

**THE PERCEPTION OF THE ENGLISH DEPARTMENT STUDENTS
ON THE CONTRIBUTION OF THE LECTURERS' FEEDBACK
ON THEIR PARAGRAPH WRITING ASSIGNMENT
A THESIS**



Yonatan Alexander

1213015051

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA
2020**

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A THESIS

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in English Language Teaching



Yonatan Alexander

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2020

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(I)

This thesis entitled **The Perception of the English Department Students on the Contribution of the Lecturers' Feedback on their Paragraph Writing Assignment** by Yonatan Alexander (1213015051) has been approved to be examined by the Thesis Board of Examiners.




P. Hady Sutris Winarlim, M.Sc.

Advisor

APPROVAL SHEET

(II)

This thesis entitled **The Perception of the English Department Students on the Contribution of the Lecturers' Feedback on their Paragraph Writing Assignment** prepared and submitted by Yonatan Alexander (1213015051) has been examined and declared PASSED by the Board of Examiners.


Dr. B. Budiyo, M.Pd.

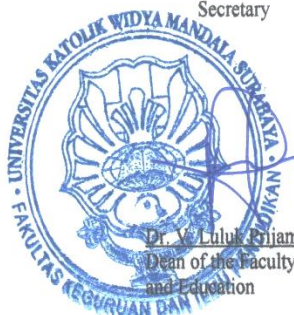
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Advisor



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Dean of the Faculty of Teacher Training
and Education



P. Hady Sutris Winarlim, M.Sc.
Head of the English Department

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Nama : YONATAN ALEXANDER
Nomor Pokok : 1213015051
Program Studi : Pendidikan BAHASA INGGRIS
Jurusan : Pendidikan BAHASA INGGRIS DAN SENI
Fakultas : Keguruan dan Ilmu Pendidikan Unika Widy Mandala Surabaya

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ABSTRACT

Alexander, Yonatan. 2020. **The Perceptions of the English Department Students on the Contribution of the Lecturers' Feedback on their Paragraph Writing Assignments**. English Department of Faculty of Teacher Training and Education, Widya Mandala Catholic University.

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For decades, English has covered majority fields and is spreading worldwide as social phenomenon to such an extent where English is no longer an option but a necessity to keep the communication lines open and the social relationship in good repair (Leech, 1974). Nevertheless, mastering English has never been a trouble-free journey especially in writing. Inevitably, the presence of lecturers' feedback is needed to guide the learners on the aspects where they do not perform quite well.

This study adopted a descriptive qualitative study using online questionnaire namely Google Form as its instrument. The researcher employed the use of online questionnaire in search of the English Department students' perception on the advantages, disadvantages, drawbacks and meaning of the lecturers' feedback. The respondents were 60 English Department students of the second semester of batch 2018 and took Paragraph Writing class.

The result of the study revealed that the majority of the students experienced the benefits from getting the lecturers' feedback during Paragraph Writing class. The majority agreed that the lecturers' feedback motivated and encouraged them to perform better and acknowledged its usefulness. The result also showed that the most of the students value the lecturers' feedback as a suggestion of how to enhance their next performance for their next assignments.

Despite of the evidence of the virtue that the presence of the lecturers' feedback has given positive effects towards the student in Paragraph Writing assignments, it is hoped that the English teachers use less academic language when providing feedback to prevent the students from being confused in understanding the lecturers' feedback. The researcher also hoped that there will be researchers who will conduct a study on the area where it is not yet explored such as comparing the effectiveness of the lecturer's written feedback and the lecturer's oral feedback or exploring the students' perceptions about the benevolence of giving various types of feedback during writing class.