

## CHAPTER II

### LITERATURE REVIEW

#### A. Perception

##### 1. The Nature of Perception

Perception is the experience of the object, incident or the relations which comes from conclusion of information and interpretation of the meaning (Rahmat, 2001:51). Anyone's perceptual experience will be determined by personal and situation factors. (Rahmat, 2001:51) illustrates that perception is an experience about object, phenomenon or connections in way to conclude information and interpret message.

Perception is the process of human thinking about certain phenomenon. As cited in (Sudarno, 2001:3), perception start from the sense of organ, this is related to the acceptance of message or information by human brain. In this process a person interact with his/her environments using five senses. Those are vision, hearing, taste, smell, and touch. People interact with the environment by using these five sense, then the stimulant will be registered by brain and send them to nervous system.

Koentjaraningrat as cited in (Sahal, 2001:7) explained that perception is the realization of human brain process and it appears as a view about phenomenon. In this process many factors such as feeling, needs, motivation, education, preference, experience, and etc are involved. Then the process is followed by reaction to the object.

Furthermore it can be concluded that perception is process by which a persons' brain arrives at meaningful interpretation of stimulans. Moreover, perception consists of certain process. It start by accepting the simulation from an object through the sense of organ, and then continues with the registers of stimuli to nervous system which is called as sensation. This process is ended by thinking, analyzing and interpreting in order to achieve the meaning of object. In realation with the process of perception, Moskowitz et al as cited in (Walginto, 2010:54) explained that perception is complex process, those are:

a. Physical Process

It is the process when an object arouses stimuli caught by receptor, this process is called as sensation.

b. Physiological Process

It is the process of sending stimuli to the brain by sense organ.

c. Psychological process

It is the process of changing the stimuli in human brain to get meaningful interpretation of stimuli.

After defining the term of perception, 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.

## 2. The Principle of Perception

In relation with the definition of perception, it has some principles. (Slamet, 2010:103-105) divided the principles of perception into four, those are:

a. Perception is relative not absolute

In relation with the definition of perception, the first stimulus will give bigger impact than the next one. Based on this fact, a teacher can predict the next lesson because she/he has known the students' previous perceptions from the previous lesson.

b. Perception is selective

A person's ability to catch a stimulus is restrictive, because human brain only catches the stimulus based on the thing that the most attractive. Based on this principle, a teacher has to determine to select which materials that should be taught to the students.

c. Perception has arrangement

Perception has arrangement because people receive the stimulus in the form of the relations/groups. Based on this principle, in the delivering the learning materials a teacher has to arrange it in the good order.

d. Peoples' perception may different although in the same condition

The different perceptions of the students are caused by different attitude and motivation. To get the same perception between the students, a teacher has to use the different teaching method.

Finally we can conclude that perception is the process of accepting objects or phenomenon through the sense organ; it will expand to the stimulus process which is called sensation.

## **B. Feedback**

### **1. The Definition of Feedback**

Feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self experience) regarding aspects of one's performance or understanding (Hattie & Timperly, 2007). It has been among the most significant phenomena in the field of education, and language education is no exception.

Feedback is defined as a type of interaction which can enhance second language acquisition by making non-native speakers aware that their usage is not acceptable in some way and it provides a model for 'correctness' (Saville-Troike, 2006: 110). (Likewise, Ellis, 2009) asserts that it is viewed as a means of fostering learner motivation and ensuring linguistic accuracy in both behaviourist and communicative approaches to language teaching.

### **2. Corrective Feedback**

Corrective feedback is any indication to the learners that their use of the target language is incorrect (El Tatawy, 2002), and since it does not always provide the correct form, it will force learners to make use of their own language knowledge.

Corrective feedback is among the most applied practices in education generally and in language acquisition and learning specifically. Some of the most frequently used terms are corrective feedback, negative evidence and negative feedback (Karim & Nassaji, 2013). It is that corrective feedback involves teachers' (or somebody else's) activities of

various kinds to inform the learner that something is wrong in his/her production of a teaching learning utterance, written or orally.

Written corrective feedback, according to Bitchener and Ferris (2012), can be defined as error correction. It can be direct (the wrong word is crossed out and the right word is given), indirect (an explanation, an example, a hint is given, but not the correction itself).

### **3. Written Corrective Feedback**

There are two main categories of written corrective feedback; the first is direct and the second is indirect. Direct written corrective feedback is defined as a type of correction that draws students' attention to the error and provides a solution to it. In other words, the teacher shows students where their errors are and corrects these errors by providing the correct form. Indirect written corrective feedback is defined as drawing students' attention to the locations of their errors without providing corrections (Bitchener and Ferris, 2012 in Mubarak, 2013). There are two types of written corrective feedback:

#### **a. Direct Written Corrective Feedback**

This type of correction takes a variety of forms such as a) cross-outs: when the teacher omits any wrong addition from students' original texts, b) rewrites: when the teacher rewrites a word, phrase or a sentence, providing the correct spelling, structure or form on students' original texts and c) additions: when the teacher adds any missing items on students' original texts (e.g. prefix, suffix, article, preposition,



feedback emphasizes the role of students in understanding and correcting their errors rather than being provided with the corrections. So, indirect written corrective feedback is teacher give feedback by indicating the errors without correcting them explicitly.

Indirect written corrective feedback is applied by underlining students' writing errors so that students understand that there is a problem that should be 'fixed.' Teachers may use lines, circles or highlighting to indicate the location of errors. They also need to decide how explicit indirect feedback should be based on the goals they want to achieve by providing feedback.

*Example 2 illustrates indirect correction.*

**When I in junior high school, I go to Bali.**

Furthermore the type of written corrective feedback can be focused on organization, content, grammar, and mechanic (Mubarak, 2013)

## C. Writing

### 1. The Definition of Writing

Writing is a system of recording language by means of visible or tactile mark, so that people can read, perform or use it (Coulmas, 1:2004 ). It means that beside using the spoken language, human being also using written language to express their feeling , idea and thought.

Written and spoken languages are different. As halliday pointed out in (Nunan, 1991:85) , speech is no less structured of complex than

writing. Written language is complex at the level of clause, while spoken language is complex in the way clauses are linked together. Actually written and spoken language are complex however their complexity are different.

In writing we have altered the normal state or event in written form. In other words, processes which in grammatical system of English would normally be represented as verbs, have been transformed into “things” and represented as nouns. Writing is often decontextualised. In communicating a message writer is usually distant in time and place from the person with whom they wish to communicate. Therefore, they have to make inferences about the relevant knowledge possessed by the reader and decided what to included and what to omit from their text. They also need to anticipate possible difficulties that the reader might have and take these into account in creating their text. From the explanation above we have seen that written language has its own characteristics, which reflect their purpose for which it was arranged.

## **2. The Aspect of Writing**

To their writing, the students usually do writing activities; the teacher should demand the students that they should not write the text for themselves. Such as; only to get score in writing assignment but also to create writing that can interest the reader to read it. It is to make the writing more useful for the readers.

Nurgiyantoro (2001: 306-308) states that there are five aspects in writing, they are:

**1) Content**

Content refers to set of information that support the specific topic talked about. In the content aspect, the writer can develop the details idea to describe the main topic.

**2) Organization**

Organization means how the students arrange their ideas. The organization of the text is clear ideas, good organization, logic, sequence and cohesive.

**3) Vocabulary**

Vocabulary is the most important elements in writing. The writer should choose appropriate words and arrange the words into paragraph.

**4) Grammar**

The good language is depending on the construction of sentence. It means that a good writing is a group sentences with correct language use in every sentence. It does not need a long sentence in writing, but what the writers need is an effective sentence with correct grammar.

**5) Mechanic**

Mechanic refers to the rule how the students write. The writers have to make sure that all paragraphs are well developed. All the words are spelled correctly. The writer also uses the correct punctuations in their writing.

Based on the students' mistakes in writing for those aspect of writing, the teacher gives feedback based on those aspects.

#### **D. The Relevant Study on Teacher's Corrective Feedback**

In arranging this research, relevant studies are needed to support this research. Mubarak (2013: 1) stated that corrective feedback is used in research with title "Corrective feedback in L2 Writing: A Study of Practices and Effectiveness in the Bahrain Context". This research was done to investigate the effectiveness of two types written corrective feedback (a. direct corrective feedback in the form of corrections of errors next to or above the original errors and b. indirect corrective feedback in the form of error underlining). The result of this research showed that even though the students improved in the course of the experiment, neither type of corrective feedback had a significant effect on their accuracy, grammatical complexity or lexical complexity in writing, and that there was no difference in the effectiveness between the first types of feedback compared to the second.

Written corrective feedback is also effective in helping advanced L2 learners or writers improve the accuracy with which they use two relatively simple, partially acquired linguistic forms or structures singular or plural nouns and subject-verb agreement (Bither *et al*, 2010:11).

Furthermore, written corrective feedback also can be helpful to L2 student writers (Ferris *et al*, 2012:17). From the case study shows that both students' external constraints (busy schedules) and their internal characteristics (attitude, confidence) seemed to influence their ability to benefit from feedback and instruction (Ferris *et al*, 2012: 18).

Based on relevant study explained previously, teacher's corrective feedback is selected to know about students' perception in their writing.

### **E. Basic Assumption**

Learning writing always becomes a difficult process for students. Written corrective feedback is one of the ways which can be used to improve students' writing skills. Basically, teachers have several roles of giving corrective feedback in the classroom. The teacher not only focuses just on error of result but also focuses on a number of facets in students' writing. In the fact teacher gives corrective feedback with a mark about the students' mistake by giving underline, circle, red mark, or cross in students' writing mistake and sometimes the teacher adds a note like as short comment in written form. In the real teacher's corrective feedback that students can get the benefit and they can explore their writing competence. Therefore, corrective feedback is important and beneficial key in English development which has many advantages for students. Students can get motivated and get benefit when teacher apply corrective feedback on writing class.