CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of writing (2) concept of academic writing (3) concept feedback (4) concept of teacher's written feedback (5) concept of perception (6) previous related studies.

2.1 Concept of Writing

Galbraith, Walker and Ford (2009) stated that writing as a higher mental process involved in creating a permanent and extended text, which is adapted to an absent reader' needs and which satisfies the writer's communicative goals. Writing is an intentional, social communication that involves literacy as well (Ghabool, 2012, p. 134). But not everyone can do it, because they should pass the long process to write well.

There are some difficulties that face by foreign language learner to master writing proven by some researcher. Writing is one of four language skill that considered as a difficult skill because the writer should be make aspects in writing such as content, organization, and spelling in a balance way (Kern, 2000, P. 76). In addition, there are many aspects that make writing is another challenging skill. It must be taken in account such as word choice, grammar, punctuation, spelling, coherence and still many other (Lestari & Holandyah, 2016, p. 46). So, writing is not easy as the definition. In fact, many of students face difficulties in writing because it relate to the complex process.

2.2 Concept of Academic Writing

Nowadays, academic writing is used to measure the students' work whether it is for senior high school or university level. Academic writing is different from creative writing or personal writing. Thus, writers are not allowed to use slang, abbreviations, and incomplete sentence (Oshima & Hogue, 2007, p. 3). Basically, there are some types of academic writing that should be mastery by students such as; notes, report, project, essay, thesis and paper (Bailey, 2006, p. 4). But in this study, only focus on the essay writing. It is related with course syllabus of English Senior High school (K 2013), the goal of eleventh grade students is should be able to make a function text and essay in the form of procedure, descriptive, recount, narrative, analytical exposition, and so on.

2.2. 1 Essay

There are some kinds of academic writing and one of them is essay. Bailey (2003) stated that essay is type of academic writing that consists of group paragraphs that develops one main idea. Writing an essay is more difficult than writing paragraph expect that an essay is long (Nyasimi, 2014, p. 15). There are three main parts of an essay such; introduction, body and conclusion (Oshima & Hogue, 2007, p. 56). First, introduction part consists of; general statement and thesis statement. A general statement is used to introduce the general topic of essay and to capture the readers' interest, besides that, thesis statement is used to state the specific topic. Second part of essay is body, it part consists of one or more paragraph. Each body paragraph has a topic sentence and has several supporting sentence. The conclusion is the final paragraph in an essay. It has three

purposes. Firstly, it used to signal the end of the essay. Second, it reminds the reader of your main points, or summarizes your subtopics or paraphrase you thesis. The last, you can leave the reader with your final thoughts on the topic.

2.3 Concept of Feedback

As a crucial aspect in teaching and learning process, feedback has some definition. Feedback defined as input from a reader to writer with the effect of providing information to the writer for revision Keh (as cited in Astrid, Rukmini, Sofyan, Fitrianti, 2017, p. 2). It brief, feedback is comment or correction that given by reader to help the writer to improve their writing. Basically, different source of feedback are required for different purpose. There are three main sources of feedback namely, teacher feedback, peer feedback. Lewis (2002) argues that teacher becomes the main sources of feedback both an oral or written language classes. This situation also occurs in the writing class in which teachers read and mark students' paper, offer revision, suggestion, and feedback on language errors (Grami, 2005, p. 19).

In many case, teachers are very helpful in facing the student error. Teacher helps them by giving outline of how to write well and check the content of essay. In addition, they might use another variation to give feedback to their students, for instance collective feedback by commenting the students' mistakes one by one orally and putting the summary on the board. Therefore, there are different strategies used when providing students with written feedback. For instance, the teacher can provide feedback is related to the content and the organization of the writing, as well as to the grammar and vocabulary.

2.4 Concept of Teacher's Written Feedback

Since the appearance of the process approach as a new means of teaching writing, teacher written feedback has been highlighted as a major component of that process (Kafri, 2003). Teacher written feedback is defined in the literature as any comment, question, or error correction that is written on students' assignment (Mack, 2009). Feedback also can take a variety of form; question, error correction, suggestion, critic and so on (Agbayahoun, 2016). In addition Hyland (2003) states that the written feedback that teacher provide on their students' writing should be "more than mark on page".

Hyland (2001) argues that whenever teacher provided feedback, they should take into consideration all aspects in students writing such as the structure, organization, style, content, and presentation (as cited in Kafri, 2010). In addition, teacher's written feedback also is the most important feedback that L2 students expect to receive and it is indispensable in the students' whole writing process (Wen, 2013). Another function, of teacher feedback is to help student diagnose their own strengths and weakness (Srichanyachon, 2012, p. 10).

In summary, teacher written feedback is feedback that provided by teacher to response the students mistake. Moreover, there some variety form of feedback such as; comment correction, suggestion and mark. The marks may be on word or quick symbols such as underline, circle and other sign.

2.4.1 Types of Teacher's Written Feedback

Teacher's written feedback refers to written responses provided by the teacher to the students' writing. Different types of teacher feedback refer to

different strategies in providing feedback. A typology of feedback strategies divided into two types namely; direct feedback and indirect feedback (Ellis, 2008, p. 23). In addition, there are two types in indirect feedback namely; coded feedback and uncoded feedback (Hadzic, 2016, p. 8). Then, there are two types' strategies that use by teacher in providing feedback namely; direct and indirect feedback.

2.4.1.1 Direct Feedback

Direct feedback is a technique of correcting of correcting students' error by giving an explicit written feedback (Srichanyachon, 2012, p. 9). Direct feedbacks refers to teacher providing correct linguistic form for students, e.g. Word, morpheme, phrase, rewritten sentence and delete word Ferris (as cited in Pratiwi, 2013, p. 22). For example: I don't like Mia because she is ~~speak on stop~~

(Talkative)

This feedback leads to the greatest improvement in students' accuracy both in immediate revision and in subsequent writing (Chandler, 2003, p. 284). Likewise, Ko and Hirvela, 2010 said that direct teacher's written feedback is the least effective method of providing feedback on student errors and mistakes.

2.4.1.2 Indirect Feedback

Opposed with direct feedback, indirect written feedback can be referred as error location and error identification. Indirect written feedback is feedback that teacher gives in writing form indirectly and covertly (Walsh, 2006, p. 112). It means, indirect feedback requires students to figure out their errors and edit it

independently. Indirect feedback can be further be divided into coded feedback and uncoded feedback (Hadzic, 2016, p. 17). Coded feedback can be referred to as error identification in which it occur when the teacher indicates that errors have been committed (Lee, 2004).

Table. 2 *Code feedbacks*

No	Signs	Kind of Error	Example
1	V.T	Verb Tense agreement	I *go* to the party yesterday. V
2	C	Capitalization	She was born in ***march.*** C
3	P	Punctuation	Did you study hard, P
4	Sp	Spelling	I love ***spageti.*** Sp
5	^	Adding something	She is …. teacher. ^
6	Ø	Deleting something	She is going *to* skiing.
7	W.W	Wrong Word	He ~~meats~~ me at school. Ww
8	Pl/Sg	Plural/Singular errors	I ate two loaf of bread. Sg

 Source: Azad, *Theory and practice in language study 4* 2014 (1001-1008)

Meanwhile, uncode feedback as opposed to code feedback it can refer as error location. The teacher only located an error by circling or underlining (Lee, 2004, p. 287). This feedback is more complicated in that students correct their errors by identifying them and use the acquired knowledge to self corrects such errors.

Example: There is ⬭ many flower ⬭ in the garden

Furthermore, both direct and indirect feedback are commonly practiced by teacher to correct students' errors, the teacher free to use only one or combination of the two (Ko and Hirvela, 2010, p. 142). Whether direct or indirect feedback, students' error should be corrected modestly.

2.4.2 Categories of Teacher's Feedback

Besides, teacher feedback divided into two categories there are; surface level and content level. In addition, teacher's written feedback can be use both of them. Surface level is feedback which concern on word choice, spelling, punctuation, grammar (Matsumura, Chaves, Valdes, Garnier, 2002, p. 10)

For example: I like school. Classes at school ~~is~~ (are) good, I do not like ~~Homework~~ (homework). For ~~Engliesh~~ (English) class we are reading where the red farm grows it ~~was~~ (is) good. School ~~was~~ (is) a good place to see my friends.

In contrast, content feedback refers to comment that encourage students to add, delete content or restructure content. It usually points out problem and offers suggestion for the improvement on future writing William (as cited in Suarman, 2013, p. 45). By this feedback, the students are expected to incorporate information from the comment into other version of their writing

For example: I like school. Classes at school is good (what other word you can use) I do not like homework. For English classes we reading where the read farm grows it was good (what did you like). School is a good place to see my friend.

2.5 Concept of Perception

2.5.1 Definition of perception

Everyone has their own perception to view something, because perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. It also involves the cognitive process require to process information (Can, 2008, p. 38). So, everyone have different in interpreting information or something they receive in their surrounding because we use our five senses and cognitive process. It is supported by the statement from some expert. Kreitner and Kinichi (as cited in Pratiwi, 2013, p. 26) state that perception is a mental and cognitive process that enables people to interpret and understand the surrounding. Furthermore, perception also will lead to the change of attitude, motivation and behavior. Besides that, the change of attitude, motivation, and behavior of us, it is based on our interpretation about something. It caused we use our sensory to response something. Without the sensory information, we would not be able to judge something.

Perception also defines as the act of interpreting information which has been kept in human brain. In this study, I will use teacher's written feedback as the past experience, in which the stimulus will be brought to the receptors. Then, the receptors will bring the stimulus to be brain to be processed. In brief, perception can be defined as people recognition and interpretation of sensory information. Perception also includes how people respond to the information.

2.5.2 The Process of Perception

Perception as a complex process depends on environment. During perception, knowledge about a world is combined with the perceiver's constructive abilities, psychologies and experience. There are three steps of perception process (Qiong, 2017, p. 3). First, there is selection on the stimuli by the sense organs. The second is organization. After selecting information from the outside world, organizing in same way are needed to finding certain meaningful pattern. The last is interpretation. This step refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. But different people may give different interpretations of the same stimulus.

In perception, there are two factors affect human perception namely; internal and external. Internal factors that come from students themselves, such as thought feeling, willingness, sex, need and motivation. In contrast, the external factors that comes from outside of students such as educational, background, experience, environment, culture, and belief (Depdikbud, 1987). In other word, internal and external are two factors that influence human perception.

2.5.3 Students' Perception towards Teacher's Written Feedback

In this study, I am interested to know the students' perception on teacher's written feedback. The students are supposed to have positive perception toward teacher's written feedback. So, they will keep learning in writing. However, the

students' perception towards teacher written feedback may be different between students with others. It can be positive or negative.

Actually, written feedback result can be positive effect if some conditions are needed. One of them is the feedback should be clear. The feedback would be more understandable if the students can decipher the handwriting of the teacher and understand the comment or symbol that teacher use (Cohen, 1990, p. 11). It means clarity is very important to create students' perception toward teacher's written feedback.

Moreover, providing important information and helping students become effective and efficient learners is one of the purposes feedbacks Konold et al, 2004 (as cited in Pratiwi, 2013, p. 28). Feedback also must help students to improve their writing by communicating feedback detailed enough to allow students to act, to commit and change in their writing. In brief, it can be inferred that assistance is a vital element in feedback.

Then, additional purpose of feedback is providing information for teacher and students. It is an ongoing form of assessment which is more focus than mark and grade. By highlighting strengths and weakness, the comment provide information about individual progress, unlike marks or grades which tent to compare one student with another. It means feedback given must be objective so it will let the students know how they have done, what part are they lack of and what part are they good (Lewis, 2002, p. 3). In other word, feedbacks have important aspect to prepare the information to teacher and students.

Another purpose of feedback is form of motivation. Feedback can be more motivating than mark or grade (Lewis, 2002, p. 4). It can encourage students to study and use language to the best their ability by taking onto account whatever teachers know about the learner attitudes. In contrast, feedback also is somehow detrimental especially for student L2 development since only causes embarrassment, anger, inhibition, and felling of inferiority. Actually, this controversial claim can occur in students feeling.

Based on those facts, students' perception is mental and cognitive processes that enable the students to interpret and understand the surrounding. Besides that, to create positive perception of the students, teacher written feedback should be clear, helpful, objective, encouraging and proportional.

2.6 Previous Related studies

There are three previous related studies which are related with my present study. The first study entitled "An Analysis of Teachers' Written Feedback in Writing Among the Grade VIII Students of SMP N 5 Sleman in the Academic Year of 2012/2013" which was conducted by Arie Rahmawati Hadiyanti (2013). The purpose of this study was to found out the types and categories of teacher's written feedback and identify the students' perception toward teacher's written feedback. The result of this the result of this study showed that direct feedback is the dominant type of feedback that use by the teacher and content level is dominant categories of feedback that use by the teacher. The last, almost all of student can receive the feedback. The differences of the previous study with my study are the method and the participant. In the method aspect, this study used

statistical qualitative method. Meanwhile in my study, I used qualitative method. In the participant aspect, she took eighth grade students at SMP N 5 Sleman in academic years of 2012/21013. While I took the eleventh grade students at MAN 2 Palembang as participant. Therefore, the similarity of our study is the purpose of the study.

The second study entitled "An Analysis of Teacher Written Feedback on Students' Draft in Guided in Writing Class" by Diana Puji Utami (2014). The aims of study to find the type of teacher's written feedback that result in improvement of the students' drafts. The results of this study were, indirect feedback was mostly used to correct the error. Then, the students were able to correct error which represented a wide range of linguistic categories which were divided into two treatable and untreatable using the teacher direct and indirect feedback. The differences of Utami' study with my study was the purpose and the participant. The purpose of Utami' study to find the type of teacher's written feedback that result in improvement of the students' drafts. The purpose of my study was to find out the type and categories of written feedback that used by teacher on students' essay writing at MAN 2 Palembang. Then, she study took the second semester students at private university in Salatiga as sample. Meanwhile, the samples of my study were the eleventh grade students at MAN 2 Palembang. Therefore, this study used qualitative method and my study used the same method.

The third study entitled "An Analysis of Written Feedback on ESL Students Writing" by Kelly Tee Pei Leng (2014). The purpose of this study was to find out the types of feedback which are beneficial to students and investigate the response to various type of written feedback. The results of this study were directive feedback is the most beneficial feedback to students. There was several students' reaction to teacher's written feedback. First, the students found directive feedback to use most compared to the other types of feedback. Second, the students want to receive specific direction how to revise their essay. The third, the student belief if disapproval feedback can help them improve their writing and it also increase the student's confidence in their writing. The differences of the previous study with my study are the participant and the method. In participant aspect, she took the first semester students at private university in Selangor Malaysia. Meanwhile the participants of my study were the eleventh grade students at MAN 2 Palembang. In the method aspect, this study used constant comparative method. However my study used qualitative method. Therefore, we have similarity on using essay to be analyzed.