

## **CHAPTER V**

### **CONCLUSION AND RECOMMENDATION**

This chapter concludes the study referring to the two research questions presented in the introduction: (a) the nature of feedback in terms of feedback providers and receivers, strategies, contents and sources in thesis writing supervision and (b) the contribution of feedback to the development of the students' thesis writing. The second part of this chapter presents recommendation for further researchers and practitioners.

#### **5.1. Conclusion**

Based on the discussion presented in the previous chapter, the study found that feedback from the supervisors contributes to the developments of students' thesis writing. The degree of contribution of each feedback is as follows.

Most of the feedback including those from the providers and receivers, the strategies, contents and sources in thesis writing supervision contributes highly to the students' thesis development. The thesis did not undergo changes dramatically when feedback only dealt with the nature of the responsibility of supervisors and students as well as the relationship between them. This is unlike the case when the supervisors' interests matched the students' topics. Supervisors would provide in depth and more comprehensive feedback, and students would receive them accordingly.

The thesis experienced major changes when feedback dealt with strategies, especially in the modes, amount of content quality and individual feedback. On the other hand, the frequency of meetings and group audience has moderate contribution to the refinement of students' draft of thesis. As for feedback on writing mechanism contributes minor improvement, while the immediacy and delay feedback did not influence the contribution.

Remarkable enhancement of thesis is particularly contributed by feedback contents that involve focus, comparison, functions, valence especially in suggestion, clarity and specificity. Reasonable thesis advancement is given by less specific and inspiring tone of feedback. On the other hand, trivial contribution is presented by positive, corrective and unclear feedback and unsurprisingly negative, praise and critique feedback did not affect the improvement to the students' draft of thesis.

In addition, the feedback contents were contributed by supervisors (1a, and 3b) who focused more on the writing mechanism and supervisor 1b who only provided feedback on statistics. One student was disappointed as the supervisors were not able to provide sufficient feedback to go deep into the quality of the thesis content. The insufficiency for providing feedback is an indication that the supervisors did not have sufficient knowledge (still dark) of thesis writing in the supervision. E. Aminudin Aziz in Leo (2013) stated that supervisors are to give light to students but they themselves are dark (*Ilmu Ajug*).

With regard to sources of feedback, high progress of students' thesis was presented by supervisors especially whose interests matched the students' topics, who used written and spoken modes and who focused on the quality of thesis contents. As for tutor who was familiar with the topic and the object of research, the feedback contributes moderately to the thesis development, while feedback from peers changes the students' thesis slightly.

The study then concludes that different types of feedback and the way of the feedback that are provided determine the quality of students' responses to the feedback. The responses of the students to the quality of the contents enhance the progress of the students' thesis writing, which is displayed in the revised drafts of students' thesis. The deeper feedback on the contents and organisation indicates the better responses of students in revising the content quality of thesis.

## **5.2. Recommendations**

In line with conclusion in the study, there are three recommendations for further researchers to enhance the various aspects related to the thesis writing supervision feedback.

First, the scope of the study is limited in one of tourism schools that do not represent the tourism schools in Indonesia. Further researchers are expected to conduct research dealing with more representative tourism schools to find more generalize-able findings.

Second, the case study with purposive sampling is only able to find out the deep phenomena from the three participants gaining the best achievement in their classes with the six supervisors at the locus of the study. Further researchers are expected to use different research designs with bigger number representative participants gaining the best, middle and poor achievements to gain richer and more reliable data.

Third, the study only focuses on the contribution of feedback to the students' theses quality involving three students obtaining the best achievement in their class. Further research is expected to examine feedback contribution to the supervisor and institution performance or reputation involving students obtaining low, middle and high achievement.

Next concerning with the result of the study, it is recommended to assess the supervisors' competences in supervising the research students. The result of the assessment is to be followed by structural actions to make them confident to go deep into the concepts in the whole parts of the thesis and to train them to experience conducting research and to become researchers.

In addition, the supervisors have different perception and abilities in the feedback strategies and that contributes to the development of students' thesis. It is recommended to investigate the perception and abilities of supervisors to provide feedback for the future research.

Finally, it is recommended that the best practice of supervision feedback should be formulated and documented in the school guidebook as a criterion reference. The guidebook is disseminated to final semester students, lecturers/supervisors and related institutions by seminar, training and providing references on best practice of supervision feedback.