

**UNDERSTANDING TEACHER FEEDBACK PRACTICES: TIMING,
METHODS, AND CHALLENGES AMONG HIGH SCHOOLS ENGLISH
TEACHERS IN EAST JAVA**

Thesis



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**English Education Study Program
Faculty of Teacher Education
Widya Mandala Surabaya Catholic University
2026**

**UNDERSTANDING TEACHER FEEDBACK PRACTICES: TIMING,
METHODS, AND CHALLENGES AMONG HIGH SCHOOLS ENGLISH
TEACHERS IN EAST JAVA**

Thesis

Presented to Teacher Education Faculty
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in partial fulfillment of the requirements for the Degree of
Sarjana Pendidikan in English Language Education



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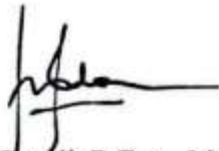
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This thesis entitled **Understanding Teacher Feedback Practices: Timing, Methods, and Challenges Among High Schools English Teachers in East Java**, written and submitted by Willa Johanna Sutanto with the student number 1213022007, has been approved to be examined by the Thesis Board of Examiners.



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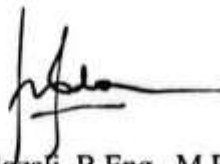


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This thesis entitled **Understanding Teacher Feedback Practices: Timing, Methods, and Challenges Among High Schools English Teachers in East Java**, written and submitted by Willa Johanna Sutanto with the student number 1213022007, has been examined by the Thesis Board of Examiners.



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I hereby declare that this thesis is my original work. I affirm that I have not dishonestly used or claimed the ideas, writings, or scholarly works of others as my own. All sources used in this thesis have been properly acknowledged and cited in accordance with the ethical standards of academic writing. I understand that I am fully responsible for the contents of this thesis and will accept all consequences if any form of plagiarism is found.

Surabaya, 19 Juni 2026



Willa Johanna Sutanto

(1213022007)

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Abstract

This qualitative descriptive study investigates English teachers' feedback practices in terms of feedback timing, methods, areas of focus, and the challenges they encounter in English language teaching. The study involved 14 English teachers from Junior High Schools (SMP) and Senior High Schools (SMA) in East Java who were enrolled in the Professional Teacher Education (PPG) program at Widya Mandala Surabaya Catholic University. Data were collected through an online questionnaire and four classroom teaching videos. The data were analyzed using descriptive statistics and thematic analysis. The findings revealed that teachers mostly provided immediate feedback and preferred oral feedback during classroom instruction. Their feedback mainly focused on speaking, grammar, vocabulary, pronunciation, and writing. The study also found that time constraints and large class sizes were the main challenges in providing effective feedback. In conclusion, the findings provide insights into English teachers' feedback practices and highlight the importance of selecting appropriate feedback strategies while addressing classroom challenges to support effective English language teaching.

Keywords: teacher feedback practices, feedback timing, feedback methods, challenges in providing feedback