

Abstract

Teachers' written feedback is an essential determiner on students' writing enhancement. This study had two aims. First is aimed at finding the teachers' attitude on their own written feedback given to students writing. It dug up the teachers' feeling toward their feedback and their preferences on the types of written feedback. Second is aimed at finding the teachers' obstacles and strategies to solve the obstacles in providing written feedback. To answer the two research questions, the researcher designed this research as qualitative research by case study as the approach of this research. Semi-structured interview were done to gather the data. The participants were three teachers of EED of UMY. The participants were chosen by using purposive sampling.

First, the result of the data gathered got the findings that the EED of UMY's teachers had positive attitude toward their own feedback in students' writing in terms of giving input to students' writing, motivating students in performing better in writing and reducing students' errors in writing. Moreover, related to the components affected by teachers' written feedback, all participants reflected positive indications in which teachers' written feedback made the components they focused on become more systematic and understandable. Besides, the types of written feedback that were mostly provided by EED of UMY's teachers were indirect feedback that consists of coded, uncoded, and elicitation feedback and integrated feedback. There were also other written feedbacks existed in this department which were positive and negative feedback.

Second, the result presented that teachers' obstacles in providing feedback were choosing the meaningful feedback to students' writing and the written feedback which was time consuming. Additionally, to encounter the obstacle about how to provide the meaningful written feedback, EED of UMY teachers focused on the certain components to be corrected, made assessment rubric, and focused not only in correcting students' error but also in appreciating students' good side.. Furthermore, teachers' strategies to encounter the written feedback that was time consuming were by focusing on the certain components to be corrected and making assessment rubric.

Keywords: teachers' feedback, teachers' written feedback, students' writing, teachers' attitude