

**AN ANALYSIS OF LECTURERS' WRITTEN CORRECTIVE FEEDBACK
IN ENGLISH DEPARTMENT STUDENTS' RESEARCH PROPOSAL OF
SKRIPSI (A CONTENT ANALYSIS)**



*Building
Future
Leaders*

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ABSTRAK

Lina Herlina. 2017. Sebuah Analisis Umpan Balik Korektif Tertulis Dosen di Jurusan Bahasa dan Sastra Inggris dalam Penulisan Proposal Penelitian Skripsi. Skripsi Jakarta: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian dilakukan untuk mengetahui jenis dan respon siswa terhadap umpan balik korektif tertulis yang diberikan dosen di penulisan proposal penelitian skripsi siswa jurusan bahasa Inggris. Penelitian ini menggunakan analisis konten kualitatif. 30 proposal penelitian skripsi dan 10 angket digunakan sebagai sumber data penelitian. Data dianalisis menggunakan teori Rod Ellis (2009). Hasil penelitian menunjukkan bahwa hanya tiga dari enam tipe umpan balik korektif tertulis dosen digunakan dalam proposal penelitian skripsi jurusan Bahasa Inggris seperti *Indirect*, *Direct*, dan *Reformulation*. Selain itu, penelitian ini mendapatkan hasil bahwa siswa lebih memilih jenis *Direct Feedback* sebagai tipe yang digunakan dosen dalam mengoreksi penulisan proposal penelitian dan mengikuti umpan balik dosen dalam memperbaiki penulisan. Penggunaan umpan balik langsung dan tidak langsung dalam setiap bagian dari penulisan proposal penelitian skripsi siswa menyimpulkan bahwa dosen kebanyakan menggunakan dua jenis itu dalam memberikan umpan balik korektif tertulis di jurusan Bahasa Inggris.

Kata kunci: Kesalahan Gramatikal, Umpan Balik Tertulis Korektif Dosen, Respon Siswa, Proposal Penelitian Skripsi, Siswa jurusan Bahasa Inggris, Analisis konten Kualitatif.

ABSTRACT

Lina Herlina. 2017. An Analysis of Lecturers' Written Corrective Feedback in English Department Students' Research Proposal of *Skripsi* (A Content Analysis). Thesis, Jakarta: English Department, Faculty of Languages and Arts, State University of Jakarta.

This research was conducted to investigate types and students' responses of lecturers' written corrective feedback in English Department students' research proposal of *skripsi*. This research employed qualitative content analysis. Thirty research proposals and ten questionnaires were used as data source. The data were analyzed using theory proposed by Rod Ellis (2009). Result showed that three types from six types applied in English Department students' research proposal of *skripsi* which were Indirect, Direct, and Reformulation. This study also got the result that the students preferred Direct Feedback when getting feedback and followed the feedback to revise their research proposal. The use of indirect and direct feedback in every section of research proposal concluded that lecturers mostly used that types in giving written feedback in English Department students' research proposal of *skripsi*.

Keywords: ED Students' Grammatical Errors, Lecturers' Written Corrective Feedback, Students' Responses, Research Proposal of *Skripsi*, Qualitative Content Analysis.

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Table of Contents

Cover

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN	ii
LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI	iii
ABSTRAK	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
Table of Contents	vii
List of Tables and Figures	viii

Chapter I – Introduction

1.1 Background of the Study	1
1.2 Research Questions	5
1.3 Purposes of the Study	5
1.4 Scope of the Study	5
1.5 Significance of the Study	6

Chapter II – Literature Review

2.1 Feedback	7
2.2 The Concept of Written Corrective Feedback	9
2.2.1 Types of Written Corrective Feedback	10
2.3 The Concept of Academic Writing	16
2.3.1 Research Proposal as One of Academic Writing.....	17
2.5 Previous Related Study	17
2.6 Theoretical Framework	18

Chapter III – Methodology

3.1 Research Design	20
---------------------------	----

3.2 Data and Data Source	20
3.3 Time and Place of Study	21
3.4 Instrument	21
3.4 Data Collection Procedures	26
3.5 Data Analysis Procedures	26

Chapter IV – Finding and Discussion

4.1 Data Description	28
4.2 Research Findings	28
4.2.1 The Total of types written corrective feedback in introduction section	30
4.2.2 The Total of types written corrective feedback in literature review section	31
4.2.3 The Total of types written corrective feedback in methodology section	32
4.3 Discussions	33
4.3.1 The Use of Lecturers’ Written Corrective Feedback in Introduction Section	37
4.3.2 The Use of Lecturers’ Written Corrective Feedback in Literature Review Section	3
4.3.3 The Use of Lecturers’ Written Corrective Feedback in Methodology Section	39
4.4 Research findings RQ 2.....	41

Chapter V – Conclusion

5.1 Conclusion	45
5.2 Suggestion	46

REFERENCES47
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APPENDICES	
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LIST OF TABLES AND FIGURES

Table 1. Table Column Analysis Written Corrective Feedback (Ellis, 2009)

Figure 1. The Total of Lecturers' Written Corrective Feedback come up in English Department Students' Research Proposal of Skripsi

Figure 2. Types of Lecturers' Written Corrective Feedback in Introduction Section of English Department Students' Research Proposal of Skripsi

Figure 3. Types of Lecturers' Written Corrective Feedback in Literature Review Section of English Department Students' Research Proposal of Skripsi

Figure 4. Types of Lecturers' Written Corrective Feedback in Methodology Section of English Department Students' Research Proposal of Skripsi

Figure 5. The Total of the Use of Lecturers' Written Corrective Feedback in English Department Students' Research Proposal of Skripsi

CHAPTER I

INTRODUCTION

This chapter consists of background of study, research questions, purposes of study, scope of study, and significant of study.

1.1 Background of Study

In recent years, the role of corrective feedback had become controversial issue in language acquisition because corrective feedback indicates students' incorrect in the use of target language and draws students' attention on meaning or communication (Lightbown and Spada, 1999). Feedbacks consist of two types such as positive and negative feedback also known as corrective feedback. Positive feedback provides students what is grammatical and the acceptable in the use of target language (Long, 1996). On the other hand, negative feedback or corrective feedback provides students' grammatical errors in the use of target language either written or spoken feedback.

Feedback is used by the teachers to evaluate students' errors and feedback is also used by students as the conceptual information to fill the students' knowledge gaps that provide corrective and supportive information which focus on students' performances and improve students' language skills abilities like listening,

reading, speaking and writing skills. Feedback was delivered by many agents include teachers, lecturers, peers, selves, and experiences into two modes such as written and spoken modes that have drawbacks and benefits for the students (Rollinson, 2005), (Hattie & Timperley, 2007).

Students can get the feedback that consists of corrective and supportive information from the teachers, lecturers, peers and books in written or spoken ways. Spoken feedback is given by the teachers in speaking class and orally such as reformulating what students say implicitly, correcting students' errors explicitly, repeating students' errors, asking clarification of students' errors, and providing comments on students' errors. While, written feedback usually is given by the teachers in writing class and it is delivered in written form such as underlying the students' errors by giving the correctness, underlying students' errors without giving the correctness, reformulating students' errors, and providing metalinguistic clues (Ellis, 2009). Meanwhile, some teachers or lecturers deliver spoken and written feedback in one situation to make the correction clear and easy to be understood by the students so that the students can decrease their mistakes. Effective feedback is a feedback that focus, clear, applicable, and encourage (Lindemann, 2001)

However, both teachers and students feel and view that written feedback is very important and offers more benefits than spoken feedback that is used to interact and communicate with the students during the writing process. Written feedback provides a potential value and heavy information in motivating and offering suggestion and solution for students to revise their drafts and improve

their writing skills (Lysons & Heasley, 1987, p.143), (Cohen & Cavalcanti, 1990), (Ferris, 1997), (Hyland & Hyland, 2001), (Hyland & Hyland, 2006), (Ren & Hu, 2012).

Ellis (2009) classified written corrective feedback into six categories as direct, indirect, metalinguistic, the focused and unfocused feedback, electronic and reformulation feedback. These types of feedback are used to investigate the different types of written corrective feedback and control the external variables to impact how the effective of corrective feedback is. Moreover, Ellis in 2009 designs these types of written corrective feedback that are used by the teachers to identify the various options available for correcting students' writing that focus on the correction of linguistic errors or grammatical errors as the basis for both designing future studies and pedagogical decision making (Hyland and Hyland, 2006).

The previous research has done by Anderson (2008), written corrective feedback had a significant effect on improving accuracy in writing. Another study has done in 2013 about students' perception found the written feedback is a good way for students to improve their writing ability. Kelly (2014) argues that the written feedback is helpful and useful in students' essay revision if it is clear, direct, and information loaded. Aulia (2015) found that students agreed when the implementation of peer written feedback in the skills subject classes, but students got some difficulties in delivering written feedback, so they still need their teacher during the process.

Based on the previous studies about written corrective feedback found that written corrective feedback is the good way to implement and improve students' writing abilities. Beside that, there was not a study that was conducted about the analysis of written corrective feedback in research proposal of *skripsi* especially in English Department, Universitas Negeri Jakarta. While we know that research proposal is the first step in producing a *skripsi* or major research which aimed at convincing the tutor that the students' topic is important to be studied, so students can gain approval to continue writing their *skripsi* (Clara and Hamilton, 2002). In writing research proposal, found that there were some mistakes such as the contents, organizations, mechanisms, and also grammatical errors. For that reason, the researcher conducted the study about the analysis of written corrective feedback that were given by lecturers in English Department students' research proposal of *skripsi* and students' responses to investigate types of feedback that can decrease students' grammatical errors in writing research proposal of *skripsi*.

This study conducted the research by using content analysis to investigate the analysis of types and students' responses when getting written corrective feedback in English Department students' research proposal of *skripsi* because content analysis is a research technique that is systematic and objective in describing and quantifying phenomena of texts, documents, images, and expressions (Krippendorf, 1980).

1.2 Research Questions

Based on the background above, the research questions were:

1. What types of written corrective feedback given by lecturers in English Department students' research proposal of *skripsi*?
2. How do English Department students' responses when getting written corrective feedback from lecturers in research proposal of *skripsi*?

1.3 Purposes of Study

The purposes of this study were:

1. To identify types of written corrective feedback given by lecturers in English Department students' research proposal of *skripsi*.
2. To investigate English Department students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

1.4 Scope of Study

This study focused on examining types written corrective feedback (focus on grammatical errors) given by lecturers and English Department students' responses that proposed by Ellis (2009), Universitas Negeri Jakarta.

1.5 Significant of Study

The result of this study were expected to help teachers or lecturers to be aware on giving written corrective feedback in English Department students' research proposal of *skripsi*. The types of written feedback given by lecturers and students' responses when getting feedback can decrease the grammatical errors of research proposals that are written by English Department students. This study was also expected to give contribution on the ideas of written corrective feedback for those who have not known yet.

CHAPTER II

LITERATURE REVIEW

This chapter consists of discussion related to the topic of this study includes: Feedback, The Concept of Written Corrective Feedback, The Concept of Academic Writing, Research Proposal, Previous Related Study and Theoretical Framework.

2.1 Feedback

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) (Hattie & Timperley, 2007). Providing feedback on the students' work is one way to encourage students' language skills (Hyland, 2006). Hattie and Timperley in 2007 believed that feedback is the most powerful either positive or negative influences on students' learning and achievement. In addition, the students can get the feedback as the specific information and correction of the students' errors from many agents including teachers, lecturers, books, peers and also the students' it selves. Each agent has different function and impact when delivering feedback because each agent has different knowledge, information, and experience.

Based on Rollison, 2005 feedback can be delivered in two modes: spoken and written modes. Spoken feedback is kind of feedback which is given orally and

spontaneously and it is usually delivered during the language practical classroom. Teachers or lecturers provide spoken feedback by indicating students' incorrect explicitly, reformulating students' errors implicitly, asking question on students' errors, requesting student to repeat his or her errors in classroom practice (Lyster & Ratna, 1997). On the other hand, another common mode to deliver feedback in language classroom was in the written form. This type of delivering feedback mostly appears in the process of writing skills (Hyland & Hyland, 2006, p. 78). In written feedback the teacher or lecturer provides the feedback by underlying students' errors and providing the correct one, underlying students' error without providing the correct one, giving linguistic clue of students' errors. The written feedback usually deals with the meaning which has been communicated before (Miao, Badger, & Zhen, 2006). It might help the students to know and remember their mistakes in their performance since it was written in their text. On the other side, this written feedback was usually used by the students in their revised their works, especially in writing skills.

Since the way of delivering feedback is in written form, the aspects of written feedback are mostly related to writing skills (Miao, Badger, & Zhen, 2006). The aspects of the written feedback include the content and the organization of the writing, grammar, vocabulary and mechanics (Miao, Badger, & Zhen, 2006, p. 192). The content of the writing contains the development of the ideas, the cohesive and coherence of the writing, and the well-supported topic sentence. Also, the organization of the writing is the part of the writing; for instance the introduction, main, and conclusion part. Anderson (2010, p. 62) stated that the target features, especially in grammar errors are articles, lexical

items, relative pronouns, conjunctions, possessives, prepositions, singular/plural, subject-verb agreement, verb tense and word form.

2.2 The Concept of Written Corrective Feedback

Corrective Feedback is defined as any reaction of the teacher which clearly transforms, disapprovingly refers to or demands improvement of the learner utterance (Chaudron 1977, p. 31). Lightbown and Spada (1999) also mentioned that corrective feedback is any indication to the learners in using their target language is incorrect. The learners receive various responses. For example, When a 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”*. Russel and Spada (2006) described corrective feedback as any feedback that provided to learner containing evidence of learner error of language form. In addition, corrective feedback is a feedback that is used by the teacher that focuses on students' grammatical errors in using their target language. Corrective feedback, whether oral or written is an integral part of teaching. It occurs frequently in most classrooms but not in natural learning contexts (Chun, Chenoweth, & Luppescu, 1982). While, written corrective feedback is the feedback that is delivered by the teachers in writing class or written form to correct students' errors in grammatical features or language form such as articles, lexical items, relative pronouns, conjunctions, possessives, prepositions, singular/plural, subject-verb agreement, verb tense and word form, (Ellis, 2009), (Anderson, 2010).

2.2.1 Types of Written Corrective Feedback

Ellis in 2009 classifies six types of written corrective feedback as direct, indirect, metalinguistic, the focus of feedback, electronic and reformulation ways. These six strategies of feedback usually deal with the students' written errors correction of grammatical features in written form.

1. Direct corrective feedback

Direct corrective feedback is the way of giving written feedback that teachers do by circling, underlying or crossing out students' errors of grammatical features such as articles, lexical items, relative pronouns, conjunctions, possessives, prepositions, singular/plural, subject-verb agreements, verb tenses and word forms and providing the correct one of students' errors in their writing, (Ellis, 2009). Anderson in 2010 claimed that direct feedback is producing accurate revisions, and the students prefer it because it is the fastest way to improve their mistake on their writing.

Example 1 illustrates direct corrective feedback.

- The scope of this study is limited ~~in~~ **on** analyzing Maher Zein's song lyrics.
- He use **uses** simple language or daily life language that easy to understand and poetic.
- Corrective feedback ~~was~~ **is** defined as any reaction of teacher which is clearly transforms to improve students' errors on grammatical features.

Direct corrective feedback has the advantage that provides learners with explicit guidance about how to correct their errors. Ferris and Roberts (2001) suggest direct corrective feedback is probably better than indirect CF with student writers of low levels of proficiency. However, the disadvantage of direct feedback is requiring minimal processing on the part of the learner although it might help them to produce the correct form when students revise their writings; it may not contribute to long-term learning. However, a recent study by Sheen (2007) suggests that direct corrective feedback can be effective in promoting acquisition of specific grammatical features.

2. Indirect corrective feedback

Indirect corrective feedback appears as the second strategy when an incorrect form is made note of without giving the direct correction. This type of written corrective feedback that may be done by underlining or highlighting mistakes or can also appear in a margin note but none mistake identification that is corrected it (Ellis, 2009). Indirect feedback usually implements since it is quick and easy to apply in providing feedback on students' error in written form. It also affects students to realize where or why the errors occurred in the use of target language in this case on students' writing (Anderson, 2010).

Example 2 illustrates indirect corrective feedback.

- | |
|---|
| <ul style="list-style-type: none"> • The data collected will described and analyzing using the theory and then interpreted the song lyrics. • Now in everyday life, <u>every people</u> definitely <u>have</u> a conflict. |
|---|

Lalande in 1982 argues that indirect feedback is often preferred to direct feedback on the grounds that it caters to 'guided learning and problem solving and encourages students to reflect about linguistic forms. Thus, indirect corrective feedback is used by the teacher or lecturer to improve students' writing in this case the correctness of grammatical features by underlying or highlighting the errors without giving the correct one, for that reason, the students need to think and realize their errors.

3. Metalinguistics corrective feedback

Metalinguistics written feedback is the process of delivering feedback by giving comment, information or questions related to students' errors without explicitly providing the correct form. Metalinguistic written feedback is divided into two types. The first type is when the teacher gives a linguistics clue of the target errors in written form such as WW means Wrong Word, Art means Article, Prep means Preposition and etc. The second type is when the teacher or lecturer provides students' error with metalinguistic clue and also explains with brief grammatical description (Anderson, 2010). Therefore, when the teachers or lecturers want to deliver the first type of metalinguistic corrective feedback, they have to tell the linguistics clue mean first before delivering it to the students in theirs errors so that the students will not be confuse or be familiar with this kind of linguistics clue.

Example 3 illustrates metalinguistic corrective feedback.

art.	art.	WW art.
A dog stole bone from butcher. He escaped with having bone. When the dog was		
prep.	art.	art.
going through bridge over the river he found dog in the river.		

(1)	(2)	(3)
A boy took bag from girl. He escaped with having bag. When the boy		
(4)	(5)	(6) (7)
was running through bridge over the river, she saw boy in the river.		
(1), (2), (5), and (6) – you need ‘a’ before the noun (e.g. bag, girl, boy, bridge, and river) when a person or thing is mentioned for the first time.		
(3), (7) – you need ‘the’ before the noun (e.g. bag, boy) when the person or thing has been mentioned previously.		
(4) – you need ‘over’ when you go across the surface of something; use ‘through’ when you go inside something (i.e. go through the forest).		

However, there are some things that should be considered when the teacher implements such metalinguistic corrective feedback. First, the teacher needs extra efforts and time to write down all metalinguistic clues on students’

writing. Second, the teacher needs to have sufficient metalinguistic knowledge to provide clear and specific metalinguistic clue regarding the various errors found on students' writing.

4. Focused and unfocused corrective feedback.

Focused strategy concerns on one specific feature, regardless of the errors are addressed in the students' text. On the other hand, unfocused strategy emphasizes in all of the possibility errors which might appear in the students' text. According to Sheen (2007) that students will be better to pinpoint problem areas and reduce the potential confusion and cognitive overload of the students. While, unfocused written feedback is harder to implement since there are so many aspects which students focused in and hard to understand (Anderson, 2010).

Example 4 illustrates focused and unfocused corrective feedback.

(1)	(2)	(3)
A dog stole bone from butcher. He escaped with having bone. When the dog was		
(4)	(5)	(6)
going through bridge over the river he found dog in the river.		
<i>(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.</i>		
<i>(3)—you need 'the' before the noun when the person or thing has been mentioned previously.</i>		
<i>(4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').</i>		

5. Electronic feedback

Electronic feedback appears since the process of language teaching and learning might usually deal with the computer assistant system (Anderson, 2010).

Based on Ellis in 2009, the sender of electronic written feedback will indicate the error and provide a hyperlink to a concordance file that provides a correct used example. In addition, the students in getting this type of feedback will deal with computer because the sender in these cases the teachers or lecturers deliver the feedback by using the computer not manually.

6. Reformulation.

This is the last type of written corrective feedback. Since there are a lot of language students which started to write their writing in target language by transforming from the first language, the reformulation written feedback appears. The transforming the writing in native language to the target language might have problems with the *proper syntax*, *lexical choices*, and *rhetorical structures* (Anderson, 2010). The reformulation occurs when the teachers or lecturers giving the corrected model and appropriate forms on students' errors by rewrite students' writing.

Example 5 illustrates reformulation.

Original version:	As he was jogging, his tammy was shaken.
Reformulation:	As he was jogging, his tummy was shaking.
	tummy shaking
Error correction:	As he was jogging his tammy was shaken .

2.3 The Concept of Academic Writing

Lennie in 2010 stated that academic writing is a form of evaluation that asks you to demonstrate knowledge and show proficiency with certain disciplinary skills of thinking, interpreting, and presenting. Academic writing is perceived as social engagement involving interaction between writers and readers in which the writers try to not only convey the message but helping readers to understand what is being discussed in the text (Hyland, 2005). Therefore, in writing academic writing the student does not only demonstrate or convey his or her knowledge or idea but he or she has to think the ideas of the topic that is going to write, interpret the ideas and presenting the ideas into the good academic writing.

Stephen in 2011 stated that are six kinds of academic writing; first is notes. Notes are some written records of the main points of a text or lecture and it is used to a student's personal use. Second is report. Report is a description of something a student has done, for example: conducting a survey. Third is research proposal. Research proposal means a piece of research that would be conducted, either individual or group work with the topic that has already chosen by the students. Fourth is essay. It is the most common type of written work with the title given by the teachers and it is normally 1000 until 5000 words. Fifth is dissertation or thesis. It is the longest piece of writing and it is normally done by the student of higher degree with 20.000 words and topic is chosen by the student. The last is paper. It is a general term for academic essay, report, presentation or article. While, Stephen 2011 mentioned that there are six features in academic writing including title, subtitle, heading, sentence, phrase and paragraph.

2.3.1 Research Proposal as One of Academic Writing

Clarie and Hamilton in 2002 stated that a research proposal is the first step in producing a *skripsi* or major research. It is aimed to convince the tutor that the students' topic is important to be studied, so they can gain approval to continue writing their *skripsi*. Research proposal contains three major elements which have to be written such as Introduction, Literature Review, and Methodology.

Based on Stephen (2006) an introduction part means establishing the significant research area, locating the research and outlining the aim of the research. Literature review part means providing an overview to the relevant research, locating the research more specifically and setting boundaries around the "field" of relevant research. Methodology part means providing an overview and justifying the methodology based on research aims. Therefore, when the students want to write the research proposal, they need feedback from the lecturers so that it can be approved and continue to write *skripsi*.

2.4 Previous Related Study

There were number research investigated written corrective feedback. Bitchener in 2008 investigated the value of written corrective feedback for migrant and international students and the result that (1) the students who received all three WCF options (direct corrective feedback, written and oral meta-linguistic explanation; direct corrective feedback and written metalinguistic explanation; direct corrective feedback only; no corrective feedback) outperformed those who did not receive WCF, (2) their level of accuracy was retained over seven weekend

(3) there was no difference in the extent to which migrant and international students improved the accuracy of their writing as a result of WCF.

Another study by Kelly Tee Pei Leng (2013) investigated the analysis of written feedback on ESL students' writing about found the result that the written feedback provided to the students was helpful and useful in their essay revision. Then, the study investigated by John Bitchener (2012) about evidence in support of written corrective feedback and found that written corrective feedback had a significant effect on improving accuracy in the use of two functional uses of the English article system (the use of "a" for first mention and "the" for subsequent mentions) and that this level of accuracy was retained 2 months later without additional feedback or instruction.

The next study has been done by Najmaddin in 2010 teachers' and students' perceptions of types of corrective feedback in writing and found that the students had positive perceptions of the four particular types of feedback: 1- Direct corrective feedback (DCF). 2- Direct corrective feedback with written and oral metalinguistic explanation (DCF/E). 3- Indicating and locating the students' errors (IND+L). 4- Indicating the student's errors only (IND). The study also conducted by Anderson, 2010 the effects of tiered corrective feedback on second language academic writing and the results indicate that the corrective feedback was effective in decreasing the errors and that this decrease was statistically significant.

2.5 Theoretical Framework

This study would focus on the analysis types written corrective feedback given by lecturers and English Department students' responses when getting

written corrective feedback from lecturers in research proposal of *skripsi*. This study used table of column and questionnaire types of written corrective feedback based on Ellis (2009). She classified types of written corrective feedback into six types (direct, indirect, metalinguistic, focused and unfocused, and reformulation)

CHAPTER III

METHODOLOGY

This chapter presents the description of research design, data and data source, time and place of the study, instrument, data collection procedures and data analysis procedures.

3.1 Research Design

Qualitative research design was used in this study to explore and understand the phenomena occur in individual or group ascribe to a social or human problem (Creswell, 2009). This study also used content analysis to investigate types of lecturers' written corrective feedbacks used in English Department students' research proposal of *skripsi*. Content analysis as a research technique that is systematic and objective in describing and quantifying phenomena of texts, documents, images, and expressions (Krippendorff, 1980). English Department students' research proposals of *skripsi* were used as the object of content analysis.

3.2 Data and Data Source

The data of this study were written corrective feedbacks (focused on grammatical errors) given by lecturers in English Department students' research proposal and English Department students who already filled the questionnaires.

The total of 30 English Department students' research proposal of *skripsi* in semester 104 and 105 and ten questionnaires of students' responses were collected to become data sources.

3.3 Time and Place of Study

This study was conducted from June to December 2016 in English Department, Universitas Negeri Jakarta.

3.4 Instrument

The instruments of this study were the researcher and the questionnaires. The researcher analyzed the data based on the indicators in table of specification types written corrective feedback (Rod Ellis, 2009). The researcher developed the table specification from the theories of the framework to analyze the data and answer the research questions.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

Instruction

This part asks about types and students' responses of written corrective feedback that you prefer when lecturers/your *skripsi* advisor gives written feedback in your research proposal of *skripsi*. Put only one checklist (v) in the columns to answer these questions below and give the reason briefly.

- Written corrective feedback is kind of feedback that is delivered in written form and only focus on students' grammatical errors.

1. When you get written corrective feedback from the lecturers/your *skripsi* advisor in your research proposal, which type do you prefer to let you know the errors?

	I prefer when the lecturers underline, circle or cross out students' grammatical errors and provide the correct forms.
	I prefer when the lecturers only underline, circle or cross out students' grammatical errors without providing the correct forms.
	I prefer when the lecturers use errors codes (e.g. WW= Wrong Word) and write the grammatical description for each number of students' errors.
	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	

Table of Specification types written corrective feedback

Focus	Indicators	Details	References
Types of Written Corrective Feedback	<ul style="list-style-type: none"> Direct Feedback 	<ul style="list-style-type: none"> Circling, Underlining, or Crossing out students' grammatical errors Providing or Giving the correct one of students' grammatical errors 	(Rod Ellis, 2009) and (Anderson, 2010)
	<ul style="list-style-type: none"> Indirect 	<ul style="list-style-type: none"> Underlining or 	

Feedback	highlighting students' grammatical errors	
<ul style="list-style-type: none"> • Metalinguistic Feedback 	<ul style="list-style-type: none"> • Giving comment, information or questions related to students' errors without explicitly providing the correct form • Giving a linguistic clue of students' grammatical errors in written form such as WW means Wrong Word. • Providing students' errors with metalinguistic clue and also explains with brief grammatical description 	
<ul style="list-style-type: none"> • Focused and 	<ul style="list-style-type: none"> • Concerning on one 	

	Unfocused Feedback	<p>specific feature of students' errors in students' writing</p> <ul style="list-style-type: none"> • Emphasizing in all of the possibility errors which might appear in the students' text. 	
	<ul style="list-style-type: none"> • Electronic Feedback 	<ul style="list-style-type: none"> • Indicating students' grammatical errors and providing a hyperlink to a concordance file that provides a correct one 	
	<ul style="list-style-type: none"> • Reformulation Feedback 	<ul style="list-style-type: none"> • Giving the corrected model and appropriate forms on students' errors by rewrite their writing. 	

3.5 Data Collection Procedures

This study was acquired through the content analysis of 30 English Department students' research proposal of *skripsi* and 10 questionnaires from ED students' responses. Based on Krippendorff (1980), there are six steps in content analysis but this study used four steps. Therefore, the data collection procedures were:

1. Collecting English Department students' research proposals include introduction, literature review, and methodology section, Universitas Negeri Jakarta.
2. Selecting 30 English Department students' research proposals randomly by asking permission to English Department students to copy their research proposal of *skripsi* in semester 104 and 105.
3. Designing a simple questionnaire about students' responses when getting written corrective feedback from the lecturers in research proposal based on Rod Ellis (2009) theory.
4. Distributing 10 questionnaires to English Department students' who wrote research proposal in semester 104 and 105.

3.6 Data Analysis Procedures

1. Identifying the students' grammatical errors and written feedback from lecturers in English Department students' introduction section, literature review, and methodology section of research proposal which contain written corrective feedback in table of columns.

2. Classifying the data of types written corrective feedback from the lecturers in English Department students' introduction section, literature review, and methodology section of research proposal based on Rod Ellis (2009).

No	Students' Errors in Research Proposal	Lecturers' Written Corrective Feedback	Types of Written Corrective Feedback

Table Column adopted from (Ellis, 2009)

3. Classifying the answer from the questionnaire about students' responses when getting written corrective feedback from the lecturers in research proposal.
4. Presenting the result of types lecturers' written corrective feedback and students' responses when getting feedback in introduction section, literature review, and methodology section of research proposal
5. Drawing the conclusion based on the data analysis.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings and discussions of the study in reference to the two research questions and explains the findings by reference of experts' justification from the previous study.

4.1 Data Description

The data of this study were written corrective feedback given by lecturers and English Department students' responses when getting feedback from the lecturers in research proposal of *skripsi*, Universitas Negeri Jakarta. The total of thirty research proposals and ten questionnaires were collected to become data sources. The data were analyzed by using theory proposed by Rod Ellis (2009) to investigate types written corrective feedback given by lecturers and ED students' responses when getting feedback in research proposal of *skripsi*.

4.2 Research Findings

Research Question 1: What types of lecturers' corrective feedback use in English Department students' research proposal of skripsi?

In research question number one, discussed the finding about type written corrective feedback given by the lecturers in English Department students' Research proposal of *skripsi*. This study used Rod Ellis (2009) framework about

written corrective feedback that focused on grammatical features such as articles, lexical items, relative pronouns, conjunctions, possessives, prepositions, singular or plural, subject-verb agreement, verb tense and word form. The types of written feedback based on Ellis (2009) are Direct Feedback, Indirect Feedback, Metalinguistics Feedback, Focused and Unfocused Feedback, Electronic Feedback and Reformulation Feedback.

After analyzing 30 research proposals of *skripsi* from English Department students, Universitas Negeri Jakarta, the researcher found that there were three types of lecturers' written corrective feedback which commonly came up on English Department students' research proposal of *skripsi*. The three types of written corrective feedback given by the lecturers were Direct Feedback, Indirect Feedback, and Reformulation Feedback. A total of 70 from 43 in introduction section, 17 in literature review, and 9 in methodology section written corrective feedbacks given by lecturers were found in English Department students' research proposal of *skripsi*. (see figure 4.1)

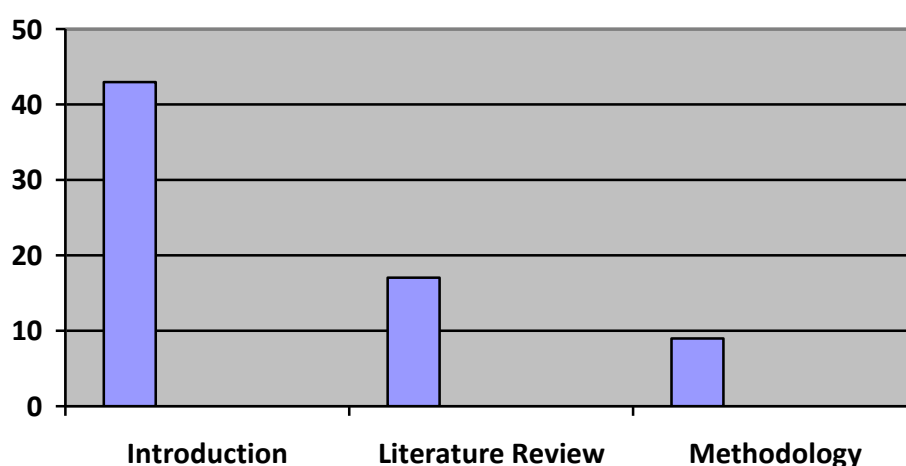


Figure 4.1 the total of lecturers' written corrective feedbacks came up in English Department student' research proposal of *skripsi*.

4.2.1 The Total of types of lecturers' written corrective feedback in introduction section of English Department students' research proposal of *skripsi*

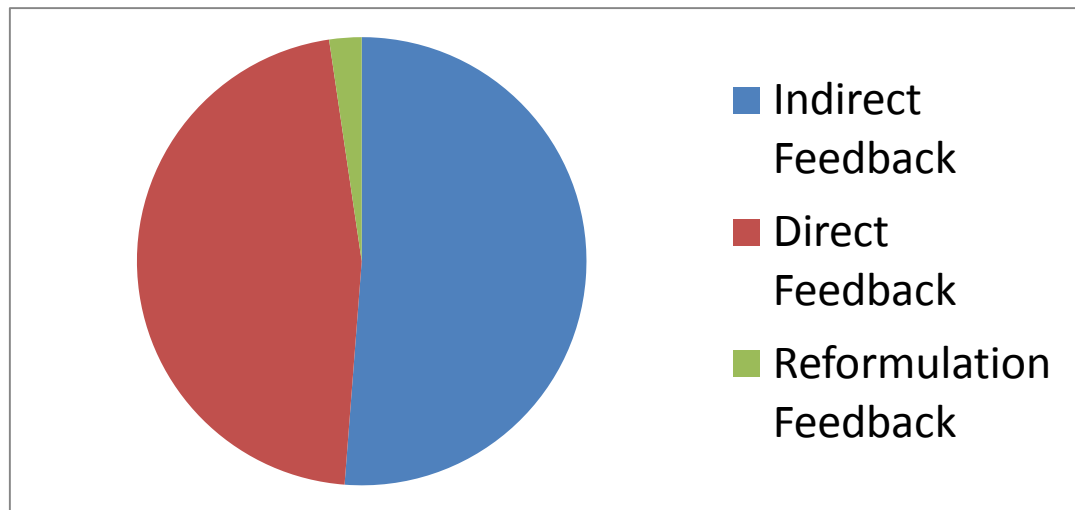


Figure 4.2 types of lecturers' written corrective feedback in introduction section of English Department students' research proposal of *skripsi* in percentage.

Figure 4.2 showed types of lecturers' written corrective feedback in introduction section of English Department students' research proposal of *skripsi*. In introduction section of English Department students' research proposal found that there were 43 written corrective feedbacks occurred. From 43 written corrective feedbacks found that there are three types of lecturers' written corrective feedback occurred in introduction section of English Department students' research proposal of *skripsi*. The first dominant type of lecturers' written corrective feedback was indirect feedback with the occurrences 22. The second dominant type of lecturers' written corrective feedbacks was indirect feedback with the occurrences 20 and the last type was reformulation feedback.

4.2.2 The Total of Types of Lecturers' Written Corrective Feedback in Literature Review Section of English Department Students' Research Proposal of *Skripsi*

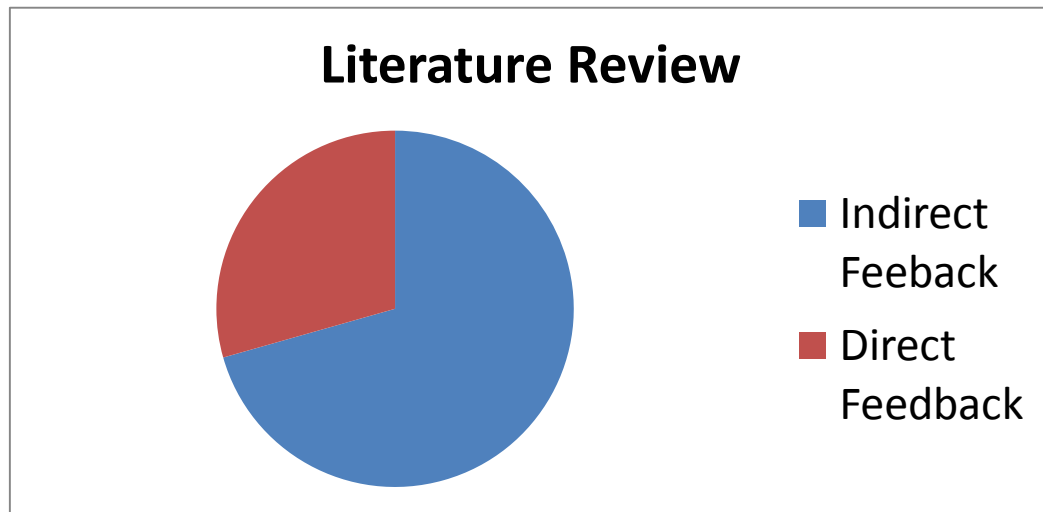


Figure 4.3 types of lecturers' written corrective feedback in literature review of English Department students' research proposal of *skripsi* in percentage.

Figure 4.3 summarized the types of lecturers' written corrective feedback in literature review section of English Department students' research proposal of *skripsi*. There were 17 written corrective feedback occurred in literature review section of English Department students' research proposal. From 17 written corrective feedbacks found that there were two types of lecturers' written corrective feedback occurred in literature review section in English Department students' research proposal of *skripsi*. The first dominant type of lecturers' written corrective feedback was indirect feedback with the occurrences 12. Direct feedback was as the second dominant type of lecturers' written corrective feedbacks with the occurrences 5.

4.2.3 The Total of Types of Lecturers' Written Corrective Feedback in Methodology Section of English Department Students' Research Proposal of *Skripsi*

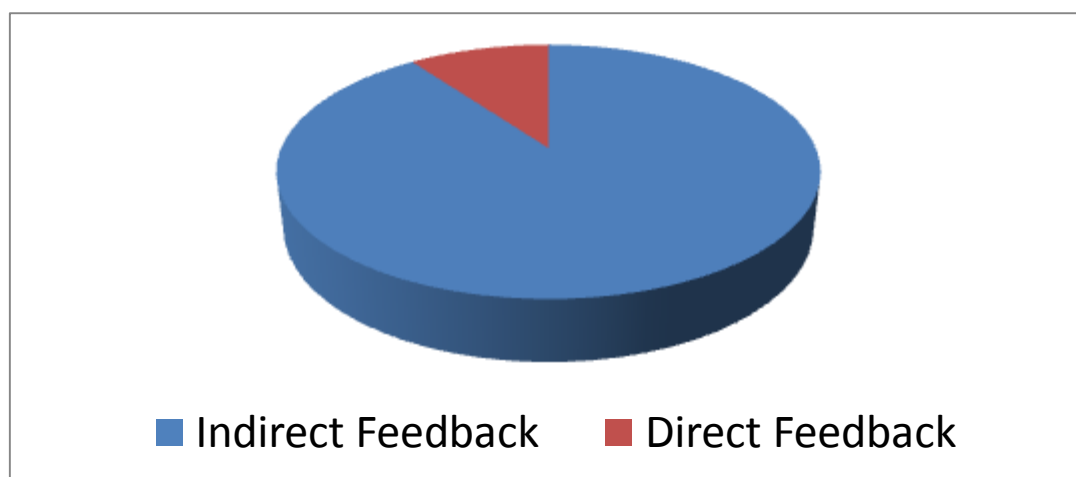


Figure 4.4 types of lecturers' written corrective feedback in methodology section of English Department students' research proposal of *skripsi* in percentage.

Figure 4.4 revealed that in methodology section of English Department students' research proposal found that there were 10 written corrective feedbacks occurred. There are only two types of written corrective feedback in methodology section of English Department students' research proposal of *skripsi*; Indirect feedback and Direct feedback. The first type was indirect feedback with the percentage 90% and second type was direct feedback 10%.

4.3 Discussions

Based on the result, found that only three types written corrective feedback that the lecturers used in giving feedback to English Department students' research proposal of *skripsi* in semester 104 and 105 such as indirect feedback, direct feedback, and reformulation feedback. Thus, based on Ellis (2009) there are six types of written corrective feedback in written form such as indirect feedback,

direct feedback, metalinguistic feedback, focused and unfocused feedback, electronic feedback and reformulation feedback.

Corrective feedback is a feedback that is given by the teachers or lecturers that focuses on students' grammatical errors in using their target language (Russel and Spada, 2006). Then, research proposal itself means the first step in producing a *skripsi* or major research which aims to convince the tutor that the students' topic is important to be studied, so they can gain approval to continue writing their *skripsi*, (Clarie and Hamilton, 2002). There are three major elements in research proposal such as Introduction, Literature Review, and Methodology.

4.3.1 The Use of Lecturers' Written Corrective Feedback in Introduction Section of English Department Students' Research Proposal of *Skripsi*

Based on Stephen (2006) an introduction in research paper means establishing the significant research area, locating the research and outlining the aims of the research. In introduction section of English Department students' research proposal of *skripsi*, the lecturers used three types of written corrective feedback such as direct feedback, indirect feedback, and reformulation feedback. The use of lecturers' written corrective feedback in English Department students' introduction section of research proposal showed that indirect feedback as the first dominant type of written feedback that commonly came up.

To see further explanation how the use of three types of lecturers' written corrective feedback in English Department students' introduction section of research proposal, this study will prove them in the next explanation below:

1. Indirect Feedback

Indirect feedback is one type of written corrective feedback that proposed by Ellis (2009). This type of written corrective feedback that may be done by underlining or highlighting mistakes or can also appear in a margin note but none mistake identification that is corrected. So in this case, the lecturers do the written feedback on students' grammatical errors in introduction section by underlining or highlighting students' error but without giving the correct one. This study found that indirect feedback as the first dominant feedback that the lecturers used in giving feedback to English Department students' introduction section of research proposal with 22 occurrences. The occurrences can be seen in the following examples below.

- (i) In delivery the lesson, the role of teacher is really important and necessary and it's determine by process of teaching and learning activity in effective ways.
- (ii) The researcher analyze the strategies to avoid plagiarism in background and literature review What factors causing shifts to occur in translation of Hunger Games: Catching Fire from English to Indonesia?
- (iii) This study will focuses on translation shift theory by Catford (1965).

From the examples above, it can be seen that indirect feedback occurred in examples (i), (ii), and (iii). Indirect feedback occurred in each example showed that the lecturers do not give the correct one of students' grammatical errors in introduction section of English Department students' of research proposal. In example (i) the lecturer underlines the word "it's determine" because the student does the error in using subject-verb agreement in writing that sentence. The word "determine" as the verb that should be added by "s" because the subject before is "it" so the student does not need "to be in this case is".

Meanwhile, in the example (ii), it is found the words “the researcher analyze” that the lecturer underlines as the student’s error in the use of “subject-verb agreement” in fact that the student has to use the third person singular in that case. The example (iii) the lecturer underline the words ““will focuses” that the lecturer underlines as the student’ grammatical error because while using modals verb in this case “will”, the student has to use “verb affirmative”.

2. Direct feedback

Direct feedback means the way of giving written feedback that teachers or lecturers do by circling, underlying or crossing out students’ errors of grammatical features such as articles, lexical items, relative pronouns, conjunctions, possessives, prepositions, singular/plural, subject-verb agreement, verb tense and word form and providing the correct one of students’ errors in their writing, (Ellis, 2009). Direct feedback is as the second type of written corrective feedbacks that the lecturers use in English Department students’ introduction section of research proposal with the occurrences 20. The occurrences of direct feedback in this study can be seen in the following examples below.

- (i) It will be easy to ~~be understood by the students as their~~ correctness in their speech.
- (ii) What ~~categorizes~~ of attitude markers are frequently used in the discussion section of ~~those research article~~?
- (iii) How ~~did~~ this revelation affect their relationship?

From the examples above found in the data of the study, it showed that direct feedback were used by lecturers’ in English Department students’ introduction section of research proposal. In the example (i) the lecturer crosses the words “be understood by the students as their” and corrects it into “understand

the” so the sentence will be “It will be easy to understand the correctness in their speech” because the lecturer thinks that the sentence should be active form not passive form. The example (ii) the words “categorize and those research article” are crossed by the lecturer as the student errors in the use of grammatical in introduction section. After crossing student errors, the lecturer provides the correct one into “types and female and male articles” so the sentence will be “What types of attitude markers are frequently used in the discussion section of female and male articles?”. While in example (iii) the lecturer crosses the word “did” and change into “does” because in writing the research problem, the students have to use “simple present tense” not “simple past tense”.

3. Reformulation feedback

Reformulation feedback is the lowest dominant type written corrective feedback that the lecturers used in introduction section of English Department students’ research proposal with the occurrence only 1. The lecturers used reformulation feedback since there are a lot of language students which started to write their writing in target language by transforming from the first language, the reformulation written feedback appears (Anderson, 2010). In this case the lecturers give the corrected model and appropriate forms on students’ errors and approaches to the students which rewrite their writing. To see how reformulation feedback uses by lecturers in introduction section of English Departments’ students can be seen in the following example below.

- (i) Reiteration in English Department students’ *skripsi* in findings and discussion section

The example above the lecturer reformulates the student's writing and writes the correct one into "Reiteration in findings and discussion section of *skripsi* at English Department of UNJ", because the lecturer thinks that form of student's writing in introduction section in this case the title of research proposal should be focused on one scope that would be conducted then the other scope and then the place or where it will be conducted.

4.3.2 The Use of Lecturers' Written Corrective Feedback in Literature Review Section of English Department Students' Research Proposal of *Skripsi*

In literature review section of English Department students' research proposal of *skripsi*, the lecturers use two types of written corrective feedback that is proposed by Ellis (2009). Those types are indirect feedback and direct feedback. Literature review itself in research proposal means providing an overview to the relevant research, locating the research more specifically and setting boundaries around the "field" of relevant research, (Stephen, 2006). To see further explanation how the use of three types of lecturers' written corrective feedback in English Department students' literature review of research proposal, this study will prove them in the next explanation below:

1. Indirect Feedback

Indirect feedback as the dominant type of lecturers' written corrective feedbacks that were used in literature review of English Department students' research proposals with the occurrences 12. Indirect feedback is a feedback that lecturers or teachers do by underlining or highlighting mistakes on students'

grammatical errors but none mistake identification that is corrected it. The occurrences can be seen in the following examples below.

- (i) However, Sentleng and King (2012) was investigate plagiarism among undergraduate students at higher education institution in South Africa.
- (ii) Lecturers who are the main actor or agent in the process of delivering feedback and when the lecturers gives the feedback to the students.

From the examples above, it can be seen that indirect feedback occurs in examples (i) and (ii). In example (i) the lecturer underlines the word “was investigate” because the student does the error in using subject-verb agreement in writing that sentence. The word “investigate” as the verb so the student does not need “to be” in this case “was”. Meanwhile, in the example (ii), it is found the words “the” that the lecturer underlines the words “the lecturers gives” as the student’s error in the use of “subject-verb agreement” in fact that the student has to use the plural subject in the use of verb.

2. Direct feedback

Direct feedback is how the lecturers give written corrective feedback that focus on students’ grammatical errors by circling, underlying or crossing, (Ellis, 2009). Direct feedback is as the second type of written corrective feedbacks that the lecturers use in English Department students’ literature review section of research proposal with the occurrences 5. The occurrences of direct feedback can be seen in the following examples below.

- (i) Language is ~~the~~ tool of communication and ~~the~~ important component in teaching and learning process.

- (ii) Feedback in a teacher student learning environment can be defined as information given to learners which ~~they can use~~ to revise their inter-language.

In the example (i) shows that the lecturer crosses the articles “the” as the written corrective feedback and changes it into “a and an” because the article “the” in that sentence is not appropriate. While in example (ii) the words “they can use” are crossing by the lecturers because the lecturer thinks that it should be passive form not active form so it changes into “can be used” and the subject “they” is not needed in that sentence.

4.3.3 The Use of Lecturers’ Written Corrective Feedback in Methodology Section of English Department Students’ Research Proposal of *Skripsi*

Methodology means providing an overview and justifying the methodology based on research aims. In this study it is only found two types of lecturers’ written corrective feedback in methodology section of English Department students’ research proposal such as indirect feedback and direct feedback.

1. Indirect Feedback

In methodology section of English Department students is found that indirect feedback as the first dominant type that the lecturers use in giving written feedback with the occurrence 9. Below are the examples of the use of indirect feedback in methodology section.

- (i) The writer identified attitude marker
- (ii) The research was conducted from November to December

In example (i) the lecturer underlines the word “identified” because it is wrong when it is used in writing methodology in research proposal while the

student has to use “simple present tense or future tense” not “past tense” in writing research proposal because research proposal is going to conduct not has been conducted. Meanwhile, in example (ii) the words “was conducted” are underlined by the lecturer because the verb tense that is used in that sentence is not appropriate.

2. Direct feedback

It is found that the least type of written corrective feedback that is used by lecturers in English Department students’ methodology section of research proposal with only 1 occurrence. The occurrence of direct feedback in methodology section will be shown below by the example.

- (i) The twenty article from ELT forum selected

The example (i) shows that the lecturer underlines the word “article” as the direct feedback and provides the correct one becomes “The twenty articles from ELT forum selected” because the word “article” in that sentence should be added by “s” because the nouns are plural.

In addition, it can be concluded that the lecturers mostly in the three sections of research proposal in this case introduction, literature review, and methodology use indirect feedback as the dominant type in delivering written corrective feedback in English Department students’ research proposal of skripsi because based on Lalande in 1982 argues that indirect feedback is often preferred to direct feedback on the grounds that it caters to ‘guided learning and problem solving and encourages students to reflect about linguistic forms. Thus, indirect corrective feedback is used by the teacher or lecturer to improve students’ writing in this case the correctness of grammatical features by underlying or highlighting the errors without giving the

correct one, for that reason, the students need to think and realize their errors. Therefore, the lecturers use direct feedback as the dominant type and it is the fastest way in delivering written corrective feedback and it makes the students become independent in understanding the feedback from the lecturers.

4.4 Research Findings

Research Question 2: How do English Department Students' Responses When Getting Written Corrective Feedback from the Lecturers in Research Proposal of Skripsi?

To answer the research question number two, how English Department students' response when getting written corrective feedback from the lecturers in research proposal of skripsi. This study used a simple questionnaire that was distributed to ten English Department who got the written feedback from their advisors in research proposal. In this simple questionnaire, there were two questions that were asked such as:

1. When you get written corrective feedback from the lecturers/your *skripsi* advisor in your research proposal, which type do you prefer to let you know the errors?

	I prefer when the lecturers underline, circle or cross out students' grammatical errors and provide the correct forms.
	I prefer when the lecturers only underline, circle or cross out students' grammatical errors without providing the correct forms.

	I prefer when the lecturers use errors codes (e.g. WW= Wrong Word) and write the grammatical description for each number of students' errors.
	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.

Reason	
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After classifying the answer from ten questionnaires that were distributed found that in question number one, English Department Students preferred if the lecturers' use Direct Feedback as type of written feedback that was given in research proposal of skripsi with the percentage 60%. The other types of written feedback that the English Department students preferred were Metalinguistic Feedback with the percentage 30% and the last was Direct Feedback with the percentage 10%.

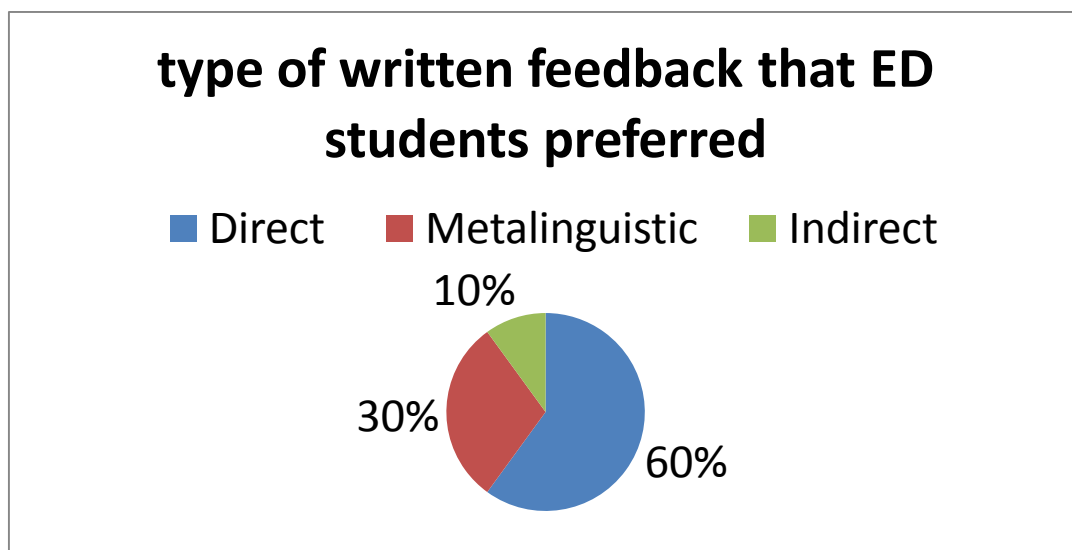


Figure 4.5 types of written feedback that ED Students preferred when lecturers giving feedback in research proposal.

Direct feedback were chose as the first dominant type that the ED students preferred when getting feedback from the lecturers in research proposal because it was the effective way to follow and reduce the mislead interpretation when ED students read feedback from the lecturers so that they can revise their grammatical errors as soon as possible in their research proposals. Then, Metalinguistic

Feedback was the second dominant type because it will make students easier to know their mistake and but it help them develop our grammatical knowledge. Finally in question number two found that all of ED students' who filled the questionnaires choose the column number one that followed the feedback and revise their writing in research proposal to response written feedback from lecturers in research proposal because they trust lecturers' feedback can decrease their grammatical errors in writing research proposals.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on findings found there were four types of written corrective feedback given by lecturers in English Department students' research proposal of *skripsi* and English Department students' responses showed that they preferred direct feedback as type written feedback that is given by lecturers in their research proposal.

1. First, in introduction part, the lecturers mostly used indirect feedback with the occurrence 22, direct feedback with the occurrence 20 and Reformulation feedback occurrence 1.
2. Next, in the literature review part the lecturers used indirect feedback also as the first dominant type with the occurrence 12 and direct feedback 5.
3. Meanwhile, in methodology part found the lecturers used only two types of written corrective feedback such as indirect feedback with the occurrence 9 and direct feedback 1.
4. Finally, the lecturers used indirect feedback as dominant type in every section of research proposal of *skripsi* in delivering written corrective feedback in English Department students' research proposal because indirect feedback requires students to engage students' problem solving

and make students realize to their grammatical errors in writing research proposal of *skripsi*.

5.2 Suggestion

Based on findings and discussions, it was suggested that;

1. The result of this study can be used as the reference to investigate feedback that was needed by English Department students, Universitas Negeri Jakarta.
2. This study also can be used as the information about written corrective feedback for those who have not known yet.
3. The researcher hoped that the lecturers can choose kind of written feedback that was needed by the students in writing research proposal so that the errors of grammatical features in research proposal can be decreased by the student.
4. The researcher also hoped that the lecturers can give the kind of feedback which are clear, based on student' knowledge and improve students' writing.

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APPENDICES

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

Instruction

This part asks about types and students' responses of written corrective feedback that you prefer when lecturers/your *skripsi* advisor gives written feedback in your research proposal of *skripsi*. Put only one checklist (v) in the columns to answer these questions below and give the reason briefly.

- Written corrective feedback is kind of feedback that is delivered in written form and only focus on students' grammatical errors.

1. When you get written corrective feedback from the lecturers/your *skripsi* advisor in your research proposal, which type do you prefer to let you know the errors?

v	I prefer when the lecturers underline, circle or cross out students' grammatical errors and provide the correct forms.
	I prefer when the lecturers only underline, circle or cross out students' grammatical errors without providing the correct forms.
	I prefer when the lecturers use errors codes (e.g. WW= Wrong Word) and write the grammatical description for each number of students' errors.
	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	If the lecturers/my skripsi advisor underline, circle, or cross out students' grammatical errors and provide the correct forms, I can revise it as soon as possible I can.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	I follow the feedback and revise my writing in research proposal.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

Instruction

This part asks about types and students' responses of written corrective feedback that you prefer when lecturers/your *skripsi* advisor gives written feedback in your research proposal of *skripsi*. Put only one checklist (v) in the columns to answer these questions below and give the reason briefly.

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	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	Because I think there will not mislead in the interpretation when I read the written feedback , so if the lecturers also give the correct one I can also learn from it.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	Why should I ask for revision if I don't follow it.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	Because it will make us easier to know our mistake and help us develop our grammatical knowledge.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	Because it is really advantage to my better writing.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	Because it can make me improve my grammar skill and also it is better to know what I should improve.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	Actually, it depends on my advisor, if my advisor asks me to revise this proposal, I will do it. Because it is better to hear what advisor said.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

Instruction

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	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	Because it is the effective way to learn grammatical error from the expert.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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This part asks about types and students' responses of written corrective feedback that you prefer when lecturers/your *skripsi* advisor gives written feedback in your research proposal of *skripsi*. Put only one checklist (v) in the columns to answer these questions below and give the reason briefly.

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	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	It is easy to follow

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	We can know the errors but we still can explore our own knowledge, creativity, ideas and try our own best.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	I trust my skripsi advisor and I hope he or she can trust me too.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	The students not only know the mistake but also how to correct it and make the student learns about grammatical errors.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	Sometime I follow the feedback that I think I should follow.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
v	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	Because that way I'll improve my own English.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	Because I aware of my mistakes and will correct it.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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	I prefer when the lecturers only concern to correct select one or all of students' grammatical errors.
	I prefer when the lecturers indicate students' errors and provide a hyperlink to correct forms.
	I prefer when the lecturers reformulate students' grammatical errors to make the language in students' writing seems like native speaker.
Reason	Because it is the fastest way to revise my writing in research proposal.

2. When you already got the feedback from the lecturers/your *skripsi* advisor in your research proposal. What do you do to respond the feedback?

v	I usually follow the feedback and revise my writing in research proposal.
	I just follow the feedback without revising my writing in research proposal.
	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	Because the feedback from the lecturers is the best feedback that I should follow to revise my writing better.

Questionnaire: ED Students' responses when getting written corrective feedback from the lecturers in research proposal of *skripsi*.

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Reason	

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	I do not follow or ignore the feedback and do not revise my writing in research proposal.
Reason	

Findings and Discussion Section of Skripsi at UNJ ED of
**REITERATION IN ENGLISH DEPARTMENT
STUDENTS' ~~SKRIPSI~~ IN FINDINGS AND
DISCUSSION SECTION**



*Building
Future
Leaders*

Farah Andriana

2215126189

**A Thesis Submitted in Partial Fulfillment of the Requirement for
the Degree of "Sarjana Pendidikan"**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
UNIVERSITAS NEGERI JAKARTA**

2016

1.2 Research Questions

Based on the background of the study above, this study was investigated the following research questions:

1. What ~~categories~~ ^{type} of attitude markers are frequently used in the discussion section of ~~those research articles~~?
2. What ~~are dominantly use~~ ^{female & male} attitude markers in the result and discussion of ~~those~~ ^{are dominantly used} research articles between male and female writer?

1.3 Purpose of Study

This study aimed to investigate:

1. The categorizes of attitude markers are frequently used in the discussion section of those research articles.
2. The dominantly of attitude marker are used in discussion section of those research articles between male and female writer.

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, research question, purpose of the study, limitation/ scope of the study, and significance of the study.

1.1 Background of Study

Language is ^a the tool of communication and ^{an} the important component in teaching and learning process. In the process of communication, the information will be transferred and received. Based on survey of communication that retrieved <http://wikibook.com//>, communication ^{why past tense} was divided into verbal and nonverbal communication. Verbal communication is ^a communication using both spoken and written word. In the other hand, Nonverbal communication is using the picture symbol and other media.

Communication as the process to transfer information included in the process of teaching and learning because the information would be transferred and accepted to develop students' knowledge. English has methods to process information by using receptive and productive skills. Receptive is the skill of receiving information using receptive sense by listening or reading the information. Productive is the skill of sending information to the public using spoken or written communication. In the process of writing, Culler 2007 assumed that transferred the meaning

functioning as subjuncts – intensifiers, adjectives functioning as subjective
complement in sentences with expletive 'it', adjectives functioning as prepositional
modifiers, modal verbs expressing obligation.

1.5 Significance of Study

The finding of this study can be used as beneficial input or feedback for
students to ^{a depth} ~~deeper~~ understand ^{was} in attitude marker in writing and also understand the
differences language between male and female writer. So it can be used to academic
discourse and also give more insight as well as contribution to the development of
related area.

HUMANITY PORTAYED IN MAHER ZAIN'S SONG LYRICS

Chapter I

Introduction

1.1. Background

Now in Everyday life every people definitely have a conflict. Either conflict between with a person to person, between a people between communities, or the community between other communities. The thongs that based occur the conflict are like, conflict because personal interest, community interest, the Interest of religion, race, ethnicity, etc. Nowadays many conflict give big influence and involves the interest of many people in it, and also conflict that occur a lot of attention people of the world because they are very concern over the conflict which killed many people and make many casualities, and a lot of material adverse. Example are the conflict in Palestine, Syiria, Iraq and iaq and that are main issue conflict today is the Ar Spring and the conflict in Rakhini one of place in India.

The writer will explains the situation that happened in conflict areas that been mentioned the example above: the conflict between Arabs (Palestinians) the Israelis has been going on from 1948 until now, however the conflict climax upheaval in 1967. This conflict also many victims on both side : thousand, the background of this conflict because the seizure of the ter

and sister, and around hundred people were injured and too many losses of in terms of materials.

Humanity is the act of love and social justice between humans with other human beings. It often can be found in fairness in justice between humans which extended into all aspects of human life (Peterson & Seligman, 2004). Humanity term was originally based on Latin word "humanitas" which means human nature or kindness. It includes all the human in the world but it can also refer to the kindness feelings we have for each other.

However the conditions in place of the conflict are worrying, many people of the world give sympathy for the victims affected by the conflict, the form sympathetic humanity such as fundraising, material, moral assistance, medical aid and also delivered soldiers from another countries in order to protect and safeguard the people affected by the conflict. Given sympathy and give assistance of humanity its can be to ease burden victims of the conflict. Other side for who given assistance is an appreciation for self, caused can be to help each other people.

Besides, there are humanity assistance unique form of demonstration or protests from civil society, and there are many artist who do fundraising through their works, such as novels, painting, poetry, plays or drama and through songs that support humanity in place where conflict.

There are many types of literary work one of them is song, in the song contain the lyrics, lyrics in the songs is a kind of the modern literary work from the poetry, or we can be said musicalisation of poetry. The song lyrics there meaning of implicitly or explicitly from the writer song lyrics, in case is the song lyrics contain humanity. Many of the Islamic song writer who write the songs about the humanity, invite people to listen in order to participate in providing sympathy for our brother and sister of the unfortunate conflict. They are; Maherzain, Sami Yusuf, Michael Heart, Irfan Makki, etc. however the writer will be analyze the some song lyrics from Maher Zain's songs which contain humanity.

Maher Zain, he is a Lebanese male singer in 2000s era. Maher Zain started music career in 2005 on Sweden and then moved to New York. Maher Zain write the lyrics which the containing elements of Islamic, teaching of love to God and fellow human beings, and also some of the song Maher Zain's containing humanity in that songs, that are the title "Palestine Will be Free" that song containing about the conflict in the Palestine. The song "Love Will Prevail" given to Syria people who is being bullying. The song "Freedom" containing the lyrics about to invite the peoples of the world to support freedom from oppression. The song "One Big Family" which contained to call us always peace and keep the peace.

However, the writer interested in analyzing Maher Zain songs because best message contained in the lyrics Maher Zain song. He use the simple language daily life that easy to understand and poetic. Further, lyrics with slick portr

makes the listener intrigued the sympathy, empathy and humanity feelings to help people.

1.2. Research Question

Based On the Background the research question is "how is humanity portrayed in Maher Zain Song Lyrics?"

1.3. Purpose of the study

The study purpose to show the Humanity is portrayed in Maher Zain four song lyrics; One Big Family, Palestine Will be Free, Love Will Prevail, and Freedom.

1.4. Significance of The Study

The writer hopes this study could be significant to enhance, broaden, and improve readers' knowledge how to analyze song lyrics and to find out the meaning behind the literary works just like within the song lyrics.

1.5. Scope of the study

The scope of the study is limited in analyzing Maher Zain's song lyrics; One Big Family, Palestine Will be Free, Love Will Prevail, and Freedom.

1.6. Previous Study

To prove the originality of this study, the writer presents the previous studies related to the focus and corpus research.

1.2 Research Questions

Based on the background of the study above, this study was investigated the following research questions:

1. What type of attitude markers are frequently appeared in the discussion section of EFL articles?
2. What are dominantly used attitude markers in discussion of EFL articles between men and women writer?
3. How are attitude markers used in discussion sections of EFL articles between men and women writer?

1.3 Purpose of Study

This study aimed to investigate:

1. The types of attitude markers are frequently appeared in the discussion section of EFL articles.
2. The dominantly are used of attitude marker in discussion section of EFL articles between male and female writer.
3. The ways of attitude marker are used in EFL articles discussion section between men and women writer.

established at the beginning of the lesson. (2016).

In delivery the lesson, the role of teacher is really important and necessary and it's determine by the process of teaching and learning activity in effective ways. However, teacher might have different ways in teaching and delivery the lesson. Cooper, J (2011) stated that, "*The effective teacher is one who is able to bring about intended learning outcomes.*" (2011:2.)

Widodo (cited in Nafisah, A: 2013) stated one of the competencies that should be done by the teacher is opening and closing the lesson appropriately.

A study conducted by Azizah, N (2011) investigated teacher's skills in teaching in the classroom and investigated eight teaching skills that have to be

It seems that plagiarism is common issues for students but the consequences do not work as they should be for some paper work or research by students which committed plagiarism is still found. Holmberg and McCallough (2006) revealed unbelievable result, it was determined that 43 of 68 randomly selected theses, in all probability, included word-for-word plagiarism which varies from phrases of unique words and content to entire section of the published books, eight of these comprised acts of self-plagiarism (p.44). Lastly, the published work showed in Moore (2013) that exposed the evidence that partly plagiarized theses are accepted and published. Plagiarism seems accepted and not sanctioned. This evidence is in sharp contrast with the educational discourse about high quality in higher education (Moore, 2013, p.14)

In order to follow-up the previous study, the writer will focus on plagiarism which encountered in Skripsi of English Department in Universitas Negeri Jakarta. The writer will also discovered the strategies which are used to avoid plagiarism which has not been conducted before, in order to

2.4 Conceptual Framework

Lecturers who are the main actor or agent in the process of delivering feedback and when the lecturers gives the feedback to the students, it will depends on the situation that is faced. If it is in speaking class, the feedback will be given by the lecturers orally or spoken feedback but if it is writing class so the feedback will be given in written. So, in this research, this study would like to do the research about *"Students' perception toward lecturers' written corrective feedback in Research proposal of English Department students' skripsi"* to get the authentic data about feedback that they have

CHAPTER II LITERATURE REVIEW

This chapter discusses the reviewed literature related to the focus of this study; the use of attitude markers in finding and discussion part of research article between male and female writers.

2.1 Metadiscourse

The term metadiscourse was offered by Zellig Harris (1959) as the way to understand language. This concept has been developed by Williams (1981), Vande Kopple (1985) and Crismore (1989). The further concept developed by Ken Hyland (2005) with book entitled *Metadiscourse: Exploring Interaction in Writing*. By using metadiscourse, the writer is not only able to transfer the information but also able to relate it with the sense in the information because metadiscourse offers a framework for understanding communication as social engagement.

Hyland (2005) said that metadiscourse is "discourse about discourse" or talk about talk". According to Swales (1990) and by Nash (1992) p. 16. Metadiscourse is fuzziest term and different people has different perspective. The difference of idea to study metadiscourse affect the variety subject in study metadiscourse. Metadiscourse not only studied on written text (Abbass 2010, Alireza 2013, Ken Hyland 2004, Ken Hylan and Tse 2004, Li Fa-gen 2012, Mehnaz 2014, Savka 2009, William 2012,) but also on spoken text (Gerrit 1996

Metadiscourse study in spoken have focus ^{as on} to identified whether the others language have similarity in used ^{the of} metadiscourse ^{we} with English language (Gerrit 1996, Stephen 2008). On the other word, metadiscourse study used comparison method to identified with lexical meaning and grammar structure. The study comparison between English and others language was studied in written text (Savka 2009) used metadiscourse concept by Hyland (2004). Metadiscourse study in written text commonly focused on quantitative data that count the frequently used of metadiscourse in text.

The metadiscourse study in written text has become popular and worth to be studied. Several researchers studied the used of metadiscourse in variety of the text. In academic writing (Ken Hyland and Tse 2004, Alireza 2013, Savka 2009) post graduated writing (Ken Hyland 2004), medical text (Abbass 2010) and also study differences between male and female writer (Alireza 2013). All the study above focused on the frequently used of metadiscourse based on Hyland classification, because metadiscourse is the umbrella term from two classification

to feel the writer senses of a concept. The writer is used attitude marker to express the feeling of an information whether the writer certain, hesitant, or disappointed. Hyland also argued attitude marker can be expressed by the use of subordination, comparatives, progressive particles, punctuation, text location, and so on, it is most explicitly signaled metadiscourse by attitude verbs (e.g. *agree, prefer*), sentence adverbs (*unfortunately, hopefully*) and adjectives (*appropriate, logical, remarkable*).

Savka Blagojević (2009) ~~provide~~ ^{attitude marker} ~~attitude marker~~ divided into six categories, regarding; *adverbs and adverbial phrases functioning as sentence adverbials – disjuncts, verb-modifying adverbs functioning as subjuncts – intensifiers, adjectives functioning as subjective complement in sentences with expletive 'it', adjectives functioning as pronominal modifiers, modal verbs expressing obligation*. Linguistically, attitude markers are realized through various kinds of formal categories and syntactic constructions, such as adverbs, adjectives, verbs, modal verbs and nouns. This is a close connection with Janet Holmes (1992) concept that women language used more standard form than men. Attitude marker is also related with Hyland (2003) concept that useful for learning L2 writing English.

There are several previous studies related with attitude marker in cross-cultural studies and gender differences. Savka (2009) conducted a research the expressing attitude markers in academic research between English and Serbian language. The aim is how the attitude markers appeared in in English and Serbian research. The finding of this study Serbian used more attitude marker than English w

However, Sentleng and King (2012) was investigate plagiarism among undergraduate students at higher education institution in South Africa. The results found that the majority of students were aware of plagiarism and the seriousness of plagiarism but it seems students did not have a clear understanding of plagiarism. Most students at South African higher institution had committed forms of plagiarism during their studies, mainly using the internet as a source for assignment writing and a possible source of plagiarism (Sentleng and King, 2012, p.65).

The plagiarism which is comitted by students not only due to the awareness but also students knowledge about plagiarism itself. In the study conducted by Gullifer and Tyson (2014) showed that 50% of participants indicated that they had read the Academic Misconduct Policy where male students and distance education students were significantly more likely than female students and internal students to read the policy (Gullifer & Tyson, 2014, p.12). Students' lack of knowledge on plagiarism was discovered in Belter and Du Pré (2009) journal which affirmed that plagiarism was the result of inadequate knowledge about proper quotation and citation. It also appears that a substantial amount of plagiarism occurred among students who

signs of datedness, anachronism, anomalies of diction and styles and smoking guns (p.7)

Some other strategies to detect plagiarism can be found on the internet regarding the source of the paper. The sources of the paper as free visible Web, free invisible Web, paid databases over the Web, or CD-ROM resources. Some research also can be found by full-text search engines like Google and perform the same exact phrase search from the suspect part of the paper (Harris, 2004, p.8). Lastly, plagiarism can be detect by using plagiarism detector software such as Plagiarism.com, educational materials and software screening program that creates a test of familiarity for a students to complete (Harris, 2004, p.9). The strategies which have been mentioned are the effective way to discover intentional plagiarism in students' academic writing or research paper.

CHAPTER III

METHODOLOGY

This chapter reveals research method, subject of the study, source of the data, data collection procedure, and data analysis procedure.

3.1 Research Design

This study aimed to analyze the used of attitude marker in conclusion part of research article between male and female writer. According to Krippendorff (2004) that content analysis is generally as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. Following this concept, James et al (2016) conclude that content analysis go far beyond attention to only the manifest content of a message. Manifest content refers to what is overtly, literally, present in a communication. Berelson, (1952) argued that content analysis can be used to identify and document the attitudes, views, and interests of individuals, small groups, or large and diverse cultural groups. Content analysis also can be used either both quantitative and qualitative analysis. So, this method is suitable used in this study to analyze the attitude marker in conclusion part of research article between male and female writer. To For analyzing the data, the researcher used the Savka classification of attitude marker. Savka divided attitude marker into six classifications:

CHAPTER III METHODOLOGY

This Chapter reveals research method, subject of the study, source of the data, data collection procedure, and data analysis procedure.

3.1. Research Method

This study is discussed by using descriptive analytical interpretative method. Which is used to show the fact with appropriate interpretation (Whitney, 1990). The interpretative method of research as a basic form which deals mostly with text (Taylor, 1984). The data collected will be described and analyzed using the theory and then interpreted the song lyrics. Used the semiotics theory by Roland Barthes. Consist of the explanation about connotative, denotative meaning and myth is used to find the portrayal of Humanity in the Maher Zain song lyrics by analyze the sentences, clauses, phrases and words of the song lyrics which indicate the humanity.

3.2. Source of The Data

In this research, source of the data are five songs which are taken randomly from each album. The data are the text of each song lyrics.

3.3. Data collecting procedure

The steps that the writer collecting the data are :

2. The writer was divided article into two groups of females and males: ten females and ten males.
3. The writer reading discussion section of article ELT Forum.
4. The writer identified attitude marker in article by used Savka classification (2009)

3.5 Data Analysis Procedure

After the data was collected, the writer made some steps to analyse the data. The analysis was done through the following steps:

1. The twenty article from ELT forum selected and were divided into two groups ten males and ten females.
2. The article was selected coded from 1 FA to 10 FA for females and 1 MA to 10 MA for males.
3. The six classification of attitude marker was coded from 1 until 6 in order adverbial phrases as sentence adverbials - disjuncts, verb-modifying adverbials, subjuncts - intensifiers, adjectives functioning as subjective complement, adjectives functioning as prenominal modifiers, modal verbs expressing obligation and no specific semantic content.
4. Analysis and classification were made using Savka (2009) classification categories. The writer analyse attitude marker based on gender difference.

3.2 Time and Place of Study

The research was conducted from November up to December 2016 in Jl. Rawamangun Muka – Rawamangun, East Jakarta.

3.3 Data and Data Source

The data of this study were the words, phrase, and sentences indicated attitude marker in discussion sections of ELT Forum

3.4 Data Collection Procedure

The steps used in collecting the data are describing as follow:

1. The writer collected twenty article from ELT forum.

use procedural

2. The writer was divided article into two groups of females and male ten males.

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categories. The writer analyse attitude marker based on gender dif

Appendix

RQ 1: what are types of lecturers' corrective feedback in English Department students' research proposal of skripsi?

CHAPTER I

INTRODUCTION

- 30 Research Proposals from English Department, Universitas Negeri Jakarta, table adopted from Ellis (2009) framework

No	Students' Errors in Research Proposal Chapter I (Introduction)	Lecturers' Written Corrective Feedback	Types of Written Corrective Feedback
1.	In delivery the lesson, the role of teacher is really important and necessary and <u>it's determine</u> by process of teaching and learning activity in effective ways.		Indirect Feedback
2.	Based on <u>researcher experience</u> when		Indirect Feedback

	did PKM (PraktekKegiatanMengajar) teachers tend to be more focus on the main activity.		
3.	<u>Avoiding plagiarism</u> in English department students' skripsi of UniversitasNegeri Jakarta.	<u>plagiarismavoiding</u> strategies in English department students' skripsi of UniversitasNegeri Jakarta.	Direct Feedback
4.	The researcher <u>analyze</u> the strategies to avoid plagiarism in background and literature review		Indirect Feedback
5.	The writer <u>will also discovered</u> the strategies which are used to avoid plagiarism which has not been conducted before.		Indirect Feedback
6.	The researchers mostly analyzed attitude in research articles and <u>there is</u> <u>no study of attitude markers in other</u>		Indirect Feedback

	<u>academic writing.</u>		
7.	To <u>examine</u> purposes of elicitation applied by teachers in classroom interaction.	To examine find purposes of elicitation applied by teachers in classroom interaction.	Direct Feedback
8.	<u>Students responses</u> toward that techniques and also to know the participation of the students in order to achieve students <u>centrd</u> learning.		Indirect Feedback
9.	Lecturers' perception <u>towards</u> implementation of English for Interpersonal Communication and English Grammar for Interpersonal and Social Communication at English Department.		Indirect Feedback
10.	What cognitive levels <u>are appear</u> in the reading materials of 2015 National		Indirect Feedback

	Examination for Senior High School?		
11.	Reiteration in <u>English Department students' skripsi in findings and discussion section</u>	Reiteration in findings and discussion section of skripsi at English Department of UNJ English Department students' skripsi in findings and discussion section	ReformulationFeedback
12.	<u>Some others</u> strategies to detect plagiarism can be found on internet regarding the source of paper		Indirect Feedback
13.	<u>Limitation of study</u>	Scope of study	Direct Feedback
14.	The previous research was done by Anderson (2008) about written corrective feedback and found written corrective feedback had a significant effect on improving accuracy in writing.	The previous research found written corrective feedback had a significant effect on improving accuracy in writing (Anderson, 2008).	Direct Feedback
15.	Kelly (2014) conducted the research	Kelly (2014) argues that written feedback was	Direct Feedback

	about written feedback on ESL students' writing and found the written feedback was helpful and useful in students' essay revision.	helpful and useful in students' essay revision.	
16.	It will be easy to be understood by the students as their correctness in their speech.	It will be easy to understand the correctness in their speech.	Direct Feedback
17.	First is John Bitchener in 2008 investigated the value of written corrective feedback	Bitchener in 2008 investigated the value of written corrective feedback	Direct Feedback
18.	Second is Kelly Tee Pei Leng (2013) investigated about an analysis of written feedback	Another study by Kelly Tee Pei Leng (2013) investigated the analysis of written feedback	Direct Feedback
19.	ED Students' Perception toward Lecturers' Written Corrective Feedback in Research Proposal of	English Department Students' Perception toward Lecturers' Written Corrective Feedback in Research Proposal of Skripsi	Direct Feedback

	Skripsi		
20.	it <u>will depends</u> on the situation that is faced		Indirect Feedback
21.	What categorizes of attitude markers are frequently used in the discussion section of those research article ?	What types of attitude markers are frequently used in the discussion section of female and male articles ?	Direct Feedback
22.	What are dominantly use attitude markers in the result and discussion of those research articles between male and female writer?	What attitude markers are dominantly used in the result and discussion of those research artieles between male and female writer?	Direct Feedback
23.	<u>Purpose</u> of study	Purposes of study	Direct Feedback
24.	The finding of this study can be used as beneficial input or feedback for students to deeper understand in attitude marker	The finding of this study can be used as beneficial input or feedback for students to a depth understanding in attitude marker	Direct Feedback
25.	This process will repeat <u>again</u>	This process will repeat again randomly	Direct Feedback

26.	It <u>is</u> happens with all		Indirect Feedback
27.	How “ <u>Thatcherism</u> ” is represented in BBC news articles?	How “ Thatcherism ” is ^{is} 7 Thatcherism represented in BBC news articles?	Direct Feedback
28.	How <u>domuslimsrepresented</u> in USA Turkey online newspaper?		Indirect Feedback
29.	How the <u>transgender</u> character is revealed her gender identity to her family and friends?	How is the <u>transgendered</u> character is revealed her gender identity to her family and friends?	Direct Feedback
30.	How did this revelation affect their relationship?	How did ^{does} this revelation affect their relationship?	Direct Feedback
31.	To investigate the transition of gender identity of the <u>transgender</u> character in novel.	To investigate the transition of gender identity of the <u>transgendered</u> character in novel.	Direct Feedback
32.	While this study <u>is</u> focuses on the variation of translation shift.		Indirect Feedback
33.	The differences is, Sukarini’s skripsi is		Indirect Feedback

	<u>just</u> focused on structural shift, while this study <u>is will be focused</u> on category shift		
34.	<u>What factors</u> causing shifts to occur in translation of Hunger Games: Catching Fire from English to Indonesia?		Indirect Feedback
35.	this study <u>will focuses</u> on translation shift theory by Catford (1965)		Indirect Feedback
36.	How is the avoidant —the main character shown in Colorless	How is the personality change the main character shown in Colorless	Direct Feedback
37.	Beside that, the <u>writer</u> will also use loss, gain and sweking of information theory.		Indirect Feedback
38.	However, the writer <u>will be analyze</u> the same songs lyrics from Maher Zein		Indirect Feedback
39.	Now in everyday life <u>every people</u>		Indirect Feedback

	definitely have a conflict.		
40.	The <u>thongs</u> that based occur the conflict are like conflict because personal interest		Indirect Feedback
41	<u>Example are the</u> conflict in Palestine, Syria,		Indirect Feedback
42.	So , this method is suitable used in this study to analyze the attitude marker in conclusion part of research articles	Thus , this method is suitable used in this study to analyze the attitude marker in conclusion part of research articles	Direct Feedback
43.	The scope of the study is <u>limited in</u> analyzing Maher Zein's songs		Indirect Feedback

CHAPTER II

LITERATURE REVIEW

- 30 Research Proposals from English Department, UniversitasNegeri Jakarta, table adopted from Ellis (2009) framework

No	Students' Errors in Research Proposal chapter II (Literature Review)	Lecturers' Written Corrective Feedback	Types of Written Corrective Feedback
1.	However, Sentleng and King (2012) <u>was</u> <u>investigate</u> plagiarism among undergraduate students at higher education institution in South Africa.		Indirect Feedback
2.	Sinclair &Coulthand (1975) points out that an elicitation is an act which <u>has functions</u> <u>to request a linguistic response</u> .		Indirect Feedback
3.	Corrective feedback was defined as any reaction of the teacher which clearly	Corrective feedback is defined as any reaction of the teacher which clearly	Direct Feedback

	transform	transform	
4.	Therefore, in writing academic writing a student does not only demonstrate his or her knowledge or <u>ides</u> but he or she has to think the ideas of the topic <u>that want to write</u> , interpret, and present <u>the ideas</u> into good academic writing.	.	Indirect Feedback
5.	Feedback in a teacher student learning environment can be defined as information given to learners which they can use to revise their inter-language.	Feedback in a teacher student learning environment can be defined as information given to learners which can be used to revise their inter-language.	Direct Feedback
6.	According to Rollinson (2005) said that agents can deliver the feedback into two modes; spoken and written.		Indirect Feedback
7.	Language is the tool of communication and the important component in teaching and	Language is a tool of communication and an important component in teaching	Direct Feedback

	learning process.	and learning process.	
8.	Communication <u>was divided</u> into verbal and nonverbal	Communication <u>was divided</u> why past tense into verbal and nonverbal	Direct Feedback
9.	For analyzing the data, the researcher used Savka classification of attitude marker	To analyzing the data, the researcher used Savka classification of attitude marker	Direct Feedback
10.	Metadiscourse study in spoken have <u>focus to identified</u> whether the others language have similarity in used matadiscourse	Metadiscourse study in spoken focuses on to identifying whether the others language have similarity in the used of matadiscourse	Direct Feedback
11.	Hyland (2005) said that metadiscourse is discourse about discourse or talk about talk.		Indirect Feedback
12.	“Colorless TsukuraTazaki is a novel <u>that</u> written by Haruki Murakami.		Indirect Feedback
13.	Lecturers who are the main actor or agent in the process of delivering feedback and		Indirect Feedback

	when <u>the lecturers gives</u> the feedback to the students.		
14.	The song “Freedom” <u>containing</u> the lyrics about <u>to invite the peoples</u> to the world to support freedom from oppression.		Indirect Feedback
15.	<u>It often can be found</u> in fairness in justice between human which extended into all aspects of human life		Indirect Feedback
16.	Given sympathy and give assistance of humanity <u>its can be to</u> ease burden victims of the conflict		Indirect Feedback
17.	Other side for <u>who given</u> assistance is an appreciation for self <u>caused can be to help each other people</u>		Indirect Feedback

CHAPTER III

METHODOLOGY

- 30 Research Proposals from English Department, Universitas Negeri Jakarta, table adopted from Ellis (2009) framework

No	Students' Errors in Research Proposal chapter III (Methodology)	Lecturers' Written Corrective Feedback	Types of Written Corrective Feedback
1.	The data used were <u>the teacher's utterances</u> <u>during the teaching</u> and learning activities in the classroom.		Indirect Feedback
2.	The writer <u>was divided</u> articles into two groups		Indirect Feedback
3.	The writer <u>reading</u> discussion section		Indirect Feedback
4.	The writer <u>identified</u> attitude marker		Indirect Feedback
5.	The research <u>was conducted</u> from November to December		Indirect Feedback
6.	The data of this study <u>were</u> words phrase		Indirect Feedback

	and sentences		
7.	The writer <u>collected</u> twenty articles from ELF forum		Indirect Feedback
8.	The twenty <u>article</u> from ELT forum selected	The twenty articles from ELT forum selected	Direct Feedback
9.	The <u>data collected will described</u> and <u>analyzing</u>		Indirect Feedback
10.	The data <u>will be analyze</u> by using Ellis (2009) framework.		Indirect Feedback



Biografi Penulis

Nama lengkap penulis adalah Lina Herlina, lahir di Jakarta pada tanggal 06 Januari 1995. Beliau merupakan anak terakhir dari 5 bersaudara dari pasangan bapak Acep dan ibu Simah. Penulis berkewarganegaraan Indonesia dan beragama Islam. Penulis bertempat tinggal di Jalan Kramat Kwitang I B no 17C RT 003 RW 07, kelurahan Kwitang, kecamatan Senen, Jakarta Pusat 10420. Adapun riwayat pendidikan penulis yaitu pada tahun 2000 lulus dari TK Nurani Kwitang. Kemudian melanjutkan pendidikan dasar di SD Negeri 05 Pagi dan lulus pada tahun 2006. Pada tahun 2009 penulis lulus dari SMP Negeri 280 Jakarta dan melanjutkan pendidikannya di SMA Muhammadiyah 1 Jakarta dan lulus pada tahun 2012. Kemudian penulis melanjutkan pendidikannya ke jenjang Universitas di Universitas Negeri Jakarta dengan mengambil jurusan Pendidikan Bahasa Inggris. Pada semester akhir perkuliahan, penulis menyelesaikan skripsi yang berjudul “An Analysis of lecturers’ Written Corrective Feedback in English Department Students’ Research Proposal of Skripsi (A Content Analysis)”. Pada akhirnya penulis dapat menyelesaikan studi Strata 1 (S1) dalam waktu 4.5 tahun dengan IPA 3.38 pada Maret 2017.

Penulis