

**STUDENTS' PERCEPTION ON LECTURER'S FEEDBACK IN
QUALITATIVE AND QUANTITATIVE COURSE**

THESIS

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Students' Perception on Lecturer's Feedback in Qualitative and Quantitative Course

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 08 Juni 2024

Saya yang membuat surat pernyataan,



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ABSTRACT

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This research aims to determine students' perceptions of lecturer feedback on qualitative and quantitative courses and investigate the types of feedback that students find most useful. The sample for this research was six English language education students who had taken qualitative and quantitative courses. This research uses a qualitative method with random sampling to obtain interview data. The research results show that lecturers use two feedback categories in qualitative and quantitative courses: corrective and strategic feedback. It was found that lecturers provide feedback to help students understand and provide suggestions for improvement or further development. The research results also show that lecturers use both types of feedback: oral and written. This shows that students believe both feedback types are very useful in qualitative and quantitative courses. Moreover, this research found obstacles experienced by students, such as difficulty understanding due to limited time.

A R - R A N I R Y

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research paper. It is divided into several parts, namely background of study, research questions, the aims of the study, the significant of the study, and terminologies.

A. Background of Study

Education is the core of the learning process in higher education institutions. English education has an effective teaching role in forming students' understanding and competence. In an effort to improve the quality of learning, feedback from lecturers has a very important role. Lecturer feedback is a mechanism that encourages reflection and improvement of student performance. Lecturer feedback has an important role in improving student learning in various fields of study. Especially in qualitative and quantitative courses in English education, lecturer's feedback can play a crucial role in guiding students to understand and apply complex concepts (Sadler, 2010).

In qualitative and quantitative courses, students are faced with the challenge of understanding, applying and interpreting data and research results. Therefore, the feedback given by lecturers must be relevant, clear and constructive, so that students can develop a deep understanding of the material being taught. Effective teaching not only includes delivering material in a clear and structured manner, but also involves providing good and in-depth feedback to students. Feedback in

teaching is the process of providing information about student performance that can be used to improve their understanding and skills. Effective lecturers play an important role in providing feedback that motivates and supports students. Good feedback must be specific and provide clear direction on steps for improvement (Hattie & Timperley, 2007).

The efforts to provide effective feedback often encounter various challenges. Lecturers must be able to manage time, provide feedback that suits students' individual needs, and maintain good communication to ensure proper understanding. Therefore, understanding how teaching and feedback is given and responded by students is very important. The research on student perceptions of teaching and lecturer feedback can provide valuable insight into the effectiveness of teaching in the context of English language education.

However, understanding how students respond to lecturer feedback in qualitative and quantitative courses still needs to be further investigated. Students' perceptions of feedback can be influenced by various factors, including the method of delivering feedback, clarity of message, interpersonal relationships between lecturers and students, and previous learning experiences. Therefore, research on student perceptions of lecturer feedback in qualitative and quantitative courses is important to improve teaching and learning practices in the context of English education.

Feedback is a very important method in the learning and teaching process. However, research on how feedback is applied in qualitative and quantitative courses still needs to be deepened. Therefore, the researcher tried to complete

feedback research, especially wanting to see more about students' perceptions of the feedback given by lecturers during the learning process in qualitative and quantitative courses and what kind of feedback is most useful in qualitative and quantitative courses at an English education department of a major public Islamic university in Banda Aceh.

B. Research Questions

The research questions of this study are :

1. How do lecturers provide feedback on English Language Education students' qualitative and quantitative?
2. Which types of feedback that students find most useful in qualitative and quantitative course?

C. The Aims of Study

The purposes of this study are :

1. To explore how English lecturers provide feedback when teaching qualitative and quantitative course
2. To investigate the kinds of feedback that students find most useful in qualitative and quantitative course

D. The Significant of Study

This research is expected to obtain useful results for readers, including:

1. For Lecturers

Enhancing Teaching Effectiveness: Understanding how students perceive feedback in different types of courses can help lecturers tailor their feedback strategies. For instance, insights gained from this study could inform lecturers on

how to provide more effective feedback in both qualitative and quantitative courses, potentially improving student learning outcomes.

Improving Communication: Insights into students' perceptions can facilitate better communication between lecturers and students. This understanding can help lecturers adjust their feedback delivery methods to ensure clarity and effectiveness, fostering a more supportive learning environment.

Professional Development: Feedback on how students perceive their feedback can serve as valuable input for lecturers' professional development. It can highlight areas where lecturers can improve their feedback practices and align them more closely with students' expectations and learning needs.

2. For Students

Learning Enhancement: Understanding how peers perceive feedback can help students reflect on their own learning strategies. It provides insights into what constitutes effective feedback and how they can leverage feedback to enhance their understanding and performance in qualitative and quantitative courses.

Voice and Agency: Participating in studies on feedback perception empowers students by giving them a voice in shaping educational practices. It encourages active engagement in their learning process and promotes a constructive dialogue between students and lecturers.

Expectation Alignment: By articulating their perceptions of feedback, students contribute to clarifying expectations between themselves and their lecturers. This alignment can lead to more meaningful interactions around feedback, where both parties have a clearer understanding of roles and responsibilities.

3. For Researchers

Contribution to Literature: This study can contribute to the existing body of research on feedback in educational settings, particularly in the context of qualitative and quantitative courses. It fills gaps in understanding by exploring how feedback practices vary across different types of courses and the implications for student learning.

Methodological Insights: Researchers can gain insights into effective methodologies for studying feedback perception among students. This includes exploring qualitative and quantitative research methods to capture nuanced perceptions and experiences related to feedback.

Policy and Practice Implications: Findings from this study can inform educational policies and practices related to feedback in higher education. Researchers can provide evidence-based recommendations for improving feedback mechanisms that support student learning and academic success.

E. Terminologies

1. Students' Perception

Students' perception in this study refers to students' opinion about the lecturer's feedback in qualitative and quantitative course at an English education department of a major public Islamic university in Banda Aceh. Perception is a reaction that occurs when an external impression is perceived after being combined with a memory. Perception relies on background information that triggers a response. Perception is related to behavior and attitudes because when they think about something, they will most likely act based on what they think.

Perception is the process of conveying stimuli to the human senses, or the ability of the senses to channel stimuli to the senses. Human senses vary in viewing things as good or negative, which influences how we act (Walgito, 2010).

2. Feedback

Feedback is one of the elements that can improve students' abilities in the teaching and learning process. Feedback from teachers provides information to students about the mistakes they have made during the learning process, and the purpose of feedback is to improve students' learning ability.

Feedback is the process of providing information about an individual's performance in an activity, such as learning, work, or social interaction. The purpose of feedback is to help individuals understand their strengths and weaknesses and provide instruction and suggestions for improvement and growth. In learning situations, feedback plays an important role in improving student understanding, motivation and performance (Nicol & Macfarlane, 2006)

3. Qualitative and Quantitative Course

Qualitative research is based on identifying a central phenomenon which could take the form of a concept area or a process. The research is centred on a research question which is often open in nature, at least at the start of the research. Information is then collected by the researcher using qualitative approaches to explore this further. The nature of qualitative research is to explore a research theme to develop understanding of factors influencing this issue.

Quantitative research is centred on 'explaining or predicting relations among variables' (Cresswell 2011: 63). As the name implies, qualitative research involves

the collection and analysis of numerical data. Also a hypothesis may be used, particularly in an experimental approach which is tested using statistical procedures. Qualitative and quantitative in this study refers to the subject taught at an English education department of a major public Islamic university in Banda Aceh.

