



Website: https://ojs.cahayamandalika.com/index.php/jelap/index

June 2025, Volume 2, Number 1 e-ISSN: 3090-6210

STUDENTS' PERCEPTIONS OF LECTURER FEEDBACK IN WRITING THESIS PROPOSAL

Taufik Suadiyatno¹

taufiksuadiyatno@undikma.ac.id ¹Universitas Pendidikan Mandalika, Indonesia

Moh. Arsyad Arrafii²

²Leibniz-Institut for Research and Information in Education, Germany

Abstract

This study investigates the role of lecturer feedback in developing writing thesis proposal among foreign-language learners in the English Education Department at Mandalika University of Education. It explores students' perceptions of the types of feedback that best enhance their abilities in writing the thesis proposal. This study involved fourteen students who have been conducting their thesis proposal. Two instruments were used to collect data: questionnaires and interviews. The research reveals that students value feedback for error correction, improving grammar, and boosting writing quality. Feedback also plays a key role in motivating and building students' confidence. The findings show that students prefer direct feedback that targets detailed mistakes. Overall, the study highlights the importance of effective feedback in writing development and provides insights for lecturers to tailor their students.

Keywords: Students' perception, lecturer feedback, thesis proposal writing

How to Cite: Suadiyatno, T. and Arrafii, M.A. (2025). Students' perceptions of lecturer feedback in writing thesis proposal, *Journal of English Language Proficiency*, 2(1), 89-93. Doi: https://doi.org/10.36312/jelap.v2i1.5151



This work is licensed under a <u>Creative Commons Attribution-ShareAlike 4.0</u> International (CC BY-SA 4.0) International License.

Received June 2025, revised June 2025, published June 2025

INTRODUCTION

Creating a thesis proposal is a vital milestone in graduate studies, laying the groundwork for the entire research project. To excel, students rely heavily on constructive feedback from seasoned lecturers, who guide them toward academic excellence and elevate the quality of their research. Through timely and insightful feedback, lecturers help students refine their ideas, clarify research questions, and hone their writing skills, assembly this feedback an essential component of the learning process.

Feedback plays a vital role in promoting and reinforcing learning, a fact widely acknowledged in the field of second language (L2) writing. It is especially valued in process-based and genre-oriented teaching approaches, where it helps students develop writing skills and gain greater control over their composing abilities (Hyland, F and Hyland, K: 2006). This underlines feedback's importance as a tool for self-assessment and progress pursuing. As noted by Ahmad and Aziz (2009), feedback motivates students and promotes ongoing improvement in writing. Moreover, students highlighted that feedback plays a key role in enhancing their confidence.

This article examines students' perception of lecturer feedback to students as they write their thesis proposal. It looks at the types of feedback that students find most beneficial to their academic progress. The article highlights the significance of feedback in academic development and its role in creating top-notch thesis proposals. It underscores the importance of lecturer-student interactions in promoting intellectual growth and research success.

METHODS

This research used a qualitative approach with a case study design to investigate how English Education students at Mandalika University of Education perceive the value of lecturers' feedback in developing thesis proposal. The subjects of this study were 14 English Education students, 10 female and 4 male who had been accomplishing their thesis proposal in academic year 2024 – 2025. The research subjects were selected by random sampling, based on their experience with receiving lecturer feedback on their thesis proposal writing.

The data of the study was gathered through questionnaire and interviews. The questionnaire was divided into two parts; the importance of lecturer feedback and the beneficial type of lecturer feedback (adopted from Sukreni et.al: 2024). Semi-structured Interview was applied in this research. Interviews were held with four students to further explore their views on lecturer feedback in writing thesis proposal. The data that gathered from two sources (questionnaires and interviews) were combined to ensure consistency and validity of the research findings.

The data analysis followed the Miles, Huberman, and Saldana (2014) model, which involves three key steps. First, the data collected from questionnaire and interviews analysis underwent condensation, where relevant information related to the scientific approach was selected and irrelevant data was omitted. Next, the selected data was presented in a concise narrative during the data display step, summarizing the

implementation of the scientific approach. Finally, the researcher drew and verified conclusions based on the findings.

FINDINGS AND DISCUSSIONS

The study's results are categorized into two main areas: the significance of feedback for students' writing development and the types of feedback students find most helpful. The data from questionnaires and interviews sheds light on the challenges students face in improving their writing skills, and the key findings are summarized below.

Students' Perception of the Significance of Feedback in Writing Thesis Proposal

Lecturer feedback plays a crucial role in helping students improve their writing by identifying mistakes and guiding them toward better writing skills. Understanding how students perceive and use this feedback is essential, as it not only enhances their skills but also impacts their motivation and emotional responses. Feedback allows students to recognize their strengths and weaknesses, fostering a deeper understanding of their writing abilities. The findings from the questionnaire highlight the importance of lecturer feedback in boosting students' writing skills, confidence, and ability to self-assess showed in following table:

Table 1. The significance of feedback for students' writing development

No	Statements	SA	A	N	D	SD
1	Feedback helps me to identify and understand	57.2%	26.6%	7.1%	0%	7.1%
	writing mistakes.	24 70/	c 4 20 /	- 40/	00/	- 40/
2	Feedback is important to improve my academic	21.5%	64.3%	7.1%	0%	7.1%
3	writing skills.	25 70/	500/	14 20/	00/	0%
3	Feedback highlights areas for improvement in writing thesis proposal.	35.7%	50%	14.3%	0%	0%
4	Feedback helps to improve writing organization	42 9%	35.7%	21.4%	0%	0%
•	and structure.	12.570	33.170	21.170	070	070
5	Feedback contributes to overall writing	28.6%	57.1%	14.3%	0%	0%
	improvement of thesis.					
6	I revise my writing based on lecturer's feedback	35.7%	50%	14.3%	0%	0%
_	to improve the quality of my thesis proposal.	40.00/	40.007	1.4.20/	00/	00/
7	Without feedback, it is not easy to assess	42.9%	42.9%	14.2%	0%	0%
8	progress of my thesis proposal. Feedback highlights strengths and weaknesses in	21.6%	50%	28.6%	0%	0%
0	writing thesis proposal.	21.070	3070	20.070	070	070
9	Feedback motivates me to achieve better writing	35.7%	42.9%	21.4%	0%	0%
	results of thesis proposal.					
10	Feedback provides insights into effective writing	21.4%	64.3%	14.3%	0%	0%
	techniques.		/			
11	I feel confident sharing my work after receiving	21.4%	57.2%	21.4%	0%	0%
12	feedback from my lecturer/ thesis consultant.	21 40/	71.50/	7.1	0%	0%
12	1 &	21.4%	71.5%	7.1	U70	U70
	my writing skills.					

Notes: Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D), Strongly Disagree (SD).

The finding of this research displays that lecturer feedback plays very important role in improving students writing abilities of thesis proposal. The table above shows that most of the students feel that lecturer feedback helps them to identify and understand writing mistakes, in which 57.2% stated strongly agree and 26.6% marked agree. This result aligns with earlier studies, such as Sukreni et.al (2024), that highlighted lecturer feedback is highly valued by students for its role in correcting mistakes. The students also confirmed that feedback is important to improve their academic writing skills.

The students found that lecturer feedback is important to improve their academic writing as well as thesis proposal. It also helps them to improve their writing organization and structure in order that they can produce very good product of an academic writing. Clear feedback from lecturer helps students to decide the part that need to revise. 35.7% respondents strongly agree and 50% of them agree that they revise their writing to improve the quality of my thesis proposal is based on lecturer's feedback. It means that feedback is really needed to have good quality of students' academic writing.

Most respondents reported increased their confidence and motivation after receiving feedback, indicating that feedback enhances not only skill development but also students' confidence and motivation. It is in line with Sultana and Yoko (2021), they found that feedback boosts students' self-assurance, especially when writing in a second language. Most than 50% of respondents gave positive response that they felt confident sharing their work after receiving feedback from my lecturer/ thesis consultant.

Moreover, lecturer feedback motivates students to continue improving their writing skills to achieve better writing results of thesis proposal. The findings of this study demonstrated that more than 75% selected positive response (strongly agree and agree). 21.4% respondents responded Neither Agree nor Disagree (neutral) and no one gave negative response. It coincides with Ahmad and Aziz (2009), they emphasized that feedback plays a crucial role in motivating students and promoting ongoing improvement in their writing skills.

The Beneficial Types of Lecturer Feedback

This part displays the result of questionnaire that survey students' perception due to types of lecturer feedback. The researcher wanted to find which type of feedback that they feel most effective in enhancing their quality of thesis proposal. The following table capture the result of students' response.

No	Statements	SA	A	N	D	SD
1	Content-focused feedback (topics, creativity)	14.3%	71.4%	14.3%	0%	0%
2	Form-focused feedback (grammar, tenses,	26.6%	71.4%	0%	0%	0%
	vocabulary)					
3	Oral feedback	28.6%	64.3%	7.1%	0%	0%
4	Written feedback	28.6%	28.6%	42.8%	0%	0%
5	Direct feedback	35.7%	42.9%	21.4%	0%	0%

The findings of questionnaire dealing with various types of lecturer feedback shows 100% (26.6%=SA and 71.4=A) of students marked form-focused feedback (grammar, tenses, vocabulary) took very important role in developing their thesis proposal. Through interview they confirmed that this type of feedback might help them to enhance the quality of their thesis proposal writing. Meanwhile students also gave high score for content-focused feedback (topics, creativity) even it less than Form-focused feedback.

Most students (92.9%) preferred oral feedback, finding it more helpful for understanding writing mistakes than written feedback. They valued its interactive nature, which allowed them to ask questions and seek clarification. It aligns with Tunstall and Gipps' (1996) framework, they suggest that feedback should be a two-way dialogue between teacher and student, promoting understanding and progress, rather than just a one-way transmission of information. In contrast, 57.2% of students found written feedback less effective due to unclear or hard-to-interpret comments.

In terms of the significant of direct and indirect feedback, the result of this study supports Dignath et al. (2021), they mentioned that direct feedback enables students to correct mistakes more efficiently, leading to faster improvement in their writing skills. While indirect feedback can promote self-correction, students found direct feedback more practical for immediate understanding and progress. This study found that 35.7% students strongly agree, 42.9% students said agree and 21.4% decided neutral. Students mentioned that they feel more comfortable once the lecturer predominantly used direct feedback. It involves clearly providing corrections without hints (Ferris: 2002). Based on the result of the interview, the students said that the lecturer as thesis consultant used direct feedback during the students having thesis proposal consultation.

CONCLUSION

The research revealed that students have a positive perception of lecturer feedback on their thesis proposal. The study highlights the importance of lecturer feedback in correcting mistakes and motivating students to improve the writing skills and achieve better result of their thesis proposal. Students preferred direct feedback, finding it more communicative and easier to understand. All respondents stated that Form-focused feedback (grammar, tenses, vocabulary) is very important to improve their writing thesis proposal quality. Instead of written feedback, the students prefer oral feedback because it seems more communicative and easier to understand.

REFERENCES

Ahmad, F., & Aziz, J.B. (2009). Students' Perception of the Lectures' Teaching of Literature Communicating and Understanding Through the Eyes of the

- Audience. *European journal of social sciences*, 7, 17-26. https://shidaedu702eportfolio.files.wordpress.com/2012/06/ejss 7 3 02.pdf
- Dignath, C., & Veenman, M.V.J. (2021). The Role of Direct Strategy Instruction and Indirect Activation of Self-Regulated Learning—Evidence from Classroom Observation Studies. *Educational Psychology Review*. Vol. 33, pages 489–533, (2021). https://doi.org/10.1007/s10648-020-09534-0
- Ferris, D.R. (2002). *Treatment of error in second language student writing*. University of Michigan Press. https://doi.org/10.3998/mpub.2173290
- Hyland, F., & Hyland, K. (2006). Feedback on Second Language Students' Writing. Language Teaching, 39(2), 83-101. Cambridge University Press.
- Miles, M.B., Huberman, A.M., and Saldaña, J. (2014). *Qualitative Data Analysis. A Methods Sourcebook* (3rd Edition). SAGE Publications, Inc.
- Sukreni, N.M.M., Arifuddin. Zamzam, A., and Waluyo. U. (2024). Students' Perceptions of Lecture Feedback in Learning Writing at The University of Mataram. *Journal of Education Research* 5(4), 2024, Pages 5924-5930. https://doi.org/10.37985/jer.v5i4.1915
- Sultana, N., and Yoko, N.T. (2021). Impact of lectures' feedback in improving students' writing skills: A study of tertiary level students in Dhaka. *British Journal of Arts and Humanities*, pp. 129–139. https://doi.org/10.34104/bjah.02101280139
- Tunstall, P. & Gipps, C. (1996) Teacher feedback to young children in formative assessment: a typology. *British Educational Rsearch*, 22 (4), 389-404.