



STUDENTS' PREFERENCES OF THE RESEARCH PROPOSAL WRITING FEEDBACK

by

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Abstract:

Students' feedback preferences are essential in the research proposal writing process. This research aims to reveal the students' preferences toward the supervisor has written feedback and the types of written feedback provided by the supervisors in the students' research proposal in terms of the error correction feedback and the comment feedback. This research employed a mixed-method design. There were 39 samples chosen purposively to gain the quantitative data and 16 documents chosen from five random students to gain the qualitative data. Based on the data analysis, the type of error correction feedback and comment feedback preferred by the students respectively are the direct error correction feedback with the score of 155 (38,46%) and the directive comment feedback with 293 (22,37%). Besides, the type of error correction feedback and comment feedback provided by the supervisors respectively are the direct error correction feedback with 79 (51,97%) scores and the referential comment feedback with the scores of 206 (63,00%). This study implies that various feedback should address the students' preferences and learning styles since the outputs are their academic writing achievement.

Keywords: Preferences, Research Proposal, Written Feedback

INTRODUCTION

Many scholars have reported their studies on writing feedback; however, few have reported feedback on research proposal writing. Prior studies reported various feedback on writing in many angles (Firza & Aisiah, 2019; Razali & Jupri, 2014; Sermsook, Liamnimitr, & Pochakorn, 2017). Henceforth, the current paper fills the gaps of the previous studies. There objectives are to investigate 1) the types of error, 2) preference feedback, 3) types of correction feedback by supervisors, and 4) types of comment feedback provided by supervisors. The expected outcome is projected to be the author contribution to scholars in the current topic.

In English Language Teaching, the application of feedback is very important. It helps students to know what is not yet understood, boost their confidence and help them to understand the mistakes and fix it. Silver & Lee (2007) confirmed in their study that teacher written feedback is crucial for ESL students' revision process as it helps to pinpoint their strengths and weaknesses.

In addition, feedback is a response toward someone's performance. Nicol & MacFarlane-Dick (2006) said that feedback can be defined as a trouble-shooter of the students' accomplishments which is provided by the teachers. In the learning process, feedback is a response toward students' work or practice so that they can produce a better outcome. In terms of writing, feedback is defined as a written response related to the student's written product. It comes in the form of written corrections, comments or marks (Ferris, 1995; Ferris, 1997; Ellis, 2009; Adrefriza & Fortunasari, 2020).

Moreover, written feedbacks are available in many types. Ellis (2009) stated that for linguistic error correction, the types of feedback are classified into direct feedback, indirect feedback, and metalinguistic feedback. direct feedback is defined as feedback that directly provides the students with the correct form of the errors. Meanwhile, indirect feedback is defined as feedback that only indicates or shows the place of the errors to the students without providing the correct form of the error. Metalinguistic feedback itself is error feedback that identifies the errors using abbreviated labels for different kinds of errors. The examples of the error correction feedback can be seen in Table below 1

Table 1 Types of error correction feedback

Feedback	Example
Direct	a a the A dog [^]stole bone from [^]butcher. He escaped with having [^]bone. Over a a saw a When the dog was going through [^]bridge over the river he found dog in the river.
Indirect	A dog X stole bone from X butcher. He escaped with X having X X bone. When the dog was going X through X bridge over X the X river he found X dog in the river. X: Missing word X..... X: Wrong word
Metalinguistic	art. art. WW art. A dog stole bone from butcher. He escaped with having bone. When the prep. art. art. WW art. dog was going through bridge over the river he found dog in the river.

Source: Ellis (2009)

In further, Ferris (1997) stated that, for many teachers, handwritten commentary on the students' draft is a primary response method. According to the language function of the feedback, By following Ferris (1997), Kumar & Stracke (2007) distinguished the feedback into referential feedback, directive feedback, and expressive feedback. Adrefriza & Fortunasari (2020) argues that referential feedback is a message/feedback which shows the lecturers' information; directive feedback is signals of the supervisors' direction, for the students, to do something; and expressive feedback is the feedback that reflects the lecturers' feeling. Recently, Basturkmen et al. (2014) developed the type of comment feedback based on Kumar & Stracke (2007). The classification of feedback based on Basturkmen et al. (2014) can be seen in Table 2 below

Table 2 Types of comment feedback

Feedback	Category	Example
Referential	Providing information	I don't think your findings support the theory as defined
	Providing correction including reformulation	Script: <i>collected during communicating with interviewees</i> Correction: <i>collected during the interviews</i>
Directive	Eliciting information	Other than what? Have you said who this is?
	Eliciting clarification or confirmation	Relevant? In your study or the research, you discuss here?
	Suggesting what to do	I don't think your findings support the theory as defined. I think this is an opportunity for you to qualify the theory by pointing out that society as a whole is not engaged.
	Telling what to do or not to do	Delete Include the sample size and content Give an example Explain how you know this was the result Don't lecture the reader - it's a thesis
Expressive	Registering positive response	Good. Cool
	Registering negative response	a The supervisor crosses-out lines or sections on text Exclamation (!)

Source: Basturkmen et al. (2014)

Despite the advantages of feedback, there are some issues of feedback discovered by the researchers. Truscott (2016) stated that written corrective feedback may be harmful, ineffective for SLA and should be abandoned altogether. Yunus (2020) also found that the

students have difficulties after receiving feedback from their teacher that included illegible handwriting, unclear explanation, and implicit correction. In addition, Aridah et al. (2017) said that the papers which returned with red marks and notes all over the papers may discourage the students. Additionally, previous studies found that the given feedback may bring a negative impact to the students. Taggart & Laughlin (2017) said that the students' expressions of negative moments often reflected hierarchically into disrespect and confusion. Razali & Jupri (2014) argue that the teacher's written feedback that is too vague and too general could be confusing to the students, while too much criticism on errors could demotivate the students to revise. These reasons above are creating preference-based beliefs (Aridah et al., 2017).

Feedback preference is a favorable feeling related to certain feedback. Many researchers believed that the differences in the students' and the teachers' feedback preferences are one of the main gaps to providing effective and optimal feedback (Paterson et al., 2020; Chokwe, 2015; Aridah et al., 2017). Teachers should prepare to vary who, when and how they correct the feedback along with the cognitive and affective needs of the individual learner (Ellis, 2008).

Furthermore, writing a research proposal for a thesis is an activity of writing by using a scientific and systematic way. It aims to find, prove, and develop specific knowledge. Further, it purposefully plans and evaluates something to convince the readers and make them believe in the solution that is offered by the researcher (Gay, Mills, & Airasian, 2012). Yet, many students were found to make errors and mistakes along the process of research proposal writing. According to Firza & Aisiah (2019), it is found that errors occur in the scientific paper was mostly related to the written systems (letters, words and sentences) and contents. Sermsook et al., (2017) also found that the inter-lingual interference, intra-lingual interference, limited knowledge of the English grammar and the vocabulary, and the carelessness of the students were found to be the major sources of the errors. Moreover, Brown (2007, as cited in Dwihandini et al., 2013) formulated the factors which affect the undergraduate students' difficulties in writing a thesis in English included the psychological factor, the socio-cultural factor, and the linguistic factor. Due to those reasons, the supervisors should find the appropriate strategy to deliver the written feedback. Chugh et al., (2021) said that appropriate feedback and a balanced way of giving the feedback to promote the supervisory process to be better is necessary. Thus, effective feedback that is provided by the supervisors gained from the understanding of students' preferences is considered to be important.

Based on the explanations above, the purpose of this research is to reveal the types of feedback in the students' research proposals and the types of feedback provided by the supervisors in the students' research proposals. The following research questions were arranged to guide the study:

1. What are the types of error correction feedback preferred by the English Education Study Program students in their research proposals?
2. What are the types of comment feedback preferred by the English Education Study Program students in their research proposals?
3. What are the types of error correction feedback provided by the supervisors in the students' research proposals?
4. What are the types of comment feedback provided by the supervisors in the students' research proposals?

METHOD

Design

The design of this research was mixed-method research. Mixed method design uses and combines both quantitative and qualitative methods in the research process (Creswell, 2009). The quantitative method was used to find about the types of error correction feedback and the types of comment feedback preferred by the students (question number 1 & 2). Whilst the qualitative method was used to find about the types of error correction feedback and comment feedback (question number 2 & 4). The findings of the quantitative data and qualitative data completed one another to draw conclusion.

Participants

The participants of this research were the last semester students of the English Education Study Program of Universitas Bengkulu academic year 2020/2021. In addition, the sample of the quantitative method was selected by using purposive sampling. Gay et al. (2012) stated that this technique deliberately chose the sample based on some criteria. The criteria used were divided into two criteria as follows: After the filtering process, there were 39 participants to gain the quantitative data of the 76 students. It consisted of 6 students from the 1st stage, 16 students from the 2nd stage, and 17 students from the 3rd stage excluded the researcher. On the other hand, the qualitative data samples were the students' proposal documents. The documents in this research were taken from five students of the total quantitative samples. The total amount of the qualitative data sample that can be gathered was 16 documents.

Instrument

There were two instruments used in this research. The researcher gathered the quantitative data by using a questionnaire and the qualitative data by using Checklist. This recent study classified the feedback into six feedback types. The first categorization which is error correction feedback was proposed by Ellis (2009). It was divided into direct feedback, indirect feedback, and metalinguistic feedback. The second categorization was comment feedback formulated by Basturkmen et al. (2014). It was divided into referential feedback, directive feedback, and expressive feedback. From those feedbacks, the researcher formulated 12 close-ended questions of the questionnaire and 6 classification checklists of feedback.

Data Collecting Technique

There are two types of data collecting techniques. It was separated according to the types of data. The quantitative data were collected by using a survey. The researcher made the survey questions in the form of a Google Form. It was distributed to the students via WhatsApp Application. The data was gathered automatically after the students finished the questions. At the same time, the qualitative data was collected from the students' research proposals. In the beginning, the researcher asked the chosen students about their proposals. While collecting the documents, it is found that the students did online revision along with the pandemic. The missing documents were inevitable because it was revised and saved directly by the students. So, the amount of the research proposal that could be gathered was only 16 documents from five random students. After that, the researcher read the students' proposal to find the data of the feedback types in the students' research proposal. The data were coded carefully and added to the instrument for further analysis.

Data Analysis Technique

In mixed-method research, the researcher organized the report of the procedures into quantitative and qualitative data collection followed by quantitative and qualitative data analysis. Then, in the conclusions or interpretation phase of the study, the researcher commented on how the qualitative findings helped to elaborate or extend the quantitative results (Cresswell, 2009). Based on the explanation, the steps of analyzing the data were divided into quantitative and qualitative data analysis. For the quantitative data analysis, the data were calculated to find the frequency of the students' feedback preference and the response of each category. The findings of quantitative data were linked and interpreted to

the theory of the feedback. At the same time, the qualitative data were analyzed. According to Cresswell (2009), the researcher coded the feedback to build the description/themes and interpreted the findings according to the written feedback theory. To add some points, the data were added to the table checklist for further analysis using Microsoft Excel. It was done to gain the most frequent feedback that was provided by the supervisor in the students' research proposal. Finally, the researcher elaborates and build a discussion of the findings based on the theories. The whole process of citation, either in-text citation or list of references, uses a referencing tool of Mendeley with model offline automatic desktop (Turmudi, 2020).

RESULT AND DISCUSSION

Result

The result included the findings of the following aspects: 1). The types of the error correction feedback preferred by the English Education Study Program students in their research proposal; 2) The types of the comment feedback preferred by the English Education Study Program students in their research proposal; 3) The types of error correction feedback provided by the supervisors in the students' research proposal; 4) The types of comment feedback provided by the supervisors in the students' research proposal. The results of the first and the second aspects are derived from the questionnaires. Meanwhile, the result of the third and the fourth aspects are derived from the document analysis.

1. The types of error correction feedback preferred by the English Education Study Program students in their research proposals

This part will explain the types of error correction feedback preferred by the English Education Study Program students in their research proposal. The form of the error correction feedback is categorized into direct feedback which provides the correct form directly, indirect feedback which only indicates the error, and metalinguistic feedback which identifies the error by using the abbreviated labels of the error. The complete results of the error correction feedback are displayed in Table 3 below.

Table 3 The calculation of error correction feedback preferred by the English Education Study Program students in their research proposals

Error Correction Feedback	Options	Score	Total Score	%
Direct	Strongly Agree	70	155	38,46
	Agree	60		
	Neutral	15		
	Disagree	10		
	Strongly Disagree	0		
Indirect	Strongly Agree	15	129	32,01
	Agree	64		
	Neutral	36		
	Disagree	12		
	Strongly Disagree	2		
Metalinguistic	Strongly Agree	5	119	29,53
	Agree	40		
	Neutral	57		
	Disagree	16		
	Strongly Disagree	1		
Total			403	100

The total accumulation of the error correction score is 403. The above table shows that the scores of the error correction feedback respectively are the direct feedback with the score of 155 (38,46%), the indirect feedback with the score of 129 (32,01%) and the metalinguistic feedback with the score of 119 (29,53%). It can be concluded that the most preferred error correction feedback is direct feedback. It can be concluded that the most preferred error correction feedback is direct feedback.

In further, Table 3 shows the students' responses to the error correction feedback in the students' research proposals. It can be seen that the scores of students' responses of the direct correction feedback respectively are the *strongly agree* option with the score of 70, the *agree* option with the score of 60, the *neutral* option with the score of 15, the *disagree* option with the score of 10, and the *strongly disagree* option with the score of 0. The highest score is the *strongly agree* option. Whilst the lowest option is the *strongly disagree* option. In brief, the score of the direct error correction feedback is 155 (38,46%) of the total scores of students' responses to the error correction feedback.

Moreover, Table. 3 above also shows that the scores of the students' responses of the indirect correction feedback respectively are the *strongly agree* option with the score of 15, the *agree* option with the score of 64, the *neutral* option with the score of 36, the *disagree* option with the score of 12, and the *strongly disagree* option with the score of 2. The highest score is

the *agree* option. Whilst the lowest score is the *strongly disagree* option. In brief, the total score of the indirect correction feedback is 129 (32,01%) of the total scores of students' responses to the error correction feedback.

Last but not least, Table. 3 shows the students' responses toward the metalinguistic error correction feedback. It can be seen that the students' responses of the metalinguistic error correction feedback respectively are the *strongly agree* option with the score 5, the *agree* option with the score of 40, the *neutral* option with the score of 57, the *disagree* option with the score of 16, and the *strongly disagree* option with the score 1. The highest score is the *strongly agree* option. Whilst the lowest is the *strongly disagree* option. In brief, it can be said that the total score of the metalinguistic feedback is 119 (29,53%) of the total scores of students' responses to the error correction feedback.

2. The types of comment feedback preferred by the English Education Study Program students in their research proposals

This part will explain the types of comment feedback preferred by the English Education Study Program students in their research proposals. The comment feedback consists of referential feedback (providing information and providing reformulation), directive feedback (eliciting information, eliciting clarification or confirmation, suggesting what to do, telling what to do, and telling what not to do), and expressive feedback (positive and a negative expression). The result of the preferences on the comment feedback is displayed in Table. 4 below

Table 4 The calculation of the comment feedback preferred by the English Education Study Program students in their research proposals

Comment Feedback	Options	Score	Total Score	(%)
Referential	Strongly Agree	100	293	22,37
	Agree	136		
	Neutral	33		
	Disagree	22		
	Strongly Disagree	2		
Directive	Strongly Agree	295	744	56,79
	Agree	312		
	Neutral	84		
	Disagree	46		
	Strongly Disagree	7		
Expressive	Strongly Agree	100	273	20,84
	Agree	80		
	Neutral	63		

	Disagree	26	
	Strongly Disagree	4	
Total		1310	100

The table above shows the calculation of the comment feedback preferred by the English Education Study Program students in their research proposals. It can be seen that the comment feedback that is preferred by the students respectively are the directive comment feedback with the score of 744 (56,79%), the referential feedback with the score of 293 (22,37%), the expressive feedback with the score of 273 (20,84). In brief, the students' most preferred comment feedback is directive feedback.

Based on the Table 4, the students' responses to the comment feedback in their research proposal. Based on the Table. 2, the score of the students' responses to the referential comment feedback respectively are the *strongly agree* option with the score of 100, the *agree* option with the score of 136, the *neutral* option with the score of 33, the *disagree* option with the score of 22, and the *strongly disagree* option with the score of 2. The highest score is the agree option while the lowest is the *strongly disagree* option. In brief, the score of the referential feedback is 293 (22,37%) of the total student's responses to the comment feedback.

In addition, the table above shows the students' responses to the directive comment feedback in their research proposal. Based on the Table. 2, the score of the students' responses to the directive comment feedback respectively are the *strongly agree* option with the score of 295, the *agree* option with the score of 312, the *neutral* option with the score of 84, the *disagree* option with the score of 46 (6,18), and the *strongly disagree* option with the score of 7. The highest score is the *agree* option while the lowest is the *strongly disagree* option. In brief, the score of the directive feedback is 744 (56,79%) of the total student's responses to the comment feedback.

Last but not least, Table. 4 shows the score of the students' responses toward the expressive comment feedback. The students' responses to the expressive feedback respectively are the *strongly agree* option with the score of 100, the *agree* option with the score of 80, the *neutral* option with the score of 63, the *disagree* option with the score of 26, and the *strongly disagree* option with the score of 4. The highest score is the *strongly agree* option while the lowest is the *strongly disagree* option. In brief, the score of the expressive feedback is 273 (20,84%) of the total student's responses to the comment feedback.

3. The types of error correction feedback provided by the supervisors in the students' research proposals

The types of error correction feedback provided by the supervisors in the students' research proposals were obtained from the documents. Based on the result, it shows that the students had received many kinds of error correction feedback. The kinds of error correction feedback that is provided by the supervisors are divided into direct feedback, indirect feedback, and metalinguistic feedback. The feedback was the direct error correction feedback if the feedback provided the correct form of the error directly. The feedback was classified into the indirect error correction feedback if the feedback only indicated, highlighted, marked, and underlined the error without providing any correction. The feedback is classified into metalinguistic error correction feedback if the feedback was provided in the form of grammatical codes and clues from the supervisor. The result of the types of error correction feedback provided by the supervisors in the students' research proposal is displayed in the Table 5.

Table 5 The calculation of the types of error correction feedback provided by the supervisors in the students' research proposals

Error Correction Feedback	Number	%
Direct	79	51,97
Indirect	64	42,11
Metalinguistic	9	5,92
Total	152	100

According to Table. 5, the total number of the types of error correction feedback provided by the supervisors in the students' research proposal is 152 error correction feedback. The table above also shows that the number of the types of error correction feedback provided by the supervisors in the students' research proposal respectively are the direct error correction feedback with the number of 79 (51,97%), the indirect error correction feedback with the number of 64 (42,11%), and the metalinguistic error correction feedback with the number of 9 (5,92%). The example of the direct error correction feedback can be seen in Figure. 1below

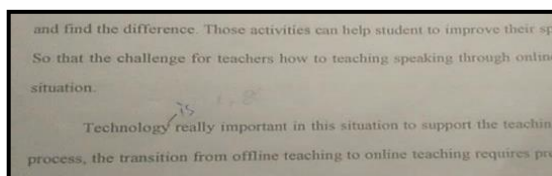


Figure. 1 Direct error correction Feedback (Source: Students 3, Document 1)

Based on Figure. 1 above, it can be seen that the supervisor directly writes 'is' because the sentence needs 'to be' after the subject 'Technology'. The next feedback found is indirect feedback. The example of indirect feedback can be seen in Figure. 2 below

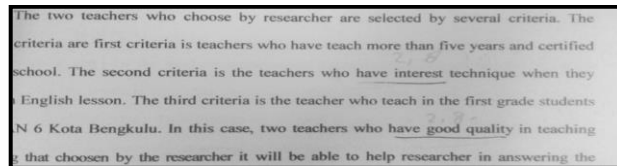
**Figure. 2** Indirect error correction Feedback (Source: Students 3, Document 2)

Figure. 2 above shows that the students made an error in the use of the adjective. The adjective is used to explain the technique of the teacher and the quality of the teacher. Yet, it shows that the supervisor only indicated the error by underlining the error made by the students. Meanwhile, the metalinguistic feedback is the lowest among the other feedback. The example of metalinguistic feedback can be seen in Figure. 3 below

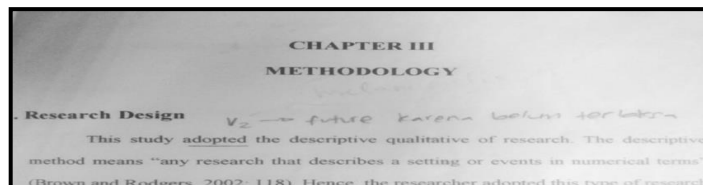
**Figure. 3** Metalinguistic error correction Feedback (Source: Students 5, Document 2)

Figure. 3 shows that there is a students' error in terms of the use of the verb. The abbreviate label 'V2' was found as the indication of the error made by the students. There is also an additional explanation about the symbol which says 'future karena belum terlaksana'. Students are expected to change 'adopted' into 'will adapt' because the methodology in the research proposal is planning that is yet to be done.

4. The types of comment feedback provided by the supervisors in the students' research proposals

The types of comment feedback provided by the supervisors in the students' research proposals were obtained from the students' documents. The feedback is classified into referential feedback if the comment is related to the message which shows the supervisors' information, either providing information or providing reformulation. In addition, the feedback

is classified into the directive feedback if the comment is related to the signals of the supervisor's direction for the students to do something. Last but not least, it is classified as expressive feedback if it includes or reflects the supervisor's feelings in the form of a positive comment (praise or motivational comment) or negative comment (criticism). The result of the types of comment feedback provided by the supervisors in the students' research proposals is displayed in Table. 6 below

Table 6 The calculation of the types of comment feedback provided by the supervisors in the students' research proposal

Comment Feedback	Number	%
Referential	206	63,00
Directive	83	25,38
Expressive	38	11,62
Total	327	100

According to Table 6 above, the total number of the types of comment feedback provided by the supervisors in the students' research proposals is 327 feedbacks. The above table shows that the types of comment feedback in the students' research proposals respectively are the referential comment feedback with the number of 206 (63,00%), the directive feedback with the number of 83(25,38%), and the expressive feedback with the number of 38 (11,62%). In brief, the type of comment feedback in the students' research proposal that is mostly provided is the referential comment feedback. The example of the referential feedback found in the students' research proposals can be seen in Figure 4 and Figure 5 below

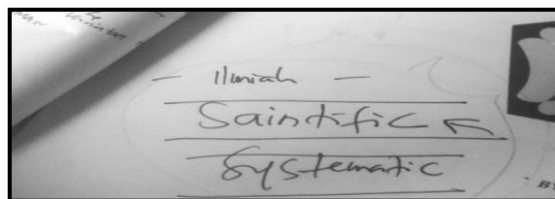


Figure. 4 Referential comment feedback that is categorized into the 'providing information' comment (Source: Student 4, Doc 2)

Figure. 4 above shows that the supervisor gives information about requirements that are needed in a research proposal. The requirements included the scientific and systematic structure of the proposal. Additionally, the example of the comment which provides reformulation can be seen in Figure. 5 below

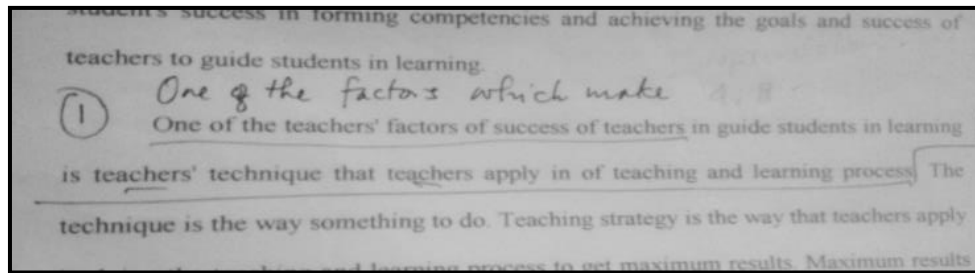


Figure. 5 Referential comment feedback that is categorized into the 'providing reformulation' (Source: Student 2, Doc 2)

Figure. 5 above shows that the supervisor reformulated the sentence 'one of the teachers' factors of success of teacher...' into 'one of the factors which make'. The reformulation was meant to make the sentence more native-like. The next comment feedback found in the students' research proposal is the directive feedback. The example of the directive feedback can be seen in Figure. 6 to Figure 10. below

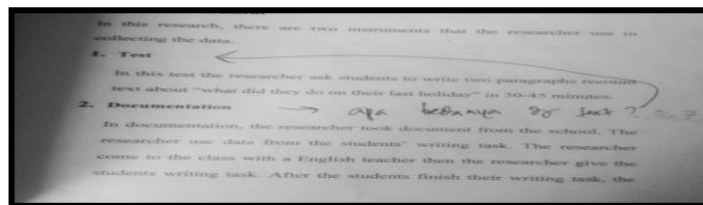


Figure. 6 Directive comment feedback that is categorized into the 'asking for information' comment (Source: Student 4, Doc 1)

Figure. 6 shows a comment asking about the information that was written in the students' proposal. It said 'apa bedanya dengan test? This exists due to the ambiguity of the students' information about the instrument used in the research. Another directive feedback found is displayed in Figure. 7 below

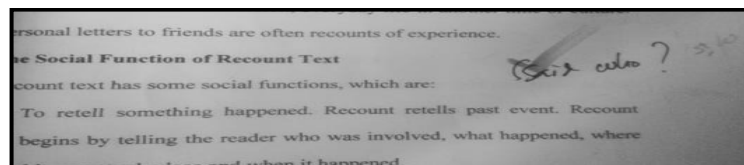


Figure. 7 Directive comment feedback that is categorized into the 'asking for clarification' comment (Source: Student 4, Doc 1)

Figure. 7 shows the supervisor elicit the clarity of the statement used by the students in the research proposal. The comment says, 'said who?' and it is written in the margin. The other directive feedback exists in the students' research proposal displayed in Figure. 8 below

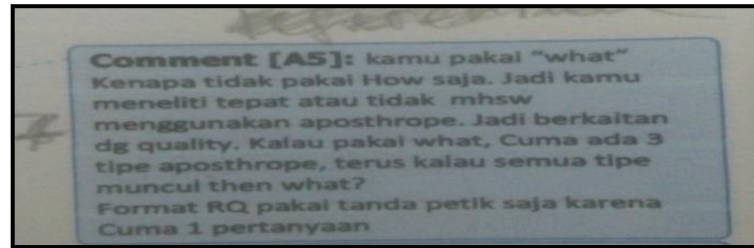


Figure. 8 Directive comment feedback that is categorized into the ‘suggesting what to do’ comment (Source: Student 1, Doc 2)

Figure. 8 above shows that the supervisor suggested that it is better to use ‘how’ rather than ‘what’ in the students' research question. Another example of directive feedback can be seen in Figure. 9 and Figure. 10. below

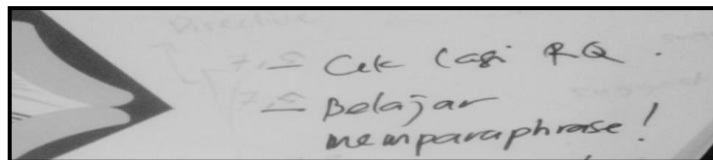


Figure. 9 Directive comment feedback that is categorized into the ‘telling what to do’ (Source: Student 4, Doc 1)

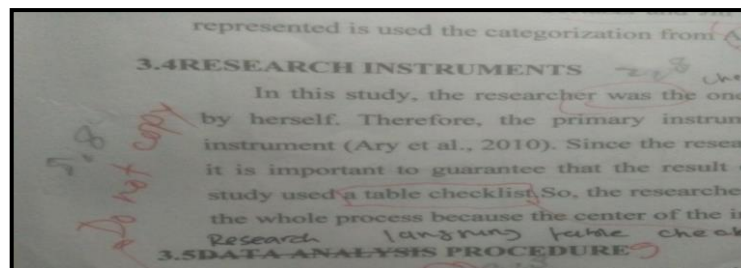


Figure. 10 Directive comment feedback that is categorized into the ‘telling what not to do’ comment (Source: Student 5, Doc 3)

Figure. 9 shows the comment from the supervisor to the students related to ‘what to do’. The feedback says ‘cek lagi RQ’ and ‘belajar memparaphrase’. This feedback vividly shows the lecturer direction to check the students’ research questions and to learn about paraphrasing. Besides, Figure. 10 shows the lecturer comment on what not to do. It says, ‘Do not copy’. It instructed the student that he/she was not supposed to copy the paragraph or sentence directly to their proposal. The least existing comment feedback is expressive feedback. The example of Expressive feedback can be seen in Figure. 11 and Figure.12. below

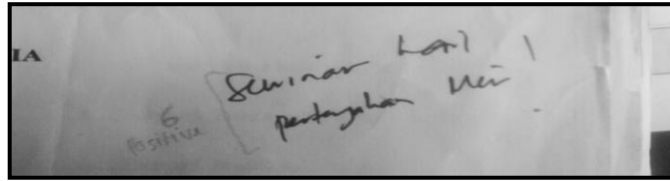


Figure. 11 Expressive comment feedback that is categorized into the ‘positive’ comment
(Source: Student 4, Doc 1)

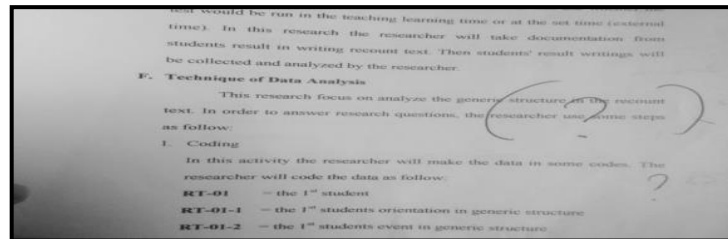


Figure. 12. Expressive comment feedback that is categorized into the ‘negative’ comment
(Source: Student 4, Doc 1)

Figure. 11 shows that the supervisor tried to motivate the students by writing ‘Seminar Hasil pertengahan mei’ or it translated into ‘do the result exam on the middle of mei’. This is obvious that the supervisor tries to give the students target of achievement. This feedback may improve the students’ motivation to do the research. However, Figure. 12 shows a huge and excessive size of the question mark (?) in the student's paper. This exists when the supervisor found an unclear explanation or information in the student's proposal, and it disturbs his/her emotions.

Discussion

This section will present the discussion related to the research results. The part of the discussion is divided into the following aspects: 1). The types of the error correction feedback preferred by the English Education Study Program students in their research proposal; 2) The types of the comment feedback preferred by the English Education Study Program students in their research proposal; 3) The types of error correction feedback provided by the supervisors in the students’ research proposal; 4) The types of comment feedback provided by the supervisors in the students’ research proposal.

Firstly, the result shows that the types of error correction feedback preferred by the English Education Study Program students in their research proposals respectively are the direct feedback, the indirect feedback, and the metalinguistic feedback. It indicates that the students

favor the feedback which provides the correct form of the error directly rather than the other error correction feedback. This is because they probably think that it is more efficient and it is surely correct. The result of the correction feedback confirms the theory from Ellis (2009) which says that the error correction feedback consists of direct feedback, indirect feedback and metalinguistic feedback. She said that the direct corrective feedback is always stated clearly, leaving no room for confusion or doubt. The result of this research is similar to Danial & Idul (2020), Yunus (2020), Tursina et al. (2019), and Aridah et al. (2017) who indicate that direct feedback is the most preferred in terms of the correction feedback. However, the result is different to Irwin (2018), Li & He (2017) and Westmacotat (2017) which found that the students prefer indirect feedback to direct feedback or metalinguistic feedback.

Secondly, the result shows that types of comment feedback preferred by the students respectively are the directive feedback, referential feedback, and the expressive feedback. The findings indicates that the students favor feedback which consist of direction or instruction (e.g., suggesting, telling what to do or not to do) to make their research proposal more cohesive. This result confirms the theory from Kumar & Stracke (2007) which said that the directive feedback is an instruction that asks the supervisee to complete and clarify some sections and ideas of the thesis so that it can be more cohesive. The findings of the research is similar to Sugita (2006) who said that the comments in the imperative form were more influential on revisions than questions or statements and appeared to help the students to make substantial effective revisions.

Thirdly, the result shows that the types of error correction feedback provided by the supervisors in the students' research proposals respectively are the direct feedback, the indirect feedback, and the metalinguistic feedback. It indicates that the supervisors correct the error directly. The supervisor probably knows that in many studies, direct feedback has been frequently indicated as the most preferred feedback. The result confirms the theory which said that the corrective feedback in the students' composition is available in the form of direct feedback, indirect feedback and metalinguistic feedback Ellis (2009). Moreover, Saeli (2019) said that the teachers mostly practice direct feedback due to the students' preferences for the feedback. The finding is similar to Jiang & Yan (2019) which also found that direct feedback is the most frequent error feedback that was found in the students' research proposals.

Last but not least, the result shows that the types of comment feedback provided by the supervisors in the students' research proposals respectively are the referential feedback, the

directive feedback, and the expressive feedback. The finding indicates that the supervisor frequently provided information on the aspect of the research proposal (e.g., content, requirements, language form and organization of the paragraph) and provided reformulation to the students' sentences so that they can be more native-like. The findings confirm the theory from Basturkmen et al. (2014) and Kumar & Stracke (2007) who stated that comment feedback in a research thesis included the referential feedback (providing information or correction), the directive feedback (eliciting asking for information or clarification, suggesting or telling the students about what to do and not to do), and the expressive feedback (registering a positive or negative response). The finding of this research is in line with Kumar & Stracke (2007) and Adrefrizza & Fortunasari (2020) which found that the most frequent feedback found in the students' research thesis is the referential feedback.

CONCLUSION AND SUGGESTION

Based on the result and discussion, it can be concluded that the type of error correction feedback preferred by the English Education Study Program students in their research proposals is the direct error correction feedback. In addition, the type of comment feedback preferred by the English Education Study Program students in their research proposals is the directive comment feedback. Moreover, the type of error correction feedback provided by the supervisors in the students' research proposals is direct error correction feedback. Last but not least, the type of error correction feedback provided by the supervisors in the students' research proposal is the referential comment feedback.

The implication of the research indicated that it is necessary to conduct another research to find out the reason for the preference of the types of feedback in the student's research proposals by using interview.

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