

CHAPTER II

LITERATURE REVIEW

A. Writing

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. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

The definitions of writing are variously stated by some experts. According to Nunan (2003:88) defines that writing is the process to invent ideas, think about how to express into good writing, and arrange the ideas into statement and paragraph clearly.

Another definition of writing skill is also defined by Harmer (2004) that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definition above, it can be concluded that writing skill is a complex activity in producing a qualified writing.

2. The Steps of Writing Process

Writing is a series of activities to create a text that can be understood by everyone. (Richards, 2002: 315 in Wahyu Dewi, 2013: 8) suggests that most of the writing tasks can be completed by a sequence of activities that focus on the writing process as follows:

- a. *Planning (pre-writing phase)*. It includes discussion of the topic, model of compositions, brainstorming on the topic, etc. to generate students' ideas. And collect information related to the topic.
- b. *Free writing*. Students use their ideas, information, and notes to plan their compositions. During this phase, students write freely on the topic. The focus here is organizing ideas – not perfecting grammar and spelling.
- c. *Drafting*. Students now write a first complete draft in sentence and paragraph form, but again without worrying about grammar, punctuation, and spelling.
- d. *Revising*. This is the feedback sessions. Here students ask questions for clarification or suggestions. After this, they work alone to reorganize, revise and rewrite their draft.
- e. *Editing*. Students check their second draft for accuracy. This time, they concentrate on checking that their ideas are clearly organized and have included enough details. When content and organization seem fine, students then focus on grammar, punctuation and spelling.
- f. *Evaluating (final phase)*. Students write a final draft. They may submit their writing to the teacher to be evaluated. In evaluating students' writing,

the scoring may be analytical (based on specific aspects of writing) or holistic (based on a global interpretation of the effectiveness of the writing).

3. Aspects of Writing

There are several aspects of writing as stated by Brown (2001). The explanation of each aspect in writing as follows:

a. Content

It includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts and opinion.

b. Organization

It includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length. So, it is concerning the sequence of each sentence.

c. Grammar

Grammar is all about the construction, structure, and the components of the language applied in written text.

d. Vocabulary

Vocabulary deals with the ability in making in use 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. Mechanics

Mechanics deals with punctuation, spelling, capitalization as well as the type of handwriting whether it is clear and illegible or not. It is important to arrange the writing mechanics well since it can affect the writing result.

B. Feedback

1. Definition of Feedback

Feedback is an essential part of learning and teaching that influence students' learning and achievement. Feedback helps both the teacher and students meet the goals and instructional means in learning and teaching. In language learning and teaching, various types of feedback can be provided to the students. As in other discipline, feedback that motivates students' language learning should receive particular attention. In classroom activity, teacher has to interact with their students on many levels, high communication skills are necessary in order to effectively teach and motivate the students. Therefore, feedback is important part of the teaching and motivating process. There are many types of feedback that will be given either positively or negatively affecting the students.

Feedback can be defined from various perspectives. (Winne and Butler, 1994 in Rr. Inti, 2012) stated that feedback is information with which a learner can confirm, add to, overwrite, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and task, or cognitive strategies. Feedback also can be viewed as an important process for the improvement of writing skills for students (Hyland, 1990; Hyland & Hyland, 2001). This is because written feedback contains heavy informational load which offers suggestions to facilitate improvement and provides opportunities for interaction between teacher and student. Feedback can be defined as writing extensive comments

on students' texts to provide a reader response to students' efforts and at the same time helping them improve and learn as writers (Hyland, 2003). The teacher provides feedback to enable students to read and understand the problems and use it to improve future writing. At the same time, it is hoped to assist students in producing written text which contains minimum errors and maximum clarity.

Feedback is particularly important to students because it lies at the heart of the student's learning process and is one of the most common and favorite methods used by teachers to maximize learning. But, little attention has been given to the specific types of responses teachers give their students and the extent to which students find these helpful. Therefore, this study investigates the types of feedback that students prefer to their teacher respond to.

2. Types of Written Feedback

There is no single way for providing feedback on writing, nor is the teacher the only source of it. Feedback, therefore, falls into different types according to who gives it and how. Teacher written commentary, direct and indirect feedback constitute the most common feedback types cited in many researchers' works (e.g Ferris(2003); Hyland(2003); Harmer(2004)).

a. TeacherWritten Commentary

In second language writing, written commentary is considered the most common type of written feedback (Hyland, 2003). Ferris (2003:41) notes that "this type of feedback may represent the single biggest

investment of time by instructors, and it is certainly clear that students highly value and appreciate it.” Written comments are usually provided at the end or in the margins or both types may be used.

The form of teacher written commentary feedback, according to Ferris (1997), can be categorized into three main types: request, praise, and criticism. Hyland and Hyland (2001) also add the terms suggestion and criticism. Praise, as Brophy (1981) defines it, is a means to “commend the worth of or to express approval or admiration” of someone’s work (p.5). Praise can also function as a means to “build confidence in the choices that students make as they compose and as they revise” (Goldstein, 2004, p. 67). However, in their study which focused on the important aspects of teacher feedback and considered them in terms of their functions as praise, criticism, and suggestions, Hyland and Hyland (2001) warn that in cases where students are aware of their weaknesses, use of praise can be inappropriate. Therefore, in order to be effective, teachers’ praise should be clear, sincere, and specific (Brophy, 1981).

Criticism, on the other hand, emphasizes “feedback which finds fault in aspects of a text” (Silver & Lee, 2007, p.31). While request and advice are considered as moderate model between the two of praise and criticism. That is, teachers point to students’ errors but in less a critical way (Silver & Lee, 2007).

Assuming that the aspects of language actually taught in classroom are the ones teachers focus on when commenting on students’ writing,

Hyland (2003:3-18) introduces six major focuses of teacher written feedback: focus on language form, focus on content, focus on text functions, focus on creative expression, focus on the writing process, and focus on genre. Focus on language structures, as Hyland explains, implies teachers' emphasis on checking students' vocabulary choices, syntactic patterns, and mechanics. Second, when teachers focus on content, they are concentrating on students' ideas and information. The third category, text functions, is concerned with "constructing a functional and fluent text" (Konttinen, 2009, p. 9). Fourth, in focusing on creative expressions, teachers are focusing on students' personal styles of writing and individual ideas. Fifth, focusing on the writing process means focusing on how students first plan the essay, define a rhetorical problem, and then present solutions. The final focus is on genre. This focus, according to Hyland (2003), is very important in order to teach students how to achieve some communicative purposes when they write.

b. Direct Written Feedback

In this type of feedback, the writing teacher directly and explicitly gives the feedback on the students' writing. As Ferris (2006) stated:

Direct feedback is defined as the provision of the correct linguistic form by the teacher to the students. Direct feedback may take various forms, including crossing out an unnecessary word, phrase, or morpheme; inserting a missing word or morpheme; or writing the correct word or form near the erroneous form.

When a teacher finds some errors in the students' writing, she will directly write the correction in the place where the errors occur. For example, write the correct verb and crossing out an incorrect spelling. If

the students are required to do the revision of their writing, they will just simply copy and retype the ideas or correction that they got from the teacher.

Direct written feedback is believed to promote the following benefits (Ellis, 2008):

- It gives benefit for the beginner level of students who still need a guidance from the teacher to make a good writing.
- It provides students with explicit guidance and information needed about how to correct the errors that they made. If the teacher does not give the correction, the students might encounter some problems in revising their writing.
- On the other hand, this can be potential to hinder learning due to the following things.
- It does not train the students to be an independent learner because in revising, all they need to do is to copy and retype the error correction, comments, or ideas that they got from the teacher.
- It may not contribute to long-term learning since the students simply copy the teacher ideas and contribution.

c. Indirect Written Feedback

This type of feedback occurs when teacher marks students' error by using some symbols such as circle, underline, arrow and others without giving the correction. Indirect feedback requires the students to revise the errors that have been marked by the teacher on their own (Ferris, 2006).

Usually, the students have been explained the meaning of the symbols used by the teacher so that they know what they should do and how to revise after they got the feedback. The coding technique consists of using a number of different codes to refer to the different aspects of language such as word order, spelling, verb, tense, etc. One drawback is that younger learner might find the codes confusing. Lee (1993) states that students fail to correct errors not because they lack grammatical knowledge but because they cannot detect the errors. They can correct their errors when direct clues are provided. This study confirms that using error codes is an effective way to help the students solve this problem.

Table 2.2

The example of correction code

Symbols	Meaning	Incorrect	Correct
p.	Punctuation	P I live ₂ and go to school here.	I live and go to school here.
Cap.	Capitalization	Cap It is located in <u>pemudastreet</u> .	It is located in Pemuda street.
v.t.	Verb tense	v.t. I never <u>work</u> as a cashier until I got a job there.	I never worked as a cashier until I got a job there.
w.f.	Wrong word form	w.f. His voice is <u>irritated</u> .	His voice is irritating.
w.w.	Wrong word	The food is delicious. w.w. <u>Besides</u> , the restaurant is always crowded.	The food is delicious. Therefore, the restaurant is always crowded.
S	Subject	S --- is open from 6 a.m.	It is open from 6 a.m.

Prep	Preposition	We start serving dinner --- 6 p.m.	We start serving dinner at 6 p.m.
Sp	Spelling	Sp The <u>meneger</u> is a woman.	The manager is a woman.

The strengths of indirect written feedback are (Ferris, 2003):

- It trains the students to be independent learner because they should correct their errors that have been marked by the teacher on their own.
- It helps the students to be more aware of the errors that they make so that they will not make the same mistakes in writing.

Apart from the strengths, there are some weaknesses of indirect written feedback (Ferris, 2003), which are:

- It needs a long time for students to revise their writing because they have to consider to the meaning of the symbols they got in their writing.
- It may cause confusion to the students by teacher's way in circling, underlining, coding to their errors.
- It may cause confusion, misunderstanding on whether their own correction is correct and accurate.

3. The Function of Teacher Feedback to Students' Writing

Providing the right kind of feedback by the teacher to students' writing can make a significant difference in their writing achievement. It can highlight the academic convention which students are expected to write, to be able to produce writing with minimal errors and maximum clarity, and it can suggest

ways for students to improve their future writing. In addition, feedback from the teacher can create a motive for revising; without these comments, students will revise their work in a consistently, narrow, and predictable way. Finally yet importantly, teacher feedback does not only indicate the strengths and weaknesses of the students' writing but it may also assist students in monitoring their own progress and identifying specific language areas to develop further.

C. Preferences

Nunan (1987) maintains that matching the expectation of teacher and students are important for successful language learning. Accordingly, it is beneficial for teachers to discover their students' preferences toward instructional practices. According to (Lelono, 2009: 51 in Suparmiwati, 2011: 6) preference is a way to state or to express something preferably. It can also be used to offer someone a choice politely. Prefer means "like more" or "like better".

D. Basic Assumption

Writing is one of the most effective ways to meet the need for expressing ideas and thoughts. In constructing sentences to be a good writing, the students may find some difficulties in which they need the guidance of the teacher in the form of feedback. Through teacher written feedback, they will know the location of the mistake and it is easy for them to revise the mistake so they writing will be better. There are three types of teacher written feedback which is usually used by

the teacher; written commentary, direct, and indirect feedback. Every student has preferences on those types. This study, therefore, to investigate the students' preferences for teacher feedback to their writing in order the teacher can adjust the technique with the types of feedback that the students preferred.

E. Previous Study

As the consideration to conduct this research, it is needed to know previous relevant research conducted by other people. The first is, by Amelia Alfred Tom, et al in 2003. The title of this research was "Student's Perception and Preference of Written Feedback in Academic Writing". The result was students found that feedback is useful for them. They believed that teacher comments are effective in helping them improve their writing especially when teacher gives them comment in form of grammar and suggestion and they claimed that teacher feedback helps them to think and teaches them how to write properly. The second is, by Ken Chiang Kwun-Man, 2004 entitle "An Investigation into Students' Preferences for and Response to Teacher Feedback and Its Implication for Writing Teachers". The result was students thought that teacher feedback was helpful because they can avoid the mistake and it was more effective in helpful them deal with surface errors than semantic errors.