

**UNDERGRADUATE STUDENTS' PERCEPTIONS OF E-FEEDBACK
INTERACTION DURING ONLINE EFL ACADEMIC WRITING
COURSEWORK**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfillment
of the Requirements to Obtain the *Sarjana Pendidikan* Degree in English Language
Education**



Conveyed By:

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YOGYAKARTA
JUNE, 2022**

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UNDERGRADUATE STUDENTS' PERCEPTIONS OF E-FEEDBACK
INTERACTION DURING ONLINE EFL ACADEMIC WRITING
COURSEWORK

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RATIFICATION SHEET

**UNDERGRADUATE STUDENTS' PERCEPTIONS OF E-FEEDBACK
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STATEMENT WORKS' ORIGINALITY

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

Yogyakarta, 12 June 2022
The writer



Afni Febriani Muzdalifah
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MOTTO

"And don't kill yourself. Indeed, Allah is Most Merciful to you. "

(Q.S. An-Nisa' 4:29)



DEDICATION

I dedicated this research specially for myself who didn't give up, my beloved parents who always support me no matter what, and my beloved brother who always prayed for me. Also, to all of my friends who support me and are always by my side when I almost give up during finishing my thesis.



ACKNOWLEDGMENT

Alhamdulillahirobbil al'amin. All praise and gratitude to the Almighty, Allah SWT for giving me strength and ability to finish this thesis on time. May peace be upon Prophet Muhammad SAW who has led us out of the dark ages. I could not be grateful that Allah SWT has given me patience, strength, and health to complete this thesis.

I am very thankful to have people who are always by my side and showing their prayers and support in writing my thesis. The completion of this research would not have been possible without the expertise of Astri Hapsari, S. S., M. TESOL, my beloved supervisor who guided me in completing my thesis. Also, I would like to express my gratitude and huge appreciation to these following people:

1. Mahsunah as my lovely mother, Isa Saleh as an endless love father, and Fauzan as my beloved brother who give their love, support, and prayers until this time.
2. The Dean of Faculty of Psychology and Socio-cultural Sciences, Universitas Islam Indonesia, Mrs. Dr. Phil. Qurotul Uyun, S. Psi., M. Si., Psikolog.
3. Head of English Language Education Department, Universitas Islam Indonesia, Mrs. Irma Windy Astuti, S. S., M. Hum.
4. My beloved supervisor, DPA, and lecturer, Mrs. Astri Hapsari, S. S., M. TESOL who has patience and guided me a lot in this thesis writing.
5. To all of the lecturers and staff of the English Language Education Department who assisted me a lot during the entire semester.

6. Indah, Yani, Ica, Lisa, and Astri, who became my first friends and accompanied me from the first time in college.

7. Norman who always cheers me up and takes me for a walk to comfort me when I hit my rock bottom.

8. Anya, Amal, and Unuy as my close friends who are always beside me and are my safe places. Thank you for staying and holding on to me. I love you and I'm glad to have all of you.

9. Thank you to Danny, Awang, Daffa, Ade, Aan, and Aldo who always makes me laugh and cry, who always share some jokes, and still want to be my friend.

10. All of my friends that I could not mention all of them. Thank you for accompanying me through the first semester until the end.

11. Thank you to my participants who were involved in this thesis. I could not finish my thesis without you.

Last but not least, I hope all people I mentioned above always be happy for their kindness and always guided by Allah SWT. Besides, this research is still far from perfect so that any suggestions or criticism are accepted and hopefully this thesis could be useful and add more knowledge for the readers.

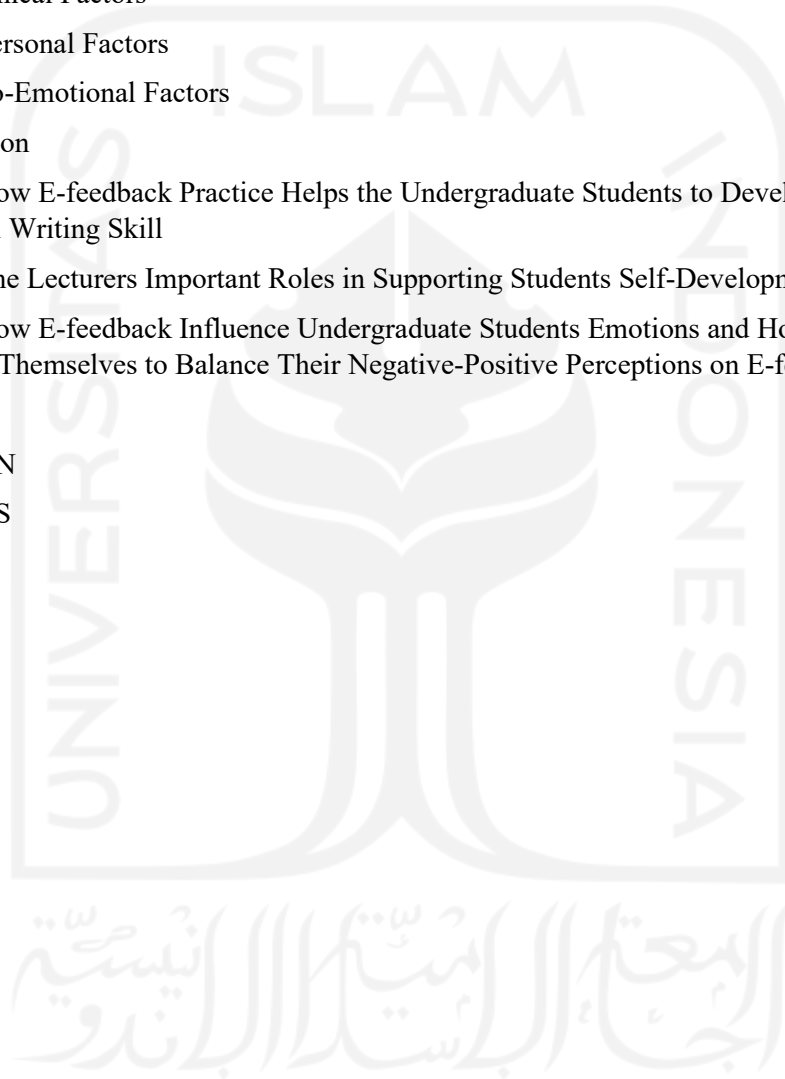
Yogyakarta, 9 June 2022


Afni Febriani Muzdalifah

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

By Afni Febriani Muzdalifah

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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

CHAPTER I

INTRODUCTION

This chapter presents an introduction of the research. It covers background of the study, identification of the problems, limitations of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Study

Providing feedback in online learning process is one of the challenges that the teacher has to face in COVID-19 pandemic. For the consequence of online learning, teachers require their students to submit their assignment through online word-processing software so that their teacher can provide e-feedback on their assignment. In all level of education context, e-feedback has become a complementary for direct feedback given by teachers or lecturers face-to-face. This situation affects normal teaching and learning activities, especially when teachers provide feedback which is different from face-to-face feedback. Online academic writing classes is quite different from face-to-face classes. In online classes, teachers use online platforms to conduct classes and provide feedback to students. Meanwhile, when the class is offline, the class is held directly face-to-face in the classroom. The teacher also conveys material and feedback to students directly.

As defined by Tuzi (2004), e-feedback practice is feedback provided by the teacher in digital written form that is transmitted via web. Based on Chong, S. W. (2019), e-feedback is divided into two types: synchronous and asynchronous e-feedback. Synchronous e-feedback is delivered when teachers and students are both online at the

same time, for example: monitoring students' writing process and providing feedback by using the comment feature on Google Docs. Meanwhile, asynchronous e-feedback is delivered to students after they have already submitted their writing assignment.

There have been a few studies on e-feedback practice in English as a Foreign Language writing coursework (Alharbi, 2019; Chong, I., 2017; Chong, S. W., 2019; Saeed & Qunayeer, 2020). Alharbi (2019) investigated the potential of Google Docs in facilitating and supporting writing instruction in an EFL online writing coursework. The study was conducted among 10 EFL learners who working on article report writing over one semester in Saudi university. This study found that one of the potentials of using Google Docs is that it supports feedback practices. Moreover, it can bring many advantages for teaching and learning process even though it would feel different from face-to-face feedback practice. Meanwhile, Chong, I. (2017) investigated factors that influence the feedback process in higher education context in order to increase students' understanding and become an active student in their own process. Another researcher, Chong, S. W. (2019) investigated college students' perceptions about teachers giving e-feedback on Google Docs in International community college in Hongkong. This study found that students prefers when teachers provide e-feedback on Google Docs because the teacher would give them detailed and clearer e-feedback on Google Docs. It is also more flexible for teacher to provide e-feedback on Google Docs because there is no space limit. Finally, Saeed & Qunayeer (2020) investigated teacher-student interactions in teacher e-feedback using Google Docs. This study was conducted among 10 undergraduate students academic writing course in language and linguistic in a Malaysia public university. This study found that the students still have to face the difficulties on

receiving e-feedback from their teacher. Although a lot of research has been done on e-feedback practice, this topic is still under-explored in Indonesia higher education context. To fill this gap, the research aims to explore how the undergraduate students perceive e-feedback in their writing course in one of the private universities in Indonesia.

1.2 Identification of the Problems

In online teaching and learning activities, there are also challenges of feedback practice that students' have to face. Students' may not be confident enough to approach teachers to ask about feedback that they receive from the teachers because they have a lack of interactivity with their teacher. This indicates that positive relationships between students and teachers are very important to support the teacher feedback practice.

From the writer's initial interview on their experience in e-feedback, e-feedback becomes easier to understand if students have a positive relationship with the teacher so that students can easily talk about things or points that are not understood from the e-feedback provided by the teacher. Teachers also have to understand more about how to use a platform that is suitable for students to provide e-feedback to make it easier for students to access the feedback provided by the teacher.

1.3 Limitation of the Problem

Researcher focus on how undergraduate student' perceptions on e-feedback interaction in an online academic writing.

1.4 Formulation of the Problem

This study addresses the following research question: How do undergraduate students perceive e-feedback interaction during online thesis proposal writing coursework?

1.5 Objectives of the Study

This research aims to investigate Indonesian EFL undergraduate students' perceptions of e-feedback interaction during online thesis proposal writing coursework.

1.6 Significance of the Study

On the practical and empirical contribution, this research introduces the readers on factors that influence e-feedback practice and how the undergraduate students' perception on e-feedback interaction between students and their lecturer. On the practical ground, this research would be useful for the teacher or lecturers in e-feedback practices because teacher or lectures will know on how to provide appropriate feedback based on students' perceptions. Additionally, this research is intended to provide empirical contribution for further research on e-feedback interaction in online academic writing coursework during COVID-19 pandemic.

CHAPTER II

LITERATURE REVIEW

2.1 Factors in a Feedback Process in an Online Academic Writing Coursework

The role of e-feedback practices in teaching English as foreign learners is very important to scaffold students' learning process. Through e-feedback, students can have suggestions or corrections to improve the quality of their assignments. For lecturers or teachers, feedback can also be a way to monitor their students' learning progress and engage the students in their learning progress. As defined by Elola & Oskoz (2017), e-feedback is feedback that is provided by a teacher on students' paper electronically through online classes, forums, e-mail, or word-processing software. E-feedback also can be provided synchronously and asynchronously on web-based or word-processing software.

Students prefer an online e-feedback because the teacher would give more detailed and clearer feedback than when the teacher provides feedback on paper. Other students also find it more flexible for the teacher to provide longer feedback when it goes to e-feedback because there is no space limit, unlike when the teacher provides feedback on paper (Chong, S. W., 2019). Although e-feedback has some effectiveness in providing information or feedback needed by students, it also has limitations (Sambursky & Quah, 2014).

Drawing on Chong, I. (2017) in his earlier conceptual paper, there were three factors that influence feedback. First factor is technical factors. This factor has three sub-factors:

focus of feedback, specificity of feedback, and type of feedback. The second factor is feedback as personal factors. This factor has three sub-factors: prior and present knowledge, self-regulation, and self-efficacy. The third factor is socio-emotional factors. This factor has two sub-factors: trust and emotions.

2.1.1 Technical Factors

Technical factors have three sub-factors: focus of feedback, specificity of feedback, and type of feedback. Students would like their tutors or teacher to provide them feedback on local errors such as grammar, mechanics, and referencing style (Ferguson, 2011). Students also would be pleased if their teacher corrected their writing assignment because they find it as an important indicator of the overall standard of their writing assignment. Chong, I. (2017) explains that specificity of feedback is when students' often ask for specific provided feedback from teachers that would make students' motivation increase. Students also expect that teachers would like to provide some directions for them. On the other sub-factor of technical factors is type of feedback. In this sub-factor, Straub (1997) investigated university students on how they perceived 6 types of feedback by their lecturer: praise, advice, imperative, criticism, open questions, and closed questions. Meanwhile, a study from Hamplyons & Chens (1999) which was conducted in a Hong Kong university, found mechanics as one of the categories of feedback. Chong, I. (2017) then defined the 7 types of feedback together: praise, advice, imperative, criticism, open questions, closed questions, and mechanics.

2.1.2 Personal Factors

Personal factors have three sub-factors: prior and present knowledge, self-regulation, and self-efficacy. In this factor, students expected to link their learning performance on their personal characteristic such as students' self-regulation when students set their learning goals and students' self-efficacy is when students have confidence and motivation in their learning process, meanwhile students' who have low self-efficacy often thinking that they are not capable enough to make improvement in their learning process. This factor is also linked to students' prior and present knowledge on knowing their process of their works.

2.1.3 Socio-emotional Factors

Trust and emotion are a sub-factor of socio-emotional factors. Trust is a factor that often affects students' on how they receive feedback from their teacher. Students will openly act and be honest if they have a lot of trust for their teacher. Students' emotions also often affect how students perceive feedback from the teachers. Students' often see their teacher's feedback when the tone of the feedback is judgmental, cynical, and full of criticism (Hyland, 2015).

2.2 Review on Relevant Studies

E-feedback has been investigated previously (i.e. Tuzi, 2004; Ene & Upton, 2014; Chong, I., 2017). For instance, Tuzi (2004) investigated the relationship between e-feedback and the impact of e-feedback on second-language writers' revisions. The result of this study is that e-feedback had a greater impact on writers' revisions at the clause, sentence, and their paragraph levels. This study suggests that e-feedback is more effective

for encouraging students to revise their writing assignments at the sentence and their paragraph levels.

In another study on e-feedback practices, Ene & Upton (2014) investigated the types of e-feedback learners receive on writing assignments that have been submitted. They also investigated the relationship between teacher e-feedback and uptake. The studies suggest that teacher e-feedback can be effective for learning activity and should not be avoided.

Chong, I. (2017) investigated three factors that influence the feedback process in higher education context: technical factors, personal factors and socio-emotional factors. These factors also affect the process of students in receiving feedback that has been provided by their teacher.

Conceptual flow of literature review is summarized in figure below:

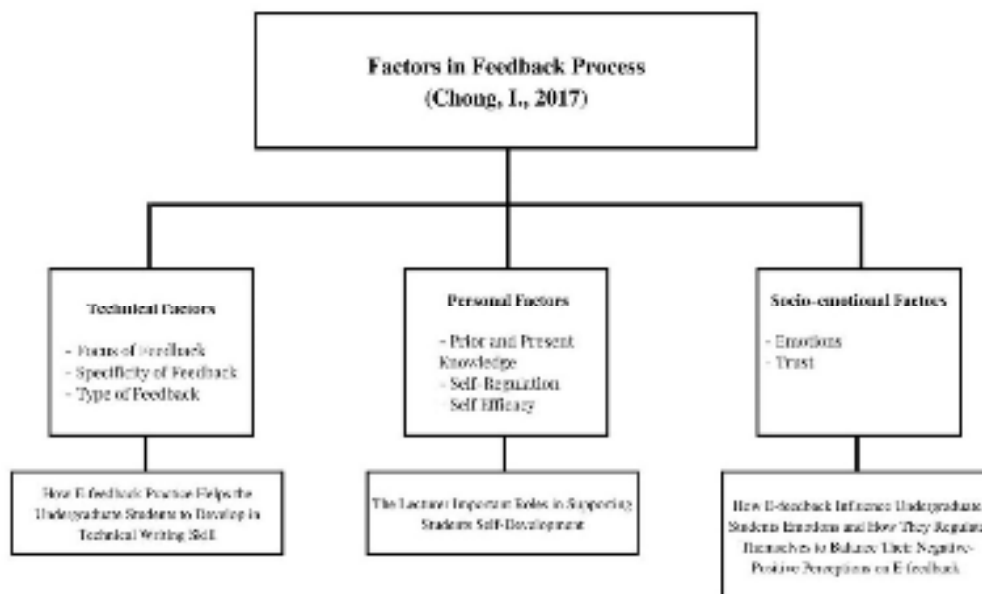


Figure 2.1 Factors in feedback process (Chong, I., 2017)

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the study. It covers research design, research setting, participants, data collection, research instrument, data analysis and trustworthiness.

3.1 Research Design

This research is designed by using a descriptive qualitative research method. Sandelowski (2000) explain about descriptive qualitative method is a research method that have a comprehensive summary of the event in everyday terms as the goal. Researchers also conducting this method stay close to their data. In descriptive qualitative research method, language is tool to convey the communication.

3.2 Research Setting and Participants

The research was conducted in a thesis proposal writing coursework in one of private universities especially in English Language Education Department in Indonesia. Thesis proposal writing is a writing coursework that learn about how to write a thesis to meet the graduation requirements. This coursework is held in an online class using online platforms during pandemic. This class is a new thing for the students' because classes are held online for one semester.

The participants of this study are two undergraduate students from different thesis proposal writing classes. Each class is taught by different lecturers. Participants consist

of female students. Researchers call them as Wendy and Irene. Wendy is 23 years old and Irene is 22 years old. They have completed their thesis proposal writing course in one semester through online classes so they have enough experience in receiving e-feedback from their lecturers. In this thesis, the researcher comparing the e-feedback that the lecturer gives to the participants and sees the perceptions from the participants. The participants agreed and signed the consent form to have an interview in order to collect the data and see how the perceptions from the participants about e-feedback that their lecture gave during online classes by hearing participants answer.

3.3 Data Collection and Research Instrument

In this research, researchers used semi-structured interviews as the instrument of this study to collect the data from participants. Evans (2018) found that semi-structured interview is mostly used in social science research. Semi-structured interviews are also mostly used in teaching and language learning research. Qualitative semi-structured interviews can be used to find participants' experiences, meaning and reality from participants which exist in a big scale of society (Evans, 2018).

In this interview, researchers used open-ended questions. This interview aims to investigate the perceptions from undergraduate students about e-feedback that their lecture gives during online writing class. The data were collected through an interview via Zoom application and acquired to be recorded. The transcript of the interview will be provided in the appendices.

Table 3 - 1 Interview Questions

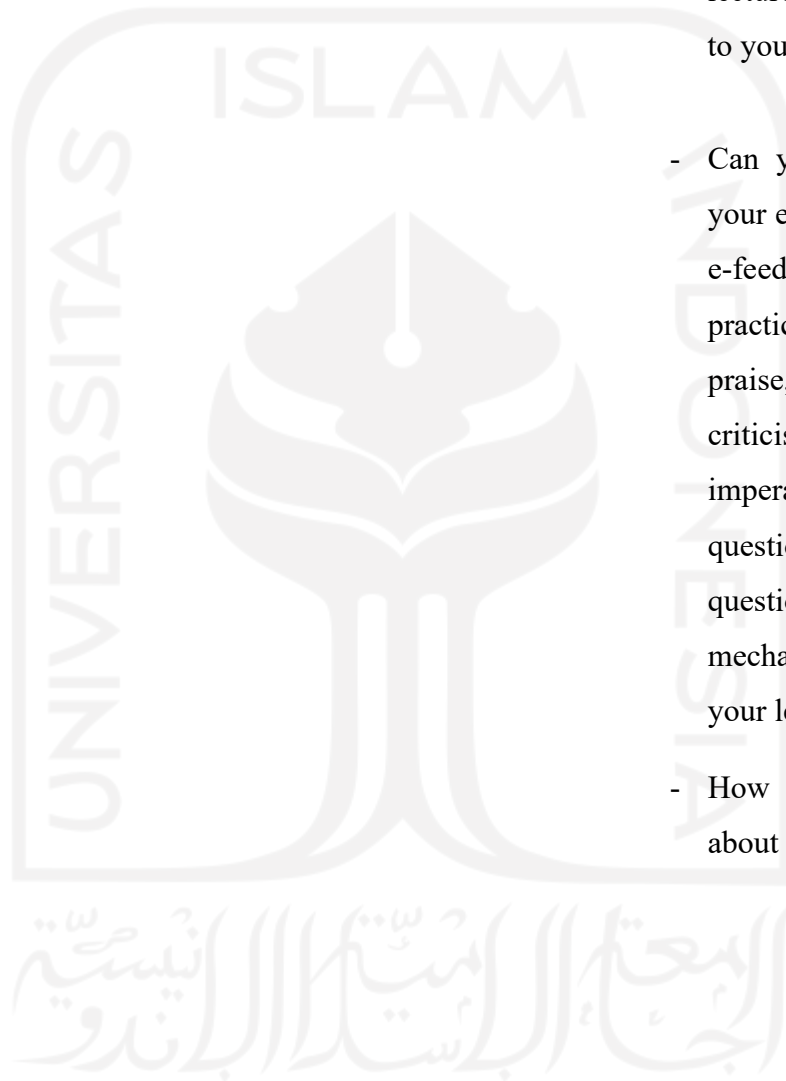
Definition	Concepts	Components	Interview Question
<p>E-feedback practice is feedback provided by the teacher in digital written form that is transmitted via web (Tuzi, 2004) that is influenced by three factors: technical factors, personal factors and socio-emotional factors. (Chong, 2017)</p>	<p>1. Technical Factors</p>		<ul style="list-style-type: none"> - What do you think about e-feedback practice that you experienced in your Thesis Proposal Writing coursework? - How did your lecturer practice e-feedback on your local errors, such as: grammar, referencing style or mechanics on your works? - How do you respond to that? - Can you describe your experience on how you ask your lecturer to give you more specific e-feedback and

give comments on your works?

- How do your lecturers respond to your needs?

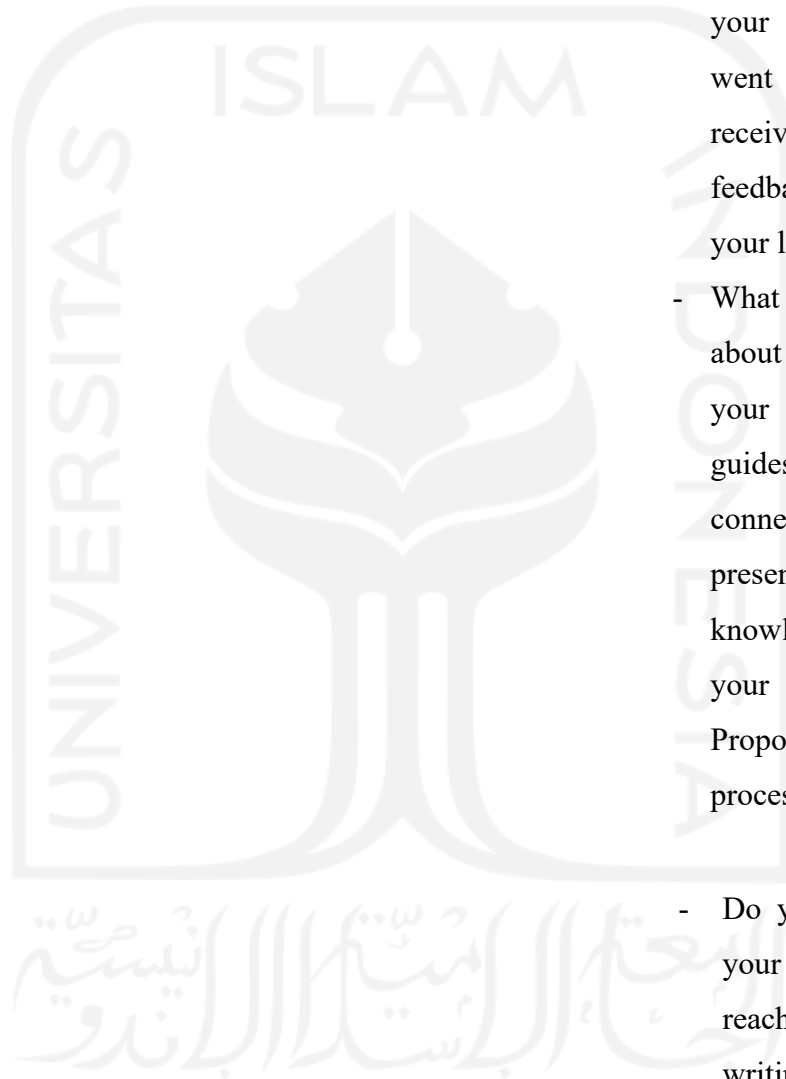
- Can you describe your experience in e-feedback practices such as: praise, advice, criticism, imperative, open questions, close questions or mechanics from your lecturer?

- How do you feel about that?



2. Personal Factors

- How do you connect your prior and present knowledge to know how far your progress went after receiving e-feedback from your lecturer?
- What do you think about the way your lecturer guides you to connect prior and present knowledge during your Thesis Proposal drafting process?
- Do you ever set your own goals to reach your writing goals after receiving e-feedback from your lecture?
- How do you set your goals?



- What is the role of your lecturer on your self-regulation in Thesis Proposal Writing coursework?

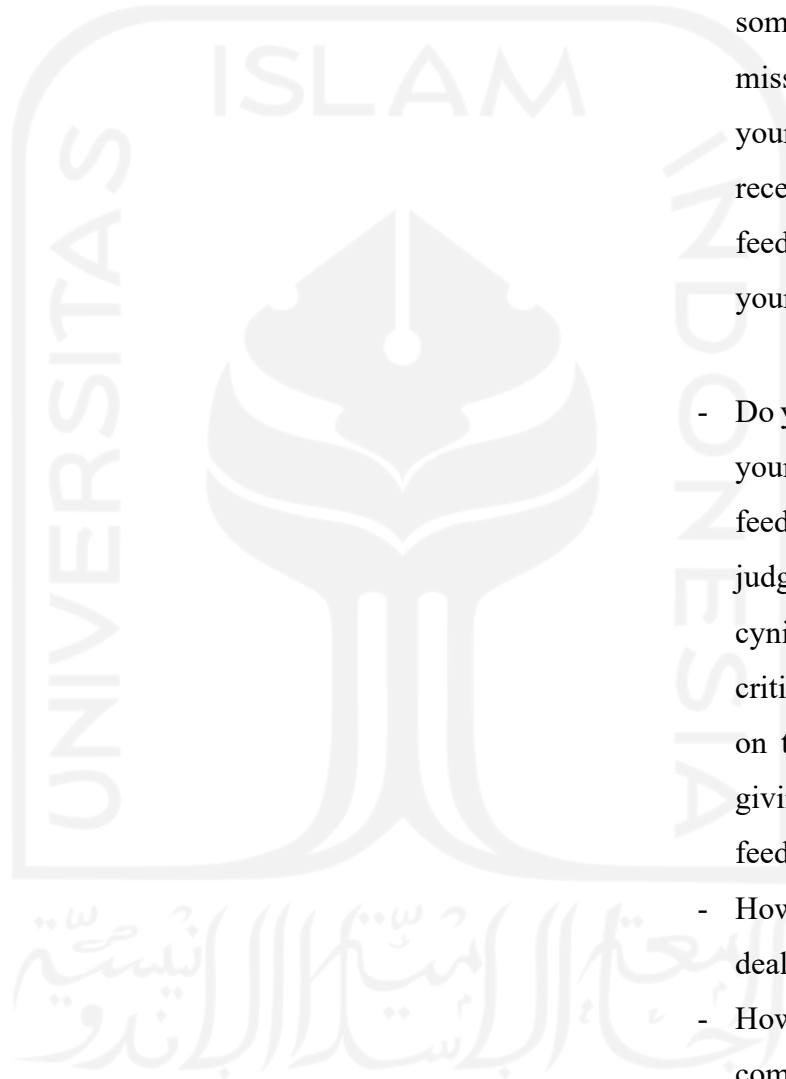
- Have you ever felt unable to make improvements after receiving e-feedback from your lecture?

- What do you think about your lecturer's role in enhancing your self-efficacy in Thesis Proposal Writing coursework?



3. Socio-emotional Factors

- Do you feel openly honest with your lecture when you feel there is something missing from your works after receiving e-feedback from your lecture?
- Do you ever find your lecture e-feedback feels judgmental, cynical or full of criticism based on their tone in giving you e-feedback?
- How do you deal with that?
- How do you communicate your feelings to your lecturer?



3.4 Data Analysis Technique

This study uses thematic analysis for identifying, analyzing, and reporting the research findings. According to Braun and Clarke (2006), thematic analysis can be minimally organized and describe the research data in detail. Thematic analysis has several advantages such as flexibility that allows research for a wide range of analytic options and the potential range of things that can be said about the data abroad. This data analysis technique is also a relatively easy and quick method to learn for researchers with little or no experience of qualitative research. There are six phases of thematic analysis. On the first phase, I familiarizing the data I already found with transcribing data and reading the data continuously so that I can have a meaning and pattern that related to the data. On the second phase, I generated the initial codes with collating data relevant to each code with marking the participants answer with highlighted color text. On the third phase, I'm looking for themes with collating codes into potential themes and gathering all data relevant to each potential theme with reading continuously the data I found. On the fourth phase, I review the themes and check if the themes are related to the code extracts and entire data set. On the fifth phase, I try to define and name the themes in an ongoing analysis to refine the specifics of each theme and the overall story the analysis tells, generating clear definitions, and names for each theme, and for the last phase, I produce the report with a selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research questions and literature, and then producing a scholarly report of the analysis. The themes can be seen in following table as the sample:

Table 3-2 Sample of data, factors, aspects, coding, and themes

Data	Factors	Aspects	Coding	Theme
Interview (I)	Technical Factors	Focus of feedback	TF-F-H	How E-feedback Practice Helps the Undergraduate Students to Develop in Technical Writing Skill
		Specificity of feedback	TF-S-H	
		Type of feedback	TF-T-H	
	Personal Factors	Prior and present knowledge	PF-PP-R	The Lecturer Important Roles in Supporting Students Self-Development
		Self-regulation	PF-SR-R	
		Self-efficacy	PF-SE-R	
	Socio-emotional Factors	Trust	SF-T-I	How E-feedback Influence Undergraduate Students Emotions and How They Regulate Themselves to Balance Their Negative-Positive Perceptions on E-feedback
		Emotions	SF-E-I	

3.5 Trustworthiness

According to Guba (1981), there are four criteria in trustworthiness that must be considered by the researcher. First, researchers must ensure that the data is true and obtained from trusted sources. Second, the data that has been obtained must be relevant to any context. Third, the researcher must ensure that the data obtained is consistent. Finally, the researcher must ensure that the data obtained is not based on personal experience and biased opinions. The data were taken from participants who took the thesis proposal writing class for one semester and had received permission to record the interviews.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of findings and discussion to answer the research question: How do undergraduate students perceive e-feedback interaction during online thesis proposal writing coursework? The answers of the research question are presented based on conceptual construct on the interview questions, referring to Chong, I. (2017)'s concept on factors in the feedback process. The data were analyzed in the form of interviews with Wendy (Appendix 3) and Irene (Appendix 4).

4.1 Findings

This part discusses the findings from Wendy and Irene perceptions in e-feedback interaction during online thesis proposal writing coursework. Before presenting Wendy and Irene's experience, I describe how I collect, thematize, and present the data. I framed the data based on Chong, I. (2017) factors in feedback process. After that, I grouped Wendy and Irene's response into themes based on analysis. I categorized the bound theme as a prominent theme, represent Wendy and Irene's perceptions on e-feedback interaction in an online thesis proposal writing coursework during pandemic COVID-19. In the analysis, the data were displayed that both participants feel relieve and happy after receiving types of feedback such as advice and motivation from their lecture even though they feel confused, less motivation, and afraid that they can't do their writing. The participants experiences were coded with prominent themes into divided sub-themes. The findings consist of three factors in feedback process: (1) Technical factors: focus of feedback, specificity of feedback, and type of feedback. (2) Personal factors: prior and

present knowledge, self-regulation, and self-efficacy. (3) Socio-emotional factors: trust and emotions.

4. 1. 1 Technical Factors

The data on this theme mentions the technical factors that influence the interaction between students' and their lecturer in receiving and providing e-feedback in online thesis proposal writing coursework.

Receiving and providing feedback in an online class is a new experience during pandemic. Wendy and Irene are an undergraduate student who attending online thesis proposal writing coursework for one semester. Wendy experiences the confused during her first online thesis proposal writing classes. She also experiences afraid of not doing good on writing her thesis. She perceived her confusion and her anxiety as a result knowledge gap and her misunderstanding in responding her supervisor feedback. However, she still understands with the feedback that her lecture provides because she uses Google Docs and share it with her lecture to be revise during consultation day through Zoom meeting.

Wendy added that she received feedback for local errors such as grammar and referencing style, but she rarely received feedback for mechanics because she already quite understands with the mechanics.

“Oh... I've always had grammatical errors most of the time. For referencing style, it turns out that at the beginning of the thesis proposal writing class, we didn't know that the APA references had been changed to the seventh edition. We also used Mendeley in the first semester and coincidentally in my thesis proposal writing class, we were not allowed to use Mendeley, in

the end the references had to be written manually. For the grammar itself eee... it's just a basic revision. For instance, which should use the past tense, but instead we use the present tense. There are only a few that are eee... you could say some are messy... some are good but the verbs are wrong... eee... more or less grammar in general.”

(TF/F/WE/005)

(Translated version)

“...for me personally, there are not many for mechanics like dot and comma, thank God eee... I already understand the mechanics like that...”

(TF/F/WE/006)

(Translated version)

Irene also feels the difficulty during her first online thesis proposal writing class. However, over times, she began to get used to it because online classes have been held for almost a year. Although Irene experience difficulty, she feels facilitated by her lecturer because her lecturer always gives her the recording of her thesis feedback session during facilitated by Zoom meeting through Google Classroom. Irene was greatly helped by the recording because it can help her improve her writing and revise it.

Irene received e-feedback in the form of local errors: grammar, referencing style, and mechanics. Lecturers in her class always use Zoom and help correct errors through Google Docs directly. Her lecture always let her know what is her mistake in her thesis. She also always thinks that every feedback that her lecture provide is always helpful for her to fix her mistake and to continue to the next step.

“Most of the time it’s grammar... like... for example, there are grammar mistakes, it's often in the use of tenses. Eee... the use of tenses is wrong or not quite right... Sometimes in my thesis, it seems like there are sentences that are not connected... like lack of coherence or typos. Sometimes the lecturer also

corrects it directly, before the guidance, we also provide the file via email. So, when on Zoom it's easier to receive feedback... that's how it is for grammar, mistakes are usually corrected immediately by my lecture. She let me know what's wrong and what's right...”

(TF/F/IR/005)

(Translated version)

“For mechanics, usually the lecturer helps write or fill in if there is a lack of punctuation or there are wrong words via the Zoom share screen on our Google Docs...”

(TF/F/IR/006)

(Translated version)

“...it helps to correct errors in the thesis so that... you can continue on the next part... so... working on the next part... it's really helpful...”

(TF/F/IR/007)

(Translated version)

Wendy and Irene have lecturers that have almost the same way of providing e-feedback, like using online platforms such as Zoom and Google Docs. Their lecturers also often provide some e-feedback in the form of local errors such as grammar, referencing style and mechanics and always correct them directly during consultation day. In addition to grammar, referencing styles and mechanics, Irene also had logic and rhetoric focus during her feedback session related to sentences and paragraph coherence.

Asking a few questions or asking for more specific feedback to the lecturer is very important if students still feel that their writing is still lacking so that the results of the writing they are working on are more developed and appropriate. In asking for a specific feedback, Wendy always asks her lecturers some questions to get more specific feedback through personal chat because she often feels embarrassed asking her lecturer in class during consultation day. Her lecture always giving her a good respond every time she

asks for something that she don't understand. She thinks that her lecture is like to be asked.

“Certainly have. Emm... for example, when the lecturer has given a revision, but it's only a minor revision. Eee... Sometimes I ask if there are some things that I don't understand and are embarrassed to ask during consultation day, I always ask directly by personal chat through Whatsapp.”

(TF/S/WE/008)

(Translated version)

“Alhamdulillah so far, the response has been good... in fact sometimes eee... the lecturer thinks if you don't ask it means you understand... even my lecturer likes to be asked...”

(TF/S/WE/009)

(Translated version)

Meanwhile, Irene usually waits for her lecture to give the consultation schedule and prefers to ask several questions when she feels confused with her writing in order to get more specific feedback directly through Zoom after the lecturer reviews her thesis. Irene added that when she's having a hard time when working on her thesis, she always makes sure to asking for help to her lecture and she often got a very well and fast respond from her lecture. Her lecture often gives her recommend to read journals so she can understand more on her topic.

“Eee... for... for consultation or guidance, I usually wait for the lecturer to give the schedule... so if you ask the lecturer to give a more specific e-feedback... usually it's direct feedback or usually asking at the end of the Zoom or after the lecturer reviews the thesis. For example, in this part of the thesis I'm still confused about how to do it, but I'm still working on it... so when I was given guidance via Zoom, I usually immediately asked that... 'Is this part correct or is there something missing...' so.”

(TF/S/IR/008)

(Translated version)

“Eee... for... the lecturer responded very well... fast response. So, if I'm having a hard time, I'm always sure to get help... and also provide constructive feedback and improve my understanding of the topic. She also often recommends reading journals so that I can understand more about the topics I study...”

(TF/S/IR/009)

(Translated version)

Wendy and Irene not only received feedback in the form of local errors. They also often get several types of feedback such as: praise, advice, criticism, imperative, open questions, close questions or mechanics. Wendy and Irene both often receive that type of e-feedback to make sure that they are already understanding with their works. Both Wendy and Irene confirmed from the interview that their lecture will always give them criticism and suggestion on their thesis, but they also often receive praise that have encouragement from their lecture which can make them feel happy and motivated to develop their thesis. Irene also added that when she receives criticism and advice from her lecture, she does not get sad but she become motivated and sometimes get excited to continue her thesis.

“Emm... after we write, my lecturers will always say 'you doing great job today' emm... 'it's really good' like that. She said like... *'tulisan kamu tuh udah bagus... Kamu udah make sense. Pemikirannya udah jalan.'* that's often. Eee... you can get criticism for sure... suggestions for sure. Most of the time we eee... when we are told *'tulisan kamu udah bagus nih'* and most often is when my lecturer says *'ini sudah saya acc, bisa lanjut ke paragraf selanjutnya.'* It's most often in the thesis proposal writing class. For the imperative itself, of course, so that we can move on to the next writing stage... for open and closed questions are also often asked, are we already understand what our supervisor

has explained yet... or usually the supervisor also asks us what this paragraph means how do we write it down... that's how it is... If it's mechanics like I said before, I personally rarely get feedback about mechanics...”

(TF/T/WE/010)

(Translated version)

“Eee... for praise, eee... the lecturer... often praises the thesis results of the students that she guides... not just mine, but the thesis of my friends as well. For example, the compliment... like... how do you do it... like, '*wah hebat ya udah ngerjain bab 3, bisa dilanjut ke tahap selanjutnya...*' My lecturers often compliment me like this, '*wah ini udah bener nih. Bagus, bagus...*' She always praises the progress we're making, even if it's a little. She always gives encouragement too... like that... to do a thesis. Then she also often gives suggestions and criticisms, yes... it's always constructive, to understand more and I also know where my mistakes are, what needs to be corrected, that's it... with the suggestions and criticisms given. As for... what is it... imperative, usually the lecturer asks to go deeper, read journals or journal mentors, so that you can understand more... For open or closed questions are also often asked, do we already understand what our lecture was explained... just to make sure... or my lecturer also asks about our supporting journals... that's it... questions like that just to make sure we understand what we wrote... Mechanics is like what I said before... My lecturer always helps me fix it directly via Google Docs...”

(TF/T/IR/010)

(Translated version)

4. 1. 2 Personal Factors

In the narration obtained during the interview, Wendy and Irene's experience when receiving e-feedback in thesis proposal writing online class, the researcher found that they were able to make progress while working on their thesis due to personal factors such as link their prior and present knowledge, make up their self-regulation for instance

making their own goals to reach the target to finish their thesis, and uplifting their self-efficacy.

In writing thesis, both participants always link the feedback given by their lecturers in the previous week with the following week to know how far their progress went. In connecting the prior and present knowledge, Wendy always checks her thesis which has been given feedback through comment on Google Docs by her lecture last week. However, she also always feels that she does not re-examine the feedback given by her lecture which causes her to sometimes just realize that the feedback in the previous meeting was actually linked with the feedback in the following week.

“Emm... if it were me... actually that's the feedback, because in Google Docs, it goes to email. Usually, eee... I rarely resolve it at first... I rarely resolve the feedback comments... then I see 'oh yesterday it turned out to be this feedback... oh that means this week... like this...' then, 'oh it turns out that it's connected from this one to this one'. It's just, maybe it's just not cross-checked yet.”

(PF/PP/WE/013)

(Translated version)

Wendy confirmed that her lecture often tests her and her classmates about the feedback that her lecture given last week just to know are they pay attention to the feedback or not.

“...sometimes I actually feel like that my lecture is just want to test us by asking ‘kemarin saya ngasih feedbacknya gimana?’ there are some of us that pay attention and some are not.”

(PF/PP/WE/014)

(Translated version)

Meanwhile, Irene always watches the recording of the feedback provided by her lecture when the class has finished the previous day and then she relates it with the feedback given during the next meeting. Irene confirmed through her interview that she often feels that she always sees changes and progress while working on her thesis by looking at the feedbacks, new knowledge, and information provided by her lecture at the previous meeting.

“Eee... usually after doing the thesis guidance, the lecturer always eee... gives a recording of the feedback in the form of correction or revision, now with the recording I always see the feedback given by the lecturer whether it relates to the feedback I got today... after that I put it into writing, the lecturer gave feedback... in the form of suggestions, criticisms, or asked to add references.”

(PF/PP/IR/012)

(Translated version)

In writing thesis, it is important to set goals to achieve the target in writing progress. Both participants set their own goals to see their progress in writing their thesis. Wendy confirmed that she does not only set her goals in thesis proposal coursework, she also set her goals in another course as well.

“If you ask emmm... to be honest, I'm not a person who is... personal... not only in Thesis Proposal Writing, actually.”

(PF/SR/WE/015)

(Translated version)

Wendy also confirmed that during writing her thesis, she always set a goal to write her thesis every week, at least the paragraph she worked on last week had to be finished in the following week. She also feels that when it was the first session in thesis proposal writing class, she was very persistent to set her goals and write even more. She also

grateful that her habit of setting goals for her writing progress also still persist until this day. Wendy said that during her thesis proposal writing class, she always set a goal to write it every week, at least the paragraph she worked on last week had to be finished the following week.

“...during Thesis Proposal Writing because... until now Thesis Proposal Writing from the first until now every week there must be progress, so finally I follow it. Following... what is it called... the lecturer's instructions. That means at least eee... next week there must be something added or not, at least next week this paragraph must be finished. For example, if my lecturer says ummm... next week it will be one paragraph, at least I will make two, I think so, that's what I was aiming for at that time. Make two, after that eee... if for example... next week it should be finished with chapter one, if possible, I'll also write chapter two.”

(PF/SR/WE/015)

(Translated version)

Meanwhile Irene, before she set a goal, she always makes a plan in advance, such as deciding when she wants to work on it and when she has to complete her goals. Usually, after the consultation day finished, she always directly revised her thesis after receiving feedback from her lecture so she does not forget it because sometimes she forgets what her lecture gives or sometimes, she just does not have much time to do her thesis in later time.

“For setting goals, I usually make a plan first, eee... What do you want to do, there are many parts to a thesis, for example this section eee... in that section it must be completed in two days or so, the work plan is when, how long will it take, or the target is time.”

(PF/SR/IR/014)

(Translated version)

During writing their thesis, both participants confirmed that their lectures have an important role in building self-regulation. In Wendy's class, her lecture always gave her writing ideas that she had never thought of before while she was writing her thesis. Her lecture also never forces her to finisher thesis, but her lecture always reminds her to continue her progress even if it's just a little progress. Her lecture also always helps her to get some references if she had difficulty in searching or opening some journals.

"I feel that my lecturer gives a lot... what is it... giving... ideas that we never think about when we write. For example, eee... When we check, we are given feedback, we have written it, then after that she adds a sentence or two which becomes like a bridge to the next paragraph and then there are many sentences that I never thought of... like that. Then she also always... always eee... she also always reminds us to always progress, progress, progress... and aaa... my lecturer never said that you had to be fast... never, she meant she always said aaa... which it's important that you progress, even if it's only a little, you know."

(PF/SR/WE/016)

(Translated version)

Meanwhile, Irene said that with her lecturer who always gave feedback, it was enough to provide an important role so that she learned from mistakes in the thesis she was working on. Irene perceived helpful after receiving feedback, advice, and more references from her lecturer and that makes her easier to continue working on her thesis.

"Like the role of the lecturer, it's very important, yes, to help guide the writing of this thesis proposal, right... with the feedback given, it also helps me to independently learn from mistakes in the thesis that I've been working on."

(PF/SR/IR/015)

(Translated version)

Based on Wendy and Irene's experience in receiving feedback from their lecturer during working on their thesis, they mentioned that sometimes they feel they cannot make

some progress. Wendy confirmed that sometimes she feels that doing her thesis is so hard and unable to finish the revision giving by her lecturer. She also mentioned that when she feels like she cannot finish the revision, she only writes one or two sentences for her thesis and always told her lecturer that she feels that she cannot make any sentences to her thesis, because she feels it is too hard to continue.

“There were times when it felt really heavy, like I couldn't... I couldn't continue it... and then I did, for example a week it was like I only wrote one or two sentences.”

(PF/SE/WE/017)

(Translated version)

However, after all struggle she mentioned about, she stated that she still can manage that by taking some rest for her thesis for one or two days. She also gets some support and helps from her lecturer to finish her thesis.

“Take a break for a day or two... sometimes eee... stop like that for two or three days, after that when it's close to the day of consultation... for example, consultation is at night, I will start writing in the morning. That was at the beginning of Thesis Proposal Writing like that.”

(PF/SE/WE/018)

(Translated version)

Meanwhile Irene, she feels that doing her thesis is difficult at the beginning because it is her first time. She always feels that her thesis is already right but it turns out when she receives feedback from her lecturer, it's always still needed a revision. In the end, she just follows what her lecture said and keep getting lazy to do her thesis because she feels that she just keeps repeating what she writes. Although she feels hard to continue her thesis, she often gets some helps from her lecturer to finish her thesis.

“Especially at that time, at the beginning, it must have been difficult, right, because it's new... so that time in chapter one I remembered it was the identification section, eee... that's already been done... it felt like it was right... Even though I've seen an example of the previous thesis... but it turned out that during the consultation there was something wrong, in fact everything was wrong... in the end, I asked to revise it... my lecturer told me what the identification problem was like. After that, it was revised again... the next consultation, I asked again... is this correct or not... it's still wrong, it's like it's still not right... it's like being asked to add another reference, even though it seems like it's correct... but I just follow what my lecturer said, then in the end it was like... I was just lazy because I kept repeating it... in the end, I left that part.”
(PF/SE/IR/016)
(Translated version)

However, even though they had a difficult process on writing their thesis. Wendy and Irene often get some helps and motivation from their lecturer, which is such an important role for the lecturer to increase their students' motivation in their learning process.

4. 1. 3 Socio-Emotional Factors

Socio-emotional factors have a quite big influence in teaching and learning process including giving and receiving e-feedback in online classes because the activity of giving and receiving feedback between students and lecturer is an activity that involves social and emotional interactions. Providing appropriate feedback to students will develop their progress in working on their thesis. Meanwhile, providing inappropriate feedback would makes students lack of confidence and less motivation to continue their thesis.

Wendy always feels hesitant to ask her lecturer after receiving feedback in the previous class if she feels confused about her thesis because she thought that her lecturer might think that she is clueless. Although she often thinks about that, in the end she could not help but have to remain openly and ask her lecturer about the last feedback she received from her lecturer. Wendy also confirmed that she thinks that her lecturer is the closest person and understand what she is doing. Her lecturer would ask her what part that makes her confused and would show her the feedback that she receives in the previous class. Her lecturer also makes her to think critically. In the end, she has to act openly to her lecturer because when she did not openly ask her lecturer, she would be struggling to continue her thesis.

“It’s just... umm.... Lately I've been feeling like... I'm confused, because eee... honestly, I have a feeling of fear that I'll be thought to be clueless... that's how it is. You're the one who wrote it... why would you not understand... that's how it is. Sometimes there are some feelings like that arise. But in the end, I have to say it. Because... She's our supervisor... right... the person who understands the most... the closest person who understands our work the most...”

(SF/T/WE/020)

(Translated version)

Meanwhile Irene, she prefers not to communicate her struggle with her lecturer if there is something she does not understand and prefers to study it by herself after receiving the record of feedback that has been given by her lecturer. Irene confirmed that she often feels awkward to ask her lecturer continuously. However, if she already feels that she cannot handle her struggle, she would ask her lecturer in the next meeting.

“Sometimes when the lecturer gives me feedback and I still don't know where the flow is going... then I don't know what it means, usually sometimes I ask... but sometimes I just accept it, I'm okay with it, even though I don't understand... that was, what's that... I'm afraid to be told I don't understand... so I'd better be quiet like that... so I'll just say yes... then eee... I think I'd rather decide not to ask, sometimes it's like I just wait for the video recording, then, I'll learn it by myself later.”

(SF/T/IR/018)

(Translated version)

During thesis proposal writing online classes, both participants never felt their lecturer is cynical or full of criticism when providing e-feedback. When their lecture provides e-feedback, they never consider it as a negative or inappropriate feedback. Their lecture often gave them feedback that can build their encouragement. Based on Wendy experience, she never felt her lecturer providing feedback in judgmental way. She just felt that her lecturer is emphasis her and to make sure so that she can understand what she writes on her thesis.

“During this experience... Alhamdulillah I've never felt that it seemed cynical or judgmental. Maybe eee... sometimes what is written and said can have different meanings, but from my experience I never felt that it was something that was judgmental, or at least... at least it was just a few words. Emphasis but not meant to be negative.”

(SF/E/WE/021)

(Translated version)

Irene also never considers her lecturer to be cynical or judgmental. She also confirmed that her lecture never forced her to do her thesis in a hurry, at least there's always have a progress in her thesis.

“Alhamdulillah, so far there has been no feedback that is judgmental, cynical, or full of criticism. Eee... when the lecturer gives feedback, it's always like that was

constructive... don't judge like that... it's not like you're being pushy, we can do that as best we can...”
(SF/E/IR/020)
(Translated version)

Wendy also communicated her feelings when she feels that she confused with what she writes on her thesis or feels tired and hard to continue her thesis. She also feels like wanted to attend face-to-face consultation with her lecturer but during pandemic they only doing the consultation through online platform such as Zoom meeting and Google Docs.

“Sometimes, at that time, I felt like eee... at the beginning of Thesis Proposal Writing, especially in chapter 1 chapter 2, that's what I felt the most like, 'What am I writing here?' Then I ask my lecturer too... 'Miss, is it true or not?', 'How come I don't feel... it doesn't make sense, in this sentence...' It was just that, it was just like 'Miss I'm tired...' like that, at that time we want face-to-face consultation... we want face-to-face... want to hear live... want direct feedback, but at that time it was still eee... can only be online.”
(SF/E/WE/023)
(Translated version)

Meanwhile, Irene rarely communicated her feelings to her lecture when doing her thesis. She often chooses to just do her thesis without complaining because she often feels awkward with her lecturer.

“I never convey some complaints when doing my thesis to my lecture. I choose to just do my thesis...”
(SF/E/IR/021)
(Translated version)

4.2 Discussion

This study presents undergraduate students' perceptions in e-feedback interaction between students and lecturer during online academic writing coursework related to

factors in a feedback process: technical factors, personal factors, and socio-emotional factors.

4.2.1.1 How E-feedback Practice Helps the Undergraduate Students to Develop in Technical Writing Skill

As conveyed in the above section, both participants experience receiving e-feedback for local errors such as grammar, referencing style, and mechanics. Based on their experience, this factor is relevant to Ferguson (2011) who found that students would like their tutors or teachers to provide them feedback on local errors such as grammar, mechanics, and referencing style. Participants also experience asking for specific feedback to their lecturer so that they can develop their thesis. This is relevant to Chong, I. (2017) who explains that teachers who provide feedback specifically would be effective in students' learning process. Students also expect their teacher to provide clear goals and directions while giving feedback to students'. Specific feedback also will increase students' writing motivation. Wendy often asks her lecture if there are some things that she doesn't understand after her feedback session through personal chat because sometimes she feels embarrassed to ask directly during consultation days. Meanwhile, Irene always asks for specific feedback directly during her feedback session through Zoom. In thesis proposal writing online class, Wendy and Irene also experience receiving 7 types of e-feedback from their lecturer. Straub (1997) investigated university students that perceived 6 types of feedback by their teacher like praise, advice, imperative, criticism, open questions, and close questions. A study from Hamp-lyons & Chens (1999) found mechanics as one type of

feedback. Giving several types of feedback mentioned earlier can affect students' progress in their writing process, especially when students are given advice and



praise. Teachers who provide open and close questions can also make students not only receive feedback, but also actively participate during their feedback sessions.

4.2.1.2 The Lecturers Important Roles in Supporting Students Self-Development

As conveyed in the previous section, both participants have experience being more active in responding to some of e-feedback given by their lecturers after receiving a feedback session by reviewing the recording or comment feature in Google Docs or e-mail. This is relevant to the statement of Chong (2019) that students prefer to respond to their lecture e-feedback because they become more understand to the e-feedback that their receive and online platforms such as Google Docs have functions that make it easier to respond to e-feedback such as comments, highlights, and notifications via email. In the process of writing a thesis, participants always set goals after receiving feedback from their lecturers to be able to achieve their targets. This is relevant to the statement by Pintrich (2000) that explains about self-regulation is a constructive process where learners would set goals for their learning process. During the process of writing their thesis, the lecturers also never urged them to do their thesis in a hurry but there has to be progress in every feedback session even if it's just a slight progress. However, in the process of writing their thesis, participants also feel unable to continue writing their thesis because they feel confused with what they write after having a revision or feedback session with their lecturer. This case is relevant as what Chong (2017) said with students' self-efficacy affects their confidence and motivation in writing after receiving feedback from their teacher because they

think they are unable to make some improvement. Although they feel no motivation during working on their thesis, their lecturer always helps them by giving them some advice or motivation.

4.2.1.3 How E-feedback Influence Undergraduate Students Emotions and How They Regulate Themselves to Balance Their Negative-Positive Perceptions on E-feedback

In socio-emotional factors, Wendy sometimes communicates her feelings about her thesis after receiving feedback because she has a flexibility of communicating her feelings to her lecture. Meanwhile, Irene rarely communicates her feelings or asks for something she doesn't understand to her lecturer because she often feels awkward. This is relevant to Chong (2019) who found that one reason that students are willing to engage and have the conversation with the teacher is when students' and teacher have a flexibility in communication. In receiving e-feedback, the lecturer is required to provide feedback that can improve students' writing progress. Although the class is held in an online platform such as Zoom or Google Docs, the lecturer shouldn't provide inappropriate feedback. This is relevant to Ilgen & Davis (2000) that concluded inappropriate feedback can lead to negative emotions to learners such as embarrassment, confusion, lack of confidence, and anxiety. However, in the participants' case, they never experience their lecture giving inappropriate e-feedback during their feedback session. Their lecturer often gives them advice and motivation that can improve their writing progress.

CHAPTER V

CONCLUSION

The research has examined the perceptions of undergraduate students' on how teacher e-feedback interaction between lecturer and students in an online academic writing coursework. Participants who initially felt unable to face online classes during the COVID-19 pandemic because this was their first experience, in the end they finally felt used and succeeded in overcoming the feeling of not being able to take online classes. This is because their lecturers make good use of online platforms to provide e-feedback. Their lecturers also often provide positive feedback, suggestions, as well as motivation that can improve their writing process. In this case, the teacher's role in providing positive feedback to students is very important and giving negative feedback can lead to negative emotions and can cause students' motivation for writing decreasing. It is because the activity of giving and receiving feedback between teachers and students is also an activity that involves social and emotional interactions. As an implication, this research is able to be used as a preference for a teachers' in providing e-feedback in a positive way and knowing how students' perceptions on how teachers provide e-feedback during online feedback sessions. The limitations of this research are that this research only focuses from higher education and in a pandemic situation. Thus, for further research needs to conduct the research from younger learners that might have different perceptions and emotions on how teachers provide them e-feedback in an online class with different situations. Finally, researcher hope this research can provide insightful knowledge to teachers or another

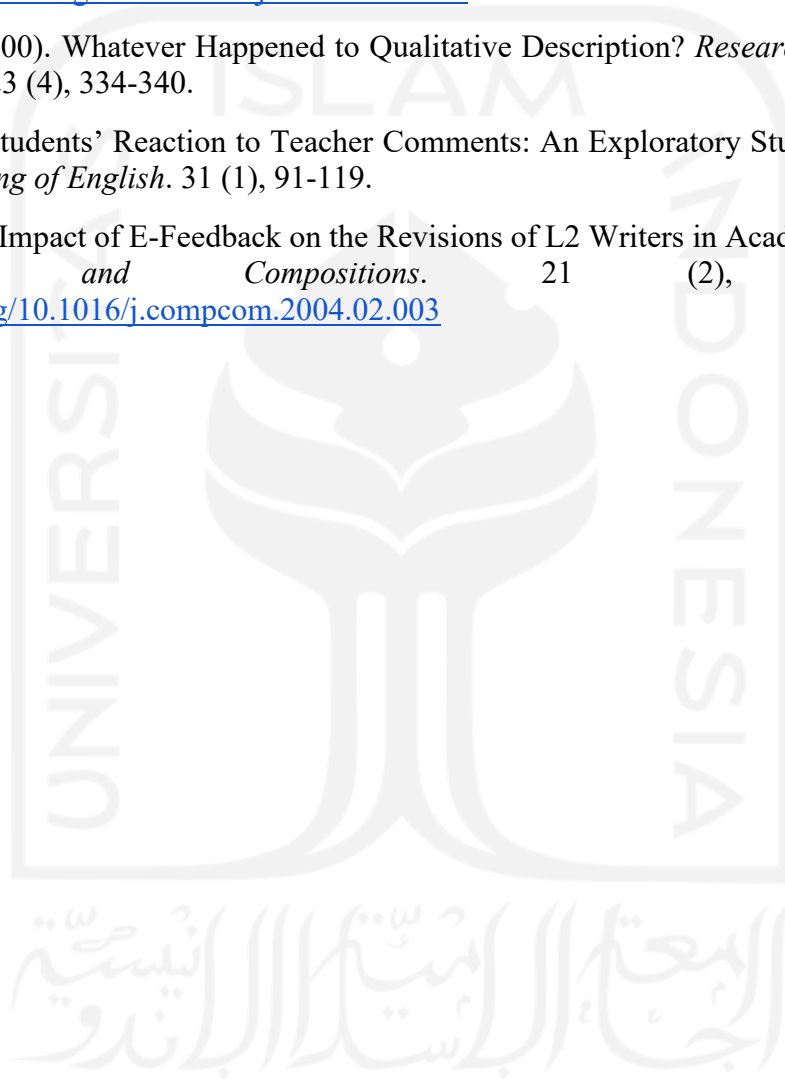
researcher about students' perceptions in e-feedback practice in an online writing coursework.



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APPENDIX 1 CONSENT FORM
INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Name : Wendy
Age : 23 years old
Gender : Female

I am voluntarily agreed to participate in this research study, entitled “**Undergraduate Students’ Perceptions in E-feedback Interaction During Online EFL Academic Writing Coursework**” and willing to:

1. Interviewed regarding the research topic.
2. Understand that even if I agree to participate now, I can’t withdraw at any time or refuse to answer any questions without any consequences of any kind.
3. Agree that the interview being recorded through Zoom.
4. Understand that I am free to contact the researcher to seek further clarification and information:

Afni Febriani Muzdalifah - 18322040@students.uii.ac.id

Fakultas Psikologi dan Ilmu Sosial Budaya, Universitas Islam Indonesia

Jl. Kaliurang km 14,5. Umbulmartani, Ngemplak, Sleman, Yogyakarta 55584.

All names, places and information will be kept confidential. Thus, I make this statement truthfully without coercion from any party.


Yogyakarta, 15 April, 2022

Researcher,



Afni Febriani Muzdalifah

Participant,



Wendy

INFORMED CONSENT
(SURAT PERNYATAAN PERSETUJUAN)

Name : Irene
Age : 22 years old
Gender : Female

I am voluntarily agreed to participate in this research study, entitled “**Undergraduate Students’ Perceptions in E-feedback Interaction During Online EFL Academic Writing Coursework**” and willing to:

1. Interviewed regarding the research topic.
2. Understand that even if I agree to participate now, I can’t withdraw at any time or refuse to answer any questions without any consequences of any kind.
3. Agree that the interview being recorded through Zoom.
4. Understand that I am free to contact the researcher to seek further clarification and information:

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All names, places and information will be kept confidential. Thus, I make this statement truthfully without coercion from any party.

Yogyakarta, 17 April, 2022

Researcher,



Afni Febriani Muzdalifah

Participant,



Irene

APPENDIX 2 LETTER OF PERMISSION

Research permit letter from the Faculty of Psychology and Socio-Cultural Sciences, Islamic University of Indonesia.



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Tanggal : 22 Maret 2022
Nomor : 534/DPS/70/DURT/III/2022
Hal : Permohonan Izin Pengambilan Data Skripsi

Kepada :
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Universitas Islam Indonesia
Di tempat.

Assalamualaikum Wr. 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 : Afni Febrtani Muzdalifah
Nomor Induk Mahasiswa : 10322040
Program Studi : Pendidikan Bahasa Inggris
Pembimbing Skripsi : Astri Hapsari, S.S., M. TESOL
Judul Skripsi :

**"INVESTIGATING UNDERGRADUATE STUDENTS' PERCEPTIONS OF THE E-
FEEDBACK PRACTICES IN ONLINE EFL WRITING COURSEWORKS."**

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

Wassalamualaikum Wr. Wb

Dosen Pembimbing Skripsi

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Dosen Pembimbing Skripsi IPSB
Universitas Islam Indonesia
Yogyakarta

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang saya dan keluarga ini, baik dari Anji, sebagai keluarga yang sangat bangga dan bangga dengan prestasi dan prestasi yang telah dicapai oleh Anji sebagai mahasiswa UIN Ar-Raniry.

Sehubungan dengan surat Skripsi nomor 234/60/2022/PSIK/70/2022 tanggal 22 Maret 2022 tentang Izin Pengambilan Data Skripsi bagi mahasiswa:

- Nama : A. M. Nurhidayah Al-Hadiyati
- NIM : 16022016
- Program Studi : Pendidikan Bahasa Inggris
- Revisi : Psikologi dan Ilmu Sosial Budaya
- Judul Penelitian : *Kreatifitas Undergraduate Students Perceptions of The Education Process in Online Learning Environment*

Sebagai ibu yang sangat bangga dengan prestasi dan prestasi yang telah dicapai oleh Anji sebagai mahasiswa UIN Ar-Raniry, saya pribadi dan keluarga sangat bangga dan bangga dengan prestasi dan prestasi yang telah dicapai oleh Anji sebagai mahasiswa UIN Ar-Raniry.

1. Sebagai keluarga sangat bangga dengan prestasi dan prestasi yang telah dicapai oleh Anji sebagai mahasiswa UIN Ar-Raniry.

2. Untuk pelaksanaan penelitian yang akan dilakukan oleh Anji sebagai mahasiswa UIN Ar-Raniry, saya pribadi dan keluarga sangat bangga dan bangga dengan prestasi dan prestasi yang telah dicapai oleh Anji sebagai mahasiswa UIN Ar-Raniry.

Demikian pemberitahuan kami sampaikan, atas perhatiannya disampaikan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Yogyakarta, 20 Syahrul 1444 H
23 Mei 2022 M



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

Tembusan:
1. Sdr. Anji Febriani Muzdalifah

APPENDIX 3 INTERVIEW TRANSCRIPTION

First Interview

R: Researcher

P: Participant (Wendy)

R/P	Line	Interview	Factors
R		Assalamualaikum Warahmatullahi Wabarakatuh. Perkenalkan nama saya Afni Febriani Muzdalifah. Saya berasal dari Pendidikan Bahasa Inggris UII angkatan 2018. Di sini saya akan menanyakan beberapa pertanyaan mengenai e-feedback practice di kelas online Thesis Proposal Writing yang telah dilaksanakan selama 1 semester untuk keperluan tugas akhir saya yaitu skripsi. Pertama-tama saya ingin mempersilahkan untuk memperkenalkan diri nama dan berasal dari kelas Thesis Proposal Writing apa... A, B, C, D, E, F, G, atau H. Silahkan...	
P	1	Walaikumsalam Warahmatullahi Wabarakatuh. Halo... Perkenalkan nama saya Wendy. Saya berasal dari Pendidikan Bahasa Inggris Angkatan 2018. Saya berasal dari kelas Thesis Proposal Writing E.	
R		Kalau boleh tanya, gimana rasanya kelas online selama pandemic COVID-19 ini?	
P	2	Emmm... Kalau pertama-pertamanya mungkin kita ngerasa... Apa ya? Masih ngerasa... Eee... Kaget gitu kann... Karena kan kita juga baru pertama kali. Trus... Emm... Kemarin itu kita pertama kali kelas online itu kan awalnya semester tiga apa empat ya... Di mana itu kan lagi banyak-banyaknya mata kuliah yang harusnya bisa tatap muka tapi ternyata harus dirubah ke online. Kalau dibilang pressure ya pasti pressure sih buat semuanya. Yang pasti awalnya kita ngerasa kaget trus habis itu ya lama-kelamaan udah mulai terbiasa. Malah kita lebih nyaman kelas online sampai sekarang.	
R		Iya bener... Kalau di kelas Thesis Proposal Writing gimana tuh? Yang mana kita tahu kelas online tuh ini yaa... Gak gampang. Apalagi mau terima materi atau feedback dari dosen gitu kan. Nah, gimana tuh kalau di kelas Thesis Proposal Writing?	

P	3	<p>Kalau di kelas Thesis Proposal Writing itu pertamanya jujur bingung sih. Karena eee... ngeliat kakak kelas yang dulu kan rata-rata mereka bimbingan itu langsung on the spot gitu kan... langsung di kelas... trus maksudnya eee... langsung sharing bareng dosen pembimbing atau mungkin bisa saling tukar pikiran sama temen-temennya yang memang punya interest sama dirisetnya. Pertamanya jujur bingung, karena emmm... karena pasti ngerasa kayak ini bakal gak maksimal kalau kita online karena kan kadangan apa yang kita dengan dosen omongin ketika online itu kan bisa... bisa aja beda-beda... apa namanya... beda-beda pemahaman gitu kan. Pertamanya bingung, trus yang pasti takut gak maksimal. Itu pasti, karena eee... Thesis Proposal kan kita udah masuk yang namanya skripsi itu kan. Cuma takutnya kayak ini eee... aku bisa gak sih yang dosen ini mau. Maksudnya dosen tuh paham gak sih sama yang kita pengen. Awalnya bingung, cuma lama-kelamaan akhirnya mulai terbiasa. Trus yang... jadi masalah juga sebenarnya lebih ke koneksi sih. Kita kan semester atas semua kan. Takutnya eee... ketika kelas online apalagi thesis gitu kan, apalagi thesis... trus kadang itu eee... kalo di kelas Thesis Proposal Writing ku kebetulan tiap minggu itu selalu ada bimbingan dan gak bisa skip bimbingan gitu loh mau gak mau harus terus bimbingan... terus bimbingan... gitu. Dan kadang bimbingannya ketika awal-awal Thesis Proposal Writing itu sampe gak... gak apa namanya... gak tau... bukan gak tau jam ya... eee... awalnya cuman satu sampe dua jam bisa lebih sampe tiga sampe empat jam. Padahal itu awal-awalnya bahkan pernah kita sampe bimbingan itu seminggu... eh seminggu hampir sebulan itu selalu tiap malem... malem habis isya... habis isya... sampe kadang sampe jam sepuluh. Kalo awal-awalnya jujur Thesis Proposal Writing itu berat. Apalagi online kan. Tapi kalo setelah itu gak sih. Setelah itu mulai terbiasa oh enak online... kayak gitu...</p>	
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R		Emm... Jadi kalau di kelas onlinenya itu ngasih e-feedback atau kelas gitu gak sesuai ini ya... gak... maksudnya jamnya gak nentu gitu ya, Wendy?	
P	4	Heem... Jamnya gak nentu karena... kebetulan kalau di kelas aku itu eee... pembagian untuk konsulnya itu disesuaikan sama... eee... tema kita. Itukan kita udah... udah milih tuh misalkan untuk yang A B C itu kira-kira dia itu methodnya apa. Kalau kemarin itu kita disamain methodnya sama ada beberapa research interest yang sama itu dibikin jadwalnya beda. Jadi misalkan kalau di kelas A nih, di kelas A tuh kan satu... misalkan dia tpwnya hari rabu, itu hari rabu semua kan yang konsul, tapi kalau di kelasku kebetulan itu emm... dibaginya kayak gitu. Perbeda-beda method. Jadi seminggu itu bisa eee... dua sampai tiga kali bimbingan tapi beda-beda orangnya. Misalkan untuk hari... eee... misalkan jadwal Thesis Proposal Writing aku tuh hari jumat, tapi di satu minggu itu ada senin, rabu dan jumat. Supaya lebih maksimal aja kalo dari dosenku bilang gitu. Jadi supaya lebih dibagi-bagi, jadi waktu untuk setiap... apa namanya... setiap siswanya itu sama rata semuanya. Kayak gitu...	
R		Emm... oke, oke. Terus kayak... apa ya... bagaimana dosen pembimbingnya Wendy saat memberikan e-feedback eee... on your local error kayak grammar, referencing style, sama mechanics gitu pernah gak?	
P	5	Ohh... pernah sih pasti paling sering malah grammar. Kalau referensi itu kan kemarin kita juga ternyata ketika awal Thesis Proposal Writing itu gak tau ya kalau APA reference itu udah ganti ke yang seventh edition trus kita juga kemarin karena di semester awal kita pake Mendeley dan kebetulan di kelas Thesis Proposal Writing ku gak bisa pake Mendeley akhirnya referensinya itu harus nulis normal... nulis manual gitu. Itu ada beberapa... bukan cuma aku sih, mungkin hampir semua di... temen-temen kelas itu sempet bingung kan karna harus manual, trus sementara kita waktu di kelas... emmm... yang kelas Academic Writing and Reading kita udah diajarin Mendeley ya trus... cukup... cukup bingung sih untuk referensinya itu karna memang disuruh	Focus of Feedback

		<p>manual trus habis itu ternyata ehh... gak boleh pakai Mendeley itu... Trus kalau grammar itu banyak eee... ya maksudnya secara dasar-dasar. Misalkan kebalik... kalau misalkan harusnya menggunakan past tense, tapi kita pakenya present. Kalau... sesimple itu sih. Cuman ada beberapa yang eee... masih bisa dibilang ada yang berantakan... ada yang bisa... ada yang udah bagus tapi verb nya salah... eee... kurang lebih ya grammar pada umumnya. Cuma biasanya kesalahan grammar yang paling sering itu tidak menggunakan academic words gitu kan masih menggunakan cuman eee... noun biasa... trus abis itu kata verb biasa... trus kalau mechanics yang lainnya kurang lebih gak ada sih. Cuman kurang itu, tata bahasa paling sering, referensi juga paling sering.</p>	
R		<p>Emm... iya iya. Kayak kalau yang mechanics itu kayak capitalization gitu kayak huruf kapital, kayak titik koma itu ga pernah direvisi sama dosen pembimbingnya?</p>	
P	6	<p>Pernah pernah... tapi kalau di aku pribadi eee... gak sih. Kalau aku pribadi jarang. Cuman kalau aku ngeliat dari temen-temenku yang satu bimbingan sama aku ada beberapa yang memang emm... mungkin dia menulis itu kalo dosenku bilang kayak kereta gitu loh... terus... terus... gak ada titik komanya gitu ada beberapa yang kena. Cuma ya dosenku notice gitu. Cuma kalau di aku pribadi gak banyak sih kalo titik koma alhamdulillah eee... apa... ya paham titik komanya kayak gitu...</p>	
R		<p>Gimana tanggapan Wendy sama e-feedback yang diberikan oleh dosen pembimbingnya?</p>	

P	7	<p>Emm... alhamdulillah kalau feedback dari dosen pembimbingku tuh bisa dipahami gitu kan kalau dari aku pribadi karena kita itu bikinnya di Google Docs abis itu dishare abis itu kita yaahh... share hasil dan kolaborasi langsung diperiksa on the spot gitulah... bahasanya on the spot langsung Ketika bimbingan hari itu diperiksa hari itu juga direvisi saat itu juga. Jadi bukan kayak eee... kita ngirimin trus nanti saya cek, nanti saya kirim... gitukan. Aku tau dari beberapa teman ada yang kayak gitu. Cuman kalo di tempatku eee... Ketika hari itu bimbingan, kita sharing progress, eee... langsung dikerjain di Google Docs, revisi pada saat itu juga. Emm... enak sih sebenarnya. Emm... dosenku itu detail. Eee... dosen pembimbingku tu detail. Maksudnya dia ga cuma baca sekilas, tapi dia baca per kalimat apa yang kita tulis gitu, dan misalkan langsung ini tu... kita langsung disuruh... misalkan dia tanya ini... ini maksudnya gimana? Gitu kan misalkan ada... jadi maksudnya to make sure kalo kita tu paham apa yang kita tulis kek gitu... misalkan kalau... kalau memang harus ditunggu dulu saat itu ya ditunggu. Bener-bener ditunggu, kita harus... iyaa bener-bener itu sih pas Thesis Proposal Writing tuh bener-bener challenging-nya di bagian itu karena langsung dikoreksi, trus kita harus suruh benerin, kadangan kita masih bingung, duh ini eee... maksudnya gimana ya... di situ sebenarnya masih agak kayak duh takut... takut salah... takut salah. Tapi alhamdulillah emm... alhamdulillahnya dibimbing juga. Cuman ya... ya wajar gitu kan ketika harus eee... on the spot langsung revisi sama dosennya diliatin trus... mana temen-temen juga masuk ke dalam Google Docs itu kan... trus kita komunikasi di situ juga gitu sama dosennya of course berarti temen-temen juga ngelihat nih kinerja kita tuh gimana. Cuman pressurennya dibagian itu sih di kelas Thesis Proposal Writing. Tapi alhamdulillah eee... feedbacknya lancar. Gitu...</p>	
R		Wendy pernah gak minta... minta dosen untuk memberikan e-feedback yang lebih spesifik gitu?	
P	8	Pernah... pernah dong. Pastinya pernah. Emm... misalkan dosen udah ngasih nih... misalkan pada	Specificity of Feedback

	<p>saat itu eee... revisinya itu cuma minor gitukan. Paling cuman ini kurang ditambahin ini... biasanya cuman kalo minor dia itu cuman ngasih... dosennya bakal ngasih komen trus nanti bisa direvisi nanti gitu kan... eee... kadang aku nanya ada beberapa yang misalkan gak aku paham trus abis itu kadangan kalo memang kurang... kurang paham trus kayak malu kan nanya pas saat bimbingan itu bisa langsung apa namanya... personal chat ke Whatsapp gitu... sering sih nanya spesifik-spesifik gitu. Misalkan aaa... karna kadangan dosen pembimbingku pake full English gitu kan... kadangan kita sering confuse gitu apa yang dia maksud gitu kan... dan dosen pembimbingku tuh cepet mikirnya gitu loh... misalkan ini harus tambahin ini deh dan itu langsung diomongin gitu semua... gini gini gini... trus kita kayak harus catch up gitu kan harus cepet-cepet, wah nangepinnya gimana nih. Kadangan kan di Google Docs itu kan gak ada rekaman kayak kita di Zoom yah... jadi kita harus... "eee.. maaf miss tadi miss eee... tadi miss nyebutin kalimatnya tentang apa ya?" padahal sebenarnya itu kan kayak kalimat pemicu untuk kita nulisnya lagi. Kadang yang sering-sering kek gitunya sih yang sering aku nanyain ke dosen pembimbingku.</p>	
R	<p>Trus kalau tanggapan dosennya mengenai... Wendy minta e-feedback yang lebih spesifik gitu gimana? Apakah ditanggapi dengan baikkah? Apa gimana?</p>	

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P	9	<p>Alhamdulillah sejauh ini ditanggapi dengan baik sih... justru kadang eee... dosen itu berpikir kalau kamu ga nanya berarti udah paham... gitukan... malah dosenku tuh seneng sih ditanya cuman kalau kebanyakan ditanya juga kayaknya ini paham gak sih sebenarnya, kadang kita mungkin berpikir kayak gitu kan... tapi sejauh ini em... dari aku sendiri... dari temen-temen yang eee... nanya-nanya juga eee... respon dari dosenku juga alhamdulillah baik. Mungkin tapi... kalau ada misalkan eee... kalau awal-awal Thesis Proposal Writing itu kan kita Zoom trus dijelasin trus kita nulis, mungkin kalau misalkan ada yang nanya eee... exactly udah tertera di video itu... atau di Zoom itu mungkin ya... sedikit... sedikit apa ya... kemarin merhatiin gak? Kayak sekedar gitu aja sih... bukan... bukan dia nolak untuk jawab pertanyaan kita ya, maksudnya emmm... to make sure kita tuh kemarin kek effectation gak sih ketika menjelaskan itu. Itu paling cuma diawal-awal sih... tapi kalau ketika... feedbacknya alhamdulillah gak... gak pernah maksudnya dibilang kamu ngerti gak sih gitu gak pernah... maksudnya tetep... tetep menanggapi dengan positif kok.</p>	
R		<p>Pernah gak dapet e-feedback kayak pujian, saran/nasihat, kritik, imperative atau suruhan untuk memperbaiki tulisan, open questions, close question, atau mechanics?</p>	
P	10	<p>Pernah... pernah. Alhamdulillah. Ketika Thesis Proposal Writing itu kan kita bab 1, 2, dan 3 ya kalau gak salah. Nah itu pokoknya kalau bimbingan itu... eee... disystem aku setiap minggunya eee... satu paragraf dicek satu paragraph dicek. Kalau awalnya gitu. Emm... setelah kita nulis itu pasti dosen pembimbingku itu ngasih kayak 'you doing great job today' emm... 'it's really good' gitu. Dia bilang kayak... 'tulisan kamu tuh udah bagus... kamu udah make sense. Pemikirannya udah jalan...' itu sering kok. Bahkan aku... bukan cuma di tempatku sih... ditemen-temenku juga yang lainnya juga dapat pujian. Eee... dapat kritik ya pasti... saran juga pasti. Paling sering kita eee... ketika kita dibilang 'tulisan kamu udah bagus nih'... dan paling sering adalah ketika dosenku</p>	Type of Feedback

		bilang 'ini sudah saya acc, bisa lanjut ke paragraph selanjutnya' itu paling sering sih ketika Thesis Proposal Writing. Untuk imperative sendiri pasti ya agar bisa lanjut ke tahap tulisan selanjutnya gitu... kalau open sama close questions juga sering kayak ditanyain kita udah paham belum sama yang dijelasin sama dosen pembimbing kita... atau biasanya dosen pembimbing juga nanya kita ini maksud paragraf yang kita tulis itu gimana... Gitu... Kalau mechanics kayak yang aku bilang sebelumnya, kalau aku pribadi jarang sih dikasih feedback tentang mechanics...	
R		Emmm... gimana tuh perasaanya? How do you feel about that?	
P	11	Yang pasti seneng sih kalau pas Thesis Proposal Writing karena kan eee... bab 1 bab 2 itu kan yang... bab yang paling apa... emmm... menguras pikiran juga ya pasti seneng karena apalagi kalau udah ada kata 'acc' berarti kita kan bisa lanjut ke eee... apa namanya... ke bagian selanjutnya. Eee... dibilang... tapi kadangan belakangan kepikiran ini tuh beneran udah... udah... udah bagus gak sih gitu kan. Cuman eee... ngeliat dari temen-temen juga kayaknya wah ini berarti 'I'm doing great' gitu. Yang pasti seneng sih karna kita bisa lanjut ke yang tahap-tahap selanjutnya gitu...	
R		Pernah gak Wendy menghubungkan pengetahuan yang telah didapatkan sebelum-sebelumnya dengan pengetahuan yang sekarang. Kayak... kayak e-feedback dari dosen yang hari sebelumnya sama yang hari ini dihubungin gitu, buat tau udah sejauh mana progressnya gitu setelah menerima e-feedback?	

P	12	Ada... pasti berhubungan. Karena emm... karena progress untuk nulis Thesis Proposal Writing itu kan kalau di tempatku kayak yang aku bilang tadi, per paragraph. Jadi misalkan nanti pada feedback yang hari ini... dosen tu bakal nanya... 'kemarin saya kasih feedback apa?' gitu... 'masih inget gak kemarin saya bilang apa' gitu kan... biasanya kalau dikomen itu kalau udah selesai kan langsung diresolve padahal dikomennya itu ada beberapa feedback yang bisa kita inget tapi kalau udah selesai kan diresolve tuh... ilang, trus ada beberapa yang 'oh kemarin miss ngomong apa ya?' tapi pasti dosenku nanya 'minggu kemarin saya kasih feedback apa?' gitu nanti yaitu lanjutannya dengan ini. Yang pasti tetep berhubungan sih feedback yang sebelumnya dengan yang sekarang.	Prior and present knowledge
R		Trus gimana cara Wendy menghubungkannya gitu...	
P	13	Kalau... emmm... kalau aku ya... sebenarnya itu kan feedbacknya itu karena di Google Docs, kan masuk ke email. Biasanya eee... kalau aku jarang ku resolve dulu... jarang ku resolve komen-komen yang itu... komen-komen feedbacknya... trus aku liat oh kemarin tuh ternyata feedbacknya ini... oh berarti di minggu ini... ini... gitu kan... abis itu, oh ternyata nyambung nih dari yang ini ke ini. Cuman mungkin kurang dicross-check aja. Kalau aku ngeceknnya gitu sih. Dari... komen yang masuk itu kan terkirim langsung ke email kita... dan email itu belum aku resolve... aku liat dulu... wah ternyata komen ini aku kaitin dengan feedback yang aku dapetin hari ini... kayak gitu...	
R		Emmm... menurut Wendy, tentang cara dosen pembimbing buat menghubungkan pengetahuan sebelumnya sama sekarang saat kelas online Thesis Proposal Writing tuh gimana? Menurut Wendy...	
P	14	Sebenarnya kalau menurut aku, udah... udah apa ya... udah... bagus sih. Mungkin cuma kita yang perlu... perlu apa... eee... perlu... apa namanya... mengingat-mengingat lagi gitu kira-kira kemarin itu gimana... kadangan sebenarnya aku ngerasanya dosenku itu cuman kaya pengen ngetes aja kamu tuh paham gak... gitu loh,	

		<p>makanya dia nanyain ‘kemarin saya ngasih feedbacknya gimana?’ ada beberapa yang... yang pay-attention ada yang enggak. Cuman kalau di aku pribadi ya ketika ditanya alhamdulillah tau... gitukan karena ya itu... masuk ke email trus kita baca ulang... trus abis itu kita... eee... lanjutin dari feedbacknya, kalau dibilang sudah bagus, ya bagus sih. Cuman balik lagi ke kita nya, bagaimana kita... apa namanya... menanggapi... terus abis itu dimaksimalkan feedbacknya, abis itu diimplementasikan di dalam thesis proposalnya itu...</p>	
R		<p>Eee... kalau nulis ya, pasti punya target gitu ya, Wendy ya... trus buat... untuk nge-reach goals gitu after receiving e-feedback from your lecture gitu, gimana cara ngebuat targetnya, Wendy?</p>	
P	15	<p>Kalau ditanya emmm... buat target jujur akuu bukan orang yang... apa... pribadi... bukan cuma di Thesis Proposal Writing aja sih sebenarnya, gak pernah... maksudnya kayak, nargetin minggu depan harus selesai gitu atau gak... cuman selama Thesis Proposal Writing karena... sampai sekarang Thesis Proposal Writing dari pertama sampai sekarang tiap minggu harus ada progress ya akhirnya ngikutin. Ngikutin... apa namanya... instruksi dosen sih. Berarti minimal eee... minggu depan tu harus ada yang nambah atau gak minimal minggu depan itu paragraf ini udah harus selesai. Bahkan aku pada awal-awal Thesis Proposal Writing tu rajin banget. Bener, padahal Thesis Proposal Writing itu merasa rajin banget. Eee... minimal... kalau misalkan dosenku bilang emmm... minggu depannya itu satu paragraf, seenggaknya aku bikin dua, aku mikirnya gitu, waktu itu aku targetinnya gitu. Bikin dua, abis itu eee... kalau misalkan... minggu depan itu seharusnya udah selesai bab satu, kalau bisa aku udah nulis juga nih bab dua. Kayak gitu sih kalau aku mikirnya waktu awal-awal target Thesis Proposal Writing trus sampai sekarang dan alhamdulillah ya terlaksana sampai sekarang.</p>	Self-regulation
R		<p>Oh iya... kalau dalam... eee... mencapai tujuan dalam kelas Thesis Proposal Writing itu pasti dosennya berperan penting juga kan... eee... gimana tuh peran dosennya untuk ngebantu mencapai tujuan atau targetnya gitu...</p>	

P	16	<p>Eee... alhamdulillah jujur kalau ditanya peran dosen pasti paling banyak sih dosen pembimbingku sampai sekarang karena eee....</p> <p>Aku merasa bahwa dosen pembimbingku tuh banyak giving... apa ya... giving... idea yang gak pernah kita pikirin gitulo ketika nulis. Misalkan eee... Ketika dicek kita dikasih feedback, kita udah nulis, trus abis itu dia menambahkan satu dua kalimat trus yang menjadi kayak bridge ke paragraph selanjutnya trus kayak banyak kalimat-kalimat yang gak pernah terpikirkan... gitukan. Trus dia juga selalu... selalu eee... beliau juga selalu mengingatkan kita untuk always progress, progress, progress, gitu kan... dan aaa... dosen pembimbingku tu gak pernah bilang kalau kamu tuh harus cepet gitu... gak pernah, maksudnya dia selalu bilang aaa... yang penting kamu tuh progress meskipun cuma dikit gitu loh karena aaa... karena kalau berhenti, yaudah bakal... bakal... apa ya... target... jangankan kita, target dia juga pasti bakal eee... apa namanya... bakal molor... gitu kan dan alhamdulillahnya dosenku juga selalu ngasih apa namanya... penyemangat-penyemangat gitu, mungkin kita mikirnya kayak eee... maksudnya kayak misalkan difeedback itu dibilang 'kamu udah bikin yang baik' gitu 'kamu hari ini ngerjain yang baik, nanti istirahat. Ntar abistu kita lanjut lagi...' nah itu yang... maksudnya emmm... support system yang kayak gitu sih maksudnya sederhana gitu kan. Cuman ya alhamdulillah membantu kita. Kalau ditanya eee... apa peran dosen ya banyak. Apalagi dalam penulisan... abis itu giving idea... itu terutama sih giving idea trus abis itu ngasih gambaran-gambaran ini seharusnya kamu kayak gini... terus abis tu bantu kita nyari jurnal itu paling sering banget... karena beliau itu kalau nyari jurnal bisa kayak set set set gituloh apalagi dosen kan banyak... banyak apa namanya... banyak channelnya kan... jadi kayak cepet. Misalkan kita gak bisa dibuka, ada beberapa tuh banyak kasus 'ini gak bisa dibuka nih miss... ini gimana?' trus abis tu missnya bilang, set langsung dapet... gitu sih hal-hal yang kayak gitu yang... banyak membantu kita... dari dosenku.</p>	
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R		Nah ini Wendy pernah gak ngerasa gak bisa membuat peningkatan setelah menerima e-feedback dari dosen?	
P	17	Eee... pernah. Pernah sih, ada beberapa titik kayak... ngerasa kayak... aduh ini kayaknya berat banget sih gitu kan... kayaknya gak... gak sanggup deh aku ngelanjutin... gitu kan... trus ya sempet sih misalkan seminggu maksudnya seminggu itu kayak nulisnya cuma satu dua kalimat, abis itu bilang sama miss, 'miss maaf ya saya nulisnya cuma sedikit...' gitu... karena merasa bahwa kayaknya feedbacknya terlalu... terlalu berat gitukan harus dilanjutin... karena ada beberapa feedback yang kayak eee... minta... minta ditambahin... trus minta cari tambah referensi... gitu... pada awal-awalnya tuh sempet ngerasa sih ada beberapa titik kayak 'aduh ini berat banget' gitu cuman sempet berhenti tapi abis itu ya udah balik lagi gitukan abis dikasih support... trus dibantu... akhirnya balik lagi. Kalau ditanya sempet ya sempet pasti... awal-awal.	Self-efficacy
R		Bagaimana tuh ngatasin ininya... ngatasin rasa... ngedown gitu?	

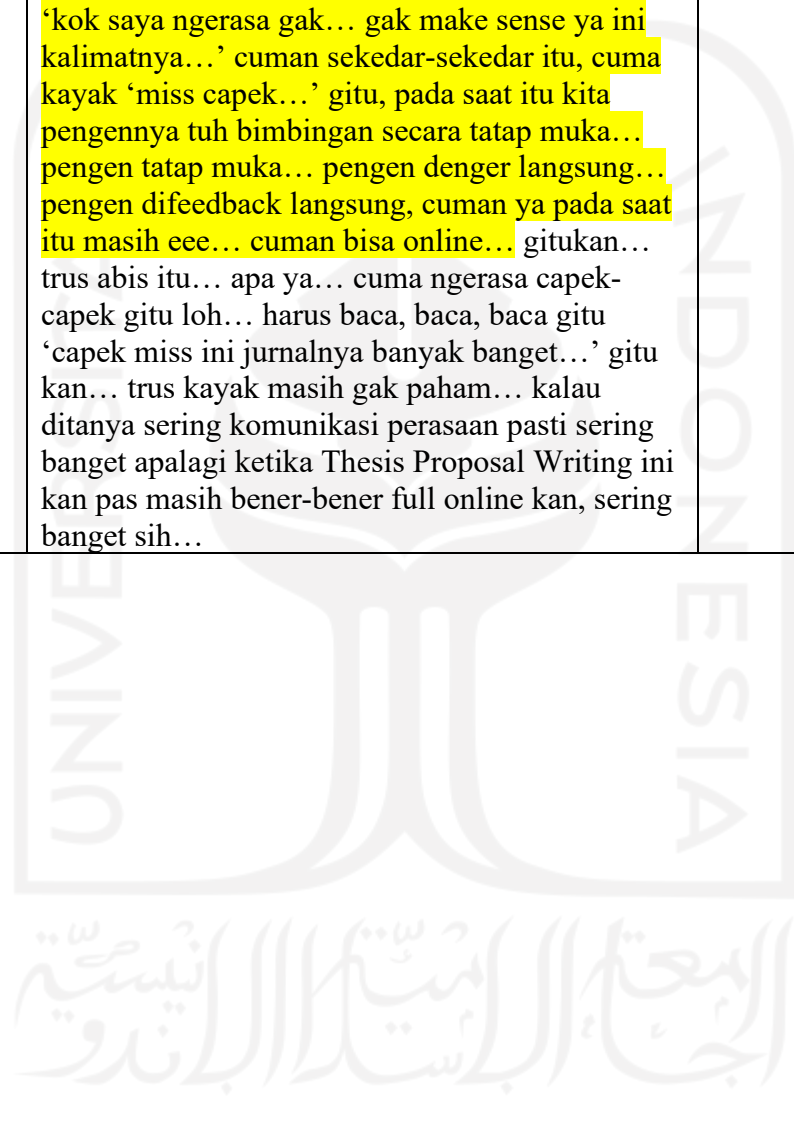
P	18	<p>Kalau ditanya gimana cara ngatasinnya, emmm... pada awalnya aku mikir berhenti nulis sih... berhenti nulis sebentar. Tapi gak bener-bener kayak 'udah ah gak mau nulis lagi' gitu kan... gak. Cuma kayak emm... misalkan hari ini bimbingan... trus dapet... ternyata dapet eee... major revision... trus feedbacknya juga banyak... trus mikir kayak yaudah... istirahat dulu satu dua hari... kadangan eee... berhenti gitu dua tiga hari juga, abis itu... abis itu ya deket hari bimbingan... malah misalkan bimbingannya malam, paginya baru nulis. Itu pada awal-awal Thesis Proposal Writing kayak gitu. Kalau misalkan kerasa ngedown gitu kan, bener-bener kayak seminggu... seminggu gak ngerjain. Tapi kalau bimbingannya... misalkan bimbingannya jam satu, ya... paginya baru ngerjain. Kayak gitu... malah... malah kadangan di... pas... kepepet-kepepet gitu sih baru berasa kayak 'oh gini...' cuman kalau ketika Thesis Proposal Writing ya itu... ketika... untuk... untuk pas saat ngedownnya berhenti nulis, trus nyari aktivitas lain yang gak berhubungan dengan thesis, abis itu ngerjainnya ketika deket bimbingan. Kayak gitu sih...</p>	
R		<p>Ini sekali lagi ada tentang peran dosen ya dalam meningkatkan kepercayaan diri gitu, nah gimana menurut Wendy, apakah dikasih support?</p>	
P	19	<p>Dikasih support pasti sih, emmm... aku ngerasa pembagian... pembagian hari-hari, beda hari untuk setiap, untuk beberapa kelompok siswa dibimbingan aku tuh justru membantu... membantu... bukan cuma aku sih, membantu semua temen-temen juga... kalau mereka itu dapet perlakuan yang sama gitu kan dari setiap dosen mereka juga dapet feedback... mereka juga dapat pujian... mereka dapat masukan... gitu kan dan itu justru emmm... merata buat semua gitu kan. Kalau ketika... kadang banyak sih yang sering kayak personal... personal chat gitu kan, 'miss saya kayaknya udah gak ini...' gitu kan trus abis itu saling... saling ngasih support juga... temen-temen satu bimbingan di grup itu kan. Kadang di grup tuh, di grup chat tuh juga kebetulan dosenku aktif banget. Dia sering bilang eee... 'good job today for Wendy' misalkan</p>	

	<p>atau... 'kalian udah sampai bab ini... diacc yaa... kalian bisa lanjut...' nah kadangan kayak gitu sih yang sering... yang sering... support system yang sering dikasih sama dosenku gitu... maksudnya, emm... mungkin itu cuman orang berfikir 'aduh ini cuman words biasa' gitu kan, tapi itu kayak membangkitkan semangat untuk temen-temen yang lain gitu kan, berarti...setelah melihat itu, oh berarti aku juga harus keep progress... kadangan eee... sering juga di personal chat langsung sama dosennya dibilang 'ini udah bagus kok kamu...' gini gini gini trus aku juga sempet nanya sama temen-temen, temen-temen juga dapat hal yang sama... gitu... Ketika mereka lagi down atau mereka lagi dapat feedback apa... trus abis itu eee... bukan kita yang ngechat tapi kadangan dosennya juga yang langsung ngechat sendiri... mungkinkan dia, mungkinkan beliau juga tau kayaknya mungkin ini anaknya harus eee... direach secara personal... kek gitu...</p>	
R	<p>Emm... bener yaa... dapat support system dari dosennya. Nah ada satu lagi nih, Wendy pernah gak, ngerasa terbuka sama dosen pembimbingnya, Ketika merasa masih ada yang kurang dalam tugasnya setelah dapet e-feedback dari dosen kayak 'aduh masih kurang ngerti nih...' gitu?</p>	

P	20	<p>Pernah sih... pernah... sesekali. Cuman... emmm.... belakangan aku ngerasa kayak... bimbang gitu sih, ini dibilang gak ya, dibilang gak ya... karena eee... jujur ada perasaan takut kayak nanti aku dikira gak paham-paham... gitu. Kan kamu yang nulis... masa kamu gak paham... gitu. Kadangan ada beberapa muncul perasaan kayak gitu. Tapi akhirnya ya mau gak mau ya ngomong... gitu kan. Karena... beliau kan dosen pembimbing kita... gitu kan... orang yang paling ngertilah... orang terdekat yang paling ngerti sama pekerjaan kita... yaa... dibilang jujur... ya jujur kadangan aku sering bilang 'miss maaf saya gak... gak... ngerti' atau mungkin 'saya bingung mau nambahin apalagi nih setelah ini' akhirnya emm... kadangan dia gak langsung bilang, 'ini kamu tambahin ini' trus dia nanya 'kamu bingungnya di mana?' trus 'coba liat ini lagi' jadi dia gak langsung dikasih tau gitu secara gampang gitu. Dia kayak build kita untuk emm... maksudnya berfikir lagi... 'jangan ini jangan ini' tapi kamu kayak critical thinking lagi 'oh ini gini... gini...' setelah itu akhirnya ya akhirnya kita tetap terbuka. Dibilang terbuka itu pasti sih, mau gak mau harus. Kalau gak kita bakal struggle sendiri sih...</p>	Trust
R		<p>Wendy pernah gak dapat... dapat e-feedback dari dosen, tapi kerasanya tuh kayak menghakimi, sinis, atau kebanyakan kritik gitu... berdasarkan dari tone dalam memberikan e-feedback gitu, walaupun cuma... walaupun cuma dari teks, tapi kerasanya kayak... kerasanya kayak gitu...</p>	
P	21	<p>Emm... gak sih. Kalau selama pengalaman ini... Alhamdulillah gak pernah ngerasa kayak itu tuh terkesan sinis atau menghakimi ya. Mungkin eee... kadangan kan apa yang ditulis sama diomongin itu kan bisa beda arti, cuman kalau pengalaman aku gak pernah ngerasa bahwa itu sesuatu yang menghakimi gitu kan, atau paling... paling cuma beberapa penekanan aja sih. Penekanan tapi bukan maksudnya ke negative gitu. Misalkan dia cuma eee... nanya sekedar nanya aja cuman mungkin kesannya agak ditekankan pertanyaannya. Cuman itu bukan, aku ngerasanya itu bukan sesuatu yang negative atau terkesan sinis sih enggak... cuma kayak make</p>	Emotions

		sure sih... make sure cuman kalimatnya mungkin agak beda gitu... tapi kalau diliat dari... sampe sekarang itu gak... itu gak... sesuatu yang sinis atau menghakimi sama sekali.	
R		Emmm... gitu ya... kalo yang kebanyakan kritik gitu gak ada ya Wendy?	
P	22	Alhamdulillah sampe sekarang... nggak. Karena emmm... kritik itu mungkin lebih... lebih kayak... yang kayak aku bilang tadi sih, maksudnya make sure kalau kamu tuh paham gitu... make sure kamu paham ya dengan cara beliau nanya mungkin kan kita kalau sering ditanya kayak duh bingung nih gitu kan... sebenarnya yaaa beliau nanya itu bukan untuk menyudutkan kita, nggak... cuman eee... beliau tuh selalu bilang, 'nanti kalo misalkan suatu saat nanti sidang takutnya kamu ditanya kayak gitu... jadi, saya tanya dari sekarang, kira-kira kamu paham gak...' kayak gitu... sebenarnya cuma untuk kayak gitu aja. Bukan untuk, kayak misalkan nih sinis nih atau apa itu gak...	
R		Pernah gak Wendy mengkomunikasikan perasaan gitu kepada dosen kayak capek lah, atau gak tau sama tulisannya... sama tugasnya gitu... gimana tuh?	

P	23	<p>Emmm... pernah. Pernah sih cuma sesekali aja sih pada saat itu kayak merasa bahwa eee... pada awal-awal Thesis Proposal Writing tuh ya apalagi bab 1 bab 2 gitu kan itu yang paling ngerasa kayak bahwa 'ini tuh aku nulis apa sih?' gitu kan... kelamaan... trus pernah bilang sama dosen juga... 'miss ini udah bener gak?' gitu kan... 'kok saya ngerasa gak... gak make sense ya ini kalimatnya...' cuman sekedar-sekedar itu, cuma kayak 'miss capek...' gitu, pada saat itu kita pengennya tuh bimbingan secara tatap muka... pengen tatap muka... pengen denger langsung... pengen difeedback langsung, cuman ya pada saat itu masih eee... cuman bisa online... gitukan... trus abis itu... apa ya... cuma ngerasa capek-capek gitu loh... harus baca, baca, baca gitu 'capek miss ini jurnalnya banyak banget...' gitu kan... trus kayak masih gak paham... kalau ditanya sering komunikasi perasaan pasti sering banget apalagi ketika Thesis Proposal Writing ini kan pas masih bener-bener full online kan, sering banget sih...</p>	
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APPENDIX 4 INTERVIEW TRANSCRIPTION

Second Interview

R: Researcher

P: Participant (Irene)

R/P	Line	Interview	Factors
R		Assalamualaikum Warahmatullahi Wabarakatuh... perkenalkan nama saya Afni Febriani Muzdalifah dari Pendidikan Bahasa Inggris UII Angkatan 2018, di sini saya akan menanyakan beberapa pertanyaan mengenai e-feedback practice di kelas Thesis Proposal Writing yang telah dilaksanakan selama satu semester untuk keperluan tugas akhir yaitu skripsi... eee... pertama-tama saya mau mempersilahkan buat... buat memperkenalkan diri terlebih dahulu... namanya siapa... sama berasal dari kelas Thesis Proposal Writing apa... silahkan...	
P	1	Walaikumsalam Warahmatullahi Wabarakatuh, haloo perkenalkan nama aku Irene, aku dari Pendidikan Bahasa Inggris UII Angkatan 2018 dan berasal dari kelas Thesis Proposal Writing kelas C.	
R		Eee... gimana rasanya kelas online selama pandemic COVID-19 ini, Irene...	
P	2	Eee... aduh... kalau kelas online ini ya... susah sih sebenarnya. Tapi karena udah jalanin hampir satu tahun ya... kita kelas online, jadi... kayak udah terbiasa gitu...	
R		Kalau kelas online di Thesis Proposal Writing... gimana tuh Irene, rasanya? Soalnya kalau sekarang yang awalnya nerima materi... nerima feedback tatap muka sekarang diubahnya jadi... online. Nah gimana tuh?	

P	3	Iya... selama pandemi ini kan kegiatan kita dilakukan dari rumah ya... pelajaran juga secara online. Termasuk pada kelas mata kuliah Thesis Proposal Writing kemarin kan... semua bimbingannya itu ya dilakukan secara online... kalau untuk feedback... pada Thesis Proposal ini sendiri, biasanya itu kayak... menggunakan berbagai macam platform online, kayak seperti classroom, email, Google Docs, dan juga Zoom... tapi untuk kayak praktik e-feedback sendiri... dosenku lebih sering menggunakan Zoom untuk memberikan feedback sama juga bimbingan... kayak gitu sih...	
R		Okayy... eee... bagaimana menurut Irene soal... e-feedback practicenya berdasarkan pengalaman selama kelas online Thesis Proposal Writing? Mungkin bisa diceritain...	
P	4	Kalau untuk praktik e-feedback sendiri kan ya selama online kan ya... juga dilakukannya secara online gitu... kayak menggunakan platform yang saya bilang tadi gitu... eee... tapi dosennya paling sering menggunakan Zoom sih... jadi di Zoom itu kan kayak lebih memudahkan yaa... bisa juga... biasanya kalo di Zoom itu dosennya me-record gitu loh selama bimbingan, selama memberikan feedback juga... abis itu hasil recording tersebut itu ntar dikirim melalui Google Classroom... jadi bisa mengulang melihat videonya lagi kan... dan itu tuh sangat berguna gitu loh, membantu aku untuk memperbaiki atau ngerevisi Thesis Proposal Writing... kalau menggunakan email dan Google Docs itu sih, biasanya buat sharing dokumen, nanti dosenku biasanya juga memberikan e-feedback pada fitur komen gitu loh pada Google Docs. Eee... langsung juga memperbaiki thesis punyaku, gitu... itu sih pengalaman selama praktik dikasih e-feedback gitu sama dosen pada Thesis Proposal Writing...	
R		Eee... dosennya pernah memberikan e-feedback kayak... grammar, referencing style, atau mechanics gitu gak, Irene?	
P	5	Pernah. Kalau... paling sering sih ya grammar gitu sih... kayak... misalnya terdapat kesalahan grammar itu seringnya itu pada penggunaan tenses biasanya. Eee... penggunaan tenses yang	Focus of Feedback

		salah atau kurang tepat... kadang juga kalo di thesis saya itu, kayak ada kalimat yang kurang nyambung gitu... kayak kurang coherence atau typo. Kadang itu dosen juga memperbaiki secara langsung, sebelum bimbingan kan juga memberikan filenya itu melalui email. Jadi, waktu di Zoom lebih mudah menerima feedbacknya... kayak gitu sih kalau grammar, kesalahannya itu biasanya langsung diperbaiki sama missnya. Dikasih tau mana yang salah mana yang bener...	
R		Kalau referencing style atau mechanics itu pernah gak?	
P	6	Kalau untuk gaya referensi atau mechanics eee... biasanya itu dosen juga memberikan contoh referensi melalui share screen di Zoom. Misalnya kayak ngasih contoh artikel atau jurnal... buat referensi ya... gaya referensinya gimana... cara membuatnya gimana... biasanya langsung sih... kan lewat Zoom ya... kalau mechanics biasanya sih dosennya yang bantu nulis atau ngeevisi kalau ada kurang tanda baca atau ada kata-kata yang salah lewat share screen Zoom di Google Docs kita...	
R		Tanggapannya Irene tentang e-feedback yang udah diberikan oleh dosennya gimana?	
P	7	Eee... kalau tanggapannya ya... nerima aja ya saran atau feedback yang diberikan. Karena kan juga membantu gitu kan buat memperbaiki kesalahan pada thesis sehingga tuh ya... bisa melanjutkan pada bagian selanjutnya... gitu... mengerjakan bagian selanjutnya... sangat membantu sih...	
R		Irene pernah gak minta dosen untuk memberikan e-feedback yang lebih spesifik gitu?	

P	8	Eee... kalau... untuk konsul atau bimbingan biasanya ya nunggu dari dosen ya untuk jadwalnya... nah kalau meminta dosen untuk memberikan feedback yang lebih spesifik... biasanya itu ya langsung feedback atau bertanya sih biasanya di akhir Zoom atau setelah dosen mereview thesis gitu kan. Misalnya nih pada bagian dari thesis ini tuh aku tuh masih bingung cara ngerjainnya, tapi ya tetep ngerjain... nah pas bimbingan melalui Zoom itu biasanya tuh aku langsung nanya gitu... 'apakah bagian yang ini tuh udah benar atau ada yang masih kurang...' gitu. Kalau benar ya alhamdulillah jadi bisa lanjut ngerjain tahap selanjutnya... tapi kalau belum biasanya itu dosen memberikan masukan atau saran dari thesis tersebut... kemudian ya muncul beberapa revisi lagi gitu... untuk bimbingan selanjutnya ya... nanya lagi apakah udah benar gitu untuk memastikan aja	Specificity of Feedback
R		Trus tanggapan dosennya soal Irene minta e-feedback itu, apakah dikasih... langsung dikasih revisi atau gimana?	
P	9	Eee... buat... dosen sih nangepinnya ya sangat baik sih... cepet gitu. Jadi kalau aku ngalamin kesulitan, pasti selalu dibantu, gitu... trus pasti juga memberikan feedback yang membangun dan meningkatkan pemahaman aku pada topik tersebut. Beliau juga sering menyarankan untuk sering baca jurnal gitu agar lebih paham lagi sih mengenai topik yang aku bahas gitu... tanggapannya baik ya... juga cepet gitu...	
R		Irene pernah gak dapat e-feedback kayak pujian, atau saran atau nasihat, imperative, close and open question, atau kritik gitu dari dosen pembimbingnya?	
P	10	Eee... kalau untuk pujian, eee... dosen itu... sering sih, memuji hasil thesis anak-anak bimbingannya... bukan punya aja, tapi thesis teman-teman yang lain juga. Pujiannya itu contohnya... kayak... kayak gimana ya... kayak, 'wah hebat ya udah ngerjain bab 3, bisa dilanjut ya ke tahap selanjutnya...' dosenku juga sering kayak pujiannya kayak gini loh, 'wah ini udah bener nih, bagus bagus...' kurang lebih gitu sih... beliau itu sering sih selalu memuji atas progress yang kami kerjain tuh walaupun dikit gitu... dia	Type of Feedback

		<p>tuh selalu memberikan semangat juga sih... gitu... buat ngerjain thesis. Trus beliau juga tuh sering memberikan saran dan kritiknya ya selalu membangun sih untuk lebih paham lagi dan saya juga tau sih jadinya kesalahan saya tuh di mana, apa yang harus diperbaiki, gitu... dengan saran dan kritik yang diberikan. Kalau untuk... apa ya... imperative ya biasanya itu dosen menyuruh buat lebih dalam lagi gitu, baca jurnal atau mentor jurnal, biar lebih paham lagi gitu... ya gitu sih... kalau open atau close questions juga sering kayak ditanyain kita tuh udah paham belum sama yang dijelasin sama dosen... buat make sure aja sih... atau gak dosen pembimbing juga nanyain tentang jurnal pendukung kita... gitu... pertanyaan kayak gitu buat make sure aja sih kita paham apa gak sama tulisan kita... Mechanics juga seperti yang udah aku bilang sebelumnya sih... dosen selalu membantu memperbaiki langsung melalui Google Docs...</p>	
R		<p>Gimana perasaannya irene pas dikasih e-feedback seperti itu sama dosen pembimbingnya?</p>	
P	11	<p>Kalau diberi pujian kayak gitu sih... siapa sih yang gak seneng ya... jadinya buat motivasi juga kan... buat ngerjain thesisnya tuh lebih baik lagi... dan bikin semangat juga sih. Kalau untuk saran dan kritik, bukannya sedih sih, tapi menjadi lebih semangat sih buat jadi motivasi juga, jadi sering baca jurnal cari referensi lagi... gitu. Kan membantu ya, memudahkan thesis, perbaiki kesalahan pada thesisnya gitu...</p>	
R		<p>Irene pernah gak, kayak eee... ngehubungin pengetahuan yang telah didapatkan sebelumnya sama pengetahuan yang sekarang buat tau sejauh mana progressnya setelah menerima e-feedback dari dosen. Kayak, kemarin kamu udah dapat eee... udah dapat revisian, trus hari ini dapat lagi gitu. Nah gimana tuh?</p>	

P	12	Eee... biasanya ya setelah melakukan bimbingan, dosen selalu eee... memberikan rekaman hasil feedback berupa perbaikan atau revisi, nah dengan hasil rekaman itu saya selalu melihat feedback yang diberikan oleh dosen apakah relate dengan feedback yang saya dapatkan hari ini... Setelah itu saya tuangkan kedalam tulisan, kan diberi feedback ya sama dosen... berupa saran, kritik, atau disuruh untuk menambahkan referensi. Itu paling sering sih, kayak nambahin referensi lagi, misalnya inikan juga termasuk pengetahuan yang baru kan, dapat informasi atau referensi dari dosen... nah dengan melakukan referensi itu tadi, kan saya bisa ngeliat kan perubahan atau kemajuan dari hasil thesis yang saya kerjain... alhamdulillah jadi lebih baik lagi. Gitu sih...	Prior and present knowledge
R		Pasti kan dalam kelas ini... dosennya berperan penting gitu ya... eee... menurutnya Irene, gimana cara dosen pembimbingnya buat membimbing irene untuk menghubungkan pengetahuan sebelumnya sama sekarang saat... kelas online Thesis Proposal Writing?	
P	13	Eee... dosennya tuh lebih sering mengarahkan ya... kayak ngarahnya tuh yaa... kayak sering disuruh buat baca jurnal atau lebih dalam lagi gitu baca jurnalnya... trus juga sering memberikan referensi terkait kajian bidang ilmu sesuai topik yang thesis aku kerjain... biasanya ngarahin sama bimbingnya gitu sih... trus juga kayak tadi... dikasih feedback atau saran buat eee... proses penyusunan proposal thesis itu tuh menjadi lebih baik, kayak lebih sempurna... tapi gak sempurna sih... gimana ya... kayak lebih baik lah, gitu... iyaa ada peningkatan, kemajuan gitu...	
R		Pasti dalam kelas tuh, kelas menulis ya, kita pernah set your own goals gitu, buat nentuin target gitu kan abis... abis dapet e-feedback dari dosen gitu. Nah, irene pernah gak? Trus gimana cara bikin targetnya itu?	

P	14	<p>Kalau nentuin target ya biasanya itu awalnya sih buat rencana dulu nih, eee... apa yang mau dikerjain, kan pada thesis tuh banyak bagian-bagiannya, misalkan pada bagian ini eee... pada bagian itu harus selesai pada waktu dua hari atau sekian, jadi rencana kerjanya kapan, kerjainnya sampai kapan, atau tergetnya waktu sih. Biasanya itu kayak setelah bimbingan, mendapatkan feedback, biasanya saya langsung memperbaiki sih, merevisi dari feedback yang diberikan, biar gak lupa. Kadang... kadang lupa kan... atau terkadang kalau gak sempat, misalnya waktunya terbatas gitu ya... nunggu dulu nih feedback recording dari zoomnya. Soalnya kan biasanya itu dosennya itu ngasih video recordingnya itu satu hari atau dua hari gitu. Jadi ya nunggu video recording gitu sih. Jadinya revisi sambil mengulang video agar gak ketinggalan atau gak lupa gitu. Dan gak salah juga gitu.</p>	Self-regulation
R		<p>Trus ini ada peran dosen lagi kan, dalam usaha mencapai tujuan dan targetnya irene di kelas online Thesis Proposal Writing, apakah dosennya membantu gitu?</p>	
P	15	<p>Kalau membantu, ya pasti membantu sih. Kayak peran dosennya itu ya penting banget ya, buat membantu selama membimbing dalam tulisan thesis proposal ini, skripsi kan... dengan adanya feedback yang diberikan itu, juga membantu saya buat secara mandiri untuk belajar akan kesalahan pada thesis yang udah saya kerjain. Kemudian diarahkan untuk sering membaca jurnal juga sangat membantu sih buat meningkatkan. Karena dengan sering banyak membaca jurnal, sangat membantukan mengerjakan tulisan thesis jadi lebih mudah juga karena udah dapat referensi gitu dari baca-baca jurnal... ya biasanya gitu sih, dosennya membantu, membimbing...</p>	
R		<p>Pernah gak kamu merasa gak bisa membuat peningkatan gitu setelah menerima e-feedback, kayak ngerasa down... gitu abis nerima e-feedback dari dosen?</p>	

P	16	<p>Pernah sih... apalagi waktu itu pada awal-awal kan... di awal-awal kan pasti susah ya soalnya baru juga... jadi waktu itu pada chapter satu aku inget dibagian identification eee... itu tuh udah ngerjain kan... udah kayak ngerasa bener gitu... padahal juga udah liat contoh-contoh skripsi sebelumnya... tapi ternyata waktu bimbingan itu ada yang salah, malah salah semua... akhirnya disuruh revisi kan... dikasih tau bentuknya identification problem itu kayak gimana sama dosen. Abis itu kan revisi lagi... bimbingan selanjutnya itu, aku nanya lagi... ini udah bener apa belum... masih salah gitu loh, kayak masih kurang bener gitu... kayak disuruh nambah referensi lagi, padahal tuh kayak udah bener... tapi yah ngikutin aja ya kata dosen pembimbingnya, trus akhirnya kayak... sempet malas kan karna ngulang-ngulang terus... akhirnya pernah aku tinggalin gitu loh bagian itu.</p> <p>Akhirnya aku kerjain bagian yang lain... aku udah tinggalin, trus ditanya tuh waktu itu gimana bagian ini udah selesai belum... waktu itu aku tetap ngerjain sih... kayak nambah referensi... dan yang dikasih saran itu aku kerjain. Trus bimbingan selanjutnya itu, ini udah agak benar tapi tuh kayak ada kalimat yang kurang pas atau kurang nyambung gitu loh... kayak urutannya juga keacak-acak gitu. Akhirnya ya dikasih feedback dikasih bantuan sama missnya... biar paragrafnya tuh tetap coherence gitu. Akhirnya ya alhamdulillah sih udah selesai gitu, berkat bantuannya juga sih sama dosennya.</p>	Self-efficacy
R		Trus peran dosennya dalam meningkatkan efikasi-diri atau kepercayaan diri dalam kelas tuh gimana Irene? Menurut Irene tuh gimana?	
P	17	Menurut aku sih peran dosennya sangat penting ya dalam proses penulisan thesis proposal writing untuk meningkatkan self-efficacy atau kepercayaan diri dalam kelas, dengan memberikan feedback dan saran... juga diberikan motivasi yang membangun ketika mengerjakan thesis.	

R		Kamu pernah merasa jujur dan terbuka gitu gak sama dosennya? Kayak... kamu merasa masih ada yang kurang dalam tulisanmu, trus pengen ngomong sama dosen tapi kayak masih ngerasa 'aduh gak enak nih' 'takut dikira gak ngerti'	
P	18	Ya pernah sih... ya kadang tu jujur kadang nggak... terkadang tu diberi feedback dan aku tu belum ngerti alurnya kemana... trus aku nggak ngerti maksudnya gimana, biasanya kadang tuh aku nanya... tapi terkadang aku tuh nerima aja, iya-iyain aja, padahal aku tuh gak ngerti... ya itu tadi, apa ya... takut dibilang ga ngerti terus... jadi ya aku lebih baik diam gitu... jadi aku iyain aja... trus eee... kayak ya lebih memutuskan buat nggak nanya sih, kadang kayak nunggu video recording tadi kan, ya nanti pelajari sendiri lagi gitu. Nanti kalo buat bimbingan selanjutnya masih gak ngerti ya terpaksa nanya gitu lah...	Trust
R		Kayak ngerasa gak enak ya buat ngehubungin dosennya duluan buat minta saran atau apa gitu...	
P	19	Iya... canggung juga kan kayak... nanya-nanya terus gitu...	
R		Irene pernah gak dapat e-feedback yang kayak rasanya tuh kayak kebanyakan ngehakimin, sinis, atau terlalu banyak kritik gitu? Kayak berdasarkan dari tone nulis feedback atau dari Zoom gitu	
P	20	Alhamdulillah kalo sejauh ini feedback yang menghakimi, sinis, atau penuh kritik itu sejauh ini belum ada. Eee... dosennya itu kalau memberikan feedback itu ya selalu ini sih kayak yang membangun tadi... gak menghakimi gitu... kayak gak maksa juga gitu, semampunya kita aja gitu...	Emotions
R		Eee... kalau misalnya Irene ngerasa capek atau susah menghadapi tugas-tugas thesis proposal writing ini, pernah gak mengkomunikasikannya kepada dosen?	
P	21	Kalau nyampein keluhan kesah sih gak pernah atau komunikasi sama dosen itu jarang sih... dijalani aja gitu sih...	