

CHAPTER II

LITERATURE REVIEW

A. Perception

1. The Definition of Perception

Perception as viewed by Schmitz (2012) is a process of selecting, organizing and interpreting information. This process includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences. Although perception is a largely cognitive and psychological process, how we perceive the people and objects around us affects our communication. Different people tend to perceive the events around them in different ways. This tendency is a result of their personalities and their differing backgrounds and experiences. It is also a result of how we, as individuals, process various stimuli.

Meanwhile, as cited in Walgito (1980), perception is the process of human thinking about certain phenomenon. It starts from the sense of organ this is related to the acceptance of message or information by human brain. In this process, a person interacts with his/her environments using five senses. Those are vision, hearing, taste, smell and touch. People interact with the environment then the stimuli will be registered by brain and send them to nervous system.

Based on the definition of perception from several experts above, it can be concluded that perception is a process of human thinking about certain phenomenon after they get the sensation from the environment through the sense of organ including vision, hearing, taste, smell and touch.

2. Factors Influencing Perception

Perception is a process by which individuals organize and interpret their sensory perceives in order to give meaning to their environment. A number of factors operate to shape and sometimes distort perceptions. According to Unumeri (2009), there are two factors that influence perceptions of an individual as follows.

a. Internal factors

Amongst the internal factors are:

1). Needs and desires

People at different levels of needs and desires perceive the same thing differently. Furthermore, the expectations, motivations and desires of people also shape their perception of other and situations around them.

2). Personality

Individual characteristic behaviour could influence what someone perceives about that individual. For instance, optimistic people perceive the things in favourable terms, pessimistic beings in negative terms.

3). Experience

Combined with knowledge, experience has a perpetual impact on the perception of an individual. For instance, successful experiences enhance and boost the perception ability and lead to accuracy in perception of a person where as failure erodes self-confidence.

b. External Factors

Listed under this sub-head are:

1). Size

Perceptual stimulus of larger sizes has higher chances of being perceived. For instance, an attractive ads that is full of pages gets more attention than those on less than one page.

2). Intensity

The greater the intensity of a stimulus, the more likely it will be noticed. For instance, some of the strategies that foster intensity are underlining, bolding or italicising words in a written text.

3). Frequency

It is about steady repetition of a particular stimulus. The art of repetition simply attracts our alertness and activates our sensitivity to the message being sent across. The stimulus that is repeated with greater intensity is more likely to qualify for selection.

4). Status

The status of a person being perceived could influence someone perception. For instance, within an organization, highly placed officers expectedly influence employees than persons who occupy lower rings of the organizations hierarchy.

5). Contrast

Stimulus that contrast sharply with the environments are high likely to quality for selection by the perceiver. For example, a person who wears a bright colour dress would certainly attract more attention that those that put up normal appearance.

According to the explanation above, it can be concluded that perceptions of an individual are influenced by two factors, namely; internal factors and external factors.

3. Process of Perception

Schmitz (2012) categorizes the perception process into several stages as follows.

a. Selecting information

Selecting is the first part of the perception process, in which we focus our attention on certain incoming sensory information. Think about how, out of many other possible stimuli to pay attention to. We tend to pay attention to information that is salient. Saliency is the degree to which something attracts our attention in a particular context. The thing

attracting our attention can be abstract, like a concept, or concrete, like an object. We tend to find salient things that are visually or aurally stimulating and things that meet our needs or interests.

b. Organizing information

Organizing is the second part of the perception process, in which we sort and categorize information that we perceive based on innate and learned cognitive patterns. We simplify information and look for patterns to help us more efficiently communicate and get through life. Our brain innately categorizes and files information and experiences away for later retrieval and different parts of the brain are responsible for different sensory experiences. The structuring of information into a timeline to determine the cause (stimulus) and effect (response) of our communication interactions.

c. Interpreting information

Interpreting is the third part of the perception process, in which we assign meaning to our experiences using mental structures known as schemata. Schemata are like databases of stored, related information that we use to interpret new experiences. We all have fairly complicated schemata that have developed over time as small units of information combine to make more meaningful complexes of information. It is important to be aware of schemata because our interpretations affect our behavior.

From the explanation above, it can be stated that we as individual in perceiving events or objects around us can be done through three stages, namely; selecting information, organizing information and interpreting information.

B. Feedback

1. The Definiton of Feedback

According to the experts, there are several definition of feedback. Feedback as viewed by Keh (1990) is fundamental element of a process approach to writing. It can be defined as input from a reader to a writer with the effect of providing information to the writer for revision. Lalande (1982) in Wattimury (2014) states that feedback is defined as any procedure used to inform a learner whether an instructional response is wrong. This means that feedback is a tool for the teacher to help the students to fix matters that may occur in their writing.

The term “feedback” has been defined as a means to direct students in ways to improve by providing information concerning students’ ability or inability to understand (Hattie, 1993 in Wattimury, 2014). Meanwhile, according to Sadler (1989) in Wattimury (2014), feedback is the key to the formative assessment which can be defined as the information that is given to the students on how an action is being developed in order to achieve success.

Based on the explanation above, it can be stated that feedback is a way for teacher to help the students toward their writing. It can be done by providing information in order to guide them in revising and improving their writing. The information concerning students' ability or inability to understand.

2. Types of Feedback

Feedback has long been regarded as essential for the development of second language writing skills, both for its potential for learning and for student motivation (Hyland & Hyland, 2006). Feedback as viewed by State of New South Wales (2015) can be divided into several types as follows.

a. Oral and written feedback

Oral feedback can be a very powerful and effective tool as it can be provided easily in a timely way. Meanwhile, effective written feedback provides students with a record of what they are doing well, what needs improvement and suggested next steps.

b. Feedback during and after learning

Feedback during learning allows students to take feedback on board immediately and to try to realise improvement during the learning process. Meanwhile, feedback after learning requires students to remember the feedback and apply the recommended strategies to a future task.

c. Evaluative feedback and descriptive feedback

Evaluative feedback not only allows teacher to provide brief general comments, such as “well done” but also to provide some information about learning without convey the information and guidance that students can use to improve. Meanwhile, descriptive feedback allows teacher to provide students with detailed and specific information about their learning. It aims to avoid wrong interpretations and lack of understanding.

d. Informal feedback and formal feedback

Informal feedback occurs when the teacher visits students as they are doing a task to make sure they are on the right track. It can also occur when students come to the teacher to look for feedback. Meanwhile, formal feedback can be provided through structured conferences with specific goals. The structured conferences allow teacher to meet a few students a day or a week depending on their projects, deadlines and their individual needs in order to be more focused on individualised goals so both teacher and student could use their time well.

e. Peer feedback and self-feedback (reflection/evaluation)

Peer feedback provides students with the opportunity to give and receive feedback about the work of each. It is focused on the improvement rather than grading. It allows students to deepen understanding of the learning goals since the students get to see other

students' work. Meanwhile, self-feedback leads the students to become more independent. On the other hand, in the revision process, teachers still have the opportunity to provide direction and teach them through explicit modelling and instruction.

Meanwhile, as viewed by Hyland & Hyland (2006), feedback can be divided into teacher feedback, peer feedback, self-evaluation and computer-mediated feedback.

a. Teacher feedback

Teacher feedback is a type of feedback which is provided by teacher. According to Hyland & Hyland (2006), teacher feedback can be divided into teacher oral feedback and teacher written feedback.

1) Teacher oral feedback

Teacher oral feedback refers to the feedback given on errors and weakness on the students' writing through face-to-face communication. According to (Bruffee 1984b) in Hyland & Hyland (2006), it is widely accepted that oral feedback has an important role to play in the planning, writing or revision stages of producing a text. The teacher could provide imperatives, praises, suggestions and questions to the students in oral form.

2) Teacher written feedback

Teacher written feedback refers to the correction of errors and weakness on the students' writing in written form. According to K. Hyland (2003) in Hyland & Hyland (2006), written feedback

continues to play a central role in most L2 and foreign language writing classes. Many teachers feel they must write substantial comments on papers to provide a reader reaction to students' efforts, to help them improve as writers and to justify the grade they have been given. The teacher could provide imperatives, praises, suggestions and questions to the students in written form.

Teacher could provide feedback during and after the task. As viewed by Tsui and Ng (2000), students could receive feedback from teacher while they are making their own writing (feedback during the task). Furthermore, students could also receive feedback from teacher after they completely finished their writing (feedback after the task).

b. Peer feedback

Peer response is seen as an important support for the drafting and redrafting of process approaches to writing (Zamel 1985; Mittan 1989 in Hyland and Hyland 2006). Collaborative learning theory (Bruffee 1984a) encourages students to 'pool' their resources and both complete tasks they could not do on their own, learning through dialogue and interaction with their peers (Hirvela 1999 in Hyland and Hyland 2006).

c. Self-evaluation

Self-evaluation allows students to make their own revisions without feedback and improve their writing significantly. It leads them to become more independent where they can critically evaluate their own

writing and intervene to change their own processes and products where necessary.

d. Computer-mediated feedback

Partly driven by the rapid advance of educational technologies and partly by a marked increase in the provision of distance courses and on-line research supervision, students now often find themselves reading feedback on their electronically submitted essays which has been produced by an unseen tutor, by their peers, or by the computer itself. Nor is computer feedback restricted to distance students, as learners increasingly exchange texts and comments with each other and with teachers through computer networks in writing workshops.

In conclusion, feedback can be divided into several types, namely; oral and written feedback, feedback during and after learning, evaluative feedback and descriptive feedback, informal feedback and formal feedback, peer feedback and self-feedback (reflection/evaluation), teacher feedback and computer-mediated feedback.

C. Writing

1. The Definition of Writing

Writing is one of the four language skills where the other three are listening, speaking and reading. According to the experts, there are several definition of writing. Brown (2001) states that writing is a thinking process which can be planned and given with an unlimited number of revisions

before its release. In addition, Elbow (1973) in Brown (2001) also states that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.

Another definition of writing skill is also defined by Bram (1995), he states that writing producing or reproducing written message. It is an active process to organize and formulate the ideas on the paper. Furthermore, Harmer (2004) defines that writing is a way to produce language and express idea, feeling and opinion.

In conclusion, writing skill is an activity in producing a qualified writing. The activity consists of stages as the steps in writing. Moreover, writing can be used as a tool for expressing idea, feeling and opinion.

2. Aspect of Writing

According to Brown (2001), there are several aspects of writing. The explanation of each aspect in writing as follows.

a. Content

It includes thesis statement, related ideas, development of ideas through personal experience, illustration, facts and opinion. It is also about the use of description, cause/effect, comparison/contrast and consistent focus.

b. Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.

c. Grammar

Grammar is all about the instruction, structure and constructions, accuracy and correctness in the use of agreement and the components of the language applied in written text.

d. Vocabulary

Vocabulary deals with the ability in making and using the words employed in the composition as rich as possible. The greater vocabularies used for the text, the higher opportunities for a better result will be produced.

e. Mechanic

Mechanics deals with punctuation, spelling, capitalization as well as the type of handwriting whether it is clear and illegible or not.

In conclusion, the five aspects of writing above including content, organization, grammar, vocabulary and mechanic are the components of writing which need to be mastered in order to obtain a good piece of writing.

3. Skill in Writing

According to Heaton (1975), there are five important skills that should be noticed in writing activity. The explanation of each skill in writing as follows.

a. Language use

Language use is an ability to write correct and appropriate sentences.

b. Mechanical skill

Mechanical skill is an ability to use the conventions peculiar correctly such as punctuation and spelling to the written language.

c. Treatment of content

Treatment of content is an ability to think creatively and develop thought correctly.

d. Stylistic skill

Stylistic skill is an ability to use the language effectively such as in finding the appropriate vocabulary and manipulating sentences and paragraphs.

e. Judgement skill

Judgement skill is an ability to select, organize and order relevant information.

In conclusion, the five skills above including language use, mechanical skill, treatment of content, stylistic skill and judgement skill are needed to be noticed in order to obtain a good piece of writing.

4. The Process of Writing

Writing is a skill that can not be acquired naturally by students. They should pass a long process of writing to write well. Harmer (2004:4-6) states that there are four main elements in writing process. Those are planning, drafting, editing and final version.

a. Planning

In planning process, the students have to decide the purpose of writing, think about language styles and consider the content.

b. Drafting

Drafting is the first version of a piece of writing. In this point the students should be given a lot of time because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

c. Editing

In editing process, the students read again what they have written as a draft to check their writing if there is any mistake. After the students found the mistakes then revise it. Reflecting and revising are often helped by other readers who comment and make suggestions to their writing.

d. Final version

The last stage is final version. After all the process have done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many changes in editing process.

Based on the explanation above, it can be concluded that the process of writing are divided into four stages, namely; planning, drafting, editing and final version. Thus, the result of writing will be better by following those process.

D. Relevant Research Findings

In arranging this research, relevant research findings are needed in order to support this research. There are several research related to the teacher feedback which were conducted by several researchers.

1. A research by Seker and Dincer

This research was conducted in 2014 which entitled “An Insight to Students’ Perceptions on Teacher Feedback in Second Language Writing Classes”. The study was conducted at Foreign Language School at a state university in Turkey. Questionnaire and semi-structured interview used to collect data. The data from questionnaire was analyzed through Factor Analysis and SPSS. The results showed that the students had positive perception toward teacher feedback in writing class. The students found feedback on all aspects of writing to be beneficial for their foreign language improvement. Considering students’ feelings when receiving the feedback, the results showed positive affective dispositions. They generally felt cared for, improved and satisfied. The difference between a research which was conducted by Seker and Dincer and this research was in the technique of analyzing data from questionnaire. In this research, the obtained data from questionnaire will be analyzed in quantitative data.

2. A research by Kristianti, Fransisca Wiwin

This research was conducted in 2013 regarding to the students’ perception toward teachers’ written and oral feedback in writing compositions. Qualitative analyses were conducted to explore the findings

in details. The results indicated that the teacher's feedback plays an important role in helping the students to revise their writing. It was also found that teachers' feedback was important, helpful and sufficient to improve students' writing. Students perceived that the use of feedback significantly reduced the numbers of errors and increased the quality of their writing compositions. The difference between a research which was conducted by Kristianti and this research was in the subject being investigated. Kristianti's research focused on the students of Narrative and Descriptive writing class. Meanwhile, this research focused on the students in writing class in general.

From the explanation of both research above including a research by Seker and Dincer and a research by Kristianti, it can be concluded that both research provided big contribution to this research since both research revealed about the students' perception toward teacher feedback in writing class.

E. Basic Assumption

Writing is one of the crucial skills which must be mastered by students. By mastering this skill, students are able to communicate their ideas and express their feelings in written form. However, according to Harmer (2004:4-6), students have to face a long process of writing to write well. In the process of writing, the students tend to receive feedback from the teacher. Teacher feedback is proved to be useful for the students. By giving feedback for the students, teachers can help them to make a good piece of writing.

By understanding the importance of teacher feedback in the students' writing, it is also important to know the students' perception toward teacher feedback in writing class in order to find out the kind of feedback that is useful for the students. Perception as viewed by (Schmitz, 2012) is a process of selecting, organizing and interpreting information. This process includes the perception of select stimuli that pass through our perceptual filters, are organized into our existing structures and patterns, and are then interpreted based on previous experiences.

Based on the definition above, the researcher assumed that different students tend to perceive teacher feedback in different ways which can be caused by their personalities, backgrounds and experiences. It is also a result of how they, as individuals, process various stimuli. On the other hand, their perception can be influenced by several factors, namely; internal factors and external factors. Thus, this study aimed to find out the students' perception toward teacher feedback in writing class. The findings of this research will create teachers' awareness of the use of teacher feedback in writing class. As a result, their feedback could improve the students' writing effectively.