

LECTURERS' CHOICE AND STUDENTS' PREFERENCES IN WRITING  
CORRECTIVE FEEDBACK TYPES OF IAIN KEDIRI

THESIS

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as the result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

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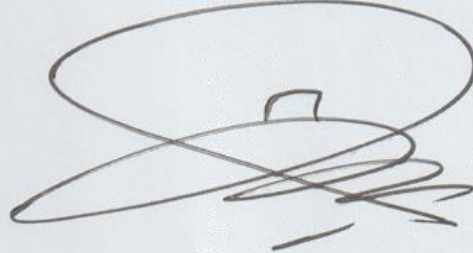
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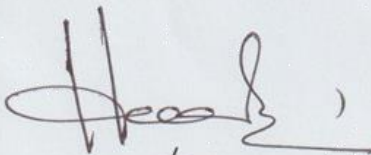
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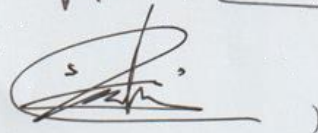
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Setelah diperbaiki materi dan susunannya, kami berpendapat bahwa skripsinya telah memenuhi syarat sebagai kelengkapan ujian akhir Sarjana Strata Satu (S – 1).

Bersama ini saya lampirkan berkas naskah skripsinya, dengan harapan dalam segera diujikan dalam sidang Munaqosah.

Demikian agar maklum dan atas kesediaan bapak, kami mengucapkan terima kasih.

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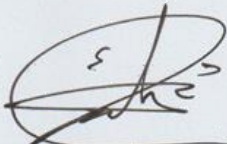
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**MOTTO**

*Life before Death*

*Strength before Weakness*

*Journey before Destination*

*By: Brandon Sanderson*

## DEDICATION

*With all of my love, I dedicate this thesis to:*

- *My dearest and beloved father M. Alamin and my Alipah who never stop motivating me and always pray for me. Thanks for your loving, blessing, praying and finance, so your daughter can finish this study.*
- *My sister Riza Umami Asdah who always give me an advice to be the good person. Thanks a lot for everything.*
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- *All of my friends at English Education Department, in IAIN Kediri, thanks a lot for everything, good luck and never give up!*



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At last, the author realizes that this thesis is still has many weaknesses. The suggestion and criticism for the author are very expected. Hopefully this thesis can be useful for us and become the input for the parties in need.

Kediri, May 5<sup>th</sup> 2019

Researcher

## ABSTRACT

Sari, Diah Ayu Kartika. 2019. *Lecturers' Choice and Students' Preferences in Writing Corrective Feedback Types of IAIN Kediri*. English Department, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisor: (I) Dr. Sri Wahyuni, M.Pd and (II) Drs. Agus Edi Winarto, M.Pd.

Key Word: lecturers' Choice, Students' Preference, Writing Corrective Feedback.

Feedback is one of the ways for lecturers to correct the students' errors. Most of students make errors in their writing. Writing is one of language skill that should be mastered. The way lecturers correct the students' error might increase the students' writing skill. The aim of this study was to investigate students and lecturers' preference of four types of feedback: 1) direct corrective feedback, 2) indirect corrective feedback 3) focused corrective feedback, and 4) unfocused feedback.

This study employed survey research as the research design. The study was conducted with 55 students and 5 lecturers at IAIN Kediri. The population of this study is students and lecturers of English Education Department of Islamic State Institute (IAIN) Kediri. The students who participated in this study had passed the examination for Thesis Proposal Writing & Seminar. Currently, they are conducting thesis writing. They have already studied English for 7 terms. The data were collected through questionnaire.

The results showed that students' preferences and lecturers' choice on WCF type were compatibility. The data demonstrated that direct corrective feedback was preferred by the lecturers and students. The students also preferred unfocused feedback to focused feedback. The study suggests that lecturers ought to pay attention to the learners' level of proficiency while giving feedback. In addition, it is worthwhile for lecturers to provide more direct feedback to accommodate students' preferences for all the errors that students' make.

## TABLE OF CONTENTS

DECLARATION OF AUTHENTICITY .....	i
APPROVAL PAGE .....	iii
RATIFICATION SHEET .....	iv
<i>NOTA KONSULTAN</i> .....	v
<i>NOTA PEMBIMBING</i> .....	vi
MOTTO .....	vii
DEDICATION .....	viii
ACKNOWLEDGEMENT .....	ix
ABSTRACT.....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLE .....	xiii
LIST OF APPENDICES .....	xiv
CHAPTER I INTRODUCTION.....	1
A. Background of the Study .....	1
B. Research Question .....	4
C. Objective of the Study .....	4
D. Significance of the Study .....	5
E. Scope and Limitation .....	5
F. Definition of Key Term .....	6
CHAPTER II REVIEW OF RELATED LITERATURE .....	7
A. Students' writing error in a classroom .....	7
B. Efficacy of written corrective feedback .....	8
C. Types of corrective feedback .....	9
D. Previous Study .....	13
CHAPTER III RESEARCH METHOD .....	15
A. Research Design.....	15
B. Population and Sample of the Research.....	16
C. Instrument of the Research .....	17
D. Data Collection .....	18

E. Data Analysis .....	18
BAB IV RESEARCH FINDING AND DISCUSSION.....	19
A. Research Finding .....	19
B. Research Discussion .....	29
BAB V CONCLUSION.....	32
A. Conclusion .....	32
B. Suggestion.....	33
BIBLIOGRAPHY .....	34
APPENDICES .....	37

## **LIST OF TABLE**

- 4.1 The average of student's preference in WCF type
- 4.2 Students' Direct feedback percentage
- 4.3 Students' Indirect feedback percentage
- 4.4 Students' focused feedback percentage
- 4.5 Students' unfocused feedback percentage
- 4.6 The average of lecturer's choice in WCF type
- 4.7 Lecturers' Indirect feedback percentage
- 4.8 Lecturers' Indirect feedback percentage
- 4.9 Lecturers' focused feedback percentage
- 4.10 Lecturers' unfocused feedback percentage

## **LIST OF APPENDICES**

Appendix 1: Questionnaire of feedback preference for students

Appendix 2: Questionnaire of feedback preference for lecturers

Appendix 3: Data tabulation of students' preference

Appendix 41: Data tabulation of lecturers' choice

Data Konsultasi Penyelesaian Skripsi Pembimbing 1

Data Konsultasi Penyelesaian Skripsi Pembimbing 2

Curriculum Vitae

Documentation

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the study, the statement of the problem, the objective of the study, the significance of the study, the scope and limitation of the study, and the definition of the key terms.

### **A. Background of the Study**

In the Indonesian context, English becomes a foreign language. Indonesian use English only for communication with people who speak differently. They seldom speak English. In reality, English is considered a foreign language with very limited usage, especially in a classroom setting (Tangkingsirisin & Karla, 2016). Lecturers often find some errors in their students' assignment. However, it is not totally the students' mistakes.

An error is a misunderstanding occurring from incorrect information. Dealing with error, students naturally have their error during the learning process (Tasdemir & Arslan, 2018). From the errors, students learn many things that can involve their knowledge. The role of a lecturer is very important in this regard. The lecturers can improve the ability of their students through their mistakes. In treating the students, the lecturer must provide the most effective feedback. It will make the students understand their mistakes and give good progress for students

In recent years, many studies talked about corrective feedback (Liskinasih, 2016; Tangkingsirisin & Karla, 2016; Tasdemir & Arslan, 2018; Siau, 2018).

These cases are still debatable among the researchers. Most lecturers give their students' feedback in many ways (Tangkingsirisin & Karla, 2016). Lecturers gain their students to be more aware of their error by giving explicit CF. Sometimes, lecturers get the students' error without giving some marks for the errors. In other hands, most students cannot understand the lecturer feedback for their errors.

In giving the feedback, Tasdemir & Arslan, 2018 stated that lecturers must consider properly the situation and the condition. For the example, the timing in giving feedback, a lecturer should consider whether it should be immediate or delayed feedback, and whether to give in a group or individual feedback or should be oral or written feedback. Based on Evan & Waring (2011) every student has their own feedback preference. It may be caused by from some factors such as gender, age, environment, etc. In Classroom Language Teaching (CLT), each of the students may get a different understanding in receiving the lecturer explanation.

Recent studies showed that the lecturers usually employed all of the types of corrective feedback to treat all of the errors (Liskinasih, 2016). But, they have dominant types of corrective feedback for treating the students' error. While Siau (2018) stated that oral corrective feedback, didactic and recast are used the most in conversation class. For the written corrective feedback (WCF), Thai university students tend to have direct corrective feedback than indirect corrective feedback (Tangkingsirisin & Karla, 2016).



English has four skills such as speaking, listening, reading and writing. Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002 as cited in Utami, 2014). The stages of writing are planning, drafting, revising, and final drafting (Harmer, 2017 as cited in Utami, 2014). The process of writing takes them to be a better writer. Students should step on the process of writing. It is because writing skill becomes one of the skills that students should master well. The need to express their opinion in the literary societies into their writing is very important (Tangkingsirisin & Karla, 2016).

Most of the students have problems in their writing. Nanda, Inayah, and Gani (2016) stated that most student errors are found in grammatical error and the lowest in the organization. Inside, students get some problems in the cohesion and coherence of EFL essay writing (Ahmed, 2010). To cover the students' problem, the lecturer can use corrective feedback as one of the ways to improve student future improvement. According to Klimova (2015), feedback plays an important role in any educational process since it can significantly improve lecturers' and students' performance and indicate some key aspects of their performance which can be improved. Ellis, Loewen, and Erlam (2006) categorize three basic types of written corrective feedback, direct, indirect and metalinguistic CF. Direct CF provides the student with the correct form. Indirect CF indicates that an error exists but does not provide the correction. Metalinguistic CF provides some kind of metalinguistic clue as to the nature of the error. Lecturer' practices and students' preferences for writing feedback identified that some types of feedback

work well and others do not (Aridah, Atmowardoyo, and Salija, 2017). Among those kinds of CF types, indirect CF is preferable for most students (e.g Eslami, 2014; Tangkingsirisin & Karla, 2016; Li & He, 2017). Some researchers suggest the opposite (e.g Tasdemir & Arslan, 2018; Aridah et al., 2017; Black & Nanni, 2016) found that direct CF is most preferable for the students.

In light of the above, this study investigates the written corrective feedback preferences of the lecturer and students at a state university in Kediri. An outcome of this study is to explore the lecturer and student preferable corrective feedback on lecturer and student preference in type of written corrective feedback.

## **B. Research Question**

Based on the problem above, the following questions are formulated:

1. What is the most preferable type of written corrective feedback chosen by the students?
2. What type of written corrective feedback is usually used by the lecturers?

## **C. Objective of the Study**

The aims of this study are:

1. To investigate students' preferences for types of written corrective feedback.
2. To investigate lecturers usage of written corrective feedback.

#### **D. Significance of the Study**

The researcher expects that the research can be useful for lecturers, students, and next researchers.

1. The lecturer

The result of this study is useful for an English lecturer. The study helps the lecturer to have more effective feedback in correcting the students' errors.

2. The students

The result of this study is to help the students in receiving the lecturer feedback easily.

3. The next researcher

The result gives the advantage for the next researchers who want to have a research in corrective feedback preference. They can use this research for their guide source.

#### **E. Scope and Limitation**

This study is discussing the types of corrective feedback that is used by the lecturer to correct the students' errors even the students preference in receiving feedback from the lecturer. Three types of written corrective feedback are used in this study. This study concerns the students' and lecturer in a college. This study focused on students writing a thesis. The reseacher limits the study to the lecturers

and students at Department of English Language Education of State Islamic Institute of Kediri.

## **F. Definition of Key Term**

### 1. Written Corrective Feedback

Written Corrective feedback is one of the ways of lecturers used to give some correction or response of errors to gain more achievement of the students. It can also be defined as the input of information for making better creation. Feedback, especially in writing plays important roles in developing students writing skill.

### 2. Lecturer choice

Choice means making decisions between the choices that you have to choose. The lecturer considers the type of corrective feedback in treating the students' errors for better achi

evements. It probably gives the students choose the proper feedback that can be received from the students. The lecturer choice determines the students' development in understanding the lesson.

### 3. Students' preference

Preference means priority among others that receive the satisfaction from it. Students' preference guides them in a good way in developing their knowledge. They can improve their ability through their preferences.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some theories related to this research such as students' writing error in a classroom, efficacy of written corrective feedback, types of corrective feedback and previous study.

#### **A. Students' writing error in a classroom**

Writing is one of English skill that should be mastered for English learners. According to Sokolik and Nunan, 2003 as cited in Nanda et al., 2016, writing is a process that creates a product. The process is where the writer idea is explained through words. Arranging the words into phrase, sentences, and paragraph and become a readable and comprehensible text is the outcome of the process which is a product. Writing is defined as a difficult process. Writing a short paragraph in a foreign language is more complicated than in the first language. Writing in a foreign language considers having more awareness for some particular of foreign language rules (Nanda et al., 2016).

An error is often found in students writing. Students have their errors in various types. Richards, 1997 as cited in Nanda et al., 2016, classifies three sources of error, i.e. interference, intralingual, and developmental. Interference error results from the mother tongue interference. This kind of error becomes the most problem for EFL or even ESL learners. They tend to interference their language to the target language. The second, intralingual error is errors that result from L2 itself. There are 9 cases of intralingual error happened to the university

students (Sari, 2015). The last source is developmental. This error occurs when the learners hypothesize about the target language based on their limited knowledge. From those types of error, some experts classified the students writing problem into six categories such as punctuation, capitalization, inexplicitness, poor organization, spelling and grammatical error (Msanjila, 2005 as cited in Nanda et al., 2016). According to Nanda et al., 2016 Nanda et al., 2016 the highest percentage of writing error made by students was grammatical error and the lowest was in the organization.

### **B. Efficacy of written corrective feedback**

Written Corrective Feedback is a common assessment strategy in the second language classroom, the efficacy of which is an important aspect for lecturers and instructors to consider when making assessment decisions. WCF can be effective in improving the accuracy of L2 writing and several studies have found that there is a positive effect (Bitchener & Knoch, 2009; Ellis, Sheen, Murakami, & Takashima, 2008; Hartshorn et al., 2010; Kang & Han, 2015; Sheen, 2007). Even Truscott and Hsu (2008) found positive effects for corrective feedback in improving error rates in subsequent revisions. However, in more recent studies, much of the debate has centered on the variables which may influence the effectiveness of feedback, including feedback types, learner proficiency, and learner setting, among others.

### **C. Types of corrective feedback**

Two versions of a typology of written corrective feedback are presented by Ellis (2009) and Sheen (2011) respectively. Ellis gives his version of the typology divided into six categories (focused/unfocused corrective feedback included) and makes a division between e.g. direct corrective feedback and metalinguistic corrective feedback whilst Sheen takes on a different approach merging e.g. the direct and the meta-linguistic forms into the direct metalinguistic written correction. The contents are therefore about the same, but the categorization is different. The mutual intention, however, of their typologies is the charting of types of feedback used by practicing lecturers.

According to Eliss (2009), six basic strategies for providing written CF can be identified, with a number of options associated with some of them.

#### **1. Direct CF**

Direct feedback is the feedback provided by the lecturer by showing the correct form of language. Direct CF has the advantage that it provides learners with explicit guidance about how to correct their errors. This is clearly desirable if learners do not know what the correct form is. However, a disadvantage is that it requires minimal processing on the part of the learner and thus, although it might help them to produce the correct form when they revise their writing, it may not contribute to long-term learning. Ferris (2011) claimed that direct correction of an error by the lecturer led to more correct revisions (88%) than indirect feedback (77%).

## 2. Indirect CF

Indirect CF involves indicating that the student has made an error without actually correcting it. This can be done by underlining the errors or using cursors to show omissions in the student's text or by placing a cross in the margin next to the line containing the error. 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.

### a. Indicating and locating the error

This takes the form of underlining and use of cursors to show

### b. Indication only

This takes the form of an indication in the margin that an error or errors have taken place in a line of text.

## 3. Metalinguistic

The lecturer provides some kind of metalinguistic clue as to the nature of the error. This concerns whether the lecturer attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options

### a. Use of error code

Lecturer writes codes in the margin (e.g. ww<sup>1</sup>/<sub>4</sub>wrong word; art<sup>1</sup>/<sub>4</sub>article). This takes the form of underlining and use of cursors to show



b. Brief grammatical description

Lecturer numbers error in text and writes a grammatical description for each numbered error at the bottom of the text.

4. Focus and Unfocused CF

This concerns whether the lecturer attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options

a. Unfocused CF

Unfocused feedback is viewed as "extensive" feedback as it deals with multiple errors while focused feedback deals with specific errors to be corrected and ignores other errors (Ellis, Sheen, Murakami, & Takashima, 2008). Unfocused feedback refers to a normal practice in teaching writing in which the lecturer correct all the errors in students' paper and it is an extensive correction because it responds to various types of errors rather than one type.

b. Focused CF

According to Ellis (2009) in focused feedback provision, the lecturer is selective about what specific element(s) of language he or she has to comment on or correct while in unfocused feedback provision, the lecturer attempts to comment on all aspects of language performance or correct all of the noticed students' errors. Focused feedback refers to the selection of certain types of errors and ignores. The effect of focused feedback on ESL learners' acquisition of

articles and the results revealed that written corrective feedback which focused on a single linguistic feature improved learners' accuracy of article use, especially when the lecturer gave metalinguistic feedback

#### 5. Electronic Feedback

Extensive corpora of written English (either carefully constructed or simply available via search engines such as Google) can be exploited to provide students with assistance in their writing. This assistance can be accessed by means of software programs while students write or it can be utilized as

#### 6. Reformulation

Another way of providing feedback on students' writing is to reformulate a part of the students' writing where there is an error. A typical method for giving feedback is reconstruction. This involves native speakers to provide feedback, so it cannot be used in those places where there are no native speakers. The native speaker rewrites the learners' text in a native-like version without any change in the students' ideas

From those types of written corrective feedback, this study employs three types of corrective feedback which included direct feedback, indirect feedback, and focused and unfocused feedback. Some of the types of corrective feedback are not supported to use in this research. Electronic feedback is rarely used by the lecturer. It is because sometimes the institution or school facilities are not supported.

#### **D. Previous Study**

Students and lecturer may have a different preference for written corrective feedback. The previous study indicates the gap between lecturers' and students' opinion about who should correct written errors in students work. A majority of students who responded to the statement that it was the lecturer's duty to correct all errors partly agreed with the point. On the contrary, a majority of lecturers totally disagreed that it is their duty to correct all errors. Only a few students who partially agreed with the statement, still believed in collaborative participation when they asserted that a lecturer is there to guide the students, but not to do everything for them. Both lecturers and students strongly recommended wrong or irrelevant answer to receive the highest attention when it comes to CF. Both respondents also agreed that the wrong tense used, wrong verb form, and Concord (subject-verb-agreement) should also receive great priority for CF (Shipale & Kangira, 2017).

Recent studies have emphasized the research about written corrective feedback preference. Aridah., et al (2017) conducted the research in the University of Makasar. The result showed that direct feedback is the most preferred among lecturer and students, but from the data gotten indicate that lecturer provide the CF less than students expect. Another research also indicates that students prefer to get direct corrective feedback (Tangkiengsirisin & Karla, 2016., Nanni & Black, 2016). Tangkiengsirisin & Karla, 2016 experiment research shows that the group who receive direct corrective feedback get better improvement than the group who receive indirect corrective feedback. On the

contrary, indirect corrective feedback is the most preferred for some EFL learners and lecturer in China (Li & He, 2017). The same preference is on Thai lecturers which prefer indirect CF in giving the students feedback (Nanni & Black, 2016). In addition, Elam (2016) said that indirect CF now becomes the most advocated form because it requires students metacognitive skill and learners inquire. Eslami (2014) stated that there is no significantly different impact between direct and indirect corrective feedback in increasing students writing accuracy.

## **CHAPTER III**

### **RESEARCH METHOD**

The research method is one of the important things in doing a research. The way the researcher conducts the research in collecting the data is explained in this chapter. This chapter discusses the research design, the population and sample of the research, the instrument of the research, the data collection, and the data analysis.

#### **A. Research Design**

Quantitative method is used in this study. The characteristics of quantitative method are describing a research problem through a description of trends; collecting numeric data from a large number of people using instruments with preset questions and responses; analyzing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research (Creswell, 2012). There are some types of quantitative method such as experimental design, Ex Po Facto design, correlation design, survey design, etc. The research problem is about the lecturers and students preference in written corrective feedback.

Based on the research problem, survey design is the appropriate design used for this research. This study employed survey design in conducting the research. A survey design is to investigate people's beliefs, opinion, behavior and preferences (Ary, Jacobs, Sorensen, & Razavieh, 2010). This design was addressed to describe lecturer and students corrective feedback preference.

According to Creswell (2012) survey design is a procedure in quantitative research in which the researcher describes the attitudes, opinions, behaviors, or characteristics of the sample from the entire population. The researcher collected a quantitative data using questionnaire and statically analyzed the data to describe the response from the participants. A questionnaire is applied in this research to discover the students and lecturers' preference in written corrective feedback.

### **B. Population and Sample of the Research**

A population is a precise group of people that possess the characteristic that questions in a study (Ary, et al., 2010). The population of this study is students and lecturers of English Education Department of Islamic State Institute (IAIN) Kediri. The students who participated in this study had passed the examination for Thesis Proposal Writing & Seminar. Currently, they are conducting thesis writing. They have already studied English for 7 semesters. The lecturers who participated in this study are an advisor for the students who take thesis writing. They have already become an advisor of thesis writing lately. There are 163 students and 14 lecturers of the population.

A sample is a subset of a population. In taking the sample, this study employed a convenience sampling technique. The participant was voluntary participated in this survey. The reason for choosing this kind of sampling is to collect the data from all population in a sincerely way. The participant was willing to participate in the research without any compulsion. Another reason was to get

the original and accurate data from the participant. There are 55 students and 5 lecturers joined in this research.

### **C. Instrument of the Research**

An instrument is a tool to get the data. In survey research, there are two basic types in gaining the data interview, and questionnaire (Ary et al., 2010). A questionnaire was used in this present study. A questionnaire is a set of questions which sent to all the members of the sample group, who record and return their responses to the questions. There are 2 designed of questionnaires (see Appendix 1 & 2) in the form of feedback scale in this research. The questionnaire is adopted from Aridah et al., (2017). According to Aridah et al., (2017), the questionnaire was constructed by considering the theories regarding the characteristics of certain types of written corrective feedback. The questionnaire represents some types of feedback such as direct, feedback, indirect feedback, focused and unfocused feedback. The questionnaire is the form of English language. It is not translated into Indonesian because the students had already studied English for about 3 years. The questionnaire consists of 10 items for both lecturers and students and each item spread into 4 options. The participants were guided to rate of the four options. The scale range is 1 to 4, 1 is for the least preferred and 4 is for the most preferred item. The highest score indicated the most preferred feedback that was chosen by lecturers and students.

#### **D. Data Collection**

In collecting the data, a questionnaire was used. The questionnaire was distributed into a paper-based. Paper-based is spread to the lecturers and students. The students who participate in this study were having consultation with their advisor. The researcher joined them and spreaded the questionnaire to the students. Before filling out the questionnaire the participants got explanation about the questionnaire and haw to fill it out. For the lecturers, the researchers made an appointment before giving the questionnaire paper. The lecturers who joined in this research gave their time after doing consultation with their students. The researcher joined with the students who had consultation while getting the data for the observation.

#### **E. Data Analysis**

The data was analyzed using computation analysis. To find out the percentage and the mean, a tally system was used for analyzing the obtained data from the questionnaire. Calculating the means score to determine the profile of the students' preferences and the profile of lecturers' feedback in general. Ms. Excel and Statistics Package for the Social Science (SPSS) the version of 22 were used for calculating the data. Ms. Excel was used to calculate the average score while SPPS was used to calculate the percentage and the frequencies. The highest score means the most preferred one for the students and the most frequently used for the lecturers.