

**UNDERGRADUATE STUDENTS' PERCEPTION OF WRITTEN
CORRECTIVE FEEDBACK IN THESIS PROPOSAL WRITING
COURSEWORK**

A Thesis

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



Conveyed By:

Zulva Rahmadhani

19322058

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF PSYCHOLOGY AND SOCIO-CULTURAL SCIENCES
ISLAMIC UNIVERSITY OF INDONESIA
YOGYAKARTA**

2023

APPROVAL SHEET

**UNDERGRADUATE STUDENTS' PERCEPTION OF WRITTEN
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COURSEWORK**

By:

Zulva Rahmadhani

19322058



Approved on July, 4 2023

By:

Supervisor

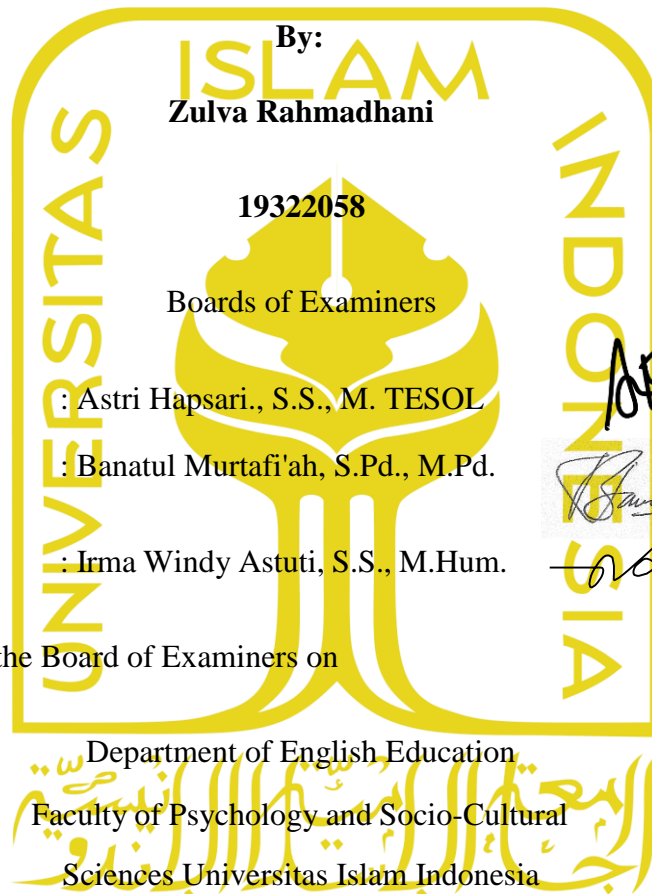
A handwritten signature in black ink, appearing to be "Astri Hapsari", written in a cursive style.

Astri Hapsari., S.S., M. TESOL

NIP.123220402

RATIFICATION SHEET

UNDERGRADUATE STUDENTS' PERCEPTION OF WRITTEN CORRECTIVE FEEDBACK IN THESIS Proposal Writing COURSEWORK



By:
Zulva Rahmadhani

19322058

Boards of Examiners

Chairperson : Astri Hapsari., S.S., M. TESOL

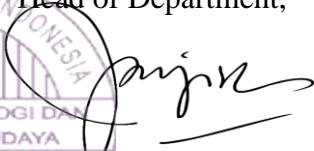
First Examiner : Banatul Murtafi'ah, S.Pd., M.Pd.

Second Examiner : Irma Windy Astuti, S.S., M.Hum.

Defended before the Board of Examiners on

Department of English Education
Faculty of Psychology and Socio-Cultural
Sciences Universitas Islam Indonesia

Head of Department,



Puji Rahayu, S.Pd., MLST., Ph. D

STATEMENT OF WORK'S ORIGINALITY

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

I declare this thesis' is entirely from my own creation and to compile this paper all sources are have been properly cited.

Yogyakarta, 5 July 2023)



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Zulva Rahmadhani

19322058

MOTTO

“Take it easy. No need to rush, just stay as you are”

“Don’t ever think to have a regret because you’ve already made so many
achievements.”

(Kim Seokjin of BTS)

“Don’t be afraid, I am with you all the time, listening and seeing”
(Q.S. At- Thaha [20:46])

DEDICATIONS

Appreciatively, with great gratitude to Allah SWT, I dedicate my thesis to myself that is always eager for challenges in life. And especially for:

1. My respected parents who always support me through their endless love and prayers, my supported big brother's and they're family, who always cheer me up during the process, may Allah always give them health and always take care of them.
2. All of my big family in Yogyakarta helped me to complete this thesis with a happy situation.
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The others, who cannot be mentioned one by one, who have given their spirit to accomplish this thesis, I also give my respect. Finally, I believe that this thesis is far from perfect; however, it is hoped that this thesis will be useful and contribute to the English teaching process, especially in teaching writing for SMA students in this digital era. Therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis.

Yogyakarta, 5 July 2023)

A handwritten signature in black ink, appearing to read 'Zulva Rahmadhani', with a stylized flourish at the end.

Zulva Rahmadhani

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ABSTRACT

This survey study aims to identify EFL undergraduate students' perception of the practice of written corrective feedback (WCF) during their undergraduate thesis process. 60 students enrolling in Thesis Proposal Writing coursework agreed to participate in this study. This study used a 31-item questionnaire adapted from Marrs' (2016) Perceptions of Writing Feedback Scale (PoWF) questionnaire which describes four aspects: views/expectations of feedback, experiences with feedback, usefulness/value of feedback, and affect/emotions associated with feedback. The result of the mean score of the items indicates that students' perception is generally positive. The participants perceived written corrective feedback as important in their writing. They also perceived that even though they have a good score, feedback is still meaningful. They value writing feedback and perceive it useful to help them to be better with their writing. Finally, in terms of affect and emotions associated with writing feedback, the findings revealed that the participants felt happy and confident when they are given writing feedback in their undergraduate thesis proposal draft. For further research, the researchers recommend further investigation into the relationship between students' self-efficacy in writing and their perception of writing feedback.

Keywords: EFL writing, undergraduate thesis, written corrective feedback

CHAPTER I

INTRODUCTION

1.1 Background of the study

In writing class, feedback from the teacher is considered important. By giving feedback to students, teachers help the learner to develop students' writing skills. One of the types of feedback in the classroom is written corrective feedback (WCF). Lim and Renandya (2020), in their meta-analytical research, found that WCF with a clear message led to improvement in L2 writing. Their findings suggest that WCF should be continued by the teachers because it helps the development of students to be more prepared to accept feedback and implement it into their writing. Students at King Khalid University in Saudi Arabia believe that corrective feedback is a motivating learning tool and have expressed a positive attitude toward its use. In fact, students agree that using corrective feedback to improve EFL students' learning is very beneficial. Although there are still some students who are unconcerned about this practice (Halim et al, 2021).

To raise students' awareness of WCF practices, teacher's should engage them in activities that stimulate their interest in WCF practices. So that the students are not confused during the implementation at the classwork. As found by Chen et al. (2016), students want more interactive activities on corrective feedback in their revision process. In their research, it was revealed that some of the survey participants still have neutral or negative opinions on WCF of explicit grammar

instructions. Nonetheless, comments and error corrections are also still welcome with a good attitude, and is evident in the feedback on their written assignments and content. In addition, Zhang et al. (2021), suggest that WCF types, such as underlining and coding errors, were useful for upper secondary students, but not for lower intermediate students, however; metalinguistic explanations for most types of errors as well as open corrections for lexical errors were preferred by the two proficiency groups of students. Alkhatib (2015) found that students had difficulty understanding the comments made by their teachers. Nonetheless, students value and place importance on the WCF practice provided by the teacher. It was discovered that the preferences of the students were incompatible to the teacher's practices, such as the explicitness of WCF, the focus of WCF, and the provision of positive feedback.

In Indonesian context, several studies that are related to corrective feedback is conducted by Tursina et al. (2019); Sari (2019); Wahyuningsih (2020); Mulati et al. (2020); Ramadhani et al. (2021); Ariyanti, (2022). However, in those studies, the researcher still finds that the teachers also concluded in the study to have their beliefs/preferences. The other context, several studies also occurs to develop the students perception of feedback measurement such as Lizzio and Wilson (2008); King et al. (2009); Saragih et al. (2021)

This study will be different from Lizzio and Wilson (2008); King et al. (2009); Saragih et al. (2021) in terms of the scope of the study and research context. The study conducted by Lizzio and Wilson was collected by open-ended questions related to feedback which is used in a qualitative study followed by quantitative study.

From the other study by King et al. (2009), suggested that view of feedback can be measured on something general and beneficial such as writing. This result comes up because King et al. (2009) collected the participants in the communication studies department. Moreover, study by Saragih et al. (2021) revealed they have conducted a study in a broad context such as English Literature and English Education also in two different universities with a total of 387 participants and were not limited to undergraduate students only enrolling in undergraduate thesis writing classes.

Therefore, the researchers of this study have set the gap in terms of context. This study intends to examine undergraduate students' perceptions of the practice of written corrective feedback from students who enrolled in Thesis Proposal Writing coursework English Education Department, Islamic University of Indonesia. Most of them were currently writing their undergraduate thesis and experiencing the practice of WCF from their undergraduate thesis supervisor.

The reason the researcher conducted this study is because Thesis Proposal Writing is a more advanced level of writing classroom than any other writing class in the English Education Department, Islamic University of Indonesia, such as; paragraph writing, essay writing, introduction to argumentative writing, academic writing, and thesis proposal writing.

1.2 Identification of the problem

Students' perception of writing feedback is crucial for the development of their writing performance. Students' writing problems that were given feedback, according to Linh (2018) are;

(1) the relationship between ideas, such as between claims and evidence, (2) their worries when they cannot correct it according to the expectations of the teachers, (3) individual who do not want to ask for help from the teacher because they think that the results of their correction may still poor, and (4) difficulties due to the many elements that must be done, such as being considered in writing references and citations. In Indonesian context, Wahyuningsih (2020) found that students' difficulties in academic writing are due to their lack of mastery of text structure; their limitations in reading and listening to academic texts, their lack of understanding of the writing style required for academic purposes, and their difficulties to maintain; coherence and cohesion between sentences in a paragraph. Therefore, identifying the students' perceptions and preferences on written corrective feedback will be beneficial to help the teachers or lecturers to design a wide range of feedback that might be beneficial for the student's progress in writing, especially in a more challenging genre of academic writing such as an undergraduate thesis.

1.3 Formulation of the problem

This present study attempted to identify students' perceptions toward written corrective feedback in a thesis proposal Writing coursework. In particular, one following research question that guide this study is:

1. What is the undergraduate students' perception about the practice of writing feedback in their thesis proposal Writing coursework?

1.4 Objectives of the Study

The purpose of this study is to identify undergraduate students' perception of the practice of written corrective feedback (WCF) in thesis proposal Writing coursework.

1.5 Significance of the Study

This study will show students' perceptions to obtain the practice of written corrective feedback (WCF). This study is intended to describe what students receive from receiving written corrective feedback (WCF) practices and how the students respond to it. From here, within the scope of education, WCF will also help the teacher to consider providing written corrective feedback strategies to improve students' writing skills in the class and students can receive it with a good response.

CHAPTER II

LITERATURE REVIEW

2.1. Written Corrective Feedback

In writing classes, many teachers use corrective feedback to help students produce good writing. Corrective feedback are forms of comments that refer to the appropriateness or correctness of students' production or their knowledge on second-language (Li and Vuono, 2019). A corrective feedback, which lecturers use to assist students improve their writing skills, can be implemented In class since it can help students learn efficiently. The previous research showed by Sari (2019) that in writing activities, the use of corrective feedback in class is acceptable because it is effective to help students to develop their writing ability. Meanwhile, Wahyuningsih (2020) confirmed that students get benefits from corrective feedback by being able to identify their writing errors. Moreover, students who receive corrective feedback from the teacher will be more motivated to improve their writing; and students' critical thinking skills will be trained by using this corrective feedback.

Types of feedback that students can receive in the classroom are oral and written corrective feedback forms. A recent study by Ramadhani et al. (2021) concluded that feedback with the aim that students can improve their writing skills and correct their grammatical errors either in the form of written or spoken comments, can be categorized as corrective feedback.

The existence of written corrective feedback practices assists learners to produce writing in a second language. Confirmed by Li and Vuono (2019) that stated, written corrective feedback is a practice that focuses on responses and comments to students' writing production in the second language. WCF can be found because it is chosen by the teacher to be included in the writing class. Stated by Rahim et al. (2019), in the writing classroom, a form of feedback called written corrective feedback (WCF) is commonly used pedagogically. Furthermore, it is believed that corrective feedback is a central aspect for the development of L2 writing (Linh, 2018)

There are many students in the classroom that have diverse preferences for the teacher's written corrective feedback practice. Several examples of WCF used by the teacher will influence students' perceptions of this written corrective feedback. Examples of current WCF types are also provided by Li and Vuono (2019) that revealed three types; direct, indirect, and metalinguistic explanations. They define it as:

1. Direct: students are provided with replacement of the wrong form and change into the right form; replacing "had" with "has"
2. Indirect: teachers delivered the feedback to students writing with circling, underlining, highlighting without any further information that was implemented.
3. Metalinguistic: presented with a clue. Students are identifying their error in a brief explanation using an error code (T for tenses) or instruction including "use the present tense"

According to students' perceptions in a study conducted by Saragih et al. (2019), the lecturers frequently implement the practice of written corrective feedback. The participants in those studies also agreed that their writing improvement is due to WCF contribution. WCF fulfilled a role in terms of writing.

Marrs (2016) confirmed that other writing constructs, such as: writing motivation, writing self-efficacy, writing self-regulation, and achievement can be impacted by students' perception of writing feedback.

2.2 Students' Perceptions Towards Writing Feedback

According to Ramadhani et al. (2021), many students preferred written corrective feedback and errors marked by the lecturer. Beside that, students prefer to be given privately. The private feedback from the teachers' assisted the students to feel motivated once they receive the written corrective feedback practices. Reported by Saragih et al. (2021) the application of WCF practice demonstrates that students are facilitated by the impact of improved writing skills as well as their language knowledge. Students are directed to be aware of their own mistakes, know what parts to avoid, and improve their writing skills through WCF practice. Saragih et al. (2021) also confirmed that feedback increases students' motivation when learning to write and can reduce anxiety. Moreover, students may occasionally find the errors in their own writing. Confirmed by Rahim et al. (2019), students realized that their writing had been affected by grammatical errors, so teacher's assisted WCF to student's in order to identify and correct errors in their writing.

Tursina et al. (2019) found, feedback from the teacher that aimed to help students improve their writing performance level turned out to be a positive response from the students. The previous studies concluded that the role that WCF plays when used in L2 writing classes is essential to increasing L2 students' writing accuracy. Although, negative perceptions still appeared related to the more complex feedback of their errors such as the language use, reference, content and organization (Linh, 2018) and in explicit grammar instructions (Chen et al., 2016).

2.3. Instruments to Measure Students' Perception of Writing Feedback

Several researchers that carried out the study of development scale measuring students' perception of feedback conducted by Lizzio and Wilson (2008); King et al. (2009); Marrs (2016). In the study of Lizzio and Wilson (2008), qualitative data from students was required to identify the domain of students' criteria. This study was focused on feedback that students get, so they can evaluate the quality of effective feedback. The open-ended questions were asked to the students, and the overall question were student comments on how feedback is evaluated in the form of developmental focus of feedback, engagement with student' work, encouragement of feedback, and fairness of feedback. Furthermore, students enabled the researcher in developing a view enabled the researcher in developing a view of the importance of feedback as well as learners can support feedback that provided specific strategies to help them achieve learning objectives. So that Lizzio and Wilson (2008) acknowledge the students' perception on how feedback is helpful and unhelpful. This revealed that students appreciated their instructor to provide feedback and engaged with student works'. Moreover, students perceived feedback encouragement being affective in the form of acknowledgment achievements, recognized effort, and fair feedback.

The study of Lizzio and Wilson (2008) also conducted a follow up quantitative study to collect the data that examine the structure of students' perception of feedback. Students tend to answer about feedback on their written work; papers, lab reports, and essays using a 7-point Likert scale. They also answered about three questions on feedback effectiveness related to facility in their learning, learner competences, and learner confidence.

Lizzio and Wilson (2008) research study was related to students' year of enrollment, without including further information; age, gender, academic achievement or overall satisfaction with their degree. All the components of question are merged into Feedback Effective Scale items with good internal consistency ($\alpha = .91$). Unfortunately, the study did not provide an adequate rationale for validity; there are no psychometric features for the feedback scale, and no evidence for the test content's validity was provided. Although their quantitative research was influenced by the findings of a qualitative study that primarily had female participants, the findings may not be generalizable to all female students.

Another study recently found conducted by (King, Schrod, & Wiesel, 2009). A valid and reliable tool for measuring students' perception was developed in a two-part study. The pilot test was the first stage to test the items. Over 180 items, reflected in the existing literature of feedback, were provided with the clarity reviewed by a group of eight graduate students and three faculty members of the Communication Studies Department. Resulted about 124 items for pilot testing and removed around the 56 items because of lack of clarity. King et al. (2009) also invited 277 students from a nearby community college to increase the external validity of the instrument. There were around 212 students from private university and 65 students from a suburban community college. This questionnaire was completed online, including demographic information and informed consent.

Due to the priori hypotheses about underlying factors is not included in the study by King et al. (2009), the researcher employed the Exploratory Factor Analysis (EFA) procedure to make the appropriateness of the case study and submitted it to a principal components analysis (PCA).

Resulted in a four-factor solution; feedback utility, feedback sensitivity, feedback confidentiality, and feedback retention that consist of a total of 33 items. Several calculation methods are also used in the study to develop hypotheses and the selected construct is gathered for evidence in concurrent and discriminant validity. Finally, the use of Instructional Feedback Orientation Scale (IFOS) is employed to complete the measurement of 33-item instruments; communication competence, self-efficacy, informal reception apprehension, affect for classroom feedback and perceived homophily. After the use of IFOS was confirmed, the hypotheses provided evidence for discriminant and concurrent validity even though still have an exception and more evidence for divergent and convergent validity need to be gathered. In addition, King et al. (2009) study results may be different for other subjects due to these findings that refer to students' perception of feedback in communication courses. The study recommends to further researcher to view feedback on general subjects; writing.

In the recent study by Marrs (2016) developed an instrument to measure students' perception of writing feedback. The development of the instrument started from the concern that there is no formative assessment that measures students' perception of writing feedback during writing coursework. As a result, it is critical to design an accurate and reliable instrument for measuring students' perceptions of feedback in writing.

The purpose from Marrs' (2016) dissertation was to develop the Perception of Writing Feedback Scale (PoWF), a self-report questionnaire that measures how students perceive the feedback they receive on their written work. Marrs (2016) developed Student Perceptions of Writing Feedback Scale (PoWF) by doing a comprehensive literature search using three databases: PsycINFO, Education Research Complete (EBSCO), and ERIC (ProQuest).

Due to the primary focus is on students' perception of feedback, the researcher's purpose is to discover various studies with the aim of writing feedback. (Marrs, 2016) conducted the systematic literature and abstract review during winter 2015 to spring 2016. The item's development were included 16 studies resulting a total of 70 items. Then as many as 4 aspects of feedback are formed, namely: views/expectations of feedback, experiences with feedback, affect/Emotions associated with feedback and usefulness/value of feedback with a total of 31 items that were considered valid

The researcher of this study found some relevant studies that discuss about students' perception on written corrective feedback; Rowe and Wood (2008); Ekholm et al. (2015); Zumbrun et al. (2016). Study conducted by Rowe and Wood (2008) revealed that between demographic variables, a very significant differences were found in the study such as 1.) The institution nor the year of study that affected how students perceived feedback or their preferences with feedback, 2.) year of enrollment that affected the perceptions on the types of feedback (differences from first and second year students reported a higher level than the third and fourth year students),

3.) gender that affected perceptions and preferences of feedback (women were satisfied than man in order to valued of feedback, the practices of feedback, the types of feedback, and how important the feedback they received). Even though the study also resulted a minor differences of the feedback perceptions from international and domestic students the feedback perceptions. In conclusion, the Rowe and Wood's (2008) research study reported that feedback is a good practices for every individual regardless of the differences that occurs in all demographic groups.

Another relevant studies found is conducted by (Ekholm, Zumbrunn, & Conklin, 2015). This quantitative study revealed about students' motivation and affective responses to written corrective feedback that describe students' self-regulation in a college classroom. The study found that students' perception on written corrective feedback mediated the relationship of their self-efficacy beliefs and their self-regulatory behaviors. Ekholm et al.(2015) stated about providing feedback is a essential pointsof the educational process. All educators must obtain better understanding before considering using written corrective feedback, due to students' perceptions of how they receivefeedback might influence their beliefs and behaviors.

Zumbrunn, Marrs & Mewborn (2016) have conducted a mixed method study using a quantitative and qualitative. The used of quantitative method is to measure the predictive and mediational roles of writing self-efficacy and feedback perceptions on students' self-regulation. This is also aimed to expand more about students' written corrective feedback perceptions. The researcher is aligning his study with the study from Ekholm et al. (2015) and Marrs (2016).

The findings stated that most of the students' liked to received the practices of written corrective feedback to helped them improve their writing skills or to identify the mistakes in their writing.

The teachers and peers perspective also can be understand through the written corrective feedback of students' writing. Furthermore, the qualitative method is aimed to revealed the students' explanation of on providing liking and disliking the written corrective feedback. In some students', the qualitative method is supported their findings in quantitative method. In conclusion, students' perception on written corrective feedback is related to their self-efficacy in writing.

Some similarities that occur in Saragih et al. (2021) research with this research study, such as; the quantitative study with the use of a survey about students' perceptions, conducted in undergraduate students in Yogyakarta, Indonesia, managed to measure students in English Education department, and students were experienced WCF in writing class that require from the lecturers. As many as 387 undergraduate students of English Literature and English Education were identified to fulfill the questionnaire of Students' perceptions of WCF in the Saragih et al. (2021) study.

2.5 Conceptual Framework

In general, this study discusses the students' perceptions of written corrective feedback (WCF) in writing class. A questionnaire used in this study to identify the students' perceptions of the WCF practices in the classroom. The use of surveys is because information can be asked by conducting a question.

The construct of the instrument to measure students' perception of written corrective feedback was adopted from the instrument Perceptions of Writing Feedback (PoWF) designed by Marrs (2016) – a 31 item-self-report questionnaire that was used as a formative assessment. The conceptual framework is described in Figure 2.1

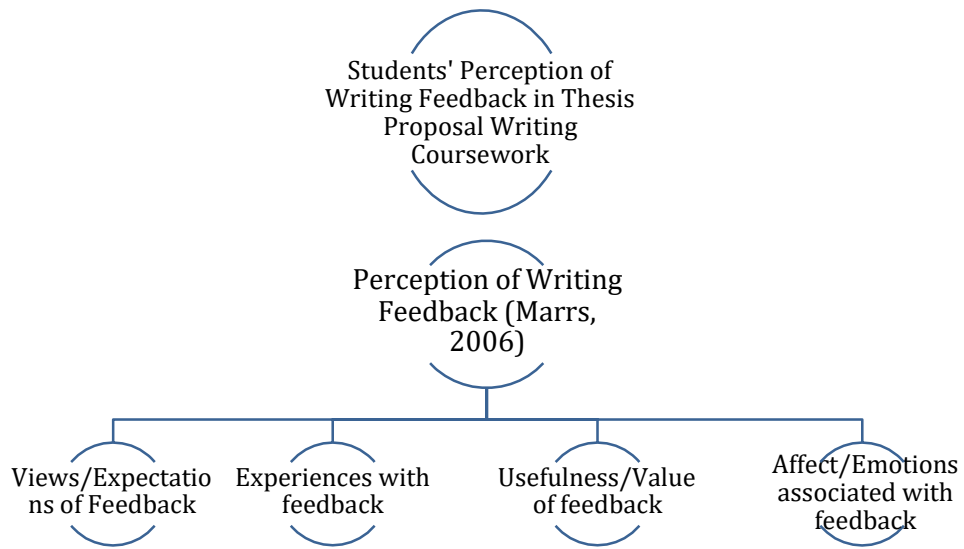


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study uses Saragih et al. (2021) as the main references to obtain the survey. This study is a survey study to identify the undergraduate students' perceptions of the practice of written corrective feedback (WCF) in the writing classroom. A survey study is a research design that aims at describing the participants; behavior, beliefs, and attitudes in an accessible to a wide audience, making it the most efficient due to the short time and affordable costs. A survey may be conducted by mail, phone, in-person interviews, or digitally, and it can be applied to a specific group (Gurbuz, 2017).

3.2 Population and Sample

The population in this study were undergraduate students enrolling in Thesis Proposal Writing coursework academic year 2022/2023 in an English Language Education Department of a private university in Indonesia. The study will prioritize student's in a classroom where the lecturers' have been implementing the WCF practices in their thesis proposal drafts. The participants must have taken thesis proposal writing or thesis proposal Writing coursework and received WCF practices in class.

With the guidance of supervisors and staff, the researcher determined the total population. The researcher proceeded to divide it into sections based on the target population's academic year 2022/2023.

According to the information provided, there are 72 students enrolled in the Undergraduate Thesis coursework. The researcher used WhatsApp as a mediator to distribute questionnaires through groups and personal chats. The students who agreed to participate were 60 participants. The purpose for collecting data with 60 participants was because 2 data had been found, weren't able to be used as sampling.

Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Information:

N = total population

n = minimum number of samples

e = margin of error (5% = 0.05)

Based on the Solving formula, it can determine how many samples are needed with a population of 72 students from the Thesis

Proposal Writing Coursework as follows:

$$n = \frac{72}{1 + 72 (0.05)^2}$$

$$n = \frac{72}{1 + (72) (0.0025)}$$

$$n = \frac{72}{1.18}$$

$$n = 61.017 \text{ or } 61 \text{ students}$$

3.3 Data Collecting Techniques

The students participation in this study is voluntary. The questionnaire of this research study was provided by Google Forms. Google Forms are used to distribute the questionnaire to the participants to get the valid result. Some participants who agreed to participate at the time the survey was conducted were still in their hometowns. Consequently, the distribution of questionnaires was carried out online through online chat, both shared in groups and shared personally.

The instrument was the Student Perceptions of Writing Feedback Scale (PoWF) questionnaire adapted from Marrs (2016) because the researcher translated the original version of the instruments. The translated version of the instruments is used to make the participants easier to fill the survey. These translated instruments were distributed to the participants through WhatsApp group or personal chat.

The adapted PoWF instrument is a 31 item with a measure 5-point Likert scale which has a range: 1). “Strongly disagree”; 2). “Disagree”; 3). “Neutral”; 4). “Agree”; 5).“Strongly agree”. The data were analyzed by using a SPSS version 25 with a descriptive statistics method.

The instrument that consists of four domains is presented in Table 1. According to the findings of this study, students had positive perceptions of how WCF was used in the writing class.

Table 3.1 Marris (2016) Domains and items of PoWF:

Domain	N of Items	Items Number
Views/Expectation of feedback	9	1,2,3,4,5,6,7,8,9
Experiences with feedback	8	10,12,13,14,15,16,17
Value/usefulness of feedback	7	18,19,20,21,22,23,24
Affect/Emotions associated with feedback	7	25,26,27,28,29,30,31

The domain of each item was referred to study conducted by Marris (2016) such as Views/expectations of feedback (9 items), Experiences with feedback (8 items), Affect/Emotions associated with feedback (7 items) and Usefulness/Value of feedback (7 items). The 5 likert scale are used to measure the questionnaire ranging from “Strongly Disagree” to “Strongly Agree”

Table 3.2 Likert scale

Likert Scale	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

3.3.1. Validity

The validity test is used to determine the consistency of the instrument being measured. According to Marris (2016), the instrument used evidence based on test content, evidence based on internal structure and evidence based on the relationship of other variables.

The test content is obtained in order to determine the PoWF instrument with literature, which has three themes for arranging students' feedback perceptions, and experts will evaluate the representativeness and appropriateness of the items.

All of the experts agreed that the questions representing experiences with and expectations of feedback, uses of feedback, and emotional/affective responses to feedback are establishing a new, valid, and reliable method for measuring the perceptions of learners of writing feedback. Evidence on internal structure also occurs by using a data reduction analysis to identify the true perceptions of PoWF in order to produce the appropriate and reliable items instrument. With that purpose, EFA was chosen to measure the students' perception of having the feedback that determines how the students respond with the scale. EFA is an analysis that only shares variance. The variance of each observed variable will be shared with other observed variables (Tabachnick et al. 2013). Furthermore, the use of evidence for the relationship of other variables is to provide validity evidence with scores that are related to previous scores of feedback perceptions. The result demonstrated acceptable internal consistency.

3.3.2. Reliability

In terms of reliability, the researcher adapted the original instrument from Marrs (2016). The result was the reliability of this instrument is in high consistency because the Cronbach Alpha shows a high number between each item.

Table 3.3 Cronbach Alpha

Cronbach Alpha	N of Items
.880	60

3.4. Data Analysis Techniques

The steps used by the researcher to analyze the instrument include: (1) review the journal study literature to better understand the instrument; (2) complete the adaptation of the instrument from Marrs (2016); (3) checking the translated version of the instrument into Indonesian; (4) validate the questionnaire responses collected from participants; (5) data is collected by distributing the Google forms links containing questions that have been translated into Indonesian to students of the English Educational Department in Islamic University of Indonesia; (6) using SPSS to verify the instrument's validity and reliability; (7) collecting the data into a spreadsheet; (8) the data calculated using SPSS and presented with descriptive statistics.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

The study attempted to identify students' perception on writing feedback in the small scale of writing classes, especially students who are currently writing their thesis and completing their degree in Thesis Proposal Writing coursework. With the PoWF as a research instrument from Marrs (2016), to measure: views/expectations of feedback, experiences with feedback, affect/emotions associated with feedback and usefulness/value of feedback. From the results, the participants are indicating generally positive perception of the implementation and experiences of corrective feedback practices that they obtained from undergraduate thesis coursework.

The participants perceive that written corrective feedback is important in their writing and meaningful even though that they have a good score. The participants value their writing feedback as it is useful to help them to be better in their writing and they felt happy even confident as they get the writing feedback in their undergraduate proposal drafts. The total number of students who participated in this research were 60 students. The total number of male participants is 13 male (21.7%) and the total number of female participants is 47 females (78.3%).

The findings obtained from a questionnaire is to identify students' perception on written corrective feedback in the Thesis Proposal Writing Coursework in 2022/2023 academic year at private universities in Indonesia. The findings of students' view/expectation of feedback are explained in the Table 4.1

4.1) Views/Expectation of Feedback

Table 4.1 Views/Expectation of Feedback

Statement	N	Mean	Std. Deviation
Feedback on my writing is important	60	4.65	.547
Feedback on my writing encourages Me to do better next time	60	4.57	.647
I look forward to feedback on my Writing	60	4.53	.747
Feedback I get on writing makes me Want to become a better writer	60	4.40	.718
Feedback makes me feel like I am a Good writer	60	4.28	.761
I think I should get feedback even if I don't try very hard in my writing	60	4.27	.821
Feedback on my writing should explain my grade	60	3.88	.976
Feedback on my writing makes me feel Like I am a bad writer	60	2.05	1.064
Feedback is not important if I get a Good score	60	1.83	1.181

Referring to the results of this instrument study (Marrs, 2016), several important parts of the instrument statement are marked with an asterisk (*). Table 4 shows that 60 students out of the total participants participated in the context of Views/Expectations of Feedback statements. According to the sample, the highest score of the statement was students' belief that feedback on their writing is important with ($M= 4.65, SD=.547$), and the lowest is shown in the with ($M= 1.83, SD= 1.181$), indicating that the students' disapproved of the feedback is not important if they have a good score. In the other sections, students' state that even if they did not put much effort into their writing, they still require feedback ($M= 4.27, SD=.821$). Also, students' doesn't feel like they're bad at writing if they get feedback from the lecturer, shown with ($M= 2.05, SD= 1.064$). The last statement students want the feedback must describe their value/score, with ($M= 3.88, SD=.976$).

The second findings from the questionnaire is related to students' perception on how they get the practices of feedback. The findings of students' experiences with feedback are explained in the Table 4.2

4.2.) Experiences with Feedback

Table 4.2 Experiences with Feedback

Statement	N	Mean	Std. Deviation
I get feedback on my writing	60	4.40	.669
Feedback tells me what I did well in My writing	60	4.12	.715
Feedback explains what I did wrong in My writing	60	4.05	.872
Feedback on my writing is positive	60	4.00	.902
Feedback is very specific	60	3.88	.825
I receive feedback soon after I turn in A writing assignment	60	3.73	1.087
Feedback I get in my writing is Critical*	60	3.07	.861
Feedback on my writing is confusing	60	2.92	.869

Table 5 shows that 60 students out of the total participants participated in the context of experiences with feedback statements. According to the sample above, the highest score of a statement is indicated with ($M= 4.40, SD= .669$) which means, most of the students are getting the practices of feedback in the classroom. While, the lowest is shown on the other statement with ($M= 2.92, SD= .869$) is the feedback on the student's writing that makes them confused.

Moreover, another perspective with ($M= 3.07$, $SD= .861$) which is, students' thoughts that the lecturer's feedback on their respective writings is overcritical. It can be caused by student lacks of understanding the academic writing purposes.

The third findings from a questionnaire is related to students' perception on the use of feedback and how students value the practices of feedback.

The usefulness/value of feedback are explained in the Table 4.3

4.3) Usefulness/Values of Feedback

Table 4.3 Usefulness/Values of Feedback

Statement	N	Mean	Std. Deviation
Feedback helps me write better next time	60	4.55	.595
Feedback on my writing is useful	60	4.53	.596
I read the feedback I get on my writing	60	4.53	.596
I use feedback to help me write better Next time	60	4.50	.676
Feedback tells me how to make my Writing better	60	4.47	.676
Feedback on my writing is helpful	60	4.43	.810
Feedback makes me a better writer	60	4.35	.755

Table 6 shows that 60 students out of the total participants participated in the context of the Usefulness/Value of feedback statements. According to the sample taken, the highest score is the students' perspective about the feedback they get, which helped them to write better next time, it counts with ($M= 4.55$, $SD= .565$). The lowest score is indicated by the statement of students who think that the feedback made them become a better writer ($M= 4.35$, $SD= 7.55$).

The last findings from a questionnaire is related to students' perception on how feedback can affect them and students' emotion to respond the feedback. The findings of Affect/Emotions with feedback are explained in the Table 4.4

4.4) Affect/Emotions Associated with Feedback

Table 4.4 Affect/Emotions Associated with Feedback

Statement	N	Mean	Std. Deviation
Feedback on my writing makes me Feel happy	60	3.50	.966
Feedback on my writing makes me feel confident	60	3.35	.860
Feedback on my writing makes me feel proud	60	3.18	.892
Feedback on my writing makes me feel nervous*	60	2.65	1.022
Feedback on my writing makes me feel Frustrated*	60	2.38	.993
Feedback on my writing makes me want To give up*	60	2.20	1.132
Feedback on my writing makes me feel Hopeless*	60	2.10	1.053

Table 7 shows that 60 students out of the total participants participated in the context of the Affect/Emotions Associated with feedback statements. According to the sample taken, the highest score shown in the table above is ($M= 3.50$, $SD= .966$) about students feeling happy with the practices of feedback. The lowest score

is shown ($M= 2.10$, $SD= 1.053$) which students tend to disagree on the statement about students feeling hopeless when getting feedback. Another students' emotions are shown in three other statements, which revealed that students tend to disagree about feedback makes them want to give up ($M= 2.20$, $SD= 1.132$), disagree about feedback makes them feel nervous ($M= 2.65$, $SD= 1.022$) and lastly disagree about feedback makes them frustrated ($M= 2.38$, $SD= .933$). The data findings reveal students negative emotions were insignificant with their positive response of the WCF practices.

4.2 Discussion

According to the findings, the researcher in this study found that students' express positive perceptions toward WCF practices in Thesis Proposal Writing coursework. Several conditions that appear in some of participants response describe how students perceive the value of WCF practices after gaining classroom experiences. Students also reveal positive reactions toward the effectiveness of WCF, which influences how they consider the importance of WCF practices. This is revealed in the study implemented by Wisniewski, Zierer, and Hattie (2019), with the meta-analysis that says, the impact presented by the practice of feedback is not only in the motivational and behavioral categories but higher results are also shown in cognitive and motor skills.

In terms of views/expectation of feedback, the researcher finds that the majority of students believe the feedback is important for them. Similar to the previous study conducted by Wang Xin (2017), students who participated in his studies emphasized that corrective feedback exists is important in language learning.

The use of corrective feedback practices encourage the students, and they are interested to have the corrections in their future writing. This is aligned with these research findings because students value the practice of written corrective feedback not only for larger issues in their writing, but they also prefer WCF even if they haven't put much effort into their writing.

Then, in the part of experiences with feedback, the participants of this study reveal about most of the students are getting the practice of written corrective feedback in the classroom. According to an interview in Saeli and Cheng (2019) studies, students with various levels of English proficiency gain practical experience with WCF. Even though 15 students that joined as a participant revealed, they have different preferences. At least, the L2 students had WCF practice for their writing, even if it was with different types of WCF. Many of these types of writing classes require students to write essays.

In the context of usefulness/values of feedback, the results indicating most of the students agree that the WCF helping them to write better next time. Other research on the value of WCF practice conducted by Karim and Endley (2019) discovered that different types of feedback have varying degrees of effectiveness. Students can also improve the accuracy of their revisions either with direct or indirect feedback.

Significantly, the practice of providing feedback assists students in reducing errors in future assignments. One type of indirect feedback can assist students in recalling their understanding of previous assignments' mistakes. Hence, it can be use effectively in the next writing task by repeating the feedback practice.

In terms of the effect/emotions associated with feedback, the findings reveal about students' are enjoying the practice of feedback they get in class. Similar to the study by Salami and Khadawardi (2022) that stated, positive emotions were recognized in this study with regard to the feedback practice results. Students experience the positive feelings such as confidence and pride, and they are happy when they obtain the feedback. Despite the many positive emotions represented, students may experience negative emotions at times that are incompatible with their positive opinion of WCF.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The purpose of this study is to determine students' perceptions toward written corrective feedback (PoWF) among English Education students at the Islamic University of Indonesia in Yogyakarta. The results of this study indicate that students' perceptions are generally positive. It was discovered that one statement that revealed students' perspectives on written corrective feedback received the highest score. The statement was viewed/expectation of feedback, students claimed that written corrective feedback is important in their writing while the lowest that students explained is that feedback becomes meaningless if they have a good score. The other specific statement was about experiences of feedback, students also shared their experiences about the practice of written corrective feedback in one of the coursework, especially Thesis Proposal Writing which they are currently taking to obtain the degree. Most of them have been found getting the practice of written corrective feedback in the coursework. Another statement such as in the usefulness/value of feedback, students conveyed their opinion about the feedback helping them to be better with the writing in the future study. Furthermore, in the last statements reported by the students about the affect/emotions associated with feedback, it was found that the students' emotions are specific.

The participants tend to agree that they feel proud, happy, and confident when they are given writing feedback and tend to disagree that feedback makes them have negative emotions such as hopelessness, nervousness and frustration in writing their undergraduate thesis proposal drafts.

The findings of this study reveal students' perception towards the practices of written corrective feedback in one of the specific coursework such as Thesis Proposal Writing. From the scope of this research study, this can be useful for determining how much benefit can be gained from corrective feedback practice in class since students' attitudes toward the use of corrective feedback are self-evident. However, the findings of this study are limited to the context of the study and may not be generalized to other contexts. In addition, the benchmark from students' positive perspective towards written corrective feedback can assist teachers in establishing whether the practical use of corrective feedback will be improved further in the future and will help more students improve their writing skills in class.

5.2 Recommendation

This study is focused on students' perspective of written corrective feedback (PoWF). In the future research study, the researcher recommends to other researchers to investigate the relationship between students' self-efficacy in writing and their perception of writing feedback. To expand more about students' perspective with surveys and have a deep analysis interview in other Thesis Proposal Writing coursework or more specialized writing classes.

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APPENDIX

Appendix 1. Marrs (2016) Perception of Writing Feedback Indonesian Translation

Item	Statement	1	2	3	4	5	Mean
1	Umpan balik membuat saya merasa seperti penulis yang baik	0%	1.7 %	13.3%	40%	45%	4.28
2	Saya pikir saya harus mendapatkan umpan balik meskipun saya tidak berusaha keras dalam menulis	0%	3.3%	13.3%	36.7%	46.7%	4.27
3	Umpan balik tidak penting jika saya mendapat nilai bagus*	55%	23.3%	11.7%	3.3%	6.7%	1.83
4	Saya mengharapkan umpan balik atas tulisan saya	0%	1.7%	10%	21.7%	66.7%	4.53
5	Umpan balik yang saya dapatkan dari menulis membuat saya ingin menjadi penulis yang lebih baik	0%	0%	13.3%	33.3%	53.3%	4.40
6	Umpan balik atas tulisan saya mendorong saya untuk berbuat lebih baik di lain waktu	0%	0%	8.3%	26.7%	65%	4.57
7	Umpan balik atas tulisan saya membuat saya merasa seperti penulis yang buruk*	35%	38.3%	18.3%	3.3%	5%	2.05
8	Umpan balik atas tulisan saya itu penting	0%	0%	3.3%	28.3%	68.3%	4.65
9	Umpan balik pada tulisan saya harus menjelaskan nilai saya* (9)	1.7%	5%	28.3%	33.3%	31.7%	3.88
10	Saya mendapatkan umpan balik atas tulisan saya	0%	0%	10%	40%	50%	4.40
11	Umpan balik yang saya dapatkan atas tulisan saya terlalu kritis	3.3%	15%	61.7%	11.7%	8.3%	3.07
12	Umpan balik sangat spesifik	0%	3.3%	30%	41.7%	25%	3.88

13	Umpan balik atas tulisan saya positif	0%	1.7%	35%	25%	38.3%	4.00
14	Umpan balik atas tulisan saya membingungkan	5%	21.7%	55%	13.3%	5%	2.92
15	Umpan balik menjelaskan kesalahan yang saya lakukan dalam tulisan saya	1.7%	3.3%	15%	48.3%	31.7%	4.05
16	Umpan balik memberi tahu saya apa yang saya lakukan dengan baik dalam tulisan saya	0%	0%	20%	48.3%	31.7%	4.12
17	Saya menerima umpan balik segera setelah saya menyerahkan tugas menulis(17)	1.7%	11.7%	30%	25%	31.7%	3.73
18	Umpan balik membantu saya menulis lebih baik di lain waktu	0%	0%	3.3%	38.3%	58.3%	4.55
19	Umpan balik atas tulisan saya bermanfaat	0%	0%	5%	36.7%	58.3%	4.53
20	Umpan balik membuat saya menjadi penulis yang lebih baik	0%	0%	16.7%	31.7%	51.7%	4.35
21	Saya membaca umpan balik yang saya dapatkan atas tulisan saya	0%	0%	5%	36.7%	58.3%	4.53
22	Saya menggunakan umpan balik untuk membantu saya menulis lebih baik di lain waktu	0%	0%	10%	30%	60%	4.50
23	Umpan balik atas tulisan saya sangat membantu	1.7%	0%	10%	30%	58.3%	4.43
24	Umpan balik memberi tahu saya cara membuat tulisan saya lebih baik (24)	0%	0%	10%	33.3%	56.7%	4.47
25	Umpan balik pada tulisan saya membuat saya ingin menyerah	30%	38.3%	20%	5%	6.7%	2.20
26	Umpan balik pada tulisan saya membuat saya merasa putus asa	31.7%	40%	20%	3.3%	5%	2.10
27	Umpan balik atas tulisan saya membuat saya merasa gugup	13.3%	31.7%	35%	16.7%	3.3%	2.65

28	Umpan balik atas tulisan saya membuat saya merasa frustrasi	18.3%	40%	30%	8.3%	3.3%	2.38
29	Umpan balik atas tulisan saya membuat saya merasa bangga	3.3%	13.3%	53.3%	21.7%	8.3%	3.18
30	Umpan balik atas tulisan saya membuat saya merasa percaya diri	0%	13.3%	50%	25%	11.7%	3.35
31	Umpan balik atas tulisan saya membuat saya merasa senang (31)	1.7%	10%	43.3%	26.7%	18.3%	3.50

Appendix 2. Questionnaire of Perception of Writing Feedback (PoWF)

The image shows a Google Forms interface on a mobile device. The browser address bar at the top displays the URL: docs.google.com/forms/d/1moc-LybEcANS_5CPoDB3ymdMSc9piyPF4xSEN0wOZ3A/edit. The form title is "Persepsi Mahasiswa S1 Terhadap Umpan Balik Penulisan Dalam Mata Kuliah Thesis Proposal Defense". The form content includes a greeting, the researcher's name (Zulva Rahmadhani), her NIM (19322058), and her affiliation (Universitas Islam Indonesia). It describes her research on the perception of S1 students regarding writing feedback in thesis proposal defense classes. The form lists three criteria for participation: 1. Mahasiswa/Mahasiswi Pendidikan Bahasa Inggris, 2. Telah mengambil kelas Thesis Proposal Defense, and 3. Sedang/Sudah menyusun skripsi. It also states that the research is quantitative and uses a survey method with a questionnaire. A note at the bottom indicates that the responses will be used for research purposes.

docs.google.com/forms/d/1moc-LybEcANS_5CPoDB3ymdMSc9piyPF4xSEN0wOZ3A/edit

Pertanyaan Jawaban 60 Setelan

Bagian 1 dari 5

Persepsi Mahasiswa S1 Terhadap Umpan Balik Penulisan Dalam Mata Kuliah Thesis Proposal Defense

Assalamualaikum Wr, Wb.
Perkenalkan saya Zulva Rahmadhani dengan NIM 19322058, mahasiswa jurusan Pendidikan Bahasa Inggris angkatan 2019 Universitas Islam Indonesia.

Saat ini saya sedang melakukan penelitian dengan judul "Persepsi Mahasiswa S1 Terhadap Umpan Balik Penulisan Dalam Mata Kuliah Thesis Proposal Defense". Penelitian saya termasuk kedalam penelitian kuantitatif dengan metode pendekatan survei yang menerapkan instrumen penelitian dengan kuesioner.

Maka dari itu, penelitian saya mengarah kepada partisipan dengan kategori berikut:

1. Mahasiswa/Mahasiswi Pendidikan Bahasa Inggris
2. Telah mengambil kelas Thesis Proposal Defense
3. Sedang/Sudah menyusun skripsi

Jika anda termasuk sebagai partisipan dengan kriteria yang sudah disebutkan, saya mengharapkan ketersediaan anda untuk mengisi kuesioner dengan kejujuran. Dengan tujuan mengumpulkan informasi, maka jawaban partisipan semua akan sangat berharga untuk penelitian yang sedang dilakukan.

Informasi jawaban yang anda berikan dalam form akan bersifat rahasia dan menjadi tanggung jawab peneliti.

Appendix 3. Consent Form



FAKULTAS
PSIKOLOGI &
ILMU SOSIAL BUDAYA

Gedung Dr. Soekiman Wirjosandjojo
Kampus Terpadu Universitas Islam Indonesia
Jl. Kalurang km 14,5 Yogyakarta 55584
T. (0274) 898444 ext. 2106, 2114
F. (0274) 898444 ext. 2106
E. fpsb@uii.ac.id
W. fpsbuii.ac.id

Tanggal : 3 Januari 2023
Nomor : 13/Dek/70/DURT/1/2023
Hal : Permohonan Ijin Pengambilan Data Skripsi

Kepada :
Yth. Ketua Program Studi Pendidikan Bahasa Inggris
Universitas Islam Indonesia

Assalamualaikum Wr. Wb

Dalam rangka mempersiapkan mahasiswa untuk menempuh ujian, bagi setiap mahasiswa diwajibkan membuat skripsi/tugas akhir.

Sehubungan dengan hal tersebut diperlukan data, baik dari Instansi Pemerintah maupun Swasta. Selanjutnya kami mohon ijin penelitian/pengambilan data mahasiswa Fakultas Psikologi dan Ilmu Sosial Budaya Universitas Islam Indonesia tersebut dibawah ini :

Nama Mahasiswa : Zulva Rahmadhani
Nomor Induk Mahasiswa : 19322058
Program Studi : Pendidikan Bahasa Inggris
Pembimbing : Astri Hapsari, S.S., M. TESOL
Judul Skripsi :

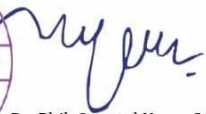
"Undergraduate Students' Perception of Writing Feedback in Thesis Proposal Defense Coursework"

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

Wassalamualaikum Wr. Wb



Dekan Fakultas Psikologi dan Ilmu Sosial Budaya
Universitas Islam Indonesia


Dr. Phil. Qurotul Uyun, S.Psi., M.Si., Psikolog
NIP: 963200102