

Abstract

Feedback is the heart of learning experience in the thesis writing. This research aims to examine the nature of feedback and the contribution of feedback to the development of students' thesis within the context of writing supervision at one of Tourism Institutes in Bandung. This research employs a qualitative design involving three students writing thesis and their six supervisors as participants. Data were collected on observation, document analysis, interview with students and supervisors, and thesis assessment. The data were analysed by assigning codes to categorize information, identifying patterns and connections between categories, and interpreting the data from the multiple sources. The results show that the nature of feedback is dominated by the feedback on the quality of the contents and writing mechanism. The thesis experienced major changes when feedback dealt with strategies particularly like written and spoken modes and amount of content quality. Remarkable improvement of thesis is contributed by feedback contents that involve focus, comparison, functions, valence especially for suggestions, clarity and specificity. Reasonable thesis enhancement is given by less specific and inspiring tone of feedback. With regard to sources of feedback, strong contribution was presented by supervisors whose interests matched the students' topics of interest. The thesis underwent minor changes when feedback only dealt with the nature of the responsibility of supervisors and students as well as the relationship between them. In conclusion, different types of feedback and the way of the feedback provided determine the quality of students' responses to the feedback. The deeper feedback on the quality of the contents indicates the better students' responses to improve the quality of the thesis.

Keywords: *feedback, strategies, contents, sources, providers, contribution*