

STUDENTS' PERCEPTION TOWARDS WRITTEN FEEDBACK OF THESIS WRITING ADVISORY AT STKIP SIDOARJO

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Abstract: This research is aimed to find out the most used type of written feedback and the students' perceptions towards lecturers' written feedback on thesis writing advisory at STKIP PGRI Sidoarjo. This study employed descriptive qualitative method. The subjects of this study were the 7th semester students at STKIP PGRI Sidoarjo who were working the thesis writing. The source of data was the students' writings consisting lecturers' written feedback (indirect and direct written feedback). The instruments applied were documentation, questionnaire, and interview. The researcher distributed the questionnaires to 20 students and conducted the interview to 5 students to clarify and strengthen the data by seeing the most degree of agreement chosen. The result showed that the most type of written feedback was indirect written feedback consisting 337 items (65.44%). Meanwhile, the direct written feedback was 178 items (34.56%). The students had positive perceptions towards the lecturer's written feedback. They preferred to get written feedback as it had been clear, useful and helpful for the students. It also could be a motivation and a guidance in the thesis writing. The researcher addresses suggestions to: lecturers to keep using written feedback by giving clear explanations and information; students to evaluate their thesis writing; other researchers to advance the implementation of written feedback; and the institution to considerate providing a new regulation deals with the efficiency of thesis writing advisory.

Keywords: *student's perception, lecturer's written feedback, academic writing*

INTRODUCTION

Learning process within seven semesters studying scientific theory will end up with thesis writing for undergraduate students. It becomes an unavoidable final writing task to conduct research and takes data to be examined as the implementation of scientific theories during the classes done. Richards and Renandya (in Wibowo, 2013: 23) stated that "process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus may not, at least initially, give way to a free variation of writing stages cited earlier". Means, writing, as the skill in the English language learning, is a

problematical activity which coming up with a planning, an activity of drafting, an implementation of rewriting, and also a process of editing. Becoming a reason about writing, students need well preparations to finish and manage the procedure of doing thesis writing so as to end their thesis timely and effectively.

When students can't manage time properly in conducting thesis writing, they are going to face a stress condition. Thus, this condition can create them extremely onerous to concentrate on what they need to try and do. Linden (in Obijiaku, 2015: 20) argued that "Condition of stress signifies both a psychological and a reflex to a factual or alleged-threat that needs some actions or resolutions as a motivation to avoid it". Thesis writing as the educational writing subject has its own rules. So, students, who are working their thesis writing, must follow the procedures given. Students realize the difficulties to finish because of various reasons like ineffective time management and a few dis-motivating feelings or perceptions. Based on these arguments, it can be concluded that having a proper time management and motivations are essential factors to encourage students finishing their thesis.

Another problem faced by students in writing thesis is students' dis-motivating feelings or perceptions toward the process of thesis writing advisory. Therefore, thesis advisors should offer effective feedbacks for his or her students otherwise the students can fail in applying their ideas on their written works. Generally, according to Sherman (1994; in Sekartaji, 2013, p. 13), "feedback is a response or reaction from a person to something that another person does; that can be used to assess and improve a person's performance in the future". This statement from Sherman implies that feedback might be applied to guide and to boost person's performance in the future. It is clear that feedback is focused on person's improvement within the learning method of development his/her skills into wider knowledge.

Lewis (2002: 3) stated that "One purpose of feedback is providing info directed to lecturers and their students within the learning progression involved". Moreover, as the objective of feedback, it can be said that giving feedback is a continuing form of academic assessment which is more focused than marks or even grades. As it is recommended by Hyland & Hyland (2006) and Hyland (2003) as cited in Sekartaji (2013: 13), "Feedback provides the students meaningful and useful information in the proses of learning in order to assist them to develop their skills and broaden their knowledge" Means that, feedback is an essential reaction as a means of telling valuable information to the students about progress they're creating and involving students within the capability of their improvement.

Moreover, Reid (1993: 218), claimed that "Feedback must help students expanding their writing by communicating feedback detailed enough to permit students' actions to change their works of writing". Lecturers' feedback is supposed to help students to enrich their writing pieces. Based on those arguments, purposing of feedback as the assistance in conducting writing is a vital element in feedback given. Therefore, lecturers or thesis advisors must not let students under their supervision get bored to wait to receive their marked papers to be revised until they lose the ideas to be written. Lecturers' written feedback is clarified in the literature as comments, questions, or error corrections that are written on students' assignments (Mark: 2009; as cited in Razali & Jupri, 2003: 63).

Lecturers' written feedback deals with the language options employed in the students' text such as lexis, grammar, mechanics, etc. According to Fathan and Whalley (in Wulandari, 2017: 43), "The focuses of lecturers' written feedback are form-focused and content-based feedback". First, focusing during this feedback is thought as linguistics corrections. It means students' writing works are corrected only on the parts of grammatical areas. Next, it concerns more on content quality and organizational structures of the overall text. Concluding the statements mentioned, focusing of lecturer's written feedback clarifies that written feedback will give the opportunities to students in the area improvements. By giving written feedback in the proper ways, students will be motivated to make better writing with competent matters as their expectation. The written feedback is considered as a good instrument of communication between lecturers and students; revision will provide students' motivation through the writing progression. As a result, a written feedback given by their lecturers will support students to identify their capability either their strengths or their weakness, and also provide encouragement for students during the writing process (Lee, 2005).

This research mainly discusses the types of lecturers' written feedback and students' perceptions toward the thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo. This research focused on lecturers' written feedback because lecturers' written feedback was considered as an effective way of giving feedback. Thus, this research was very significant to be conducted with the aim of knowing how lecturers' written feedback can help students in the process of thesis writing and this kind of research has not been conducted yet by other researchers at STKIP PGRI Sidoarjo. Meanwhile, the similar researches have been conducted by other researches beyond STKIP PGRI Sidoarjo.

Based on that issue the researcher took the problems related to how the students perceived the lecturers use written feedback on thesis writing advisory at STKIP PGRI Sidoarjo. The research questions in this research are:

1. What is the most type of written feedback given by the lecturers on thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo?
2. What are the students' perceptions towards lecturers' written feedback of thesis writing advisory on the 7th semester students at STKIP PGRI Sidoarjo?

Feedback in the Writing Process

Individuals can communicate and explore their concepts, thoughts, attitudes, and messages to people within the world by writing activity. They will even be able to transfer and exchange information and knowledge one to a different. By writing, individuals will be able to explore their potentials and specific their concepts. Richards and Renandya (2002: 315) argued that every single step of writing will identify the progress of writing and improve his/her writing skill. Method of writing in educational level involves four basic writing stages namely: a coming up with planning, a drafting, a revising, and associate with an editing.

An enormous writing skill is very important within the educational field because it helps students to be success become good writers such as writing the thesis. Thus, the students want feedback throughout their method of writing. In educational writing, "the concept of second language learning of writing views 'writing as a product'. It encourages a focus on formal text units or grammatical

features” (Hyland: 2003: 3 in Hadiyanti, 2013, p. 9-10). Consequently, lecturers or thesis advisors ought to be able to provide effective feedback for his or her students otherwise they can fail to use their concepts on the written form.

Lewis (2002: 3-4) states, feedback has many objectives once it is given within the acquisition. First, providing appropriate feedback is done as a motivation to strengthen students in learning method. Meanwhile, the utilization of correct language in giving are the encouragement to students of their ability instead of scorings or grading of their achievements. Second, students apprehend what they need to try and do within the next sections of their progress by the implementation of feedback given by their lecturers. As a result, when obtaining feedback, students can learn to resolve their own mistakes. By learning from the feedback, students measure their encouragement to be independent individuals. Supported the statements mentioned, it can be said that feedback is important part within the process of writing. Cohen & Cavalcanti (1990: 155) categorize two styles of feedback referred to as oral feedback and written feedback.

Types of Lecturer's Written Feedback

There are many ways to classify written feedback. Guenette (in Ellis, 2008: 97) argued written feedback done by lecturers is determined the corrections consisting comments, and/or marks given within the written forms to students' written work draft. Underlining, coding, circling, or contributive alternative symbols could also be given because the format of written feedback. The lecturer should give the particular comments on students' errors with positive suggestions concerning a way to improve the students' work. According to Biber, Nekrasova, & Horn (2011: 7) mentioned that the types of lecturer's written feedback are classified into two kinds of forms referred to as direct written feedback and indirect written feedback. The term of direct written feedback is employed to denoted examples wherever the writing lecturer makes an exact correction to students' text (e.g.: providing the proper grammatical kind within the ungrammatical sentences). Whereas indirect written feedback is wherever the lecturer indicates that one thing concerning students' writing is problematic (e.g.: by underlying ungrammatical sentences).

Forms of Written Feedback

According to Ellis (2008: 99), there are two types of lecturer's written feedback called direct written feedback and indirect written feedback. In the case of direct written feedback, the lecturers provide the students' writing with the correct form directly. By giving a number of various forms of written feedback such as crossing out an unnecessary part of students' work, adding an omitted elements of language used, and writing the correct form around to the incorrect area. According to Ferris (2002: 19), “Direct feedback refers to lecturer providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s])” In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction (Chandler, 2003).

Example:

- a) His cat stole $\sqrt{\text{bone}}$ from $\sqrt{\text{bin}}$. → His cat stole a bone from the bin.
- b) I don't like Andy because he is ~~speak too much~~.

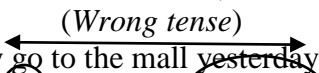
(Talkative)

Furthermore, indirect written feedback is categorized into *Coded Feedback* and *Un-coded Feedback*. A type of indirect written feedback (coded feedback) signifies to the typical error identification in which it happens when lecturer explicitly identifies that errors recognized on the students' work and provides a mark without any correction. As a result, lecturers will let the students do correction by themselves (Ferris, 2002). Meanwhile, indirect feedback (un-coded feedback) represents to the corrections given in which the lecturer simply indicates an error found by giving marks on the students' work in the various forms such as: putting a checkmark in the margin, symbolizing the area of error, underlining part of error, high lighting on its error, or circling of word (s) or phrase (s) in part of error indicated (Lee, 2005).

Example:

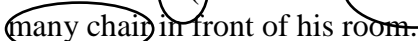
- a. Coded feedback (indirect feedback)

Jane and Anthony go to the mall yesterday.



- b. Un-coded feedback (indirect feedback)

I saw many chair in front of his room.



Students' Perceptions

Knuuttila & Karkkainen (2008, p. 6) argued "A perception is an actualization of perceptual potency. When the power of perceiving changes from potentiality to actuality, the sense-organ has undergone a change which contributes to the presence of the activating object, but the actualization of the perceptual ability (and the perceptibility of the object) is another kind of change." Meanwhile, Altman, et al (in Pratiwi, 2013) stated that perception as the way of stimulations which are selected, so it can be a meaningfully interpreted. Furthermore, perception is also determined as a response of stimulation from surroundings. Consequently, these responses will let people understand the reaction of perception as a meaningful information of stimuli they have got.

In this research, the researcher is interested in knowing the students' perceptions on lecturers' written feedback on the thesis writing process. The students are supposed to have positive perceptions toward lecturers' written feedback so they will keep improving their writing skill. However, the students' perceptions toward the lecturers' written feedback will be dissimilar among the students. Lecturer's written feedback is described as any comments, questions, or error corrections that are written on students assignments. Cohen & Cavalcanti (1990:11) argued regarding the intention of the written feedback results in the positive effect, the implementation of written feedback as the corrections done by lecturers should be clear for the understanding of students. If the students can receive the handwriting of lecturers or understand the comments or symbols that lecturers are likely to use, the written feedback will be more understandable.

Lewis (2002:3) states "Providing information for lecturers and students is one of the objectives of feedback which is more focused than marks and grades". Furthermore, providing written feedback can be identified as part of communication to the students about the progress they are making and also facilitate them in the area of improvement. Form of correction feedback can be seen by giving the highpoint of the strengths and the weakness on the students'

writing, comments that give information of individual progress. Based on the explanations above it means feedback given must be objective so it will make students know and understand how they have done, what parts they are lack of and need to be improve, and what parts they have done well.

METHOD

Research Design

The researcher applied descriptive qualitative method for completing this study because this study was intended to describe the students' perceptions towards lecturers' written feedback of thesis writing advisory. As descriptive qualitative research, this research used the description of words, phrases and sentences in process of representative the related data evaluated to show the conclusion for this research. It is lined by Fraenkel and Wallen (2006), "Qualitative data are collected in the form of words, phrases, and sentences by using description forms rather than numbers". The materials analyzed can be textbooks, newspapers, information from web pages, speaking forms, television programs, advertisements, music, or any of other types of documents (Ary, 2010: 457).

Subjects

In qualitative research, a subject is identified as a number of people who have a similar characteristic (Creswell, 2012: 142). Obtaining valid and trustworthy data of the students' perception toward lecturers' written feedback in the thesis writing advisory, this research used the entire subjects. In agreement with (Bertaux, 1981: 35; Guest et al., 2006; Mason: 2010; cited in Esch & Esch, 2013: 228), says that 15 numbers as the sample of research are the smallest acceptable number in qualitative research. The subjects of this research were 20 students of the 7th semester students of STKIP PGRI Sidoarjo who were working on their thesis writing advisory. The students were considered conducting the thesis writing and they had perceptions toward lecturers' written feedback. Moreover, they may have totally different interpretations on the perceptions towards lecturers' written feedback of thesis writing advisory. As a result, they might support this study to achieve the data required.

Source of data and data

The primary sources of data used to answer the first formulated problem were all of the students' work consisting written feedback from the lecturers. Meanwhile, the types of written feedback (direct and indirect feedback) were the data to be examined. Furthermore, the instruments of questionnaire and interview were applied to answer the second research question. All the questionnaire items were the source of the data of the research and the chosen degree of the statements were the data to be examined. Lastly, the results from the questionnaire were used in the interview to gain the deeper perceptions toward the lecturers' written feedback.

Instruments

In an effort to answer two research questions, the data were collected by documentation, questionnaire, and interview. All copies of the students' works consisting lecturer's written feedback were the source of the data and types of written feedback on the copies of students' writing consisting lecturer's written feedback were the data in this study. Questionnaire and interview items were used as the source of the data which is going to be examined. Meanwhile, the students' perceptions based on the questionnaire items were used as the data for the research. Then, all of the transcriptions of interview were used as the data.

Data collection procedures

The setting of this research, the researcher took place in STKIP PGRI Sidoarjo which located in Jl. Raya Kemiri, Kemiri, Kec. Sidoarjo, Kab. Sidoarjo, East Java. There were three types of instruments in this study obtained from documentation, questionnaire, and interview.

Documentation

In this research, the researcher gathered the students' writings consisting lecturers' written feedback by picturing them using camera of mobile phone. It was conducted to know the types of lecturers' written feedback given to the student's works. After documenting students' writing, the researcher classified the types of lecturers' written feedback using checklist in order to classify the data. According to Ary (2010, p. 217) checklist is an assistance to direct observation which list items to be given attention. Checks mark presence, absence, or frequency of occurrences for each item. In this study, the checklist activity confined some categories to analyze the types of the lecturers' written feedback.

Questionnaire

Questionnaire was applied in order to obtain the data about students' perceptions toward lecturers' written feedback. The questionnaires were distributed to the 7th semester students who were working on thesis writing. In order to enhance the consistency of the responses throughout the respondents, and make the tabulation easier and faster, a closed-ended questionnaire were used.

There were 30 closed-ended items provided which cover all the information needed to answer the research problem. Each statement came up from several theories that were used to support this research. The questionnaire used in English Language because the participants were all English language students and they were capable enough in understanding and responding to the statements provided

Interview

The third instrument used in this research was the interview. "Interview is one of the most widely used and basic ways for gaining the data in qualitative research and it is used to collect data from people about their opinions, beliefs and feelings in their words" (Ary, 2010, p. 499). The interview was conducted to gain deeper understanding among the respondents, as it was done to support the main data in the questionnaire's results. In addition, it also used to strengthen, to clarify, and to confirm all the answers collected from the questionnaire items. In

conducting the interview, the researcher prepared a question list consisting of 16 open-ended questions.

Data analysis

Patton (in Moleong, 2007) claimed "The data analysis system is the process of data preparation and data classification". In the analysis of the gathering data, process of analyzing data based on the instruments done in the following procedures.

Documentation

In conducting this research, the researcher did some steps. Firstly, researcher collected data by picturing the students' writings that only contain lecturers' written feedback. The lecturers' written feedback were categorized by using a checklist based on the types of written feedback which used theory of Ellis (2008). The analysis about the types of lecturers' written feedback given on students' writing was presented by using numerical evidence into percentage. Lastly, the researcher found the most of types of lecturers' written feedback given to the students during thesis writing advisory by knowing the percentage of types of written feedback.

Questionnaire & Interview

The first step in analyzing the collected data were noting the results of questionnaire. There were four degrees of agreement for each statements namely 'strongly agree', 'agree', 'disagree', and 'strongly disagree'. As the way to conclude the data, this research used the most degree of agreement chosen. However, appropriate formula will be used as the quantification to calculate participants' answers yet still the results which were in form of numbers will be described and interpreted in form of words in descriptions. Moreover, the researcher found the results by calculating how many participants chose 'strongly agree', 'agree', 'disagree', and 'strongly disagree' in each statement. The percentage data were used as the final result to answer the research question which leads to the final conclusion. After having collected numbers of degree of agreement, the researcher described the results shown in percentage in relation to each questionnaire statement. The questionnaire and descriptive results of the interview were described and classified based on the categories to complete the final result. The next step was to draw the conclusion of this research.

FINDINGS AND DISCUSSION

Documentation

To get the results of the total number of lecturers' written feedback, all of the lecturers' written feedback on each student's work were counted. Then, how many feedback in the form of direct and indirect feedback was counted. The last step was counting the percentage of each part type of feedback. All of the data consisting the lecturers' written feedback were examined by using theory of written feedback from Ellis (2008) and supported by related theories. The percentage of data from students' writing are presented on the table.1 and the figure.1 as follow:

Table 1: Types of Lecturers' Written Feedback

No	Types of Written Feedback	Numbers of Lecture's Written Feedback	Percentage
1	Direct Feedback	178	34.56%
2	Indirect Feedback	337	65.44%
Total		515	100.00%

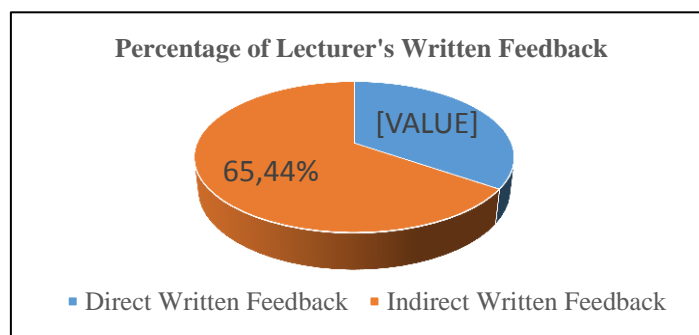


Figure.1 Percentage of Types of Feedback

Based on the table.1, it shows that the total number of lecturer's written feedback is 515 items consisting 178 items (34.56%) and 337 items (65.44%). It means that the lecturers' written feedback is mostly in the form of indirect lecturer's written feedback. The lecturers gave corrections to the students' mistakes by indirect providing correct linguistic forms of a code sheet containing types of errors as their definitions for students such as indicating and locating errors of the students' works, identifying or indicating errors only, giving codes only and describing the errors only without any corrections directly to the forms of written to the errors. It can be concluded that the lecturers indicated that the student has made an error without actually correcting it (Ellis: 2008).

Moreover, it is a type of indirect feedback that can be said that an error identification in which it happened when lecturers implicitly identified that errors have been done by the students and the lecturers indirectly provided written corrections by giving marks such as circling, underlining, crossing on the students' work and leave them to the student to correct by themselves. Based on the data findings, answering the first research question containing the most used type of lecturers' written feedback, the lecturers applied the corrections through the students' writings by using indirect written feedback consisting 337 items (65.44%).

Questionnaire & Interview

In this part, the researcher primarily discusses the findings of both questionnaire results and interview results consisting (1) students' perception on the thesis writing advisory; (2) students' perception on the process of lecturer written feedback in the thesis writing advisory; and (3) students' perception and the implication on the implementation of lecturer's written feedback.

Table 2: Students' Perception on the Thesis Writing Advisory

No.	Statements	SA	A	D	SD
1	Revision is needed in the thesis writing process.	70.00% (14)	30.00% (6)	0.00% (0)	0.00% (0)
2	Feedback is needed in the thesis writing process.	65.00% (13)	35.00% (16)	0.00% (0)	0.00% (0)
3	I am familiar with lecturer's written feedback as one of feedback techniques implemented in the thesis writing.	15.00% (3)	80.00% (16)	5.00% (1)	0.00% (0)
4	I get written correction of my mistakes from my thesis advisor in my thesis writing advisory.	25.00% (5)	75.00% (15)	0.00% (0)	0.00% (0)
5	I get written suggestion of my mistakes from my thesis advisor in my thesis writing advisory.	40.00% (8)	60.00% (12)	0.00% (0)	0.00% (0)
6	I get written justification direct to the exact point of my mistakes from my thesis advisor in my thesis writing advisory.	30.00% (6)	60.00% (12)	10.00% (2)	0.00% (0)
7	I get only markings on my problematic areas from my thesis advisor on my writings.	35.00% (7)	40.00% (8)	15.00% (3)	10.00% (2)
8	I get only underlines on my problematic areas from my thesis advisor on my writings.	10.00% (2)	55.00% (11)	25.00% (5)	10.00% (2)
9	I get written feedback on my spelling of writing from my thesis advisor.	40.00% (8)	60.00% (12)	0.00% (0)	0.00% (0)
10	I get written feedback on my grammar of writing from my thesis advisor.	40.00% (8)	60.00% (12)	0.00% (0)	0.00% (0)
11	I get written feedback on the content of my writing from my thesis advisor.	50.00% (10)	50.00% (10)	0.00% (0)	0.00% (0)
12	I get written feedback on the organization of my writing from my thesis advisor.	30.00% (6)	60.00% (12)	10.00% (2)	0.00% (0)
13	I prefer lecturer's written feedback than oral feedback during the thesis writing advisory on my writings.	55.00% (11)	30.00% (6)	15.00% (3)	0.00% (0)
14	I feel that written feedback given by thesis advisor on my writings is clear.	15.00% (3)	70.00% (14)	15.00% (3)	0.00% (0)
15	I am satisfied with the written feedback given by thesis advisor on my writings.	20.00% (4)	80.00% (16)	0.00% (0)	0.00% (0)

16	The written feedback given by thesis advisor is helpful for me to correct my writings.	60.00% (12)	40.00% (8)	0.00% (0)	0.00% (0)
17	I believe written feedback from my thesis advisor is important in the process of thesis writing.	80.00% (16)	20.00% (4)	0.00% (0)	0.00% (0)
18	Written feedback from my thesis advisor gives significant influences to the improvement of my writing quality.	50.00% (10)	50.00% (10)	0.00% (0)	0.00% (0)
19	The use of lecturer's written feedback helps me to develop my writing skill.	40.00% (8)	55.00% (11)	5.00% (1)	0.00% (0)
20	The use of lecturer's written feedback helps me to recognize my strength in my writing skill.	35.00% (7)	65.00% (13)	0.00% (0)	0.00% (0)
21	The use of lecturer's written feedback helps me to recognize my weakness in my writing skill.	40.00% (8)	55.00% (11)	5.00% (1)	0.00% (0)
22	I feel encouraged to learn how to write good writings and write more better after getting written feedback from my thesis advisor.	25.00% (5)	70.00% (14)	5.00% (1)	0.00% (0)
23	I get more motivated to revise my writings after having written feedback from my thesis advisor.	25.00% (5)	70.00% (14)	5.00% (1)	0.00% (0)
24	I only use lecturer's comments as my considerations to revise my writings.	20.00% (4)	35.00% (7)	35.00% (7)	10.00% (2)
25	I only use lecturer's suggestions as my considerations to revise my writings.	15.00% (3)	50.00% (10)	30.00% (6)	5.00% (1)
26	I only use lecturer's corrections as my considerations to revise my writings.	20.00% (4)	55.00% (11)	25.00% (5)	0.00% (0)
27	I revise my writing only at the part in which I get the written feedback.	30.00% (6)	45.00% (9)	20.00% (4)	5.00% (1)
28	I revise my writing not only at the part in which I get the written feedback but also other parts which need to be revised.	10.00% (2)	80.00% (16)	10.00% (2)	0.00% (0)
29	I feel confident with my quality of writings when I get written feedback from my thesis advisor.	25.00% (5)	65.00% (13)	10.00% (2)	0.00% (0)
30	Lecturer's written feedback should be used in the thesis writing advisory.	45.00% (9)	50.00% (10)	5.00% (1)	0.00% (0)

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

Table 2 shows that students' perception on the thesis writing advisory. As a result, it's clearly seen that in the first statement, 14 students (70%) chose SA (strongly agree), 6 students (30%) chose A (agree), and none chose D (disagree) and SD (strongly disagree). Meanwhile, in the second statement, 13 students (65%) chose SA (strongly agree), 7 students (35%) chose A (agree), and none chose D (disagree) and SD (strongly disagree). It means that all students (100%) needed both of revision and feedback in the thesis writing advisory in order to guide their thesis writing and to improve their writings. Based on the result of the interview, all of the students stated that feedback and revision are needed during the thesis writing advisory. They claimed that both of feedback and revision are important points in order to improve their thesis writings. As the statement from the student 1 said *"Yes, of course. Because without revision, I didn't know which one is false (means: wrong) so that I can continue my next subtitle in my writing"*.

In academic writing, feedback highlights a process of writing and rewriting where the next is not seen as self-confined but through the points to other texts to be written by the students on their works (Hyland: 2003). Based on arguments stated above, feedback are centered on person's improving in the process of learning in order to develop his/her skills into wider knowledge by revising the inappropriate parts to be the appropriate one.

In the statement three, it can be clearly seen that 3 students (15%) chose SA (strongly agree), 16 students (80%) chose A (agree), only 1 student (5%) chose D (disagree), and none chose SD (strongly disagree). It shows that the students positively respond to the statement, which means that almost all of the students were familiar about the use of lecturers' written feedback as one of feedback techniques implemented in the thesis writing. However, there was one student did not familiar with the lecturer's written feedback. Berzsenyi (in Pratiwi, 2013: 20) argued *"Lecturers can provide kind of feedback in the form of question to ask for interpretation or suggest enlargement. Besides, lecturer may give remarks which appropriate to understand toward students' works, identify mechanical problem in a specific sentence and/or give compliment when students are working well in their writing"*

By conducting the interview, the researcher found that the students were familiar with the lecturer's written feedback because it's implemented during the thesis writing advisory and they knew what the written feedback is. The interview results also showed that the students got not only comments but also clear information regarding the written feedback. Meanwhile, the students who had minimal markings on their writing usually got confused seeing the underlines, circles and other marks. So that, the students still need the clear information what the meanings of codes or markings given on their works. In line with the statement from the student 1 said *"Yeah. I feel confused when I got underline. Because I don't know what does it mean and which area should I revise from the underline. Actually, I need clear information when I get underline"*. Overall, after receiving the lecturers' written feedback the students be able to know their mistakes that they made in their writings.

The next results of the statements show the positive responses which means that almost all the students got written commentary feedback direct to the

mistakes of their writing during the thesis writing advisory. Presenting on the clarity of lecturer's written feedback and its implementation on the thesis writing advisory which has purposes in observing of the students feel that the written feedback is clear and satisfying. Then, the statement fourteen related to fifteen. As a result, the students (85%) definitely got clear lecturer's written feedback during their thesis writing advisory. However, there were still 3 students did not get clear written feedback from their lecturers. Despite the fact that most of the students assumed that they understood of the lecturer's written feedback, some students still did not understand that made them felt confused. They still got confused to do corrections because of the form of feedback from their lecturers used other sources like via WhatsApp (WA). As it was said from the student 1 "*Confused to do corrections because I got correction from my first lecturer only give me correction by online WA*"

Lewis (2002: 3-4) states that lecturer's written feedback results should be clear. So, it would be more understandable if the students have clear information regarding the written feedback they got. Regarding the interview result, the students who had minimal marking on their writing usually got confused seeing the underlines, circles and other marks. So that, the students still need the clear information what the meanings of codes or markings given on their works.

The next statement, it shows that there were 4 students (20%) chose SA (strongly agree), 16 students (80%) chose A (agree), none chose D (disagree) and SD (strongly disagree). Means that all of the students (100%) were satisfy on the lecturers' written feedback. The positive response of statement fourteen and fifteen show the consistency of the answer. It is in which the students' feeling that satisfying came when the lecturers' written feedback was clear. The lecturers' written feedback was significantly helpful for them to improve their writing and it can be said that almost all of the students not only got the feedback focusing on the grammar and spelling of their writings but also got the contents of their writings at the major part of the focus. It's proven by the statement from the student 1 said "*I feel satisfy. My lecturers always give me feedback so I can do corrections my data, my thesis writing and now I already got ACC. Now it makes me more confident.*" Means that they got a positive response from the lecturers' written feedback.

Statements twenty-two and twenty-three focus on the students' encouragement and motivation. The results of those statements were same of percentage. Statement twenty-two dealt with the encouragement in learning to write good writing that seems in students' self- motivation. Meanwhile, the statement twenty-three dealt with the students' motivation to revise their writings. It is really clear that the students were really encouraged and motivated in learning how to write good writings and compose better writings. From these positive response of the statements, it showed that the two statements were consistent. The students were not only encouraged to write good writings but also to revise their writings in the process of thesis writing advisory.

Next statements focus on the students' perceptions on the use of lecturer's written feedback which dealt with the students' revision. Statement twenty-four shows that the higher response is in SA (strongly agree) and A (agree) which is around 55%. Means that the students agreed to use only lecturers' comments as their consideration to revise their writings. Meanwhile, 45% students used other

source of written feedback as their consideration to revise their writings. In the statement twenty-five, the result shows that 65% students only used lecturers' suggestion of written feedback as their consideration to revise their writings. A few students used not only lecturers' suggestion but also other source to be their consideration on the revision parts.

Hendrikson (in Pratiwi, 2013) claimed the errors should be corrected because when students read over their written work, they general are unable to recognize many errors. A guidance is needed by students in recognizing forms and structure in their work of writing. Most of the students could recognize their strengths and their weaknesses after they got the lecturers' written feedback. As it was seen in the interview result from the statement of the students 1 said *"Yes, first I know that my writing is clear and I can improve and continue next chapter. Because next week is my thesis proposal seminar."* It can be concluded that the lecturers' written feedback extremely assisted the students in providing important information that helped the students lead to improve their writings.

Additionally, as the results found in the statements twenty-four, twenty-five, and twenty-six, it can be concluded that students agreed that they only used lecturer's comments, suggestions, and corrections as their consideration to revise their writings. In addition, most interviewees said that their strengths were they can be able to write their thesis well by developing the ideas they have. As it was seen in the interview result from the statement of the students 1 said *"Yes, first I know that my writing is clear and I can improve and continue next chapter. Because next week is my seminar thesis proposal."* And the statement from the student 4 said *"In the way writing the sentences and developing the idea"* Thus, the students are encouraged to be independent people.

Statements twenty-seven and twenty eight dealt with the parts where the students revise their writings. The result shows that the students do revising not only revise at the part where the get the lecturer's written feedback but also other parts which needed to be revised. This statement was in a high response of the degree agreement. The students agreed that they did revision not only at the part in which they got the written feedback but also other parts which need to be revised. Statement twenty-nine dealt with the students' confidence as the proof of the implementation of lecturer's written feedback during their thesis writing advisory. It showed that most of the students (90%) agreed that they were confident after getting the lecturer's written feedback during their thesis writing advisory.

However, there were still 2 students disagreed that they are confident after getting the lecturer's written feedback on their thesis writing advisory. Supported by the interview results, the students chose the written feedback regarding it was clear as the guidance correction and the students felt satisfying of lecturer's written feedback in motivating them. The student 3 said *'Written feedback. Because it give me clear marking. If just oral I may forget it'*. Thus, it can be said that the lecturers' written feedback were good and clear as the motivating and encouraging the students in thesis writing. So the students were motivated and encouraged by the lecturers' written feedback given but they still needed clear information via oral in explanation the form of lecturers' written feedback they got.

The last statement was used to see the sustainability of the implementation of lecturer's written feedback on the thesis writing advisory. The last statement shows that it got absolutely positive response from the students because most of the students (95%) agreed that lecturer's written feedback should be used in the thesis writing advisory. It was supported the interview result that all of the students stated that written feedback should be used in the thesis writing advisory. As it is seen from the statements from the student 2 said '*Yes, of course because it can improve my thesis writing*'; the student 3 said '*Yes, it should be. It gives me clear understanding and it motivates me to write in the right way*'. Surprisingly, in line with the questionnaire' results and the interview' results, the students totally agreed that lecturer's written feedback should be used in the thesis writing advisory.

CONCLUSION AND SUGGESTION

Conclusion

The total number of lecturers' written feedback is 515 items consisting 178 items (34.56%) and 337 items (65.44%). Based on the findings and discussion this study explained on the previous discussion, it can be clearly said that the most used type of lecturers' written feedback of thesis writing advisory is in the form of indirect lecturer's written feedback consisting 337 items (65.44%). The lecturers provided corrections to the students' works by indirectly providing correct linguistic forms by indicating and locating errors of the students' works, identifying or indicating errors only, giving codes only and describing the errors only without any corrections directly to the forms of written to the errors.

The students had various perceptions toward the lecturers' written feedback during the thesis writing. The argued that the lecturers' written feedback is needed and important. It can be used as motivation and guidance to improve their writings during thesis writing. The lecturers' written feedback was significantly helpful because it was easy to be understood. The students felt developing in their writing skill by knowing their strengths and their weaknesses. Thus, they were really encouraged and motivated in learning how to write good writings. Overall, most of the students (90%) prefer lecturer's written feedback to oral. They assumed that the lecturers' written feedback was clear. The students totally agreed that lecturers' written feedback should be used in the thesis writing advisory.

Suggestion

Lecturers as the thesis writing advisory

This study can provide lecturers with a clear description of feedback on academic writing of thesis writing advisory, especially how the students perceive and interpret the feedback given. It's also suggested to the lecturers that they should avoid by using social media or thesis writing advisory via online during the thesis writing advisory because the students need clear information by direct guidance regarding the process of thesis writing. As a result, their feedback can be more effective to improve the students' ability of writing and to finish the thesis writing effectively. Lastly, it is suggested that the type of direct written feedback should be provided by lecturers during thesis writing advisory.

Students

The students should pay attention more to the lecturers' written feedback given by their lecturers so it can help them to develop their writings and finish their thesis timely.

Other Researchers

The results of this study will contribute clear information to the other researchers and used as additional references to enrich conducting further researches about lecturers' written feedback or other topics related to feedback to explore the current study. However, similar type of study still had limited discussions which was conducted by applying descriptive qualitative method. It is suggested that other researchers can explore this study by using other methods. One of the results of this results is that lecturers' written feedback were encouraging and motivating students during their thesis writing advisory. It's suggested that other researchers can also conduct the similar research by investigating the relationship between encouragements of lecturer's written feedback and the improvement areas of the students' writings toward the result of the students' writings.

Institution

The result of this research can be used as one of the considerations to the institution to make the new regulation related to the effectiveness of thesis writing advisory and the implementation of doing thesis for undergraduate students. Such as: (1) the institution will provide a clear schedule of meeting time between students and lecturers.; (2) the institution will facilitate all of the students to do the thesis writing as their final product of their scholars regardless of their completing payments for doing thesis. It's assumed that some of the 7th semester students who haven't conducted yet their thesis, they had problems of their financial. So that, students can be able to finish their thesis timely and effectively.

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