

One form of written corrective feedback given by the lecturer on the student' research proposal is indirect corrective feedback. In this type, the lecturer suggests the mistakes of the student throughout writing the research proposal, but does not present the correct information. The lecturer signs by providing cross-out, highlight, underline, brackets where the mistake is on in the writing of the students.



**Figure 4:** Example of Indirect Corrective Feedback

Figure 4 showed lecturer marked some words in every sentence of the paragraph. The lecturer gave underline in words “researcher want to” meantime, student 3, should write “researcher wants to”. There were some mistakes in the paragraph that composed by the students 3. Lecturer gave sign (?) on the right-side of paper. It indicates that the lecturer has difficult to understand what the student 3 wants tell about. The lecturer suggested the student 3 to revise some mistakes that her made. Especially about sentence structure and word choice.

#### 4.1.3 Focus Feedback

Focus feedback is a type of feedback reflects on students’ certain errors in writing. lecturer gives correction for specific error in writing of students' research proposal.



Figure 5: Example of Focus Corrective Feedback

figure 5 display that lecturer provided correction for the students 7, the students did not put the name and year of the theory on the paper. The lecturer ask student 7 to mention the name and the year of source clearly. The lecturer wrote the correction in left-side of paper by giving sign of ({} with comment “who’s theory”. The correction given by lecturer inform to student 3 that he has to put down the source completely. The student 3 has to add it.

#### 4.1.4 Unfocused Feedback

Unfocused feedback is kind of feedback that the lecturer gives some correction on students’ errors written by the students.

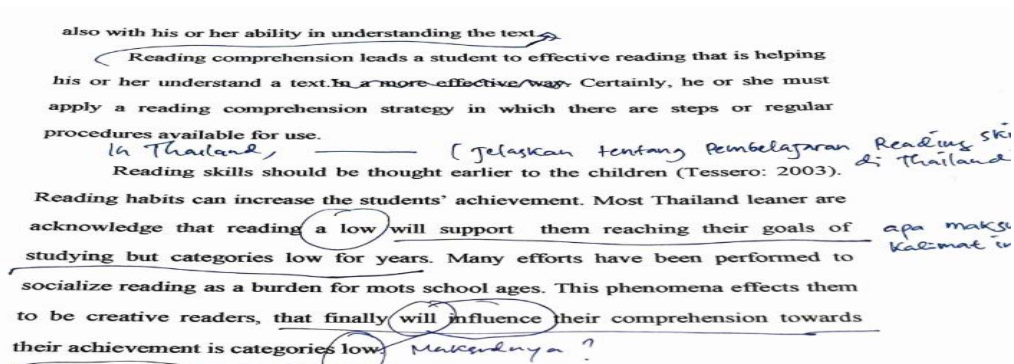


Figure 6: Example of Unfocused Corrective Feedback

Figure 6 showed that there are some mistakes made by the students 10. The lecturer gave circle and underline on the mistake, then wrote the correction in the places of mistakes. It informed for student 10 to revise and explain all of mistakes clearly.

## **4.2 Interview**

### **4.2.1 Students' Respond on Correction of Grammatical and Words Choice**

Correction focus on the title, Introduction, review of related study, Research method, and references. It deals with Grammatical Error Correction and Word Choices. Focusing on grammatical error correction and word choice implies that students in this study concern with correcting errors in grammar use and words choice within their research proposal. One of the learners (S1) stated:

Many corrections provided by my adviser, she was only thinking about the use of grammar and vocabulary in my proposal. I noticed that my grammar was very poor. My adviser noted that I made a lot of mistakes in my statements on grammar and word use. I assume that my writing will be right in the future. That's how I need to check my advisor's correction. I work the revision all day.

Assumption about the grammatical error correction usefulness of the adviser and the choice of words to compose a proposal will enhance the positive attitudes of the students in writing (S1) believed that her advisor would correct her grammatical error and select words that would allow her to determine how to use grammar and words correctly. (S1) claimed that the correction of such mistakes helped her develop her sentences and also inspired her desire to learn grammar.

Regarding a particular strategy in responding to WCF, (S5) has the answer. He stated:

It's clear how I respond the adviser's correction to my proposal writing. My lecturer corrects my phrase, sentence, words, and how I construct the sentence. I rapidly react to these issues. I'm getting some error lists for each chapter. So, I modify my words to a grammatical sentence.

S5) was using a strategy to respond the feedback or advice of her adviser. Errors were found in each chapter and grouped into each type of error, such as the collection of phrases, sentence, tense, words choice and terms. The use of different grammar books allowed (S5) to find useful knowledge regarding grammatical sentences and use of vocabulary properly. By mentioning the errors and recognizing the explanations of using sentence structures, he was helped to properly study his grammatical errors and terms

Unlike (S5), another students (S9) did not apply a specific strategy in dealing with adviser's WCF. (S9) expressed:

I did not use any particular strategy or technique to see my adviser's written correction. I see that the first aim of my adviser is to check my grammar and words choice. The adviser wants to see whether it is correct or not. I make a lot of mistakes in using grammar and word choice. I need to recognize my mistake many more, until I can study it.

I make a lot of mistakes in using grammar and word choice. I need to recognize my mistake many more, until I can study it. WCF is used by few students as new additional tools for instruction. (S10) saw a grammatical error and a clarification of the choice of words applied to his written work as a responsibility. He said:

In my proposal I make so many mistakes in every part of my chapters. I'm so pleased to see that my sentences are corrected in my proposal. I realize that I'm making mistakes. I feel so hard to make better changes to my

mistakes. My advisor told me that in all books, I make mistakes like that. Eventually, even though it's challenging for me, I accept the advice.

Any situation when a student is conscious of making errors in grammar and words choice. In this case, (S10) realizes that he did not construct grammatical sentences and use the words properly. The problem became a trouble for him as he could not follow advisor's written correction addressed to his sentence writing.

All of students' answers are in line with a study conducted by Bitchener, J., Young, S., & Cameron (2005) who stated that Written Corrective Feedback focus on grammatical error correction not only allow the students to identify comparison between incorrect usage and correct forms, but also increase grammatical knowledge.

#### **4.2.2 Overall Error Correction**

Students need to get the corrections towards all parts of their proposal writing. It has become bound duty for advisers. When a proposal has been brought forward, each component needs to wait for its turn to be completely corrected. Concerning the responding of students in reacting to this error correction, (S3) stated:

Normally, my adviser has checked and corrected all parts of my proposal such as sentences, grammar, word choice, sentence structure, and *so on in detail, I need to start replacing all errors with the correct usage. I begin from the title, chapter one, I continue to chapter two, and three.*

As (S3) stated, as a whole error correction is an effective solution to improve the writing of the student's proposal as much as possible. (S3) realized that she gained more alternative from her adviser to correct her writing. Even though each part of the proposal has to be changed, (S3) assumed that the whole error correction strengthened the writing of her proposal. The same think, (S2) believe it is useful and comply the comments and suggestions of her advisor as each part of her proposal has been corrected and marked by the advisor. (S2) Recognized:

I felt stress when get the correction from my adviser the first time because my adviser crosses out some my mistakes and gives underline with some notes. I read every correction form my adviser, then I said to myself "I can...I can." I do one by one. I revise the errors to be correct one. I check one by one. I check all errors such grammar, word choice, form, and so on.

(S2) was stress in getting correction of her proposal from her adviser in all of parts. Nevertheless, it took her to very persuasive measures in revising her proposal writing. These corrections of errors enabled (S2) to deal in depth for her written work. (S2) addressed not only grammatical errors, but also word choice problems, material concerns, writing types, and so on. Furthermore, (S8) had the same experience as both (S3 and S2) had. S8 said:

Replacing the errors is my way to respond the written corrective feedback. My adviser corrects all errors or mistakes like sentences, word choice, writing style, and etc. They also correct another mistake like how to quote a reference and many others. Then I do the correction every day. Start from the title until the list of references.

Several types of errors such as grammatical error, language error, writing style, citation, and referring involved cumulative error correction as reported by (S8). Such mistakes have been revised in several stages from the title to the reference list. This is supported by a research of Beuningen, C., Jong, N. H., and Kuiken (2012); Beuningen, C.G.V., Jong, N.H. de., & Kuiken (2008) who found that overall error correction led the students to improve their writing accuracy when they revised their written work and when they wrote new texts.

In some cases, some students need to reconsult with their adviser when they do not understand the correction errors provided by their adviser on their research proposal. Two students have the same adviser (S4 and S6), for instance, they explain their consultation encounters with their advisors. (S4 and S6) explained:

The first step, we tried to call our adviser and ask for time to guidance. Then, we go to meet the adviser in his office to consult with him again. We do this because we have confused to his correction on our proposal, we forced ourselves to see him and ask the parts we do not understand. He responds us fine and he explains every mistake we make. Then, we go home and revise our mistakes in some days. It surprises for us.

In addition, students (S7) also described his experience:

I still consult with my advisor every correction and I revise every mistake on my proposal. I abandon the correction I don't understand. I consult with my advisor on the next day and ask for an unexplained correction. He gave me some detailed explanation

For those who do not grasp the error correction as described in their written work, communicating with the advisor is a better strategy. In this situation, both students agreed that both written error correction and detailed clarification of the mistakes were much more effective than just written error correction. Consulting with the advisors helps them change the errors. This is in line with a study conducted by Bitchener, J., Young, S., & Cameron (2005) who stated that Written Corrective Feedback focus on grammatical error correction not only allow the students to identify comparison between incorrect usage and correct forms, but also increase grammatical knowledge.

#### ***4.3 Perceptions of Using Written Corrective Feedba***

This part discusses the interview to know students' perceptions towards the use of WCF on students' research proposal writing in some topics. These cover preferences for direct WCF, indirect WCF, focus WCF, and unfocused WCF. Furthermore, the findings of the interview further explain the benefits and drawbacks of dealing with each form of WCF.

Direct Written Corrective Feedback enables direct stead for the student. The errors in writing, for (S7), can be easily revised by focusing on adviser's written error correction. Detailed description of error correction enabled (S7) in revising his proposal. Some students think that learning English grammar in the classroom is not enough for their grammatical knowledge. One of the interesting ways of learning grammar is during the writing of proposal. (S10) believed that direct error correction offered some advantages for the students. Direct Written Corrective Feedback can be a new additional course for some students to learn English grammar. Another advantage is that students' errors are identified and correct forms or functions are provided. (S2 and S6) have opinion, the use of direct written correction provides clear explanation to the students during proposal revision. (S2 and S6) said, direct correction was really effective for their writing improvement as they were directly offered with correct forms of grammar. Another student (S7) has the same experience.

In contrast, (S4) viewed that indirect Written Corrective Feedback could not help her to revise the errors in the proposal. Some error corrections are unidentifiable, but some are identifiable. However, such unidentifiable corrections do not provide any solution for the learner to revise the research proposal. Further, (S9) also did not get any specific information about the errors in his proposal writing. Indirect Corrective Feedback did not provide clear explanation for him. Such kind of Written Corrective Feedback only consists of some lines or codes without

any particular description for each error. Ferris, D. R., & Roberts (2001) suggest direct Corrective Feedback is probably better than indirect Corrective Feedback with student writers of low levels of proficiency. In line, Ellis, R., Sheen, Y., Murakami, M., & Takashima (2008) claims that indirect feedback where the exact location of errors is not shown might be not effective than direct feedback where the location of the errors is shown, as students would have to engage in deeper processing. However, such unidentifiable corrections do not provide any solution for the learner to revise the research proposal. In this case, error correction with its solution in term of correct forms can be effective for the learner (Ferris & Hedgcock, 2005).

Furthermore, (S1) regarded that focused written correction was effective for her in revising her writing. Such correction enables her to centralize on one kind error correction only. This, of course, also lessened their time in the proposal revision. (S8) was enthusiastic in revising her writing errors as him adviser only corrected a specific error on her writing. Moreover, such correction does not encumber students in the revision process.

In line with (S1 and S8) above, (S5) conveyed the correction of grammatical errors by her adviser. She stated that focused error correction led her to systematic process of writing revision. Systematic process means that the revision begins from the first part up to the last part of the proposal accordingly.

Meanwhile, (S3) argued that Unfocused Written Corrective Feedback was useful for her. It informed all of her mistakes or errors in writing of proposal. Various error corrections were a burden, but such corrections became much useful when she believed in the effectiveness of unfocused error corrections. Other students (S2 and S7) found it difficult to deal with unfocused Written Corrective Feedback in their written works. It was because they obtained various error corrections such as tense, vocabulary, grammar, and writing styles.

## VI. CONCLUSION

Based on data analysis, there are many writing errors in the background or introduction chapter of students' research proposal. Students have difficulties in developing ideas and explain factual problems. Literature review and research methods should be concern for lecturers in providing corrections to student proposals. Students have problems in finding relevant study related to their research, determining research instruments and analyzing data. By applying Written corrective feedback in correcting students' proposals writing help students to overcome some problems above, mainly grammatical errors and word choices.

One of the preference strategies applied by the students focusing on grammatical error correction. In this case, the focus in revising written work is figuring out grammatical errors and enlisting such errors. Probably, the grammatical error correction will allow them to work with subject-verb agreement, tense, and vocabulary use. The students who revise their written work not only focus on grammatical errors, but also on all aspects of errors including vocabulary, writing style, and content idea. This is because by receiving unfocused Written Corrective Feedback, they will have more options to revise their written work if compared to those who only receive grammatical error correction. The students obtain more knowledge on the use of grammar in writing and the selection of vocabulary in appropriate writing contexts.

.Related with the students' perceptions towards Written Corrective Feedback in their correction of proposal writing, the use of direct written correction provides clear explanation to the students during proposal revision. Direct correction was really effective for their writing improvement as they were directly offered with correct

forms of grammar. Direct Written Corrective Feedback enables direct feedback for the students. The errors in writing can be easily revised by focusing on adviser's written error correction. Meanwhile focused written correction was effective for the students in revising their writing. Such correction enables them to centralize on one kind error correction only. This, of course, also lessens their time in the proposal revision. Further, indirect Written Corrective Feedback according to students could not help them to revise the errors in the proposal directly. Some error corrections are unidentifiable, but some are identifiable. However, such unidentifiable corrections do not provide any solution for the students to revise their research proposal. In this case, error correction with its solution in terms of correct forms can be effective for them. Unfocused Written Corrective Feedback also can be considered by the students in correcting their research proposal. It informs all of their mistakes or errors on written proposal. Various error corrections were a burden, but such corrections became much more useful when they believed in the effectiveness of unfocused error corrections. Unfortunately, some students find it difficult to deal with unfocused WCF in their written proposal, it was because they obtained various error corrections such as tense, vocabulary, grammar, and writing styles. Overall error correction led the students to improve their writing accuracy when they revised their written proposal and when they wrote new texts.

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