

Abstract

The aim of this study was to investigate students' reaction and preferences to teachers' feedback on weekly journal activity. This research was qualitative research that the data were gathered from six students batch of 2014 at English Education Department of Universitas Muhammadiyah Yogyakarta through in-depth interviews. The finding showed that, with regard to the reactions of the students felt satisfied with teachers' feedback, showed enjoyment in learning, felt curious in learning, and felt demotivated in learning. The finding also revealed that the students preferred written feedback to oral feedback as they felt easier to identify their mistakes, and oral feedback became second choice to comment their work. The students also believed that language and behavior of the teacher were the biggest effect which created the reaction of the students. On giving feedback, the teacher often used casual language that made the students easy to understand the feedback. Moreover, the language or word used by the teacher on delivering the feedback sometimes contained funny words, so it could develop enthusiasm of the students on learning.

Keyword: weekly journal activity, feedback, students' reaction, preferred feedback