

**TEACHERS' WRITTEN FEEDBACK IN WRITING CLASS: TEACHERS'  
BELIEFS AND CHALLENGES**



**A Thesis**

Submitted to English Language Education Study Program as a Partial Fulfilment  
of the Requirements for the S.Pd. Degree

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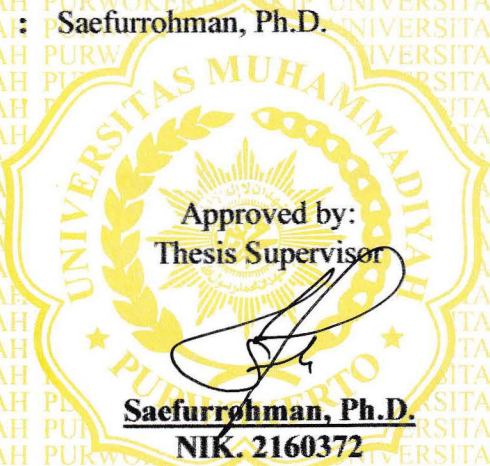
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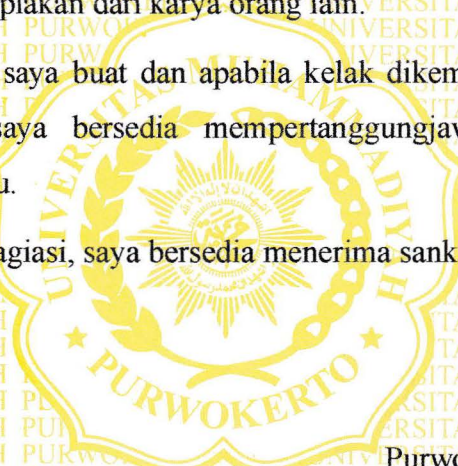
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## MOTTO

*“And He found you lost and guided (you).”*

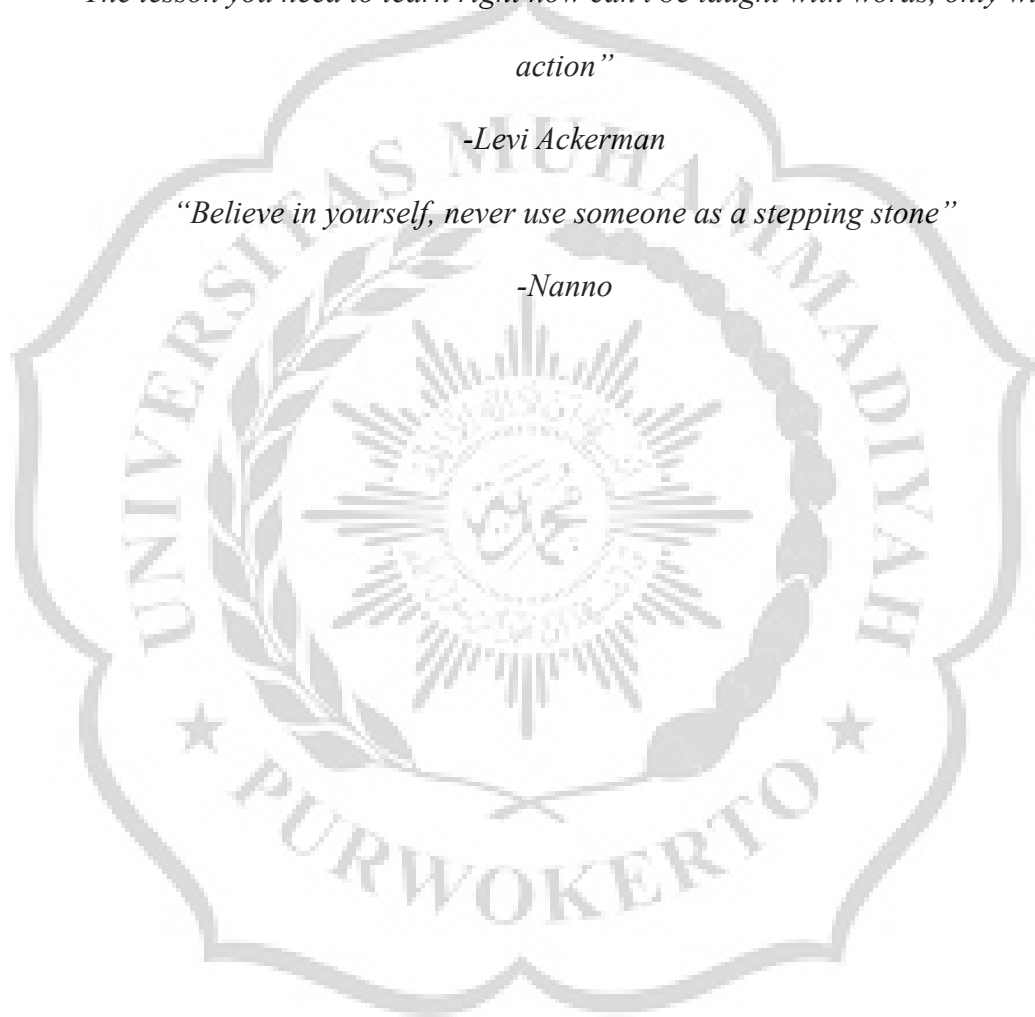
*-Qur'an 93:7*

*“The lesson you need to learn right now can't be taught with words, only with  
action”*

*-Levi Ackerman*

*“Believe in yourself, never use someone as a stepping stone”*

*-Nanno*



## DEDICATION

This thesis is dedicated with all my heart to my beloved parents, who with sincere affection have provided emotional, financial, and endless prayer support. All their love and sacrifices have been my greatest source of strength throughout this journey.

To my family, especially, my sister and brother, thank you for your continuous encouragement, trust, and belief in my abilities.

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Above all, I dedicate this work to God Almighty.

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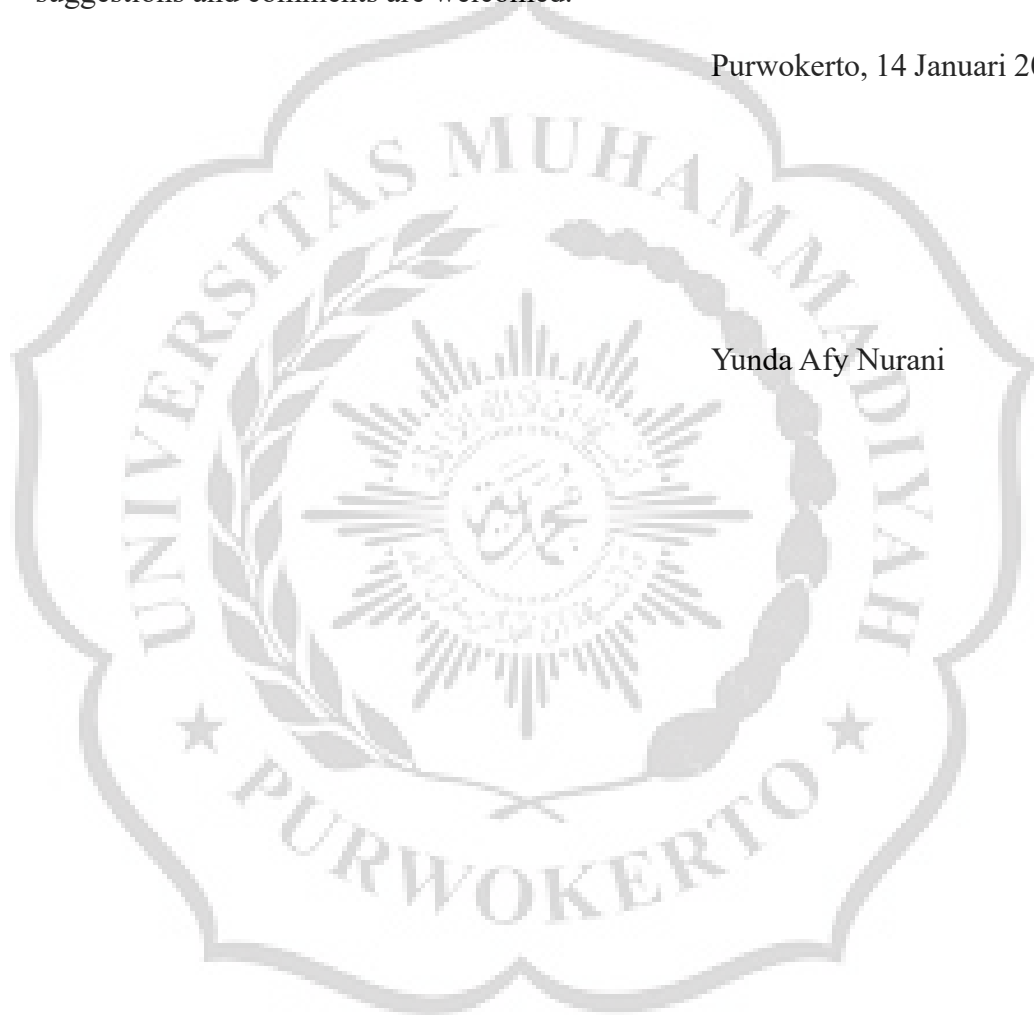
1. Assoc. Prof. Dr. Jebul Suroso, S.Kep., Ns., M. Kep., the Rector of Universitas Muhammadiyah Purwokerto.
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This thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and comments are welcomed.

Purwokerto, 14 Januari 2025

Yunda Afy Nurani



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## ABSTRACT

This study investigates teachers' beliefs about written feedback, how it influences students' writing process, and the challenges teachers encounter in its implementation. Through semi-structured interviews, the findings reveal that teachers strongly believe written feedback plays a crucial role in improving student's writing skills and significantly influences the learning process. However, the study also highlights several challenges, such as managing time effectively, maintaining student motivation, and accurately identifying errors. This study conclude that despite these difficulties, teachers consistently affirmed the importance of written feedback, emphasizing its value as an essential component of the teaching and learning process.

**Keywords:** written feedback, teachers' beliefs, teachers' challenges