

# **Students' responses and reactions toward teacher's written feedback in EFL writing class**

Yohanus Fhani Purnama Adi

## **ABSTRACT**

The occurrence of teacher's written feedback can not be avoided in writing in order to aid the students who were facing some problems composing their papers. However, there are still some arguments about how importance and how to provide a good written feedback. This study, therefore, which is replication of Alamis' (2010), aimed to evaluate the responses and reactions that the students had about written feedback given by their teachers. The participants were 34 four students of the English Department of Satya Wacana Christian University who were enrolled in the Expository and Argumentative Writing class. The data were collected from the questionnaire. The result showed that the students agreed that feedback could help them in writing. By reading the feedback, they became aware of their weakness and strength. They also needed feedback which could motivate them to write better. The type of feedback preferred by students was the combination of telegraphic and conversational feedback. Moreover, feedback in content and organization were the areas that the participants wanted to get. At last, students preferred feedback in the form of correction; and they highly chose the direct correction which they believed could help them most in the process of writing.

Key words: Teacher's written feedback, type of feedback, writing, students' response