

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussions of the present study. It focuses on the two research problems formulated in Chapter 1, i.e. (a) the nature of feedback in thesis writing supervision and (b) the contribution of feedback to the development of the students' thesis writing. Section 4.1 explores the nature of feedback in writing supervision and section 4.2. examines the contribution of feedback to the students' thesis writing.

4.1. The nature of feedback in thesis writing supervision

This section presents how the supervision was conducted with specific attention paid to the nature of feedback. In the nature of feedback in thesis writing supervision, feedback providers and receivers, feedback strategies, feedback contents and feedback sources are discussed in details.

4.1.1. Feedback providers and receivers

In writing supervision, feedback providers act as supervisors and feedback receivers act as students (see Table 4.1). Both providers and receivers are individuals who are involved in determining the process and products of thesis. This part examines the selection of supervisors, responsibility of supervisors, responsibility of students and the relationship between supervisors and students.

Table 4.1. indicates the notion of feedback providers and receivers that includes selection of supervisors, responsibility of supervisors, responsibility of students and the relationship between supervisors and students. The data were gained from the textual evidence, interview with students, interview with supervisors and observation of the three students with their six supervisors

In columns A (textual evidence), C (interview with supervisors), and D (observation), the highest score is six (6) as there are six supervisors providing

feedback for the students. In column B, the highest score of interview with students is three (3) because there are three students who got the feedback.

Table 4.1.
Data of Feedback Providers and Receivers
Period: May – November 2013

Sub-variables	Textual evidence	Interview with students	Interview with supervisors	Observation
	A	B	C	D
Selection of supervisors				
a. Manner (1) planned	-	1	2	-
b. Manner (2) unplanned	-	2	4	-
c. Match with the field	-	2	4	4
Supervisors' Responsibilities				
a. Providing guidance	4	3	6	6
b. Meeting regularly	4	3	6	6
c. Ensuring the completion	6	3	6	6
Students' Responsibilities				
a. Attending the meetings	4	3	5	6
b. Taking initiative	6	3	6	6
c. Completing on time	6	3	6	6
Supervisors and student Relationship				
a. Open communication	4	3	6	6
b. Close relationship	4	2.5	5	4

Score two and half (2.5) in the relationship between the students and supervisors means each of the two (2) students had close relationship with both supervisors and one (1) student had close relationship with only one of her two supervisors. Blank (-) means that the category is not applicable. For example, selection of supervisors is not evidenced in the students' drafts of thesis (textual evidence) and observation. The detailed discussion is presented in sections 4.1.1.1 through 4.1.1.4.

4.1.1.1. Selection of supervisors

Selection of supervisors is the first important step in thesis supervision as the right supervisors decide the right feedback. There are two aspects in the selection of supervisors, i.e. manner and match. As shown in Table 4.1, one student (student 3) selected the supervisors in planned manner with evidence such as “I chose my supervisors as planned and the study program agreed on the choice.” (Appendix 3 Table 17). Two students (students 1 and 2) selected their supervisors in unplanned manner as the supervisors proposed were not approved by the management. The evidence is indicated in Appendix 1 Table 3, Appendix 2 table 10 with comments such as “I proposed my supervisors but the management decided to assign other supervisors” and “I gave my research title with the supervisors to the study program. The supervisors were decided by the management to match the title with the expertise of the supervisors. They were not my choice.”

The two students proposed their supervisors as they thought that they were the right persons to supervise them. However, the study programs decided to assign different supervisors whose expertise matched with the students’ topics of interest. Although the selection of supervisors was considered to be unplanned, it does not influence the quality of feedback provided. The evidence above is not in line with the statement that the selection of a supervisor which is done in an unplanned manner may become one of the reasons for regret, lack of motivation, and poor quality of research output (Ray, 2007). The unplanned selection of supervisors did not make the students regret as the selected supervisors happened to have expertise that were relevant to the students’ interest. These supervisors may provide feedback that influences the contribution to the thesis development.

On the other hand, student one (1) who selected the supervisors in planned manner, claims that her two supervisors’ expertise did not match with her topic of interest. The evidence is shown in Appendix 1 Table 3 with a statement such as “The supervisors’ expertise should have matched with the field of study in order

to be able go deep into the contents or theories. They should have understood all parts of the thesis and should have given sufficient suggestions”. In fact, the supervisors did not give sufficient feedback on the contents and organisation. They provided feedback on grammatical accuracy and statistics only and were reluctant to provide feedback on the contents and organisation. Although, the supervisors were selected in planned manner, the student regretted because the supervisors were not able to give sufficient feedback. It is against the statement that the supervisors selected in planned manner do not become one of the reasons for regret, lack of motivation, and poor quality of research output (Ray, 2007). It partially supports the statement that the effective selected supervisors are the ones who are selected as nominated by students (in planned manner) and whose expertise matches with students’ topics of interest (Eggleston & Delamont, 1983; (Eggleston & Delamont, 1983; Wright and Lodwick, 1989). This regret should not happen when the selected supervisors were the right persons to provide sufficient feedback. The planned selection of supervisors does not match with the students’ expectation. It also indicates that the planned selection does not have any effect on the contribution of feedback to the students’ thesis development.

Connected with the match of the supervisors’ expertise with the student topics of interest, there is variation. Two students (1 and 2) selected their supervisors not as intended but the supervisors’ expertise matched with the topics of interest. However according to student 1, one of the supervisors (supervisor 1a) did not match with the topic of interests. On the other hand student 3 whose supervisors were selected in planned maner, one of them (supervisor 3b) did not match with the topic of interest. The evidence is indicated in Appendix 2 Table 10 and Appendix 3 Table 17 with comments such as “They were the right persons to help me on the topic.”; “The supervisors matched with the research interest. Supervisor 3a was expert in my topic area and comfortable and relaxed to talk with. Supervisor 3b was thorough and careful.” The evidence supports the statement that it is very important to have supervisors’ expertise matched with the

student's topic of interest (Eggleston & Delamont, 1983). The matching of student's topic of interest with supervisors' expertise is effective and crucially important as the supervisors are able to ensure the partnership and provide thorough feedback on the whole parts of thesis.

The claim of students about the supervisors' expertise was not consistent with the supervisors' claim. Five supervisors claim that their expertise matched with the students' topics of interest. The information can be seen in Appendix 1 Table 4 and Table 5, Appendix 2 Table 11 and Table 12, and Appendix 3 Table 18 with comments such as "I think the topic matched with my interest."; "The supervisors matched with the topic of interest."; "My field is partly suitable. I teach anthropology and environment and her title was about community and environment."; "The research topic matched with my interest dealing with tourism community."; "Her research topic matched with my interest."

In short, the planned/unplanned selection of supervisors does not influence the supervisors' match with students' interest (see students two and three). It does not influence the contribution of feedback to the development of students thesis. The study programs know better the right supervisors whose expertise matches with students' topics of interest. However, student one (1) whose supervisors were selected in planned manner as approved by the study program regretted that the supervisors did not match with the topic of interest. Student two whose supervisors were selected in unplanned manner, their expertise matches with the topic of interest. These supervisors were able to provide sufficient feedback on the whole parts of the student's thesis. The match of supervisors' expertise with the topic of interest contributes to the development of students thesis. This study shows that the match gives more influence than manner.

4.1.1.2. Responsibility of supervisors

Supervisor's responsibilities are to provide guidance for the students to write thesis, meeting regularly and ensuring the completion of thesis. Referring to

the guidance as seen in Table 4.1, it is found that four supervisors (1a, 2a, 2b, and 3b) provided oral and written feedback, while two of them (supervisors 1b and 3a) provided oral feedback only. The more detailed evidence of written and oral feedback is discussed (in 4.1.2.4. about modes of feedback that include oral, written and electronic feedback).

The evidence of guidance provision is indicated in Appendix 1 Table 6 “The supervisor gave comments on concept and writing mechanism.”; Appendix 2 Table 13 “The supervisor was responsible for guiding the student to focus on her topic of interest.”; Appendix 2 Table 14 “The supervisor was responsible for guiding the student both on the concept and writing mechanism.”; Appendix 3 Table 20 “The supervisor guided the student by providing feedback through discussions or interaction, questions and answers.”; Appendix 3 Table 21 “The supervisor guided the students from the proposal, recommended the locus and read the whole parts of the draft and gave feedback.”

The guidance provision from interviews with the students is shown in Appendix 1 Table 3 “My supervisors provided guidance to write my thesis.”; Appendix 2 Table 10 “The supervisors guided me with the whole parts of the thesis.”; Appendix 2 Table 10 “Both supervisors met me regularly, guided me to write my thesis and to ensure my completion.” The data of interviews with supervisors are shown in Appendix 1 Table 4 “I was responsible for the contents and the writing mechanism.”; Appendix 2 Table 11 “I guided her to focus on her interest about tourism community and environment.”; Appendix 2 Table 12 “My responsibility was to give guidance, to bring the student to go to the right direction.”; Appendix 3 Table 18 “I guided her to focus on her interest and suggested her to find a research topic related to her interest.”

The guidance from the supervisors mentioned above help the students write the whole parts of their theses. This is in line with the idea that supervisors help students set writing goals from the start of the thesis and all the way through the end so that they know the whole stages such as planning their writing and

making the plan manageable (Murray, 2002, p. 21). The supervisors responsibilities to provide writing guidance on the whole parts of students' thesis were not sufficiently done by the supervisors as one of them was responsible for the statistics only, two of them guided more on the writing mechanism, and three of them were responsible for the content and organisation. This evidence shows that only half (three) of supervisors provided feedback on the content quality of the whole parts of students' thesis.

With regard to the frequency of meetings, five supervisors (1a, 1b, 2a, 2b and 3a) had regular meeting with the students but one supervisor (3b) was able to meet student three (3) less than the frequency required. The detailed information about feedback frequency is discussed in Timing that include immediacy and frequency (4.1.2.2.). The frequency of meetings meets the school requirement (STPB, 2012) as students attended the meetings eight times and more. The frequency helped the supervisors supervise the students as frequently as required the allocated time. It is in line with Murray's argument that supervisors are to help students set writing goals from the start of the thesis and all the way through the end so that they know the whole stages such as planning their writing and making the plan manageable.

Connected with the time of completion, the evidence can be seen in appendix 1 Table 4 "I met the student regularly and gave feedback to the student from the beginning until the end to ensure the time of completion"; Appendix 2 Table 8, Table 9, Table 11 "Continuous feedback provided was to ensure the completion."; "There was continuous feedback to ensure the time of completion."; "The student made very good progress and completed on time." Appendix 3 Table 16 and Table 17 "Regular comments on student's drafts to ensure the completion of the thesis on time."; "Both supervisors met me regularly, guided me to write my thesis and to ensure my completion." From the evidence above, all supervisors are successful to push all students to complete the theses within the allocated time. All students could complete their theses and attended the theses

examinations as scheduled and they all passed. This evidence is in line with the statement that the supervisors are able to ensure that the thesis is completed and submitted within the period stipulated by the University for assessment (Guide on Thesis Supervision, 2010-2011, pp. 38-39). Encouraging or pushing students has an important contribution to make sure the completion of students' thesis.

4.1.1.3. Responsibility of students

The responsibility of students as indicated in Table 4.1. includes attending the meetings, taking initiatives and completing the thesis on time.

With regard to the attendance, two students (students 1 and 2) met the supervisors as required. One student (student 3) met one of the supervisors as required but met the other supervisor (3b) less than the frequency required. The evidence of the two students who met the supervisors is indicated in Appendix 1 Table 3 "I attended supervision regularly as required and finished on time.", Appendix 2 Table 10 "I attended supervisions regularly and did my revision as fast as I could"; and Appendix 3 Table 17 "My responsibility was to attend the meetings regularly and to complete my thesis on time." The evidence of one student (students 3) who did not meet the minimal requirement is in Appendix 3 Table 17 "I met her only 5 times.", Appendix 3 Table 19 "She did not come regularly and was very intensive on the last days to catch up with the deadline." The students' attendance is still in line with (STPB, 2012) because two students were able to meet the supervisors as frequent as required and only one student who was not able to meet one of the supervisors as required. Fulfilling the attendance requirement helps supervisors and students have enough time to discuss and complete the whole parts of students' thesis.

With regard to the initiatives of students, all students had initiative and were active. The data can be seen in Appendix 1 Table 1, Table 3 and Table 6, Appendix 2 Table 8, Table 9, Table 13 and Table 14, Appendix 3 in Table 16, Table 20 and Table 21 with evidence such as "I tried to take initiative and to do

my best.”; From the observation, the information is shown in Table Appendix 1 , Table 7, Appendix 2 , Appendix 3 with evidence such as “The student was active and initiative to complete the thesis on time.”; “The student was responsible for attending the supervision, revising the mistakes, and completing the thesis”. “The student attended the meetings and made progress that could be seen from the drafts in the textual evidence.”; “The student’s drafts showed that there was progress. The thesis was completed on time.”; “The responsibility was shown in the progress of the draft after being revised.”; “The student made very good progress and completed on time.”; and “The progress was seen by the regular meetings with the supervisor.” The evidence above is in line with the idea that students were active listeners and had the initiative throughout the thesis writing process by asking and discussing the problems with the supervisors (MA Programme Director, 2008). They were able to make a significant progress and were responsible to complete her thesis on the right time.

Concerning the completion of the theses, all students were able to complete their theses on time. The information can be seen in Appendix 1 Table 5 “... able to complete their thesis on time.” Appendix 2 Table 8 “The student completed the thesis within the allocated time.”, Appendix 2 Table 14 “The student was able to complete on time.”, Appendix 3 Table 17 “... to complete my thesis on time.”, Appendix 3 table 18 “She was responsive, able to grasp and develop ideas well and to complete the thesis on time.” All the students did not only complete the theses on time but also passed and made satisfactory academic progress according to the assessment of the independent evaluator. The evidence of students’ responsibilities supports the statement that the students are able complete and submit their thesis within the period stipulated by the institution (Guide on Thesis Supervision, 2010-2011, pp. 38-39, MA Programme Director, 2008). Through regular and sufficient meetings and taking initiatives, students are able to gain enough feedback from the supervisors, to have initiatives to respond to the feedback and to complete their thesis within the allocated time.

4.1.1.4. The relationship between supervisors and students

The students and supervisors relationship indicated in Table 4.1 includes open communication and close relationship in the supervision.

With regard to the open communication, it is found that all supervisors have open communication. The information is indicated in the data of observations Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, and Appendix 3 Table 20 and Table 21 with evidence such as “The supervisor read the drafts and showed the problems and suggested the solution.”; “The problems were shown and discussed with the students.”; “The student shared her problems such as in finding references, data collection and analysis and the supervisors suggested the solutions. The evidence of interview with the students is indicated in Appendix 1 Table 3, Appendix 2 Table 10, Appendix 3 Table 17 with comments such as “There were open and honest communication. They all were very inspiring.”; “I was more open and close to supervisor.” The data of interview with supervisors are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10 and Table 11, Appendix 3 in Table 18 and Table 19 with comments such as “She was honest and open-minded. She sometimes called me or sent message to me when she got stuck.”; and “There was good relationship and open communication.” The evidence of open communication mentioned above is shown by the trust, warm and honest collaboration between students and supervisors. This is in line with the statement that the communication is able to make the students and supervisors cooperate well (Blumberg, 1978) and reveals that much more is involved than a simple transference of knowledge from the supervisors to the students (Green, 2005, p. 154). With an open communication, students feel confident to share their problems in writing thesis and do not feel reluctant to ask the solutions of the problems.

Connected with close relationship, it is found that three students were close to the supervisors, five supervisors (1a, 1b, 2b, 3a and 3b) were close to the students. One student (Student 3) was not close to supervisor 3b but close to

supervisor 3a. The evidence of the three students who were close to the supervisors is indicated in Appendix 1 Table 3 “They were close to me and were like my partner, guide, advisor and supporter.”; “Supervisor 2b was more close and friendly than Supervisor 2a.”; “I was more open and close to supervisor 3a.” The evidence of the four supervisors (1a, 1b, 2b, 3a and 3b) who were close to the students is shown Appendix 1 Table 4 and Table 5, Appendix 2 Table 12, Appendix 3 Table 18 and Table 19 such as “I am close to my student and as student’s advisor or supporter.”; “There is a warm and close relationship ..”; Table 18 “We had an open, close, warm and honest communication.”; “I am a permanent lecturer; I was close to the student.” and “I am close to her but she is not close to me.” The evidence of one supervisors who were not close to students is indicated in Appendix 2 Table 11 “I am not a permanent lecturer; I am not very close to the student.” One student who was not close to one supervisors is shown in Appendix 3 Table 17 such as “... but I was not close to her., I did not want to make her angry at my progress. I was reluctant to meet her and she was too busy and difficult to meet.”

The close relationship mentioned above helps students keep in progress with the theses until the theses are completed. This in line with the statement that the completion of students’ theses is a process that depends on a close, working relationship between supervisees and supervisors (Abiddin, 2007). However, student three who was not close to one of the supervisors is still able to go through the thesis and is able to complete the thesis. This means that the close or unclosed relationship between supervisors and students does not influence the contribution to the thesis development or completion.

In summary, the feedback providers and receivers discussed selection of supervisors, responsibility of supervisors, responsibility of students and the relationship between supervisors and students. In the selection of supervisors, the planned or unplanned selection of supervisors does not show the contribution of feedback to the thesis development. The matched supervisors with the topics of

interest show that they are able to provided feedback in deep. The unmatched supervisor with topic of interest make students dissatisfied with the feedback. In the responsibilities of supervisors, all supervisors were responsible to provide guidance, to meet the students regularly for monitoring and evaluating students' progress, and to ensure the time of completion. They encouraged and pushed students to complete their thesis within the allocated time and all students were successful to finish their thesis. The relationship between the students and supervisors is open and close. Their relationships become the key elements in successful supervision.

4.1.2. Feedback strategies

The feedback strategies as shown in Table 4.2. include timing, amount, modes and audience. The data were collected on basis of the textual evidence, observation, interview with students and supervisors.

Table 4.2. shows the highest score in columns A, C, D is six (6) indicating that there are six supervisors providing feedback on the students' drafts of thesis. In the column B, the highest score of interview with students is three (3) showing there are three students who received the feedback. The scoring system is the same as indicated in Table 4.1. The detailed discussion is presented in sections 4.1.2.1 through 4.1.2.4.

Table 4.2
Data of Feedback Strategies
Period: May – November 2013

Variable	Sub-variables	Textual evidence	Interview with student	Interview with supervisor	Observation
		A	B	C	D
Strategies	Timing				
	a. Immediate	-	3	6	6
	b. Delayed	-	0,5	1	0
	c. Frequency	4	2,5	5	5
	Amount				
	a. Much on quality	3	2	4	3
	b. Much on forms	4	1	2	2
	Modes				
	a. Written	3	1.5	3	3
	e. Oral	-	3	6	6
	f. Electronic	-	1	1	0
	Audience				
	a. Individual	4	3	6	6
	b. Group		2	2	1

4.1.2.1. Timing

The feedback timing consists of immediate time, delayed time and frequency as shown in Table 4.2.

With reference to the immediacy of timing, it is shown that all supervisors provided feedback immediately to all students and very little feedback was slightly delayed. The data can be seen from the observation in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as “The feedback was provided immediately.”, “The feedback was given immediately.”, and “The feedback was directly given when student came.” From the interview with the students, the evidence is indicated in Appendix 1 Table 3, Appendix 2 Table 10, Appendix 3 and Table 17 with comments such as “Supervision was given without delay. Only once it was delayed.” and “Supervisor 3a directly gave feedback when I came. Supervisor 3b

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sometimes delayed on the next day due to her other office arrangement.” From the interview with supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, Appendix 3 Table 18 and Table 19 with evidence such as “Normally I read one day prior to the supervision meeting.”; “As students came to me, I talked with them and gave them help.” The feedback was given directly when the students came or one day after the submission of the thesis draft. The feedback belongs to within minute feedback and is effective. The immediacy of feedback is in line with the statement that the most effective feedback is provided ‘within minutes’ of students completing a task (Cowan, 2003). One supervisor (1a) provided feedback slightly delayed. The immediate or slightly delayed feedback does not influence the contribution of feedback to the thesis. The contents of feedback is more important. It supports the idea that there is no matter with the immediate or delayed feedback as far as supervisors provided sufficient feedback on the student’s draft within the allocated length of time (Murray, 2002, p. 70). The sufficient feedback on the content quality of the whole chapters contributes to the thesis development.

With regard to the frequency of meetings, it is found that two students (students 1 and 2) attended the supervisions as frequently as required, one student (student 3) met one of the supervisor as often as required, and five supervisors (1a, 1b, 2a, 2b, and 3a) attended the supervision as many times as needed. The information of frequency of the two students is indicated in the interviews with students in Appendix 1 Table 3 “I had 12 meetings with supervisor 1a and 9 meetings with supervisors 1b.”; Appendix 2 Table 10 “I met him eight (8) times with supervisor 2a and eleven (11) times with Supervisor 2b.” The evidence of one student who met one of the supervisors less than the frequency required is indicated in Appendix 3 table 17 “I had met Supervisors 3a about 8 times and Supervisor 3b was 5 times (less than the frequency required).”

The data of the five supervisors who attended the supervision as required are indicated in the textual evidence shown in Appendix 1 Table 1, Appendix 2

Table 8 and 9, and Appendix 3 Table 16 with evidence such as “There are twelve signatures in supervision attendance form.”; “Eight signatures are found in the supervision attendance form.”; “Eleven signatures are found in the form.”; and “There are eight signatures in the attendance form.” From the interviews with supervisors, the data can be found in Appendix 1 Table 4 and Table 5, Appendix 2 Table 11 and 12 and Appendix 3 Table 18 and Table 19 with evidence such as “I met more than 8 times.”; “I met my students at least 8 times.”; “Nine times altogether.”; “The student met eight (8) times altogether as required.”; “I have met her around 8 times or more as required.”; and “She met me three times for the proposal and two times for the thesis but I gave her 8 signatures as required.” From the evidence mentioned above, all of the students met the five supervisors more than the frequency of meetings required in the supervision but one student (student 3) met the supervisor less than the frequency required. The frequency of the meeting has met the requirement according to (STPB, 2012). The requirement to have eight (8) meetings with the supervisors has become compulsory regulation. It is understood as the frequency of the meetings suggests the depth of discussions.

The timing of feedback in terms of immediate or delayed does not have influence to the thesis development in spite the fact that most of the students gained immediate feedback and only one student gained slightly delayed feedback. The frequency of the students’ meetings with supervisors that discussed on the contents and organization helps to improve the content quality of students’ thesis.

4.1.2.3. Amount

As indicated in Table 4.2., feedback amount refers to the usable amount of information that connects with the content quality and forms (writing mechanism such as grammar correction).

Connected with the content quality of feedback amount, three of the supervisors (2a, 2b and 3a) provided much feedback on the content and organisation. The data can be seen from the interview with supervisors in Appendix 1 Table 4, Appendix 2 Table 11 and 12 and Appendix 3 Table 18 with comments such as “There was much discussion on the theories (introduction, review of literature, methodology, findings and analysis) and a little on the forms.”; “Much feedback on the contents and organisation and a very little on the forms. Not every mistake on the form was shown.”; “There is much feedback on the contents (organisation and concept).”; “I gave much feedback in introduction, review of literature, methodology, findings and analysis and conclusion. Much feedback was on the concept.”; “I think I gave enough feedback especially on the contents (organisation and concept).” From the observation, the evidence can be found Appendix 2 Table 13 and Table 14 “There was much feedback on the concept (contents and organisation).”; “There was almost no feedback on the writing mechanism.” and in Appendix 3 Table 20 and 21 “The amount was about enough, mostly on the quality or concept”; “Much on the contents and writing organisation.” The three supervisors above provided feedback on the content quality of the whole chapters of introduction, review of literature, methodology, findings and analysis and conclusion. This feedback is in line with the statement that the supervisors were able to prioritize—pick the most important points, to choose points that relate to major learning goals and to consider the student’s developmental level” (Brookhart, 2008, p. 5). The amount of feedback on the content quality is important and has high contribution the development of students’ thesis.

Regarding the writing mechanism, two supervisors (1a and 3b) provided feedback more on the writing mechanism and one supervisor (1b) provided feedback on the statistics only.. The evidence can be seen in Appendix 1 Table 1 “The focus was mostly on the work especially the form (writing mechanism) in writing references (33 underlines) such as: Jame Fitzsimmons (2003/... hal?),

Marsum (2005)/... hal?), Soetjipto (1997)/... hal?), Martin (tahun, hal?), Wyckof (tahun, hal?), Horney (1996, hal?); using capital (9) crosses such as : bandung > Bandung, Cipularang > Cipularang, gallery > Gallery; spelling mistakes (14 encircles) such as: menignkatkan > meningkatkan, Mamaai > memadai, palayanan > pelayanan, pelangan > pelanggan; Italics (39 encircles and underlines) such as: service, bill, internet, online, Cake, sandwich, band, pizza, spaghetti, British standard, ability, word of mouth; and spacing (47 slashes) such as: yang/lain./Menurut, manager/apabila, mendapatkan/data, untuk/mengukur, instrumen/yang, validitas/dan, akan/menghasilkan and Appendix 3 Table 19 the evidence is that every writing mechanism problem was corrected using codes or symbols: circles (33 spelling mistakes) such as: Implematasi > implementasi, Memliki > memiliki, Hubnagan > hubungan, Merpalkan > merupakan, Keputusan > keputusan, Pengerak > penggerak, Strateji > strategi, Devisi > divisi, slashes for spacing (12) such as: Strategi/perusahaan/adalah, Yang/ingin/dicapa, Membentuk/komitmen/seluruh, Sejauh/mana/efektivitas, masyarakat/sekitar, ticks (4), crosses (14) to use the proper words such as: Industri X perusahaan, ke tangan masyarakat X kepada masyarakat, industri X perusahaan, menggunakan X menerapkan, arrows (2), interjections (2), underlines (36) to use Italics such as Nonprobability Sampling, Probability Sampling, Knowledge gap, Service gap, Positioning, Place, People, Equipment, materials, communication, stakeholder, Corporate Social Responsibility, double arrows (2), linking (3), and question marks (9) to give further information such as: Customer acquisition?, Sales force automation?, Segmentation? The two supervisors provided much feedback on the writing accuracy. The feedback on the form helps students to improve writing mechanism such as conventions, style and tone. It is against the idea that providing excessive amounts is ultimately harmful to both supervisors and student Hairston's (1986, pp. 120–121). However, it is in line with the statement voluminous feedback is beneficial for beginners because it enables them to get a feel for how their new movements are creating their effects (Thalheimer, 2008).

The excessive feedback from the supervisors gives contribution to the development of writing mechanism but not contribute to the thesis' contents and organization. It does not contribute harmful effects on the students and supervisors.

The amount of feedback provided by the three out of six supervisors was on the content quality of students' thesis. This feedback contributed to the development of students' thesis. The two supervisors provided much feedback on the writing mechanism and one supervisor on the statistics only. This feedback contribute to the development of writing conventions, style and tone but not on the contents and organisation. It is suggested that supervisors should be able to give balanced amount of accuracy and quality of feedback with the pressures of time and workload.

4.1.2.4. Modes

As shown in Table 4.1., modes of feedback include oral, written and electronic. Each of the modes is discussed as follows.

With regard to the oral feedback from the all supervisors, the evidence can be found in the interviews with students Appendix 1 Table 3, Appendix 2 Table 10, and Appendix 3 Table 17 "Only oral feedback was provided by Sp. 1b and focused on statistics or methodology.", "Written and oral feedback was given by Sp. 1a.", "Both supervisors gave written and oral feedback.", "Supervisor 3a gave oral feedback only. Supervisor 3b gave written and oral feedback." In the interviews with supervisors, the evidence is indicated in Appendix 1 Table 4, Table 5, Appendix 2 Table 11 and table 12 Table 13, Appendix 3 Table 18, and Table 19 with comments such as "Written and oral feedback is provided.", "Mostly oral feedback is given.", "The following feedback was mostly oral", "At the beginning the feedback was written, but later I gave more oral feedback and the student wrote my comment a lot. The oral feedback was mostly discussion.", "The mode of feedback was only oral.", "The modes of feedback used were

written and oral.” From the observation, the evidence is found in Appendix 1 Table 6, and Table, Appendix 2 Table 13, and Table 14, Appendix 3 Table 13, and Table 14 such as “The feedback was given oral and written.”, “The feedback was given orally.”, “The following feedback was mostly oral and the student wrote the comments.”, “The mode of feedback was written and oral but mostly oral (discussion with the student).”, “There was only oral feedback ...”, “The feedback was oral and written with red pen.” For the two supervisors (1b and 3a) who provided oral feedback only, the evidence is not available in the students’ drafts as shown in Appendix 1 Table 2 and Appendix 3 Table 15.

The oral feedback mentioned above is done face to face to discuss both the content quality and writing mechanism of the students’ thesis. This oral communication is effective as miscommunication can be minimized by asking or giving clarification. This is in line with the statement that the comments from supervisors are repetitive to make sure that the students can understand the message clearly (Guffey et al., 2006). It also minimizes miscommunication although, is clearer, more detailed, and more understandable to students than written comments and key points are clearly explained and elaborated more quickly via speaking than writing (Jordan, 2004). In this face-to-face oral feedback, students got involved is participatory, interactive, dynamic, immediate and mutual communication. The communication that focused on the contents and organization of thesis contributes to the development of students’ thesis. Unluckily, no students recorded this communication that may help them to listen to the communication when some information is not clear or missing. In this case, the students should have recorded the feedback in order to have ample time to listen again and to gain the information sufficiently.

Concerning written feedback, four supervisors provided written feedback in black pens, two supervisors use red pens and one supervisor use pencil. The information is indicated in the textual evidence, observation, and interview with the students and interview with supervisors in Appendix 1 Table 1, Table 4, Table

5, Table 6, “The feedback was written with red pen.”, “Written and oral feedback is provided but not recorded.”, “The feedback was given oral and written.”, “The feedback was mostly written in black pen.” In Appendix 2 Table 8, Table 9, Table 10, Table 11, Table 12, Table 13 and Table 14, the evidence is such as “The feedback was mostly written in black pen.”, “The feedback was written with pencil and black pen.”, “Both supervisors gave written and oral feedback.”, “At the beginning the feedback was written, but later I gave more oral feedback ...”, “The feedback was written with colour pen once at the beginning.” The data are also available in Appendix 3 Table 16, Table 17, Table 18, Table 19, and Table 21 such as “There was oral and written feedback in red ink.”, “Supervisor 3b gave written and oral feedback.”, “The modes of feedback used were written and oral.”, “The feedback was oral and written with red pen.”

The written feedback is good for complicated and vital information. As this feedback is recorded, students can have ample time to read it again and again to understand the information provided. This is in line with the idea that the written feedback has shown some advantages for the students including: (a) written communication is good for complicated and vital instructions, (b) there is a lesser chance for the message to be misunderstood; (c) written instructions can be checked at a later date (Nah, 2008). The written feedback which was provided in black or red pen and pencil as mentioned above is also good as the feedback is recorded as well. The red pen comment does not mean the supervisors are superior or angry. This is against the statement that red pen is a symbol of teachers’ superior knowledge and their right to make unchallengeable judgement (Ivanic et al., 2000, p. 5). The two supervisors who used the red pens did not mean to be superior or unchallengeable but to highlight the information clearly. The feedback in pencil provided by one supervisor is also good for complicated and vital information. It does not mean that it is tentative. It is against the idea that pencilled comments provided are seen as relatively tentative, and open to negotiation (Ivanic et al., 2000, p. 5). The written feedback provided in black pen,

red pen and pencil is not mysterious and can be understood by students and is helpful to improve the development of students' thesis.

With regard to electronic feedback, it is found that two supervisors used hand-phone for communication. The evidence is identified in the data of interview with student 2 in Appendix 2 Table 10 and data of interview with supervisor 2b shown in Appendix 2 Table 12 with evidence such as "There was electronic hp feedback, but no conference or workshop feedback. "There was electronic feedback through handphone."; and "There was electronic, but no conference or workshop feedback." The hand-phone communication is done by one student with the two supervisors. The electronic feedback motivates the student to get feedback on the right parts of the thesis in relaxed atmosphere with the supervisor. The student can make a call and interact at the right time and may feel free to share and discuss the writing problems. This is in line with the statement that the benefits of electronic feedback include increasing student writing output, enhancing student motivation, providing non-threatening environment, making paper more readily available for sharing and the dynamics of oral interaction allow more free-flowing discussion and result in more global changes to writing, such as general refocusing of direction, purpose, or organisation (Ware & Warschauer, 2006). This feedback contributes to the development of students' thesis especially the content quality that was discussed by hand-phone.

4.1.2.5. Audience

The audience of feedback provided by the supervisors as indicated in Table 4.2. includes individual and group. All supervisors provided individual feedback and two supervisors also asked students to come in groups.

Regarding individual feedback provided by all supervisors, the data can be identified from the observation in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 Table 21 with evidence such as "The feedback was provided individually.", "The feedback was given

individually although the supervisor sat with three, four or five students at the same big table when supervising the students.”, “The feedback was given individually at the most times.”, “The feedback was given individually to cater individual need.” In the interviews with the students, the data are indicated in Appendix 1 Table 3 Appendix 2 Table 10, Appendix 3 Table 17 with comments such as “Group and individual feedback was given.”, “Most feedback was given individually to provide individual need.” and “Most feedback was given individually by both Supervisors 3a and 3b.” From the interviews with supervisors, the evidence is shown in Appendix 1 Table 4 Table 5, Appendix 2 Table 11 and Table 12, Appendix 3 in Table 18 and Table 19 with comments such as “Individual feedback focusing on individual needs.”; “The feedback was provided individually.”; “The feedback was given individually.”; “Most feedback was given individually”; “I provided individual feedback”. This individual feedback, both written and verbal, was perceived as being constructive, realistic and effective to cater for individual need. This is in line with the statement that this individual feedback is best to address to the individual need and that the teacher cares about student’s individual progress (Brookhart, 2008). This feedback motivates students to achieve individual goal without feeling reluctant or shy to share and discuss individual need. The supervisors are conscious that the feedback have to vary according to individual learning styles and the needs of students.

Referring to group feedback from two supervisors (1b and 2a), the evidence is shown in Appendix 1 Table 3 and Table 5, Appendix 2 Table 10 and Table 11 with comments such as “Group and individual feedback was given.”, “Mini lesson was given to group at the beginning.”, “Group and individual focusing on group and individual needs. Mini lessons are given to group.”, “There was a group feedback once with Supervisor 2a” and “There was once given in-group having similar topics”. Two supervisors asked students to come in group. The students came in groups but the feedback was given individually. The group

feedback was provided especially at the early meeting. Group feedback was provided because under most conditions groups are more productive than individuals. It is in line with the statement that people learned more information in a group compared to learning individually (Vasquez et al., 1993) as when mistakes were made in the group situation, they were corrected from multiple perspectives (Seifert & Hutchins, 1992). For these reasons, group feedback which was provided at the early stages of supervision contributes to the understanding that develop the students' thesis. The students who came in the groups could listen and picked up the information from the supervisors for the other students.

In summary, the feedback strategies above discussed timing, amount, modes and audience. In the timing feedback, the immediate and delayed feedback provided by the supervisors does not give any contribution to the development of students' thesis. The frequency of the meetings of the five supervisors with the students met the requirement, only one of the supervisors who had less meetings with one student due to the deadline of the thesis submission for the examination. The frequency of meetings contributes to the development and completion of the thesis especially for the supervisors who provided feedback on the contents and organization.

For the amount of feedback, three supervisors were able to prioritize the feedback on the content quality by picking the most important points, choosing points that relate to major learning goals and considering the student's developmental level. The content quality feedback provided contribute to the students' thesis development highly on the contents and organisation. However, two of the supervisors provided much more feedback on the writing mechanism or grammar accuracy and one supervisor provided feedback on the statistics only. This feedback gives contribution to the corrections of convention, styles and tones and statistics but not on the content quality.

In terms of feedback modes, All supervisors provided oral feedback; four of them gave written feedback; two of them provided only oral feedback and one

of them provided oral feedback with a mobile phone. The oral feedback including with a mobile phone is beneficial to the development of students' thesis as students were able to communicate their problems and gain solutions to improve their thesis. The written feedback in black pen, red pen and pencil is good for complicated and vital information. The feedback is helpful as it can be read again and again to understand the feedback. This feedback gives contribution to the thesis development both on the content quality and writing mechanism. The written feedback in red pen does not mean that the supervisors arrogant or supervisor but to highlight the information.

For the feedback audience, all supervisors provided feedback individually to cater individual needs and two students who came in groups can get extra feedback from the supervisors. The individual feedback, both written and verbal, is helpful as this feedback is to cater for individual need. This feedback contributes to the individual thesis development. While the two students who came in group has also advantages individually as they can listen and pick up the feedback provided for other students on the similar problems discussed by the supervisor.

4.1.3. Feedback contents

As indicated in Table 2.3., the feedback contents include focus, comparison, valence, function, clarity, specificity and tone. Table 4.3 presents the data of feedback based on the textual evidence, interview with students, interview with supervisors and observation.

Table 4.3.
Data of Feedback Contents
Period: May – November 2013

Variable	Sub-variables	Textual evidence	Interview with student	Interview with supervisor	Observation
		A	B	C	D
3 Contents	Focus				
	a. On the work	4	3	6	6
	b. On the self-regulation	4	3	6	6
	c. On the process	4	2	6	6
	d. On the person	-	0	0	0
	Comparison				
	a. Norm-criterion reference	0	2	4	0
	b. Criterion-reference	4	3	6	6
	c. Self-reference	4	3	6	6
	Functions				
	a. Descriptive	4	1.5	6	4
	b. Evaluative	4	3	6	6
	c. Formative	4	3	6	6
	d. Corrective	4	2	4	4
	Valence				
	a. Positive	4	3	6	6
	b. Negative	1	1	2	2
	c. Suggestive	4	3	6	6
	Clarity				
	a. Clear	4	3	6	6
	b. Unclear	0	0	0	0
	Specificity				
	a. Specific	4	3	6	6
	f. General	1	1	2	0
	Tone				
	a. Inspiring	3	3	6	6
	b. Praise	0	1	2	1
	c. Critiques	1	1.5	3	1

The scoring system is the same as indicated in Table 4.1. The detailed discussion feedback contents is presented in sections 4.1.3.1. through 4.1.3.7.

4.1.3.1. Focus

As indicated in Table 4.3., the feedback focus includes feedback on the work itself, on the process, on the student's self-regulation and on the student personally.

Referring to feedback on the work, on the process and on the self-regulation, the information is indicated in the observations from Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with the evidence such as in "The feedback focused on student's work, on the self-regulation and process especially the writing mechanism."; "The feedback focused on student's work, process and self-regulation especially the statistics."; "The feedback focused on the work, self-regulation and on the process especially the contents and organisation."; "The focus mostly on the work, self-regulation and on the process especially the concept (contents and organisation of the thesis) and a little on the writing mechanism." From the interview with the students, the data are indicated in Appendix 1 Table 3, Appendix 2 Table 10, and Appendix 3 and Table 17 with comments such as "The focus of feedback was on the work, self-regulation, and on the process."; "Both Supervisors gave feedback on the process of writing, on the work and self-regulation."; "Supervisors 3a focused the feedback on the work, self-regulation and process especially on the concept (contents and organisations)."; "Supervisors 3b focused the feedback on the work, self-regulation and process on the concept but more on writing mechanism." In the interview with supervisors, the evidence is shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11 and Table 12, Appendix 3 Table 18 and Table 19 with comments such as "It focused on the concept, organisation and writing mechanism."; "The feedback focused on the work, on the process and on the self-regulation especially the statistics from theory, application and results. "As I am a statistics lecturer, my supervision focused on statistics only".

Sutanto, 2015

THESIS WRITING SUPERVISION: A CONTRIBUTION OF FEEDBACK TO THE DEVELOPMENT OF STUDENTS' THESIS WRITING

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Concerning the on-the-work feedback, all supervisors provided feedback that includes content quality such as introduction, review of literature, methodology, findings and discussions and conclusion and also writing mechanism such as convention, styles and tone. This is in line with the statement that effective feedback includes ideas to control of form, ability to use appropriate academic writing and research conventions, the approach to the processes of writing, and issues related to the entire part of thesis (Goldstein, 2006) Three supervisors focused the feedback on content and organization and the other two supervisors provided feedback on writing mechanism or correcting mistakes. The content quality feedback contributes to the development of the content and organization of the thesis and the writing mechanism feedback contributes to the improvement of the conventions, styles and tones.

With regard to the feedback on the process, all supervisors provided the feedback that helped students to process information to improve thesis quality and to complete thesis within the allocated time. This feedback involves cognitive processes to construct meaning by relating, organizing and synthesizing the feedback to develop students' thesis. This is in line with the idea that feedback on the process helps students to go deep into the meaning not just surface structure and "to be a direct and powerful way of shaping an individual's task strategy (Early et al., 1990, p. 103). This process feedback involved students to process the feedback through the entire information of thesis writing from the beginning until the end of the thesis. This feedback gives high contribution to the development of the contents and organisation of the whole parts of students' thesis.

Connected with self-regulation, all supervisors provided feedback to regulate autonomy, self-control, self-direction, and self-discipline. It is also to make the students committed, confident and regulate towards their learning goal as they could finish their study on time. This is in line with the statement that self-regulation feedback that involves interplay between commitment, control, and confidence addresses the way students monitor, direct, and regulate actions

toward the learning goal (Hattie and Timperley, 2007). This feedback helps student regulate themselves to initiate and to take regular actions to follow the standard of thesis writing and to complete their thesis within the allocated time. This feedback contributes to the development and completion of students' thesis.

In short, the focus feedback has discussed feedback on the work, on the process and on the self-regulation. The on the work feedback that focused on the content quality and writing mechanism contributes to the development of contents and organization, convention, styles and tones of students' thesis. The process feedback helps students to process the entire feedback. This feedback contributes to the development of the entire parts of students' thesis. The self regulation feedback helps students regulate their action to follow the standard of thesis writing and to complete their thesis on time. This feedback also contributes to the development and completion of their thesis.

4.1.3.2. Comparison

As mentioned in Table 4.3. the comparison feedback consists of criterion referenced, norm-referenced and self-referenced.

Connected with criterion reference, all supervisors compared the students' performance with the criterion reference. The information of this feedback is identified in data of observation in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as "The feedback was compared with the school guide book"; "The feedback was compared with criterion reference (school rubrics/guide book) and ...", "The draft was compared with the criterion reference (school guide book)" In the interview with the students, data are indicated in Appendix 1 Table 3, Appendix 2 Table 10, and Appendix 3 Table 17 with evidence such as "The feedback was compared with the school guide book (criterion reference) and self-reference."; "Both supervisors compared my thesis with the criterion reference (standard rubrics)." From the interviews with supervisors, the evidence is indicated in Appendix 1

Table 4 and Table 5, Appendix 2 Table 10, Table 11 and Table 12, Appendix 3 Table 18 and Table 19 with evidence such as “The draft was compared with the criterion reference (school guide book)”; “It was compared with the school rubrics (criterion-reference).” From the textual evidence, the information is shown in Appendix 1 Table 1, Appendix 2 Table 8 and Table 9, and Appendix 1 Table 16 with information such as “The feedback identified in the student’s draft of thesis was compared with the criterion reference (standard rubrics) and self-reference.”; “It is compared to criterion-reference (school rubrics) and self-criterion reference.” and “The feedback was compared with standard rubrics (criterion- reference).”

The evidence of criterion-referenced feedback above indicates that all supervisors compared students’ work with the school guidebook to write thesis. The guide book (rubrics) contains guideline of writing thesis that includes regulations, writing organisation and mechanism. This is in line with the statement that criterion-referenced feedback provides information by comparing student achievement with a learning target or standard (Youyan, 2013; Brookhart, 2008: 22-23). The standard of the school rubrics has potential advantages as the assessment criteria clearly identify what is valued in a curriculum and identify exactly what learners have achieved, and it is possible to make judgement about the quality and quantity of learning. This feedback contributes to the development of the thesis following the standard quality of students’ thesis.

With regard to norm-referenced feedback, four supervisors compared the students’ performance with norm-criterion reference. The evidence is indicated in Appendix 1 Table 4, table 6 and Table 7, and Appendix 3 Table 19, four supervisors (Supervisor 1a, 1b, 2a, and 3b). The evidence is such as “When the topics are the same I asked the students to compare and discuss each other”; “Sometimes, student’s work is compared with other students’ work.” Based on the interview with the students, two students (1 sand 3) compared their drafts of theses with other students’ work. The evidence is shown in Appendix 1 Table 3

and Table 4, Appendix 3 Table 19 such as “I also read previous thesis having relevant topics.”, “When the topics are the same I asked the students to compare and discuss each other.”, “I sometimes asked her to compare with previous similar thesis.”, “The student was actually smart and she might have read the previous theses.” The evidence of the norm-referenced feedback above indicates that the supervisors compared student performance with other students and the students compared their drafts with other students’ achievement although the student performance is not compared with test scores. This in line with the idea that norm-criterion feedback compares student achievement to that of other students (Brookhart, 2008, pp. 22-23 and Youyan, 2013). This feedback contributes to the development of students thesis especially the content quality by comparing their performance to others whonalready achieved the standar performance.

Referring to self-reference feedback, all supervisors compared students’ work with self-reference criterion. The evidence is identified in data of observation in Appendix 1 Table 6 and Table 7 page 213, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as “The feedback was compared with criterion reference (school rubrics/guide book) and self-criterion reference.”, “It was compared with the school rubrics (criterion-reference) and self-reference. ”, “The feedback was compared with school rubrics (criterion-reference) and self-reference.” In the interview with the students, data are indicated in Appendix 1 Table 3, Appendix 2 Table 10, and Appendix 3 Table 17 with evidence such as “The feedback was compared with the school guide book (criterion reference) and self-reference.”; “Both supervisors compared my thesis with the criterion reference (standard rubrics) and self-reference.” From the interview with supervisors, the evidence is as shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11 and Table 12, Appendix 3 Table 18 and Table 19 with evidence such as “I asked my students to bring the previous drafts to compare.”; “Supervisor 3a compared my thesis with my students previous drafts of thesis.” “The feedback was compared with the students’ previous drafts

of thesis.” “The draft was compared with the criterion reference (school guide book) and students’ previous drafts (self-reference.)”; “It was compared with the school rubrics (criterion-reference) and self-reference.” The self-referenced criterion feedback was done as the supervisors always asked students to bring their previous drafts when they come to the supervisors. This is in line with the statement that self reference criterion feedback provides information on how much students have improved by comparing their achievement with their past achievements (Youyan, 2013). This feedback contributes to the development of students’ thesis both on the content quality and writing organization. The development happens on the basis of the feedback provided by the supervisors.

In summary, the comparison feedback has discussed criterion referenced, norm-referenced and self-referenced. The criterion reference feedback that compared student performance with the school guide book to write thesis contributes to the thesis development following the standard rubrics of the school. The norm-reference criterion that compared students’ drafts of thesis with the achievement of other students contributes to the development of students’ thesis on the parts that the students compared especially on the content quality. The self-referenced feedback that compared student performance with their previous achievement contributes to the development of thesis both on the content quality and writing mechanism. The development is indicated in the revised drafts shown to the supervisors.

4.1.3.3. Functions

As indicated in Table 4.3., the functions are divided into descriptive, evaluative or judgmental, formative and corrective.

Regarding the descriptive feedback, all supervisors provided descriptive feedback. The evidence is identified in the students’ drafts in Appendix 1 Table 1 with evidence such as: a) Focus the introduction on the title, b) Find more theories for the review of literature, c) The methodology should have clear

procedure; in Appendix 2 Table 8 such as a) Develop the background information, b) Add the indication of participations, c) Add definition of social assessment, d) Add the importance of participation, e) Assume the cause of the problem, f) Limit the scope of the study, g) Explain the SWOT analysis, h) Focus on the development of rural tourism in Indonesia, requirement of rural tourism, rural vs. village tourism; in Appendix 2 Table 9 such as: a) to add an opening sentence in the background, b) to find data strategic tourism area in Bandung regency, c) to revise the title, d) to give more explanation about the limitation of the study and for focus, and e) The significance/objectives of the study should focus on the theoretical and practical significance. From the observation, data are shown in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as “Most feedback is descriptive, evaluative, formative and corrective.”; There was slight descriptive and formative feedback”; “The feedback was descriptive, formative and evaluative.”; “The function of feedback was mostly descriptive, evaluative, and formative feedback.”; “It described the strengths and weaknesses of the draft.”

The descriptive feedback provided descriptions of strength and weaknesses of student performance in the forms of comments and suggestions on both the content quality and writing mechanism to achieve the standard quality. This is in line with the idea that descriptive feedback measures the specific standards for an excellent performance in which the successes and errors were identified to provide students with a clear picture of their progress towards their learning goals and how they could improve (Jinguji, 2008). From this feedback, students learn more from the strengths and the weaknesses of their performance. It contributes to the development students’ thesis based on the weaknesses indicated by the supervisors.

Connected with evaluative feedback, all supervisors provided evaluative feedback. The evidence is indicated in Appendix 1 Table 6 Table 5, Table 6 and Table 7, Appendix 2 Table 8, Table 9, Table 13 and Table 14, Appendix 3 Table

18, Table 20 and Table 21 with evidence such as “Most feedback is descriptive, sevaluative, formative and corrective.”; “The feedback was mostly evaluative and corrective. ; “The feedback was descriptive , formative and evaluative.”; “The function of feedback was mostly descriptive, evaluative, and formative feedback.”; There were corrections such as writing references (33 underlines), using capital (9) crosses, spelling mistakes (14 circles), Italics (39 = 20 circles 19 underlines), spacing (47 slashes), 3 interjections and 4 question marks.; “I gave corrections and evaluation by showing the weaknesses.”; “Most feedback is descriptive, sevaluative, formative and corrective.” “I showed the mistakes and gave the corrections.”; “The function is mostly descriptive and evaluative.”; “The feedback showed the problems of the content and organisation.”; “Showing problems by underlining and crossing them without solutions”; “Supervisor 3a and 3b provided descriptive, evaluative, and formative but more corrective feedback.” This evaluative feedback summarized how well the learner has performed based on the thesis drafts and the evaluation is in the form of check marks or coded symbols such as crosses, underlines, circles, question marks, etc. This is in line with the statement that the feedback functions to correct the concept (contents and organisation) and writing mechanism of students’ thesis (Lighbown & Spada 1999). This evaluative feedback helps students understand their how well they have performed on the basis of the evaluation provided by supervisors. This feedback contributes to the development of students’ thesis especially on the revision they make from the corrections provided.

Concerning the formative feedback provided by all supervisors, the evidence can be seen in the textual evidence Appendix 1 Table 1, Appendix 2 able 8 and 9, and Appendix 3 Table 16 such as descriptions and suggestions on the introduction, review of literature, methodology, findings and analysis, and conclusion. They include: a) to erase too general information, b) to include pages in the references for direct quotations, c) to include definition of rural tourism, d) to add definition of social assessment (not clear), e) to add factors of social

assessment such as demography, socio-economy, local values, analyses stakeholder, etc., f) to add tourism product such as natural attractions, cultural attractions, cultural activities, facilities, and accessibility, g) to change tourism object into tourism attractions. In the interviews with students the evidence is indicated in Appendix 1 Table 3, Appendix 2 Table 10, and Appendix 3 Table 17 such as “Much descriptive, but more evaluative, formative and corrective as almost weaknesses were shown.”, “The functions of feedback were descriptive, formative and evaluative and corrective.”, “Supervisor 3a and 3b provided descriptive, evaluative, and formative but more corrective feedback.” In the interviews with supervisors, the evidence is indicated in Appendix 1 Table 4 and Table 5, Appendix 2 Table 11 and table 12, and Appendix 3 Table 19 with evidence such as “Most feedback is descriptive, evaluative, formative and corrective.”, “The feedback functioned descriptive, evaluative, formative but less corrective.”, The feedback functioned descriptive, evaluative, formative and corrective.”, “I provided descriptive, evaluative, formative and corrective feedback.”, “The feedback provided was stated as corrective feedback but in the discussion, it was clearly as descriptive, formative, and evaluative.” The formative feedback provided was to respond students’ works and to contribute to student learning through the provision of information about their performance. This information supports the idea that the formative feedback functions to communicate to the students what is intended to modify the student’s thinking or behaviour for the purpose of improving learning (Shute, 2007, Race, 2001). The provision of information contributes to the development of student thesis according to the feedback provided.

In regard with the corrective feedback, four supervisors (1a, 2a 2b, and 3a) provided corrections on the students’ writing problems. The evidence is identified in the data of textual evidence in Appendix 1 Table 1, in Appendix 2 Table 8 and 9, and in Appendix 3 Table 16. The corrections include: in the spellings such as:) persfektif > perspektif, b) funginya > fungsinya, c) mewakli> mewakili, d)

meningkatkan > meningkatkan, e) include > includes, f) involvd > involve, g) memungknkan > memungkinkan; in the using capital letters s such as: - bandung > Bandung, - Cipularang > Cipularang, - gallery > Gallery, prusahaan > perusahaan, mementukan > menentukan, penilain > penilaian, dikembalkan > dikembalikan; in the citations such as: in the sources of citations such as: a) Goeldner & Ritchie, 2009, b) Rietbergen – McCracken & Narayan, 1998, c) Bernstein, 2004; in using spaces such as: a) population(multi ethnicgroup) > population/(multi-ethnicgroup), b) Butinthelocalcontext > But/in/the/local/context/, c) thepopulationthat >the/population/that, d) ofculture > of/culture, e) ofthe local> of/the local, f) toleransidanpenerimaan>toleransi/dan/penerimaan, g) meningkatkankebanggaan>meningkatkan/kebanggaan.

From the observation in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as “Every mistake was shown.”, “Student was encouraged to revise and correct their mistakes.”, “Almost every mistake in statistics was shown.” In the interview with the students, the data are indicated in Appendix 1 Table 3, Appendix 2 Table 10 and Appendix 3 Table 17 with comments such as “Every mistake is shown and corrected.”, “Supervisor 3b showed every mistake and corrected them. From the interview with supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, with comments such as and “I gave correction to every problem in the writing mechanism.”, “There are description of the problems and corrections showing the problems/ weaknesses” “I gave corrections and eveluation by showing the weaknesses”, “The feedback functioned descriptive, evaluative, formative but less corrective.”, “Not every mistake was shown or corrected.” The corrective feedback provided excessive amounts of corrections such as the correction of every error in writing mechanism. The feedback is not harmful to the students or supervisors. This is against the statement that corrective feedback is ultimately harmful to both supervisors and student Hairston’s (1986, pp. 120–121). It is beneficial for

beginners because it enables them to get a feel for how their new movements are creating their effects (Thalheimer, 2008). This corrective feedback contributes to the improvement on the writing mechanism but not on the content quality. There is nothing wrong with the corrective feedback but balanced amount of quantity and quality of feedback will help to contribute to the development of both content quality and conventions.

In summary, the feedback functions have discussed descriptive, evaluative or judgmental, formative and corrective. The descriptive feedback provided by the supervisors that includes descriptions of strength and weaknesses of student performance in the forms of comments and suggestions, contributes to the development of students' thesis both on the content quality and writing mechanism. The evaluative or judgmental feedback that summarized how well the learner has performed using check marks or coded symbols such as crosses, underlines, circles, question marks, etc. contributes to the improvement of the thesis especially on the writing mechanism. The formative feedback that provided comments and suggestions on the students' works contributes to the development of students' thesis through the provision of information about their performance. The corrective feedback that provided corrections of every error in writing mechanism contributes to the improvement of students' thesis especially the writing conventions.

4.1.3.4. Valence

As mentioned in Table 4.3., valence feedback includes positive comment, negative comment/criticism, and suggestions for improvement.

With regard to positive feedback provided by all supervisors, the evidence can be seen in the data of observation in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with information such as "Student was encouraged to revise and correct their mistakes."; "I am not a permanent lecturer of STP, I did not give pressure like my

own students at Unpad. My feedback was mostly persuasive, positive and suggestive.” In the interview with the students, the data are indicated in Appendix 1 Table 3, Appendix 2 Table 10 and Appendix 3 Table 17 with comment such as “Most of the feedback is positive and suggestive to show the mistakes and to give the corrections.”; “Most feedback is positive, suggestive and corrective.” and “ The feedback was mostly positive and suggestive.” From the interview with supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, Appendix 3 Table 18 and Table 19 with comments such as “The feedback depended on the situation and condition. My feedback could be positive, negative and suggestive.”; “I gave praises sometimes but I did not give critics.” In the textual evidence, the data are indicated in Appendix 1 Table 1, Appendix 2 Table 8 and Table 9, and Appendix 3 Table 16 with information such as: a) The quantitative and qualitative research methods should be separated, b) the number of samples and who they are, c) to add matrix of stakeholder, importance and influence, d. to add SWOT analysis. e) to change the word ‘method’ into design, f) to erase too general information, g) to include pages in the references for direct quotations, h) to include definition of rural tourism, i) to add definition of social assessment (not clear), j) to add factors of social assessment such as demography, socio-economy, local values, analyses stakeholder, etc., k) to add tourism product such as natural attractions, cultural attractions, cultural activities, facilities, and accessibility, l) to change tourism object into tourism attractions.

The positive feedback mentioned above provided ‘positive reinforcement’ that includes rewards, general praise, and that increases learner’s motivation (Brook hart, 2008). It is good to motivate learners to continue the work eagerly. It also ‘works by helping to remove/reduce the amount of uncertainty associated with student actions’. Barrow (2008, p. 73) added that if positive feedback is given precisely when a student is showing signs of uncertainty, then we hypothesize that it will reduce that uncertainty and increase learning rate and

potentially performance. This feedback instantly builds students' confidence and substantially increases their interest and effort to become better writer (Karim and Ivy, 2011). In addition, two of the supervisors (2a and 2b as discussed in 4.1.3.8. Tone of feedback) provided positive feedback with praises. The evidence is indicated in Appendix 2 Table 10 and Table 12 with evidence such as: "It is okay, you can start collecting data."; 'It is great.' and 'You worked hard.'; "It is good, do not change it."; "It is good." The positive feedback provided comments on how good the students drafts of thesis to match with the standard of thesis quality. This is in line with the statement that positive feedback describes "how the strengths in a student's work match the criteria for good work and how the strengths show that the student is learning" (Brook hart (2008, p. 25). This feedback includes praises that increase learner's motivation and encourages he students to keep in progress with the thesis writing. This feedback contributes to the development and completion of thesis within the allocated time. and to work harder achieve better performance on the thesis quality.

Concerning negative feedback or criticism from the two supervisors (2b and 3b), the data are identified from the observation in Appendix 2 Table 14, Appendix 3 Table 21 with evidence such as "Most of the feedback is positive and suggestive there is a little negative feedback.", "The feedback given was positive, negative and suggestive.", In the interview with the students, the evidence is indicated in Appendix 2 Table 10 and Appendix 3 Table 17 with comments such as "There was a little warning from Supervisor 2b such as "Where were you? You did not appear for a while?"; Supervisor 3b showed every mistake and corrected them. There was a warning such asking the student why she was too long not to appear. From the interview with supervisors, the evidence is shown in Appendix 2 Table 12, Appendix 3 Table 19 with comments such as: There was slight warning such as "Where have you been?"; "I did not see you for long time", "I also gave warnings to make her punctual or disciplined." and "You cannot ask me to give 8 signatures when you came to me less than that." The negative feedback

mentioned contains general criticism which can be considered as punishment. However, there is no indication that students feel de-motivated. This is against the statement that impact of negative statement may de-motivate students (Hyland & Hyland, 2006), may make students lose their interest in writing (Karim & Ivy, 2011), or has the potential to elicit a wide variety of motivational responses (Brockner et al., 1987). This feedback does not contribute to the development of students' thesis although it does not have effect on the students feelings. This may happen as students may have anticipated the supervisors with negative feedback.

Connected with suggestive feedback from all supervisors, from textual evidence in Appendix 1 Table 1, in Appendix 2 Table 8 and 9, and in Appendix 3 Table 16, the suggestions include : a) to give more detail analysis for table of cross tabulation of education, occupation and income (table 8), b) to give line spaces for Local Socio politics, c) to include table of community value and needs, d) to analyze community value and needs in more detailed, e) to check missing numbers by asking if farmer group is number nine (9) or number six (6), f) to add tourism product such as natural attractions, cultural attractions, cultural activities, facilities, and accessibility, g) to change tourism object into tourism attractions. From the observation the evidence is indicated in Appendix 1 Table 6, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as "The persuasion and suggestion were given especially on the contents and organisation.", "Most of the feedback was positive, suggestive and a little negative.", "Suggestions were given to improve the quality of the thesis draft.", "There were a few suggestions on the writing mechanism." In the interview with the students, the data are indicated in Appendix 1 Table 3, Appendix 2 Table 10 and Appendix 3 Table 17 with comment such as "Most of the feedback was positive, suggestive and corrective.", "The feedback was mostly positive and suggestive.", "Supervisor 2a suggested me to go deeper in the concept and asked if this part has represented community profile." From the interview with

supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, Appendix 3 Table 18 and Table 19 with comments such as “Supervisor 2a suggested me to go deeper in the concept ...”; “The background information is not clear.”; “The introduction needs focussing on the title.”; “Read more theories.”; and “The findings and analysis should focus on the research questions.” The suggestive feedback provided by the supervisors has a positive orientation that differs from criticism or negative feedback. It helps students take actions to revise the thesis based on the suggestions. It is in line with the statement that students do not only have opportunities to improve their work, remember and value encouraging remarks but also welcome constructive criticisms rather than false positive appraisals (Ferris, 1995a; Brookhart, 2008). This feedback contributes to the development of students’ thesis on both content quality and conventions based on the suggestions provided. The development of students’ thesis happens as the feedback reduces amount of uncertainty associated with the student actions to be taken .

In short, the valence feedback has discussed positive comment, negative comment/criticism, and suggestions for improvement. The positive comments that motivate, make students aware of the work, and encourage students to keep in progress with the thesis writing contributes to the development and completion of students’ thesis. The negative feedback that contains general criticism and is considered as punishment does not make students lose their motivation, does not contribute to the development of thesis. The suggestive feedback that has a positive orientation helps students take actions to revise the thesis based on the suggestions, contributes to the development of the students’ thesis both on the content quality and conventions.

4.1.3.5. Clarity

As shown in Table 4.3., feedback clarity includes whether the language or writing is clear to the individual student. It includes showing the location of problems and providing comments.

All supervisors provided clear feedback and four supervisors (1a, 2a, 2b, and 3b) showed the locations of problems. The other two supervisors (1b and 3a) who did not provide written feedback, did not have any indication of the feedback in the textual evidence. The evidence of clear feedback is indicated from the observation in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with information such as “It showed the locations of the problem by giving symbols such as crosses, underlines, ticks, circles, and question marks.”; “The feedback was clear; it discussed the problems found in the drafts and solutions were given.” In the interview with the students, the data are indicated in Appendix 1 Table 3, Appendix 2 Table 10 and Appendix 3 Table 17 with comments such as “Supervisor 3ab showed every mistake and corrected them by using symbols such as crosses, underlines and question marks.” and “The language used is simple and clear. The locations of the problems are shown.” From the interview with supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, Appendix 3 Table 18 and Table 19 with comments such as “The language used is simple and clear. The students can comprehend the feedback.”; “The words and sentences used were simple and understood by the student.”; “Location of the problems is shown by question marks if not clear or not relevant with the reference, interjection if irrelevant and solutions are given.”; “Location of the problems is shown and solutions are given.” From the evidence above, the feedback was clear in terms of the simple language used and the written comments shown on the locations of the problems. This is in line with the statement that the feedback in this writing supervision a) Uses simple vocabulary; b) writes and speaks on the student’s work; and c) Checks that the student

understands the feedback (Brookhart, 2008). The feedback clarity helps students understand what and how to respond supervisors' feedback. This feedback contributes to the students' thesis in terms of content quality and convention.

Regarding the four supervisors who gave clear feedback and provided solutions to the problems, the data can be seen in the textual evidence of students' drafts of theses in Appendix 1 Table 1, Appendix 2 Table 8 and Table 9, Appendix 3 Table 16 with evidence such as: a) to give a sub-chapter title (A. Conclusion), b) to change the positions by placing number one (1) into number two (2) and number two (2) into number one (1), c) to change number A into number B Recommendations or Suggestions, d) to add another aspect for number e) monitoring, f) to give further explanation about the population and sampling, g) to write data collection method and instruments and to complete with the matrix, h) to develop knowledge and theory about service quality, i) to inform the results of the research to the industry, k) to change the write words/phrases: perception quality into expectation quality, the length of serving the food and, the wrong order into the service quality that is not optimal. The problems were shown by symbol/signs exactly on the locations, on the margins, on the top of the page and at the bottom of the page. This feedback supports the idea that feedback clarity includes identifying the location of problems, providing comments in the margins, global comments at the end of a paper, and even oral comments given to the student (Biber et al., 2011; Brookhart, 2008, p. 32). This feedback does not only point out the problems but also indicates the solution or steps for the students to take. It helps students sort out what is required and improve their thesis. This feedback contributes to the development of students thesis as clear problems and solutions are indicated.

However, the feedback was less clear when the problems were indicated by interjections, underlines, and question marks without comments or suggestions. This happens to student one (1) as shown in Appendix 1 Table 3 "Sometimes I did not understand the codes and I had to ask for clarification." This feedback is not

clear as the student was not able to understand directly and needs more clarification. This is in line with the statement that “misread students texts make arbitrary corrections, provide vague prescriptions, impose abstract rules and standards, respond to texts as fixed and final products, and rarely make content specific comments or offer strategies for revising the text.” Zamel (1985, p. 79) This kind of feedback does not contribute anything the thesis development. The feedback will be much more effective and clearer when the supervisors suggested the student how to correct them.

In short, clarity feedback that uses simple understandable language and point out the locations of the problems with the solutions contributes to the development of students’ thesis. The less clear feedback with symbols or codes such as interjections, question marks or underlines without any comments or solutions on how to correct the problems, does not contribute anything to the development of thesis.

4.1.3.6. Specificity

As mentioned in Table 4.3., specificity feedback includes specific and general feedback.

Regarding the specific feedback on the location of the problems from all supervisors, the evidence from the observation is indicated in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as “The feedback was specific and pointed the exact parts of the problems and provided solutions on the margins, on the top and and the bottom of the page.”; “The feedback was specific and pointed the exact parts of the problems but orally only.” The feedback was specific.”; “It showed specifically on the problems of the content and organisation.”; “The locations of the problem were also shown by using codes such as pointed by using question marks, underlines and crosses.”

In the interview with the students, the data are indicated in Appendix 1 Table 3, Appendix 2 Table 10 and Appendix 3 Table 17 with comment such as “The feedback was specific and pointed the exact parts of the problems but orally only.”; “The feedback pointed to the exact parts of the problems.”; “Supervisor 2a gave general and specific feedback on the concept and organisation only., Supervisor 2b gave more specific feedback on both concept and writing mechanism.”; “The feedback pointed to the exact parts of the problems. Not every mistake was edited.”

From the interview with supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, Appendix 3 Table 18 and Table 19 with comments such as “ I gave general feedback on the concept and got more specific on the problems.”; “The feedback was specific on the concept and writing mechanism.” and “The feedback was specific to the content and organisation.”; “The feedback was general and specific on the contents and organisation and pointed the exact parts of the problems.”; “The feedback was general and specific especially on the contents and organisation.”; “The feedback was specific both on the contents and writing mechanism.”

From the data above, all supervisors provided specific feedback that indicated the locations of the problems such as on the margin, on top and at the bottom of the page. This is in line with the statement that the specific feedback pointed the exact problems and the location (Nelson & Schunn, 2009). It provides detailed corrections of how to improve the quality, not just indicates the problems or mistakes on the student’s work (Bangert-Drowns et al., 1991; Pridemore & Klein, 1995). This feedback contributes to the development of students’ thesis in terms of the content quality and conventions as this feedback does not only provide information about students’ accuracy (writing mechanism) but is also more directive than facilitative.

Connected with general feedback from the two supervisors (2a and 3a). the evidence can be found in Appendix 2 Table 8, Table 10 and Table 11,

Appendix 3 Table 20 such as “Develop the background information; The background information is not clear; The introduction needs focusing on the title; and Read more theories.”; “Supervisor 2a gave general and specific feedback on the concept and organisation only.”; “The feedback was general and specific on the contents ...”; “The feedback was general and specific especially on the contents and organisation.”; “There was general and specific feedback.” This general feedback is always accompanied with specific feedback. It helps students understand what actions need to be taken. This is for some extent against the statement that the general feedback is not effective for students as it makes them unsure how to respond to the feedback (Williams, 1997 and Fedor, 1991). As it is accompanied with specific feedback, students do not need extra effort to understand the information. This general feedback together with the specific feedback contributes to the students’ thesis development

In summary, the specificity feedback that shows the problems and the locations of the problems together with general feedback that is accompanied with specific feedback contributes to the students’ thesis development in terms of content quality and conventions, styles and tones.

4.1.3.7. Tone

As indicated in Table 4.3., feedback tone includes inspiring, praising and critiquing. In terms of tone feedback, it is found that all supervisors provided inspiring feedback, two supervisors gave praises, and three supervisors provided critiques.

With regard to the inspiring feedback, the evidence from the observation is indicated in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as “Student felt inspired to go forward with the work. There no critiques and praises.”; “Students felt inspired to revise their work.”; “The student felt inspired and motivated. It could be seen from the student’s enthusiasm and her progress shown to the

supervisor.”; “The student was enthusiastic and inspired by the feedback.”; In the interview with the students, the evidence is indicated in Appendix 1 Table 3, Appendix 2 Table 10 and Appendix 3 Table 17 with comment such as “I felt motivated and inspired with the feedback provided.”; “ They both motivated and inspired me.”; In the interview with supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, Appendix 3 Table 18 and Table 19 with comments such as “The feedback was inspiring to motivate the student. It was persuasive and inspiring.”; “From her attitude and progress, I noticed that she was motivated, inspired and responsive.” “The student felt inspired and motivated.”; “It could be seen from the student’s enthusiasm and her progress shown to the supervisor.” and “The student was enthusiastic and inspired by the feedback.” The evidence above indicates that the supervisors provided inspiring feedback that motivates the students to make progress with their theses. This is in line with the statement that inspiring feedback provided a motivational element is an important part of feedback practice (Nicol & McFarlane-Dick, 2006) that encourages and motivates the students to accomplish the goals (Gottschalk and Hjortshoj, 2004). This inspiring tone communicates respect for the students as learners, inspires their thought and curiosity, and motivates them to achieve their goals. This feedback contributes to the development of the students’ thesis and the completion of their thesis within the allocated time.

With regard to the praises. there are two supervisors (2b and 3a) who provided feedback with praises. The praises are indicated in Appendix 2 Table 12 and table 14, Appendix 3 Table 18 with evidence such as: “It is okay, you can start collecting data.” ; ‘It is great.’ and ‘You worked hard.’; “It is good, do not change it.”; “It is good.” “This part is okay.” The evidence of feedback praises above may increase students’ motivation or confidence. However, this feedback may not contribute to the students’ thesis development. This is in line with the statement that praise is not always effective as it carries little information that

provides answers and often disturbs student attention and becomes not focus on the task (Brophy, 1981), and there is not any praise that has greater impact on achievement (Kluger and DeNisi, 1996). The students may be happy with the praises, unluckily the praises do not affect any contribution to the thesis.

Concerning feedback critiques from the three supervisors (2b, 3a, and 3b) the evidence is indicated in Appendix 2 Table 14, Appendix 3 in Table 17, Table 18, and Table 19 with expressions such as “There were also constructive critiques on student’s work, such as ‘The recommendation is okay but you’d better provide more operational one.’ “Where were you?”; “You did not appear for a while.”; and in with statements such as “It is not right”; ‘This part is not relevant’. “I did not feel satisfied because she was not able to meet me as often as required.”; “She should have better attitude and respect the supervisor by regular communication.” The supervisors provided critiques because they are not happy with the performance of the students. This kind of feedback (general criticism) was considered as punishment that does not de-motivate the students or make students lose their interest. This is against the statement that the impact of critiques or negative feedback de-motivates students (Hyland & Hyland, 2006) and makes students lose their interest in writing (Karim & Ivy, 2011). This feedback does not contribute to the development of students’ thesis as the critiques do not have effect on individual motivation.

In summary, feedback tone has discussed inspiring, praising and critique feedback. The inspiring feedback the inspires and motivates students to work on their thesis contribute to the development of students’ thesis. Praising that may make the students motivated and confident does not contribute to the development of students’ thesis and critiques that may lose students’ interest and motivation do not have any effects on the contribution of students’ thesis.

In conclusion, the feedback contents have discussed focus, comparison, function, valence, clarity, specificity and tone. The focus feedback discussed feedback on the work, on the process and on the self-regulation. The on the work

feedback that focused on the content quality and writing mechanism contributes to the development of contents and organization, convention, styles and tones of students' thesis. The process feedback helps students to process the entire feedback. This feedback contributes to the development of the entire parts of students' thesis. The self regulation feedback helps students regulate their action to follow the standard of thesis writing and to complete their thesis on time. This feedback also contributes to the development and completion of their thesis

The comparison feedback discussed criterion referenced, norm-referenced and self-referenced. The criterion reference feedback that compared student performance with the school guide book to write thesis contributes to the thesis development following the standard rubrics of the school. The norm-reference criterion that compared students' drafts of thesis with the achievement of other students contributes to the development of students' thesis on the parts that the students compared especially on the content quality. The self-referenced feedback that compared student performance with their previous achievement contributes to the development of thesis both on the content quality and writing mechanism. The development is indicated in the revised drafts shown to the supervisors.

The feedback functions discussed descriptive, evaluative or judgmental, formative and corrective. The descriptive feedback provided by the supervisors that includes descriptions of strength and weaknesses of student performance in the forms of comments and suggestions, contributes to the development of students' thesis both on the content quality and writing mechanism. The evaluative or judgmental feedback that summarized how well the learner has performed using check marks or coded symbols such as crosses, underlines, circles, question marks, etc. contributes to the improvement of the thesis especially on the writing mechanism. The formative feedback that provided comments and suggestions on the students' works contributes to the development of students' thesis through the provision of information about their performance. The corrective feedback that provided corrections of every error in writing

mechanism contributes to the improvement of students' thesis especially the writing conventions.

The valence feedback discussed positive comment, negative comment/criticism, and suggestions for improvement. The positive comments that motivate, make students aware of the work, and encourage students to keep in progress with the thesis writing contributes to the development and completion of students' thesis. The negative feedback that contains general criticism and is considered as punishment does not make students lose their motivation and does not contribute to the development of thesis. The suggestive feedback that has a positive orientation helps students take actions to revise the thesis based on the suggestions, contributes to the development of the students' thesis both on the content quality and conventions.

The clarity feedback that uses simple understandable language and point out the locations of the problems with the solutions contributes to the development of students' thesis. The less clear feedback with symbols or codes such as interjections, question marks or underlines without any comments or solutions on how to correct the problems, does not contribute anything to the development of thesis.

The specificity feedback that shows the problems and the locations of the problems together with general feedback and that is accompanied with specific feedback, contributes to the students' thesis development in terms of content quality and conventions, styles and tones.

The feedback tone discussed inspiring, praising and critique feedback. The inspiring feedback that inspires and motivates students to work on their thesis, contributes to the development of students' thesis. Praising that may make the students motivated and confident does not contribute to the development of students' thesis and critiques that may lose students' interest and motivation do not have any effects on the contribution of students' thesis.

4.1.4. Feedback sources

This part presents the findings and discussions of the feedback sources that include supervisor, tutor and peer feedback.

Table 4.4. shows the feedback sources from supervisor, tutor and peer based on the textual evidence, interview with students, interview with supervisors and observation. The scoring system is the same as used in Table 4.1. The detailed discussion of feedback sources is presented in sections 4.1.4.1 through 4.1.4.3.

Table 4. 4.
Data of feedback sources
Period: May – November 2013

Variable	Sub-variables	Textual evidence	Interview with student	Interview with supervisor -tutor	Observation
		A	B	C	D
4. Sources	a. Supervisor	6	3	6	6
	b. Tutor	0	1	1	0
	c. Peer	0	2	0	0

4.1.4.1. Supervisor

With regard to the supervisor feedback shown in Table 4.4., all supervisors become the main sources of feedback. The evidence from the observation is indicated in Appendix 1 Table 6 and Table 7, Appendix 2 Table 13 and Table 14, Appendix 3 Table 20 and Table 21 with evidence such as “The sources of feedback were supervisors only.”; “In the observation, only supervisors provided feedback.”; “Only the supervisors gave the feedback.”; “The feedback was only from the supervisor.”, “Supervisor 3b gave the feedback.” In the interview with the students, the data are indicated in Appendix 1 Table 3, Appendix 2 Table 10 and Appendix 3 Table 17 with comment such as “Sometimes, the supervisors asked me to talk to peers.”; “There was no feedback from peers but sometimes, I

talked with my friends about our projects.”, “There was no feedback from peers ...”, “My supervisors provided enough feedback to improve my thesis writing and encouraged me to engage with the feedback for revision.” In the interview with supervisors, the data are shown in Appendix 1 Table 4 and Table 5, Appendix 2 Table 10, Table 11, and Table 12, Appendix 3 Table 18 and Table 19 with comments such as “The feedback was only from supervisors.”; “The sources of feedback were supervisors and sometimes peers.”, “The feedback was only from supervisors.”; “The feedback was only from supervisors.”; “Supervisor 3a and 3b gave the feedback. The feedback from the supervisors provided what students did well and what they needed to do to improve their work including motivational elements to go through and complete their thesis. This is in line with the statement that supervisors provide sufficient feedback on student’s work to improve their thesis quality (Murray, 2002:70), to encourage students to engage with the feedback they receive (Mills and Matthews, 2009) and to encourage a deep approach to learning (Biggs, 2003). This feedback source contributes to the development of the students’ thesis both the contents quality and writing mechanism. The development happens through the research writing communication regular meetings between supervisors and students to achieve the standard quality of the students’ thesis.

4.1.4.2. Tutor

As shown in Table 4.4., there is one student (student 2) who gained feedback from tutor. The evidence can be seen in the data of interview with students and a tutor in Appendix 2 Table 10 and Table 12 with evidence such as “There was feedback from a tutor. He knew a lot about the locus, I also asked him about the concept.”, “There was feedback from a tutor. I happened to know him and he knows a lot about the locus.” This tutorial feedback involved discussion with a tutor individually. It is one-to-one tutoring that provide appropriate guidance to improve the students’ drafts of thesis within the allocated time. This is in line

with the statement that the tutorial feedback is provided by experienced tutor who maintains a balance that allows students to do as much as of the work as possible while providing them with enough guidance to keep them from becoming frustrated or confused (Fox, 1993; Lepper & Chabay, 1988). The explicit guidance from tutor was helpful for students to repair their writing problems. This tutorial feedback contributes to the students' thesis development as the tutor guided the students to discover their errors and to repair them by themselves. This type of indirect guidance has strong motivational benefits and allows students to maintain a feeling of control.

4.1.4.3. Peer

As mentioned in Table 4.4, there are two students (1 and 3) obtained feedback from peers. The evidence of peer feedback is found in Appendix 1 Table 3 and Table 5, and Appendix 3 Table 17 with evidence such as "I talked with my friends about our projects. I felt happy to share problems with my friends.", "I often talked with friends about our theses. I was enthusiastic discussing with friends."; "Sometimes, I discussed with my friends about our theses projects. I like giving and receiving feedback from friends.", "Sometimes, there is feedback from peers. Their friends were happy to share the writing project with her.", and "I talked with my friends about our projects. I felt happy to share problems with my friends." The evidence shows that the two students often discussed their thesis writing projects with their friends. This peer feedback is more informal, more relaxed, more time available than teacher's feedback. This feedback happens in two way-communication without any pressure from others in sharing their thesis writing. The students may feel happy and eager to with their peer. This is in line with the statement that students were found to be very enthusiastic about giving and receiving feedback with their peers and the discussions revealed their understanding of the writing project (Berg, 1999). This peer feedback contributes to the development of the students thesis as it is helpful in making improvement

for their thesis writing and in supporting efforts to improve a student's level of academic achievement.

In summary, the sources of feedback has discussed supervisor, tutor and peer feedback. The supervisor feedback that provided what students did well and what they needed to do to improve their work including motivational elements to go through and complete their thesis. This supervisor feedback contributes to the development of the students' thesis both the contents quality and writing mechanism. The tutorial feedback provided explicit guidance from tutor. It was helpful for students to repair their writing problems. This tutorial feedback contributes to the students' thesis development as the tutor guided the students to discover their errors and to repair them by themselves. The peer feedback provided more informal, more relaxed, more time available than teacher's feedback. This feedback happens in two way-communication without any pressure from others in sharing their thesis writing. The students may feel happy and eager to with their peer. This peer feedback contributes to the development of the students thesis as it is helpful in making improvement for their thesis writing and in supporting efforts to improve a student's level of academic achievement.

4.2. The contribution of feedback to the development of the students' thesis

This section focuses on findings and discussions of research question number two about the contribution of feedback to the development of the students' thesis. The contribution of feedback is divided into two parts. The first part (see section 4.2.1) discusses the development of students' thesis based on students' drafts of thesis prior to receiving feedback, interventions from supervisors, and students' drafts of thesis after gaining feedback. The second part (see section 4.2.2) discusses the degree of feedback contribution to thesis development based on the result of assessment of students thesis from the independent evaluator prior to the thesis examination.

4.2.1. The development of the students' thesis

As mentioned above, this part discusses the thesis development of students 1, 2, and 3 based on the feedback on the students' drafts of thesis. Each student gained feedback from two supervisors. The evidence of written feedback is indicated in the students' drafts of thesis, while oral feedback has no evidence in the students' drafts of thesis.

4.2.1.1. The thesis development of student one (1)

As discussed in the feedback strategies (see section 4.1.2) and feedback contents (see section 4.1.3), student 1 gained different feedback from different supervisors. The evidence of written feedback was only gained from supervisor 1a in chapter one (1) to chapter three (3). Meanwhile there was no evidence of feedback on the students' draft of thesis from supervisor (1b), who did not provide written feedback. Chapters 4 and 5 were not commented by supervisor 1a due to thesis submission deadline for the examination and supervisor 1b provided oral feedback on the statistical data in Chapter 4. The thesis development of student 1 can be identified based on the feedback and the corresponding revision. The data in the form of feedback in the textual evidence are presented chapter by chapter on the basis of the feedback on the quality of the contents and writing mechanism.

Chapter 1

In this chapter, supervisor 1a provided feedback both on the content quality and writing mechanism. The evidence regarding the thesis draft, the feedback from the supervisor, and the revised draft of student's thesis is presented below. An evidence of student's thesis and the feedback on the content quality from supervisor 1a is indicated in the box below.

Walaupun memiliki berbagai kelebihan dan peluang di dalam bisnis kuliner, Sapulidi Resti, Resort & Gallery memiliki beberapa kelemahan seperti yang telah disampaikan oleh Bapak Irwan Jasminee Mad.Par, selaku manajer operasional, beliau menyapaikan bahwa permasalahan yang ditemukan di

Sutanto, 2015

THESIS WRITING SUPERVISION: A CONTRIBUTION OF FEEDBACK TO THE DEVELOPMENT OF STUDENTS' THESIS WRITING

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Sapulidi Resti, Resort dan Gallery adalah masih adanya komplain dari konsumen di restoran dengan jumlah yang cukup signifikan. Komplain dikarenakan kualitas pelayanan sehingga berpengaruh terhadap kepuasan konsumen, diantaranya mengenai waktu penyajian yang lama dan kesalahan pemesanan.

The corrections from the supervisor were indicated by drawing lines on the name and title of the manager, perhaps because it is not ethical to mention the name. The student was suggested not mentioning the name and title of the manager but the position only as manager. The next correction was shown in the part of a sentence that was considered to be inappropriate. The correction was displayed by drawing line and underlining the problem of expression, and the suggested expression was provided, i.e. “kualitas pelayanan yang belum optimal”. The revised draft is as follows.

Meskipun memiliki berbagai kelebihan dan peluang di dalam bisnis kuliner, *Sapulidi Resti, Resort & Gallery* memiliki beberapa kelemahan seperti yang disampaikan oleh manajer operasional di restoran tersebut bahwa permasalahan yang ditemukan adalah masih adanya keluhan dari konsumen di restoran dengan jumlah yang signifikan. Beberapa konsumen mengeluh mengenai pelayanan di *Sapulidi Resti, Resort & Gallery* yang dinilai belum optimal. Berdasarkan observasi awal, dari 20 konsumen yang mengisi *guest comment book* pada sembianan Desember 2012, 13 diantaranya mengeluh mengenai pelayanan yang diberikan.

The revision above indicates the student's response to the feedback provided. The name and title of the manager were omitted and the inappropriate expression was replaced by the suggested expression. The student also made some changes that make the text sound more natural, i.e the change from ‘komplain’, which still sounds foreign, to ‘keluhan’ which is an Indonesian word. The student also revised the expressions of English words or phrases that were not put in italics. This indicates that the student may apply what has been learned from the feedback to a similar context.

The next evidence of student's draft before receiving feedback on the content quality in chapter 1 is in the box as follows.

Tujuan dan Kegunaan Penelitian

1. Tujuan Penelitian

- a. Tujuan Formal
- b. Tujuan Operasional

2. Kegunaan Penelitian:

- a. Kegunaan Teoritis
- b. Kegunaan Praktis

sebagai sumbang saran bagi Sapulidi Resti, Resort & Gallery Bandung dalam pengambilan keputusan serta tolak ukur untuk mencapai kepuasan konsumen yang sesuai dengan harapan manajemen.

In the student's draft, the objectives (*tujuan*) and the significance (*kegunaan*) of the research were crossed as they were too wordy. There were two numbers in the objectives (a. Tujuan Formal and b) Tujuan Operasional) and two numbers in the significance of the research: a) Kegunaan Teoritis and b) Kegunaan Praktis). Student was suggested to omitting the two subheadings in the objectives and and the two heading in the significance of the research and replacing them by the objectives and significance without further sub-headings. The suggested objectives were written at the bottom of the page. The revision of student's draft of thesis after gaining feedback from the supervisors is as follows.

D. Tujuan dan Kegunaan Penelitian

1. Tujuan Penelitian:

Berdasarkan rumusan masalah di atas maka penelitian ini bertujuan untuk:

1. Untuk mengetahui persepsi
2. Untuk mengetahui ekspektasi ...
3. Untuk mengetahui kualitas

2. Kegunaan Penelitian:

1. Sebagai pengembangan ilmu pengetahuan khususnya teori mengenai kualitas pelayanan serta kepuasan konsumen
2. Sebagai bahan masukan bagi pihak industri khususnya restoran

In the revised draft above, the student responded the feedback as suggested by the supervisor. The student omitted the sub-headings in the objectives and the significance of the research and replaced them with the objectives and significance without mentioning sub-headings. The changes in the quality of the contents in chapter 1 were especially the general background of the topic and the objectives of the research. This is in line with the statement that introduction contains general background of the topic and the overall plan of the thesis. (Oshima & Hogue, 1999). The enhancement of thesis indicates that the student responded the feedback accordingly.

In addition to feedback on content quality, the supervisor also gave feedback on the writing mechanism, which include writing references, spelling, capital letters and spaces.

In regard to the writing references, student wrote the author with lower case, she also wrote the date and page of publication in an inappropriate place: "Menurut kotler (1945:46) yang dikutip oleh Fajar Laksana dalam bukunya Manajemen Pemasaran (2008:96) definisi..." The supervisor made correction by crossing the lower case and wrote capital letter and crossed the date and year including the expression used in citation. The revised version indicated that student accepted the correction by rewriting the author with capital letter, omitting the date and page, and changing the expressions in the citations. The revised version is "Menurut Kotler dalam Fajar Laksana (2008: 96) definisi ...". The student also omitted the title of the book although it was not included in the feedback. It seems that the student later has learned about referencing more than what the supervisor suggested.

In terms of spelling, some mistakes were found in the student's draft of chapter 1. The corrections were indicated by encircling the words, as in 'manjeman' and 'kualiltas'. The student could directly revised them into the right spellings. This trivial corrections were still needed to make the student aware of writing mechanism.

Suggestions to using appropriate spaces were presented by using slashes in between the words or phrases to separate them. For examples: "... , yang dimaksud dengan pariwisata adalah berbagai ..."; "... dan Negara. Usaha-usaha.."; ... antara ekspektasi konsumen dengan ...", etc. This minor problem was also corrected to make the thesis free from mechanism problem. The student did the revision accordingly.

Referring to the use of capital letters, there were names of places, companies and products which were written in lower case such as in writing bandung, cipularang, gallery, cafe, ayam bakar, kahaseupan, etc. The corrections were provided by crossing, underlining and encircling the letters, and writing the capital letters. In the corrected versions, student revised the use of capital letters as suggested, i.e. bandung > Bandung, cipularang > Cipularang, gallery > Gallery, cafe > Cafe, etc.

The revised version of Chapter 1 on the student's thesis accommodates writing mechanism (conventions, style and tones) based on the corrections from supervisor 1a. As discussed above the corrections include writing references, spelling, spaces and capital letters. Such corrections are to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to make the draft more formal style in academic writing (Potter, 1994). In the revised draft, the student indicates that the problems in writing references, spelling, spaces, and capital letters have been corrected.

In short, the improvement of chapter 1 is indicated both in the quality of the content and the conventions, style and tones. The supervisor is able to provide balanced feedback for this chapter and the student is able to respond to the feedback as expected.

Chapter 2

In this chapter, supervisor 1a provided feedback mostly on writing mechanism. The writing mechanism feedback from supervisor 1a in Chapter 2 included

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corrections in writing references, using italics, spellings, changing phrases, capital letters, numberings, using italics, and using spaces.

In writing citations, student wrote full names with titles but not included the page numbers. The corrections were indicated by examples, crosses and question marks. In the draft of chapter 2, student wrote reference such as: Jame Fitzsimmons (2003), Drs. Herlan Suherlan ..??, Marsum (2005), Soetjipto (1997), William B. Martin (tahun, hal?), Wyckof (tahun, hal?), Horney (1996, hal?), Valarie A. Zeithaml, dan Leonard L. Berry (tahun, hal?). The supervisor suggested to writing the last names only without title but with page numbers. The corrected version becomes: Fitzsimmons (2011:4) Marsum (2005:112) Tjiptono (200:6), Wyckof (2006:118), Zeithaml dan Berry (2004:3). The revised version indicates that the student responded to the feedback appropriately.

The corrections to use italics were throughout the student's draft of thesis in chapter 2. The corrections were indicated by circles especially for the English words as the thesis is written in Indonesian language, i.e. output, intangible, rented good service, food service operation, café, service, delivery system, perceived service zone of tolerance, desired service, adequate service, perceived performance, ghost shopping, expected service, perceived service. In the revision, student responded to the feedback automatically by writing all those words and expressions in italics.

Comments on the spelling mistakes were shown to the words both in English and Indonesian such as: jasam, conatac, cafe, tampilam, kegiatan, menignkatkan, memaai, etc. Student was suggested to correcting the spellings. The corrections were indicated on the student's draft of thesis by writing appropriate spellings. The corrected words include: jasa, contact, Kafe, tampilan, kegiatan, meningkatkan, memadai, etc. The improvement of the draft indicates that student is aware of correcting the spelling mistakes properly.

Corrections and suggestions to complete and to change certain phrases were displayed by crosses. The additional completions and changes of phrases

were suggested and written, as in “Pengertian Jasa atau Pelayanan” > “Konsep Jasa”, “Pengertian Restoran” > “Konsep dan Definisi Restoran”, “Pengertian Kualitas” > “Konsep dan Definisi Kualitas”, and “Pengertian” > “Definisi”. In the revised draft, student completed and changed the phrases accordingly. This indicates that the student is able to respond to the feedback proportionally.

In numbering system, student wrote number in chapter 2 using the same cardinal numbers for the headings and sub-headings such as in the box below. Such numbering system may confuse the readers.

- | |
|---|
| 1. Karakteristik Restoran:
1. Ala Carte Restaurant,
2. Table D’hote Restaurant,
3. Coffee Shop,
4. Cafeteria,
5. Canteen, etc. |
|---|

The student was suggested to changing the cardinal numbers in sub-headings into alphabetical letters. The corrected versions is as follows:

- | |
|---|
| 1. Karakteristik Restoran:
a. Ala Carte Restaurant,
b. Table D’hote Restaurant,
c. Coffee Shop,
d. Cafeteria,
e. Canteen, etc. |
|---|

The corrections in the student’s draft of thesis indicated that the student followed the feedback provided by the supervisor correspondently. From the feedback, the student learned the numbering system that helped her to change the other similar numbers with this system.

Suggestions to using appropriate spaces were indicated by slashes in between words or phrases that were put together without spaces. The corrcetions were shown by using slashes in between the words or pharses to separate them, as examples: Intagible/(tidak/terwujud), konsumsi/akan, service/operation/adalah, Sedangkan adequate, merupakan/elemen, efektif./Apabila, etc. In the revised

draft of thesis, the student corrected the problems to make the thesis free from mechanism problem. The student did the revision accordingly.

The improvement of Chapter 2 in student's draft of thesis is presented mostly by the revision of writing mechanism (conventions, style and tones) based on the comments, suggestions and corrections from the supervisor. The corrections of conventions in the thesis writing include writing references, using italics, spellings, changing phrases, capital letters, numberings, using italics, and using spaces. This feedback is to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007). In the revised draft, the student indicates that the problems in writing references, using italics, spellings, changing phrases, capital letters, numberings, using italics, and using spaces have been corrected. There is improvement in conventions, style and tones but not on the quality (contents and organisation). The improvement of the thesis is mainly on conventions, style and tones as the feedback was almost all in the writing mechanism. It is understood as the amount of content quality and writing mechanism of feedback is not balanced (Irons, 2007). There is much more feedback on the writing mechanism than contents and organisation.

Chapter 3

In chapter 3, supervisor 1a also gave minor feedback on the content quality and major feedback on writing mechanism. With regard to content quality, the student wrote inappropriate number and time, i.e. "... dibuka setiap hari pada pukul 10.30 dan tutup pada pukul 10.00. ... sebanyak 40 orang untuk service dan 90 orang untuk kitchen. The corrections were indicated by crosses and the right time and number were written. In the revision, student changed the time and numbers as suggested such as "... dibuka setiap hari pada pukul 10.00 dan tutup pada pukul 22.00. ... sebanyak 90 orang untuk service dan 40 orang untuk kitchen." The revision indicates that the student gave response to the feedback sufficiently.

The next suggestions on the content quality were : to add more information that were shown by arrows such as: research location, map, organisation structure, number of employees, and seating capacity. In the corrected draft, the student added: “Map > Gambar 6, Struktur Organisasi > Gambar 7, number of employees > Tabel 2, and seating capacity. The revised draft indicates the student reacts the feedback proportionally.

The revision of the content quality in this chapter is in the background information that includes time, number of employees, map, and organisation structure, etc. This is in line with the theory that research methodology consists of background information (Mauch & Park, 2003). The development indicates that the student responds to suggestions from the supervisor appropriately.

In terms of writing mechanism, supervisor 1a gave corrections in spacing, spelling, and italics. In spacing, there were some words that were put together without spaces and the corrections were indicated by slashes, i.e. “Keabsahan atau kesahihansuatu hasil penelitian sosial sangat ditentukanoleh alat ukur yang digunakan.Untuk mengatasi haltersebut diperlukan dua macam pengujian, yaitu uji validitasdan uji realibilitas. Valid berarti instrumen tersebutdapat digunakan untukmengukur apa yang seharusnya diukur. ...”. In the revised version, the student gives spaces appropriately. This indicates that the student also responds to the correction accordingly.

With regard to spelling, there were some words that were mis-spelled. The corrections were shown by circles and the right spelling of the words as in: “meningkatkan, Mamaai, Palayanan, Pelangan,and Rekomndasi”. The corrected version indicates that the student also respond to the feedback proportionally. The corrections to use italics especially for English words or phrases that were not written in italics. The corrections were indicated by underlines such as “Service, bill, internet, online, Cake, sandwich, band, pizza, spaghetti British standard, ability, word of mouth”. In the revision, the student put all those words in italics to show that she respond to the feedback sufficiently.

The enhancement of student's thesis is displayed on the amendment of conventions, style and tones based on the comments from the supervisors. The corrections of conventions in the thesis writing include spelling, spacing and italics. These corrections are to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to make the draft more formal style in writing thesis (Potter, 1994), and to show that the use of the target language is correct (Lighbown & Spada 1999). There is improvement in conventions, style and tones and a little on the contents and organisation.

In short, there is balanced feedback provided by the supervisor both on the quality of content and writing mechanism. The development of student's thesis accommodates accordingly.

4.2.1.2. The thesis development of student two (2)

As discussed in the feedback strategies (see section 4.1.2) and feedback contents (see section 4.1.3) that student two (2) gained feedback on the content quality and writing mechanism from supervisors 2a and 2b. The two supervisors focused on the content quality but supervisor 2b also provided some feedback on writing mechanism. The thesis draft development of student 2 can be identified based on the feedback and the corresponding revision. The data of feedback in the draft of thesis are presented chapter by chapter on the basis of the feedback on the content quality and writing mechanism.

Chapter 1

In this chapter, supervisor 2a provided feedback both on the content quality only. The evidence regarding the thesis draft, the feedback from the supervisor, and the revised draft of thesis is presented below. An evidence of student's thesis and the feedback on the content quality from supervisor 2a is indicated in the box below. The draft of thesis of Chapter 1 prior to receiving feedback is indicated in the box below.

BAB I PENDAHULUAN

A. Latar Belakang

“Tourism may be defined as the processes, activities, and outcomes arising from the relationships and the interactions among tourists, tourism suppliers, host governments, host communities, and surrounding environments that are involved in the attracting and hosting of visitors.” (Goeldner & Ritchie, 2009).

Masyarakat lokal merupakan salah satu unsur penting yang harus diperhatikan karena masyarakat adalah tuan rumah dan pihak yang memiliki kepentingan dalam pengembangan. Dalam pengembangan pariwisata berbasis masyarakat atau pariwisata perdesaan (*rural tourism*) atau desa wisata, keterlibatan (partisipasi) masyarakat lokal memiliki andil yang sangat penting karena pengembangan pariwisata tersebut terpusat kepada masyarakat lokal. Bahkan masyarakat lokal yang menjadi daya tarik dalam kegiatan pariwisata berbasis masyarakat dan pariwisata perdesaan.

2. Pembatasan Masalah. Permasalahan penelitian akan dibatasi pada profil masyarakat lokal dan pihak terkait serta potensi produk pariwisata, yang terdapat di Kelurahan Jelekong. Profil masyarakat akan merujuk kepada analisis sosial di Kelurahan Jelekong meliputi *demographic factors (social diversity and gender), socioeconomic determinants, social organization, sociopolitical context, needs and values, institutions, rules and behavior & social risk*. (Rietbergen – McCracken & Narayan, 1998 dan Bernstein, 2004).

In this Chapter, suggestions and corrections to improve the content quality from supervisor 2a were written on another paper by the supervisor. They were: a) to drop the citation from (Goeldner & Ritchie, 2009) and focus on the development of rural tourism in Indonesia, criteria of rural tourism, rural tourism, b) to develop the background information, c) to add the indication of participations, definition of social assessment, and importance of participation, e) to assume the cause of the problem, f) to limit the scope of the study, g) to explain strength, weakness, opportunity and threat (SWOT) analysis, h) to include the profile of community and stakeholders, to support the development of Jelekong village as rural cultural tourism and to develop community based rural cultural tourism and indicators of problem in Jelekong village that were considered not clear.

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The corrected version of the thesis after gaining feedback from the supervisors indicates that student tries to respond the feedback as expected. The improvement is shown in the box below.

BAB I PENDAHULUAN

A. Latar Belakang

Dalam pengembangan pariwisata, masyarakat lokal merupakan salah satu unsur penting yang harus diperhatikan karena masyarakat adalah tuan rumah dan pihak yang memiliki kepentingan dalam pengembangan. Dalam pengembangan pariwisata berbasis masyarakat atau pariwisata perdesaan (*rural tourism*) atau desa wisata, keterlibatan (partisipasi) masyarakat lokal memiliki andil yang sangat penting karena pengembangan pariwisata tersebut terpusat kepada masyarakat lokal. Bahkan masyarakat lokal yang menjadi daya tarik dalam kegiatan pariwisata berbasis masyarakat dan pariwisata perdesaan.

2. Pembatasan Masalah.

Identifikasi dan analisis *stakeholder* meliputi identifikasi *stakeholder* kunci dan *stakeholder* lainnya yang berpengaruh, dimana *stakeholder* meliputi “*international/ donors, national political, public, labor, commercial/ private for – profit, nonprofit, civil society, and users/consumers.*” (Schmeer, tanpa tahun: 1), identifikasi kepentingan *stakeholder* dan potensi dampak yang akan terjadi dari kepentingan *stakeholder* tersebut pada proyek pembangunan, identifikasi pengaruh dan fungsi (seberapa penting) *stakeholder* tersebut dan membuat skema strategi partisipasi. (ibid: 65 – 67).

The content quality feedback was also provided by supervisor 2b. The draft of thesis of Chapter 1 before receiving feedback from the supervisor is indicated in the table below.

Tujuan dan Kegunaan

1. Tujuan

- a. Mengidentifikasi dan menganalisis kondisi aktual profil masyarakat Desa Jelesong.
- b. Mengidentifikasi dan menganalisis peran *stakeholder* utama dan *stakeholder* lainnya dalam pengembangan pariwisata di Desa Jelesong.
- c. Mengidentifikasi dan menganalisis produk pariwisata di Desa Jelesong.

2. Kegunaan

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- a. Kegunaan Akademis
1.,2., 3.
- b. Kegunaan Operasional
1.,2.,3.

The suggestions on the content quality were written on another paper. The suggestions were: a) to add information about strategic tourism area in Bandung regency, b) to give more explanation about the limitation of the study and for focus, and c) In the objectives of the study, the supervisor suggested to dropping the information about the objectives and significances of the research and replacing by the theoretical and practical objectives. There were also some suggestions to complete sub-headings that were considered incomplete by displaying the complete sub-headings. The student responded to the feedback appropriately. The revision of the student's draft of thesis in chapter 1 after gaining content quality feedback from the supervisor 2b is shown in the box below

Kawasan Strategis Pariwisata Kabupaten Bandung

1. Kawasan Strategis Pariwisata Daya Tarik Kawasan Agrowisata Edukatif Ciwidey
 - a. Desa Wisata Rawabogo: Situs Gunung Padang, seni budaya, kuliner tradisional, perkebunan dan industri makanan olahan terong belanda.
 - b. Desa Wisata Lebakmuncang: perkebunan kopi (luwak), salada dan strawberry.

Tujuan Penelitian

- a. Teoritis
- ...
- b. Praktis

The improvement of student's thesis is reflected on the revised quality of the contents in Chapter 1 on the student's draft of thesis based on the suggestions and corrections from supervisors 2a and 2b. The revision has shown the progress of chapter 1 such as: in showing context, background information, objectives of the research, the scope of the study, etc. This progress supports the theory about

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the contents of introduction (Moriati, 1997; Clare, 2003; Swales & Feak, 1994, and Emilia, 2008)

In regards with the writing mechanism, the corrections from supervisor 2b were on the writing references, i.e. Goeldner & Ritchie, 2009, Rietbergen, McCracken & Narayan, 1998, Bernstein, 2004. The corrections were indicated by question marks as the student wrote the sources without mentioning the page numbers. In the revised draft, the student responded to the feedback accordingly by writing the page numbers such as: Goeldner & Ritchie, 2009: 6, Rietbergen, McCracken & Narayan, 1998: 19 – 27, and Bernstein, 2004: 4 – 11. This shows that the student follows the right ways to write the references as suggested. The corrections are to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to follow the appropriate way in writing references. In the revised draft, the student indicates that the problem in writing references has been solved.

Chapter 2

In this chapter, supervisors 2a and 2b provided feedback both on the content quality. The feedback from the supervisors, and the revised draft of thesis is presented below. An evidence of student's thesis and the feedback on the content quality from supervisor 2a is indicated in the box below. The draft of thesis of Chapter 2 before gaining feedback is in the box below.

Pariwisata pedesaan adalah pariwisata yang dibangun dengan tema pedesaan. Tema pariwisata pedesaan ini tergantung dari jenis pedesaan yang menjadi daya tarik utama dari pariwisata, misalnya pedesaan dengan daya tarik pertanian, akan di bangun pariwisata pedesaan agrowisata dan pedesaan dengan daya tarik seni budayanya, maka akan cocok untuk di bangun menjadi pariwisata pedesaan dengan tema seni dan budaya. Jenis pariwisata desa akan tergantung oleh perbedaan dari kondisi produk pariwisata di suatu wilayah pedesaan.

There is no information about the rural revolution.

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The World Bank dalam Berstein, 2004, mendefinisikan *social assessment*, sebagai berikut: *combining: (a) the analysis of context and social issues with (b) a participatory process of stakeholder consultations and involvement, to provide (c) operational guidance on developing a project design, implementation, and monitoring and evaluation (M&E) framework.*

In this Chapter, most comments from supervisor 2a were mostly on the contents and organization and writing mechanism slightly. The suggestions on the quality of contents were written at the bottom of the page and on another paper. The suggestions were to add information about: a) Jelekong village as tourism destination such as puppet, painting, and the others; b) Kompepar that includes mapping of community participations, more local community participation; c) Assessment of community profile, social mapping, socio economic culture, the key stakeholder (pro and cons in stake holder analysis); d) rural tourism by concept; e) Tourist activities: the life of the village as destination > what activities are there in the village with or without out tourism activities; f) Tourism destinations such as: various lives of the village, not only on the village culture, the combination between the two (1 & 2), the objects of the destination, and stake holder participations, community and certain people. Some other comments were: a) not to include too general information.; b) to pay attention on citations of tourism products; c) to complete matrix of variables with clear parameter and the conceptual framework with descriptions; d) to add definition of rural tourism; to add rural revolution theory; e) to add definition of social assessment; f) to give further information of demographic factors, g) to add stakeholder analysis including identification, stakeholder interest, and participation, h) to add tourism activities, and i) to complete with the conceptual framework.

The comment on the convention was given by correction to include page in writing references because the student did not include page numbers. The correction was indicated by a question mark, i.e. World Bank dalam Berstein, 2004?. Corrections in spaces were indicated by slashes for group of words that

were put together without spaces such as “*aparticipatoryprocess of*”. The student responded the feedback by writing the reference with the page number (Bernstein, 2004: 11) and giving spaces to the group of words that were written without spaces. Out of that response, the student also changes words from “mendefinisikan” to “mengemukakan” which is considered to be more appropriate. After receiving the content quality and writing mechanism feedback, the revised version of the student’s draft of thesis is indicated in the below box.

Pariwisata pedesaan adalah pariwisata yang dibangun dengan tema pedesaan. Tema pariwisata pedesaan ini tergantung dari jenis pedesaan yang menjadi daya tarik utama dari pariwisata, misalnya pedesaan dengan daya tarik pertanian, akan di bangun pariwisata pedesaan agrowisata dan pedesaan dengan daya tarik seni budayanya, maka akan cocok untuk di bangun menjadi pariwisata pedesaan dengan tema seni dan budaya. Jenis pariwisata desa akan tergantung oleh perbedaan dari kondisi produk pariwisata di suatu wilayah pedesaan. “*Rural tourism often described as a form of tourism that takes place in the country side but this is ambiguous and on further reflection points to abroad variation of types of country side and activities*” (Page and Cornell, 2006:427).

Hal ini disebabkan dengan adanya *the rural revolution*. *Rural revolution* terdiri dari: 1. *Reduced isolation: the development of technologies that lead to be coming a highly developed infrastructure and modern, such as roads and communication infrastructure that led to the isolation of rural communities began to decrease;*

Bernstein mengemukakan, “*social assessment examines opportunities and conditions for the participation of stakeholders in the development process.*” (Bernstein, 2004: 11).

Supervisor 2b also provided feedback on the content quality and convention in draft chapter 2. Before receiving feedback from the supervisor 2b, the draft of student’s thesis is shown in the following box.

Faktor demografis termasuk ke dalam aspek *social diversity and gender* dalam pembagian aspek analisis *social assessment* oleh Bernstein. Faktor demografis adalah indikator untuk mengetahui memilih strategi partisipasi yang dihasilkan agar sesuai dengan kapasitas masyarakat, untuk mengetahui karakteristik masyarakat guna menentukan aktifitas wisata yang sesuai untuk dibangun dan dikembangkan dan untuk mengetahui faktor pendorong dan penghambat dari perencanaan pembangunan pariwisata.

Strategi pembangunan pariwisata pedesaan harus mempertimbangkan keberlanjutan lingkungan dengan melibatkan stake holder. Stakeholder berpartisipasi dalam banyak hal.

The World Bank dalam Bernstein, 2004, mendefinisikan *social assessment*, sebagai berikut: *combining: (a) the analysis of context and social issues with (b) a participatory process of stakeholder consultations and involvement, to provide (c) operational guidance on developing a project design, implementation, and monitoring and evaluation (M&E) framework.*

The feedback on the content quality from supervisor 2b consisted of comments that were written somewhere on top, at the side and the bottom of the page. Students were suggested : a) to erase too general information, b) to include pages in the references for direct quotations, to include definition of rural tourism, to add definition of social assessment (not clear), to add factors of social assessment such as demography, socio-economy, local values, analyses stakeholder, etc., to add tourism product such as natural attractions, cultural attractions, cultural activities, facilities, and accessibility, to change tourism object into tourism attractions.

Connected to writing mechanism feedback, supervisor 2b gave the same comment on writing reference as supervisor 2a. The student did not put the page number after the author of the citation. The student responded to the feedback on the content quality and writing mechanism appropriately. After receiving the feedback, the amendment of the thesis is indicated in the revision of the thesis draft in the below box.

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Faktor Demografis

Menurut Wisnawa dalam *Research of Bali Hotel and Tourism Development: Determinan Dan Motivasi Perjalanan Wisata* (madebayu.blogspot.com diakses 20 Agustus 2013), yang dimaksud dengan demografi adalah hal-hal yang berhubungan dengan kependudukan seperti: 1) Jenis Kelamin 2) Jenis Pekerjaan 3) Tingkat pendidikan 4) Kepadatan Populasi 5) Tingkat Usia 6) Agama 7) Suku bangsa/ ras. ...

Strategi partisipasi *stakeholder* menempatkan para *stakeholder* tersebut dalam kerangka yang fleksibel, keterlibatan individu, kelompok atau lembaga _ lembaga disesuaikan dengan kapasitas, kepentingan, pengaruh serta *importance* (pentingnya/ peran).

Bernstein mengemukakan, “*social assessment examines opportunities and conditions for the participation of stakeholders in the development process.*” (Bernstein, 2004: 11).

The progress of Chapter 2 in student's draft of thesis is indicated mostly on the content quality and slightly on writing mechanism based on the feedback from supervisors 2a and 2b. In the content quality, the revision of literature reviews comprises the following components: (a) An overview of the subject, issue or theory under consideration, along with the objectives of the literature review, and (b) Division of works under review into categories. The revision is in line with the theories of the contents of literature review (Machi, 2009; Brown, 2006; Todhy, 2006; Murray, 2002; University of Wisconsin-Madison Writing Center, 2009; Lipman, 2003; Cooper, 2010; and Rudestam & Newton, 1992). The enhancement of Chapter 2 is indicated by the responses of the students on the content quality feedback such as adding tourism product such as natural attractions, cultural attractions, cultural activities, facilities, and accessibility, and changing tourism object into tourism attractions.

In the writing mechanism, the improvement in Chapter 2 was indicated in the revision of conventions, style and tone in the student's draft of thesis. The revised parts include writing references, spaces and choice of word. The feedback

from supervisors is to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to make the thesis writing more formal style in academic writing (Potter, 1994). In the revised draft, the student indicates that the problems in writing references, space and choice of word have been corrected.

Chapter 3

In this chapter, supervisors 2a and 2b provided feedback chiefly on the contents and organisation of the thesis draft. Before gaining the feedback from the supervisors, the student's draft of thesis in Chapter 3 is indicated in the box below.

A. Metode Penelitian

Pada penelitian Studi Profil Masyarakat dalam Mendukung Pengembangan Pariwisata di Kelurahan Jelekong, Kecamatan Baleendah, Kabupaten Bandung metode yang digunakan adalah metode deskriptif. "*Penelitian yang bersifat deskriptif, bertujuan menggambarkan secara tepat sifat – sifat suatu individu, keadaan, gejala, atau kelompok tertentu atau untuk menentukan frekuensi atau penyebaran suatu gejala atau frekuensi adanya hubungan tertentu antara suatu gejala dan gejala lain dalam masyarakat.*" (Silalahi, 1999: 52). Sedangkan pendekatan pada penelitian ini menggunakan metode campuran (*mixed method approach*) dari kualitatif dan kuantitatif. "*Metode campuran konkuren (concurrent mixed methods) merupakan prosedur – prosedur di mana didalamnya peneliti mempertemukan atau menyatukan data kuantitatif dan data kualitatif untuk memperoleh analisis komprehensif atas masalah penelitian.*" (Creswell, 23: 2009). Metode kualitatif digunakan untuk menganalisis temuan – temuan yang tidak dapat dikuantifikasi seperti nilai – nilai, norma – norma yang terkandung dalam masyarakat, peran dan kepentingan *stakeholder* serta potensi pariwisata (produk) di Kelurahan Jelekong, sedangkan metode kuantitatif digunakan untuk ...

The intervention from supervisors 2a and 2b in Chapter 3 is mostly on the quality of the thesis contents and organisation. The suggestions and corrections from supervisor 2a were: a) to separate the quantitative and qualitative research methods, b) to add the number of samples, matrix of stakeholder, importance and

influence, strength, weakness, opportunity and threat analysis, c) to change word: method into design, and a question asking if the data were collected from library (review of literature). Comments from supervisor 2b were: to give further explanation about the population and sampling, to write data collection method and instruments and to complete with the matrix, and a question about what is to be observed. The comments from the supervisors were responded properly by the student. She separated the quantitative and qualitative research methods in different paragraphs. Further information about population and sampling were added sufficiently. After receiving feedback from supervisors (2a and 2b), the revision of the student's draft of thesis in chapter 3 is indicated in box below.

A. Rancangan Penelitian

Pada penelitian Studi Profil Masyarakat dalam Mendukung Pengembangan Pariwisata di Kelurahan Jelekong, Kecamatan Baleendah, Kabupaten Bandung metode yang digunakan adalah metode deskriptif. "*Penelitian yang bersifat deskriptif, bertujuan menggambarkan secara tepat sifat – sifat suatu individu, keadaan, gejala, atau kelompok tertentu atau untuk menentukan frekuensi atau penyebaran suatu gejala atau frekuensi adanya hubungan tertentu antara suatu gejala dan gejala lain dalam masyarakat.*" (Silalahi, 1999: 52). ...

Metode kualitatif digunakan untuk menganalisis temuan – temuan yang tidak dapat dikuantifikasi seperti nilai – nilai, norma – norma yang terkandung dalam masyarakat, peran dan kepentingan *stakeholder* serta potensi pariwisata (produk) di Kelurahan Jelekong, sedangkan metode kuantitatif digunakan untuk mengukur tingkat pertumbuhan penduduk, tingkat usia produktif, tingkat pendapatan, dan temuan – temuan lain yang bersifat kuantitas. ...

Menghitung jumlah sampel yang akan diambil dengan menggunakan rumus Slovin, 1960.

$$N = \frac{N}{1 + Ne^2}$$

$$N = 3632 : 1 + 3632(0,10)^2$$

$$N = 3632 : 1 + 3632(0,01)$$

$$N = 3632 : 1 + 36,32$$

$$\square N = 3632 : 37,32$$

$$N = 97,32 \quad N = 100 \text{ (pembulatan) ...}$$

Analisis SWOT dilakukan untuk mendapatkan pilihan strategis terhadap semua faktor kekuatan, kelemahan, peluang, dan ancaman berdasarkan analisis lingkungan internal dan eksternal yang telah dilakukan, pada identifikasi produk wisata di Kelurahan Jelesong.

Untuk melakukan analisis SWOT, langkah yang dilakukan adalah membuat matriks KAFI dan KAFE untuk menentukan prioritas lingkungan internal dan eksternal. Tahapan kerja matriks KAFI dan KAFE adalah ...

The amended version of Chapter 3 in student's draft of thesis is shown in the revision of the contents and organisation based on the suggestions from supervisors 2a and 2b. The improvement in the research methodology includes specific procedures, research population or sample; instrumentation; data collection. This revision supports the theory about the contents of research methodology (Mauch & Park, 2003). The box above indicates, that the student makes progress in the draft of thesis according to the feedback from the supervisors.

Chapter 4

The student's draft of thesis in Chapter 4 gained feedback on the content quality prior to receiving feedback from the supervisor 2a is displayed in the following table.

Tabel 3
Penduduk Berdasarkan Usia

0 - 1 tahun	11985
1 - 5 tahun	3959
5 - 7 tahun	1897
7 - 15 tahun	1767
15 - 56 tahun	989
56 tahun <	79

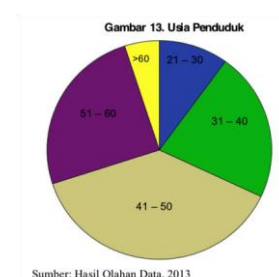
Sumber: Profil Kelurahan Jelesong, 2012

Comments from supervisor 2a were on the content quality and on the convention slightly. The suggestions on the content quality were: to add Stakeholder analysis, to use one figure for the same data which were indicated by a table and a pie chart, to use graphic instead of table, to use a table for the data of cross tabulation of education, occupation and income; to use a table for community value and need, to check and add information related to the missing part ‘stake holder analysis’, to use horizontal table for stakeholder, interest, importance and influence groups, to place a table title together with the table on the next page, to add a point in Strength, Weakness, Opportunity and Threat (SWOT) analysis. There were some questions asking the data of resident occupation, the data of residents’ and data of social politic community. Meanwhile in the convention, the comments were indicated by slashes on the words that were put together without spaces. The evidence of progress in the student’s draft of thesis after receiving feedback from supervisor 2a is shown in the following box.

C. Analisis Stakeholder Kelurahan Jelekong

Identifikasi dan analisis *stakeholder* meliputi identifikasi *stakeholder* kunci dan *stakeholder* lainnya, serta bagaimana perannya yang dapat memengaruhi maupun dipengaruhi oleh pengembangan pariwisata di Kelurahan Jelekong, dimana *stakeholder* meliputi “*international/ donors, national political, public, labor, commercial/ private for – profit, nonprofit, civil society, and users/consumers.*”

Gambar 13. Usia Penduduk



SWOT Analysis number 3. Melakukan sosialisasi mengenai kondisi aksesibilitas

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menuju Kelurahan Jelekong saat bencana banjir, agar wisatawan tidak merasa kecewa dan dapat mengantisipasi dengan menggunakan jalur alternatif.

The revised draft above indicates that the student revised the draft proportionally. She completes the draft by adding the stakeholder analysis, using one pie table and adding a number in the SWOT analysis. This means that the student responds to the feedback correspondingly. She even writes the English words in italics without gaining corrections from the supervisor. This indicates that the student may have learned from the previous feedback on italics.

In addition, supervisor 2b also provided feedback on the content quality in this chapter. The comments on the content quality were such as: a) to complete few tables that still needed completion, the part on stakeholder assessment, b) to erase an overlapping table of residents (table 2), to complete the data of residents' occupation (table 7), to give more detail analysis for table of cross tabulation of education, occupation and income (table 8), to give line spaces for Local Socio politics, to include table of community value and needs, to analyse community value and needs in more detailed, to check missing numbers by asking if farmer group is number nine (9) or number six (6), to check missing part in letter C, as after letter B is directly followed by number D., to add photos or pictures of tourism attractions. The corrections on the writing mechanism were indicated by arrows, underlines and crosses. They were: a) to give line spaces for Sisingaan (number 6), Gajahdepok, Jampana, Activity (number e.), Amenities (number 3), tourism facilities (number a), Clean water facility (number 2), b), and to erase number d. after Jampana (number 8). The revised draft of student's thesis after gaining feedback from Supervisor two (2b) is indicated in the box below.

The amendment of Chapter 4 in student's draft of thesis is presented by the revision in the contents and organisation based on the suggestions and corrections from supervisors 2a and 2b. The improvement in the findings and analysis includes: a) the overview of the significant findings of the study; and b) the consideration of the findings in the light of existing research studies; (c)

The tables, figures, photos and other forms of illustrations pertaining to the data are appropriately incorporated and presented clearly, accurately, and concisely in

Gambar 8. Penduduk berdasarkan Mata Pencarian
(Tabel menunjukkan data yang diminta pembimbing)

Pend	Tani	Brh	Wrst	Spir	PNS	Plks	Bamb	IRT	Tinj	Pen	Spt	Aci
TS	1	1	2	0	2	0	0	0	0	0	0	0
SD	0	10	4	2	7	5	0	0	0	0	3	1
SMP	0	11	4	3	7	1	2	2	0	0	1	0
SMA	0	6	6	0	8	3	0	3	2	2	0	0
PT	0	0	0	1	0	0	0	0	0	0	0	1
Ttl	1	28	16	6	24	9	2	5	2	2	4	2

Adanya pengembangan pariwisata di Kelurahan Jelekong diharapkan dapat menciptakan lapangan pekerjaan atau lahan usaha baru bagi masyarakat lokal, yang akan meningkatkan pendapatan masyarakat sehingga harapan kedepannya akan menekan tingkat putus sekolah dan meningkatkan tingkat pendidikan masyarakat usia produktif di Kelurahan Jelekong. ...

C. Analisis *Stakeholder* Kelurahan Jelekong

Identifikasi dan analisis *stakeholder* meliputi identifikasi *stakeholder* kunci dan *stakeholder* lainnya, ...

Gambar 15. Perajin Lukis Dan Spanram

Gambar 15. Perajin Lukis Dan Spanram



Sumber: Hasil Observasi, 2013

a way that answer the study questions or define the hypotheses. Such corrections in chapter 4 support the theories about the contents of findings and analysis chapter (Moriarti, 1997, Hart, 2005 in Emilia 2008; Rudestam & Newton in Paltridge & Starfield, 2007). The revised draft indicates that the student is able to respond to the feedback proportionally.

Chapter 5

In this chapter, supervisors provided feedback both on the content quality and writing mechanism. Supervisor 2a gave feedback on the content quality and supervisor 2b provided comments on the content quality and writing mechanism. The student's draft of thesis in Chapter 5 prior to receiving feedback from supervisor 2a is indicated in the following box.

Kesimpulan

1. Dalam analisis *stakeholder* pariwisata, ditemukan 9 *stakeholder* yang berpengaruh dan memiliki tingkat pentingnya/ peran (*importance*) dalam pengembangan pariwisata di Kelurahan Jelekong yang semuanya mendukung adanya pengembangan pariwisata. Dengan posisi kelompok seni dan ...

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2. Masyarakat Kelurahan Jelekong sangat menerima dan terbuka dengan pengembangan pariwisata di Kelurahan Jelekong. Didukung juga dengan jumlah penduduk pada usia produktif yang tinggi, walaupun pendidikan dan wawasan mengenai pariwisata harus ditingkatkan melalui ...

B. Saran (There are only eight numbers 1-8)

Supervisor 2a provided feedback mostly on the content quality in chapter 5. The comments on the content quality were written and displayed by lines and crosses. The corrections were: to give a sub-chapter title (A. Conclusion), to change the positions by placing number one (1) into number two (2) and number two (2) into number one (1), to change number A into number B (Recommendations or Suggestions), to add another aspect for number e. monitoring, to add evaluation for number nine (9), to ask questions if there are other aspects related to communities and to give additional recommendations. In the revised draft, the student responded to the comments by giving a sub-title, switching number one into number 2 subsequently, and giving additional recommendations. This indicates that the student gives responses to the feedback appropriately. The evidence of improvement of student's draft of thesis after gaining feedback is indicated in the box below.

A. Kesimpulan

1. Masyarakat Kelurahan Jelekong sangat menerima dan terbuka dengan pengembangan pariwisata di Kelurahan Jelekong. Didukung juga dengan jumlah penduduk pada usia produktif yang tinggi, walaupun pendidikan dan wawasan mengenai pariwisata harus ditingkatkan melalui capacity building.
2. Dalam analisis stakeholder pariwisata, ditemukan 9 stakeholder yang berpengaruh dan memiliki tingkat pentingnya/ peran (importance) dalam pengembangan pariwisata di Kelurahan Jelekong yang semuanya mendukung adanya pengembangan pariwisata. Dengan posisi kelompok seni dan perajin yang sangat berpengaruh dan penting.

B. Saran

9. Koordinasi internal di dalam organisasi sosial pun harus ditingkatkan dengan pemerataan kesempatan dalam kegiatan kemasyarakatan, agar dapat menekan

nilai ketidak terwakilan nya kepentingan dan kebutuhan masyarakat.

10. Pembentukan Destination Management Organisation Destination Management Organization (DMO) adalah struktur tata kelola destinasi pariwisata yang mencakup perencanaan, koordinasi, implementasi, ...

On the other hand, supervisor 2b provided feedback both on the content quality and writing mechanism in chapter 5. The student's draft of thesis prior to receiving feedback form is indicated in the following box.

BAB V
KESIMPULAN DAN SARAN

1. Dalam analisis *stakeholder* pariwisata ...
2. Masyarakat kelurahan ...

Saran

d. Pengukuran daya saing

1. Seluruh stakeholder (pihak terkait langsung atau pun tidak langsung) dapat berpartisipasi dalam *workshop* dan kelompok kerja.

The feedback on the quality of the contents provided by supervisors 2b were almost the same as the comments from supervisor 2a. The comments included: a) arranging the conclusion in line with the research questions; b) arranging the sub-chapter titles (sub-headings) on the basis of the chapter title 'A. Conclusion and B. Recommendations'; and c) adding community participation before Organisation (number 1). In the revised draft, the student accommodates the feedback by rearranging the conclusion as requested and adding two numbers in the recommendations. The amendment of student's draft of thesis after gaining feedback from supervisor 2b is indicated in the box below.

BAB V

KESIMPULAN DAN SARAN

A. Kesimpulan

1. Masyarakat Kelurahan Jelekong sangat menerima dan terbuka dengan ...
2. Dalam analisis stakeholder pariwisata, ditemukan 9 stakeholder yang ...

B. Saran

- d. *Monitoring* dan evaluasi partisipatif secara berkala.
- e. Pengukuran daya saing destinasi pariwisata dan kemakmuran masyarakat
 1. Seluruh stakeholder
 2. ...

In terms of feedback on the writing mechanism, the corrections were indicated in using spaces. Suggestions to using spaces were to split the group of words that were typed together without spaces by using slashes in between the words indicated in the student's draft of thesis, i.e. "kerajinan/lukisan, sama/partisipasi". There were also suggestions to omit spaces for the words that were separated such as "di dasarkan, di dengar". Comments on the spelling were also provided by examples of corrected words, underlines and circles as in "menyempurnakan, menggerakkan, and pengembangan", etc. In the corrected version, the student responded to the feedback by splitting the words that were put without spaces, i.e. "kerajinan lukisan and sama partisipasi" and putting together the words that should not be separated like "didasarkan and didengar". She also rewrote the mis-spelled words with the right spelling such as "menyempurnakan, menggerakkan, and pengembangan". The corrected version indicates that the student responds to the feedback appropriately.

The progress of Chapter 5 in student's draft of thesis is indicated in the revision of the quality of contents and writing mechanism based on the suggestions and corrections from supervisors 2a and 2b. The improvement in conclusion and recommendations are shown in the restatement of the conclusion and recommendations. This is in line with the idea of the contents of chapter 5 (Thomas, 2000; Cooley & Lewkowicz, 2003; and Evans & Gruba in Paltridge &

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Starfield, 2007). In the writing mechanism, there was revision in spaces and spelling. The feedback from the supervisors is to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to make the thesis writing more formal style in academic writing (Potter, 1994). This also suggests that the student is able to respond to the supervisor's feedback sufficiently.

4.2.1.3. The thesis development of student three (3)

As discussed in the feedback strategies (see section 4.1.2) and feedback contents (see section 4.1.3) that student three (3) gained written feedback from supervisor 3b only as supervisor 3a did not provide written feedback. The written feedback from supervisor 3b was mostly on writing mechanism. The thesis draft development of student 3 can be identified based on the feedback and the corresponding revision. The data of feedback in the draft of thesis are presented chapter by chapter on the basis of the feedback provided.

Chapter 1

In this chapter, supervisor 3b provided feedback mainly on the writing mechanism. The evidence of the early student's draft of thesis, the feedback from the supervisor, and the revised draft of thesis is presented below. The problems in the writing mechanism included choice of words, incomplete expressions, italics, spaces and spelling.

Concerning the choice of words, the corrections were provided for certain expressions that were considered to be inappropriate. The corrections were indicated by crosses and suggested changes of the words, i.e. Akinbat > dampak, kompetisi > persaingan, kompetitor > pesaing, memaksimalkan > mengoptimalkan, etc. In the revised draft, the student responded the feedback by rewriting the appropriate words suggested by the supervisor.

In regard to incomplete words or phrases, the corrections were provided for the expressions that were not complete or less appropriate. The corrections

were shown by underling the expressions and writing the suggested completion such as: “loyalitas > loyalitas pelanggan”, “Permalasahannya > Permasalahan yang terjadi”, “membatasi permasalahan > membatasi fokus permasalahan”, “Bagaimana program > Bagaimana penerapan program”, and “telah disebutkan > telah disebutkan di atas”. In the revision of the thesis draft, the student wrote the suggested expressions as expected.

Connected with using italics, the corrections were provided for the English words in chapter 1 as the thesis is written in Indonesian language. The corrections were indicated by circles especially for i.e. broadless world, turbulence, Customer Relationship Management, continuity marketing, one to one marketing, etc. In the corrected version of thesis draft, the student automatically changed the words into italics as requested by the supervisor. This indicates that the student responded the feedback sufficiently.

With regard to spaces, suggestions were provided for group of words or phrases that were put together without spaces. The corrections were shown by slashes in between the words or phrases to separate them as in: Globalpadamasasekarang, regulerdomestik. Berdasarkan,danefektivitas pemasaran,tanggapanangat, meliputiemail, facebook, bahwaoyalitasmerupakan suatu, Indonesiaakanlebihfokus, etc. In the revised draft of thesis, the student corrected the problems by giving spaces such as: Global pada masa sekarang, reguler domestik. Berdasarkan, dan efektivitas pemasaran, tanggapan sangat, meliputi email, face book, bahwa loyalitas merupakan suatu, Indonesia akan lebih fokus, etc. The student makes the thesis draft free from mechanism problem as she did the revision accordingly.

Comments on the spelling mistakes were shown to the words that were written in the wrong spelling due to mistyping the words. The corrections were indicated by circles such as: bias, ditepuh, mengebangkan, mnurut, kbutuhan, memnuhi, etc. Student was suggested to correcting the spellings. The corrections were indicated on the student’s draft of thesis by writing appropriate spellings.

The improvement of Chapter 1 in the student's thesis appears on the revision of writing mechanism (conventions, style and tones) based on the corrections from supervisor 3b. The corrections of conventions in the thesis writing include choice of words, incomplete phrases or expressions, spelling, spaces and italics. These corrections are to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007), and to make the draft follow more formal academic style in thesis writing (Potter, 1994). In the revised draft, the student indicates that the problems in the choice of words, incomplete phrases or expressions, spelling, spaces and italics have been revised. There is improvement in conventions, style and tones but not on the content quality. This is a pity as the corrections in the writing mechanism do not demonstrate any positive effect on the quality of the thesis. These corrections are recommended to be eliminated because it is unnecessary, ineffective and even counterproductive (Truscott, 1996).

Chapter 2

In chapter 2, supervisor 3b provided feedback some feedback on the content quality and much feedback on the writing mechanism. The evidence of the early student's draft of thesis, the feedback from the supervisor, and the revised draft of thesis is presented below.

With regard to the feedback on the quality of the content, the supervisors suggested student to include and to give further information about: Co-branding dan affinity partnering?, Loyalty?, Pembentukan Loyalitas Pelanggan, and Jenis Loyalitas. The comments were indicated by giving question marks to give further information and written phrases for ideas to be included. In the revised draft, the student include the suggested information. The progress in the contents and organisation of Chapter 2 in the revision of literature is indicated in the box below.

Oliver (1996:392) mengungkapkan, “*Customer Loyalty is deeply held commitment to rebuy or repatronize a preferred product or service consistently in the future, despite situational and marketing effort having the potential to cause switching behavior*”. Dari definisi tersebut, terlihat bahwa loyalitas adalah komitmen pelanggan bertahan secara mendalam untuk berlangganan kembali atau melakukan pembelian ulang produk/jasa terpilih secara konsisten dimasa yang akan datang, meskipun pengaruh situasi dan usaha-usaha pemasaran mempunyai potensi untuk menyebabkan perubahan perilaku.

Menurut Griffin (2008:4) “*Loyalty is defined as non random purchase expressed over time by some decision making unit*”. Berdasarkan definisi tersebut dapat dijelaskan bahwa loyalitas lebih mengacu pada wujud perilaku dari unit-unit pengambilan keputusan untuk melakukan pembelian secara terus menerus terhadap barang/jasa suatu perusahaan yang dipilih.

a. Jenis Loyalitas

Menurut Griffin (2008:22) terdapat 4 jenis loyalitas seperti ditunjukkan pada tabel 4 yaitu sebagai berikut:

1) Tanpa loyalitas

Untuk berbagai alasan, beberapa pelanggan tidak mengembangkan loyalitas terhadap produk atau jasa tertentu. Secara umum perusahaan harus menghindari membidik para pembeli jenis ini karena mereka tidak akan pernah menjadi pelanggan yang loyal.

The progress in chapter 2 indicates that the student develops the literature review as expected by the supervisors. Such progress is in line with the theories of the study from Machi, 2009; Brown, 2006; Todhy, 2006; Murray, 2002; Lipman, 2003; Cooper, 2010; and Rudestam & Newton, 1992. The revision was done in response to the content quality feedback such as giving further information the definition of customer loyalty and the types of loyalty.

In writing mechanism, problems of the thesis draft included choice of words, referencing, italics, spaces and spelling. With regard to the choice of words, the corrections were provided for certain expressions that were considered to be inappropriate. The corrections were indicated by crosses and suggested changes of the words, i.e. “mencapai goal perusahaan > mencapai tujuan perusahaan, menunjukkan > mengindikasikan, pemahaman > pemikiran,

dinyatakan > digambarkan, digabungkan > dikombinasikan, menyatakan > menggambarkan, diberikan > ditawarkan”. In the revised draft, the student responded the feedback by rewriting the appropriate words suggested by the supervisor.

In writing citations, student wrote (full) names but not included the page numbers. The corrections were indicated by examples, crosses and question marks. In the draft of chapter 2, student wrote reference such as: Sunarto (2006), Kotler dan Keller (2009), Lukas (2001), Kotler dan Armstrong (2004), William G. Zikmund, Raymond McLeod, Jr, dan Faye W. Gilbert (2003), Bernd H Schmitt (2003), Griffin (2008), etc. The supervisor suggested the student to write the last names of the authors with page numbers. The revised version indicates that the student responded to the feedback appropriately. In the revised draft the references were written: Kotler dan Keller (2009:45), Kotler dan Armstrong (2004, pp. 16-23), Lukas (2001:3), Griffin (2008:20), etc. This indicates the the student responded to the feedback appropriately.

In regard to spaces, suggestions were provided for group of words or phrases that were put together without spaces. The corrections were shown by slashes in between the words or phrases to separate them as in: “Kegiatandan fungsi-fungsi, dapatmembantu, pengembangan,perancangan,danimplementasi *partneringprogram*. Strategimengelolahdanmenjaga, yangunggulsaatdiminta, mengembangkanikatan”, etc. In the revised draft of thesis, the student corrected the problems by giving spaces such as: “Kegiatan dan fungsi-fungsi, dapat membantu, pengembangan, perancangan, dan implementasi *partnering program*. Strategi mengelola dan menjaga, yang unggul saat diminta, mengembangkan ikatan”, etc. The student makes the thesis draft free from mechanism problem as she did the revision accordingly.

The corrections to use italics were indicated especially to the English words, phrases or sentences that were not written in italics as the thesis is written in Indonesian. The corrections were indicated by circles and underlines as in:

“Marketing is a organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationship in ways that benefit the organizational and its stakeholders”, acquisition, Integrated marketing, Communication, Product and services, Internal marketing, Marketing Department, Senior management, Other department, etc. In the corrected version of thesis draft, the student automatically changed the words, phrases and sentences into italics as requested by the supervisor. The revised draft shows the changes to italics “*Marketing is a organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationship in ways that benefit the organizational and its stakeholders*”, *acquisition, Integrated marketing, Communication, Product and services, Internal marketing, Marketing Department, Senior management, Other department...*”. This indicates that the student responded the feedback correspondingly.

Comments on the spelling mistakes were shown to the words that were written in the wrong spelling due to mistyping both in Indonesian and English words. The corrections were indicated by circles such as: mrupakan, Orgnisasional, mendfinisikan, membrikan, kompehensif, mengmpulkan, ddasarkan, pernikiran, berinterksi, kentungan, perusahaan , kemngkinan, *Purchses*, pelangan. Student was suggested to correcting the spellings. The corrections were indicated on the student’s draft of thesis by writing appropriate spellings, i.e. merupakan, Organisasional, mendefinisikan, memberikan, komprehensif, mengumpulkan, didasarkan, pemikiran, berinteraksi, keuntungan, perusahaan , kemungkinan, *Purchases*, pelanggan. The response of the student indicates that the suggested corrections were accepted to revise the draft.

The improvement of Chapter 2 in the student’s draft of thesis is on the revision of writing mechanism (conventions, style and tones) based on the corrections from supervisor 3b. The corrections of conventions in the thesis writing include referencing, choice of words, spelling, italics and spaces. The

feedback provided by the supervisor is to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to use the appropriate style in academic writing (Potter, 1994). In the revised draft, the student is able to indicate that the problems in writing references, vocabulary, spelling, Italics, and spaces have been corrected. There is improvement in conventions, style and tones and very slight development on the quality (contents and organisation).

In short, the student is able to respond the feedback from the supervisor sufficiently. The progress in chapter 2 is indicated both in the content quality and writing mechanism.

Chapter 3

In this chapter, supervisor 3b provided feedback mainly on the writing mechanism. The corrections from supervisor 3b focused only on writing references, italics, spelling, spaces and capital letters. The evidence of the early student's draft of thesis, the feedback from the supervisor, and the revised draft of thesis is presented below.

Concerning references, the student wrote (full) names but not included the page numbers. The corrections were indicated by examples, crosses and question marks. In the draft of chapter 2, student wrote reference such as: Sugiyono, 2011, Sutrisno Hadi (2008), and Rakhmat (2002); etc. The supervisor suggested the student to write the last names of the authors with page numbers. The revised version indicates that the student responded to the feedback appropriately. In the revised draft the references were written: Sugiyono, (2011:2), Sugiyono (2005: 8), (Sugiyono, 2009:116), Sutrisno Hadi (2008:145), and Rakhmat (2002:17); etc. She also revises the other references that were not corrected such as in Sugiyono (2005: 8) and (Sugiyono, 2009:116). We can also see in the revision that the student still writes the full name of the author Sutrisno Hadi (2008:145). This indicates the student tries to respond to the feedback appropriately but there is a missing revision.

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Connected with italics, the corrections were indicated especially to the English words or phrases that were not written in italics as the thesis is written in Indonesian. The corrections were indicated by circles and underlines as in: Loyalty, customer, centricity, Honesty, Openness, Integrity, efficient & effective, channel procedures, frequent-flyer, corporate account, direct electronic mail, eligible flight, purposive sampling, etc. In the corrected version of thesis draft, the student automatically changed the words and phrases into italics as suggested by the supervisor. The revised draft shows the changes to italics: *Loyalty, customer, centricity, Honesty, Openness, Integrity, efficient & effective, channel procedures, frequent-flyer, corporate account, direct electronic mail, eligible flight, purposive sampling, etc.* The revision in the thesis draft, the student indicates that she responded the feedback adequately.

With regard to spelling mistakes, corrections were indicated by showing examples of corrected words and the mistakes were underlined. The spelling mistakes include: mengmpulkan, pelangan, penrapan, pengmbangan, berkopetensi, masa menatang, pengargaan, kanggotaan, diindentifikasikan, generlisasi, mengtahui, permsalahan, etc. In the revised draft, the student could easily revised the spelling as it is in her own language. The corrected version indicates the right spelling such as: mengumpulkan, pelanggan, penrapan, pengembangan, berkompetensi, masa mendatang, penghargaan, kaanggotaan, diidentifikasi, generalisasi, mengetahui, permasalahan, etc. This indicates that the student gave appropriate response to the feedback.

Regarding the capital letters, comments were given on the headings and sub-headings, names of companies, etc. that were written in lower cases. The corrections were indicated by crossing the lower case and writing the capital letters, i.e. logo perusahaan, visi perusahaan, misi perusahaan, nilai perusahaan, teknik pengumpulan data, penelitian kepustakaan (library research), penelitian lapangan (field research), etc. In the revised draft, the student changed the lower cases into capital letters such as: Logo Perusahaan, Visi Perusahaan, Misi

Perusahaan, Nilai Perusahaan, Teknik Pengumpulan Data, Penelitian Kepustakaan (Library Research), Penelitian Lapangan (Field Research). This indicates that the student responded the feedback as required.

The improvement of Chapter 3 in the student's thesis is found in the revision of conventions, style and tones based on the corrections from supervisor 3b. The corrections of conventions in the thesis writing include writing references, italics, spelling, spaces and capital letters. The corrections mentioned above are to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to use the formal academic style in writing thesis (Potter, 1994). In the revised draft, the student is able to indicate that the problems in writing references, italics, spelling, spaces and capital letters have been corrected. There is improvement in conventions, style and tones.

Chapter 4

In chapter 4, supervisor 3b provided feedback mostly on the writing mechanism. The corrections from supervisor 3b focused only on vocabulary, italics, spelling, and spaces. The evidence of the early student's draft of thesis, the feedback from the supervisor, and the revised draft of thesis is presented below.

With regard to the vocabulary, the corrections were provided for certain expressions that were considered to be inappropriate. The corrections were indicated by crosses and suggested changes of the words, i.e. Pelanggan > responden, pendaftaran > registrasi, memperoleh > mendapatkan, angket > kuesioner, kebanyakan pelanggan > mayoritas responden, merujuk > mereferensikan, kompetitor > pesaing, ditingkatkan > diperbaiki, etc. In the revision, the student shows that she responded the feedback on the vocabulary as expected by the supervisor.

In regard with the italics, the corrections were indicated especially to the English words or phrases that were not written in italics and Indonesian words or phrases that were put in italics. It is understood as the thesis is written in

Indonesian. The corrections were indicated by circles and underlines as in: Garuda Frequent Flyer, Costumer Relationship Management (CRM), Office, *Sumber: Data Hasil Olahan Peneliti, 2013, Sumber: Modifikasi Dari Hasil Penelitian, 2013, GFF Reguler, GFF Junior, Executive Card Plus (EC Plus), Garuda Indonesia Citibank Card (GIC Card), GFF Membership Service, Garuda Inflight Magazine, Short Message Service), etc.*

In the corrected version of thesis draft, the student automatically changed the English words and phrases into italics and the Indonesian words and phrases into non italics as suggested by the supervisor. The revised draft shows the changes to italics and non-italics such as: *Garuda Frequent Flyer, Costumer Relationship Management (CRM), Office, Sumber: Data Hasil Olahan Peneliti, 2013, Sumber: Modifikasi Dari Hasil Penelitian, 2013, GFF Reguler, GFF Junior, Executive Card Plus (EC Plus), Garuda Indonesia Citibank Card (GIC Card), GFF Membership Service, Garuda Inflight Magazine, Short Message Service), etc.* In the revised draft, the student responded the feedback by rewriting the appropriate words suggested by the supervisor.

Regarding the spelling mistakes, corrections were indicated by showing examples of corrected words and the mistakes were underlined. The spelling mistakes include: pengolhan, pengluaran, dikrenakan, medapatkan, kemudaahan, tangapan, peyampaian, responen, kuntungan, penglahan, etc. In the revised draft, the student could easily revised the spelling as it is in her own language. The corrected version indicates the right spelling such as: pengolahan, pengeluaran, dikarenakan, mendapatkan, kemudahan, tangapan, penyampaian, responden, keuntungan, pengolahan, etc. This indicates that the student gave response to the feedback appropriately.

With regard to spaces, suggestions were provided for group of words or phrases that were put together without spaces. The corrections were shown by slashes in between the words or pharses to separate them as in: selalumengutamakan, Sesuaidenganpangsa, diatas, inisesuaidengan,manasaja,

carapendaftaran, pada besarnya, menggunakankartupenilaian, yangdiberikan dicernaoleh, Halni, adalahmaskapaipelopor, etc. In the revised version, the student corrected the problems by giving spaces such as:selalu mengutamakan, Sesuai dengan pangsa, di atas, ini sesuai dengan, manasaja, cara pendaftaran, pada besarnya, menggunakan kartu penilaian, yang diberikan dicerna oleh, Hal ni, adalah maskapai pelopor, etc. The student makes the thesis draft free from mechanism problems in using spaces as she revised the draft accordingly.

The progress of Chapter 4 in the student's draft of thesis is displayed on the revision of conventions, style and tones of the writing mechanism based on the corrective feedback from supervisor 3b. The corrections of conventions in the thesis writing include vocabulary, italics, spelling, and spaces. The suggestions mentioned are to enhance the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to use the formal academic style in writing (Potter, 1994). In the revised draft, the student is able to indicate that the problems in vocabulary, italics, spelling, and spaces have been revised. There is improvement in conventions, style and tones based on the written feedback from supervisor 3b.

Chapter 5

In chapter 5, supervisor 3b also provided feedback on the writing mechanism. The corrections from supervisor 3b focused only on spelling and spaces. The evidence of the early student's draft of thesis, the feedback from the supervisor, and the revised draft of thesis is presented below.

In regarding with the spelling, corrections were indicated by showing examples of corrected words and the mistakes were underlined. The spelling mistakes include: keimpulan, frekensi, pemblian, sisnya, menjawab, membrikan, menkarkan, memprbanyak and mempetahankan. In the revised draft, the student could revise the spelling mistakes easily as it is in her own language. The corrected version indicates the right spelling such as: kesimpulan, frekuensi, pembelian, sisanya, menjawab, memberikan, menukarkan, memperbanyak and

mempertahankan. This indicates that the student gave sufficient response to the feedback from the supervisor.

Regarding the spaces, suggestions were provided for group of words or phrases that were put together without spaces. The corrections were shown by slashes in between the words or phrases to separate them as in: Baikdanharus, bergabungdalam, diluarpenelitian, Halini, perusahaanlain, mengharapkanagar, etc. In the revised version, the student corrected the problems by giving spaces such as: Baik dan harus, bergabung dalam, di luar penelitian, Hal ini, perusahaan lain, mengharapkan agar, etc. In the revised draft, the student is able to put the right spaces according to the suggestions from the supervisor. This indicates that the student responded to the feedback appropriately.

In the student's thesis, the progress of Chapter 5 also is presented on the conventions, style and tones in the writing mechanism based on the corrective feedback from supervisor 3b. The corrections of conventions in the thesis writing include spelling and spaces. The corrections are to improve the readability of the paper (Hefferman & Lincoln, 1996; Steel, 2007) and to use the formal academic style in thesis writing (Potter, 1994). In the revised draft, the student is able to indicate that the problems in spelling and using spaces have been corrected. There is improvement in conventions, style and tones and there is no development on the contents and organisation based on the written feedback from the supervisor.

In summary, the development of student's thesis varies according to the feedback provided by the supervisors. When the feedback focused on the contents and organisation, in the revised draft of thesis, the content quality of the thesis indicated in each chapter is well developed. If the feedback focused mostly on the corrections of writing mechanism, the problems in conventions, style and tones are corrected. These corrections do not improve the content quality of the thesis.

4.2.2. The contribution of feedback

The contribution of feedback to the students' thesis development is discussed on the basis of the feedback from the supervisors and the result of the thesis assessment from the independent evaluator. As indicated in table 4.5., the assessed thesis aspects include: topic/title, content, organisation, style and tone and conventions.

Table 4.5. presents the result of Thesis Document Assessment from the independent evaluator on the thesis of students 1, 2 and 3. The topic/title is assessed whether it is attractive, researchable, significant, manageable, and ethical (aspect no.1).

Table 4.5.
Thesis Document Assessment
Period: May – November 2013

No .	The Assessed Thesis Aspects	Value	Scores of Students		
			1	2	3
A.	Topic/title 1. The topic is attractive, researchable, significant, manageable, and ethical	1	10.A	10.A	10.A
B.	Content (Ideas) 2. The thesis has a clear main idea supported with several points or arguments.	3	7.5.B	8.0.B	8.0.B
	3. The arguments or examples are clear and logical.	4	7.5.B	8.0.B	8.0.B
	4. Opposing viewpoints have been considered and responded clearly and effectively.	4	7.0.B	8.5.A	8.0.B
	5. The question(s) in the thesis have been answered.	3	8.0.B	8.0.B	8.0.B
C.	Organisation 6. There is a clear introduction, review of literature, research methodology and conclusion.	3	7.0.B	8.5.A	8.0.B
	7. The introduction introduces the topic and establishes the significance of the problem clearly.	4	7.0.B	8.0.B	8.0.B
	8. The review of literature is relevant, discusses the previous studies including arguments for and against and is well organized.	4	7.5.B	8.0.B	8.5.A
	9. The research methodology provides comprehensive, consistent, and accurate information about the procedure of research to	4	8.5.A	8.0.B	8.0.B

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	replicate the research and method used to analyze the data.				
	10. The conclusion ties the ideas in the body of the thesis, summarizes the main points of the problem, and restates views on the most feasible solution(s)	4	8.0.B	8.5.A	8.5.A
D.	Style and tone 11. The thesis uses formal language.	1	9.0.A	8.0.B	8.0.B
	12. The thesis follows academic style guidelines.	1	9.0.A	8.5.A	7.5.B
E.	Conventions 13. Terms and words have been defined.	1	9.0.A	9.0.A	8.0.B
	14. Citations and references have been included.	1	9.0.A	9.0.A	7.5.B
	15. The essay's word length guidelines have been Followed.	1	6.0.D	8.0.B	7.5.B
	16. The layout follows thesis guidelines.	1	9.0.A	7.5.B	8.0.B
Average		40	(7.76)	(8.24)	(8.11)

F	<p>17. Extra comments:</p> <p>Student 1</p> <p>The introduction is too wide and less focus on the title.</p> <p>The review of literature did not have strong arguments.</p> <p>The methodology provided clear procedure.</p> <p>The recommendations did not support the conclusion.</p> <p>Student 2</p> <p>The background is not focused.</p> <p>The objectives of the research are not appropriate.</p> <p>The review of literature is too wide and needs more focus.</p> <p>The research method has not focused on the research plan but only the concept.</p> <p>The conclusion is not straight to the point (not sharp).</p> <p>The recommendations are not well related with the conclusion.</p> <p>Student 3</p> <p>The background does not support the title.</p> <p>The sources of the theory are not clear</p> <p>The population and sampling in the research methodology are not clear.</p> <p>The sources of data in finding and analysis are not clear.</p> <p>The conclusion has not answered the research questions clearly.</p>
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The assessment of contents (ideas) includes: The thesis has a clear main idea supported with several points or arguments (aspect 2); the arguments or

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examples are clear and logical (aspect 3); Opposing viewpoints have been considered and responded clearly and effectively (aspect 4); and the question(s) in the thesis have been answered (aspect 5).

The assessment of the organisation includes: There is a clear introduction, review of literature, research methodology and conclusion (6); The introduction introduces the topic and establishes the significance of the problem clearly (7); The review of literature is relevant, discusses the previous studies including arguments for and against and is well organized (8); The research methodology provides comprehensive, consistent, and accurate information about the procedure of research to replicate the research and method used to analyze the data (9); and The conclusion ties the ideas in the body of the thesis, summarizes the main points of the problem, and restates views on the most feasible solutions (10).

The assessment of style and tone includes the thesis uses formal language (11); and the thesis follows academic style guidelines (12). The assessment of conventions includes: Terms and words have been defined (13); Citations and references have been included (14); the essay's word length guidelines have been followed (15); and The layout follows thesis guidelines (16).

Each aspect is scored from one (1) to ten (10) and is valued one (1), three (3) and four (4) based on the score of the each aspect. In total, the highest score is ten (10) or similar to four point zero (4.0). The range of the scores referring to the Tourism School is as follows: A (8.2 -10 or 3.25-4.00, passed - very good); B (7.0 - 8.1 or 2.75 – 3.24 (passed - good); C (6.2 - 6.9 or 2.50- 2.74 (passed - fair); D (3.9 - 6.1 or 1.50 – 2.49, failed - bad); and E (0.0 - 3.8 or 0 – 1.49, failed - very bad).

Out of the thesis aspects, written comments are provided by the independent evaluator to give further comments or feedback on the students' drafts of theses. The drafts of theses are the ones that have been revised by the

students and have been approved by the supervisors to be presented in the thesis examination.

In general the contribution of feedback in terms of feedback providers and receivers, strategies, contents and sources to the students' thesis development is shown by scores from the independent evaluator assessment on the topic/title, contents, organisation, style and tone, and conventions of students' theses. The score of student 1 is B (7.76), student 2 is A (8.24) and student 3 is B (8.11). The scores above indicate the contribution of the feedback to the students' theses quality; the higher score is the higher quality. The highest score is student 2 (A, 8.24), second highest score is student 3 (B, 8.11), and the lowest score is student 1 (B, 7.76). Student 2 and student 3 have slight different scores and belong to A (8.2 -10) while student 1 belongs to B (7.0 - 8.1). These scores mean that the contribution of feedback to students' thesis development is significant but does not reach the maximal scores. The contribution of feedback to each aspect of thesis is discussed in 4.2.2.1 to 4.2.2.6.

4.2.2.1. The contribution of feedback providers and receivers

Feedback providers and receivers include selection of supervisors, responsibilities of supervisors, responsibilities of students and supervisors and student relationship. Table 4.6. shows the contribution of feedback providers and receivers that is classified into high, middle, low or no contribution.

The selection of supervisors whether it is planned or unplanned has no contribution to the development of students' thesis. The match of supervisors' expertise with the students' topics of interest contributes to the development of students' thesis as supervisors are confident of providing feedback for the topics. It is very important to have supervisors' expertise matched with the student's topic of interest as Eggleston & Delamont (1983) point that the matching of student's topic of interest with supervisors' expertise for effective relationships is crucially important.

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Table 4.6.
Data of the Contribution of Feedback Providers and Receivers
Period: May – November 2013

Variable	Sub-variables	Contribution			
		High	Medium	Low	No
Feedback providers and receivers	Selection of supervisors				
	a. In planned manner				v
	b. In unplanned manner				v
	c. Matched with the field	v			
	Responsibilities of supervisors				
	a. Providing guidance	v			
	b. Meeting regularly		v		
	c. Ensure the completion		v		
	Responsibilities of students				
	a. Attending the meetings		v		
	b. Taking initiative		v		
	c. Completing on time		v		
	Supervisors and student Relationship				
	a. Open communication		v		
	b. Close relationship		v		

The responsibility of supervisors to give guidance to the students to write the whole parts of their theses has high contribution to the students' thesis development. These supervisors help students set writing goals from the start of the thesis and all the way through the end so that they know the whole stages such as planning their writing and making the plan manageable (Murray, 2002, p. 21). The attendance requirement helps supervisors and students have enough time to discuss and complete the whole parts of students' thesis. Through regular and sufficient meetings and taking initiatives, students are able to gain enough feedback from the supervisors, to have initiatives to respond to the feedback and to complete their thesis within the allocated time.

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The students' responsibilities to take initiatives, to meet the supervisors as required and to complete the theses on time have medium contribution to the development of their theses. The students are able complete and submit their thesis within the period stipulated by the institution (Guide on Thesis Supervision, 2010-2011, pp. 38-39, MA Programme Director, 2008).

The relationship between the students and supervisors is open and close. Their relationships become the key elements in successful supervision. However, the relationship does not high contribution to the development of the students' thesis.

4.2.2.2. The contribution of feedback strategies

Feedback strategies include timing, amount, modes and audience. Table 4.7. shows the contribution of feedback strategies that is classified into high, middle, low or no contribution.

The timing of feedback in terms of immediate or delayed does not have influence to the thesis development in spite the fact that most of the students gained immediate feedback and only one student gained slightly delayed feedback. When it is delivered immediately for knowledge of facts (Shute, 2007) or delayed slightly for more comprehensive reviews of student thinking and processing, appropriate duration and frequency. The frequency of the students' meetings with supervisors helps to improve the content quality of students' thesis and complete thesis within the allocated time.

Table 4.7.
Data of the Contribution of Feedback Strategies
Period: May – November 2013

Variable	Sub-variables	Contribution			
		High	Medium	Low	No
Strategies	Timing				
	a. Immediate				v
	b. Delayed				v

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	c. Frequency		v		
	Amount				
	a. Much on quality	v			
	b. Much on forms			v	
	Modes				
	a. Written	v			
	e. Oral	v			
	f. Electronic	v			
	Audience				
	a. Individual	v			
	b. Group		v		

The amount of quality feedback contributes highly to the development of the contents and organization and the amount of feedback accuracy contributes to development of writing conventions, style and tone. However, it is against the statement that much amount of accuracy feedback is ultimately harmful to both supervisors and student (Hairston's, 1986, pp. 120–121). It is suggested that supervisors should be able to give balanced amount of accuracy and quality of feedback with the pressures of time and workload.

The oral and written feedback is beneficial to the development of students' thesis. In the oral feedback, students were able to communicate their problems and gain solutions to improve their thesis (Guffey et al., 2006). For the written feedback, it is helpful as it can be read again and again to understand the feedback Nah (2008). This oral and written feedback gives high contribution to the thesis development both on the content quality and writing mechanism. The written feedback in red pen does not mean that the supervisors arrogant or supervrior but to highlight the information.

The individual feedback gives high contribution and group feedback has medium contribution to the students' thesis development. The individual feedback was to cater individual needs (Brookhart, 2008). While group feedback, under most conditions groups are more productive than individuals (Johnson & Johnson, 1989; Slavin et al. (1984). The two students who came in group has also

advantages individually as they can listen and pick up the feedback provided for other students.

4.2.2.3. The contribution of feedback contents

Feedback contents include focus, comparison, functions, valence, clarity, specificity and tone. Table 4.8. shows the contribution of feedback contents that is classified into high, middle, low or no contribution.

The focus feedback on the work of content quality and on the process provides high contribution to the development of contents and organization, convention, styles and tones of students' thesis. This feedback includes the student's ideas, control of form, ability to use appropriate academic writing and research conventions, the approach to the processes of writing, and global issues related to their entire essay (Goldstein, 2006). The self regulation feedback helps students regulate their action to follow the standard of thesis writing and to complete their thesis on time. This feedback also contributes to the development and completion of their thesis.

The comparison feedback that compared student performance with the school guide book to write thesis highly contributes to the thesis development following the standard rubrics of the school (Youyan, 2013). The norm-reference criterion that compared students' drafts of thesis with the achievement of other students contributes to the development of students' thesis on the parts that the students compared especially on the content quality. The self-referenced feedback that compared student performance with their previous achievement contributes to the development of thesis both on the content quality and writing mechanism.

Table 4.8.
Data of the Contribution of Feedback Contents
Period: May – November 2013

Variable	Sub-variables	Contribution			
		High	Medium	Low	No
	Focus				

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3 Contents	a. On the work	v			
	b. On the self-regulation	v			
	c. On the process	v			
	Comparison				
	a. Norm-criterion reference	v			
	b. Criterion-reference	v			
	c. Self-reference	v			
	Functions	v			
	a. Descriptive				
	b. Evaluative	v			
	c. Formative	v			
	d. Corrective			v	
	Valence				
	a. Positive			v	
	b. Negative				v
	c. Suggestive	v			
	Clarity				
	a. Clear	v			
	b. Unclear			v	
	Specificity				
	a. Specific	v			
	f. General		v		
	Tone				
	a. Inspiring		v		
	b. Praise				v
	c. Critiques				v

The function feedback that includes: descriptions of strength and weaknesses of student performance in the forms of comments and suggestions, evaluation of how well the learner has performed using check marks or coded symbols, and suggestions on the students' works (Hattie & Timperley, 2007), has high contribution to the development of students' thesis both on the content quality and writing mechanism. The corrective feedback that provided corrections of every error in writing mechanism contributes to the improvement of students' thesis especially the writing conventions but has low contribution the thesis quality.

The positive comments in valence feedback that motivate, make students aware of the work, and encourage students to keep in progress with the thesis writing contributes to the development and completion of students' thesis. The negative feedback that is considered as punishment (Brookhart, 2008), neither makes students lose their motivation nor contributes to the development of thesis. The suggestive feedback that helps students take actions to revise the thesis, contributes highly to the development of the students' thesis both on the content quality and conventions.

The clarity feedback that uses simple language and points out the locations of the problems with the solutions (Irons, 2007; Brookhart, 2008, p. 32), provides high contribution to the development of students' thesis. The less clear feedback with symbols or codes such as interjections, question marks or underlines without any comments or solutions on how to correct the problems, does not contribute anything to the development of thesis.

The specificity feedback that shows the problems and the locations of the problems (Nelson & Schunn, 2009) has high contribution to the students' thesis development in terms of content quality and conventions, styles and tones. The general feedback has medium contribution to the thesis development.

The feedback tone that inspires and motivates students to work on their thesis (Nicol & McFarlane-Dick, 2006), provides medium contribution to the development of students' thesis. Praising that increases the student's motivation and confidence (Brookhart, 2008), does not contribute to the development of students' thesis and critiques that may lose students' interest and motivation do not have any effects on the contribution of students' thesis.

4.2.2.4. The contribution of feedback sources

Feedback sources include supervisors, tutors and peers. Table 4.9. shows the contribution of feedback sources that is classified into high, middle, low or no contribution.

Table 4.9.
Data of the Contribution of Feedback Sources
Period: May – November 2013

Variable	Sub-variables	Contribution			
		High	Medium	Low	No
4. Sources	a. Supervisor	v			
	b. Tutor		v		
	c. Peer			v	

The supervisor feedback that provided what students did well and what they needed to do to improve their work and to complete their thesis (Murray, 2002:70; Mills and Matthews, 2009), shows high contribution to the development of the students' thesis both the contents quality and writing mechanism. The tutorial feedback that provided explicit guidance was helpful for students to repair their writing problems. This tutorial feedback indicates medium contribution to the students' thesis development as the tutor guided the students to discover their errors and to repair them by themselves. The peer feedback that provided more informal, more relaxed, more time available than teacher's feedback has low contribution to the students' thesis development.

In summary, the feedback in terms of feedback providers and receivers (Table 4.6), feedback strategies (Table 4.7), feedback contents (Table 4.8) and feedback sources (Table 4.9) has shown the contribution to the development of students' thesis.

The feedback providers and receivers show mostly medium contribution to the development of students' thesis especially in the responsibility of supervisors and students and the relationship between supervisors and students. The highest contribution is shown in the match of supervisors' expertise with the students' topics of interest in the selection of supervisors and the guidance provided in the responsibilities of supervisors. There is no contribution of feedback in planned or unplanned manner of selection.

The contribution of some feedback strategies is high to the development of thesis especially in the modes, amount on feedback quality and individual feedback. Frequent timing and group audience have medium contribution, feedback on the forms gives low contribution and no contribution the development of the thesis especially the immediate and delayed timing.

The contribution of most feedback contents is high to the development of students' thesis especially feedback focus, comparison, functions, suggestive feedback in valence, clear feedback in clarity, and specific feedback. The medium contribution is indicated in general and inspiring in feedback tone. The low contribution is shown in the positive, corrective and unclear feedback. There is no feedback contribution to the thesis development especially the negative, praise and critique feedback.

For the sources of feedback, there is high contribution from the supervisors, medium contribution from the tutor and low contribution to the thesis development from the peers.