Undergraduate Students' Perception of E-feedback Practice during Online EFL Thesis Proposal Writing Coursework

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ABSTRACT

Although there have been a few studies on written e-feedback in EFL writing coursework, the research on students' perception of e-feedback practice in online learning in Indonesia's higher education context remains underexplored. This study aims to investigate EFL undergraduate students' perception of the lecturers' e-feedback practice during online thesis proposal writing coursework. Two students from two different classes were willing to participate in in-depth interviews. A descriptive qualitative approach with thematic analysis was employed as the research method. The findings revealed three prominent themes on how the students perceive the lecturers' e-feedback practices. The participants perceived that the lecturers' e-feedback practice (1) scaffolded the participants to develop technical and conceptual writing skills, (2) supported the participants' personal and academic development, and (3) influenced the participants' emotions. Students who initially felt unable to face online classes during the COVID-19 pandemic gradually got used to and overcame the feeling of being unable to take online courses. This study implies that the lecturers' role in being thoughtful in delivering feedback to students is critical because e-feedback as a pedagogical practice influences students' social and emotional learning process in writing their undergraduate thesis. Participants who initially felt unable to face online classes during the COVID-19 pandemic, in the end, finally succeeded in overcoming the feeling of not being able to take online courses for their undergraduate thesis writing because they were being scaffolded, supported, and influenced by the lecturers' e-feedback practices during their online learning.

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INTRODUCTION

Providing feedback in the online learning process is one of the challenges that the teacher must face during the COVID-19 pandemic. Because of online learning, teachers require their students to submit their assignments through online word-processing software so that their teachers can provide feedback on their assignments. In all levels of education context, e-feedback has become complementary to 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 are 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 a teacher in digital written form that is transmitted via the web. According to Chong (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 simultaneously, for example: by 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 assignments to online platforms that the teachers and students do not need to be online at the same time.

E-feedback practices play an important role in teaching English as a foreign 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. Elola & Oskoz (2017) elaborated that a teacher can provide e-feedback through web-based software, online classes, forums, e-mail, or word-processing software. Chong (2019) argued that students prefer e-feedback because they find it to be clearer and more flexible because e-feedback does not have to be bound by time and space. Despite students' preference for e-feedback because of its flexibility, e-feedback also has limitations (Samburskiy & Quah, 2014). The findings of Samburskiy & Quah's

(2014) study indicate that tutors viewed themselves primarily as conversational partners and rarely provided form-focused comments, therefore, the novice online tutors missed numerous opportunities to increase the quality of their students' L2 and suggest for more targeted types of teacher preparation that introduce inexperienced online teachers to the theory and practice of providing form-focused feedback are examined. Chong (2017) argues that in implementing e-feedback practices, a teacher should consider three factors which influence feedback.

Drawing on Chong (2017) in his earlier conceptual paper, three factors influence feedback. The 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 a personal factor. 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. Technical factors have three sub-factors: focus of feedback, specificity of feedback, and type of feedback. Students would like their tutors or teachers 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 (2017) also explains that specificity of feedback is when students often ask for specific feedback from teachers that would make students' motivation increase. Students also expect that teachers would like to provide some directions for them.

The other sub-factor of technical factors is a type of feedback. In this sub-factor, Straub (1997) investigated university students on how they perceived 6 types of feedback from their lecturer: praise, advice, imperative, criticism, open questions, and closed questions. A study by Hamplyons & Chens (1999) which was conducted in a Hong Kong university, found mechanics as one of the types of feedback. Therefore, Chong (2017) then classified the 7 types of feedback together: praise, advice, imperative, criticism, open questions, closed questions, and mechanics.

Personal factors have three sub-factors: prior and present knowledge, self-regulation, and self-efficacy. In this factor, students are expected to link their learning performance to their personal characteristics 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 improve in their learning process. This factor is also linked to students' prior and present knowledge on knowing the process of their work.

Trust and emotion are sub-factors of socio-emotional factors. Trust is a factor that often affects students' how they receive feedback from their teacher. Students will openly act and be honest if they have a lot of trust in 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).

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 a 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 to the teaching and learning process even though it would feel different from face-to-face feedback practice.

Meanwhile, Chong (2017) investigated factors that influence the feedback process in the higher education context to increase students' understanding and become an active student in their process. Another researcher, Chong (2019) investigated college student perceptions about teachers giving e-feedback on Google Docs in an International community college in Hong Kong. This study found that students prefer 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 teachers 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 in an academic writing course in language and linguistics in a Malaysia public university. This study found that the student still must face the difficulties of receiving e-feedback from their teacher.

Although there have been a few studies on written feedback in EFL academic writing (Cahyani & Murtafi'ah, 2022; Rahmadhani & Hapsari, 2023) and e-feedback in EFL writing coursework (Alharbi, 2019; Chong, 2017; Chong, 2019; Saeed & Qunayeer, 2020), students' perception of e-feedback practice in online learning is still under-explored in Indonesia higher education context, especially in the setting where the participants enrolling in thesis proposal writing coursework. How are the undergraduate students' perception of the lecturers' e-feedback practice in the process of writing their undergraduate thesis proposal? To fill this gap, the research aims to investigate how undergraduate students perceive e-feedback practice in the process of writing their undergraduate thesis proposal at one of the private universities in Indonesia.

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

Instruments and Procedures
Interview guides
Before collecting data through semi-structured interviews, the researchers designed an interview guide as an instrument to investigate the participants' perception of the lecturers' e-feedback practice during online thesis proposal writing coursework. Roberts (2020) argued that interview guides can provide structure and focus to the interview process (Brinkman & Kvale, 2015; Seidman, 2013; Rubin & Rubin, 2012; Yin 2018). They can also serve to encourage further discussions (Brinkman & Kvale, 2015; Charmaz, 2014; Corbin & Strauss, 2015; Rubin & Rubin, 2012; Seidman, 2013; Yin, 2018). The interview guide was constructed by referring to Chong's (2017) three factors influencing e-feedback practice: technical factors, personal factors, and socio-emotional factors. Table 1 describes the interview guide which elaborates how the conceptual framework of the research is operationalized into interview questions.

Table 1. Interview Guide

Factors influencing e-feedback practice (Chong, 2017)	Interview Question
1. Technical Factors	- 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 in 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 work?
	- 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?	

Interview procedures

The procedures of collecting data through interviews: (1) preparing the interview guides, (2) selecting participants, (3) conducting the interview, (4) transcribing the interview. The study took place in a senior thesis proposal writing class at a four-year institution in Yogyakarta. Thesis proposal writing is a writing coursework that teaches about how to write a thesis to meet the graduation requirements.

At the time when the study was conducted, the curriculum within the department set that the students enrolled in a Thesis Proposal Writing class would continue to have the same lecturer when they passed the subject and continued to Thesis Proposal Defense, in which they defended their proposal in a seminar. If they passed the seminar, they would continue their undergraduate thesis with the same lecturer as their undergraduate thesis supervisor.

Two students from two different classes were willing to participate in this study (Wendy and Irene, pseudonyms). This interview aims to investigate the perceptions of undergraduate students about e-feedback that their lecture gives during online writing classes. The data were collected through an interview via Zoom application and acquired to be recorded.

Data Analysis Procedures

This research 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 experiences, thoughts, or behaviors across a dataset. Because of clarity, simplicity, and flexibility, it allows research for a wide range of analytic options (Braun and Clarke, 2006; Clarke and Braun, 2017). According to Clarke and Braun (2017), thematic analysis (TA) can be applied to both big and small data sets, including case study research with 1-2 participants. Nowell et al (2017) argued that this data analysis technique is also a relatively easy and quick analytic tool to learn for researchers with little or no experience in qualitative research.

According to Nowell et al (2017), there are six phases of thematic analysis. The first phase is familiarizing yourself with the data by transcribing data, reading, and re-reading the data.

Figure 1. Transcribing, reading and re-reading the data

The second phase is generating initial codes with collating data relevant to each code.

Table 2. Thematic Coding

Factors	Aspects	Coding
Technical Factors	Focus of feedback	TF-F-H
	Specificity of feedback	TF-S-H
	Type of feedback	TF-T-H
Personal Factors	Prior and present knowledge	PF-PP-R
	Self-regulation	PF-SR-R
	Self-efficacy	PF-SE-R

Socio-emotional	Trust	SF-T-I
Factors	Emotions	SF-E-I

"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)

Figure 2. Translating into English and generating initial codes

The third phase is searching for themes by collating codes into potential themes and gathering all data relevant to each potential theme. Three prominent themes appear after exploring how the students perceive technical, personal, and socio-emotional factors of the lecturers' e-feedback practices: (1) scaffold the participants to develop technical and conceptual writing skills; (2) support the participants' personal and academic development; (3) The lecturer's e-feedback practice influence the participants' emotion.

Table 3. Thematic Coding & Theme Analysis

Aspects	Coding	Themes Analysis
Focus of feedback	TF-F-H	1. The lecturers' e-feedback practice scaffolds the participants to develop technical and conceptual writing skills
Specificity of feedback	TF-S-H	
Type of feedback	TF-T-H	
Prior and present knowledge	PF-PP-R	
Self-regulation	PF-SR-R	2. The lecturers' e-feedback practice support the participants' personal and academic development
Self-efficacy	PF-SE-R	
Trust	SF-T-I	3. The lecturer's e-feedback practice influence the participants' emotion
Emotions	SF-E-I	

The fourth phase is to review the themes and check if the themes work concerning the code extracts and the entire data set. The fifth phase is 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. The last phase is to produce the report with a selection of vivid, compelling extract examples, final analysis of selected extracts, relating the analysis to the research questions and literature, and producing a scholarly report of the analysis.

According to Guba (1981), four things should be considered by the researcher to earn data trustworthiness. 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.

FINDINGS AND DISCUSSIONS

This study aims to investigate how undergraduate students perceive e-feedback practice in the process of writing their undergraduate thesis proposal at one of the private universities in Indonesia. The findings revealed three prominent themes on how the students perceive the lecturers' e-feedback practices: (1) scaffolded the participants to develop technical and conceptual writing skills; (2) supported the participants' personal and academic development; (3) influenced the participants' emotions.

1. The e-feedback practices scaffolded the participants to develop technical and conceptual writing skills

Both participants experienced 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 asked for specific feedback to their lecturers so that they can develop their thesis. This is relevant to Chong (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 asked her lecturer if there were some things that she did not understand after her feedback session through personal chat because sometimes she felt embarrassed to ask directly during consultation days. Meanwhile, Irene always asked for specific feedback directly during her feedback session through Zoom. In thesis proposal writing online class, Wendy and Irene also experienced receiving 7 types of e-feedback from their lecturers. Straub (1997) investigated university students who perceived 6 types of feedback by their teacher such as: 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 were given advice and praise. Teachers who provide open and closed questions can also make students not only receive feedback, but also actively participate during their feedback sessions.

Receiving and providing feedback in an online class is a new experience during the pandemic. Wendy and Irene were undergraduate students enrolling in online thesis proposal writing coursework for one semester. Wendy experienced confusion at the beginning of her first online thesis proposal writing classes. She was also afraid of not doing well in writing her thesis. She perceived her confusion and her anxiety as a result knowledge gap and her misunderstanding in responding to her lecturer supervisor's feedback. However, she sometimes still struggles to understand the direction of the e-feedback that her lecturer provided in Google Docs. Whenever she found difficulty in responding to the feedback, her lecturer let her revise the parts that she was still unsure about during synchronous consultation sessions via Zoom meetings. 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, we 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 felt the difficulty during her first online thesis proposal writing class. However, over time, she began to get used to it because online classes have been held for almost a year. Although Irene had trouble, she felt she was facilitated by her lecturer because her lecturer always gave her the recording of her thesis feedback session mediated by Zoom meeting through Google Classroom. Irene was greatly helped by the recording because it could help her recall and revise her writing. 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 her mistake in her thesis was. She also always thinks that every feedback that her lecture provides is always helpful for her to fix her mistakes 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 specific feedback, Wendy always asked her lecturers some questions to get more specific feedback through personal chat because she often felt embarrassed asking her lecturer in class during consultation day. Her lecturer always gave her good response every time she asked for something that she did not understand. She thought that her lecturer did not mind at all 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 waited for her lecturer to give the consultation schedule and preferred to ask several questions when she felt confused with her writing to get more specific feedback directly through Zoom after the lecturer reviewed her thesis. Irene added that when she was having a hard time when working on her thesis, she made sure to asking for help to her lecturer and she often got a very well and fast respond from her lecturer. Her lecturer often gave her recommendations to read journals so she could 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 got several types of feedback such as: praise, advice, criticism, imperative, open questions, closed questions, or mechanics. Wendy and Irene received the type of e-feedback to ensure that they had already demonstrated an understanding of their work. Both Wendy and Irene confirmed from the interview that their lecturers would always give them criticism and suggestions on their thesis, but they also often received praise that had

encouragement from their lecturers which could make them feel happy and motivated to develop their thesis. Irene also added that when she received criticism and adviced from her lecturer, she did not feel sad and unmotivated, but she became motivated and sometimes get excited to continue her thesis.

> *"Emm... after we write, my lecturer 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 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)*

2. The e-feedback practices supported the participants' personal and academic development

Both participants had experienced being more active in responding to some of the 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 they 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 that 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 felt unable to continue writing their thesis because they felt confused with what they wrote fter having a revision or feedback session with their lecturer. This case is relevant to what Chong (2017) said that 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 while working on their thesis, their lecturer always helps them by giving them some advice or motivation. Wendy and Irene were able to make progress while working on their thesis due to personal factors such as linking their prior and present knowledge, making 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 lecturer 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 lecturers are 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 in setting her goals and write even more. She also grateful that her habit of setting goals for her writing progress also persists to 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 sets 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 at 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 finish her 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 made 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 while 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 given 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 the struggle she mentioned, 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 that 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, they were both persistent in responding to feedback from the lecturers and could face their laziness. 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.

3.The lecturers' e-feedback practices influenced the participants' emotions.

In socio-emotional factors, Wendy sometimes communicates her feelings about her thesis after receiving feedback because she has the flexibility of communicating her feelings to her lecturer. Meanwhile, Irene rarely communicates her feelings or asks for something she does not understand from 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 a conversation with the teacher is when students and teachers have flexibility in communication. In delivering 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 in learners such as embarrassment, confusion, lack of confidence, and anxiety. However, in the participants' case, they never experience their lecturer giving inappropriate e-feedback during their feedback session. Their lecturer often gives them advice and motivation that can improve their writing progress.

Socio-emotional factors have a quite big influence on 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 motivated 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 be open and ask her lecturer about the las feedback she receive 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 preferred to not communicate her struggle with her lecturer if there was something she did not understand and preferred to study it by herself after receiving the record of feedback that had been given by her lecturer. Irene confirmed that she often felt awkward asking her lecturer several times. However, if she had already felt that she could not 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 that their lecturers were cynical or full of criticism when providing e-feedback. When their lecturers provided e-feedback, they never consider it as negative or inappropriate feedback. Their lecturers often gave them feedback that can build their encouragement. Based on Wendy's experience, she never felt her lecturer providing feedback in a judgmental way. She just felt that her lecturer emphasized some important points and made sure she could understand what she had written 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 lecturer never forced her to do her thesis in a hurry, at least there's always 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 had written 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 lecturer. I choose to just do my thesis…"(SF/E/IR/021)(Translated version)*

CONCLUSION

The research has examined the perception of undergraduate students of the lecturers' e-feedback practice online academic writing coursework. Participants who initially felt unable to face online classes during the COVID-19 pandemic, in the end, finally 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. They perceived that the lecturers' e-feedback practices helped them technically, personally, and socio-emotionally. 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 to decrease. This 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 can be used as a reference for lecturers and researchers on how students perceive the lecturers' e-feedback practices in online thesis proposal writing classes. However, this study has several limitations: first, this research only focuses on higher education and in a pandemic situation; second, the context is limited to the department where the research was conducted and only involves two participants. Future research may involve more participants in more than one department in the university to compare how e-feedback practice may be beneficial for the learning process in blended learning or distance learning with mixed methods.

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