

Undergraduate Students' Perceptions of E-Feedback Interaction During Online EFL Academic Writing Coursework

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ABSTRACT

This study aimed to investigate two EFL undergraduate students' perceptions of e-feedback interaction during online academic writing coursework in Indonesian context. The data were collected through interviews facilitated by Zoom meetings and acquired to be recorded. The data was analyzed by using thematic analysis. The researcher found that both participants have similar perceptions about e-feedback from their lecturer. Although both participants have different experience in receiving e-feedback from their lecturer, both have positive experience in receiving e-feedback from their lecturer during online writing coursework. Drawing on interviews with two undergraduate students' experience receiving e-feedback in an online writing coursework during pandemic COVID-19 for one semester, the potential causes of this positive experience in receiving e-feedback from the lecturer is due to the good relationship between participants with their lecturer. It is because the activity of giving and receiving feedback between students' and lecturer is an activity that involves social and emotional interactions.

Keywords: writing coursework, undergraduate students', e-feedback practice, EFL students', students' perceptions