

**THE IMPACT OF CHATGPT's FEEDBACK AND STUDENTS'
PERCEPTION COMPARED TO LECTURER'S FEEDBACK IN
AN ARGUMENTATIVE WRITING COURSE**

A Thesis



**By
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**English Language Education Study Program
Teacher Education Faculty
Widya Mandala Catholic University Surabaya
2026**

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PERCEPTION COMPARED TO LECTURER'S FEEDBACK IN AN
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A Thesis

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This thesis, entitled “The Impact of ChatGPT’s Feedback and Students’ Perception Compared to Lecturer’s Feedback in an Argumentative Writing Course” prepared and submitted by Marcella Della Setiawan, 1213022013, has been approved to be examined by the Thesis Board of Examiners.



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ABSTRACT

Artificial Intelligence (AI) has become more common in education, including writing classes. One AI tool that students usually use is ChatGPT, which can provide instant feedback on writing. However, lecture feedback is still important because it can give detailed and personal feedback and suggestions based on students' needs. Therefore, this study is to compare students' writing scores after getting ChatGPT feedback and lecturer feedback and also to explore students' perception of both types of feedback in their argumentative writing class.

This research used mixed method explanatory sequential design. The participants of this research were the third semester students who enrolled in an argumentative writing class at a private university in Surabaya, Indonesia. The participants were selected using purposive sampling. The quantitative data were collected through two writing tasks from 12 students, while the qualitative data were taken from open ended questionnaire, answered by 9 students and semi structured interview with 4 students. The qualitative data were analyzed using Wilcoxon Signed Rank Test using Jamovi, while the qualitative data were analyzed using thematic analysis.

The quantitative findings showed that students higher writing score after getting lecture feedback than after getting ChatGPT feedback. The Wilcoxon Signed Rank Test showed a significant difference between two scores ($p=0.025$), while the qualitative findings showed that students had positive perceptions about ChatGPT. They said that ChatGPT is very helpful because it provided instant feedback, available 24/7 and help them to identify grammar mistakes. But, they also said that ChatGPT sometimes gave general responses, used rigid language and sometimes misunderstood their prompts. On the other hand, students appreciated lecture feedback because it was more personalized and more helpful in improving their essay structure and arguments

In conclusion, students got higher score after getting lecture feedback than after getting ChatGPT feedback. Although students said that ChatGPT is helpful because it provided instant feedback, and help them on grammar, students said that lecture feedback was more helpful for revising argumentative essays. Therefore, ChatGPT is recommended as a complementary tool rather than replacement

Keywords: argumentative writing; ChatGPT; ChatGPT feedback; lecture feedback; mixed method

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