

ADVISORS' WRITTEN CORRECTIVE FEEDBACK ON UNDERGRADUATE STUDENTS' THESIS

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ABSTRACT

This research aims at finding out (1) the types of written corrective feedback (WCF) used by the EFL advisor (2) the impact of thesis advisors' corrective feedback on their student advisees (3) the students' responses after receiving written corrective feedback.

This research applied descriptive qualitative research design. The participants were twelve English advisors with their student' advisees from three universities in Makassar, they are state university of Makassar, Muhamadiyah University of Makassar and Islamic State University of Makassar. This study used questionnaire and interview. In analysing the data, the researcher used four key stages to qualitative data analysis according to Miles & Huberman (2014): data collection, data reduction, data display and data conclusion drawing/verification. Beside these, to analysis the questionnaire the researcher used Gay, Geoffrey, & Airasian, (2006) model.

The study found: (1) Out of six types of written corrective feedback provided by Ellis (2009), five types of WCF were used by the advisor in supervising the student's research thesis. The five types of WCF were direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focus feedback and electronic feedback. The advisor mainly used the direct and electronic corrective feedback in their student's draft and almost all their feedback was unfocused feedback. (2) through written corrective feedback the student advisee had many impacts such as they will write better, they more confidence in writing, and they can be more aware to their mistake in writing their research thesis. (3) the student's response to the different types of WCF and the impact of it ware positive. The students can easily understand the advisor's comment because they explained explicitly and their written feedback was legible. Finally, the students considered that the use of written corrective feedback was helpful for them in revised their draft.

Keywords: *Written Corrective Feedback, The Impact of WCF, Students' Response of WCF*

INTRODUCTION

Corrective feedback (CF), also known as error correction or grammar correction (Truscott, 1996), this is the way adopted by teachers to treat student's errors in second language (L2) or EFL classroom. For many researchers of second language acquisition (SLA), CF has been a crucial and controversial topic. Some SLA theorists believe that CF is harmful to L2 acquisition and it is ineffective while others agree corrective feedback as an essential way for L2 development.

The of study of corrective feedback developed by researches in now day is to find out what the writing challenges and practices are for undergraduate student and their advisor, not only by focusing on their research text but also by critically engaging with written feedback given to the students as they struggle to engage with the academic discourse of the institution, Chamberlain (2016).

The critique, information or advice provided by the advisor are very important to their students advise to develop their idea and present a good thesis paper. It should make them think of the many aspects of academic writing applied to this very specific aim-from the selecting of the topic, through literature

review and experimental setup, to the thesis defense Lengálová 2010. To sum up, this study will try to present the different pattern of way in correcting the advisee's errors used by the advisor in Indonesian Context. Also, this study will investigate the effect and the student's response of the written corrective feedback used by the advisor to their student advisee

Based on the illustration above, the objectives of this study were to explore:

1. What types of written corrective feedback are used by the EFL advisor?
2. What is the impact of thesis advisor' corrective feedback on their student advisees?
3. How are the students' responses after receiving the corrective feedback?

RESEARCH METHOD

This research used a descriptive qualitative method to look to the answer of research questions. This study is expected to dig more about the types, effects and student's response of written corrective feedback applied by the advisor on student's research thesis. Further, the students' research thesis analyzed by using Rod Ellis' theory was also described in the discussion as the deeper analysis This research conducted on under graduate program in three universities around south Sulawesi, those are state university of Makassar (UNM), Muhammadiyah university of Makassar (UNISMUH), and Alauddin Islamic State University of Makassar (UIN Alauddin)

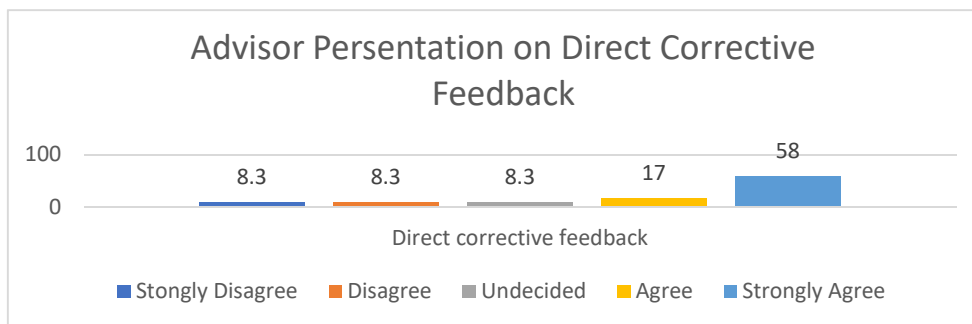
To obtain the data, the researcher used list of questionnaire and interview questions. In analysing the data, the researcher used qualitative data analysis according to Miles & Huberman (2014): there are four key stages to data collection, start from data reduction, data display and data conclusion drawing/verification. Beside these, to analysis the questionnaire the researcher used Gay, Geoffrey, & Airasian, (2006) model.

FINDINGS

This section presents the result of the research. It elaborates the types of written corrective feedback (WFC) used by the EFL advisor; the impact of thesis advisors' corrective feedback on their student advisees; and the students' responses after receiving written corrective feedback. They are explained as follows:

Types of Written Corrective Feedback Used by the EFL Advisor

1. Direct corrective feedback



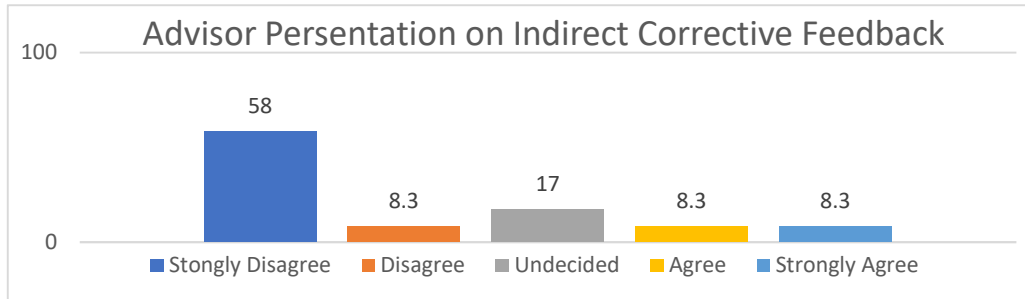
The chart above showed that most of advisors applied the direct corrective feedback, it can be seen on the chart that two advisors agree and seven of the them choose strongly agree that they use direct corrective feedback in correcting their students' draft. It means that the advisors mostly used direct corrective feedback.

Extract 1

(AV7) *Ok thank you very much, aa.. firstly, I would like to answer your question, aa I usually give correct, corrective feedback to my students because it's easier for the students to understand if I give corrective feedback than other types of WCF (the advisor prefers to use direct corrective feedback)*

The advisor 7 believes that direct corrective feedback will facilitate the students to understand. Some students also preferred the direct feedback because it did not only make them know their mistakes but also knew how to correct them. The students believed that direct corrective feedback more clearly and help them. The advisor had already given written feedback. It makes the students more clearly with their mistakes.

2. Indirect corrective feedback



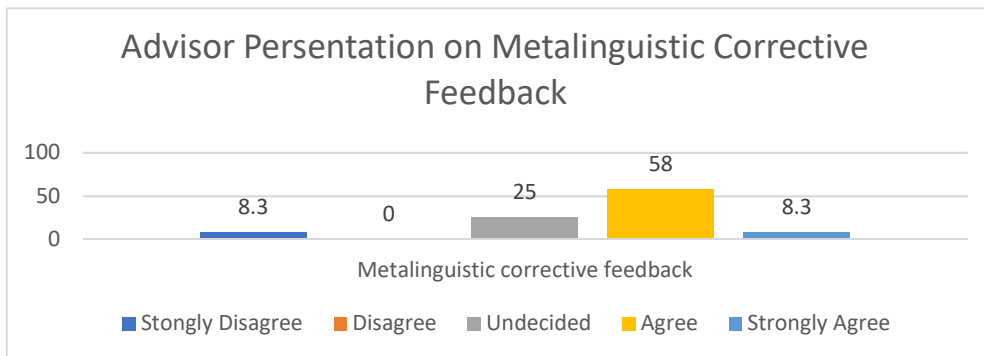
The chart above showed that most of advisors did not apply the indirect corrective feedback, it can be seen on the chart that seven of the advisors strongly disagree with the statement. It means that indirect corrective feedback does not used by the advisors in correcting the student draft. Even though, several advisors agree to use indirect corrective feedback but mostly prefer to ignore indirect corrective feedback.

Extract 2

(AV2) *Ok well, giving direct feedback sometimes for undergraduate students, undergraduate program students, I think giving or directly writing them correction that will be useful for them, because sometimes they don't know aa how experience to circle the word that they need to change but they don't know and they didn't make any improvement because they said they don't know what to do with that.*

Indirect corrective feedback is different from direct corrective feedback. Unlike direct corrective feedback, the advisors show the indication of the students' errors in writing, but does not show the error correction. The advisor only gives signs or underlines part of student's writing where the error is on. The advisor believes that there was nothing improvement to the student's writing because they do not know how to change and what to do if their advisor just circles the words.

3. Metalinguistic Corrective Feedback



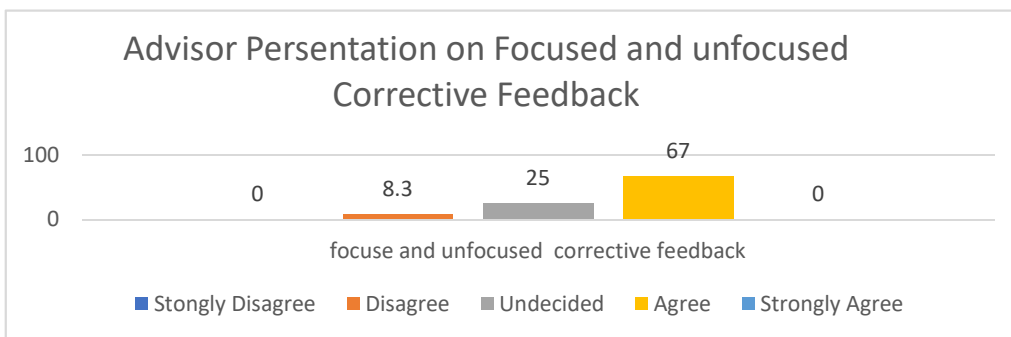
The chart above showed that most of the advisors are used metalinguistic corrective feedback, it can be seen on the chart that seven of the advisors agree, one strongly agree and also one strongly disagree. Even though, several advisors (25%) were hesitant in his choice to use metalinguistic corrective feedback but mostly prefer to use it.

Extract 3

(SV3) I usually more imply to use metalinguistic corrective feedback, which is using the aa.. linguistic knowledge about the way they write is self so, at least I need to know how, how far they understand the academic writing itself and then I can <xfilenx> fill in any blanks that they don't really have so, it's not really aa going to be aa you know hard work if you want to correct them. If they already know about the knowledge about writing in academic for example any theory. So, we don't need to aa yeah you know explain them, I mean we don't need to reexplain to them again. So, let them show whether they understand or not

In extract 3 showed that the advisor-3 uses metalinguistic corrective feedback to know how far the students understand about the academic writing. The advisor believes metalinguistic corrective feedback will make the students to work harder in identifying the advisor's want, but they believe If the student already knows the academic writing, it will be easier for them to revise the advisor correction.

4. Focused and Unfocused Corrective Feedback



Unfocused feedback is almost the same as focused feedback. In focused feedback, students are required to be aware to the specific error, while in unfocused feedback students need to pay attention to various error. The chart above showed that advisors are used focused and unfocused corrective feedback, it can be seen on the chart that seven of the advisors agree, and only one disagree and the rest 25% of the advisors are undecided. The following extract will divide focus and unfocused corrective feedback given by the advisor.

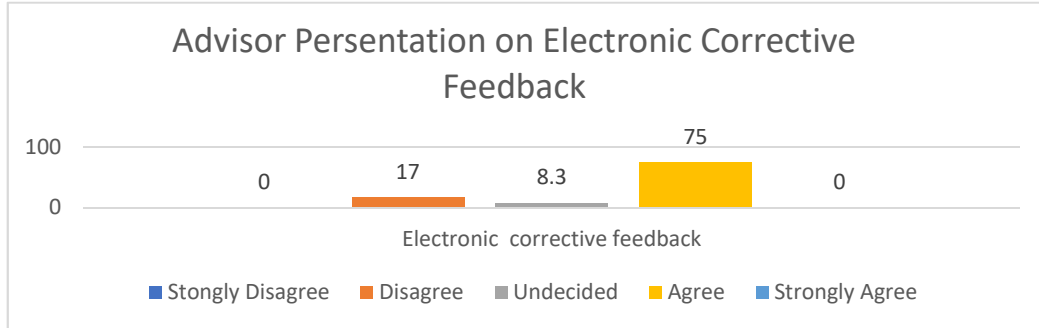
Extract 4

(AV 9) Actually, I more focused on giving the student's correction related to the content. So I more specific to give advice related to the content which contain scientific content from their thesis. On the other hand, for the grammar aspect, I asked them to revise by using peer corrective feedback. They should find their friends who have high proficiency level and asked for them help

In extract 4 showed that the advisor uses focused feedback. As mentioned above, focused feedback is kind of feedback that focuses on specific errors made by the students. In this case, the

advisor 9 wanted to emphasize on the content of the student’s research, and for another errors like grammar, the advisor asked the students to use peer correcting feedback where the students show their writing to their friends who are considered able to correct their grammar.

5. Electronic Feedback



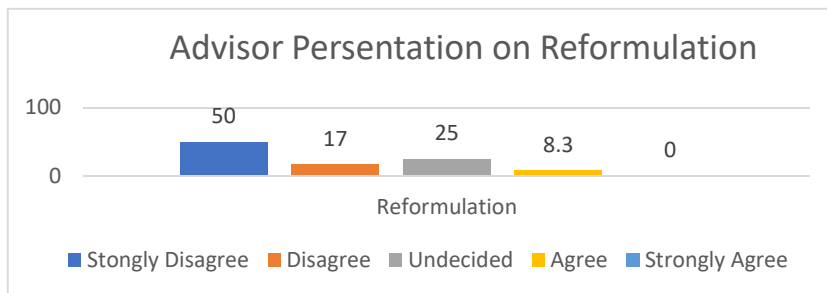
The chart above shows that most of the advisors are used electronic feedback, it can be seen on the chart that nine of the advisors agree, and only two disagree and the rest 8.3% advisor prefer to choose undecided. Abu Seileek *et.al* (2014) state that Electronic feedback helps learners identify and reformulate the errors. In their study examined the EFL students’ performance in writing provided feedback using computer. The results revealed that track change, computer-mediated corrective feedback, significantly improved the students’ overall test score as it might identify the error and reformulate it. Below some statement given by advisor-4 about the use of electronic feedback.

Extract 5

(SV4) The first is aa I always use the direct corrective feedback, aa sometimes when I use indirect corrective feedback if only to check if they have already checked the grammatical errors or the structure in a grmamarly.com that the prove that I need. so, I check indirectly and also aaa electronic feedback of course because I use the Grammarly.com so that must be electronic feedback.

In extract 5 showed that the advisor 4 used electronic feedback to correct the student’s draft. She asked the student to check their grammatical and structure errors in Grammarly.com before come to revise their thesis as a whole. Grammarly is one of the online applications that serves to check the grammatical errors. Grammarly is established by Alex Shevchenko and Max Lytvyn in 2018, it is located on San Francisco US.

6. Reformulation Feedback



Reformulation feedback refers to a strategy of correcting an error when a native speaker reconstructs a second language writer's text to make it sounds nativelike as well as maintains the writer's idea as possible. As Indonesian context, reformulation may hard to be used by advisor. It can be seen on the chart 4.6 where a half of advisors strongly disagree (50%) and two (17%) choose disagree with reformulation. While three or 25% of advisor were undecided to this statement and only one (8.3%) said agree. There was misperception among the advisor about reformulation feedback, it will be shown on the extract below.

Extract 6

- AV8 : *yeah, that I mention before that aa mostly I give correction direct correction feedback aa .. and reformulation, reformulation. Is it does it reformulation that I reformulate their sentences to be the correct one?*
- R : *No mam. Reformulation here, the advisor provides to their student's advisee native speaker and the native speaker will correct or reconstruct student's draft.*
- AV : *@@ @I never, it's so quite difficult that the native speaker, this the good ideal, ideal correction feedback but you know that it's not easy to get the native to give correction. I see ok*

Advisor-2 is one of the twelve advisor who chooses agree on the questionnaire for the item 6. The researcher believes that she also has misperception about the reformulation. Therefore, there are contrary answer when she asked about reformulation on the interview section. The below extract will show the complete conversation.

The Impact of Thesis Advisors' Corrective Feedback on their Student Advisees

1. Advisor perception on the impacts of thesis advisors' corrective feedback

Based on the analysis of the interview, it was found that there were some advisors' perception related to the impact of WCF. Written corrective feedback are still unfamiliar for many advisors. The advisor just knows a part of the six types such as direct corrective feedback, indirect corrective feedback and electronic feedback. However, many advisors believe that the use of written corrective feedback will stimulate the students to make their writing better. Advisor written corrective feedback is assisted for the students. In many cases it indicates that the students need written feedback from their advisor. It can assist them to improving their writing. It can help them to know what they are doing right, what their weaknesses are and how they can make it better. So, the advisor considered that feedback will guide the students for to be good writer.

2. Student's perception on the impacts of thesis advisors' corrective feedback.

	ITEMS	SD		D		U		S		SA	
I-8	Correcting all my writing errors will help me to be better writers	0	0%	0	0%	0	0%	3	25%	9	75%
I-9	Providing correction is useful in raising my awareness of my errors	0	0%	0	0%	1	8.3%	6	50%	5	41.7%
I-10	When my advisor focuses on grammar, I will be discouraged to write freely	1	8.3%	1	8.3%	6	50%	3	25%	1	8.3%
I-11	Corrective feedback increases my	0	0%	0	0%	3	25%	5	41.7%	4	33.3%

	confidence about my academic writing										
I-12	Without corrective feedback my writing skill will not improve	0	0%	4	33.3%	2	16.7%	4	33.3%	2	16.7%
I-13	Written corrective feedback affects or has an impact on my draft.	0	0%	0	0%	2	16.7%	8	66.7%	2	16.7%
I-14	I will be discouraged when my advisor written corrective feedback is negative	2	16.7%	2	16.7%	6	50%	1	8.3%	1	8.3%
I-15	I can do self-correction when my advisor provides me with correction codes	1	8.3%	2	16.7%	5	41.7%	3	25%	1	8.3%
I-16	WCF helps me to learn about English grammar	0	0%	1	8.3%	1	8.3%	7	58.3%	3	25%
I-17	I know the 6 types of WCF after receiving feedback	2	16.7%	5	41.7%	4	33.3%	1	8.3%	0	0%

Notes:

SD : Strongly Disagree A : Agree
D : Disagree SA : Strongly Agree
U : Undecided

a. Item I-8.

Many students felt when their advisor correcting all her writing error (focused feedback), she will be better in writing. she knew how to write well especially for her thesis. because in the revision stage, advisor feedback is needed by student to revise their writing. It is quite hard for the students to analyze and correct their own mistake after finishing their writing. that is why, advisor written feedback can be used as guidance for the students to correct their mistake and make their writing better.

b. Item I9

Based on the item I9 seen on the table, where six of the students agree and four of them choose strongly agree that they realized that providing correction is useful in raising their error awareness. From there result, it can be inferred that the students were aware to their errors after providing feedback by the advisors.

c. Item I-10

According to the table, some students agree (25%) and 8.3% strongly agree to the statement above. They felt discouraged to write freely if their advisor focuses on grammar. However, several students thought that they will write freely though the advisor focused on content, it can be shown on the data where 8.3% of the students strongly disagree and 8.3% commented disagree. Why grammar still difficult for the students? It is our duty as EFL teacher to change that perception.

d. Item I-11

Student's response is usually negative when invited to write. It happens because several factors including grammar, sentence structure, or content of their writing weakness. Providing

students with corrective feedback, thus facilitating their ability to discover their mistakes in building their thesis writing. When their writing has improved, they will be confident to write freely. It can be seen on the data that 41.7% of students agree and 33.3% strongly agree if corrective feedback will increase their confidence about their academic writing

e. Item I-12

The data above showed that the majority of students (33.3%) agree and (16.7%) strongly agree if without corrective feedback their writing skill will not improve. A further 33.3% of the students felt that without corrective feedback their writing will still improve, and two (16.7%) of the students were neutral in this statement. That means that half of the students (50%) found a positive connection between the written corrective feedback their advisor was providing and the improvement of their writing skill.

f. Item I-13

Based on the chart data above. It can be inferred that written corrective feedback affects the student's draft, where 16.7% of the students agree and also 16.7% were strongly agree. Although there were several students (16.7%) who did not make a choice about the statement, but the majority of the students agree.

g. Item I-14

The advisor should choose the way of giving error feedback that was the most appropriate and most effective for each student because every student has different brain power. In many cases, when the advisor gives feedback it can be positive or negative and they are likely to receive the praise, criticism and comment in their feedback. Every student has a different response after receiving feedback, based on the data that six (50%) of the students were neutral with this statement, in this case the researcher thought that these six students felt they had never received negative feedback. The other percentage showed that two (16.7%) of the students were strongly agree and agree if their advisor gave the negative feedback they will be discouraged. In contrast, several students have other perceptions, 1 (8.3%) said agree and other (8.3%) strongly agree with the statement above.

h. Item I-15

In self-correction, the students can correct or evaluate their own work. It may increase student's independence as they are supposed to find their own mistake after the advisor gives error code or signs on their draft. Based on the statement on the item I-15 where, 3 (25%) of the students agree and 8.3% strongly agree with the statement. They can do self-correction if their advisor just gives the error code. On the other hand, several students cannot do that thing where 1 (8.3%) of the students strongly agree and 2 (16.7%) disagree.

i. Item I-16

On the introduction, the researcher has been presented that Ferris (1999) and Truscott (1999) suggested to the teachers and practitioners should look seriously to the case of grammar correction. Therefore, through WCF the students can learn English grammar. The chart 4.15 showed that more than half (58.3%) of students agree and 25% strongly agree that WCF can help them to learn about English grammar.

j. Item I-17

With Written corrective feedback students are expected to quickly finish their thesis. In this case, the researcher wants to know how far the students know about WCF. The data showed that 7 of the students do not know about WCF with 2 (16.7%) were strongly disagree and 5 (41.7%) strongly disagree with the statement. Nevertheless, there is one (8.3%) student who knows about this.

The Students' Responses After Receiving Written Corrective Feedback

Items	SD	D	U	A	SA
R18 I can understand what to do to correct my errors with kind of feedback	0 0%	1 8.3%	5 41.7%	6 50%	0 0%
R19 I think WCF is useful for me	0 0%	0 0%	2 16.7%	8 66.7%	2 16.7%
R20 My advisor feedback is legible	0 0%	0 0%	4 33.3%	5 41.7%	3 25%
R21 I understand all my advisor feedback	0 0%	0 0%	2 16.7%	6 50%	4 33.3%
R22 My advisor does not correct every mistake I have made	2 16.7%	5 41.7%	3 25%	1 8.3%	1 8.3%
R23 I feel satisfied when I am able to correct the underlined or circled error given by my advisor	0 0%	1 8.3%	2 16.7%	6 50%	3 25%
R24 In the future, I want my advisor to write comment in English	0 0%	0 0%	6 50%	4 33.3%	2 16.7%
R25 I want my advisor to focus on content and ideas of my draft	0 0%	2 16.7%	1 8.3%	4 33.3%	5 41.7%
R26 I don't want my advisor to merely focus on sentence structure and style	0 0%	1 8.3%	6 50%	5 41.7%	0 0%
R27 WCF help me to correct my mistake	0 0%	0 0%	0 0%	7 58.3%	5 41.7%

Notes:

SD : Strongly Disagree A : Agree
D : Disagree SA : Strongly Agree
U : Undecided

a. Item R18 & R19

Student's responses to the item R18 and R19 about the harmony to which they could understand the advisor's kind of feedback and the usefulness of WCF were quite different. Ten students (66.7%) agree and 16.7% strongly agree that WCF is useful for them. Whereas, just six of the students (50%) felt understand the advisor kind of feedback, 16.7% were do not understand and 41.7% hesitant with the statement.

b. Item R-20 & R-21

The data shows the frequency of advisor legibility and student's understanding to the feedback given by the advisor. 41.7% respondents reported agreed and 25% strongly agree that their advisor writing is legible. While for the student's understanding, the data shows that 50% students agree and 33.3% strongly agree that they are understand with the advisor correction.

c. Item R-22, R-23 & R-24

Item R-22 shows the students' response after providing written corrective feedback. Where 16.7% and 41.7% of the students were strongly disagree and disagree with the statement, but some student was agreeing with it. It means that most of students felt their advisors have already corrected all their mistakes and several does not. While the item R-23 shows that half of the students surveyed (50%) agree and 25% strongly agree indicated that they felt satisfied when they able to correct the errors given by their advisor. For item R-24, these percentages correspond closely with the next question which dealt with the students' preference for the feedback language: 33.33% agree if the feedback in English, 16.7% strongly agree preferred in English and 50% students were neutral on this statement.

d. Item R-25, R-26 & R-27

When we asked about the type of error correction feedback that students wanted their advisor to focused on, 50% of the students agree and 41.7% strongly agree that sentence structure and style were the most important. While 33.33% of the students agree and 41.7% strongly agree if their advisor focused on content and idea, although there were 16.7% disagree. Therefore, if we sum of both two statements above, the students prefer their advisor more focus on sentence structure and stile rather than content and idea, but the significant differences between the two of the statement are not much different. However, both content and structure are very important for the students.

Student expectations about advisor feedback must be related to the feedback given itself. So, the item R-27 showed that the students were very sure that WCF will help them to correct their mistake, it can be proven by chart where 58.33% of the students agree and 41.7% strongly agree.

DISCUSSION

Types of Written Corrective Feedback Used by the EFL Advisor

The finding revealed direct corrective feedback, metalinguistic corrective feedback, focused and electronic feedback as the most frequently used corrective feedback types. It is commonly in line with previous research that the use of those method can help the students to improve their writing. The finding proved direct corrective feedback, metalinguistic corrective feedback, focused and electronic feedback as the most frequently used corrective feedback types. It is commonly in line with previous research that the use of those method can help the students to improve their writing.

The first type of written corrective feedback is direct corrective feedback. From the analysis done by the researcher, the advisors not only cross out and circle the error form, but the advisor also showed the correct form of the students' mistakes. In direct corrective feedback, the advisor usually crosses out unimportant word, phrase, or morpheme, inserts a missing word, and writes the correct form next or upper the wrong word. It is same as one of previous studies mentioned in chapter II. The research of Mubarak (2013) shows students prefer their teachers to correct their errors on the scripts instead of underlining them because they believe it is easier for them to understand the nature of the errors corrected. Therefore, there are many ways in giving direct corrective feedback, such as crossing and circling the errors, and also providing the correct forms.

Other types of WCF applied by the advisor is indirect corrective feedback. The use of indirect CF is lower than other types, it is surprisingly different with the other previous study which shows the beneficial of indirect feedback. Like Maleki (2013) stated in his research that the group of indirect feedback acted significantly better than the other two groups, than he claimed and believed that his research finding are harmony with several other studies which claim that the indirect error correction causes either more or equal levels of accuracy in the long run (Lee, 2009; Robb et al., 1986). They believe, coding the error types may be slower for teachers than just underlining and correcting.

However, the result of this study shows the indirect corrective feedback is rarely used by the advisor. The Advisors' preferences regarding indirect corrective feedback scored (17%) were lower than their preference regarding direct corrective feedback (75%), metalinguistic corrective feedback (67%), focused feedback (67%), electronic feedback (75%). The advisor's preferences for not using indirect corrective feedback because they believe that there was nothing improvement to the student's writing because they do not know how to change and what to do if their advisor just circle the words.

The other type of written corrective feedback is metalinguistic corrective feedback. Metalinguistic corrective feedback refers to the feedback in explicit comment on the targeted errors or in a form of a linguistic clue. It indicates that when the students make an error, they are provided a clue on how to correct the error one. On the questionnaire, 67% of the advisors are used metalinguistic corrective feedback, it contradicts with the application on correcting the student's draft. Just a few of advisor were admitted that they used metalinguistic corrective feedback. Advisor 3 believes metalinguistic CF will make the students to work harder in identifying the advisor's want, but he believes If the student already knows the academic writing, it will be easier for them to revise the advisor correction and build their awareness of making mistake in the future. It is harmony with the study conducted by Ellis (2013) that metalinguistic developed their awareness of the rule and they were able to use it in revising their original text.

Next type is focus feedback, the focus of feedback is classified into two kinds that are focused feedback and unfocused feedback. On the result of the analysis, there are also focused and unfocused feedback appeared on some of twelve research draft. Mostly, the advisor applied unfocused feedback to comment on some statements or word that were unclear and confusing. For instance, the advisor 2 correct the student-2 starting from the introduction which should really connected to each other, whether the problem statement formulated also should connected to the instrument that they will use and it that is also related to the underline theory they quote. The SV2 also check the student's grammar on their draft like use of suffix and prefix and so ford.

From those cases, it can be concluded that the advisor was focusing her feedbacks on the content and grammar of student's research draft. The teacher also gave feedback on some aspects of research draft, such as footnote and how to make citation. It means that the advisor applied unfocused feedback.

The fifth feedback is electronic feedback. Electronic feedback also mostly used by many advisors. In this current study appeared two kind of e-feedback. There was online application called Grammarly, and emailing. Grammarly used by advisor-4 to check the student's grammar and sentence error before they came to the first guidance. So. Grammarly as a prove reading needed by advisor-4. On the other hand, emailing also used as sending student's draft to the advisor's email. An advisor-11 who supported e-feedback (emailing) also felt that emailing can be easily organized. The possibility of misplacing papers would be unlikely, so was carrying around papers. He also commented that he wanted to use less paper to their students, the students should not print out their paper for just small mistake that west their time and their money. In that sense, he also noted that he felt secure.

The last is reformulation, in this current study surprisingly appeared one phenomenon, the advisors' preferences on reformulation feedback were very lowest than other types of feedback. In finding, reformulation feedback was applied by one advisor that was advisor 2, but it turned out to be another option when she was interviewed. So, it can be defined that the use of reformulation never be applied by all advisors in correcting their student's draft. The advisor's unwillingness to use reformulation doe to several reasons; firstly, most advisor do not know what the reformulation is. Secondly, providing native speaker to reworking the student's draft were hard for advisors.

The Impact of Thesis Advisors' Corrective Feedback on Their Student Advisees

In order to answer research question 2, the impact of written corrective feedback had been investigated. At the beginning of the study, the advisors and students had been asked question regarding which types of feedback they preferred and what the impact of it. Students were also asked how they felt about the feedback they had received in an interview. Although the majority of students were either positive or neutral regarding the feedback they have received. Nine (75%) of the students expressed that they will be a better writer if their advisor corrects all their errors in their draft. As Mubarak (2013) stated that using the teacher feedback can improve the student's writing. Therefore, providing correction by the advisor is also useful in raising the student's awareness of their errors.

Corrective feedback also known as grammar correction (Truscott, 1996), The issue of grammar also raised on the finding. Six of the students felt discouraged to write freely if their advisor focused on grammar. In contrast, other survey seen contradicted with the result above. Seven of the students agree and three strongly agree that through written corrective feedback by their advisor can help them to learn about English grammar. It means, even though the students do not like grammar too much, but they believe written corrective feedback by their students will build their awareness on grammar mistake. However, Ferris and Truscott have been suggested to the teachers and practitioners should look seriously and more in-depth at the case of grammar correction.

Finally, written corrective feedback plays an important role on the students to write their draft as good as possible. More than half of the students were felt confident that WCF affect or has impact to their draft. This is harmony with the previous study by Evans et.al (2010) with their research entitle "Written corrective feedback: Practitioner's Perspective" state that corrective feedback has an impact to the learner achieve of linguistic accuracy.

The Students' Responses After Receiving Written Corrective Feedback

This section mentioned what the student's response toward written corrective feedback. Feedback can be selected as a means of helping students to make revision and make improve their writing skill. From the data, the researcher knew that the use of written corrective feedback was very useful in guiding the student's writing. According to Radecki and Swales (1988), it is important for teacher to provide feedback since a research on student attitudes towards feedback has found that many students do want the errors in their writing to be corrected and may be frustrated if this does not happen. It can be concluded that many scholars and researchers agree that feedback is essential and has a positive effect on students' writing.

Lightbown and Spada (2006) define corrective feedback as an indication to the learners that his or her use of the target language is incorrect. Therefore, advisor's written corrective feedback should help the students to improve their writing. moreover, Cohen (1990) states that in order written feedback result in the positive effect, he presents some conditions which are needed. One of them is that the feedback should be clear.

The feedback would be more understandable if the students can decipher the handwriting of the advisor or understand the comment or symbol that the advisor is likely to use. On the result finding, many students believe that the advisor written feedback was legible, that is corelated with the student's understanding of advisor comment.

The students who had positive perception, they could improve their writing skill and keep learning. But, when the students had negative perception, they ignore their advisor written feedback, did not read, did not revised they could not improve their writing skill. On the correct study, all the participant had positive perception. More than half of the students felt satisfied when they able to correct or circle errors given by their advisor.

Finally, the students considered that the use of written corrective feedback was helpful for them in revised their draft. The students also believed that the feedback from their advisor helped them to organize their idea because most of students wanted their advisor focused on content and idea of their draft.

CONCLUSION

Based on the research findings and discussion, several conclusions can be drawn.

Out of six types of written corrective feedback provided by Ellis (2007), five types of WCF were used by the advisor in supervising the student's research thesis. The five types of WCF were direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focus feedback and electronic feedback. The advisor mainly used the direct and electronic corrective feedback in their student's draft and almost all their feedback was unfocused feedback.

From another point of view, the advisor's preference on using indirect written corrective feedback very low. This caused the student got confused to the advisor feedback, sometimes they do not know what to do if their advisor just gives the code on their draft. It has been explained before on the chapter two where (Pariyanto 2017) stated that indirect CF may be inappropriate for students with limited knowledge of linguistics as they might not understand why they produced the errors and they might not know the location of the errors.

The last type of WCF is reformulation. Reformulation feedback refers to a strategy of correcting an error when a native speaker reconstructs a second language writer's text to make it sounds nativelike. As current study, this type of feedback never be applied by all respondent. The reasons are the advisor do not know much about reformulation and providing native speaker to reconstruct the student's writing maybe hard for them. Therefore, from the six types of written corrective feedback, only four types were always used by the advisor and each types of feedback have an impact and respond from advisee.

Although the majority of students were either positive or neutral regarding the feedback they have received. But they believe that they will be a better writer if their advisor corrects all their errors in their draft. Another impact of written corrective feedback was the student felt confident after receiving WCF from their advisor. Moreover, with providing WCF by advisors the students can be more aware to their mistake in writing their research thesis.

As a result, the student's response to the different types of WCF and the impact of it were positive. The students can easily understand the advisor's comment because they explained explicitly and their written feedback was legible. Finally, the students considered that the use of written corrective feedback was helpful for them in revised their draft.

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