

CHAPTER II

Literature Review

This chapter presents: (1) concept of writing, (2) process of writing, (3) concept of written task, (4) concept of feedback, (5) concept of teacher written feedback (6) advantages of using teacher feedback (7) student's responses (8) previous related studies

2.1. Concept of Writing

2.2.1. Definition of Writing

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language they are receptive and productive skills. According to Hyland (2003), writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge. As a result, writing is a result that is got by a process to construct some aspects of writing like grammatical and writer knowledge or experience.

The definitions of writing are variously stated by some experts. According to Rivers (1981), writing is conveying information or expression of original ideas in a consecutive way in the new language (as cited in Subroto, 2013, p.8). Writing is about the process in learning English. Brown (2004) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Additionally, writing process gives students the opportunity to use both expressive ideas writing as a tool for learning and thinking. It means, when someone writes, obviously someone have studied and thought. By writing, someone will use his/her hand to write and brain to compose excellent writing. Furthermore, based on those definitions, it can be stated that writing is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities.

2.2. Process of Writing

Writing is considered as a process through which meaning is created. McKay (2008) says writing is both a process and product, and the process involves planning or pre-writing, drafting, revising or editing process that writers experience to produce a piece of writing. In this case, there are two forms of writing, for instance printed book and in electronic form (e-mail, e-book, mobile phone text, and so forth). It is determined by different purposes, audiences and context, such as letters, naratives, shared books that children produce in the classroom, illustrated sentences, and so on.

Writing is a recursive process. Therefore, writing is an activity that must be done rapidly appropriate the writing process. According to Hartley (2011), writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing as a process to produce written product that will be used for readers. And also in the process of writing there are some stages must be know. According to Harmer (2004) states that there are many processes of writing, they are:

2.2.1. Planning

Before started to write, the writer must have planning what thing that could expressing on the paper. The material that will be written can appear from the students' experience or others. It means, planning is a way to collect the idea and find the topic before starting to write.

2.2.2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later.

2.2.3. Editing (Reflecting and revising)

Once writers have produced a draft they then, usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing.

2.2.4. Final version

This last step in writing is when we check the final result to revise something wrong. Harmer (2004) said, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. In the case point, there are four processes in writing. They are planning, drafting, editing or revising, and final version. All of the processes are important to be done and have different function in producing writing.

In short, writing is both of process and product. To produce good product of writing the writer must do it in some stages that are called as writing process that the writer should pay attention at their fault. They are planning, drafting, editing/revising and final version.

Beside that, the written form should have unity and coherence. If both of aspects and elements of writing are done well, the writer will produce good writing that can be read by readers.

2.3 Concept of Written Task

2.3.1 Definition of Written Task

Writing has commonly been viewed as a supportive skill, used to reinforce the acquisition of grammar, as in the grammar-translation method, or to support the memorization of language structures, as in the audio-lingual method. Until recently, even the communicative approaches, with their emphasis on oral proficiency, have tended to de-emphasize writing. Hyland (2003) states that tasks are fundamental in learning to write. And also tasks help students to develop an understanding of texts and writing skills. Even though texts are important as writing materials, the tasks students actually do by themselves are even more significant in teaching writing. A written task demonstrates the student's ability to choose an imaginative way of exploring an aspect of the material studied in the course.

2.3.2.Type of Written Task

In written task, there are two types of written task . According to Mussemeci (1998), there are two different kinds of writing tasks: transcription and composition. To use both types of writing tasks at the very earliest stages of learning to communicate in a foreign language will be presented.

1. Transcription-oriented writing

Transcription is the act of copying words, spoken or written. At one end of the continuum tracing letters, for example it is "writing" at its most elemental. We transcribe when we copy homework assignments from the board, fill out job applications specifying all the schools we've attended and the positions that we've held, play word games like categories or Hangman, write ourselves shopping and "things-to-do" lists, and list the advantages and disadvantages of going to graduate school in order to make a career choice. Any of these transcription-oriented writing tasks could easily be performed in the foreign language classroom.

2. Composition-oriented writing

Whether they are fun, challenging, or simply pragmatic, transcription-oriented activities limit the scope of students' expression. This may be why many teachers and students are comfortable using them at the very beginning levels of foreign language learning. Careful control of learners' output reduces the likelihood of structural errors. However, unlike merely copying words or compiling lists, composition entails a more complicated process: it involves the combination of words and phrases to express ideas and feelings, to convince, to muse, to instigate, to inform, to delight. Once again, the issue of audience, context, and purpose influences the written outcome. In a dissertation devoted to the examination of the effect of task design on foreign language learners' writing, Paulson found that students produced more thoughtful, more effective, and more accurate compositions when (1) the task was stated in terms of a problem to be solved, and (2) the audience for the writing was clearly indicated.

2.4. Concept of Feedback

2.4.1. Definition of Feedback

Feedback has some of the perception based on the expert, these are some of definitions of feedback. Feedback is common technique used in teaching writing since the process writing approach bloomed as a new means of teaching writing. According to Ferris (2003), feedback is the important thing in the reviewing process. Traditionally, teacher is the only one who provides feedback to students' writing in both content and corrective feedback (as cited in Astrid, 2017, p.7). Feedback is defined as is teacher comment on content and grammatical corrections which must be different draft. And also , Feedback is when the teacher give the utterance consider what are the wrong sentences. According to Hartley & Skelton (2001), feedback is the convey message based on an implicit understanding (as cited in Muir, 2006, p.8) . I can conclude that the definitions of feedback is the process of writing when the teacher give the corrected, and give the message to the students based on their mistakes in writing.

2.4.2. Effective Feedback

The process of feedback have the standard, whether feedback be said to be efficient or not. Sadler (1989) states effective and efficient feedback requires several characteristics. Feedback requires knowledge of the standard or goal, skill in making multi criterion comparisons, and the development of ways and means for reducing the discrepancy between what is produced and what is aimed for (as cited Budimlic, 2012, p. 4). It means, effective and efficient feedback is feedback that is has fulfill all of characteristics of the goal .Thus, feedback may not judge students as bad one. Even less make them be down. Precisely teachers must give motivation to students that they can do better. Feedback is given to check students' writing not to judge them. The teacher must be able to give good and nice word in their feedback.

In this research, I focused on teacher's comment as feedback, in this case it was called teacher's written feedback. It is because teacher's written feedback provides lasting records which can be used to measure progress and to act as reminder. Beside that, the teacher can consider what she or he will write as feedback in students' writing, and it is also more permanent than other kinds of feedback.

2.5. Concept of Teacher Written Feedback

Feedback is information given to the students about the students performance relative to learning goals or outcomes. Thus, teacher's written feedback is key element of scaffolding provided by teacher to build learner's confidences and the literacy resources to participant in target communities (Hyland & Hyland, 2006, p.10). In addition, teacher's written feedback also is a primary method that is used by second language teacher to respond students' essay and to assist students' writing development besides, give the written comment on student draft. Teacher feedback also can help students compare their own performance with the ideal. Another function of teacher's feedback is to help students diagnose their own strengths and weakness (Srichanyachon, 2012, p.12). Furthermore, the role of teacher written feedback is viewed not only as a mean to inform students about their errors, but has also been viewed as a means of channeling reactions and advice to facilitate improvements (Hyland & Hyland, 2001, p.24).

2.5.1. Types of Teacher Written Feedback

In the process of feedback activities teacher have the different types for giving the feedback to the students. Park (2006) says that there are three types of teacher written feedback that are commonly used in L2 writing classroom, which are: 1). Form-focused feedback or feedback on students' grammar, 2) content or meaning-based feedback deal with

the quality of the content and organizational features in students' composition and 3) integrated feedback is combination of grammar correction with content related feedback (as cited in Jupri, 2014, p.3). In this research, I used integrated feedback because I checked students' writing on grammar and contents. I focused on check students' grammar and content and organizational feature that relates descriptive text. Brookhart (2008) says that written feedback is a genre all its own. For example, consider these two comments written in the margin of a student essay: 'You aren't clear here' and 'I don't see what you mean here. Accordingly, written feedback has its own rules. The rules like word choice and tone. When giving written feedback, the teacher should use word and tones that motivate the students. The teacher is not allowed to judge the students and then make them down.

2.5.2 Direct Feedback

Direct feedback is a technique of correcting written students' error by giving an explicit written feedback. According to Srichanyachon (2012), direct feedback refers to teacher providing correct linguistic form for students, e.g. Word, morpheme, phrase, rewritten sentence and delete word (as cited in Pratiwi, 2013, p.4).

For example: I don't like Mia because she is ~~speaking on stop~~
(Talkative)

This feedback leads to the greatest improvement in students' accuracy both in immediate revision and in subsequent writing (Chandler, 2003, p. 12). Likewise, Ko and Hirvela (2010) said that direct teacher's written feedback is the least effective method of providing feedback on student is errors and mistakes.

2.5.2.1 Advantages direct feedback

The advantages used the direct feedback is students can maximal their potential and be aware their mistakes. Kennedy (2015), direct feedback can make communication are

more effective where feedback is applied, and also build students awareness and be easy to find out their mistakes.

2.5.3 Indirect Feedback

Indirect written feedback is feedback that teacher gives in written form indirectly and covertly. Walsh (2006) states that indirect feedback requires students to figure out their errors and edit it independently. Indirect feedback divided into two detail namely; coded feedback and uncoded feedback. Coded feedback can be referred to as error identification in which it occur when the teacher indicates that errors have been committed (Lee, 2004, p.19). In this study, a code sheet contains codes error types.

Table. 1 *Coded Sign*

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

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

Meanwhile, uncoded feedback as opposed to code feedback, it can refer as error location. The teacher simply mark error by circling or underlining (Lee,

2004). 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 in the garden

2.5.3.1 Advantages Indirect feedback

The advantages used indirect feedback for the student is they can learn to solve the problem and also as the student challenges to find out the solution from their mistakes. Pollard (1990), Indirect feedback can make students relate these clues to the context where an error exist, determine the area of the error, and correct the error based on their informed knowledge.

2.5.4 Categories of Teacher's Feedback

The categories of feedback, divided into two categories: form and content, and teacher's written feedback can include both of them. Besides, according to Sirluick (2000), there are two categories namely; surface level and content level feedback

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

Surface level feedback concerns words choice, spelling, grammar and punctuation.

In contrast, Willian (2009) feedback which concerns the content of the writing and the organization of ideas is called content level feedback. It usually points out problem and offers suggestion for the improvement on future writing (as cited in Suarman, 2013. p, 20). By using 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.

1.6. Advantages of Using Teacher Written Feedback

Teacher's written feedback have benefits and also deficiency. According to Brookhart (2008), the teaching writing feedback is very important to use. There are some advantages of using written feedback, they are first, Written feedback provides a lasting record which can be used to measure progress and to act as a reminder, second, positive feedback on the content of learners' writing can do a lot to increase the amount of writing that learners do and to improve their attitude to writing, third, teacher can consider what will she or he writes as feedback in students' writing.

It means that teacher's written feedback is good to be used in teaching writing. It is because written feedback can long last in students' memory. Another reason is because this kind of feedback can motivate students to do better, even teachers can consider what will they write as comment on students writing. The last, students can use it appropriately and it is more permanent than oral feedback.

Based on statement above, I concluded that teacher's written feedback is good to be used in teaching writing, because written feedback can motivate students to do better in writing. Students can use it to correct their writing by themselves because it is more permanent than oral feedback.

2.7. Students' Response in Teachers Written Feedback

Teacher's feedback must have the communication about the role of learned goals between teacher and student. Dheram (1995) says that teacher and learners need to come to a

mutual agreement on the nature and function of feedback in order to secure successful feedback utilization in students' revision process, the above findings revealed that teachers are now facing a challenging task in giving feedback. This is because teachers do not only have to think of their students' preference of the types of feedback but they also have to take into consideration factors that affect students' mentality, feelings, and attitude (as cited in Othman and Mohamad, 2009, p.13). Dheram (1995), also states that we can also see that students respond differently to different types of feedback. Some students might respond positively to content-focused feedback because they might possess some writing skills as well as the content knowledge of the topic. On the other hand, there are students who respond positively to form-focused feedback due to factors such as the instructional context itself and the perception of students themselves towards the meaning of a good essay. (as cited in Othman and Mohamad, 2009, p.6).

It can also be concluded that to respond to feedback is neither an easy task for students nor is it any easier for teachers to give their feedback on students' writing assignments. The difference in the frame of reference between both parties makes it difficult for students and tedious for teachers to handle this multiple-drafting procedure. Students use various strategies to respond to teachers' commentary such as following closely the corrections made by the teacher's or avoiding the corrections all together by not incorporating them in their revision process.

2.8. Previous Related Studies

In this part ,some previous studies relating to this study will be reviewed. These studies were carried out to identify the students' Teacher's feedback. The first is, a research conducted by Rahmawati (2017) .This research aimed to at finding out teachers often used direct feedback in giving written feedback on student's writing and alsho found the teacher

focused on category surface and the last percentage level 60% of students gave responses to the teacher written feedback in the case of asking the reason why his/her answers were wrong, while 40% of students did not give response to the teacher written feedback because she/he felt nervous and felt afraid to speak up. More than 80% of student's have the problem in responded teacher written feedback because of less understanding with the feedback that teachers have given. In

The second was the study conducted by their research (2014) Exploring Teacher Written feedback and Student Revisions on ESL Student's Writing studied (2014) shows that teacher written feedback holds an influence on students revisions However results also show that teacher written feedback does not necessarily lead to successful revision. In this study has similarities in topic selection and research design. The differences between my research and Razali & Jupri are sample selection and objectives.

And the last An analysis of teacher's written feedback in writing among the grade VII students of SMP Negeri 5 was the study conducted by Sleman (2013) . Found that percentage of direct feedback is bigger than indirect one. Some students state that they prefer direct written feedback in the form of direct. However, some students state that they want feedback in the form indirect because they realize when they get direct feedback. In this study has similarities in topic selection and research design. The differences between my research and Razali & Jupri are sample selection and objectives.

