

ABSTRACT

Hermawan, Rininta Espandiary (2025) Investigating Teachers' Perceptions on Written Corrective Feedback: A Case Study at Junior High School.

This research investigated Teachers Perception on Written Corrective Feedback. This research was conducted due to students' difficulties in understanding material in classroom and how teachers' feedback practices contribute to students' learning in descriptive writing. The purposes of the research were to investigate teachers' perception of the effectiveness of written corrective feedback in improving student learning and to find out the challenges teachers face in providing written corrective feedback.

This research used a qualitative method with a case study approach. It involved 3 teachers from SMPN 3 Pangandaran. The researcher uses a purposive sampling technique to choose the participants for this research. The data was obtained from questionnaire, classroom observation and interview.

The result of this research; 1) It shows that all teachers perceived (WCF) as an effective and valuable instructional practice in writing instruction. Across the dimensions of consensus, distinctiveness, and consistency, teachers demonstrated a tendency toward high consensus and high consistency, emphasizing the role of feedback quality in shaping students' responses. 2) Teachers face substantial challenges that influence how WCF is implemented. Time limitations, heavy workloads, large class sizes, limited student engagement, and insufficient professional development constrain their ability to provide detailed and consistent feedback. As a result, teachers frequently adopt selective and adaptive feedback strategies that align with classroom realities.

This research offers recommendations for students, teachers, and future researchers. For students, they should develop the habit of engaging actively with the written feedback provided by their teachers. For teachers, teachers should make their written feedback simple and clear, provide follow-up support when needed. For future researcher, Further studies may explore comparisons between different forms of feedback, such as oral feedback, digital feedback, or peer feedback, to identify the most effective approach for supporting students' writing improvement.

Keywords: Written Corrective Feedback, Attribution Theory