

Abstract

Written feedback is an activity that is usually given by the teachers for the students. This research aimed to find out teachers' beliefs and teachers' reasons in giving or not giving written feedback at English Education Department of Universitas Muhammadiyah Yogyakarta. In conducting this research, the researcher used descriptive qualitative method. Besides, the researcher selected interview as the instrument of this research for gathering the data. Then, the researcher selected three experienced teachers to be participants based on students' suggestions. The first finding of this research showed that there were five beliefs about giving written feedback explained by the teachers. Those are written feedback is important, written and oral feedback are completing each other, long written feedback is more effective than short written feedback, written feedback is given based on students' level, written feedback should be balance. The second finding of this research was about teachers' reasons in giving or not giving written feedback to the students. First, there were three findings why the teachers provided written feedback. Those were written feedback has a mark or record, written feedback improves students' works, written feedback is important for teachers. Second, there were three findings why the teachers did not provide written feedback for the students. Those were written feedback demotivates students, written feedback is not necessarily given in some cases, written feedback takes times.

Keywords: teachers' beliefs, teachers' reasons, written feedback.