STUDENTS' PREFERENCES OF THEIR THESIS SUPERVISORS'

WRITTEN CORRECTIVE FEEDBACK

THESIS

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THESIS

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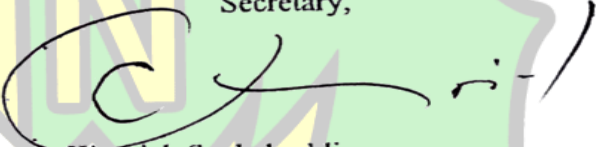19 Dzulqa'dah 1444 H

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Students' Preferences of Their Thesis Supervisors'

Written Corrective Feedback

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 3 Mei 2023

Saya yang membuat surat pernyataan,

Siti Sarah

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

(In the name of Allah the most Gracious the most Merciful)

First of all, all praise is to Allah, the most gracious and merciful. I thank Allah for giving me the strength, health, and chance to finish this thesis entitled **"Students' Preferences of Their Thesis Supervisors' Written Corrective Feedback."** Moreover**,** *shalawat* and *salam* to the prophet Muhammad peace be upon him who has always been the great figure for me to look up to as a muslim.

I would like to express my deepest gratitude to my supervisors, Dr. Mustafa AR, M.A. and Mrs. Khairiah Syahabuuddin, MHSc.ESL., M. TESOL., Ph.D. for their guidance, advices, valuable helps, and suggestions as well as their patience, kindness, and sincerity in supervising me. I have learned a lot from them and been extremely grateful to be supervised by them. I would also deliver my gratitude to all lectures and staff of the department of English Language Education of UIN Ar-Raniry who have guided, taught, and encouraged me since the first year of my study.

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Last but not least, I am fully aware that this research is still far from being perfect. Consequently, critical feedback and suggestion regarding this study's inadequacy will be taken with full consideration.
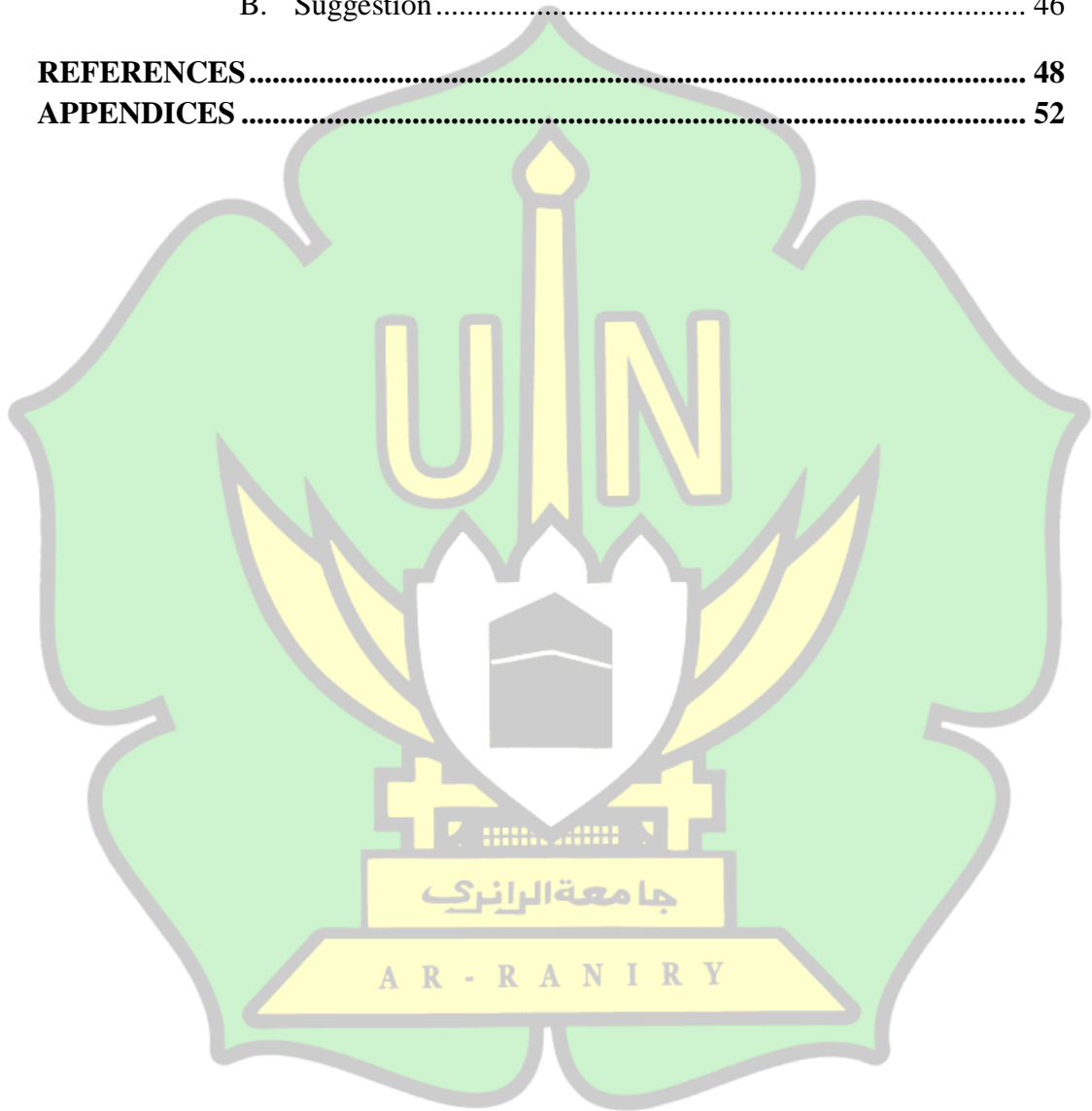
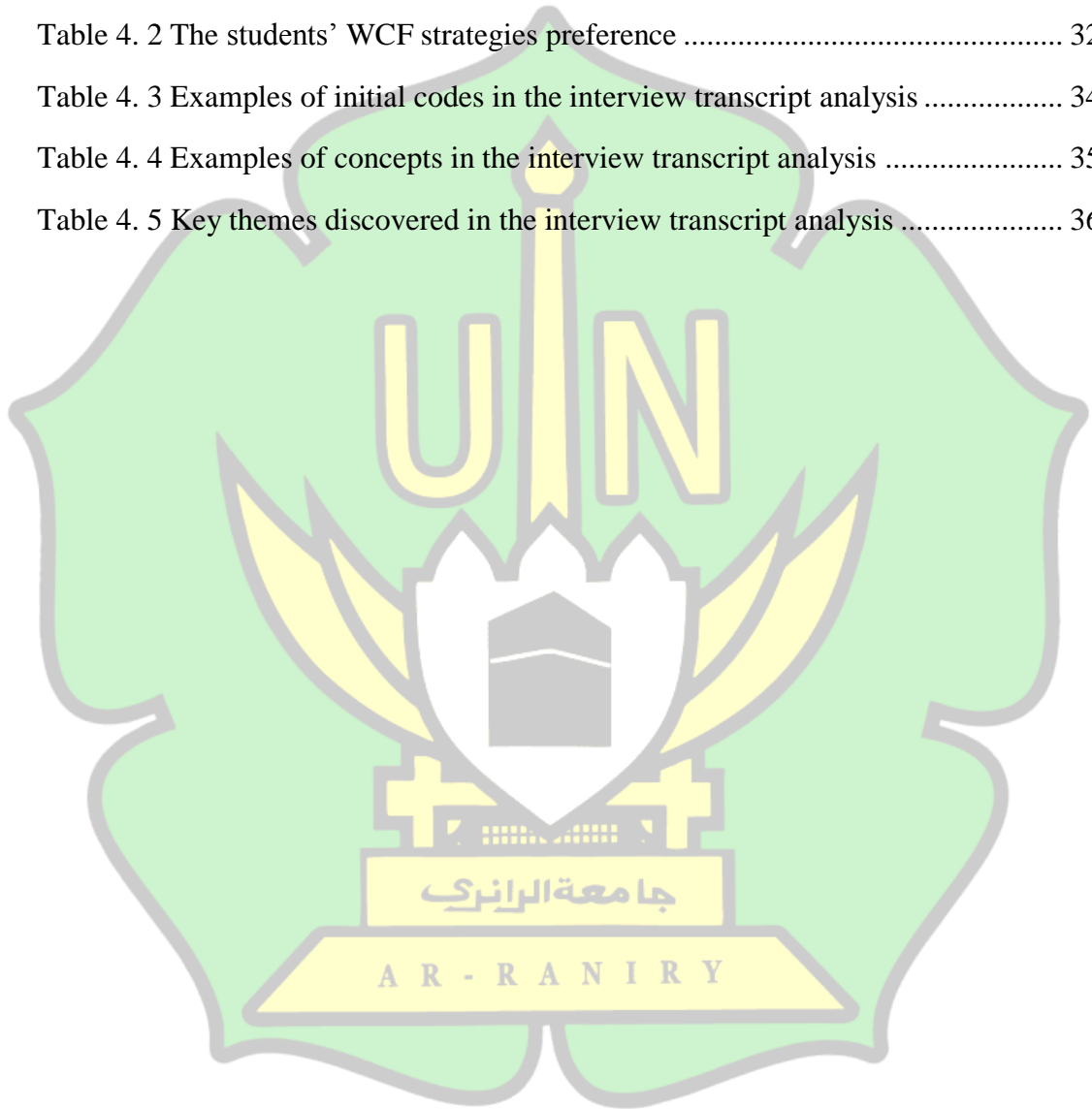May Allah always guides and blesses us. *Aamiin*.

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ABSTRACT

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Major : Department of English Language Education
Thesis Working Title : Students' Preferences of Their Thesis Supervisors' Written Corrective Feedback
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Keywords : Students' preferences, written corrective feedback, undergraduate thesis supervision

One of the main problems on why supervisors' feedback is not effective is that there are different feedback preferences between supervisors and their students. This study aimed to reveal the students' preferences toward the supervisors' written corrective feedback (hereafter abbreviated to WCF) strategy and to identify the reasons underlying their WCF preferences. Employing mixed-method research design, this study applied questionnaire and interview as the instruments. 75 EFL students from batch 2018 at the Department of English Language Education at an Islamic University in Aceh participated in this research. The result showed that most students preferred direct WCF with explanation. This study also revealed that students mostly favored their supervisors' oral explanation when they receive the written corrective feedback for further clarification. Therefore, it is suggested that thesis supervisors discuss about the types of WCF the students prefer to receive during their thesis supervision process.

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It consists of the background of study, research question, aims of study, scope of study, and research terminology.

A. Background of Study

Students' thesis writing journey is highly influenced by their supervisors' feedback because it keeps their thesis on the right path. The provision of supervisors' feedback is obviously necessary and vital in their thesis writing as it is clearly a big challenge for them to conduct their own research and write the thesis for the first time. Supervisors usually provide feedback regarding developing students' research design, writing the thesis effectively, and finishing on the proper time (Zulfikar, 2020). The success of students' research writing is highly affected by the supervisors' help along with students' effort, dedication, and persistency in working on it.

When students commit error or mistake in their writing, corrective feedback is provided (Dekeyser, 1993). Corrective feedback can be given textually or orally. The textually given corrective feedback is called written corrective feedback (hereafter abbreviated to WCF) and its purpose is to point out the L2 students' linguistic errors or mistakes in their text writing (Bitchener & Storch, 2016). It aims to make the students aware of their mistakes and errors,

thus, helping them correcting the errors that have been made in their writing. The study conducted by Manjet (2016) showed that WCF was perceived as necessary on the regular basis by graduate students.

Ellis (2008) has established a typology for WCF in which he identifies three types of WCF as strategies for providing WCF, which are direct WCF, indirect WCF, and Metalinguistic WCF. Nevertheless, the types of WCF also can be widely used and categorized as direct and indirect (Bitchener, 2008; Alimohammadi & Nejadansari, 2014). Therefore, this study adopted this notion and focus only on the main types of WCF, which are direct and indirect. In addition, WCF can be provided by supervisors electronically through software; For example, using comments feature in Microsoft Word, or through supervisors' handwriting on students' printed draft. Based on the survey filled by the population of this study, it was found that the majority of these senior students receive WCF through supervisor's handwriting on their thesis draft. Therefore, this study focuses on the perceptions of the students whose supervisors provide them with handwriting written corrective feedback.

Several previous studies have been conducted to scrutinize the practices of WCF toward EFL students' undergraduate thesis (i.e.. Sabat & Slamet, 2019; Syam, Jabu, & Salija, 2019; Mulyani, 2018; Adrefirza & Fortunasari, 2020; Lei, 2020) and research proposal supervision (i.e. Fortunasari, Fajaryani, Wulandari, & Khairunnisa, 2021; Kusuma, Yunita, & Hardiah, 2022; Pratama, 2018). These studies underlay their research using Ellis' (2009) theory of WCF types (i.e. Sabat & Slamet, 2019; Syam et al., 2019; Kusuma et al., 2022; Mulyani, 2018; Pratama,

2018; Fortunasari et al., 2021; Lei, 2020), while the other one using the types of distribution of WCF by Holmes' 3 main categories of speech acts (i.e. Adrefirza & Fortunasari, 2020). These studies provide a few insights about WCF practices in undergraduate thesis and research proposal writing as well as EFL students' preference and perception of the WCF given by supervisors. The findings showed that EFL students had given positive response with the provision of WCF by their supervisors in the thesis or research proposal supervision, and that Indonesian EFL students tend to favor receiving direct WCF than indirect WCF. Nevertheless, such research hasn't been conducted in the location where the recent study took place so that I believe this research is worthy to be conducted to provide additional finding of the issue studied in this setting.

In addition, according to Abdulkhaleq (2021), how students perceive the quality of their thesis supervisors' feedback and its pertinence in the thesis revision process have not been explored rigorously although it is a crucial factor related to students' achievement and progress. Only few studies have scrutinized students' perception on thesis supervisors' direct and indirect WCF in the scope of EFL undergraduate students' thesis supervision. Rather, the majority of WCF researches have given much attention to scrutinize the efficacy of WCF and into what degree it impacts the improvement L2 writing accuracy (Storch, 2010). Similarly, Kang and Han (2015) clarify that the two central concerns focused in WCF research has been to measure the effectiveness of written corrective feedback and identify potential mediating factors, which is also tried to be understood by examining the efficacy of WCF as its scope.

In fact, how students prefer their supervisors' WCF is crucial aspect in thesis supervision. Understanding students' perception on WCF helps supervisors to know the types of WCF strategy that suit their students' need and preference. Chugh, Macht, & Harreveld (2021) clarify that giving suitable feedback in a balanced way is necessary to enhance the supervisory process. In line with that, many researchers believed that one of the main problems on why teachers' feedback becoming not optimal and ineffective is that there is the distinct feedback preference between students and teachers (Paterson, Paterson, Jackson, & Work, 2020; Chokwe, 2015; Aridah, Atmowardoyo, & Salija 2017). Hence, understanding the students' perception and preference toward their supervisor's WCF is important in order to provide the worthwhile thesis supervision for the students.

The purposes of this study were to find out EFL undergraduate students' most preferred WCF strategies applied by supervisors during thesis supervision and to explore the underlying reasons for students' preference. Since the students' WCF preference is important aspect to be aware of in bachelor thesis supervision, it is essential that a recent study investigate it.

B. Research Question

Based on the background of study that has been mentioned above, the present study focuses on the following research question:

1. What types of written corrective feedback strategy do EFL undergraduate students prefer to receive the most from their supervisor during thesis supervision?

2. What are the reasons underlying EFL undergraduate students' preference on WCF types?

C. The Aims of Study

1. To identify the types of written corrective feedback strategy EFL undergraduate students prefer to receive the most from their supervisor during thesis supervision.

2. To explore the reasons underlying EFL undergraduate students' preference on WCF types.

D. The scope of Study

This study focused in identifying EFL students' preference on the WCF strategy provided by their supervisors in the undergraduate thesis supervision as well as the reasons underlying their WCF preference. 75 students from batch 2018 at the English Education Department of UIN Ar-Raniry became the research participants. The participants of this research had filled the questionnaire. Furthermore, eight students from the participants

were interviewed by the researcher in order to obtain information about the underlying reasons for their WCF preference. The responses of the students from questionnaire and interview then were investigated and analyzed to answer the research question.

E. Significance of Study

1. To EFL Students

The outcomes of this study would provide useful insights on undergraduate supervisory practices for EFL students. Findings may also help the EFL students who become supervisee to develop better understanding about their supervisors' direct and indirect WCF during the undergraduate thesis supervision so that they can absorb the corrective feedback effectively.

2. To Supervisors

The outcomes of this study would provide useful insights on undergraduate supervisory practices for supervisors. Moreover, the finding may also help the supervisor to develop better understanding and to identify potential issues that arise in the unique teaching and learning environment of thesis supervision.

3. To Other Researchers

I hope that this study can be beneficial for the next researchers who try to find the reference for the same study. However, I believe that this study is

still far from perfect. Therefore, I do hope that the future researchers can fill the gap for this study.

F. Research Terminology

In this research, there are some terms that need to be defined in order to avoid misunderstanding. They are:

1. Thesis Supervisors

In this research, thesis supervisors refer to the lectures at the department of English language education of UIN Ar-Raniry who were assigned as the supervisors in order to guide and supervise the undergraduate EFL students in conducting their final thesis project.

2. Written Corrective Feedback (WCF)

WCF is the corrective feedback given by supervisor, written on the students' work, and its purpose is to point out the L2 students' linguistic errors or mistakes in their text writing (Bitchener & Storch, 2016). Hence, students can revise and make their work better. The ways of treating students' linguistic errors by using WCF are classified into: 1) Pointing out the error; 2) Providing the correct form of the error; and 3) Providing a meta-linguistic explanation about the cause of error and how it may be corrected (Bitchener & Ferris, 2012). In this study, WCF refers to the written corrective feedback; both direct and indirect, which is provided by the thesis supervisors on the student's printed thesis draft.

CHAPTER II

LITERATURE REVIEW

This study aims to investigate EFL undergraduate students' perception and preference toward thesis supervisors' written corrective feedback (hereafter abbreviated to WCF) strategies. To acquire the framework of the issue, this literature review discusses the theories related to the important aspects of the study. The theories are as follows: Definition of WCF, the importance of WCF, types of WCF strategy, and relevant studies.

A. Written corrective Feedback

1. Definition of written corrective feedback

WCF can be defined as teachers' reply toward students' error in their writing project and to measure the L2 writer's writing progress (Hedgcock & Lefkowitz, 1994). In other words, it is known as error correction by the teacher to guide the students' writing process. Besides, the term written corrective feedback and error correction is interchangeably used in the study of feedback. Written corrective feedback includes written comments, directions, or symbols that mark the error of students' written work. It becomes the error treatment given by teachers so that they could know what the students have already known and also to convey what the students have to understand in conducting their writing project. In short, WCF is the written response that is provided in order to locate the errors, correct the error or explain where and why the errors have occurred and how to fix them. Similarly, Bitchener and Storch (2016) define WCF as "a written

response to a linguistic error that has been made in the writing of a text by a L2 learner, it seeks to either correct the inaccurate usage or provide information about where the error has occurred and/or about the cause of the error and how it may be corrected" (p.1). In thesis writing, the supervisor usually gives written corrective feedback to assess students' thesis draft regarding its content, writing organization, vocabularies, grammar, and mechanics so that the students can revise and then decrease their errors to have an appropriate bachelor thesis that suit the university's requirements.

2. The importance of written corrective feedback

It particularly has been highly challenging for EFL writers to bring out their exact ideas or points as well as their elaboration, written in English. Leki (1995) claims that composing knowledge through L2 writing successfully is not a simple task for L1 writers. Therefore, WCF from supervisors or advisors is necessary to facilitate students' writing progress. Adrefriza and Fortunasari (2020) claim that aside from improving students' writing skill, providing WCF to students also can develop their self-directed learning.

Receiving WCF is a meaningful process during the thesis supervision, being guided to realize the unnoticed mistakes or error could improve students' writing skill gradually. For, it is considered as positive tool in correcting the student's errors in language teaching (Ellis, Sheen, Murakami & Takashima, 2008). It helps students to notice the errors and mistakes that they have made so that they can improve their writing ability as well as learning progress. Thus, it

helps them to avoid repeating the same errors or mistakes in their future writing (Chokwe, 2015). Syam et al. (2019) suggests that when supervisors give WCF to their supervisee, they realize their mistake in their research writing more.

3. **Types of Written Corrective Feedback Strategy**

Several types of strategy in providing corrective feedback have been established by Ellis (2009), which are Direct corrective feedback, Indirect corrective feedback, and Metalinguistic corrective feedback. However, the studies on feedback generally have put WCF strategy in two major groups, which are direct, and indirect (Alimohammadi & Nejadansari, 2014). Adopting this perspective, the current study explores EFL students' perception and preference toward written corrective feedback strategies provided by supervisors during the undergraduate thesis supervision.

a. **Direct WCF**

Direct WCF is a type of written corrective feedback provided by teachers that contains the correction of the errors made by students in their writing (Ellis, 2008). This way, the students get the immediate answer of their mistakes and errors in their draft that they don't have to find it later by themselves when they revise their thesis draft because they already had the opportunity to get the correct form from their supervisors. In addition, Bitchener (2008) explains that this feedback are provided by crossing out unnecessary grammar items in the sentences, inserting missing articles, and

also adjusting the punctuations in writing. Leki (1995) also mentions that direct WCF is the way in which the wrong spelling in the sentence is circled or the wrong grammatical features are underlined to fix the errors. Then, after circling or underlining the errors in students' thesis draft, supervisors directly provide students with the correction of the errors.

Some students favor direct WCF while the others prefer indirect WCF from their writing instructors or supervisors. The ones who prefer to receive direct WCF to indirect WCF find it useful when they are informed what linguistic errors they have made; these kind of students usually have little or no knowledge of grammar (Bitchener, 2012; Ferris, Liu, Sinha, & Senna, 2013). The lack of information about English grammar leads to the difficulty in realizing the kind of linguistic errors indicated by their supervisors and how to fix them. According to Ferris & Roberts (2001), rather than indirect WCF, providing direct WCF for students with low proficiency is better.

In their study, Bithcener and Knoch (2008) suggest three reasons on why students favor direct WCF. Firstly, it reduces students' confusion during revision if ever they cannot point out the errors. Secondly, due to the adequate information given, it helps them to cope with the more intricate errors they probably face in the future. Thirdly, it offers more immediate feedback on hypotheses that may have been made.

b. Indirect WCF

Indirect WCF is defined as the feedback that provided by teachers with just underlining and circling the errors without correcting them (Lee, 2005). Compared to the direct WCF, Bitchener (2008) states that teachers use indirect WCF to guide the students towards the errors, not correcting the errors for them. Thereby, it is obligatory for students to recognize and fix the errors themselves (Zaman & Azad, 2012). In other words, it is the student's next duty to resolve and correct the errors that has been located by the supervisor.

Indirect WCF could have various forms based on its explicitness (Bitchener & Knoch, 2008). For example, Lee (2004) divides indirect WCF into two classifications as mentioned below.

1. Coded Feedback

When giving coded feedback, teachers point out the errors made by students by putting the codes or symbols. Nakamura (2016) elaborates that error coding refers to the use of error codes typically consisting of abbreviated labels of the kind of errors. Some of the commonly used error codes are 'Sp' (i.e., spelling error), 'WW' (i.e., wrong word), and 'Art' (i.e., missing article). The example of codes used to mark the students' writing errors are also provided by Hedge (2000, p. 316) as it shown in the following figure.

Figure 2. 1 An Example of Coding System for Correcting Written Work

WF	Wrong from: the **best** will be its achievements
WW	Wrong word: patient, funny **kindly** ^ww^
T	Wrong tense: in the last few weeks you **didn't have** much fun
Λ	Something is missing: you arrived in Brighton the 1st
	Λ
SP	Wrong spelling: **comfortable** ^Sp^
WO	Wrong word order: you haven't seen [yet] London
P	Wrong punctuation: Look out. ^P^
V	Wrong verb form: the Titanic **sunk** very quickly
//	New paragraph needed
Ø	Not necessary: John came in and he sat down
∪	You don't need a new sentence
	Join up the ideas
?	I don't understand what you're trying to say
~W~	This isn't quite right: it needs clearer
	expression (usually the teacher provides an alternative)
[ ]	This part needs to be re-arranged or reworded.
!!	You really should know what's wrong here because.
	- We've just done it is class.
	- I've told you so many times.

(Source: Hedge, 2000, p. 316)

2. Uncoded Feedback

When giving uncoded feedback, the teachers do not provide any codes or symbols. Yet, they only circle or underline the errors made, or put tallies in the margin, indicating the number of error committed in particular line (Lee, 2004).

In addition, the following figure shows us the example of different types of indirect WCF by Westmacott (2017).

Figure 2. 2 Different types of indirect feedback

Indication of error type	Indication of error location	Example
Inexplicit (Uncoded)	Inexplicit. The number of errors (if present) in each line is indicated in the margin next to the line.	*1* I know that with perseverance I be able to achieve my goals. People say I am quite mature.
Inexplicit (Uncoded)	Explicit. Indicated via underlining, circling, highlighting, etc.	I know that with perseverance I be able to achieve my goals. People say I am quite mature.
Explicit (Coded)	Inexplicit. The type of error (if present) in each line is indicated in the margin next to the line.	*Gr* I know that with perseverance I be able to achieve my goals. People say I am quite mature.
Explicit (Coded)	Explicit. Indicated via underlining, circle, highlighting, etc.	I know that with perseverance I be able to achieve my goals. People say I am quite mature.

(Source: Westmacott, 2017, p. 9)

Those supporting indirect feedback suggest that this approach is best because it requires students to engage in guided learning and problem solving activity. As a result, promotes the type of reflection that is more likely to foster long-term acquisition (Bitchener & Knoch, 2008). This approach causes students to engross themselves in finding the answer and correction of the errors, and gradually improve their self-directed learning. According to Sheen (2007), students with a strong knowledge of grammar would benefit more by receiving indirect WCF because they are able to take advantage of it and have the room for individual improvement. Their sufficient knowledge of grammar cause them to immediately realize what kind of grammar errors they have made, and correcting the errors on their own can improve their sensitivity to write better with less grammatical errors in the future.

On the other hand, Pariyanto (2017) explains that indirect WCF might be not suitable for students with low linguistic knowledge because they probably do not even realize where exactly the errors are, not understand the nature of the errors and why they produce them. Ellis (2008) claims that students with low capability of self-correcting obviously prefer direct WCF.

B. Relevant studies

This section reviews the previous literatures related to the practices of written corrective feedback in the scope of undergraduate thesis writing. These studies had been conducted to scrutinize the practices of WCF in EFL students' undergraduate thesis (i.e. Syam et al., 2019; Sabat & Slamet, 2019; Mulyani, 2018; Adrefirza & Fortunasari, 2020; Lei, 2020) and thesis proposal writing (i.e. Kusuma et al., 2022; Pratama, 2018; Fotunasari et al. 2021). All of these studies were conducted in Indonesian universities, except for Lei (2020) which was conducted at Hunan First Normal University in China. Moreover, the types of WCF they focused on were diverse. Studies by Kusuma et al. (2022), Fortunasari et al. (2021), Pratama (2018), and Syam et al. (2019) focused on all of the six types of WCF by Ellis (2008), while Adefirza & Fortunasari (2020) applied the types of distribution of WCF by Holmes' three main categories of speech acts. On the other hand, Mulyani (2018) and Lei (2020) only focused on the two major types of WCF, direct and indirect WCF like how the recent study is. Moreover, the previous studies had investigated one or more of the following issues: (1) The types of WCF applied by thesis supervisors or lecturers; (2) The students'

response or perception of the WCF applied; (3) The students' WCF preference; and (4) The impact of WCF applied in students' learning and thesis writing development. In addition, from all of the previous studies, Only Mulyani (2018) and Lei (2020) that issued both the undergraduate students' preference and their preference's reasons toward thesis supervisors' WCF strategy like the recent study.

There are six studies that aimed to find the types of WCF applied by thesis supervisors. Syam et al. (2019) and Fortunasari et al. (2021) used questionnaire that were filled by the supervisors and their supervisee as the research instrument whilst Adefirza & Fortunasari (2020), Kusuma et al. (2022), Pratama (2018), and Sabat & Slamet (2019) used qualitative descriptive study that based their data from students' thesis draft and using checklist as the instrument. Furthermore, the results showed that the types of WCF provided by thesis supervisors on students' thesis draft were direct WCF, indirect WCF, metalinguistic WCF, focused & unfocused WCF, and electronic WCF. Five of the studies had also indicated similar result that direct WCF became the mostly provided type of WCF by thesis supervisors. Meanwhile, Sabat & Slamet (2019) revealed that indirect WCF was used the most in thesis writing advisory.

Some of the studies aimed to explore the students' response on the direct and indirect WCF applied. Lei (2020), Mulyani (2018), and Sabat & Slamet (2019) used both questionnaire and interview to find students' response. In addition, through the questionnaire, Lei (2020) also tried to find students' perception on WCF Focus and characteristics while Mulyani (2018) intended to

explore the application of WCF by supervisors. According to the findings of these studies, EFL students have given positive response with the provision of WCF by their thesis supervisors. Mulyani (2018) found that although sometimes students might be confused after receiving indirect WCF, they approved that WCF facilitate them in organizing their thesis. Lei (2020) found that the students liked to receive both direct WCF and indirect WCF with explanation. In other words, they did not like them without explanations or comments. Further, the students in his study explained that the indirect WCF is not time-consuming, facilitate their independent thinking, maintain their original ideas by having no intervention from the supervisors' correction, and get more feedback than direct WCF.

Then, besides analyzing the types of WCF applied during the thesis supervision, the study by Fortunasari et al. (2021) and Kusuma et al. (2022) also subjected to find the students' WCF preference through questionnaire without investigating the students' reason behind it. Fortunasari et al. (2021) found that students preferred to receive direct, electronic, and unfocused written corrective feedback, while they did not prefer to receive indirect WCF. In the study by Kusuma et al. (2022), the result indicated that direct WCF and directive comment feedback were the most favorable WCF types to receive. Further, kusuma (2022) encouraged further research to investigate the reason behind students' WCF preference by using interview.

On the other hand, Mulyani (2018), Syam et al. (2019), and Lei (2020) also had another objective to investigate the impact of WCF on senior students' thesis progress and thesis writing ability. Mulyani (2018) and Syam et al. (2019)

used interview as the instrument to achieve this objective. The result from both studies showed that students perceived WCF as beneficial in developing their writing ability. Mulyani (2018) further revealed that participants expressed that WCF from their supervisors could increase their knowledge in finding references and improve their self-reflection in learning and writing. Then, Syam et al. (2019) found that WCF can boost students' confidence in writing and improve their awareness in identifying mistakes and errors in their writing. Meanwhile, Lei (2020) analyzed the students' thesis draft and found that students' revision improved over time from the first draft to the later drafts, that direct WCF brought more successful uptake than indirect one.

Most of the previous studies differ with the recent study in terms of their objectives. Only Mulyani (2018) and Lei (2020) issued the undergraduate students' perception toward thesis supervisors' direct and indirect written corrective feedback like the recent study. The study from Pratama (2018) focused on the types of WCF applied and the supervisors' perspective on why they applied the WCF types on students' thesis draft. Meanwhile, Fortunasari et al. (2021) and Kusuma et al. (2022) tried to identify students' preference from the applied WCF types. However, no information was provided about the reasons underlying students' WCF preference. Hence, Kusuma et al. (2022) and Pratama (2018) suggest that further research about students' perception toward the use of lectures' WCF should be conducted. Thus, this study is necessary to be conducted in order to fill the research gap in the topic of students' preference on supervisors' direct and indirect WCF during thesis supervision.

CHAPTER III

RESEARCH METHOD

In this chapter, I present the research procedure conducted in this study to answer the research question. This chapter covers the research setting, research design, research participants, data collection procedures, and data analysis procedures.

A. Research Setting

The research setting consists of the time, place, and condition where the research takes place. This study had been conducted from February to March 2023. The location where this research took place was Ar-Raniry State Islamic University, Banda Aceh. It was conducted at the Department of English Language Education. The research was conducted by having the participants filling the questionnaire, and then eight students from the participants who had filled the questionnaire were interviewed by the researcher.

B. Research Design

This study utilized mixed methods research design to explore the preference of EFL undergraduate students on the use of written corrective feedback (hereafter abbreviated to WCF) by their supervisors during the thesis supervision, particularly direct WCF and indirect WCF. The kind of mixed

methods design used was explanatory sequential mix methods research, where I conducted the data collection with quantitative research in advance and then conducted the qualitative research afterward to explain the quantitative result in more detail (Creswell, 2014). In addition, I used questionnaire to gather the quantitative data first and then having interview with some of the participants to obtain the qualitative data in order to explain the initial results from the questionnaire in more detail.

C. Research Participants

1. Population

The population of this study was EFL students at the department of English education of UIN Ar-Raniry from batch 2018. The students from batch 2018 were selected as the participants because they were tenth semester students which made the majority of them in the process of writing their final thesis in order to finish their undergraduate education.

2. Sample

In this study, I used purposive sampling technique to determine the qualified participants who suited the following qualifications:

1. In the process of writing and consulting their final thesis with their assigned supervisors; and

2. Receiving written corrective feedback from their thesis supervisors on their printed thesis draft.

Furthermore, since I used purposive sampling technique, I initially administered survey questionnaire that was spread to all students of batch 2018 in order to determine the qualified sample of this research. Based on the survey, it was found that 75 student were qualified to be the sample of this research.

D. Data Collection Procedures

To answer the research question, in which by exploring the students' preference toward thesis supervisors' direct and indirect WCF strategies, I collected the data in the form of questionnaire's result and interview's transcription. By all means, the data were collected through quantitative and qualitative approach. The source of quantitative data was questionnaire items whilst the source of qualitative data was interview items.

1. Questionnaire

To answer the research question, I collected the data in the form of questionnaire's result. By all means, the data were collected through quantitative approach and the source of quantitative data was questionnaire items. The questionnaire consisted of thirteen items in the form of statement, aimed to investigate the students' preference on WCF strategy. The set of questionnaire was adapted from Chen, Nassaji, & Liu (2016). The questionnaire was composed electronically using Google Form program by the research and then shared to the participants via WhatsApp. I also used 4 Likert scale, which are strongly agree

(SA), agree (A), disagree (D), and strongly disagree (SD). Each scale from the questionnaire had its own score assigned to it.

Table 3. 1 Range Score of Scale

Answers	Score
Strongly Agree (SA)	4
Agree (A)	3
Disagree (D)	2
Strongly Disagree (SA)	1

Furthermore, the validity and reliability test were also conducted to test the validity of the questionnaires' item as well as the consistency of the questionnaire to be applied repeatedly for measurement in similar research.

In addition, the following figure shows the example of the questionnaire (see Appendix I for the complete questionnaire).

Figure 3. 1 The example of the Questionnaire's sheet

4. I expect my supervisor to underline the error and then correct it for me. *

Mark only one oval.

⬭ Strongly Agree
⬭ Agree
⬭ Disagree
⬭ Strongly Disagree

5. I expect my supervisor to underline the error and then explain the type of error without correcting it.

Mark only one oval.

⬭ Strongly Agree
⬭ Agree
⬭ Disagree
⬭ Strongly Disagree

2. Interview

The type of interview applied was semi-structured interview. There were five questions that had already been prepared and organized. The following is the example of questions used in the interview (see Appendix III for the complete interview questions):

1. What is your perception on the usefulness of written corrective feedback given by your supervisor in thesis writing?

2. How do you want your supervisors to indicate the errors in your thesis drafts? Why?

In addition, during the semi-structured interview, participants were still permitted to clarify, add, and follow up on their replies with further questions. In this study, I interviewed all of the interviewees individually, where it took place in particular location that was agreed by both researcher and interviewees. The eight interviewees were selected from 75 participants that had already filled in the questionnaire. The whole interview process was recorded using a voice recorder application from my mobile phone so that the audio records could be transcribed. The interview was aimed to explore the students' reasons behind their WCF strategy preference.

E. Data Analysis Procedures

The data analysis was divided into quantitative and qualitative analysis. The quantitative data examined from the questionnaire items were the chosen

degree of statements (i.e. Strongly agree; Agree; Disagree; Strongly disagree).

Meanwhile, the qualitative data examined were the interview transcriptions.

1. **Quantitaive analysis**

The quantitative analysis was used to analyze the quantitative data, which were the chosen degree of statements (i.e. Strongly agree; Agree; Disagree; Strongly disagree). The quantitative data were tabulated in Excel spreadsheet and were exported into SPSS 26 computer software for statistical analysis. Thus, to measure the general tendency in the data obtained, I utilized descriptive statistics where the data were presented through items, frequency, percentage and mean (Creswell, 2012). Thereby, I used percentage system with the following formula:

$$P = \frac{F}{N}X100$$

Annotation:

P: Percentage

F: Frequency of the respondents

N: The number of respondents

Each item's average score (i.e. mean) were then used to determine the students' most and least preferred types of WCF. I found out the value of mean. The interval length of four point scale is 0.75. The mean score resulted from the participants' response in each questionnaire item were interpreted according to the following table.

Table 3. 2 The interpretation of four Likert scale

Point	Mean Score	Interpretation of Scale
4	3.26 – 4.00	Strongly Agree (SA)
3	2.51 – 3.25	Agree (A)
2	1.76 – 2.50	Disagree (D)
1	1.00 – 1.75	Strongly Disagree (SD)

2. Qualitative Analysis

The qualitative data from the semi-structured interview, which were the interview transcriptions were analyzed by using the following 5 steps of qualitative analysis by Creswell (2012):

1. Organizing and preparing the data for analysis

    I processed and organized the acquired data after obtaining all of the data required for the study. The data were organized based on the source of the data.

2. Reading to all the data

    I read all of the data in order to obtain as much information as possible.

3. Coding the data

    In this step, I analyzed the data or information by coding or labeling it in order to determine which data to use and which to reduce for this research. After setting the codes, I then classified the similar codes into concepts adapted from the previous research, Lei (2020).

4. Looking for themes

   After setting the concept for each code, I then categorized the concepts into several key themes in order to discover the categories that influence students' preference on WCF strategies

5. Interpreting and reporting the findings.

   I connected the research findings to the findings of the relevant studies as well as the aforementioned theories to interpret the results.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding of this research obtained from the questionnaire and interview as well as the discussion of the research findings.

A. Research Finding

In this research, the findings were obtained from the questionnaire and interview. Firstly, the findings from the questionnaire were used to answer the first research question, in which focused on identifying the types of written corrective feedback strategy EFL undergraduate students prefer to receive the most from their supervisor during thesis supervision. Secondly, the findings from the interview were used to answer the second research question, in which focused on investigating the reasons' underlying students' WCF preference.

1. The finding from the questionnaire's result

To find out the students' WCF preference, a questionnaire survey was carried out. A total of 75 students joined in the survey. The questionnaire used four Likert scale, such as Strongly Agree (Score = 4), Agree (Score = 3), Disagree (Score = 2), and Strongly Disagree (Score = 1). The following table shows the results from the questionnaire.

Table 4. 1 The participants' responses to the questionnaire on their preference of WCF strategies

NO	Items	Participants' Responses								Total
		Strongly Agree		Agree		Disagree		Strongly Disagree		
		No	%	No	%	No	%	No	%	
1	I expect my supervisor to underline the error and then correct it for me. (Direct WCF)	39	52%	32	42.7%	4	5.3%	0	0%	100%
2	I expect my supervisor to underline the error and then explain the type of error without correcting it. (Indirect 'explicit uncoded' WCF with explanation)	18	24%	35	46.7%	18	24%	4	5.3%	100%
3	It's a good idea that my supervisor crosses out unnecessary words or sentences in my writing. (Direct WCF by crossing out unnecessary words/sentences)	27	36%	45	60%	3	4%	0	0%	100%
4	I expect my supervisor to insert the missing grammar items in my writing. (Direct WCF by inserting grammar items)	23	30.7%	49	65.3%	2	2.7%	1	1.3%	100%

No	Statement								Total
5	It would make me very happy that my supervisor corrects my error and then explains it to me. (Direct WCF with explanation)	53	70.7%	21	28%	1	1.3%	0	0%	100%
6	It's a good idea that my supervisor corrects the punctuation error in my writing. (Direct WCF by correcting punctuation error)	24	32%	49	65.3%	2	2.7%	0	0%	100%
7	I expect my supervisor to underline the error and then use error codes to indicate the error types. For example, writing a "VT" to imply there is a verb tense error. (Indirect 'explicit coded' WCF)	19	25.3%	46	61.3%	9	12%	1	1.3%	99.9%
8	I want my supervisor to just underline the error and then direct me to a source of information. (Indirect 'explicit uncoded' WCF with suggestion)	12	16%	42	56%	19	25.3%	2	2.7%	100%
9	It's a good idea that my supervisor	3	4%	12	16%	49	65.3%	11	14.7%	100%

	only underlines the error without correcting it. (Indirect 'explicit uncoded' WCF)							
10	I want my supervisor to write comments to imply there are errors or problems, requiring me to think and correct the problems by myself. (Indirect 'inexplicit coded' WCF)	18	24%	33	44%	22	29.3%	2	2.7%	100%
11	I expect my supervisor to only put marks near the error in my writing. For example, question mark (?), exclamation mark (!), etc (Indirect 'explicit coded' WCF)	3	4%	19	25.3%	35	46.7%	18	24%	100%
12	It's a good idea that my supervisor simply indicate that I have an error in the sentence by putting a cross (x) next to it without locating or correcting the error. (Indirect 'inexplicit	1	1.3%	10	13.3%	38	50.7%	26	34.7%	100%

	uncoded' WCF)								
13	I want my supervisor to simply write numbers in the margin of the error line or paragraph to show the numbers of errors, without telling me the type and the exact place of the errors. (Indirect 'inexplicit uncoded' WCF)	0	0%	15	20%	38	50.7%	22	29.3%	100%

Based on table 4.1, the majority of students (N=74 students, 98.7%) strongly agreed or agreed with the use of "Direct WCF with explanation". The other direct correction strategies were also reported as "strongly agree" or "agree" by more than 90% of the participants. For example, direct WCF (N=71 students, 94.7%), direct WCF by crossing out unnecessary words/sentences (N=72 students, 96%), direct WCF by inserting the missing grammar items (N=72 students, 96%), and direct WCF by correcting punctuation error (N=73 students, 97.3%). On the other hand, several forms of indirect WCF strategy were reported as "agree' or "strongly agree" by the participants despite their lower preference rate than direct WCF. By far, more than 67% of the participants chose "agree" or strongly agree" to receive the indirect WCF strategies such as indirect explicit coded WCF with abbreviation codes (N=65 students, 86.6%), indirect explicit uncoded with explanation (N=53 students, 70.7%), indirect inexplicit coded WCF with

comments (N=51 students, 68%), indirect explicit uncoded WCF with suggestion (N=54 students, 72 %).

On the contrary, the other three indirect WCF strategies were reported to be disliked ("disagree" or "strongly disagree") by more than 78% of the participants. For instance, indirect explicit coded WCF with marks (N=53 students, 79.7%), indirect explicit uncoded WCF (N=60 students, 80%), indirect inexplicit uncoded WCF with numbers (N=60 students, 80%), and indirect inexplicit uncoded WCF with cross (N=64 students, 85.4%).

To compare the students' preference on WCF strategies included in the questionnaire much clearer, I assigned each of the scale a numerical value so that the average score for each strategy can be accumulated. The following table shows the students' most to least preferred WCF strategy types in rank based on the average score of the participants' questionnaire's result.

Table 4. 2 The students' WCF strategies preference

No	WCF strategy	Mean	Scales
1	Direct WCF with explanation	3.69	Strongly agree
2	Direct WCF	3.53	Strongly agree
3	Direct WCF by crossing out unnecessary words/sentences	3.32	Strongly agree
4	Direct WCF by correcting the	3.29	Strongly agree

	punctuation error		
5	Direct WCF by inserting the missing grammar items	3.25	Agree
6	Indirect 'explicit coded' WCF (e.g. VT)	3.10	Agree
7	Indirect 'explicit uncoded' WCF with explanation	2.89	Agree
8	Indirect 'inexplicit coded' WCF (comments)	2.89	Agree
9	Indirect 'explicit uncoded' WCF with suggestion	2.85	Agree
10	Indirect 'inexplicit coded' WCF (e.g. marks)	2.09	Disagree
11	Indirect "explicit uncoded' WCF (e.g. underlines)	2.09	Disagree
12	Indirect 'inexplicit uncoded' WCF (e.g. numbers)	1.90	Disagree
13	Indirect 'inexplicit uncoded' WCF (e.g. cross)	1.81	Disagree

Based on table 4.2, we can see that the students' most preferred strategy in providing WCF was direct WCF with explanation and the least preferred strategy in providing WCF was indirect 'inexplicit uncoded' WCF by putting cross (X) to indicate the error.

2. The finding from the interview's result

When the interview conversation had been transcribed, translated, and confirmed that there was no error, I read the transcripts, found out the students' preferences or disfavors and their reasons, and looked for key words and then tagged initial codes (free codes) to the reasons. Through constant comparison, I provided 11 initial codes for all the reasons for students' preference. Examples of the initial nodes are shown in the following table.

Table 4. 3 Examples of initial codes in the interview transcript analysis

Initial codes	Original text (key phrases or sentences)
Faster Revision	Direct helps me to correct my thesis much faster (PG);
	It makes me revise faster (PE);
Right correction	Because it (the correction) is certainly right and approved (PG);
	I know the correction, the right correction. (PD)
Work burden	We need to work more to correct the errors by ourselves (PG);
	We need to understand it by ourselves first (PF);

Less Work	All I have to do is that.. to revise with that correction (PD)
	We don't need to work twice (PG)
Error Recognition	So they like know where their errors are…(PD);
	So know directly my mistakes (PA)
Confusion	The indirect one is a little bit difficult to understand (PA);
	Making me confused during revision (PC)
Misunderstanding	Like I don't know what the errors are so maybe my supervisors want me to do 'this', but I do 'that' (PE);
	It often cause misunderstanding (PC)

After setting the codes, I then classified the similar codes into concepts adapted from the previous research, Lei (2020).

Table 4. 4 Examples of concepts in the interview transcript analysis

Concepts	Initial codes
Practicality	Faster revision
	Less work
	Saving time
	Longer revision
	Work burden
	…..

Error recognition	Knowing errors
	…..
Feedback clarity	Clear
	Right correction
	Overcoming confusion
	Confusing
	Misunderstanding
	….

After setting the concept for each code, I then categorized the concepts into several key themes in order to discover the categories that influence students' preference on WCF strategies. The key themes are adopted and adapted from Lei (2020).

Table 4. 5 Key themes discovered in the interview transcript analysis

Key themes	Concept included	Excerpts	Subtotal (%)
Academic Advancement	Error recognition	5	5 (17.85%)
Individual needs	Feedback clarity	10	23 (82.14%)
	Practicality	13	
Total		28	99.99%

We can see from table 4.5 that the students' reasons for preferring thesis supervisors' WCF strategy types were highly influenced by individual needs factor, taking 82.14% of their explanations whilst another factor like academic

advancement took 17.85% of their explanations. The complete structure of key themes, concepts, initial codes and original texts are presented in Appendix V.

A. The underlying reasons for students' WCF strategy preferences

The interview results showed that students preferred direct written corrective feedback more than indirect written corrective feedback due to several considerations. Based on the themes identified from the interview transcriptions analysis, students' preference toward direct WCF was affected by the following aspects.

1. Feedback clarity

Students considered direct WCF as clear feedback that provide them with the right correction. Participant D who would like to receive it due to the clarity of direct WCF, clarified:

> *"I prefer the direct corrective. Because like I said before, I know the correction, the right correction. Because it's clear, like I don't have to ask people on the internet, I don't have to ask my friend, I don't have to ahmm make sure ee to my supervisor. So, I prefer the direct one because my supervisor directly provides me the right answer, the right correction". (Participant D)*

Participant D believed that direct correction from supervisor must be the right correction due to the clarity of the feedback. Therefore, she did not have to try to figure out the error types and its correction anymore which made the revision process to be simpler.

Similarly, participant G also believed that the correction given by supervisors must be right and would be approved by the supervisors themselves because above all, the correction itself was from them. She clarified:

"Ahmm….in my perspective, direct is much easier. Because it (the correction) is certainly right and approved, because it is conveyed directly by the supervisors themselves." (Participant G)

On the other hand, participant C conveyed that she thought direct WCF guided her more in thesis revision than indirect feedback without explanation that would confuse her during revision.

"In my opinion, direct is helpful. It help the students to..ehmm…to write their thesis because it is also more guided. Means that when I revise my thesis, it guide me more than just mark along with no explanation, making me confused during revision." (Participant C)

Regarding indirect WCF, participant A also conveyed that it is harder to understand it if it was only provided in the form of graphical markings without any explanation. She explained:

"The indirect one is a little bit difficult to understand, so, I need little explanation in the form of oral or written. Because when I reread my checked thesis, there are some marks. For example, underlines, streaks, question marks, so eee..i dont quite understand what's my error." (Participant A)

Therefore, participant A needed explanation in the form of oral or written from thesis supervisor. Similarly, participant G also expressed that explanation in

providing WCF is the most important thing when the interviewer asked her if indirect WCF was still confusing to her if by any chance it was provided with explanation. She replied:

> *"Not at all, so actually the most important thing is explanation. So, with the existence of those explanations, making it easy for us, really making it easy for us than the given of marks only". (Participant G)*

In addition, participant G said that she wanted to receive direct WCF very much because it helps her to overcome her confusion during revision. She said:

> *"I really want to get direct. Because that's really help me in overcoming my confusion. So..yeah, the direct one." (Participant G)*

2. Practicality

Students also showed their preference toward direct WCF due to the practicality caused by it, that direct WCF made their work more practical, easier, and faster to be finished. Participant G said:

> *"Direct. So far, direct written corrective feedback is really helpful. So we don't need to work twice, it saves time. I mean, we don't need to find out by ourselves, it is already explained by supervisor so that we can revise immediately." (Participant G)*

For participant G, supervisor's direct correction might decrease her workload in revising the thesis because she could revise the errors immediately without having to work on identifying and recognizing the types of error.

Similarly, participant B also expressed the same opinion. She clarified:

"...Especially with direct ya, I know what's the revision directly, so in the process of consultation my supervisor directly pointed out the errors and provided the right revision of the errors so that I don't have to think about what should be the right correction when I get home." (Paticipant B)

Because the errors and its correction had been notified by the supervisor during the thesis consultation, Participant B did not have to think about the type errors and its correction anymore when she did the revision at home.

Besides, participant E conveyed that direct WCF could help her to revise faster because she had already recognized the errors through supervisor's correction. She said:

"It makes me revise faster and I know what's the error directly." (Participant E)

On the other hand, some participants conveyed that indirect WCF could cause misunderstanding between students and supervisors regarding revision expectation, causing their revision process to be less practical, less easy, and longer. Participant E explained:

"The bad side is sometimes it (Indirect WCF) make me 'stuck', like I don't know what the errors are so maybe my supervisors want me to do 'this', but I do 'that' so that when we meet again for consultation, apparently I am wrong again, and I need to revise it again. (Participant E)

Because of the confusion caused by indirect WCF, participant E had ever misunderstood her supervisors' feedback which caused her to re-revise her thesis.

Participant C also conveyed that indirect WCF often caused such misunderstanding and could lead to longer revision process.

> *"The indirect one is difficult because it often cause misunderstanding..so, the revision process is longer." (Participant C)*

Indirect WCF sometimes confused them and caused misunderstanding between them and the supervisors on what actually needed to be fixed. Thus, if they misunderstood the indirect WCF and revised it wrongly, they needed to re-repair the error which deprived the efficiency of the revision process.

3. Immediate error recognition

Other reasons in preferring direct WCF was due to immediate error recognition. With direct WCF, the students could recognize the type of error directly from their supervisor. Participant F who favored direct WCF explained:

> *"Because with indirect written corrective feedback, we need to understand it by ourselves first, right. That's the difficult part. With direct, we already know what the errors are like." (Participant F)*

The use of direct WCF by supervisor made her immediately recognized the errors. Not like indirect WCF that requires her to find and understand the error by herself first. On the other hand, participant A also gave the same opinion. She said:

> *"For me personally, I prefer the direct one. So I know directly my mistakes and ehmm I would not repeat those, that it can be revised directly." (Participant A)*

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Participant A clarified that with direct written corrective feedback, she could know what errors she had committed immediately. Therefore, she could revise the error directly without having to recognize the kind of error by herself.

In conclusion, the data from the interview revealed that the participants perceive direct WCF as the most preferable WCF strategy because it could make their revision process to be faster and easier. On the other hand, they disfavored indirect WCF in the form of only graphical marking because it was confusing and misunderstood by them sometimes. However, they were willing to receive indirect WCF as long as supervisor provided the corrective feedback with oral or written explanation so that they could understand the supervisors' WCF better and would not be confused during their self-revision.

B. Discussion

This research was aimed to find the students' most preferable WCF to receive from supervisor during undergraduate thesis supervision as well as the reasons underlying their preferences. The findings of this research showed that students preferred their supervisor correcting their error and then explaining it again to them. Meanwhile, the strategy they least preferred was when the supervisor simply puts a cross (X) to indicate an error. Based on table 4.2, we can see that direct WCF strategies located on top of the rank of students WCF strategy preference, and then followed by indirect feedback that is provided along with codes, explanation, comments, and suggestion. Further, the kinds of WCF

strategies students refused to receive were indirect feedback in the form of only marks, graphical markings, error numbers, or cross.

In light from the elaboration above, it can be concluded that students prefer direct strategy the most and they also would like to receive indirect feedback which is provided along with codes, comments, explanation, or suggestion by the supervisor themselves. However, the indirect feedback provided in the form of only marks, graphical marking and error numbers was disfavored by the students. The result from Leki's (1991) study shows that the majority of students favor the teachers' indirect WCF with some guidance on how to correct the error. The students need clear instruction or a few clues on what they should know to fix the errors so that they don't confuse themselves during the revision process. According to Ellis (2009), direct WCF benefits the learners with the provision of explicit guidance about how to correct the errors. This study also found that students mostly favored their supervisors' oral explanation when they receive the written corrective feedback so that they can understand the feedback better.

The finding of the current study is in line with the previous studies, such as, Mulyani (2018), Fortunasari et al. (2021), and Kusuma et al. (2022) where the students prefer to receive direct WCF to indirect WCF in thesis consultation. In her study, Mulyani (2018) found that receiving direct WCF can decrease the students' confusion and misunderstanding to supervisor's written feedback. Mulyani further reveals that most of those students do not even know the nature

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behind the errors which lead them into confusion on how to correct it. Therefore, they need supervisors' correction as well as explanation about the errors.

On the other hand, a similar previous study that has contrary results with this study is Lei (2020) in which he found that the students dislike direct correction from their supervisor the most because they think it could demolish the students' independence, creativity, and learning opportunity. In some occasion, the correction given may against the students' intention in writing. On the other hand, they like to receive indirect WCF with explanation the most. Their reasons in favoring indirect WCF with explanation are because it improves independent thinking, maintains their original ideas, and because they most likely would get more feedback.

Nevertheless, I also find a similar result between Lei (2020) and this study in which the students show their disfavor toward indirect strategy with only graphical marking, because it can confuse them during revision. It can be inferred that students like supervisors' indirect and direct WCF but it is necessary and crucial that supervisors also provide them with oral explanation to make the written corrective feedback easier to be understood.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study as well as the suggestion of the researcher for the practices of and future research on written corrective feedback in undergraduate thesis supervision.

A. Conclusion

According to the finding of this study, there are two points revealed, which are the most preferable WCF technique and the reasons underlying students' WCF preference. Thus, I draw some conclusion as follows:

1. The students' preference of thesis supervisors' WCF strategies

   The findings of this research showed that students preferred their supervisor correcting their error and giving them explanation about it the most. Meanwhile, the WCF strategy they least preferred was when supervisor only put a cross (X) next to the sentence where the error was located to indicate that there was an error, this WCF strategy is categorized into indirect WCF. Therefore, the students' preferred to receive direct WCF to indirect WCF.

   Nevertheless, they would like to receive indirect WCF provided along with codes, comments, explanation, or suggestion by the supervisor themselves in spite of their stronger preference toward direct WCF strategies. Furthermore, the kinds of WCF strategies students

refused to receive were indirect feedback in the form of only marks, graphical marking, error number, or cross.

2. The reasons underlying students' WCF preferences

The interview result also showed that the students preferred direct WCF to Indirect WCF. I found that the reasons underlying students' preferences were affected by the clarity of written feedback and the practicality caused by the written feedback. Students prefer direct WCF because it could help them revise their thesis faster and decrease their workload during revision due to the provided correction by supervisor. They conveyed that they could know and realize their error immediately when they received direct WCF. They also believed that supervisor's correction must be the right correction.

On the other hand, Students claimed that the indirect WCF could be confusing and caused them misunderstanding which caused the revision to be done wrongly. Besides, with indirect WCF, they need to realize the error on their own first. Thus, it needs more workload on their behalf and causes the revision's duration to be longer. Nevertheless, some students expressed their willingness in receiving indirect WCF as long as supervisor provides them with explanations about the error. This study found that students mostly favor their supervisors' oral explanation when they receive the written corrective feedback so that they can understand the feedback better.

B. Suggestion

Based on the result of the study, I would like to provide some suggestions regarding the provision of WCF types by supervisors in thesis supervision.

1. In conducting the thesis supervision process, students' preferences on how written corrective feedback is provided by supervisors is essential. Therefore, it is important that thesis supervisors discuss about the types of WCF the students prefer to receive during their thesis supervision process. Based on the finding of this study, I suggest that thesis supervisors in this research setting should avoid using too much indirect WCF without explanations, codes, comments, or suggestions because it may confuse the students about how they should correct the error and can cause misunderstanding between the students and supervisors which influences the thesis supervision to become ineffective.

2. As for the future research, I suggest that the future research explore the correlation between supervisors' WCF strategies and the students' thesis writing progress. Last but not least, I am fully aware that this research is still far from being perfect. Consequently, critical feedback and suggestion regarding this study's inadequacy will be taken with full consideration.

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Appendix I: Questionnaire Sheets

New Questionnaire - The Students' preference on thesis supervisor's written corrective feedback types

Assalamualaikum Wr. Wb

Dear my participants

The researcher, the undersigned below:

Name: Siti Sarah

Student ID: 180203133

Major: English Language Education department of Faculty of *Tarbiyah and Keguruan* at UIN Ar-Raniry

The researcher is conducting a research entitled "The Perception of Students on Thesis Supervisors' Written Corrective Feedback" which will be submitted as one of the requirements to finish her undergraduate program. The participants of this research are the students from batch 2018 at the English Language Education Department of UIN Ar-Raniry who are willing to take a part in this research and suit the following criteria:

1. In the process of writing and consulting their final thesis with their assigned supervisors; and
2. Receiving written corrective feedback from their thesis supervisors on their printed thesis draft.

Participants are expected to fill in two parts of this questionnaire. The first part consists of three questions related to participants' identity. The second part contains thirteen items regarding students' preferences on the written corrective feedback types. All data obtained from this research such as Participants' identities and answers will be known by the researcher and used for this research only.

Kind regard,

Siti Sarah

* Required

1. Name *

_____

2.   Students' ID (NIM) *

_____

3.   Phone Number (WA) *

_____

Students' preference on written corrective feedback types

4.   I expect my supervisor to underline the error and then correct it for me. *

Mark only one oval.

( ) Strongly Agree

( ) Agree

( ) Disagree

( ) Strongly Disagree

5.   I expect my supervisor to underline the error and then explain the type of error   *
     without correcting it.

Mark only one oval.

( ) Strongly Agree

( ) Agree

( ) Disagree

( ) Strongly Disagree

6. It's a good idea that my supervisor crosses out unnecessary words or sentences in *
    my writing

    Mark only one oval.

    ◯ Strongly Agree

    ◯ Agree

    ◯ Disagree

    ◯ Strongly Disagree

7. I expect my supervisor to insert the missing grammar items in my writing *
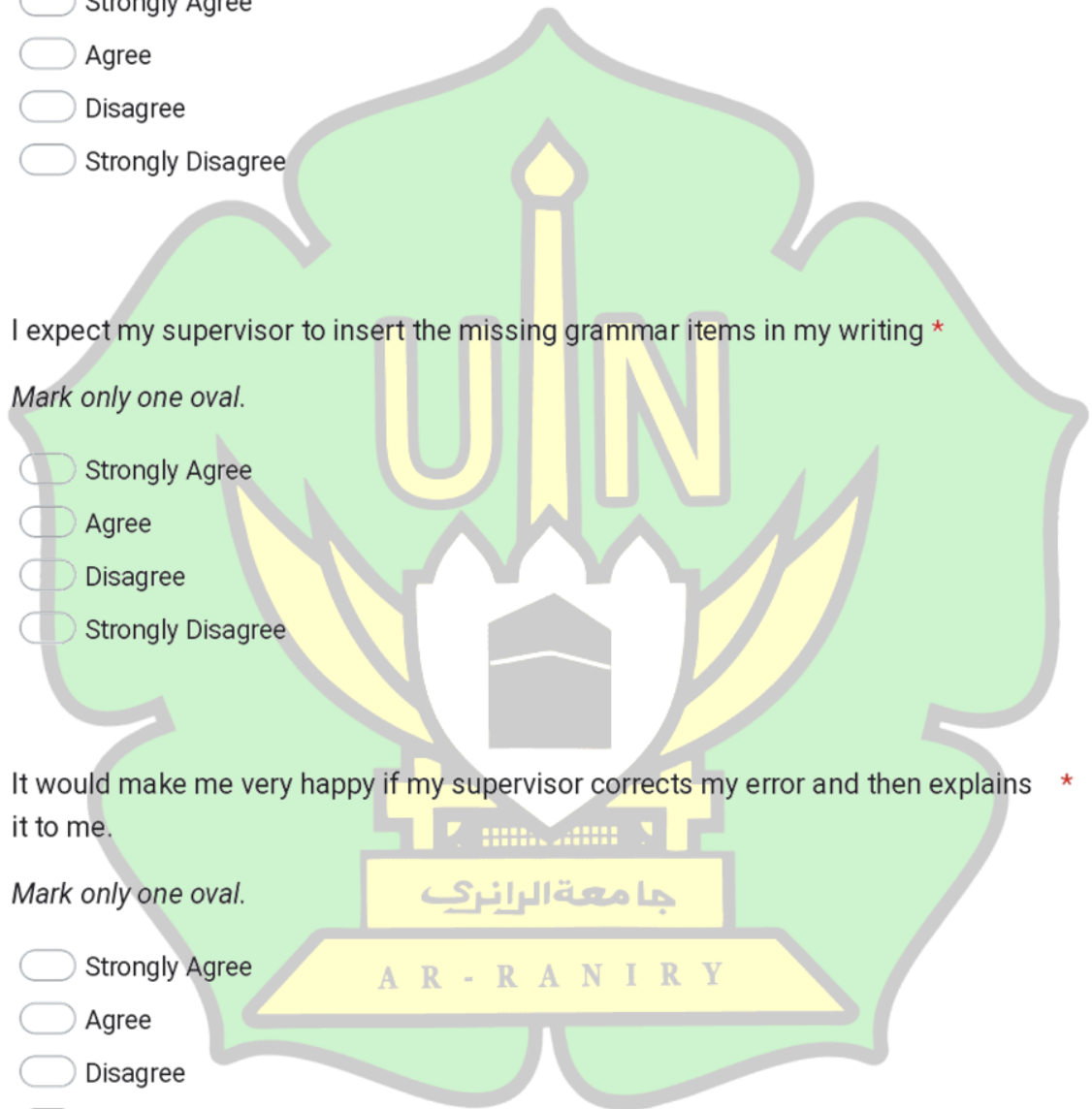
    Mark only one oval.

    ◯ Strongly Agree

    ◯ Agree

    ◯ Disagree

    ◯ Strongly Disagree

8. It would make me very happy if my supervisor corrects my error and then explains *
    it to me.

    Mark only one oval.

    ◯ Strongly Agree

    ◯ Agree

    ◯ Disagree

    ◯ Strongly Disagree

9. It's a good idea that my supervisor corrects the punctuation error in my writing *

Mark only one oval.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

10. I expect my supervisor to underline the error and then use error codes to indicate * the error types. For example, writing a "VT" to imply there is a verb tense error.

Mark only one oval.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

11. I want my supervisor to just underline the error and then direct me to a source of * information

Mark only one oval.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

12. It's a good idea that my supervisor only underlines the error without correcting it. *

Mark only one oval.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

13. I want my supervisor to write comments to imply there are errors or problems, * requiring me to think and correct the problem by myself.

Mark only one oval.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

14. I expect my supervisor to only put marks near the error in my writing. For example, * question mark (?), exclamation mark (!), etc

Mark only one oval.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

15. It's a good idea that my supervisor simply indicates that I have an error in the sentence by putting a cross (x) next to it without locating or correcting the error.

Mark only one oval.

- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

16. I want my supervisor to simply write numbers in the margin of the error line or paragraph to show the numbers of errors, without telling me the type and the exact place of the errors.

Mark only one oval.

- ( ) Strongly Agree
- ( ) Agree
- ( ) Disagree
- ( ) Strongly Disagree

Appendix II: The validity and reliability test result of the questionnaire

No. item	r Statistics	r table	Significance	Description	Cronbach Alpha	Description
1.	0,244	0,227	0,035	Valid	0,719	Reliable
2.	0,632	0,227	0,000	Valid		
3.	0,499	0,227	0,000	Valid		
4.	0,448	0,227	0,000	Valid		
5.	0,254	0,227	0,028	Valid		
6.	0,529	0,227	0,000	Valid		
7.	0,457	0,227	0,000	Valid		
8.	0,576	0,227	0,000	Valid		
9.	0,462	0,227	0,000	Valid		
10.	0,505	0,227	0,000	Valid		
11.	0,594	0,227	0,000	Valid		
12.	0,499	0,227	0,000	Valid		
13.	0,456	0,227	0,000	Valid		

Appendix III: Interview Questions

1. Are you familiar with direct and indirect written corrective feedback?

2. What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?

3. What is your perception on the usefulness of written corrective feedback given by your supervisor in thesis writing?

4. How do you want your supervisors to indicate the errors in your thesis drafts? Why?

5. Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?

Adapted from Mulyani (2019) and Lei (2020)
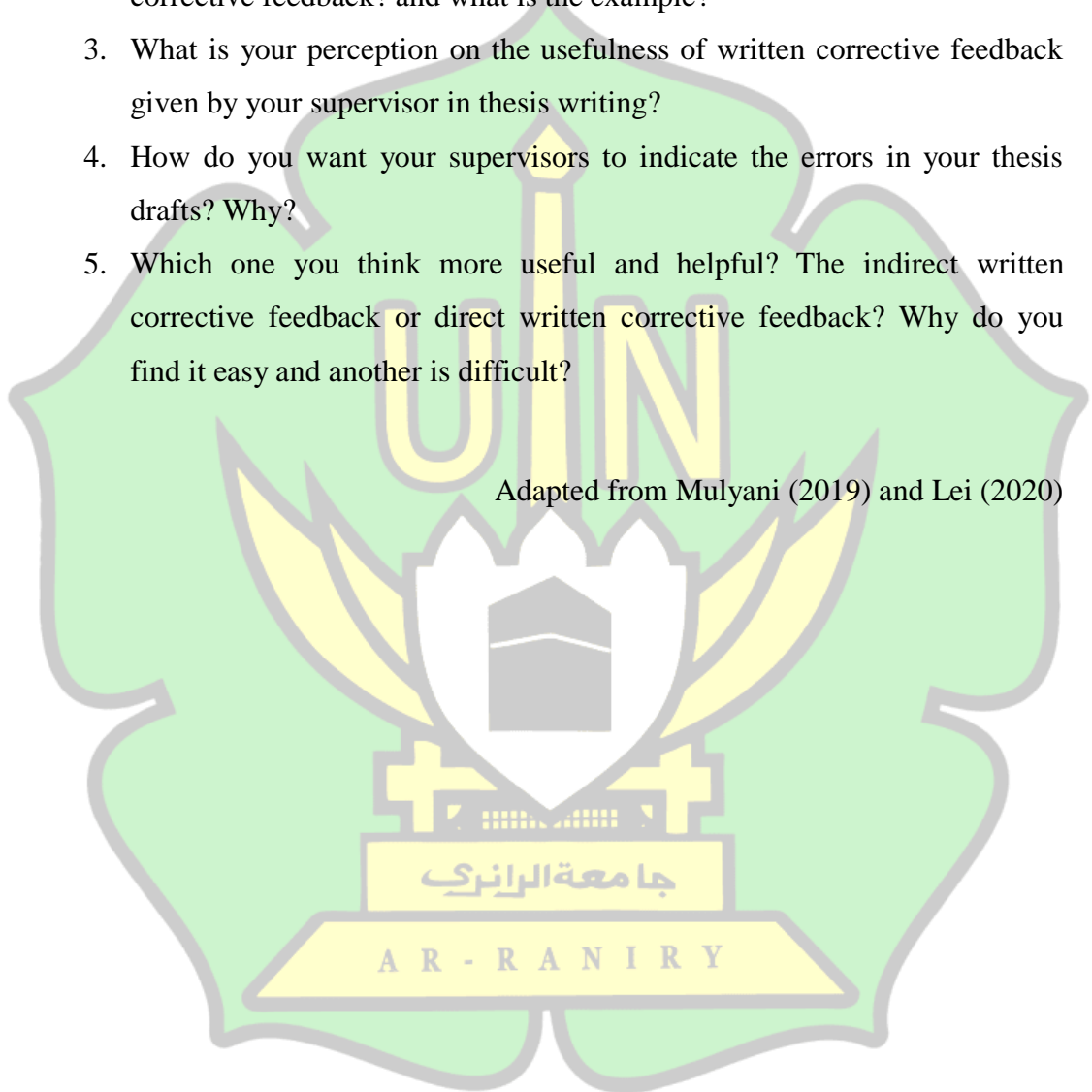
Appendix IV: Interview Transcriptions

Participant A

Date of Interview : March, 6th 2023
Time of Interview : 11. 43 WIB
Place : Banda Aceh
Position of Interview : Tarbiyah building B

Interviewer : Are you familiar with direct and indirect written corrective feedback?

Participant : ahm I am quite familiar with WCF, but I don't really know it in detail what direct and indirect WCF are. However, what I know is WCF...in this context, when the supervisors give written correction to their supervisees

Interviewer : What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?

Participant : In grammar errors, my supervisor usually uses the direct one. The grammar errors are corrected directly. But, if it is the mistake in sentence or paragraph because it is not understandable semantically, she just underlines it, so it is indirect.

Interviewer : What is your perception on the usefulness of written corrective feedback given by your supervisors in thesis writing?

Participant : In my personal opinion, written corrective feedback is really helpful for students in their thesis writing. Because it proves that every page of their thesis is truly checked. And they are given the marks for correction, either directly or indirectly on their errors in their thesis writing. However, for me, the indirect one is a little bit difficult to understand, so, I need little explanation in the form of oral or written. Because when I reread my checked thesis, there are some marks. For example, underlines, streaks, question marks, so eee..i dont quite understand what's my error.

Interviewer : How do you want your supervisors to indicate the errors in your thesis drafts? Why?

Participant : In my personal opinion, written corrective feedback is really helpful for students in their thesis writing. Because it proves that every page of their thesis is truly checked. And they are given the marks for correction, either directly or indirectly on their errors in their thesis writing. However, for me, the indirect one is a little bit difficult to understand, so, I need little explanation in the form of oral or written. Because when I reread my checked thesis, there are some marks. For example, underlines, streaks, question marks, so eee..i dont quite understand what's my error.

Interviewer : Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?

Participant : The one that is more helpful in identifying the errors, direct it is. But, the one that give impact more to myself.. it tends to be indirect because we can explore the errors so that we read more, more… basically we read it repeatedly, so we understand our thesis more. But regarding the time; the shorter revision time and convenience, the direct one makes it easier. Yet, the one that is more impactful is in fact, the indirect one.
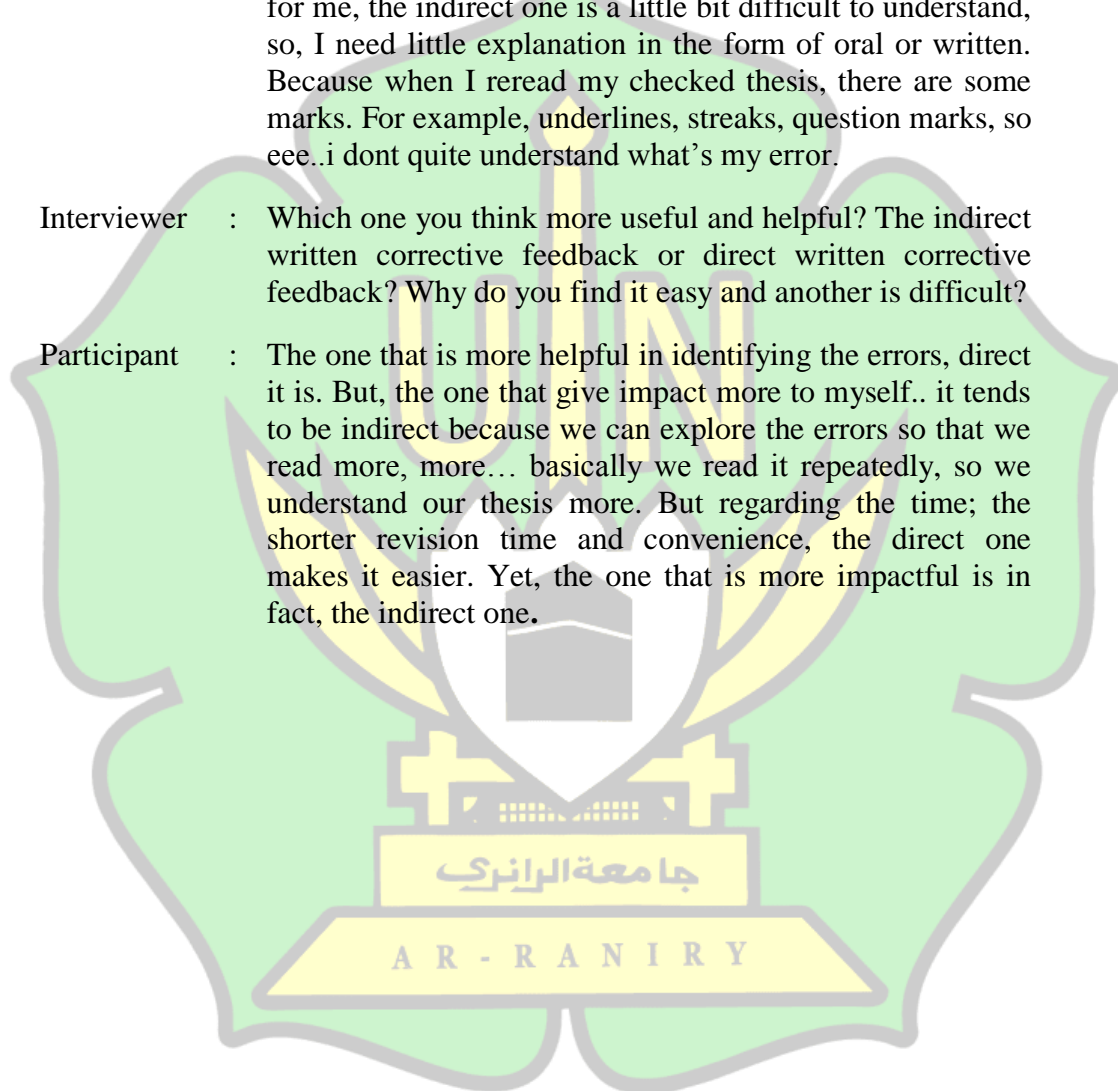
Participant B

Date of Interview : March, 9th 2023
Time of Interview : 11. 07 WIB
Place : Banda Aceh
Position of Interview : Tarbiyah Building B

Interviewer : Are you familiar with direct and indirect written corrective feedback?

Participant : Eem.. yeah I know direct and indirect written feedback

Interviewer : Have you experienced of receiving direct and indirect written corrective feedback from your thesis supervisors?

Participant : Yes, I have experienced eee receiving both of written corrective feedback

Interviewer : Okay..and now could you tell me the example?

Participant : Okay, so for my thesis journey, most of the time I have much more direct written feedback rather than indirect. For example, when I have like linguistics error, for like singular and plural noun, my supervisor directly write the right noun into my thesis using pencil and so on. And sometimes, another time, I have like eee…some error in paragraph, the sentence in my paragraph seems non-coherent. So, my supervisors sometimes write aa correct sentence fully, one sentence. Sometimes that happen hehe

Interviewer : Okay..there is more?

Participant : Now…for the indirect one, there is also an example like exclamation mark, circle. She point out the error sentence and instruct to change it.

Interviewer : What is your perception on the usefulness of written corrective feedback given by your supervisors in thesis writing?

Participant : My perception is…so what I feel from getting the feedback in written form from supervisor, I think those feedbacks

really help me in writing my thesis. for example, when we had thesis consultation, what the supervisor orally told us might be forgotten when we already get home and revise our thesis. so with the notes, writings, streaks, and underlines indicating the error, that's really helpful. So, I know what I have to do and ee…my revision process becomes faster. So I am not confused and forget about what the errors are because there is the marks and then…especially with direct ya, I know what's the revision directly, so in the process of consultation my supervisor directly sought the errors and provided the right revision of the errors so that I don't have to think about what should be the right correction when I get home.

Interviewer : How about the indirect?

participant : Indirect? If it is indirect…so far I don't have any problem with it, because usually the indirect feedback is used to point out small mistakes that I know what the right corrections are by myself.

Interviewer : How do you want your supervisors to indicate the errors in your thesis drafts? Why?

Interviewer : So far, in my experience, it has been indicated the way I want it. So, when there is error, it is pointed out and both I and my supervisor looked for the correction together. We discuss it together.

Interviewer : Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?

Participant : Aaa…yeah. I find direct written corrective feedback easy and indirect is harder. The one that is more useful and helpful is 'direct' because it is easier. I can revise it more correctly because what is given by my supervisor is clear though.

Participant C

Date of Interview   : March, 9th 2023
Time of Interview   : 10. 28 WIB
Place   : Banda Aceh
Position of Interview   : Tarbiyah building B

Interviewer	:	Are you familiar with direct and indirect written corrective feedback?
Participant	:	Ehmm… I am not quite familiar with the term direct and indirect WCF. But hearing you explanation, I am familiar with the application of WCF from my supervisor. Direct is when the correction is directly written, isn't it?
Interviewer	:	What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?
Participant	:	The direct one like we have talked before, he directly corrected it. The example of it…for example, if there is like errors in 'tobe', like 'is', he directly cross it out, and then change it with 'are'. Or..for example their a unsuitable sentence in his opinion, he directly cross it out and write the correct sentence directly. Ehm…and then, if he asks us to put journal reference, he usually directly writes whose journal that we have to read to
Interviewer	:	What is your perception on the usefulness of written corrective feedback given by your supervisors in thesis writing?
Participant	:	In my opinion, direct is helpful. It help the students to..ehmm…to write their thesis because it is also more guided. Means that when I revise my thesis, it guide me more than just mark along with no explanation, making me confused during revision.
Interviewer	:	How do you want your supervisors to indicate the errors in your thesis drafts? Why?
Participant	:	Direct! (nodding)
Interviewer	:	Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?

Participant   :   It is direct because like what I have explained before. The indirect one is difficult because it often cause misunderstanding..so, the revision process is longer.

Participant D

Date of Interview : March, 8th 2023
Time of Interview : 12. 25 WIB
Place : Banda Aceh
Position of Interview : a coffee shop

Interviewer : Are you familiar with direct and indirect written corrective feedback?

Participant : I think I am not really familiar with both direct and indirect WCF.

Interviewer : What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?

Participant : aahmm… I usually get both types that are direct and indirect written corrective feedback. The example are…first we talk about direct corrective feedback. the example are when I missed something like what ya? Like when the grammar is error. So, my supervisor correct it for me. She directly correct it, like for example crossing the errors out and giving explanation about it. Like why this is wrong.

Interviewer : Okay..so let me clarify first ya…so there is grammatical errors because of missing words. and then, your supervisor insert the right word, the correction in that sentence ya?

Participant : (nodding)

Interviewer : Okay..anything else?

Participant : Ahhmm…there is also indirect correction, for example I have ever aa there are some points that I wrote in my thesis and my supervisor didn't think that it is really necessary, so, they just uhmm..underlined it and..that's it.

Interviewer : What is your perception on the usefulness of written corrective feedback given by your supervisors in thesis writing?

Participant : I think..ahm..my perception about wcf… it really helps students. So they like know where their errors are and then

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whatever is that that need to be fixed. It helps them to improve their thesis better. Ahm.. and that can also improve their writing ability. Like for example what they often…what..what mistake they often committed, if there is the feedback, they know that they need to change it.

Interviewer : How do you perceive the supervisor's direct written corrective feedback

Participant : My perception on direct written corrective feedback is that I am really ahmm..thankful. because it is really helpful for me. It helps me to know what are the mistakes that I made during the writing process and also they give me a further explanation about it, like the location of the error and what are the correction.

Interviewer : How about the indirect ones?

Participant : Ehehm…aaa I think indirect written corrective feedback is very helpful too okay..okay. yaa just like direct, we can know where we do wrong. But, aaa…sometimes.. I have to ask my supervisor. Like, what should I do with this (the marks)? And she will like explain and I know what to do after that.

Interviewer : How do you want your supervisors to indicate the errors in your thesis drafts? Why?

Participant : I prefer the direct corrective. Because like I said before, I know the correction, the right correction. Because it's clear, like I don't have to ask people on the internet, I don't have to ask my friend, I don't have to ahmm make sure ee to my supervisor. So, I prefer the direct one because my supervisor directly provides me the right answer, the right correction. So I just have to..all I have to do is that.. to revise with that correction

Interviewer : Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?

Participant : Direct, of course. Because in direct corrective feedback, the correction are there. So all I have to do is rewrite it directly. And it saving my time. It is easier, like I don't have like feeling lost, like 'what do I do?' about this errors.

Participant E

Date of Interview   : March, 9th 2023
Time of Interview   : 10. 29 WIB
Place   : Banda Aceh
Position of Interview   : Tarbiyah Building B

Interviewer   : Are you familiar with direct and indirect written corrective feedback?

Participant   : I think I am not familiar with direct and indirect WCF.

Interviewer   : What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?

Participant   : Eehmmm… not direct, I guees. But indirect is one of the methods used by my supervisor when she supervised my thesis. For example, the error in grammar, so my supervisor usually just circling the errors, streak them, but she doesn't say what kind of error they are. So we need to, put our effort to find which errors they are, I need to find it myself

Interviewer   : Okay.. perhaps, do your supervisor explain, for example 'this is grammatical error or the error is in the word choice'?

Participant   : Well…usually orally…directly explained 'oh, this is wrong ya, maybe the mistake is of it is the grammar, or the word can be replaced with the more suitable one' but she doesn't tell me which word is suitable.

Interviewer   : What is your perception on the indirect written corrective feedback given by your supervisors in thesis writing?

Participant   : For that there are possibly 2 perception, it can be good, and it can be less good. The good side is, it made me want to study more. made me want to looking for what kind of errors they are. The bad side is sometimes it make me 'stuck', like I don't know what the errors are so maybe my supervisors want me to do 'this', but I do 'that' so that when we meet again for consultation, apparently I am wrong again, and I need to revise it again

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Interviewer : How do you want your supervisors to indicate the errors in your thesis drafts? Why?

Participant : Because I already know the direct type, I feel like I prefer to get the direct one because it makes me revise faster and I know what's the error.

Interviewer : Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?

Participant : Honestly, both of them are useful and helpful. It depends on our perspective about them. With direct, indeed, it helps us to revise faster because the correction is directly given. On the other hand, with indirect, it helps us to study harder. So, we are not dependant on what is given by supervisor. Therefore, we can analyze our mistakes by ourselves. It motivates us more, helps use to be more diligent and studious

Participant F

Date of Interview   : March, 9th 2023
Time of Interview   : 11. 15 WIB
Place   : Banda Aceh
Position of Interview   : Tarbiyah Building B

Interviewer   : Are you familiar with direct and indirect written corrective feedback?

Participant   : I am not familiar with the term direct and indirect written corrective feedback.

Interviewer   : What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?

Participant   : Both usually given by my thesis supervisor. For example, that one time, in my research wuestion, because I use 'is' and it should have been 'are'. She directly correct it. The indirect one, for example, there is inappropriate grammar or there are sentences of which location is what she said 'can be better', so she just underlined it and tell me orally.

Interviewer   : Okay.. perhaps, do your supervisor explain, for example 'this is grammatical error or the error is in the word choice'?

Participant   : Well…usually orally…directly explained 'oh, this is wrong ya, maybe the mistake is of it is the grammar, or the word can be replaced with the more suitable one' but she doesn't tell me which word is suitable.

Interviewer   : What is your perception on the usefulness of written corrective feedback given by your supervisors in thesis writing?

Participant   : Hmm….I think that's really helpful ya. Because with the existence of corrective feedback, we know which one is wrong or right. And the, if there is something that need to be revised, don't need to repeat many times. It means that, when we come back to submit the new draft, which is the revised one, there is proof, 'you have already corrected this part, miss', there have already been marks that indicated those errors, and it has already been corrected. So there will be no change in the next consultation.

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|		
Interviewer	:	How do you want your supervisors to indicate the errors in your thesis drafts? Why?
participant	:	In my opinion, I feel satisfied with what my supervisors has given me. I mean both direct and indirect feedback are the same. Because, if direct is always provided, we become lazy. In my opinion ya. so, it makes us too comfortable. With indirect, we have to comprehend further, right? We need to read again, why it is wrong.
Interviewer	:	Based on your experience, which one do you prefer to get during the thesis consultation? The direct written corrective feedback or the indirect written corrective feedback? If so, why?
Participant	:	Direct, hmm…because it is clear what things that need to be revised. I don't need to think about it anymore
Interviewer	:	Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?
Participant	:	Direct… because with indirect written corrective feedback, we need to understand it by ourselves first, right. That's the difficult part. With direct, we already know what the errors are like.
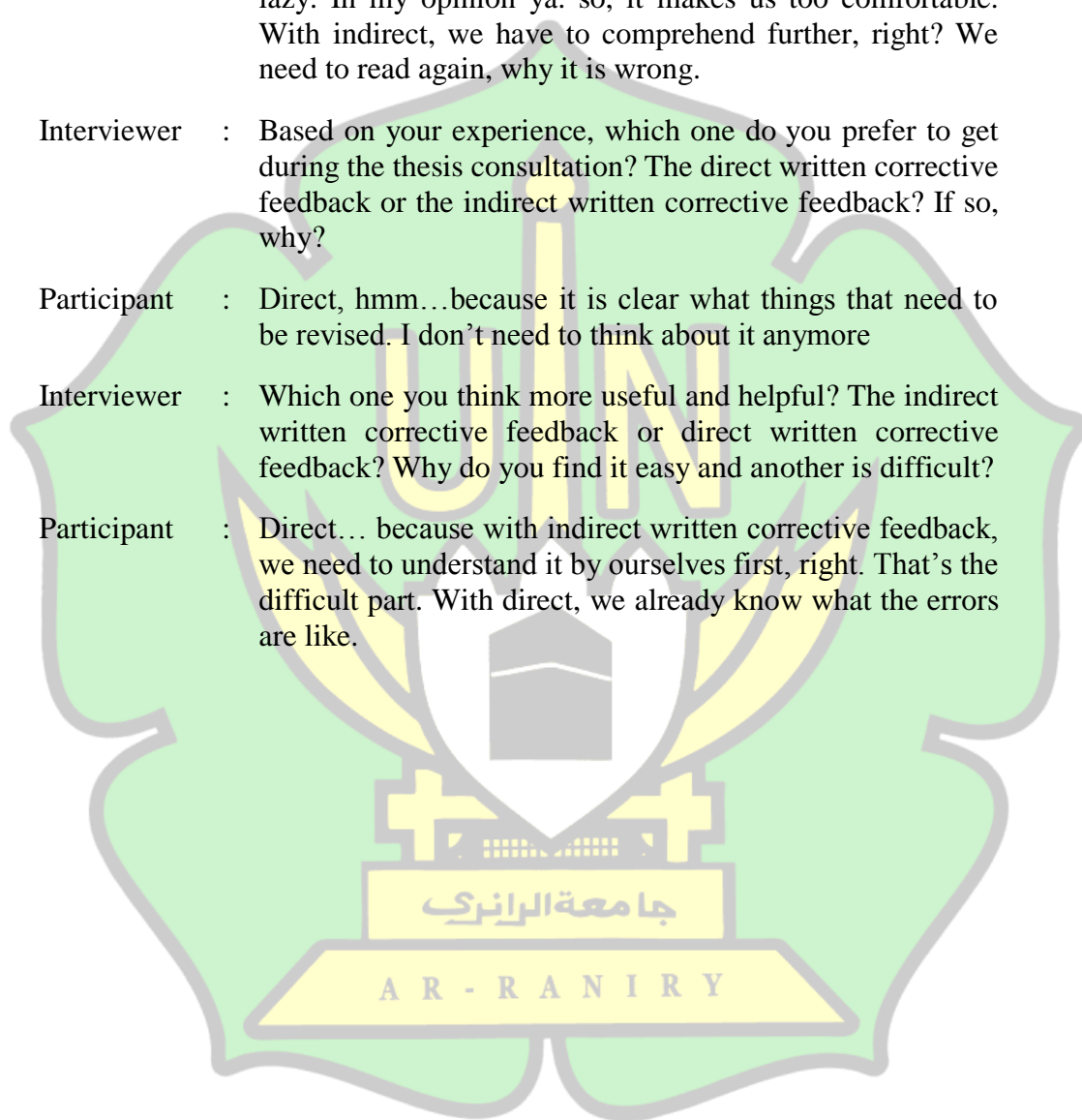
Participant G

Date of Interview : March, 9th 2023
Time of Interview : 11. 43 WIB
Place : Banda Aceh
Position of Interview : Tarbiyah Building B

Interviewer : Are you familiar with direct and indirect written corrective feedback?

Participant : Aa so far, from personal experience after having my thesis supervised, I am really familiar with direct and indirect WCF

Interviewer : What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?

Participant : Maybe first, my supervisor use direct the most. She used both, but direct is used the most. For example, direct, if there is mistake in vocabulary, my supervisor usually directly correct with another right sentence or word. Also, if indirect, she usually ahmm sometimes, when she doesn't have enough time to write the correction directly, so she just underline the errors for me to find the correct form afterward.

Interviewer : aa if there's any code or like 'the error is about grammar' or 'it's about the word choice'?

Participant : Yes, there is. So my supervisor said, 'try to find the appropriate word for this word", still there Is a note and we are given the instruction about what we should do.

Interviewer : What is your perception on the usefulness of written corrective feedback given by your supervisors in thesis writing?

Participant : So far, that really help me and facilitate me in correcting my thesis quickly. So we don't wait anymore, with the existence of the instructions facilitate us in revising our thesis.

Interviewer : What is your perception about the direct written corrective feedback?

Participant	:	Direct helps me to correct my thesis much faster, I'm doing it directly. But if it is indirect, actually it helps but it is a little bit hard. It's difficult because there is no…it is just underline, isn't it? It's just marked, so we need to work more to correct the errors by ourselves, means that we need to comprehend deeper.
Interviewer	:	Okay…for example, actually the given of instruction about what we need to do is included in indirect too, right? Nah, are you confused if you also receive the instruction when you get the indirect written corrective feedback?
Participant	:	Not at all, so actually the most important thing is explanation. So, with the existence of those explanations, making it easy for us, really making it easy for us than the given of marks only
Interviewer	:	perhaps…is it as helpful as direct written corrective feedback? if the indirect one is given along with instruction?
Participant	:	Ahmm….in my perspective, direct is much easier. Because it (the correction) is certainly right and approved, because it is conveyed directly by the supervisors themselves.
Interviewer	:	How do you want your supervisors to indicate the errors in your thesis drafts? Why?
Participant	:	I really want to get direct. Because that's really help me in overcoming my confusion. So..yeah..the direct one.
Interviewer	:	Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?
Participant	:	Direct. So far, direct written corrective feedback is really helpful. So we don't need to work twice, it saves time. I mean, we don't need to find out by ourselves, it is already explained by supervisor so that we can revise immediately.

Participant H

Date of Interview : March, 12th 2023
Time of Interview : 16. 25 WIB
type of interview : Online interview

| Interviewer	:	Are you familiar with direct and indirect written corrective feedback?
Participant	:	Yes, I am very familiar with it
Interviewer	:	What type of written corrective feedback do you usually get from your thesis supervisor? Direct written corrective feedback or indirect written corrective feedback? and what is the example?
Participant	:	Ehmm usually, the type of written corrective feedback I got was.. direct written corrective feedback. For example, like..when I ehmm had vocabulary error in my thesis, my supervisor then directly corrected the wrong vocabulary by writing the right vocabulary… next to it. Like, he crossed out the wrong word and then replaced it with the correct one.
Interviewer	:	You said that you got direct written corrective feedback, don't you? Have you ever got the indirect one?
Participant	:	Yes I have. Basically I get both, let's say 50:50
Interviewer	:	What is the example of indirect written corrective feedback given by your supervisor?
Participant	:	For indirect…ehmm, usually it is in the form of dots, circles, crosses. It is usually given for simple problems such us like punctuation problems, or the writing format for full stop and comma, ehmm improper line spacing, margin, and so on.
Interviewer	:	What is your perception on the usefulness of written corrective feedback given by your supervisors in thesis writing?
Participant	:	It really helps me because my supervisor directly write the feedback on my thesis..it can make me understand what the errors are directly as well as the solution to fix the errors because the feedback is directly written by the supervisor

on my thesis.

Interviewer : How do you want your supervisors to indicate the errors in your thesis drafts? Why?

Participant : I want my supervisor to underline the error and also give me the correction directly in written form, because it would be easier to do the revision.

Interviewer : Which one you think more useful and helpful? The indirect written corrective feedback or direct written corrective feedback? Why do you find it easy and another is difficult?

Participant : I think both direct and indirect written corrective feedbacks are very useful. But, the direct one is more useful because basically it is provided in written form, compared to indirect feedback that just in the form of underline or circle, so it needs more time to be understood.
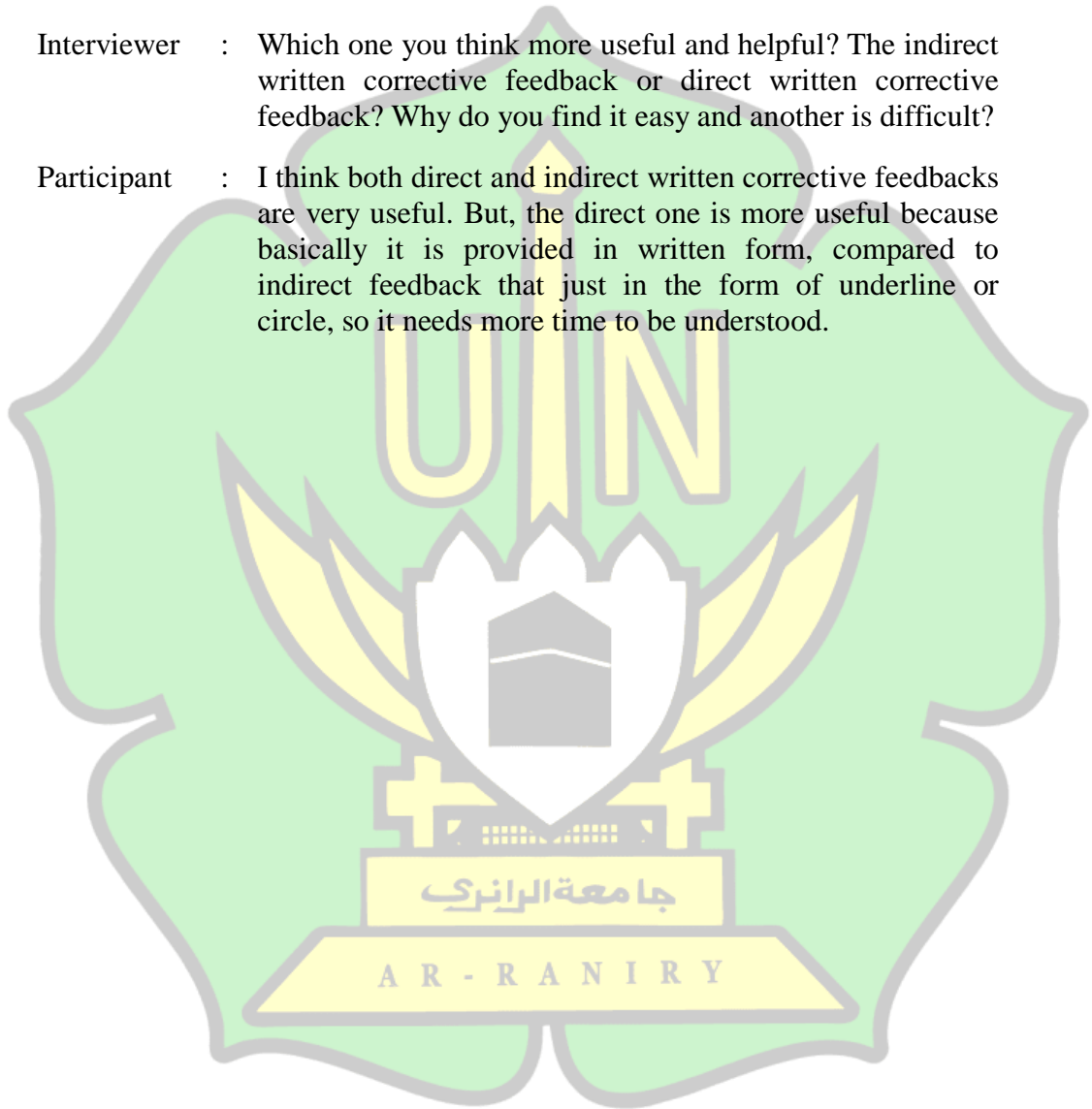
Appendix V: Results of Interview Transcriptions Coding

WCF	Preference	Original text	Initial codes	concepts	Key themes
Direct	Favor	Direct helps me to correct my thesis much faster	Faster revision	practicality	
		It (the correction) is certainly right and approved	Right correction	Feedback clarity	
		I know the correction, the right correction			
		So I just have to..all I have to do is that.. to revise with that correction.	Less work	practicality	
		It makes me revise faster	Faster revision	Practicality	
		That really help me in overcoming my confusion	Overcoming confusion	Feedback clarity	Individual Needs
		The corrections are there. So all I have to do is rewrite it directly	Less work	practicality	
		It saving my time	Saving time	Practicality	
		It is easier, like I don't have to like feeling lost, like 'what do I do?' about this errors	Overcoming confusion	Feedback clarity	
		It helps us to revise faster because the correction is directly given	Faster revision	Practicality	
		When I revise my thesis, it guide me more than just mark, making me confused during	Overcoming confusion	Feedback Clarity	

		revision			
		We don't need to work twice	Less work	Practicality	
		It saves time	Saving time	Practicality	
		But regarding the time; the shorter revision time and convenience, the direct one makes it easier	Faster revision	practicality	
		Because it's clear	clear	Feedback clarity	
		Know what are the mistakes that I made during the writing process			Academic Advancement
		So I know directly my mistakes	Knowing errors	Error recognition	
		I know what's the error directly			
		With direct, we already know what the errors are like			
		More helpful in identifying the errors			
Indirect	Disfavor	I have to ask my supervisor again. Like, what should I do with this (the marks)	Confusion	Feedback clarity	
		Sometimes it make me 'stuck', like I don't know what the errors are	Confusion	Feedback clarity	Individual Needs
		Apparently I am wrong again, and I need to revise it again	Misunder-standing	Practicality	
		We need to work more to correct the errors by ourselves	Work burden	practicality	

		The indirect one is a little bit difficult to understand,	Confusion	Feedback clarity	
		The indirect one is difficult because it often cause misunderstanding	Misunder-standing	Practicality	
		The revision process is longer	Longer revision	Practicality	
		With indirect written corrective feedback, we need to understand it by ourselves first	Work burden	practicality	
		If it is indirect, at least there is explanation about it	Confusion	Feedback clarity	
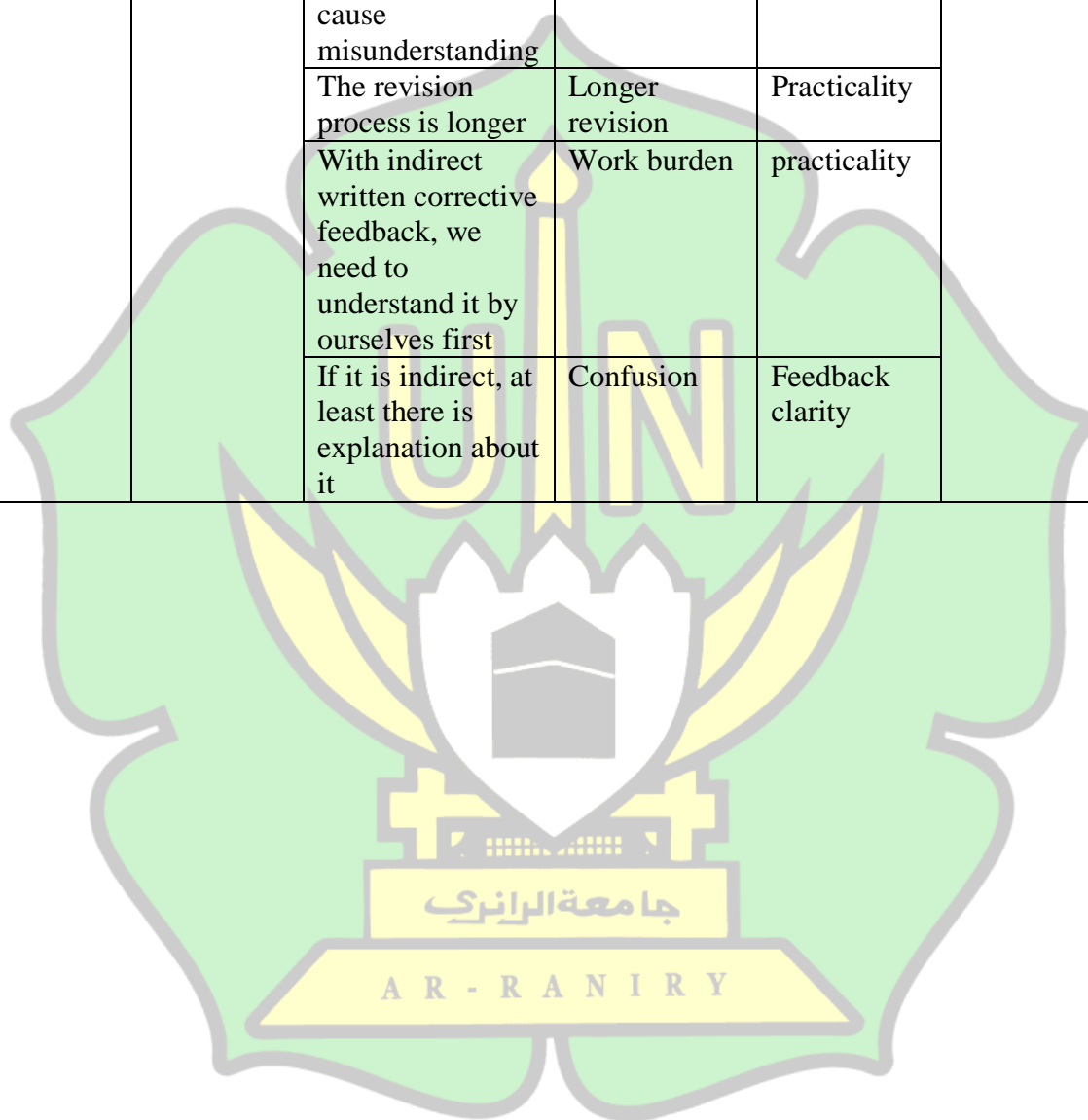
Appendix VI: Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7122/UN.08/FTK/KP.07.6/06/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 09 Juni 2022

MEMUTUSKAN

Menetapkan :
PERTAMA

Menunjuk Saudara:
1. Dr. Mustafa AR, M.A.   Sebagai Pembimbing Pertama
2. Khairiah Syahabuddin, MHSc.ESL., M. TESOL.,   Sebagai Pembimbing Kedua
   Ph.D.
Untuk membimbing Skripsi :
Nama   : **Siti Sarah**
NIM   : **180203133**
Program Studi   : **Pendidikan Bahasa Inggris**
Judul Skripsi   : **The Perception of Students on Thesis Supervisor's Written Corrective Feedback**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 22 Juni 2022
Dekan,

Muslim Razali

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

Appendix VII: Recommendation Letter to Conduct Field Research

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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-142/Un.08/FTK.1/TL.00/01/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **SITI SARAH / 180203133**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang   : Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Perception of Students on Thesis Supervisors' Written Corrective Feedback*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 19 Januari 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

Berlaku sampai : 19 Februari 2023

Habiburrahim, M.Com., M.S., Ph.D.

**Appendix VIII: Confirmation Letter of Conducted Research from
Department of English Language Education**

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-370/Un.08/PBI/Kp.01.2/04/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-142/Un.08/FTK.I/TL.00/01/2023 tanggal 19 Januari 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:
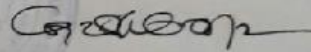
Nama   : Siti Sarah
NIM   : 180203133
Fak/Prodi   : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

The Perception of Students on Thesis Supervisors' Written Corrective Feedback

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 11 April 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana