

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter consists of several theories that are relevant to this study. In detail, this chapter explains about teaching English in Junior High School, feedback, writing recount text and motivation.

#### **2.1 Teaching Writing English in Junior High School**

Based on 2013 Curriculum, the objectives of English teaching and learning process in Junior High School include four competencies, namely (1) spiritual attitude competence, (2) social attitudes, (3) knowledge, and (4) skills. The competence is achieved through the intra-curricular, co-curricular, and/or extra-curricular learning processes. (Kemdikbud, 2018: p. 291-301)

One of the skill core competence that should be mastered by the junior high school students are through writing. It is stated that students should be able to compose oral and written, very short and simple text by taking into account to the social function, generic structure, and language features, correctly and in context in terms of descriptive for the seventh grade, recount for eight grade and procedure, narrative and report text for ninth grade students.

#### **2.2 Definition of Writing**

Writing is a complex text that necessitates the coordination of numerous mental activities. Writers must clearly define the text's nature, goal, and communicative function. To participate systematically in what must or can be written, they must also establish a precise representation of the reader's

characteristics and expectations. Writers must control the text topic in order to generate or specify the most relevant ideas that will gradually comprise the text content. Furthermore, they must occasionally clarify the message, reorganize, modify, and articulate ideas, all while maintaining overall text coherence. (Alamargot and Chanquoy, as cited in Lestari, 2020)

According to Rao & Durga (2018) writing is one of the English skills in language learning. Besides, writing is a difficult skill. Not only did the writing replace the scientist's ideas with other texts, the writer had to carefully choose the right words to represent his or her ideas to make the idea is clear and precise.

Nunan (as cited in Rao & Durga, 2018) stated that writing is a skill that is too complex for students to use many variables in the same time period. For example, when students want to create a paragraph, they need to think about a topic and present their ideas in good structure. Then, when writing sentences, pay attention to capitalization, punctuation, sentence structure, and spelling. Writing is a collection of these things. Students should demonstrate their ideas in written text, and good sentences should support their ideas so that they are clear and understandable to the reader.

According to Ramírez & Guillén (2018) the writing process consists of five main steps. The first is planning. At this stage, Tierney and Pearson (as cited in Ramírez & Guillén, 2018) explained that planning breaks down into two general processes: knowledge mobilization and goal setting. Goal setting includes the process of constructing the topic, the goal of the text, and the purpose of the text

the author wants to create, and the mobilization of knowledge; Authors have the ability to gather information as a resource for authors to write articles.

In terms of gathering information, Spidev (as cited in Faraj, 2015) states that authors can gather data by listing ideas. Keep in mind the purpose of their writing. Then, to gather the data, the author has to read a lot. This introduces the author to the subject. Authors should also consult with experts. At this stage, the role of experts is necessary. This is because experts are people who have more experience with the subject the author is writing about (Faraj, 2015). Thus, the writer also needs an expert's point of view to make the subject deeper and more knowledgeable.

Ramírez & Guillén (2018) in progress; The second is compiling. The author describes the composition of the topic. In order to move on to the next step, the author needs to be edited by the moderator or teacher. Fourth - sort; At this stage, the author doesn't just focus on the consistency of the text. At this stage, the author should pay attention to how he can convince the reader to read the text. Proofreading by teachers is necessary because it can help improve the quality of writing written by writers.

The next is revising; in this stage, the writer is attentive to the written text's rightness; it includes the systematic of the text. Tierney and Pearson cited in Ramírez & Guillén (2018) add that revising is the process of reread the text, rethink the opinion, reexamine the validation of the idea, revise the purpose and also rearrange the presentation. The writer can revise his work from his teacher and friends. In this stage, the teacher's role is needed to give feedback to students. Faraj (2015) supports in his statements that students need to get feedback from their

teachers. The feedback includes the idea in a paragraph and the correlation between ideas; this feedback can students revise their assignment before publishing the writing assignment (Faraj, 2015). Therefore, before they publish or collect the assignment, they can ensure their assignment, and students can be more confident about their results.

The last stage is monitoring; the writer can do the revising and monitoring at the same time. The teacher or his classmates can assist with the monitoring. So, the writer can reflect on a specific area that he must improve; the monitoring stage also helps the writer avoid writer's block. Faraj (2015) adds that the last stage of writing is to publish the writing assignment. Tompkins (as cited in Faraj, 2015) also said that the publication stage is important to increase student's communication with the real audience (peer and teachers or facilitators) and practice their confidence to present their writing results. The teacher's role is also needed. Because they are facilitators to evaluate student's assignments, teachers give a suggestion; thus, students can improve their ability and make a well-written text (Faraj, 2015).

Based on the explanation above, writing is a complex skill in which the writer must pay attention to many things simultaneously, including the form and the content. And then, the writers can follow the five stages during the process of writing; there are planning, drafting, aligning, revising, and monitoring.

### **2.3 Writing Recount Text**

Recount text is a type of text that contains a person's personal experience that is delivered sequentially. In other words, students tell the events that have been experienced to others through written form in which the chronological events are

written (Fadlun, 2011). A recount text is a type of text that tells the story of a specific experience. The text's communicative purpose is to retell events for information or entertainment. Writing a recount text serves the purpose of assisting students in memorizing events or experiences in the form of a sequenced story by adhering to the generic structure of recount text, orientations, events, and reorientation. Writing a recount text also improves students' ability to use past tense and connectors like first, then, after that, next, and finally. Based on this explanation, it is known that recount text is a type of text that contains a person's experience or events that occurred in the past that are expressed sequentially.

There are three types of recount text, namely (1) personal recount: retelling an experience in which the writer was directly involved; (2) factual recount: recounting events or incidents, such as newspaper news, accident reports; and (3) imaginative recount: telling imaginative roles and connecting imaginary events (Emilia et al., 2008). The type of recount text used in this research is personal recount. Personal recount was chosen in this study because students experienced events or experiences in the past which are always remembered so that students can easily determine story ideas and develop them into a paragraph.

The organization of recount text usually begins with an orientation that includes elements of background information to help the reader understand the story. Usually there is an explanation of who, when, where, and why which is usually written in the first paragraph. Then followed by important events (important events) are described and are usually arranged in order of time from the first event to the last event. Finally, this text has many evaluative comments or reorientation

statements which may only be comments about events that have occurred before. However, these are optional and are often comments that reflect the author's feelings about the events mentioned earlier. Generic or schematic structure of recount text can be seen in table 1 below.

**Tabel 1 Generic / Schematics Structure of Recount Text**

<b>Generic Structure/Schematics structure</b>	<b>Function</b>
Orientation	Opening (introduction of characters, place, time, and events/activities of the actor)
Sequence of Events	Occurrence (series of events that occur)
Reorientation/Conclusion	Conclusions (closings that explain the feelings of the perpetrator with the events or activities carried out)

#### **2.4 Feedback in Writing**

In the literature so far, there have been few attempts to define the term 'feedback'. According to Hattie and Timperley (2007), feedback is conceptualized provided by an agent (for example teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding. As Brookhart said in her book (2013) feedback matches specific descriptions and suggestions with a particular student's work.

According to Keh (1990) feedback is defined as any input from readers to writer that provides information for revision. Thus teacher feedback can be considered an effective means to communicate to the students about their writing and respond to this information before counting their product as finished they will discover that good writing involves an interaction between their ideas, the expression of the ideas, and their reader's perception and reactions to the expression

(Chaudron, 1984: 2). To reiterate, feedback refers to actions taken by external agents to provide information about some aspects of an individual's task performance (Archer, 2010; Hattie & Timperley, 2007; Kluger & DeNisi, 1996; Veloski, et al., 2006; Winne & Butler, 1994) in Yusof (2013)

Harwood (2002) in Sidik (2011) states that feedback is the part of writing program which is either underused or misunderstood. Feedback need not be limited to the overt correction of errors and the provision of comments and or grades by the teacher. Feedback can (and should) be a learning experience, which provides the link between consecutive writing lesson. During feedback, learners are invited to identify the merits and shortcomings of their writing performance, understand the reasons for these shortcomings and the discussion of possible improvement. When learners have become familiar with feedback procedures, feedback activities can also be set as homework.

According to Heidi (1982:62) in Sidik (2011), feedback generally refers to the listeners' or readers' response given to the learner speech or writing. One type of feedback is correction. Although different in some ways, the above definitions have offered a fairly full account of what feedback is. In short, it is a kind of information the teachers can say to their students about the drafts essays they have produced; this information is much more helpful if it is provided on preliminary and intermediate stage, rather than the final one, and cooperation between teacher and students is very necessary for the successful implementation of feedback.

Based on Ferris' (1997) work, feedback includes comments, questions, and suggestions for students to self-revise their writing. As a result, students receive

value-laden information in order to increase their awareness of their writing strengths and weaknesses, maximize their potential at various stages of writing, and plan corrective actions for their writing improvement. Hyland and Hyland (as cited in Dikramdanie, 2017).

## **2.5 Types of Feedback**

In general, feedback is divided into several categories. Feedback, according to Elshirbini and Elashri (2013), can be classified as follows: the provider (the provider) of feedback (teacher, peer, self, and CALL Computer Assisted Language Learning), the timing of feedback (delayed and immediate feedback), the form of feedback (direct and indirect feedback), the method of feedback performance (oral and written feedback) and the focus of feedback (form and content focused).

### **a. The Provider (teacher and peer)**

Feedback can be broken down into three categories: 1) teacher, 2) peer, and 3) computer-based system (Elshirbini and Elashri, 2013). According to Hyland and Hyland (2006), teacher feedback or response is essential in the majority of foreign language writing classes. It was also discovered that teachers are the source of feedback. Teachers are indeed very helpful in dealing with some difficulties in students' writing. Generally, the teacher will give some outlines of how to write well at the beginning of the class, and after students finish or are in the middle of their writing, the teacher will check and write some mistakes in students' writing. Students can recheck their work and continue to correct their writing mistakes after receiving feedback from the teacher. In general, the

teacher corrects each student's writing individually in class, then they discuss it face to face.

The dominant feedback is usually from the teacher, but peer feedback can also occur during a writing activity. Yastibas and Yastibas (2015) reported that receiving feedback from a friend during a writing session increased self-confidence and decreased anxiety. Typically, teachers will ask above-average students to assist them in correcting the work of their peers. However, due to the students' lack of proficiency, peer feedback in the EFL writing class remains inconclusive. The testing system frequently used computer-based feedback. The majority of testing systems employed the multiple-try feedback/answer-until-correct condition (Attali, 2015).

**b. The Timing (delayed and immediate)**

Based on response time, there are two types of feedback. Feedback can be delayed or immediate. According to Sinhaa and Glassa (2015), delayed feedback is feedback provided after a whole test or set of behaviors has completed. It is effective to provide delayed mistake correction during task processing when the task takes a longer time to complete and its effects are likely more powerful at the process level (Yusof, 2013). (Iron (2008) stated in Masantiah et al. (2018) that delayed feedback was ineffective; thus, delayed feedback was considered the same as no feedback.

In contrast, immediate feedback is feedback given immediately after the desired behavior, such as testing or oral presentation (Sinhaa & Glassa, 2015). Immediate feedback informs students once the desired behavior has been

completed, allowing them to understand their own strengths and weaknesses. As a result, the student can make adequate progress. This type of feedback is effective for providing immediate error correction during task performance and is more powerful at the task level (Yusof, 2013).

**c. The Form (direct and indirect)**

Direct feedback is one of the methods that teachers do the correction on the student's assignment. The teacher directly shows and revises the student's assignment by providing the correct answer (Kang, E., & Han, 2015). Ferris (as cited in Nematzadeh, F., & Siahpoosh, 2017) also argued that direct feedback is a strategy of giving feedback to help students revise their errors with directly correct information. Wilson and Czik (2016) also argue that direct feedback is the teacher's feedback that makes a proper correction and shows directly to students, and students must be revised.

The students can directly identify their errors and also revise the incorrect area with the teacher's guidance. This feedback is also appropriate to the beginner students because the teacher is directly showing the correct answer on the student's assignments (Lee 2008). Ellis (as cited in Kang & Han, 2015) adds students at the beginner level still need the teacher's instructions to relate words or language in writing.

Direct feedback is useful to correct student's errors in grammar. It is supported by Ellis et al. (as cited in Kang & Han, 2015) that direct feedback has a good impact on student's grammar performances. Direct feedback, the teachers use the symbol or circle the error and comment, which includes the correct

answer, so students only follow the correct answer. On the other hand, Lee (23) defined that indirect feedback is how teachers provide feedback without the detailed, correct answer. Wilson and Czik (2016) add that teachers accompany students to build their analysis and concept in their assignment. Because in indirect feedback, teachers only locate the error or give students questions to analyze their errors independently.

In the indirect feedback, the teacher only indicates the error by highlighting the error, and the students have the opportunity to analyze and revise the error. Indirect feedback is good for students. They can be more active to reflect their own error and analyze the error by teacher's clues. Indirect feedback is suitable for students who have higher writing ability, or the students are on an advanced level of writing (Ellis as cited in Kang & Han (2015). Based on Shute (as cited in Wilson & Czik, 2016), indirect feedback consists of examination and comprehensive. Examine means that teachers ask to students and make a clarification about what they write in the assignment. And then comprehensive means, it constructed to deliver the idea, opinion, but teachers do not directly show to students.

Based on the explanation above, direct feedback is explicit feedback that the teacher gives to students with the correct form. The teacher directly gives the proper answer to the incorrect student's assignment. However, indirect feedback is implicit feedback that the teacher gives to students without the correct form. In this type of feedback, the teacher gives students the opportunity to analyze their errors.

#### **d. The Method (written and oral)**

Based on Grabe and Kaplan (as cited in Küçükali, 2017), written feedback is explained as the response to student's performances or student's assignments through writing comments or suggestions; it can contain the student's strengths and weaknesses performance. According to Mack (as cited in Agbayahoun, 2016) points of view, teacher-written feedback is also defined as suggestions, questions, and corrections toward student's assignments.

The teacher's feedback plays a central role in writing class Hyland and Hyland (2006); it is supported on Hyland (as cited in Hyland & Hyland, 2006) because they should write or show the comment on the paper to provide the student's effort and student's performance. And then, the process of written feedback is continuing; the written feedback cannot be given once, Ravichandran (cited in Razali, R., & Jupri, 2014) It is better for teachers to provide feedback during the writing process to control the improvement of a student's writing ability.

Moreover, there are some types of written feedback. According to Agbayahoun (2016) views, the first is feedback, which is focused on the form of the student's assignments, focused on the grammar. Then the feedback is focused on the content of the student's assignments, focused on the idea and the construction of the idea or the way the students deliver the idea into the written form. The last is the combination between the grammar and the construction of the idea.

Therefore, written feedback is the feedback which is containing suggestion, which is written directly in the student's assignment. It can be questions or corrections to a student's sentence that focuses on grammar, construction of the idea, or both of them, and it is also according to the goal of the assignment. Thus, the students can know the incorrect area in their assignment and use the feedback to revise their assignment and improve the weaknesses area according to the teacher's written feedback.

On the other hand, Brookhart (2013) defines that oral feedback is feedback from a teacher, which includes the interaction between students and teachers. Sultana (2015) also adds that in the oral feedback teachers use some dialogue activity to make feedback more effective. In this type, the teachers are correcting student's errors by oral; it can be an individual or group of students. Bayraktar (2012) cited in Fitriani et al. (2016) adds that direct communication between teachers and students in the class helps the student confirm the teacher's feedback, and the interaction process between teacher and students can engage student's critical thinking. But the schedule must be well-prepared.

Reid (cited in Fitriani et al., 2016) shows the benefit of the teachers-students interaction in the classroom. Students are more understanding by listening to the feedback than the lecture read the feedback on his paper; if students do not understand the teacher's feedback, they can directly ask and confirm to the teacher at that time. The teachers can also analyze the student's comprehension. The teachers can also indicate the student's error individually and focus more; it helps students know more about their weaknesses.

#### **e. The Focus (form and content-focused)**

Form-focused feedback, also known as grammar feedback, focuses on surface-level issues such as grammar, vocabulary (i.e. correct word usage, such as word choice and word form), and mechanics (e.g. capitalization, punctuation, and spelling) (Grami, 2005; Hedgcock & Lefkowitz, 1994 in Dikramdanie, 2017). Form-focused feedback, as Ferris (2002) suggests in her works, can be used in such situations. For starters, it can be used to highlight students' errors, which affect their understanding of the overall meaning and writing accuracy. In other words, the teacher's form corrections reflect their actual requirements. Second, it can be used to generalize students' form errors, particularly grammar errors, because there is a grammar rule that can be applied to the next writing assignment. Because form-focused feedback focuses on form corrections rather than content development, the teacher is regarded as a "language teacher" rather than a "composition instructor" (Ferris. 2002)

Content-Focused Feedback addresses meaning-level issues such as organization (e.g., paragraph unity and coherence) and content (e.g., idea generation) (Grammy, 2005; Hedgcock & Lefkowitz, 1994 in Dikramdanie, 2017). In this way, the teacher can comment on the message's clarity or the cohesiveness of the students' writing without pointing out specific grammatical errors. Because the goal of writing is to generate, develop, and organize ideas, feedback on the content is obviously beneficial to developing the students' writing fluency in the global sense (Aridah, 2003 in Dikramdanie, 2017).

## 2.6 The Purpose of Giving Feedback

Writing is a macro skill which is considered the most challenging skill, according to the students. Bitchener, J., & Basturkmen (2006) assert that writing difficulties are also found in form and structure. To overcome these writing difficulties, feedback can be a medium to evaluate students' difficulties. Tehrani, (2018) supports that feedback plays an important role in evaluating and improving students' writing.

According to Sadler (as cited in Tehrani, 2018), feedback does not only show the correct or the wrong progress of students. The feedback is giving the elaboration of the student's idea and discuss together. Students can revise their assignments and get suggestions from their teacher or facilitator. One of the important steps in learning writing is to consult the assignment or discuss with the teacher or facilitator. Therefore, feedback is the facilitation which student can use to evaluate their mistakes and discuss them with the teacher or the facilitation.

Feedback can be given during the writing process or at the end of the writing activity. According to Frus (1999) feedback in the student's writing product is like a form of the paragraph at the end of the writing assignment or notes in the email. Teachers are giving feedback to student's assignments to help students to improve the ideas, organization of their writing assignments.

There is a study from Underwood, J. S., & Tregidgo (2006) when teachers want to improve student's writing ability through feedback. They must give effective feedback by giving the feedback depending on the requirement of its writing quality. Additionally, students prefer to get comments or suggestions

precisely than teachers are grading their work generally. Comment as feedback is not enough for students. According to Cy Knoblauch and Lil Brannon (as cited in Frus,1999), the dialogue between teacher and students is very important to clarify the teacher's feedback. Therefore, if the students did not understand the comment, they can ask the teacher directly, and students can apply the feedback or the suggestion to their assignment.

There are some suggestions for responding to student's assignments (Frus, 1999). As an instructor or a teacher, before the class, we need to explain the criteria of good writing or how we are grading the assignments. Then, teachers or instructors can give the same assignments to the students with the same topic, and then teachers accompany students during the assignment; teachers can give feedback at the end of the first assignment.

In the next meeting, teachers can give the same assignments again and give feedback. The same assignments are beneficial to students to make students practice to develop more ideas about the topic, and they can construct good assignments by every comment which teachers give in every assignment. Next, the teacher must give clear comments or suggestions to the student's assignments. Then, teachers must give the students the opportunity to clarify the topic in their works, and the teachers only guide the students to solve their writing problems.

During the feedback, teachers can give students some instructions; the dialogue between teacher and students is also important to build effective feedback. Next, when the teachers find the student's assignment's mistake, teachers can explain the error to the entire class; therefore, other students did not make the same

mistake in their assignments. Last, teachers can give an opportunity for students to get feedback from other students, it is called pair responses, or teachers can ask students to do a self-evaluation of their task.

## 2.7 Motivation

Pamela, A.O & Oloko (2015) motivation is the key of a successful organization to maintain the continuity of work in the organization with a strong way and help to survive. Motivation is providing the right guidance or direction, resources and rewards to keep them inspired and interested in working the way you want them to. Motivation is the process of generating behavior, sustaining behavioral progress, and channeling specific action behaviors. Thus, motives (needs, desires) encourage employees to act (Chukwuma, E.M., & Obiefuna, 2014). The word motivation comes from the Latin "move" which means "to move" or "to move forward". Abdillah and A. Sulaiman (2019), motivation is defined as "strengthening the mind, inner strength, encouragement". Gibson, Ivancevich and Donnelly (1996) state that motivation is a concept that describes the forces that exist in individuals to initiate and direct behavior" (Siahaan et al., 2020).

According to Burhanuddin Yusuf, (2015) work motivation can stimulate enthusiasm or enthusiasm to work. According to Kadarisman, (2013) "work motivation is a person's motivation or motivation to be active, behave well, and work actively in accordance with the duties and obligations assigned to him". Meanwhile, according to George and Jones (as cited in Tania and Sutanto, 2013) work motivation can be defined as a psychological encouragement to someone who

determines the direction of a person's behavior (direction of behavior) in the organization, level of effort, and level of persistence or resilience in the face of an obstacle or problem.

Mathis argues that motivation is a person's desire that causes someone to take action and achieve goals. Motivation is formed by the attitude of an employee when facing a work situation. Motivation is the driving force or attraction that causes behavior to become a certain goal (Rasto & Yulianti, 2019).. The Oxford Dictionary defines the concept as a physiological function that evokes an organism to act to achieve a desired goal. On the other hand, motivation is defined by Hornby as an urge to act or move (Tehseen & Ul Hadi, 2015).

## **2.8 Kinds of Motivation**

Hasibuan, (2019) identified two types of motivation

1. Positive Motivation (positive intensive) In positive motivation the teacher motivates (stimulates) subordinates by giving gifts to those who excel above standard achievements, with this positive motivation the enthusiasm for student learning will increase. Prizes given to students above the standard can be in the form of high grades, gifts of goods such as stationery and others.
2. Negative Motivation In negative motivation, the teacher motivates by giving punishment to students who get scores below the specified standard. With negative motivation, the enthusiasm of students in the short term will increase for fear of being punished, but for the long term it can result in less good.

## 2.9 Factors Influencing Motivation

There are some factors that influence motivation according to Abraham Maslow's (Hierarchy of Needs) theory as follows:

### *a. Physiological needs*

The most obvious manifestation of physiological needs are basic human needs. This need is the most basic need, such as enough food, air, water to survive. This need is seen as a basic need not only because everyone needs it continuously from birth to death, but because without the satisfaction of these various needs a person cannot be said to live normally. Various physiological needs are universal and do not recognize geographic boundaries, origin, level of education, social status, occupation, age, gender and other factors that indicate a person's existence.

### *b. Safety needs*

Security needs must be seen in a broad sense, not only in terms of physical security but also psychological security, such as humane and fair treatment.

### *c. Belongingness and Love needs*

This need consists of the need for love and belonging. Humans are social beings and as social beings have various needs related to the recognition of a person's existence and respect for their dignity.

### *d. Esteem needs*

One of the characteristics of humans is to have self-esteem, because of that everyone needs recognition of their existence and status by others. These

needs include reputation, prestige, and recognition from others, as well as the need for trust and power.

*e. Self-Actualization needs*

The desire for self-fulfillment-to be the best one is capable of. Within everyone is hidden potential abilities that have not been fully developed. In general, every individual wants his potential to be developed systematically, so that it becomes an effective ability.

(Mendari, 2010)

## **2.10 Previous Study**

Some studies have been conducted related to feedbacks, writing and motivation. Some relevant studies are referred to strength the fundamental concept of researcher and the ory in this study.

1. Ismail Ibrahim, Elshirbini Abdel, and Fattah Elashri (2013) entitled “The Impact of the Direct Teacher Feedback Strategy on the EFL Secondary Stage Students' Writing Performance”. The research was conducted in Al-Azhar Secondary Institute for Girls at Roda (as the control group) and Al-Azhar Secondary Institute for Girls at Satamooni (as the experimental group). There result showed that there were statistically significant differences between the mean scores of the experimental (direct teacher feedback) group students and that of the control group students on the writing performance post- test favoring the experimental group.
2. Md. Nabinur Rahman(2017) entitled “Incorporating Different Forms of Feedback in Teaching Writing: An Insight into a Real Classroom”

This qualitative research was done to 30 samples of students' writing (along with provided feedback), to 2<sup>nd</sup> semester students of English Department from a very renowned public university in Bangladesh who had already done another introductory writing course EAP 1. The result of the study showed that mixture of different methods (error-corrections, written comments, grading and conferencing) of giving feedback was beneficial for the students since it was successful to give detailed, specific, clear and finally constructive feedback to the students which was expected nature of the feedback for teaching writing.

3. Emel Küçükali (2017), entitled "The Effect of Oral vs. Written Feedback in EFL Writing". This study employed mixed method, since the quantitative data was collected from the scores of the first and last writing papers from 74 university students from Preparatory Program at a state Turkish University and it was analyzed through independent and paired samples t-tests. While the qualitative data was collected from semi-structured interviews with three participants from the experimental group and was analyzed through open and structural coding. From the result of the study, it can be concluded that oral feedback (OF) had a significant effect not only on the overall writing performance but also on the sub-scores according to the writing rubric: organization, lexis, grammar, and coherence & cohesion. The qualitative findings showed that the opportunity for meaningful interaction, clarification, discussion and negotiation between the students and the teacher during OF conference helped the students to receive more detailed and constructive

feedback than the students in written group, who could not experience the negotiation process of OF.

4. Hi Usman, et al (2022). "Feedback Strategies Teaching Writing Online during Covid-19" was the title of the research. It was conducted in Universitas Khairun Ternate to fourth semester-students who studied essay writing online. From the research it was found that there were several feedback strategies used to respond to students' writing, namely indirect, direct and commentary feedback.
5. Jawarun Nahru, (2020), entitled "Peer Feedback Using Instagram in Learning Writing for EFL Students". This study aimed to find out how to implement and students' perception towards the implementation of peer feedback using Instagram in learning writing recount text for EFL students at Senior High School Level. This research used a qualitative method with 32 participants of X MIPA 3 at one of the senior high school in Mojokerto derived from sets of observation checklist, field notes, questionnaires, and semi-structured interviews. The result of this study showed that the implementation of peer feedback using Instagram in learning writing recount text was going well to help the students improve their writing ability. Furthermore, the positive perceptions also showed by the students in motivating, increasing critical thinking, and making them confident in writing.
6. Nurpianti, (2020). entitled "Teachers' Strategies in Giving Feedback on Students' Speaking Performance"

This research was done because the researcher found several problems in teaching and learning speaking at school. The problems that the researcher

found, due to this phenomenon, the researcher wanted to know about teachers' strategies in giving feedback on students speaking performance eleventh grade in SMAN 1 Canduang. The design of this research was descriptive qualitative. The informant of the research were the English teacher and the students at the eleventh grade in SMAN 1 Canduang. Techniques of data collection were observation and interview. The findings revealed that teachers' strategy in giving feedback on students speaking performance were: feedback on the content, feedback on form, feedback during oral work, feedback during accuracy work, feedback during fluency work.

7. Husni Mubarak (2012) entitled "The Use of Peer Feedback Strategy To Motivates Students in Narrative Text Writing". This study was aimed at (1) finding out the problems faced by students in narrative texts writing, (2) describing the implementation of peer feedback strategy in narrative texts writing, (3) knowing whether peer feedback strategy can motivate students to write narrative texts, (4) knowing whether peer feedback strategy can improve students' narrative texts. The subject of this study was the eleventh grade students of XI IPA 2 of SMU Futuhiyyah Demak. The research design of this study was collaborative action research. The instruments of this study were observation, interview, questionnaire, and writing test. This study consisted of three cycles and each cycle consisted of three meetings. The findings showed that the students had low motivation before the actions were implemented. From the result of the first cycle, the students' motivation increased. They could work in pair and participate during the writing class. Some students still had low

motivation in the aspect of personal goal-setting, learner-centered, creativity, and self-diagnosis. From the second cycle, the implementation of peer feedbacks strategy could generate students' motivation in the aspect of cooperative learning and peer evaluation. The students were not confused with the activities in peer feedback strategy. They knew what they should do in peer feedback strategy.

These previous studies have revealed some findings related to different feedbacks that can help students, especially in writing skills. The previous studies investigated the use of feedback to improve students' writing skills, and the results said that feedback could improve students' abilities. However, the studies that show the impacts of feedback on students' motivation in writing activity is not so many. Then the study is investigating more on the different types of feedback especially on students' writing delivered by the teacher and see how the feedback affects students' motivation in writing activities. The research findings will contribute valuable information in English Language Teaching (ELT) fields especially ELT in Junior High School in Indonesian context.

### **2.11 Research Framework**

This research investigates teachers' types of feedback towards students' writing especially in writing recount text and whether or not it has impact on students' motivation in writing activity. There are several types of feedback that can be implemented to students in order to motivate them to do better in their writing activities. Those types are classified into the provider (teacher or peer), the timing (delayed or immediate), the from (direct or indirect), the method (oral or

written) of feedback. Teacher should be able to give correct feedback, so that it can motivate students to write better. The research framework can be seen from figure

1.

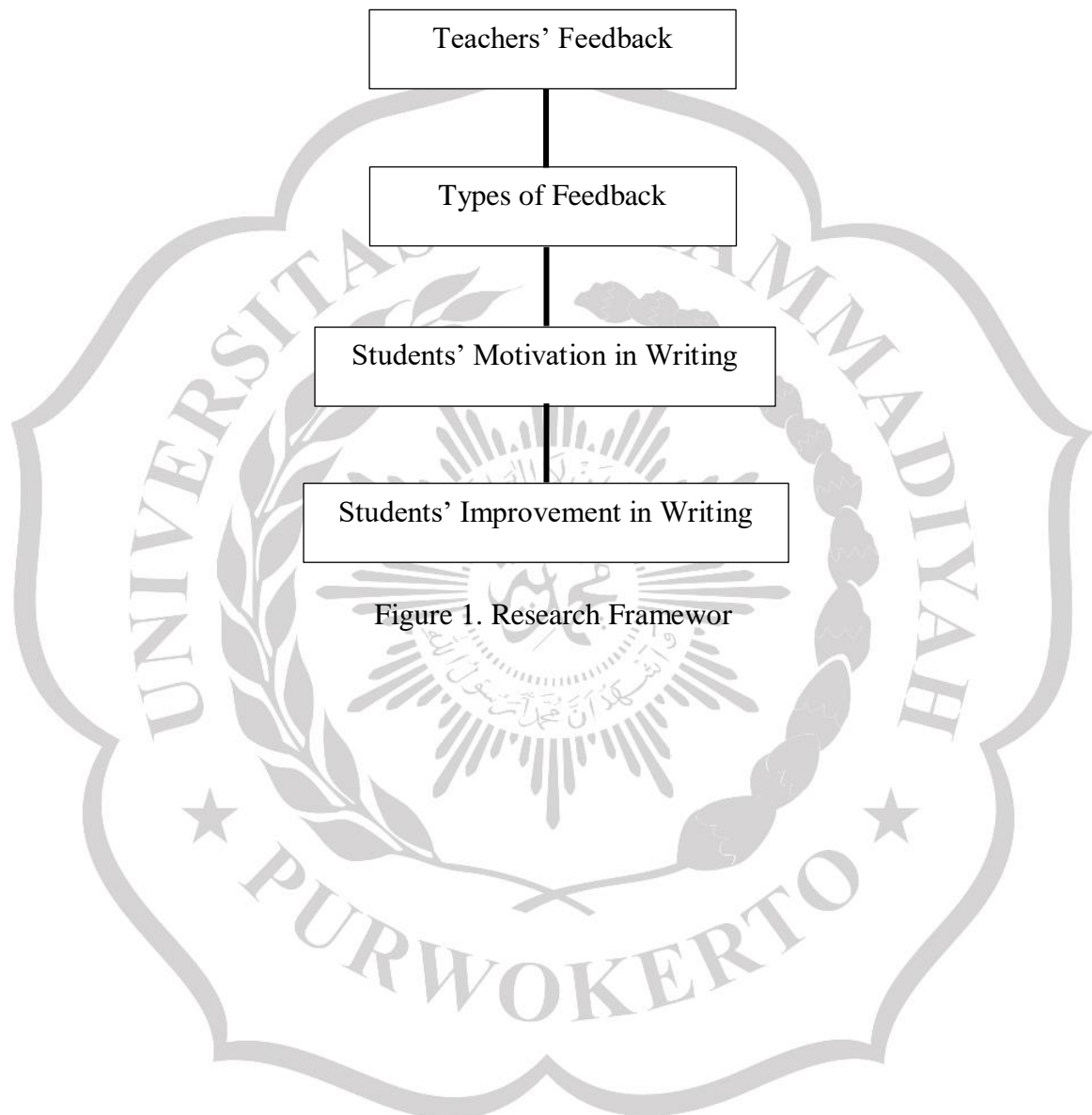


Figure 1. Research Framework