

English Lecturers' Perceptions on the Use of Written Corrective Feedback in Online Thesis

Supervision

A Thesis

Presented to the Department of English Language Education as Partial

Fulfillment of the Requirements to Obtain *Sarjana Pendidikan* Degree in English Language

Education



by

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STATEMENT OF WORK'S ORIGINALITY

STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 22 April 2022

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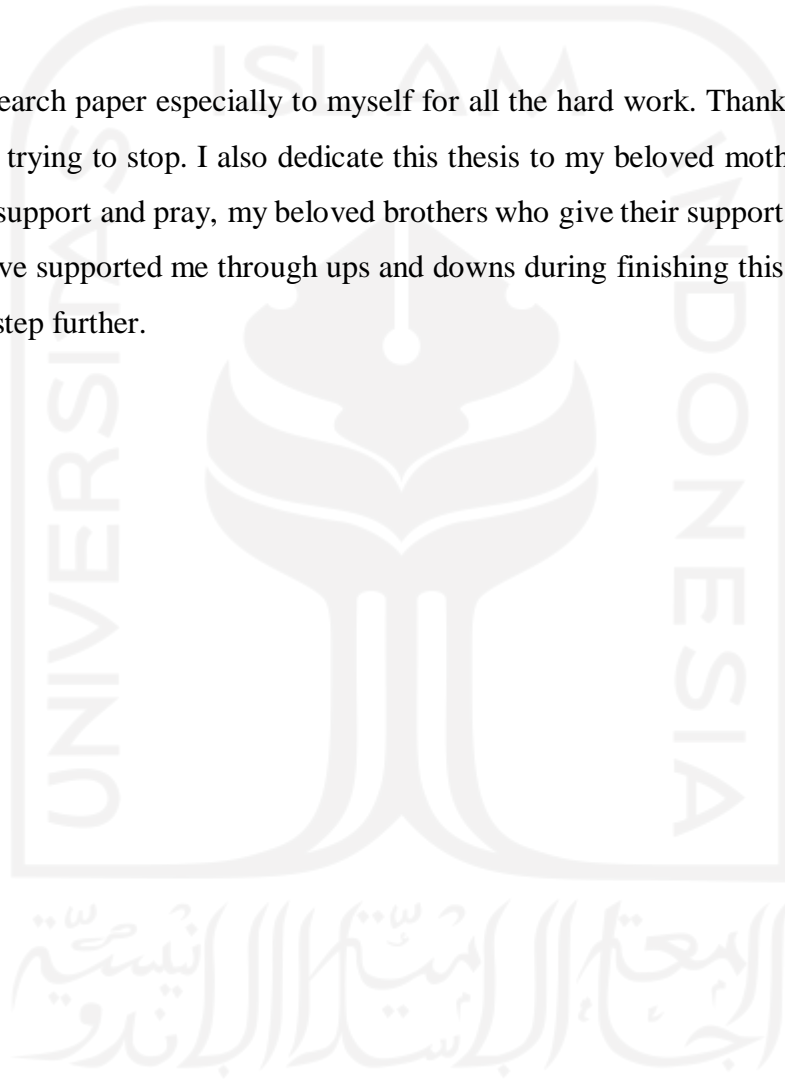
MOTTO

“Bad things at times do happen to good people”
- *Hospital Playlist 2* -



DEDICATION

I dedicate this research paper especially to myself for all the hard work. Thank you, Me! For not giving up and not trying to stop. I also dedicate this thesis to my beloved mother and father who always give their support and pray, my beloved brothers who give their support and pray. Also, to all people who have supported me through ups and downs during finishing this thesis. I hope this is a great start to step further.



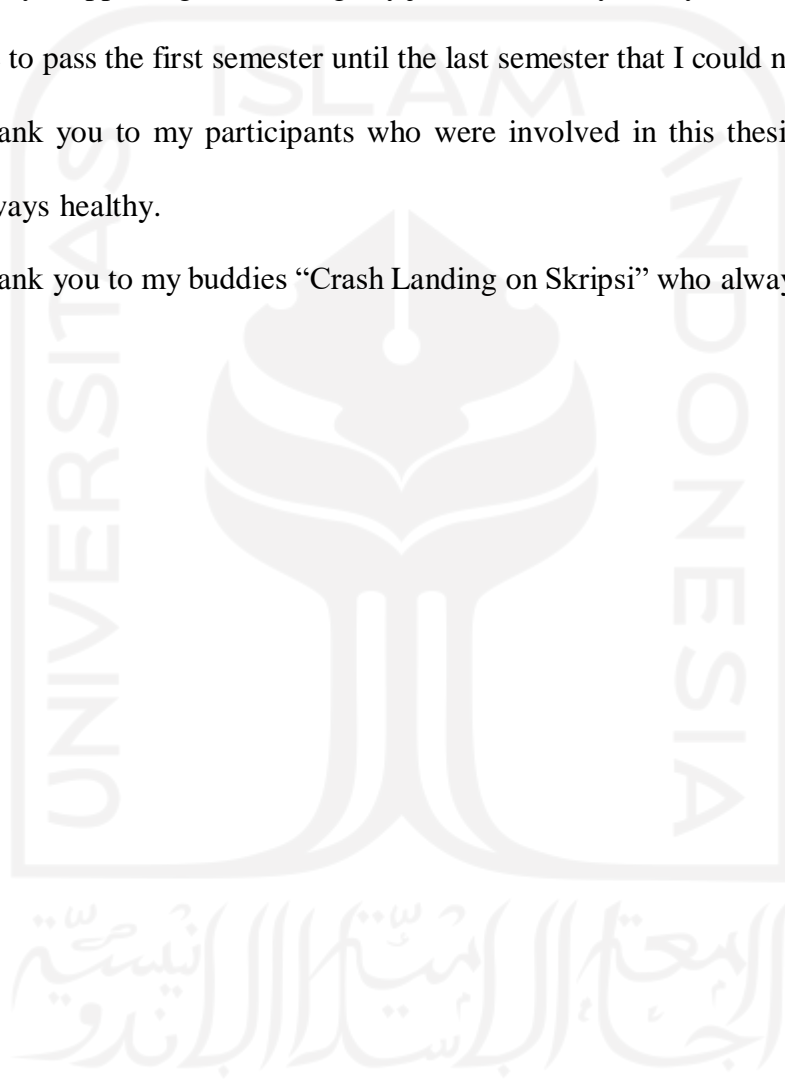
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English Lecturers' Perceptions on the Use of Written Corrective Feedback in Online Thesis Supervision

ABSTRACT

This study aimed to describe the perceptions of English lecturers in using written corrective feedback during thesis supervision in Indonesian context. Drawing on interviews with two lecturers who experienced using written corrective feedback in thesis supervision. The data were collected through face-to-face interview and online interview using WhatsApp. The data was analyzed by using thematic analysis. The research found that both English lecturers have the different and similar perceptions of providing written corrective feedback. Although both lecturers show the differences of providing the types of written corrective feedback in the students' thesis writing, both lecturers positively show the similarities during providing written feedback. The potential causes of this positive perception of lecturers when providing feedback is due to the cognitive engagement as perceived by the English lecturers. Both lecturers agree that providing written corrective feedback is necessary and important to the students during the process of thesis supervision.

Keywords: Lecturers' perceptions, written corrective feedback, online thesis supervision

CHAPTER I

INTRODUCTION

1.1 Background of the Study

The role of feedback is becoming an important part in the language learning. Current discussion on writing practices particularly highlighted the importance of written corrective feedback (WCF). It refers to feedback that is written by the teacher as a review of students' tasks and it contributes to enhancing the following tasks. The teachers' experience to carry out the feedback on students' tasks was considered to utilize a valuable focus on their writing of sentences. Some of the researchers have explained that written corrective feedback is adequate on ESL learner writing courses (Bitchener, 2008). Moreover, as a teacher should take responsibility and pay attention to students' tasks, especially in the writing process. It might influence the teaching and learning process and it also helps learners to create better sentences and structures toward writing. As a teacher on EFL, presenting corrective feedback on students' writing is the one of pedagogical experiences that hope to students on developing their writing skills and grammatical correctness (Al-Bakri, 2016; Brown, 2012). Corrective feedback provided by the teacher can be beneficial in facilitating students' writing. The impact of written corrective feedback for the teachers might reflect their beliefs based on previous knowledge or language learning to help the students enhance their writing skill. However, the teachers should be responsible and take in-depth attention to students' writing tasks then consider to giving feedback.

The use of written corrective feedback (WCF) on writing L2 courses has become a challenge for teacher and students. The teachers also sustain written corrective feedback (WCF) to the students' writing practice as a way to enhance the accuracy of their writing skill. According to Mao (2019), written corrective feedback (WCF) practice affects teachers' perceptions based on their previous language learning experience, their teacher education, and their experiences as educators. However, written corrective feedback is essential to associating on providing correction of students' writing better and understandable. Written corrective feedback is one of the factors that could improve the students' writing accuracy to gain their goals in learning objectives on a writing course.

Written Corrective Feedback (WCF) is integrated with writing practice and some English lecturers in Indonesia are using both Bahasa and English while providing feedback. As an EFL country, the teacher probably uses Bahasa on students' feedback which aims to present more students' comprehension in writing ability. Based on the research that had been carried out by (Mulati, Nurkamto, and Drajadi, 2020) one of the triggered factors of giving feedback is teachers' study background or teachers' experience in their academic background when they were on college. Moreover, the appropriateness of giving written corrective feedback (WCF) practice is influenced by teacher's personal academic experience such as language learning experiences that acquired written corrective feedback when in the college. According to Lee (2014), the current body of research mostly focuses on exploring L1 and ESL university contexts, and in the English- prominent countries especially in the United States. Meanwhile, research in the other contexts especially EFL still rare. Therefore, only a few of the current studies conducted in EFL contexts especially Indonesia regarding the teachers' perceptions on giving a written corrective feedback (WCF) practice.

Some of the study regarding teachers' perceptions on experiencing written corrective feedback (WCF) practices (Lee, 2009; Mulati, Nurkamto, and Drajadi, 2020) has been conducted about how the teacher gives indirect or direct feedback on students' worksheets without examining in detail the teachers' perceptions and their experiences gives feedback during online thesis supervision. However, it would be challenging to the teachers that they should facilitate their students on giving online feedback in writing tasks especially in the pandemic situation. The teachers should encourage themselves to pay more attention to their students and give the best feedback in order to enhance students' writing abilities.

Based on the reasons that have been stated, thus-far the studies of written corrective feedback practice in online thesis supervision are still rare, especially in Indonesia as one of EFL countries. Online feedback is quite different with offline feedback. Offline feedback could have consultation session directly with the supervisor and the student can asking in person what does supervisor mean during giving the feedback. In fact, since pandemic all of the schools and universities put into online learning it might be more challenging to the teachers which have to give feedback on students' tasks during the online learning. Rarely were studies conducted to explore the English lecturers or teachers' perceptions during giving a written corrective feedback (WCF) in online thesis supervision. To fill this void, this research attempts to focus on the study of written corrective feedback in online learning by conducting the English lecturers' perceptions of written corrective feedback (WCF) practices in EFL writing class due to the lack of use of WCF practices in the classroom. This study is important to explore English lecturers in Indonesian context due to perceptions on their personal experiences during

giving written corrective feedback (WCF) practices in online thesis supervision

1.2 Formulation of the Problem

This research was conducted to answer a question:

1. What are the types of written corrective feedback as experienced by English lecturers?
2. How is the perception of English lecturers on their use of written corrective feedback in online thesis supervision?

1.3 Objectives of the Study

This research aimed to explore the types of written corrective feedback as experienced by English lecturers and to investigate the perceptions of English lecturers on their experience of written corrective feedback practices in online thesis supervision, especially in the writing courses.

1.4 Significance of the Study

This research is expected to provide practical contributions on describing types of written corrective feedback that works for undergraduate students. This research is also expected to provide an empirical contribution by adding information on lecturers' perceptions that may affect the pattern of feedback sessions during their final thesis project.

CHAPTER II

LITERATURE REVIEW

2.1 Conceptual Review on Written Corrective Feedback

In terms of understanding the concept of corrective feedback, there have been numerous studies and opinions from researchers. Lightbown and Spada (1999) elucidated that corrective feedback is an indication of target language use that is incorrect by the learner. Corrective feedback is defined as the feedback or response that students accept on the language errors they generate in their oral or written as a result in a second language (Ellis and Sheen, 2011). As the statement made previously, it implies that the researchers emphasized the importance of corrective feedback both orally and written have a significant impact on students' tasks and they have opportunities to learn from these feedbacks (Ellis and Sheen, 2011). Further, Ellis (2009) described corrective feedback as a complex issue to be studied. The complexity of corrective feedback is apparent in the theory of corrective feedback (i.e., interactionist or cognitive and sociocultural) which implies the L2 acquisition and writing development on educational programs as part of language teaching. He explained the complexity of corrective feedback as an instructional or interactional tool in second language acquisition development. To spread out the definition to the written form, Bitchener and Ferris (2012) defined that written corrective feedback (WCF) affects the second language acquisitions (SLA) and L2 writing courses. Thus, enhancing significance on the importance of giving written corrective feedback, lecturer or teacher belief that written feedback proceed to play the main central role in L2 and foreign language writing courses. Moreover, in order to underlying the researchers' ideas, it was because written corrective feedback (WCF) has proven to be used to develop the L2 students' writing ability.

The implementation of written corrective feedback is crucial in ESL and EFL writing courses. The teachers should correct students' error correction and discover the effectiveness of written corrective feedback (WCF) during practices. In fact, error correction includes types and levels of error feedback also the effects of student accuracy (Lee, 2008). Moreover, there are several types of written corrective feedback to correct students' errors that can develop their writing skills given by the teachers or lecturers give. The teachers believe that providing error correction as a response to their students could assist the students' writing.

In terms of the dimensions or types of written corrective feedback, Ellis (2008) conceptualized types of written corrective feedback can be divided into six types, which are direct, indirect, metalinguistic, focus and unfocused feedback, electronic feedback, and reformulation feedback. The following table below, which is adapted from Ellis (2008), explained six types of written corrective feedback (WCF):

Table 2.1: Written Corrective Feedback Types (Adapted from Ellis, 2008)

Types of Written Corrective Feedback	Description	Studies
Direct of Written Corrective Feedback	The teacher provides the student with the correct form.	Lalande (1982) and Robb et al. (1986).

Indirect of Written Corrective Feedback	The teacher indicates that an error exists but does not provide the correction.	
	a. Indicating + locating the error	Numerous studies have employed indirect correction (e.g., Ferris and Roberts 2001; Chandler 2003).
		a few studies have employed this form (e.g., Robb et al. 1986)
	b. Indicating only	
Metalinguistics Corrective Feedback	The teacher provides some kind of	

<p>a. Use of error code</p> <p>b. Brief grammatical descriptions</p>	<p>metalinguistic clue as to the nature of the error.</p> <p>Teacher writes codes in the margin (e.g., ww = wrong word; art = article)</p> <p>Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.</p>	<p>The effects of using error codes have been investigated (e.g., Lalande 1982; Ferris and Roberts 2001; Chandler 2003). Sheen (2007) compared the effects of direct corrective feedback and metalinguistic corrective feedback.</p>
<p>The focus of the feedback</p> <p>a. Unfocused Corrective Feedback</p> <p>b. Focused</p>	<p>This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options</p> <p>Unfocused CF is extensive.</p> <p>Focused CF is intensive</p>	<p>Nearly all the studies have examined unfocused corrective feedback (e.g., Chandler 2003; Ferris 2006). On the other hand, Sheen (2007) drawing on traditions in SLA studies of corrective feedback and have examined focused corrective feedback</p>
<p>Electronic feedback</p>	<p>The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.</p>	<p>Milton (2006).</p>
<p>Reformulation</p>	<p>This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.</p>	<p>Sachs and Polio (2007) compared the effects of direct correction and reformulation on students' revisions of their work.</p>

Hence, these types of written corrective feedback essentially have specific aspects to acknowledge and to help the researcher to understand types of providing students' writing errors.

From the discussion above, it is acknowledged that some researchers have indicated the usefulness of written corrective feedback. Those of which are categorized by Fathman and Whalley (1990), Ferris (1995), Ashwell (2000), and Ellis (2008). Through these studies, Ellis (2010) extended the discussion by mentioning a type of strategy to engage the students' correction in their writing. Ellis (2010) contextualized the categorizations of written corrective feedback strategies that also support the dimensions in the previous types of written corrective feedback (i.e., direct and indirect feedback) by Ellis (2008). Ellis (2010) classified four main factors that are individual factors, contextual variables, engagement, and learning outcomes. Those factors might assist to identify the significance of written corrective feedback (WCF) that could affect teachers' belief. Therefore, to take the significance of written corrective feedback (WCF) into consideration as to identify the strategies which indicate the effectiveness of giving written feedback by the teachers in the writing process this study justified Ellis's concept to be the framework of investigating the written corrective feedback that were used in the teachers' feedback.

2.2 Empirical Review of English Lecturers on Experiencing Written

Corrective Feedback

English as Foreign Language (EFL) teachers tend to be careful to indicate students' errors in their writing. Thus, they give feedback both directly and indirectly. Some scholars agree to support written corrective feedback and tend to value written corrective feedback as a benefit for the learning process. This section explores these two perceptions.

One of the scholars who contrarily gives the error feedback is Lee (2017), she explained in her study about the implementing the effective feedback practices in second language (L2) writing. Lee (2017) described that in order to give effective feedback, the teacher should provide constructive feedback as the form of formative feedback. Formative feedback tends to accommodate their improvement of learning, motivating them, and making them confident writers in the long term. Hyland and Hyland (2006), explained that teachers' experiences are also enforced by some advanced technology to provide better correction on their students' tasks. The study indicated that while providing written feedback delivered both direct and indirect would be better if combined with the high technology tends to focus on the language teaching that supports students' correction since in the online writing practices.

Giving written corrective feedback on students' errors in writing tasks might be challenging in online thesis supervision, especially for EFL lecturers or teachers' experiences. Meanwhile, the appropriateness of providing students' errors by using written feedback nowadays is still becoming uncertain issues lead pros and cons. In the previous study, conducted by Truscott (1996) explained that providing error correction took a lot of time and consumed a lot of energy for the teacher itself. However, in countering Truscott's statement, based on teachers' experiences which might choose the best method to provide appropriate students' errors on written corrective feedback to give benefit on their writing tasks. Al-Bakri (2016), found that teachers' belief provided useful insight to accommodate students to enhance their academic writing skills through the feedback that concerns written corrective feedback and emphasized the challenges of giving corrective feedback to students' writing errors. Therefore, as we can see in this case from the teachers' experience from the Omani context of giving written corrective feedback leads to having the effective way to give appropriate feedback on students' errors in writing courses (Al-Bakri,2016).

2.3 Theoretical Framework

After exploring conceptual and empirical literature review, this research adopts from Ellis (2010) frameworks related to the corrective feedback practice. Ellis (2010) consistently researches written corrective feedback and his theory has been proven to be used in online contexts and face to face learning. These components are:

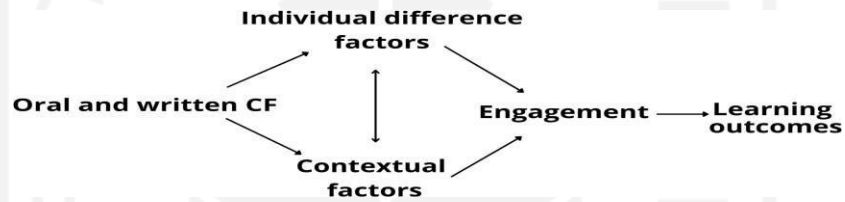


Figure 2.1. A componential framework for investigating Corrective Feedback by Ellis (2010)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research implemented a qualitative research method that is case study and used thematic analysis to investigate the perceptions of English lecturers on experiencing written corrective feedback practices in online learning, especially in the writing courses. This design is considered to be able to facilitate the researcher due to its flexibility in interpreting the participants' perceptions (Braun and Clarke, 2006). In this case is the perception of English lecturers during their experiences in giving written corrective feedback. Thematic analysis has been widely used in research tools which can particularly provide rich and detailed research data (Tiasadi, 2020). In the setting of this research, thematic analysis will be used as the origin of investigating and identifying the perspective from the participants' experiences when they were conducting written corrective feedback in online learning that were found on the interview transcription.

3.2 Settings and Participants

The setting of this study will be conducted in the EFL context particularly at a higher education level. In this study the researcher will conduct in the English Education Department. It is one of the courses that requires final projects for students to fulfill their undergraduate program. The participants are two English lecturers who experienced with thesis

supervision. The first participant's name is Ms. Muti (pseudonym) that chosen in this study because she acts as thesis proposal supervisor for 18 students. She also has seven years of experience as an English lecturer. She has a master degree on English Language Education in one of the public universities in Yogyakarta. Through her master thesis, she also got the experience of receiving written corrective feedback by her lecturers. By having an experience of giving and receiving feedback, she knows how to position herself as the student when she gives feedback to her students' writing tasks. The second participant is male lecturer from Islamic private university in West Java and he has been supervising undergraduate students since 2014. The second participant's name is Mr. Toto (pseudonym) acts as thesis proposal supervisor for 10 students. He also has countless experiences supervising students' academic writing due to his activities as lecturer and head of English Education Department. Through his countless experiences in academic writing, he knows how to give appropriate feedback to his students.

3.3 Data Collection and Research Instrument

The method of data collection that will be used in this study is the researcher used a semi- structured interview. This interview will highlight a particular perspective from an English lecturer on experiencing written corrective feedback (WCF) towards students' thesis projects which were conducted in online learning. The researcher chooses a semi-structured interview because this method makes it easier for the researcher to collect the data and get deeper information from the participant itself. The interview will be conducted two times if necessary to collect

data in detail. One session of the interview will take around 10-30 minutes and the interview will be conducted offline interview through face to face then online interview through WhatsApp Voice Call.

Table 3.1 The Interview Questions

Construct	Conceptual Definition	Components	Interview Questions
<p>Written Corrective Feedback (WCF)</p>	<p>Corrective feedback is defined as the feedback or response that students accept on the language errors they generate in their oral or written as a result in a second language (Ellis and Sheen, 2011) Ellis (2010) classified four main factors:</p> <ol style="list-style-type: none"> 1. individual factors (when the lecturer considers whether or not the students' works need to be evaluated or commented) 2. contextual variables (when the lecturers consider the needs of the students. In this research context, the needs of the students 	<ul style="list-style-type: none"> - Feedback or response - Individual factors (IF) - Contextual variables (CV) - Engagement (EG) - Learning outcomes (LO) 	<ol style="list-style-type: none"> 1. How do you feel when giving comments on students' work? 2. In your personal opinion, whether or not teachers should give feedback on students' works? (IF) 3. In your opinion, what do you think about giving written corrective feedback in students' work, especially in online learning

	<p>are characterized by EFL context),</p> <p>3. Engagement. In this section, Ellis (2010) categorizes it into three types of engagement. Those are cognitive, affective, and behavioral. Cognitive engagement is when the lecturer gives feedback that makes the students cognitively engaged. Behavioral engagement is when the lecturer gives feedback to make the students recast an action. Affective engagement is when the lecturer concerns giving feedback that can trigger the students to respond to the feedback).</p> <p>4. Learning outcomes. This is about how the written corrective feedback can assist the students to achieve the learning outcome.</p>		<p>conditions? (IF)</p> <p>4. How do you accommodate or manage the needs of your students during the course? (CV)</p> <p>5. How do you make your students cognitively engage through the corrective feedback? (EGC)</p> <p>6. How do you make your students recast an action through the feedback? (EGB)</p> <p>7. How is your students' response when they receive the feedback? How do you make your students feel triggered to edit their works? (EGA)</p> <p>8. Based on your opinion and experience, to what extent do you refer to the learning outcomes as manifested to the feedback so that the students can achieve it? (LO)</p>
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3.4 Data Analysis

In this study, the researcher used thematic analysis as a method in qualitative research to identify, analyze, and report the pattern (theme) within the data items (Braun and Clarke, 2006). They revealed that themes were something about the data that is substantial and relevant to research questions. Thus, there are six phase or step of thematic analysis guidelines which mentioned below:

- a. Phase 1 : Familiarizing myself with the data by re-reading the references and transcription of verbal data also takes note of the particular part of the data itself.
- b. Phase 2 : Generating initial code by identifying the features of written corrective feedback by Ellis (2010).
- c. Phase 3 : Searching for the themes by identifying across the data codes to one another.
- d. Phase 4 : The researcher needs to check the themes by comparing the pattern (themes) and selecting the most suitable one.
- e. Phase 5 : Defining and naming the theme by identifying each theme.
- f. Phase 6 : Producing the report by write-up the final analysis.

3.5 Data Trustworthiness

In establishing the data trustworthiness, the researcher will conduct this research by using thematic analysis. The method of this research has been published, proved, and reviewed in a journal as trustworthiness. The researcher will triangulate the data through using sources (e.g., empirical and conceptual journal articles) and the researcher also has reviewed the credibility of this method in qualitative research by the expert judgment by consulting the research regularly with the supervisor, Intan Pradita S.S., M. Hum. Thus, Braun and Clarke (2006) propose that the data need to be approved or communicated to justify the credibility. Therefore, the data of this research will be reviewed by the undergraduate students during thesis supervision.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

4.1 Findings

The data were collected through online interviews using WhatsApp Voice Call and offline interviews through face to face. The researcher contacted Mr. Toto and Ms. Muti through WhatsApp for an appointment. The interviews were done in a session which ended around 10 minutes for Ms. Muti and 30 minutes for Mr. Toto. There were several statements that were transcribed from the audio recording. Based on the data analysis, it was found that both participants performed written corrective feedback throughout the thesis supervision. However, each of them presented different types of written corrective feedback, and they also had different beliefs of performing written corrective feedback. In this section, the findings are presented and described under the explanation below.

From the data analysis, the researcher found that there are prominent differences upon the whole data. The first topic was about the types of written corrective feedback. Whereas the second topic is about lecturers' perception during the process of doing written corrective feedback toward student's writing a thesis. These topics were prominent in the data because the both participants provide almost the similar information although their background makes them have different perceptions. The transcript of the interview was in Bahasa Indonesia which was translated into English and was thematically. Below is an example of a translated transcription of the interview.

“Therefore, it was really necessary to give feedback in written form because it seems to show it particularly in English and we were from the Language Department. However, grammatical, punctuation, and spelling were important. That's why, in my opinion, written corrective feedback was important.”

From the sample transcript above, Ms. Muti thought that it was important to pay attention during giving feedback in writing particularly to grammatical, punctuation, and spelling errors because she thought that they were from the Language Department. Thus, she explained that providing feedback in written form for English Language students was necessary to notice kinds

of errors and should be corrected. This signified that it was important to the students to focus more on language accuracy.

4.1.1. Types of the Performed Written Corrective Feedback by the Participants

a. Direct Corrective Feedback

Direct corrective feedback was the most prominent type of corrective feedback that was done by the participants. This type of feedback was when the lecturer provided the correct version of any writing errors as made by their students.

Mr. Toto:

“So, I gave comments, one by one for each sentence, in their google document draft. My comments were about to correct their literature review structure, their argumentation structure, and their supporting sentences.”

“But the most important is the logic of the students’ arguments. It has to be sequenced from the first sentence until the end of the paragraph. I gave comments about their logic. It was about whether or not the logic was understandable. I am also concerned about their ways to make the arguments concise, and less logical fallacy. Those were the problems that I put first. Whereas, grammatical issues were considered to be less after these problems.”

From the data above, while performing direct corrective feedback, the lecturer has specific concerns to give correction on students’ arguments. Mr. Toto provided the students comments on their thesis document about how to correct their errors. Direct feedback was suitable to facilitate the students’ thesis feedback because it was given one by one in detail.

b. Indirect of Corrective Feedback (ICF)

1) Indicating locating the error (ILE)

Ms. Muti:

“Not only gave the question mark (?) just commented ‘so what’ or highlighted the feedback.”

“For example, the feedback only ‘hmmm’ that might be either not corrective or constructive feedback if only given the question mark (?).”

From the data above, while performing indirect corrective feedback, the lecturer has specific concerns to highlight on their writing activities. Based on Ms. Muti's statement, the feedback should be helpful so that the students can understand the meaning.

4.1.2. The Participants' Perceptions of Written Corrective Feedback

a. The Participants' Perceptions Based on Individual Factor

When the lecturer considers whether or not the students' writing needs to be evaluated or commented on. Lecturers thought about the corrections of students' errors that needed to be given feedback. Mr. Toto was quite busy as a thesis supervisor so he asked his students to make an appointment about schedule during thesis supervision. Based on his statement below, Mr. Toto due to his activities as a supervisor and head of English Education Department. He rarely asked his students about their background in order to investigate their ability in writing. Thus, Mr. Toto thought that he only gives comments on students' task based on what they have written not based on the students' background.

Mr. Toto:

“However, I rarely investigate their background related to social culture, geography, and economics. I have many things to do.”

(WA/IF/004)
(Translated version)

Besides, Ms. Muti's statement showed another solution during providing the feedback on students' thesis writing. Ms. Muti thought if she provided feedback only on Google Document it might make students not understand enough. However, she considered creating an additional Zoom Meeting.

Ms. Muti:

“I thought when giving feedback too much only on Google Document I worried they did not understand. However, I decided to create an additional schedule for Zoom Meeting outside of class.”

(FF/IF/004)
(Translated version)

b. The Participants' Perceptions Based on Contextual Variable

When the lecturers consider the needs of the students. In this research context, the needs of the students are characterized by the EFL context.

Mr. Toto:

“This is confusing, I didn't even know what feedback that I could give to the student. The works did not represent clear argumentation. They solely put the other scholars' arguments. Thus, instead of giving feedback it was closer to asking them to re-write. That is the challenge.”

(WA/CV/003)

(Translated version)

Mr. Toto was confused during the delivery of feedback to students' thesis writing. He asked his students to rewrite the argumentative because they solely put the other scholars' findings with less paraphrasing, let alone to put their own review about the findings. Mr. Toto also thought that his busy time limited the ideal way of supervising.

Mr. Toto:

“So, I understand that each student has a different background, language proficiency, and language competition. I should identify the students' characteristics; the students' needs in writing and then I can give the feedback accordingly. I should see the progress based on what they have written.”

However, I rarely investigate their background related to social culture, geography, and economics. I have many things to do. That was my weakness. So, my solution is that I keep correcting their works based on what they have written.”

(WA/CV/004)

(Translated version)

“Not all students did what I suggested, but there were only one-two students who did it.”

(WA/CV/005)

(Translated version)

From both statements, we can see that Mr. Toto conveyed some challenges in providing written feedback in the EFL context, which was at the University where he taught. Mr. Toto felt confused when he should give comments on students' task. He thought the students did not meet his expectation due to the feedback. According to Mr. Toto giving feedback in the EFL students slightly struggle because as a lecturer he should giving the feedback continuously until the students understand what should they do. Nevertheless, even providing written feedback continuously some of the students still did not understand so they choose to do misbehave such as put other scholar's arguments or it called as copy-paste.

According to Mr. Toto, this is a challenge for him as a lecturer at a Private University in Indonesia. Therefore, this statement indicates that the lecturer gave little attention to the students' background because he believes that each student has different characteristics and he only provided the feedback based on how the students write a sentence of arguments in their thesis.

Ms. Muti:

“During the Thesis Proposal Defense course, we usually met in person, I could explain the feedback directly. However, during the pandemic, I unexpectedly had to go online learning. I think, regardless of the condition, everything has to be done because it has to be learned from home and has to be written. That was so challenging.”

(FF/CV/003)

(Translated version)

“There were one or two students, I did not say slow-learner actually. But (he/she) is a little bit slower than (his/her) friends. Thus, when (his/her) friends were working on chapter 1 and 2 already completed (he/she) still has not completed yet.”

(FF/CV/004)

(Translated version)

From the data above, during the process of doing written corrective feedback Ms. Muti felt that the pandemic situation influenced the learning process and it became a challenge for the lecturer to provide feedback to the students' thesis in online learning rather than offline learning that can meet directly. Since online learning, Ms. Muti thought that the students also need to be monitored regularly due to online learning conditions. She mentioned there were one or two students who were a little bit slower than his/her friends in the TPD course. Thus, it implied that online learning influenced students' motivation to finish their writing on thesis.

c. The Participants' Perceptions Based on Engagement

1) The Participants' Perceptions Based on Cognitive Engagement (EGC)

In the process of doing written corrective feedback the role of lecturer significantly engaged students' cognitive skills. The way the

lecturer provided the feedback would influence how the students also engage with corrective feedback itself.

Mr. Toto:

“We need to do that feedback to find out how far they understand what we have taught. How far they can write a good argumentation. Then, with the background of previous studies, they positioned themselves. As a researcher with various kinds of arguments whether they are pros or cons or in between and how they can explore the ability to write a thesis proposal, that is why feedback is very important.”

(WA/EGC/002)

(Translated version)

In this statement it can be inferred that as a lecturer, providing feedback in the students' thesis proposal was important and the lecturer significantly should provide detailed feedback to identify how far students' comprehension in the writing process that lecturer has been taught. Thus, this indicates that giving feedback was a necessity for the lecturers toward students' writing tasks.

Mr. Toto:

“The student's need is to write a good argument in the thesis proposal and that need is analyzed from its grammatical needs. It can be corrected at the end of the proofread. There is a proofread activity, but if you look at the basic needs, the proof reading is not about grammar and mechanics, it is more about the arguments”

(WA/EGC/004)

(Translated version)

As we can see from the statement above, Mr. Toto's priority when giving feedback was the stability of students' logical argument on how the students can brainstorm the ideas during writing a draft of thesis. According to Mr. Toto, students' arguments are important aspects that should be commented rather than grammatical form. This indicates that grammatical errors according to Mr. Toto is less such a big deal because there was a section to correct the errors.

Mr. Toto:

“The process is when I asked them to write, I asked them to do the most important step, which is navigation. Navigation is important so those were three ways to navigate, such as general, critical, and database navigation. So, if you are used to it, search on Google. Well, after I asked them to navigate, I

asked them to write. In this writing process, they are involved from the beginning about what they should write. So, I also know from the beginning what the topic and the title are and I think it is part of their cognitive process.

So, before writing they get used to reading ten articles, if one paragraph is supported by at least three references.”

(WA/EGC/005)

(Translated version)

During the process of writing a thesis proposal, Mr. Toto explained how the navigation influenced students' step on writing their draft of thesis. Searching and reading some of scholars would enhance students' cognitive or their prior knowledge to start imagine what the topic that they would write in their research.

“Students download the journal articles and they read first then they start to write one paragraph. One paragraph and keep reading.”

(WA/EGC/005)

(Translated version)

Mr. Toto:

“I tried to motivate them to keep reading, searching for journal articles or what they like and make it a fast accomplishment, something simple but meaningful, little but meaningful. That was something simple which we did every day for example, mobile learning using a smartphone or analyzing some simple topics for example, how did we study in front of a computer every day.”

(WA/EGC/006)

(Translated version)

Mr. Toto:

“I also gave a reference that I had, ‘Here is the database that I had, here is the journals, please you just need to read sustainably.”

(WA/EGC/007)

(Translated version)

In accordance with the statement above, Mr. Toto motivated his students to discover simple topics but meaningful. With current study, it could be more precious if analyzing several topics based on the student's interest. According to Mr. Toto, the students would start writing by observing a topic that happened in our daily life then students would master their writing for. Then, Mr. Toto was a good reminder to his students to keep reading. It indicates that Mr. Toto asked his students to gain more knowledge when they keep reading.

“In my opinion, written corrective feedback should be continuously given to the students, not once or twice. Start from micro, meso, and macro. From the micro level, starting with grammar and spelling. From the meso level were argumentation, logic, and logical flow. From the macro they have particular discussions, for example the way they presented the issues and particular discussions (e.g., education and technology). When correcting feedback there was a tool namely SFL. SFL means Systemic Functional Linguistic, so I identified their work from three elements. I evaluated the meaning of the content as seen from the verb or analysis of its transitivity. I found that the verb in their use of writing was decisive. There were verbs that were repetitively used, for example "John explains". So, the word "explain" should be varied. "John reported" that was great.

(WA/EGC/008)

(Translated version)

With the statement above, as we can see that Mr. Toto was the most experienced with corrective feedback. First, he mentioned there were three steps to provide corrective feedback continuously, not only one or two times. Those steps might indicate students' development on language learning, especially writing structure. Second, Mr. Toto is a master of SFL (Systemic Functional Linguistic). SFL also has three important elements that are implied as a tool of assessment for giving written corrective feedback. Thus, it could describe that Mr. Toto had experiences in his academic background on providing the suitable feedback to the students.

On the other hand, Ms. Muti had a similar perspective with Mr. Toto. Ms. Muti explained that the importance of grammatical structure was necessary because she is from the Language Department. It indicated that as a Linguist corrected the grammatical errors or language accuracy particularly had more attention.

Ms. Muti:

“Therefore, it was really necessary to give feedback in written form because it seems to show it particularly in English and we were from the Language

Department. However, grammatical, punctuation, and spelling were important. That's why, in my opinion, written corrective feedback was important.

(FF/EGC/002)

(Translated version)

To anticipate misunderstanding between lecturer and student during the process of doing corrective feedback, Ms. Muti provides comprehensive feedback which means that the lecturer gave written feedback in detail so the students could understand what the lecturers' suggested.

Ms. Muti:

"They did not understand what it meant if it was written feedback. However, I anticipated it by providing comprehensive feedback in detail."

(FF/EGC/003)

(Translated version)

In accordance with the statement below, Ms. Muti had quite a similar perspective with Mr. Toto's statement. When creating a thesis proposal, Ms. Muti gave her students an example of a thesis as a representation to start writing the thesis. Begins with searching for a mentor text first and writing an outline. Those were steps for students to gain their cognitive skills about writing a thesis and they had an idea on what research would be suitable to investigate.

Ms. Muti:

"By giving them an example from my own thesis. For example, when writing the background of the study here were the parts and make an outline for them (students) to start writing. They were also searched for a mentor text first related to their research. Searching for the mentor text as the model text and they looked for themselves and realized "Oh later on, the research will be like this". Then, finally they understood first what the research flow will be."

(FF/EGC/005)

(Translated version)

Ms. Muti

"It depends on the lecturer who gave the feedback. For example, by giving feedback in detail and comprehensively I thought it could assist the students to develop their writing better."

(FF/EGC/008)

(Translated version)

From the data above, during the process of doing written corrective feedback Ms. Muti thought that by providing feedback in detail and comprehensively could assist the students to engage their cognitive skills and reach their goals in writing the thesis.

2) **The Participants' Perceptions Based on Behavioral Engagement (EGB)**

The second engagement was behavioral which means that it could raise students' engagement to recast their thesis proposal when the lecturer provided the written feedback. Behavioral engagement provided by the lecturer is not only to revise but also the learning process as a strategy to facilitate written feedback. As we can see from Mr. Toto's statement below, sometimes the lecturer recognized that the students did less to fulfill the lecturer's expectation.

Mr. Toto:

“Sometimes, I saw students' works that did not meet my expectations. For example, I asked to write the first paragraph on how to rationalize the topic of an argument, but the students did not write what I asked for. Occasionally, they just picked from Google, so I was confused when I gave a correction, everything was all wrong in my eyes.”

(WA/EGB/003)

(Translated version)

“If from the beginning the thesis writing was picked from Google, then how did I correct it? This should not be corrected, but I asked them to rewrite it.”

(WA/EGB/003)

(Translated version)

Based on both statements above, Mr. Toto felt confused when did written feedback because some students cheated the sentence from Google without paraphrasing it. Therefore, it indicates that by giving written corrective feedback not all students would understand what the error that should be corrected. Mr. Toto felt confused then his students also did not get the point of feedback itself.

Besides, Ms. Muti's statement below represents the role of lecturer was

important. She thought that by reminding and motivating the students when they were writing the thesis proposal could encouraged the students. Ms. Muti frequently checked the students' progress in the Google Document and asked them in person if any obstacles came up when writing the thesis.

Ms. Muti:

“I consistently told them, the important thing there was progress on their Google Document. There was progress first on Google Document and it was okay, even if it was only little progress. At that time, there was a student when I checked the last edited histories were just edited last week. It means, (he/she) still has not made any progress yet. However, I reached up by chatting in person and asked “Why hasn't there been any progress?” he/she replied “Yes miss, I wrote it offline”. Thus, some students were to write their thesis on Microsoft Word first on his/her laptop.”

(FF/EGB/006)

(Translated version)

“Well, it should be done before the next meeting. However, it's about a week for them to do a revision.”

(FF/EGB/007)

(Translated version)

From the data above, during the process of doing written corrective feedback the lecturer showed her attentiveness towards the students' work and gave space to them to revise the thesis that had been corrected by the lecturer.

3) The Participants' Perceptions Based on Affective Engagement (EGA)

Affective engagement is when the lecturer concerns giving feedback that can trigger the students to respond to the feedback. Affective engagement influenced how the process of giving feedback included lecturers' emotions. Based on Mr. Toto's statement, he explained that when giving feedback it depends on his mood or emotions. If Mr. Toto lacks mood, he asks the students to meet in person and give feedback directly. It might indicate that affective engagement affects students' response when receiving the written corrective feedback.

Mr. Toto:

“It depends on our emotions. If the mood is not good enough, I asked them to meet in person then discussed what they mean. Even though the meeting could be via Zoom Meeting or face to face.”

(WA/EGA/003)

(Translated version)

Unlike Mr. Toto, Ms. Muti had a concern that when provided feedback more in the Google Document the students would misunderstand what Ms. Muti means. Therefore, Ms. Muti decided to make an additional meeting schedule for her students outside of the class.

Ms. Muti:

“For those students, I allocated the schedule for an additional Zoom Meeting. Not all students and more time when at TPW class.”

(FF/EGA/004)

(Translated version)

Based on the Ms. Muti's above, indicates that she had concern with providing written corrective feedback so that she should encourage her students to make progress when the students had received the feedback.

“Because the encouragement and the point where to do it every day even though it's only one or two sentences, it's okay. The important thing there was progress.”

(FF/EGA/006)

(Translated version)

“Whatever the progress, even if it was one or two sentences. For example, last meeting I gave feedback about the grammar then please revise the grammar first.”

(FF/EGA/007)

(Translated version)

From the data above, during the process of doing written corrective feedback the lecturer was apprehensive about the students' condition when writing the thesis proposal. The lecturer would appreciate every progress that students made for their future thesis.

d. The Participants' Perceptions Based on Learning Outcomes

This is about how the written corrective feedback can assist the students to achieve the learning outcome. When the lecturer gave feedback to the students' thesis proposal there was a goal that students should present their quality of writing skills.

Based on Mr. Toto's statement below, he explained that the quality of writing reflects how the students' quality of reading skills.

Mr. Toto:

“In the end, the quality of writing reflected the quality of his/her reading. Therefore, if we wanted to see someone's writing and wanted to see their ability and rapidity in reading, we could see from their writing. Because, someone who is a good reader is definitely a better writer.”

(WA/LO/005)

(Translated version)

During the thesis under Mr. Toto supervision, the students could achieve their learning outcomes properly with high commitment. However, they can graduate on time because the lecturer assists the students consistently.

“In total students under my supervision, there were ten students. Eight out of ten could do a thesis on time.”

(WA/LO/007)

(Translated version)

“Then, from the commitment. Alhamdulillah, they graduated on time. Only one student who did not.”

(WA/LO/007)

(Translated version)

From the data above, during the process of doing written corrective feedback the lecturer explained that with highly committed students could achieve their learning outcomes. Therefore, the feedback that the lecturer gave might benefit students' thesis writing and the feedback should be corrected.

4.2 Discussion

This study found that there were the two types as strategies of giving written corrective feedback which were direct and indirect feedback. Then, there were four components that emerged when the lecturers provided the written corrective feedback. Those were positive perceptions and negative perceptions. These perceptions were related to the individual factor, contextual variable, engagement consists of cognitive, behavioral, and affective, the last one was learning outcome component.

4.2.1 Types of Written Corrective Feedback as Experienced by English Lecturers

This section presents types as strategies for providing corrective feedback that happen in the lecturers who are doing thesis supervisor.

As conveyed in the previous section, types of the most experienced English lecturers on the use of written corrective feedback during thesis supervisor are direct and indirect feedback. The use of direct feedback on written corrective feedback experienced by Mr. Toto is able to provide specific concerns on students' arguments. Direct feedback is suitable to give corrections to students that have less writing skills. Mr. Toto experienced that direct feedback tends to facilitate students that are incapable of self-correcting the error during writing the thesis proposals. These findings are in line with Ellis (2008) that has concerns with students' correction on their thesis writing. It is probably suitable if the feedback is given by the lecturer directly. Based on Mr. Toto's experience with direct feedback, it assists students to guide them on self-correcting the error on the thesis proposal. This was conveyed by Mulati, Nurkamto, and Drajadi (2020) who explained that direct feedback was selected to assist the students in the writing process as a beginner writer. Meanwhile, indirect feedback was experienced by Ms. Muti. These include *indicating* feedback and *locating* feedback. The lecturers should provide comprehensible feedback for the errors either by indicating the errors or locating the errors as means to assist the students gain more understanding. Ms. Muti explained that she used both locating and indicating feedback. She explained that it was not enough. The lecturers should give more feedback upon the indicated and located errors. The feedback should be constructive and provide feedback in detail; it aims to have the students receive appropriate feedback in writing the thesis. This was conveyed by Lee (2017) who described that constructive feedback indicates to assist the students achieve their writing goals and bring out their motivation to be a better writer in the long term.

In the data findings, both of the lecturers had the least experience on the types of written corrective feedback there are metalinguistic corrective feedback, the focus of the feedback, electronic feedback, and reformulation. Those are the least types of feedback that Mr. Toto and Ms. Muti experienced from the thesis supervisors on their students. Both of the lecturers show their experience from academic background in different ways that aim to provide the appropriate strategies in the written corrective feedback and suitable to implement for their own students.

4.2.2 How the Perception of English Lecturers on Their use of Written Corrective Feedback

In the process of doing written corrective feedback there were four elements that support lecturers' provision of feedback; both Mr. Toto and Ms. Muti were shown they experience when giving feedback towards students' thesis proposals

Based on the explanation in the previous section, Mr. Toto and Ms. Muti, as English lecturers during thesis supervision, are paying attention to provide the suitable written corrective feedback for their students when doing thesis proposals in a different and positive way. Mr. Toto and Ms. Muti are responsible for providing written corrective feedback with their experience as an English teacher to affected students on developing their knowledge during writing the thesis. This is in line with Al-Bakri (2016) who explained that both lecturers show that providing written feedback on students' thesis proposals is important and necessary to be considered. During thesis writing, Mr. Toto and Ms. Muti provided an engagement, particularly cognitive engagement. It makes the students cognitively engaged. Thereby it assists students to have better background knowledge, developing students' motivation, and students' awareness to finish their thesis. This is in line with Ellis (2010) that mentioned cognitive engagement assists students to respond and receive the feedback properly, cognitive engagement also supported by behavioral and affective engagement that the lecturers give when providing the feedback. Thus, the role of lecturers giving engagement to the students during writing the thesis proposal influences students' response to the written feedback that they receive from the lecturers.

In accordance with the data findings, based on Mr. Toto's experience some students might be frustrated on doing a thesis proposal and should receive feedback from the lecturer, so they pick up some arguments and copy paste from Google without paraphrasing. Then, when Mr. Toto recognized the arguments on students' thesis proposals, he asked his students to rewrite. It indicates that the lecturers less provide an example of writing the thesis, at least the lecturer provides the students how to write an example outline when drafting the thesis proposal. In addition, the students could avoid the misunderstanding when the lecturer provides corrective feedback that might lead students to demotivation.

CHAPTER V

CONCLUSION

The research has investigated the perceptions of English lecturers' experiences on the use of written corrective feedback during thesis supervision. During thesis writing both lecturers show some differences. First, one participant explained that providing feedback on grammatical error was less important than logical argumentativeness during writing the thesis. Meanwhile, the other lecturer perceived that providing feedback on grammatical errors was important because she thought it necessary to share the knowledge. Both lecturers also provide different types of strategy when performing written corrective feedback. First, one lecturer provided direct feedback due to his activities that have too much to do. Meanwhile, the other lecturer provides indirect feedback. She thought that indirect feedback should be provided with comprehensiveness and detail that can assist the students to correct their errors. However, although both lecturers have differences in providing written corrective feedback, they were able to consider in terms of providing written corrective feedback to the students during thesis supervision. Both participants have similarities, they believe that providing written corrective feedback could assist students' writing development. Although, both participants have different ways to provide the feedback based on their experience such as academic experiences. The participants were also considered the beneficial of providing the written corrective feedback to the students during writing their thesis and they can finish the thesis properly. Those can support the process of providing written corrective feedback appropriately. From the results of this research, it can be concluded that providing written corrective feedback is necessary and important to the students during the process of thesis supervision. Both lecturers described their own experience and explained their own perceptions on providing the written feedback. Therefore, it is recommended for English lecturers who are doing thesis supervisors to be able to provide written corrective feedback. As this research was limited to be solely investigated in one context that was in the higher education, thus further research can be carried out to broaden the context and participants' experiences.

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APPENDICES

Appendix 1. Consent Form

Appendix 1.1. Consent Form Participant 1

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama : Hendriwanto, S.Pd., M. Pd
Umur : 37 tahun
Jenis Kelamin : Laki-laki
Pekerjaan : Dosen Pendidikan Bahasa Inggris

Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul "English Lecturers' Perceptions on the Use of Written Corrective Feedback in Online Learning" dan bersedia untuk:

1. Diwawancarai terkait topik penelitian
2. Dibagi lebih lanjut apabila ada data yang perlu dianyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa Paksaan dari pihak manapun.

Yogyakarta, 8 Desember 2021

Penceli  Nurfa Ariyanti	Partisipan  Hendriwanto, S.Pd., M. Pd
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Appendix 1.2 Consent Form Participant 2

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Yang bertanda tangan di bawah ini:

Nama : Bonatul Muttalifah, S.Pd., M. Pd
Umur : 29 tahun
Jenis Kelamin : Perempuan
Pekerjaan : Dosen



Menyatakan kesediaan untuk menjadi informan dalam penelitian yang berjudul "English Lecturers' Perceptions on the Use of Written Corrective Feedback in Online Learning" dan bersedia untuk:

1. Diwawancarai terkait topik penelitian
2. Dibagi lebih lanjut apabila ada data yang perlu ditanyakan kembali

Semua nama, tempat, dan informasi akan dijaga kerahasiannya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya tanpa Paksaan dari pihak manapun.

Yogyakarta, 8 Desember 2021

Penceli  Nurfa Ariyanti	Partisipan  Bonalul Muttalifah, S.Pd., M. Pd
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Appendix 2. Permit Letter

Appendix 2.1. Permit Letter 1



Logo of Universitas Islam Indonesia (UII) Faculty of Psychology and Cultural Studies.

FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Alamat: Jl. Sekeloa Timur No. 101
Gedung: 101
Cibadegan, Yogyakarta 55181
Telp: (0271) 884121
Fax: (0271) 884122
Email: psikologi@iain-sb.uin-suka.ac.id
Website: www.iain-sb.uin-suka.ac.id

Tanggal : 24 November 2021
Nomor : 3813/DK/70/DHRT/XXI/2021
Hal : Permissão para Pengambilan Data Skripsi

Kepada :
Yth. Kepala Program Studi Pendidikan Bahasa Inggris
Universitas Swadaya Gunung Jati
Di tempat.

Assalamualaikum/Hi: WB

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Nurul Aqiyah
Nomor Induk Mahasiswa : 18222054
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Irfan Pratiwi, S.S., M.Hum
Judul Skripsi :
"English Lecturers' Perceptions on the Use of Written Corrective Feedback in Online Learning."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum/Hi: WB

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Appendix 2.2 Permit Letter 2



Logo of Universitas Islam Indonesia (UII) Faculty of Psychology and Cultural Studies.

FAKULTAS PSIKOLOGI & ILMU SOSIAL BUDAYA

Alamat: Jl. Sekeloa Timur No. 101
Gedung: 101
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Telp: (0271) 884121
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Email: psikologi@iain-sb.uin-suka.ac.id
Website: www.iain-sb.uin-suka.ac.id

Tanggal : 24 November 2021
Nomor : 3843/DK/70/DHRT/XXI/2021
Hal : Permissão para Pengambilan Data Skripsi

Kepada :
Yth. Ibu Rumanah Marufah, S.Pd., M.Pd.
Di tempat.

Assalamualaikum/Hi: WB

Dalam rangka mengantarkan mahasiswa untuk menjadi sarjana, maka setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut di atas diperlukan data baik dari Instansi Pemerintah, Badan Usaha Milik Negara, Perusahaan Swasta dan Lembaga maupun individu. Selanjutnya kami mohon izin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut di bawah ini :

Nama Mahasiswa : Nurul Aqiyah
Nomor Induk Mahasiswa : 18222054
Program Studi : Pendidikan Bahasa Inggris
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Judul Skripsi :
"English Lecturers' Perceptions on the Use of Written Corrective Feedback in Online Learning."

Demikian permohonan kami, atas perhatian dan bantuan Bapak/Ibu/Saudara/i kami ucapkan terimakasih.

Wassalamualaikum/Hi: WB

Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia

Dr. Fuad Nashori, S.Psi., M.Si., M.Ag., Psikolog

Appendix 3. Interview Transcription

Appendix 3.1. Interview Transcription 1

Components:

1. Individual Factors (IF)

When the lecturer considers whether or not the students' works need to be evaluated or commented on.

2. Contextual Variable (CV)

when the lecturers consider the needs of the students. In this research context, the needs of the students are characterized by the EFL context.

3. Engagement (EG)

a. Cognitive engagement is when the lecturer gives feedback that makes the students cognitively engaged. (EGC)

b. Behavioral engagement is when the lecturer gives feedback to make the students recast an action. (EGB)

c. Affective engagement is when the lecturer concerns giving feedback that can trigger the students to respond to the feedback. (EGA)

4. Learning Outcomes (LO)

This is about how the written corrective feedback can assist the students to achieve the learning outcome.

Types of feedback:

1. Direct of Corrective Feedback (DCF)

The teacher provides the student with the correct form.

2. Indirect of Corrective Feedback (ICF)

a. **Indicating + locating the error (ILE)**: this takes the form of underlining and use of cursors to show omissions in the student's text.

3. Metalinguistic of Corrective Feedback (MCF)

a. **Use of error code (EC)**: teacher writes codes in the margin (e.g., ww = wrong word; art = article)

b. **Brief grammatical descriptions (GD)**: teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.

4. Focus of the Feedback (FF)

a. **Unfocused Corrective Feedback (UCF)**: extensive

b. **Focused Corrective Feedback (FCF)**: intensive

5. Electronic Feedback (EF)

The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.

Data Number	Question	Interview Transcription	Data Reduction	Coding
001	How do you feel when giving	Mengoreksi tugas mahasiswa itu kan bagian dari tugas seorang dosen		

	<p>comments on students' work?</p>	<p>(pendidik). Mahasiswa yang saya ajarkan itu adalah calon guru sehingga saya juga harus memberikan teladan bagaimana agar mereka bisa kalau jadi guru itu bisa mengoreksi atau memberikan feedback. <i>Jangan sampai mahasiswanya sudah mengerjakan tugas tetapi tidak dikoreksi.</i> Tetapi memang mengoreksi itu juga multi dimensi kita kadang perlu waktu kadang tidak tahu ilmunya bisa jadi tidak tahu instrumen dalam koreksiannya. Itu kadang banyak orang, dosen atau guru tidak melakukan koreksi. Itu menjadi salah satu masalah sendiri ya. Kalau menurut saya setelah melakukan koreksi itu merasa senang ya dan bisa mengetahui oh ternyata level mahasiswa ada level ini level ini jadi tahu seberapa jauh mereka menguasai apa yang sudah saya ajarkan.</p>		
002	<p>In your personal opinion, whether or not teachers should give feedback on students' works?</p>	<p>Itu bagian dari assessment. Sehingga feedback itu perlu kita lakukan untuk mengetahui seberapa jauh mereka memahami apa yang sudah kita ajarkan. Seperti contoh, di proposal thesis umpan balik itu sangat penting ya karena seberapa jauh mereka dapat menuliskan argumentasi yang bagus. Kemudian, di</p>	<p>Sehingga feedback itu perlu kita lakukan untuk mengetahui seberapa jauh mereka memahami apa yang sudah kita ajarkan. seberapa jauh mereka dapat menuliskan argumentasi yang bagus. Kemudian, di latar belakang oleh penelitian-penelitian terdahulu kemudian mereka</p>	<p>EGC EGC</p>

		<p>latar belakang oleh penelitian-penelitian terdahulu kemudian mereka memposisikan positioningnya dimana. Sebagai seorang peneliti dengan berbagai macam argumen apakah mereka yang pro atau yang kontra atau in between. Atau bagaimana mereka bisa menggali kemampuan dalam menulis proposal tesis, nah umpan balik itu sangat penting. Jadi, kadang saya melihat bukan dari tata bahasa. Tata bahasa memang penting untuk kita koreksi tapi itu di akhir. Tapi yang terpenting adalah logiknya jadi logika argumennya itu runtut tidak dari mulai kalimat pertama sampai kalimat di paragraf terakhir itu logiknya masuk logika tidak. Kemudian, argumennya concise itu jadi logical flow nya mengalir. Itu yang saya kasih feedback terlebih dahulu.</p>	<p>memposisikan positioningnya dimana. Sebagai seorang peneliti dengan berbagai macam argumen apakah mereka yang pro atau yang kontra atau in between. Atau bagaimana mereka bisa menggali kemampuan dalam menulis proposal tesis, nah umpan balik itu sangat penting.</p> <p>Tapi yang terpenting adalah logiknya jadi logika argumennya itu runtut tidak dari mulai kalimat pertama sampai kalimat di paragraf terakhir itu logiknya masuk logika tidak. Kemudian, argumennya concise itu jadi logical flow nya mengalir. Itu yang saya kasih feedback terlebih dahulu.</p>	<p>EGC</p> <p>DCF</p>
003	<p>In your opinion, what do you think about giving written corrective feedback in students' work, especially in online learning conditions?</p>	<p>Jadi online written corrective feedback itu memang tergantung emosi kita kalau moodnya bagus saya berikan koreksi tertulis. Kalau moodnya tidak bagus saya minta mereka ketemu kemudian mendiskusikan apa yang mereka maksud gitu meskipun ketemunya bisa via zoom atau tatap muka. Tapi kalau dalam hal</p>	<p>Kalau moodnya tidak bagus saya minta mereka ketemu kemudian mendiskusikan apa yang mereka maksud gitu meskipun ketemunya bisa via zoom atau tatap muka.</p>	<p>EGA</p>

		<p>corrective written feedback secara online itu saya kasih mereka file words, file word yang saya dapat kemudian saya kasih review komentar di bagian-bagian yang saya berikan. Jadi, saya berikan satu per satu komentar seperti “number 1 kemudian literature review kemudian argumentasi dan kalimat pendukung. Ini tantangan bagi dosen bagi saya, yg pertama kadang saya melihat mahasiswa itu tidak sesuai dengan harapan saya. Misalnya, diminta menulis paragraf pertama bagaimana rasionalisasi dari sebuah topik argumennya akan tetapi mahasiswa tidak menuliskan sesuai apa yang saya minta. Terkadang mereka menulis comot sana comot sini dari Google sehingga saya terkadang bingung memberikan koreksi ini mah salah semua ya dalam kacamata saya. Kadang memberikan koreksi kalau ada yang benarnya tapi ada yang masih belum benar atau yang belum pas itu baru saya koreksi tapi kalau dari awalnya tulisannya kok dari Google kemudian gimana cara mengoreksinya, ini mah bukan dikoreksi tapi saya minta mereka menulis ulang, Nah itu tantangannya ya, jadi</p>	<p>Jadi, saya berikan satu per satu komentar seperti “number 1 kemudian literature review kemudian argumentasi dan kalimat pendukung.</p> <p>kadang saya melihat mahasiswa itu tidak sesuai dengan harapan saya. Misalnya, diminta menulis paragraf pertama bagaimana rasionalisasi dari sebuah topik argumennya akan tetapi mahasiswa tidak menuliskan sesuai apa yang saya minta. Terkadang mereka menulis comot sana comot sini dari Google sehingga saya terkadang bingung memberikan koreksi ini mah salah semua ya dalam kacamata saya.</p> <p>tapi kalau dari awalnya tulisannya kok dari Google kemudian gimana cara mengoreksinya, ini mah bukan dikoreksi tapi saya minta mereka menulis ulang,</p> <p>Bingungnya itu apa yang harus dikasih feedback yaa ini mah bukan dikasih feedback tapi meminta mereka untuk menulis ulang nah itu tantangannya.</p>	<p>DCF</p> <p>EGB</p> <p>EGB</p>
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		<p>belakang tentang sosial budaya, geografi, dan ekonomi itu tidak saya sentuh tapi saya melihat dari apa yang dia tulis itu yang saya koreksi nah itu mungkin kelemahan saya ya. Harusnya ketika “kok mahasiswa tulisannya seperti ini” mungkin saya bisa melihat “oh latar belakang pendidikan, sosial budaya yang berbeda, latar belakang logika harusnya. Dan kemudian bahasa Inggris, memang bahasa Inggris itu EFL tetapi dalam perkembangannya bahasa Inggris bukan lagi EFL tapi lingua franca. Lingua franca itu bahasa Inggris sebagai bahasa internasional artinya sebagaimana bahasa internasional itu kita guru atau dosen wajib menghormati perbedaan-perbedaan keberagaman bahasa Inggris. Misalnya, yang kita lihat ada bahasa Inggris Malaysia, Singapura, ada Bahasa Inggris India. Kalau kita sama ratakan dengan Bahasa Inggris (UK) dan Bahasa Inggris Amerika (US) tidak mungkin bisa. Karena sekarang Bahasa Inggris sudah menjadi bahasa lingua franca, bukan lagi bahasa asing tapi bahasa internasional. Jadi, bahasa internasional jadi disesuaikan dengan kondisi dimana daerah itu berasal. Misalnya, bahasa</p>	<p>jarang memang melakukan investigasi latar belakang penulis ini jadi latar belakang tentang sosial budaya, geografi, dan ekonomi itu tidak saya sentuh tapi saya melihat dari apa yang dia tulis itu yang saya koreksi nah itu mungkin kelemahan saya ya.</p>	<p>IF</p>
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		<p>inggris Jogja ya suaranya berbeda dengan khas Jogja itu beda nggak papa. Jadi, aksennya tidak akan sama dengan orang Amerika dan Inggris ngga masalah. Jadi sekarang itu saya melihat sudah tidak ada standar dalam bahasa inggris ya, standar bahasa inggris hanya terjadi di TOEFL dan IELTS itu yang terjadi tapi kalo dalam bahasa Inggris selama kita paham selama kita ngerti apa yang dimaksud penutur atau tulisan seseorang yaudah itukan bahasa inggris. Nah jadi saya kalo saya bisa melihat kalo saya alirannya Global Englishes ya. Aliran Global Englishes itu ya tulisan mahasiswa ya memang dia di latar belakang oleh keadaan budaya Indonesia ya. Ya mungkin bahasa inggrisnya bahasa inggris Indonesia gitu jadi ya ngga masalah. Kecuali kalo dia mau ikut tes TOEFL atau IELTS ya dia harus berstandar. Jadi selama kita ngerti sama apa yang dia tulis lalu saya kasih feedback nah ini kalo aliran Global Englishes dia akan pahami ini bagian dari keberagaman berbahasa gitu.</p>		
005	How do you make your students cognitively engage through	Prosesnya ya jadi saya kalo meminta mereka untuk menulis, saya meminta mereka untuk melakukan tahap yang paling penting yaitu navigasi. Navigasi itu	Prosesnya ya jadi saya kalo meminta mereka untuk menulis, saya meminta mereka untuk melakukan tahap yang paling penting yaitu	EGC

	<p>the corrective feedback?</p>	<p>penting jadi navigasi itu ada 3 cara yaitu navigasi umum, kritis, dan database. Jadi kalo biasa ya cari di google. Kalo navigasi kritis kita download kemudian kita cari ini sesuai ngga sama argumentasi yang akan dibangun. Karena sebagai seorang penulis kita harus memposisikan posisi kita ada dimana. Posisinya ada di pro atau di kontra atau di antara keduanya. Nah saya meminta mereka navigasi baru setelah itu mereka diminta untuk menulis. Diproses menulis inilah mereka terlibat dari awal apa yang harus mereka tulis, jadi saya juga mengetahui dari mulaitopik dan judulnya seperti apa dan menurut saya itu bagian dari proses kognitif mereka jadi sebelum menulis dibiasakan membaca 10 artikel kalo satu paragraf itu minimal didukung 3 referensi ya tapi memang susah ya tidak semua mahasiswa melakukan apa yang saya sarankan tapi meskipun ada 1-2 orang yang ngikutin, dia download jurnal-jurnalnya dia baca dulu baru dia tulis satu paragraf. Satu paragraf ya kemudian bacanya seadanya. Nah itu akhirnya kualitas tulisan mencerminkan kualitas baca dia. Jadi kalo kita ingin melihat tulisan</p>	<p>navigasi. Navigasi itu penting jadi navigasi itu ada 3 cara yaitu navigasi umum, kritis, dan database. Jadi kalo biasa ya cari di google. Kalo navigasi kritis kita download kemudian kita cari ini sesuai ngga sama argumentasi yang akan dibangun. Karena sebagai seorang penulis kita harus memposisikan posisi kita ada dimana. Posisinya ada di pro atau di kontra atau di antara keduanya. Nah saya meminta mereka navigasi baru setelah itu mereka diminta untuk menulis. Diproses menulis inilah mereka terlibat dari awal apa yang harus mereka tulis, jadi saya juga mengetahui dari mulai topik dan judulnya seperti apa dan menurut saya itu bagian dari proses kognitif mereka jadi sebelum menulis dibiasakan membaca 10 artikel kalo satu paragraf itu minimal didukung 3 referensi</p> <p>apa yang saya sarankan tapi meskipun ada 1-2 orang yang ngikutin, dia download jurnal-jurnalnya dia baca dulu baru dia tulis satu paragraf. Satu paragraf ya kemudian bacanya seadanya. Nah itu akhirnya kualitas tulisan</p>	<p>EGC</p> <p>EGC</p> <p>CV</p>
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		<p>seseorang ya dan ingin melihat bagaimana daya baca dan kecepatan membaca dia ya dilihat dari tulisannya. Karena orang yang good readers pasti better writers.</p>	<p>mencerminkan kualitas baca dia.</p>	<p>EGC</p> <p>LO</p>
006	<p>How do you make your students recast an action through the feedback?</p>	<p>Saya memang belum tahu secara pasti apakah mahasiswa itu termotivasi atau tidak ketika saya memberikan corrective feedback ya, apakah “oh ini pak Hendri aduh bikin males” saya belum tahu ataupun “kok saya tergugah dengan anjuran dari corrective feedback itu dari pak Hendri” saya belum tahu seperti apa. Namun saya mencoba memotivasi mereka untuk terus membaca, mencari judul-judul artikel atau apa yang mereka sukai dan cepat gitu penyelesaiannya dan sederhana, sesuatu yang sederhana tapi berarti, little but meaningful. Itu jadi sesuatu yang sederhana yang kita lakukan sehari-hari misalnya, mobile learning menggunakan HP untuk belajar atau analisis suatu topik-topik yang sederhana misalnya bagaimana kita sehari-hari belajar di depan komputer. Itu cara saya memotivasi ya, tapi saya belum pasti ya apa yang saya lakukan itu</p>	<p>saya mencoba memotivasi mereka untuk terus membaca, mencari judul-judul artikel atau apa yang mereka sukai dan cepat gitu penyelesaiannya dan sederhana, sesuatu yang sederhana tapi berarti, little but meaningful. Itu jadi sesuatu yang sederhana yang kita lakukan sehari-hari misalnya, mobile learning menggunakan HP untuk belajar atau analisis suatu topik-topik yang sederhana misalnya bagaimana kita sehari-hari belajar di depan komputer.</p>	<p>EGC</p>

		membuat mereka motivate or demotivate.		
007	How is your students' response when they receive the feedback? How do you make your students feel triggered to edit their works?	Saya meminta mereka menyelesaikan skripsi tidak lebih dari 6 bulan, dari total anak bimbingan saya itu ada 10 mahasiswa. 8 dari 10 itu bisa mengerjakan tepat waktu ya akan tetapi 2 orang itu terlambat nah saya tidak tahu itu kenapa. Saya juga memberikan referensi yang saya punya, "silakan ini saya sudah punya database, ini jurnal-jurnalnya, ini silakan Anda tinggal bermodal rajin membaca" Kemudian dari komitmen itu alhamdulillah mereka lulus tepat waktu,tapi ada satu orang yang tidak tepat waktu.	dari total anak bimbingan saya itu ada 10 mahasiswa. 8 dari 10 itu bisa mengerjakan tepat waktu Saya juga memberikan referensi yang saya punya, "silakan ini saya sudah punya database, ini jurnal-jurnalnya, ini silakan Anda tinggal bermodal rajin membaca" Kemudian dari komitmen itu alhamdulillah mereka lulus tepat waktu,tapi ada satu orang yang tidak tepat waktu.	LO EGC LO
008	Based on your opinion and experience, to what extent do you refer to the learning outcomes as manifested to the feedback so that the students can achieve it?	Menurut saya iya betul, dari corrective yang terus menerus tidak sekali dua kali ya. Dari mulai mikro, meso, dan makro. Kalau dari mikronya mulai dari tata bahasa dan spelling gitu ya. Kalau dari mesonya argumen, logika, logical flow. Kalau dari makronya mereka diskusi khusus, misalnya cara mereka melempar isu dan diskusi khusus (pendidikan, teknologi). Jadi saya dalam melakukan corrective feedback itu ada tools yaitu SFL. SFL itu systemic functional linguistic, jadi saya	Menurut saya iya betul, dari corrective yang terus menerus tidak sekali dua kali ya. Dari mulai mikro, meso, dan makro. Kalau dari mikronya mulai dari tata bahasa dan spelling gitu ya. Kalau dari mesonya argumen, logika, logical flow. Kalau dari makronya mereka diskusi khusus, misalnya cara mereka melempar isu dan diskusi khusus (pendidikan, teknologi). Jadi saya dalam melakukan corrective feedback itu ada tools yaitu SFL. SFL itu systemic functional	EGC EGC

		<p>melihat karya mereka dari 3 unsur. Yang pertama dari segi makna ideasional, makna content yaitu makna isi dilihat dari kata kerjanya atau analisis dari transivitasnya jadi kata kerja itu dalam mereka menggunakan tulisan itu menentukan, ada kata kerja yang tidak kuat misalnya “John menjelaskan” nah kata “menjelaskan” itu kurang kuat, jadi harus “John reported atau John melaporkan” itu baru bagus nah itu dari makna content. Kalo dari makna interpersonal itu bisa dilihat dari subjeknya. Yg ketiga makna textual itu dilihat dari tema-tema kemudian dari phrase banyak ya nanti kalo belajar SFL bagaimana menganalisis Written corrective feedback dalam tulisan thesis skripsi.</p>	<p>linguistic, jadi saya melihat karya mereka dari 3 unsur. Yang pertama dari segi makna ideasional, makna content yaitu makna isi dilihat dari kata kerjanya atau analisis dari transivitasnya jadi kata kerja itu dalam mereka menggunakan tulisan itu menentukan</p> <p>Kalo dari makna interpersonal itu bisa dilihat dari subjeknya. Yg ketiga makna textual itu dilihat dari tema-tema kemudian dari phrase banyak ya nanti kalo belajar SFL bagaimana menganalisis Written corrective feedback dalam tulisan thesis skripsi.</p>	EGC
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Appendix 3.2 Interview Transcription 2

- 1) **Individual Factors (IF)**
When the lecturer considers whether or not the students’ works need to be evaluated or commented on.
- 2) **Contextual Variable (CV)**
When the lecturer considers the needs of the students. In this research context, the needs of the students are characterized by the EFL context.
- 3) **Engagement (EG)**
 - a. Cognitive Engagement is when the lecturer gives feedback that makes the students cognitively engaged. (EGC)
 - b. Behavioral Engagement is when the lecturer gives feedback to make the students recast an action. (EGB)
 - c. Affective Engagement is when the lecturer concerns giving feedback that can trigger the students to respond to the feedback. (EGA)
- 4) **Learning Outcomes (LO)**

This is about how the written corrective feedback can assist the students to achieve the learning outcomes.

Types of Feedback:

- 1) **Direct of Corrective Feedback (DCF)**
The lecturer provides the students with correct form.
- 2) **Indirect of Corrective Feedback**, consists of:
 - a. **Indicating + Locating the error (ILE)**: this takes the form of underlining and use of cursors to show omissions in the student's work.
- 3) **Metalinguistic of Corrective Feedback (MCF)**
 - a. **Use error code (EC)**: lecturer writes codes in the margin. Example, ww = wrong word; art = article)
 - b. **Brief grammatical descriptions (GD)**: the lecturer numbers of error in the text and writes a grammatical description for each numbered error at the bottom of the text.
- 4) **Focus of the Feedback (FF)**
 - a. **Unfocused Corrective Feedback (UCF)**: Extensive.
 - b. **Focused Corrective Feedback (FCF)**: Intensive.
- 5) **Electronic Feedback (EF)**
The lecturer indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.

Data Number	Interview Questions	Interview Transcription	Data Reduction	Coding
001	How do you feel when giving comments on students' work?	Ya awalnya pastinya mix feeling ya seperti tadi yang saya bilang karena ini kan bimbingan pertama saya jadi kayak masih agak takut-takut gitu awalnya kan masih ini terutama untuk paper qualitative saya kayak masih ragu-ragu juga ini bener atau nggak kayak gitu. Jadi akhirnya kemudian saya sampai tanya ke senior juga untuk memastikan kalo ini langkahnya udah bener kaya gitu. Tapi kalau untuk paper kuantitatif saya nggak ada rasa ragu-ragu sih. Terus kemudian ketika... ini termasuk perasaan ketika melihat mereka mengerjakan atau merevisi juga? Ada perasaan bangga ya sama mereka karena kaya ada perasaan senang juga ketika saya memberikan feedback ternyata direspon positif kaya gitu kan terus apa namanya mereka juga sangat baik dalam respon feedback yang saya berikan positif lah intinya mereka mengerjakan dengan baik. Jadinya ya senang.		
002	In your personal opinion, whether or not teachers should give	Heeh, tentu saja. Karena itu kan karya ilmiah dan terutama kalo misalkan untuk mahasiswa itu kan	jadinya perlu banget ketika dosen itu memberikan umpan balik dalam bentuk tertulis	EGC

	feedback on students' works?	<p>masih... terutama yang belum pernah nulis karya ilmiah sebelumnya gitu kan masih kayak bingung juga ini template misalkan kayak di bab 1 isinya apa aja di bab 2 isinya apa kaya gitu itu masih kayak ngawang-ngawang jadinya perlu banget ketika dosen itu memberikan umpan balik dalam bentuk tertulis kayak gitu kan ya karna kayak sekalian nunjukin kaya gitu kan apalagi kalo bahasa Inggris ya karena kita memang dari bahasa jadi tata bahasa terus punctuation, spelling itu kan penting juga makanya kemudian written corrective feedback itu penting sih kalo menurut saya .</p>	<p>kayak gitu kan ya karna kayak sekalian nunjukin kaya gitu kan apalagi kalo bahasa Inggris ya karena kita memang dari bahasa jadi tata bahasa terus punctuation, spelling itu kan penting juga makanya kemudian written corrective feedback itu penting sih kalo menurut saya .</p>	
003	In your opinion, what do you think about giving written corrective feedback in students' work, especially in online learning conditions?	<p>Eeee iya pastinya yaa jadi yang biasanya apa semuanya..... terutama kemarin waktu TPD yang biasanya bisa ketemu langsung kan dijelaskan langsung ya jadi kaya kita ketemu langsung jelasin langsung ini maksudnya ini lho kaya gitu kan terus kemudian terus apa ya..... kaya dijelaskan secara oral tiba-tiba harus online jadinya semuanya harus bener-bener karena terpisah jarak jauh jadi harus written kaya gitu itu juga tantangan tersendiri kaya gitu. Makanya kadang eee..... mereka</p>	<p>waktu TPD yang biasanya bisa ketemu langsung kan dijelaskan langsung ya jadi kaya kita ketemu langsung jelasin langsung ini maksudnya ini lho kaya gitu kan terus kemudian terus apa ya..... kaya dijelaskan secara oral tiba-tiba harus online jadinya semuanya harus bener-bener karena terpisah jarak jauh jadi harus written kaya gitu itu juga tantangan tersendiri kaya gitu.</p> <p>mereka belum tentu paham juga maksud yang dimaksud itu apa kalo</p>	CV

		<p>belum tentu paham juga maksud yang dimaksud itu apa kalo written gitu kan. Akhirnya kemudian eee.. Saya antisipasi itu dengan memberikan feedback yang comprehensive yang detail gitu. Nggak cuman kaya tadi saya bilang ya, nggak cuman yang dikasih tanda tanya doang cuma dikasih “so what” doang atau cuman dikasih highlight doang yaa misalnya kaya gitu. Tapi dijelaskan ini apasih maunya dosennya itu gimana itu dijelaskan dengan detail kaya gitu.</p>	<p>written gitu kan. Akhirnya kemudian eee.. Saya antisipasi itu dengan memberikan feedback yang comprehensive yang detail gitu</p> <p>nggak cuman yang dikasih tanda tanya doang cuma dikasih “so what” doang atau cuman dikasih highlight doang yaa misalnya kaya gitu.</p>	<p>EGC</p> <p>ILE</p>
004	How do you accommodate or manage the needs of your students during the course?	<p>Iyaa apa yaa kayak tadi saya bilang juga ya Unuy ya semuanya gitu hahaha apa namanya.. Pernah ada 1 atau 2 mahasiswa yang dia memang eeee apa ya saya nggak bilang slow-learner sih sebetulnya cuman kaya dia sedikit lebih pelan jalannya daripada temen-temennya kayak gitu jadi ketika temen-temennya udah eeee ngerjain bab 1 dan 2 nya udah full kaya gitu dia masih kayak belum full lah kayak gitu. Terus kemudian ada juga beberapa parts menurut saya dia perlu improve dan itu cukup banyak kayak gitu. Akhirnya kemudian dan saya pikir ketika itu feedback terlalu banyak dikasih</p>	<p>Pernah ada 1 atau 2 mahasiswa yang dia memang eeee apa ya saya nggak bilang slow-learner sih sebetulnya cuman kaya dia sedikit lebih pelan jalannya daripada temen-temennya kayak gitu jadi ketika temen-temennya udah eeee ngerjain bab 1 dan 2 nya udah full kaya gitu dia masih kayak belum full lah kayak gitu.</p> <p>Akhirnya kemudian dan saya pikir ketika itu feedback terlalu banyak dikasih di...di... di google docs saja itu takutnya dia nggak paham akhirnya saya bikin kayak zoom tambahan sesi zoom tambahan</p>	<p>CV</p> <p>IF</p>

		<p>di...di... di google docs saja itu takutnya dia ngga paham akhirnya saya bikin kayak zoom tambahan sesi zoom tambahan dengan dia kayak gitu di luar jam kelas yang memang setiap orang akan dapat jatah presentasi kayak gitu tapi untuk anak-anak ini itu saya kasih saya memang alokasikan waktu untuk zoom tambahan kayak gitu ngga semua sih dan itu juga lebih banyak waktu di kelas TPW ya karena kalo di TPD kan udah jalan kayak gitu ibaratnya kalo TPW itu kan kayak masih membangun jadinya kayak masih butuh banyak.</p>	<p>dengan dia kayak gitu di luar jam kelas</p> <p>untuk anak-anak ini itu saya kasih saya memang alokasikan waktu untuk zoom tambahan kayak gitu ngga semua sih dan itu juga lebih banyak waktu di kelas TPW</p>	EGA
005	<p>How do you make your students cognitively engage through the corrective feedback?</p>	<p>Kasih contoh ya tadi ya saya bilang, jadi kasih contoh dari tulisan saya sendiri eee apa namanya misalkan kayak ketika nulis background itu ini lho part-partnya terus kemudian apa namanya saya bikinkan outline untuk mereka nulis kayak gitu terus kemudian mereka nulis sendiri gitu gitu nah eee apa namanya... oiya saya tadi lupa bilang juga mereka nyari mentor text dulu ya apasih namanya kayak terkait dengan mereka penelitian tentang apa yah terus itu kan cari dulu kan untuk sebagai contoh</p>	<p>Kasih contoh ya tadi ya saya bilang, jadi kasih contoh dari tulisan saya sendiri eee apa namanya misalkan kayak ketika nulis background itu ini lho part-partnya terus kemudian apa namanya saya bikinkan outline untuk mereka nulis mereka nyari mentor text dulu ya apasih namanya kayak terkait dengan mereka penelitian tentang apa yah terus itu kan cari dulu kan untuk sebagai contoh model text</p> <p>Tapi kalo untuk penulisan per apa</p>	<p>EGC</p> <p>EGC</p>

		<p>model text kayak gitu kan ya mereka cari sendiri kayak gitu “oh nanti berarti alurnya kan kayak gini penelitiannya” kayak gitu terus akhirnya mereka paham dulu nanti akan seperti apa kan alur penelitiannya seperti itu. Tapi kalo untuk penulisan per apa ya kayak per partnya nanti saya kasih contoh.</p>	<p>ya kayak per partnya nanti saya kasih contoh.</p>	EGC
006	How do you make your students recast an action through the feedback?	<p>Because the encouragement ya tadi hahah because the encouragement terus apa namanya yaaa intinya kayak disuruh ngerjain lah setiap hari walaupun itu cuma 1 kalimat 2 kalimat yaa nggapapa yang penting ada progress kayak gitu terus kalo misalkan nanti ketemu misalkan konsultasi berikutnya google docsnya yang penting kalo saya waktu itu bilang misalkan kalo konsultasinya masih di google docs ya belum pas di zoom meeting kayak gitu. Kalo pas di TPW itu kan lebih banyak ke google docs ya kita konsultasinya. Saya selalu bilang sama mereka ya yang penting ada progress di google docsnya kayak gitu yang penting ada progress dulu di google docsnya itu nggapapa walaupun cuma berapa kayak gitu. Waktu itu ada</p>	<p>because the encouragement terus apa namanya yaaa intinya kayak disuruh ngerjain lah setiap hari walaupun itu cuma 1 kalimat 2 kalimat yaa nggapapa yang penting ada progress</p> <p>Saya selalu bilang sama mereka ya yang penting ada progress di google docsnya kayak gitu yang penting ada progress dulu di google docsnya itu nggapapa walaupun cuma berapa kayak gitu. Waktu itu ada juga misalkan ada mahasiswa yang kayak pas saya cek kok terakhir diedit itu kan keliatan ya historynya terakhir diedit kok kayak masih minggu lalu kayak gitu berarti</p>	<p>EGA</p> <p>EGB</p>

		<p>juga misalkan ada mahasiswa yang kayak pas saya cek kok terakhir diedit itu kan keliatan ya historynya terakhir diedit kok kayak masih minggu lalu kayak gitu berarti kan dia masih belum ada progress trus saya konfirmasi ke dia japri kayak gitu kan trus “kok belum ada progress? kenapa?” kayak gitu kan. Ternyata dia bilang kayak gini “iya miss saya nulisnya offline dulu miss” kayak gitu. Jadi ada beberapa yang kayak nulis di word dulu kayak gitu di microsoft word dulu di laptopnya kayak gitu.</p>	<p>kan dia masih belum ada progress trus saya konfirmasi ke dia japri kayak gitu kan trus “kok belum ada progress? kenapa?” kayak gitu kan. Ternyata dia bilang kayak gini “iya miss saya nulisnya offline dulu miss” kayak gitu</p>	
007	<p>How is your students' response when they receive the feedback? How do you make your students feel triggered to edit their works?</p>	<p>Iyaa... tadi kayak sebelum pertemuan berikutnya itu udah harus ada progress lah kayak gitu. Apapun progressnya walaupun itu cuma kayak 1 kalimat 2 kalimat atau mungkin cuma kemarin saya apah.... Ngasih feedback tentang grammar trus dibenerin grammarnya kayak gitu yang penting ada progress lah kayak gitu. Nah itu harus dikerjakan memang sebelum pertemuan berikutnya kayak gitu jadi kurang lebih satu minggu lah untuk mereka revisi kayak gitu.</p>	<p>Apapun progressnya walaupun itu cuma kayak 1 kalimat 2 kalimat atau mungkin cuma kemarin saya apah.... Ngasih feedback tentang grammar trus dibenerin grammarnya</p> <p>Nah itu harus dikerjakan memang sebelum pertemuan berikutnya kayak gitu jadi kurang lebih satu minggu lah untuk mereka revisi</p>	<p>EGA</p> <p>EGB</p>

008	Based on your opinion and experience, to what extent do you refer to the learning outcomes as manifested to the feedback so that the students can achieve it?	<p>Heeh, bisa sih ya yang tadi saya bilang kayaknya bisa kalo eee tergantung sama feedbacknya juga yang dikasih sama dosennya misalkan kalo feedbacknya detail dan kemudian memang comprehensive eee saya pikir bisa ya untuk kemudian bisa membantu mahasiswa untuk produknya lebih baik produk writingnya lebih baik kayak gitu. Kalo misalkan feedback nya cuma yang “hmmm” kayak gitu aja misalnya eee itu kan mungkin bukan corrective ya bukan feedback yang membangun ya kalo cuma misalkan kayak tanda tanya atau apa misalkan itu kan ya I don’t think that will help kayak gitu will help them.</p>	<p>tergantung sama feedbacknya juga yang dikasih sama dosennya misalkan kalo feedbacknya detail dan kemudian memang comprehensive eee saya pikir bisa ya untuk kemudian bisa membantu mahasiswa untuk produknya lebih baik produk writingnya lebih baik kayak gitu.</p> <p>Kalo misalkan feedback nya cuma yang “hmmm” kayak gitu aja misalnya eee itu kan mungkin bukan corrective ya bukan feedback yang membangun ya kalo cuma misalkan kayak tanda tanya</p>	<p>EGC</p> <p>EC</p>
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