

CHAPTER II

LITERATURE REVIEW

A. Writing

1. The Nature of Writing

Writing is a process of composing ideas in written form. Writing represents the language in a textual medium through the use of a set of signs or symbols (known as writing system). Writing can be defined as communicate act, a way of sharing observation, thought, or ideas with ourselves and others. It is a tool of thinking, we can tell about people, fact, ideas and also retell past experience. Students need a lot of information, ideas, and imagination in doing writing. Writing is producing something in written form that can be read, performed, and used by the people (Caroline, 2003 as cited in Valentin, 2014:6).

Another explanation about writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002:2). Writing encourages thinking and learning. It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged and changed. Writing most likely to encourage thinking and learning when students view writing as process. By recognizing that writing is a reclusive process, and that every writer uses that process, and that every writer uses the process in a different way

Based on the previous explanation, it can be concluded that writing is a process to think deeply and to convey the message to the reader by producing a sequence of sentence arranged in particular order and linked together in certain way.

2. The Importance of Writing

Writing is clearly complex process which has to consider many things to build a good writing result. Writing plays many roles in everyday life primary including action like public sign, social, contact, for information like newspaper, magazine, etc. For entertaining like a comic strip, fiction book, etc. As students, writing is also important to show their characteristic as educated people. Through writing people can develop, organize and convey their ideas into a meaningful work. In EFL teaching, writing skill became a difficult skill to the students to be mastered. Thus, it makes learning writing is very important (Nunan, 2000 as cited in Valentin 2014: 4).

3. The Process of Writing

Writing process consist of some stages. They are planning, drafting, editing, and final draft (Harmer, 2004:4). The description of each term are as follows:

a. Planning

Organizing paper into a clear, logical piece is a vital step toward effective writing. Brilliant ideas may be misunderstood or ineffective if the reader can not follow your train of thought. When

Planning, writers have to think about three main issues. The purpose of their writing skill, since it will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose.

- 1) The audience they are writing for, since it will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc.) but also the choice of language.
- 2) The content structure of the piece that is how best to sequence the fact, ideas or arguments which they have decided to include.

b. Drafting

It can refer to the first version of a piece of writing as a draft. This first 'go' at the text is often done on the assumption that will be amended later. As the writing process proceeds into an editing, a number of drafts may be produced on the way to the final version.

c. Editing

After the writers produce a draft, then, they usually read what the result of the draft in order to see where it works and where it does not. Perhaps the way something is written is ambiguous or confusing. Reflecting and revising are often helped by other readers (or editor) who comment and make suggestions. Another reader's reaction to a piece of writing will help author to make appropriate revisions.

d. Final Draft

Once writers have edited their draft, making the chance they consider to be necessary, they produce the final revision. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

4. Essay Writing

Essay writing is the activity of producing short of written text which discusses about complex topic. In line with Zemach (2005), essay is a group of paragraph written about single topic and central idea which should have at least three paragraph and five paragraph is a common length for academic writing. Essay provide a very different challenge that experienced in all earlier form of study. Therefore, students should able to recall, organize, integrate their ideas, and express oneself in writing to make a good essay.

5. The Evaluation for Assessing Writing

In assessing writing, there is an instrument for assessing writing called as rating scale rubric. There are three types of rating scale; those are primary trait scales, holistic scales, and analytic scales (Weigle, 2002:109).

This is the explanation of those three types:

a. Primary trait scales

Primary trait scales is important to understand how well students can write within a narrowly defined range of discourse. In primary trait scales, the rating scale is defined with respect to the specific writing assignment and essays are judge according to the degree of success with which the writer has carried out the assignment.

b. Holistic scale

In a typical holistic scoring session, each script is read quickly and then judges against a rating scale, or scoring rubric that outlines the scoring criteria. A well-known example of holistic scoring rubric is the scale used for TOEFL writing test. Holistic scoring can be designed to focus readers' attention on certain aspect of writing.

c. Analytic Scales

In analytic scoring, scripts are rated on several aspects of writing or criteria rather than given a single score. Depending on the purpose of the assesment, the script might be rated on such features as content, organization, grammar, vocabulary, cohesion, register and mechanics. Analytic scoring schemes thus provide more detailed information about a test taker's performance in different aspect of writing. From those three types of rating scale, the scale that used to asses writing descriptive text is analytic scales.

In making a good writing the students need a lot of vocabularies, correct grammar, and good comprehension. The student's writing

score will be evaluated by the scoring system. Adapted from Nurgiantoro (2001:307) there are some aspects of scoring:

1) Content

The content refers to the topic of writing its explanation, discussion, evaluation, conclusion. It should be clear, specific, and relevant. The good content had to fulfill the criteria such as fulfill the information, substantive make a clear thesis development and relevant with the problem.

2) Organization

Organization of the text means how the students fluent expressing, reveal clearly ideas, good organization, logic sequence and cohesive. Brown (2004:73) states the writing section measures the ability to write English, including the ability to organize, develop ideas, to support those ideas with examples or evidence, to compose a response the one assigned topic in standard written English, and to generate.

3) Vocabulary

The lack of vocabulary makes difficult to compose a paragraph. In line with Nunan (1992:11), vocabulary is essential for successful study on the second language. In writing, a writer should use the appropriate vocabulary to express what they want to write. The diction chosen will determine the level of students' vocabulary mastery.

4) Grammar

A draft will be good if grammar that is used is correct vocabulary. Grammar affects the meaning of sentences which have to be learned by students. The study of vocabulary works together to form a sentence. Tense and structure mastery really necessary to have paragraphs constructed.

5) Writing Mechanic

Mechanic means how the students write. The teacher has to make sure that students writing with a correct punctuation and the words are spelled correctly. If the use of punctuation is not appropriate, the paragraph will be unreadable.

This is the rubric for assessing writing based on criteria from (Jacobs, 1981 as cited in Weigle, 2002:116).

Table 2.1

Rubric for assessing writing

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, not-substantive, not pertinent, or not enough to evaluate.

Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused or disconnect, lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word, word from mastery, appropriate register.
	17-14	Good to average: adequate range, occasional errors of word, choice usage but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word, choice usage but meaning confused.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.
Linguistic Accuracy	25-22	Excellent to very good: effective complex construction, few errors of agreement tenses, number, words, article, pronouns, and preposition.
	21-18	Good to average: effective but simple construction, minor problem complex constructions, several errors of agreement, tense, number, words, article, pronouns, and preposition but meaning seldom obscured.
	17-11	Fair to poor: major problem in simple or complex construction, frequent errors of negation, agreement, deletion, meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	Fair to poor: frequent of errors spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused.
	2	Very poor: no mastery of conversations, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

B. Recount

1. The Nature of Recount

A recount is a text that has social function to retell past event for informing or entertaining. When the writer tells about happening in the past it means that the writer makes a recount text. Recount text refers that tells a story that happened in the past. It can be form of article, personal letters, diary, history, biography or autobiography and the similar. Recount text is a text that tells about past events or about someone experiences in the past.

2. Types of Recount

Recount used to tell information about what was happened in the past for the purpose of informing, entertaining, or reflecting. Recounts can be personal, factual, or imaginative. Due to Sarwoko (2015) there are 3 major types of recount text:

a. Personal recount

Personal Recount describes an event where the writer is experienced for his own writing. It can be identified easily that it uses first personal pronoun, personal response to the events can be included (usually at the end of the recount).

b. Factual recount

Factual recount describes the facts of events, such research, report, the magazine and so on.

c. Literary recount

Imaginative recount describes unfactual story or fiction to entertain the reader.

d. Procedural recount

Procedural recount describes procedure information to tell the result of research.

3. Components of Recount

a. Generic Structure of Recount

Generic structures are the special characteristic of language in the text. Due to Sarwoko (2015), generic structure of recount as follows:

- 1) Orientation; introducing characters and setting. It answers the question Who? When? Where?
- 2) Events; It presents the question “Who?” which tells the event chronologically. It t uses conjunction or connective like first, second, finally etc.
- 3) Reorientation; It presented presonal opinion of the writer.

b. Language features of spoof

- 1) Introducing personal participant : (I, we, etc)
- 2) Using chronological connection : (then, first, next, etc)
- 3) Using simple past tense : (went, ate, was, were)

C. Corrective Feedback

1. The Nature of Feedback

Feedback (or 'response') is defined by Hattie and Timperley (2007:81) as 'information provided by an agent regarding aspects of one's performance or understanding'. The purpose of feedback is to reduce the distance between current understandings and the goal (Hattie and Timperley 2007:86). Feedback is immense topic within L2 writing development and something teachers spends many times on. Some teachers spend time in giving feedback doing it thoroughly and detailed, thinking that the students' writing improves 'in direct proportions to a number of time teachers spend on their papers' (Leki 1990:57).

2. Roles of Feedback in Language Classes

Feedback has many important rules in language teaching to give responses whether it is good or bad responses to make student's writing

better. Alqahtani (2011: 228) as cited in Valentin (2004:17) stated the roles of feedback for implicitly legitimizing the expertise of EFL teachers and enhancing the use of language learning strategies that reinforce deep learning, rather than superficial learning. Feedback can lead to improvement and learning. Mahdi and Saadny (2013: 26) as cited in Valentin (2004:17) stated oral or written feedback makes the students empowered and proud of their production when the teacher provides appropriate feedback of their work. Thus, improvement and learning depend on how and when the feedback is given.

3. Purposes Feedback

Giving feedback is needed to motivate and provide information to students in learning language class. According to Lewis (2002), feedback is the way of telling the students about the progress they are making and also facilitating them in the area of improvement.

Due to the concept of Lewis (2002), there are 5 purposes in giving feedback as follows:

- a. Feedback provides information for the teachers and students.

Feedback is a way for teachers to describe their learner's language. It gives teacher information about individuals and collective class progresses and, indirectly, is a form of evaluation of their own teaching. While for learners, feedback is ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also -

give direction about language, by stating a rule or giving an example. One way to focus on comments is to consider question about their language use.

b. Feedback provides students with suggestion about learning

Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process.

c. Feedback provides students with language input

The teacher's oral feedback provides students with meaningful and individual learning input. The teacher's sentences both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' own current language use. In this way student can learn new vocabulary and structures in context.

d. Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and use language to the best of their ability by taking into account whatever the teacher knows about the learners' attitudes. Both hardworking and under working students need encouragement but it needs to be given in different ways. During the course, as teachers find out more about their students, the encouragement can take personal circumstance into account.

e. Feedback can lead students toward autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. By seeing those arguments, it can be inferred that actually giving feedback is not only correcting students' errors, but it should also provide information for teachers and students, provides advice about learning, language input, a form of motivation and it should lead students towards autonomy.

4. The Nature of Corrective Feedback

Generally, giving feedback is needed to respond the error of target language and prevent the writer to make the same mistake. Corrective feedback is the most popular strategy which is applied in education generally in language acquisition and learning specifically. Due to El Tatawy (2002) as cited in Valentin (2014), Corrective feedback is used when there is any indication to the learners that their use of the target language is in correct and since it does not always provide the correct form, it will force learners to make use of their own language knowledge. Thus, corrective feedback is teachers' (or somebody else's) activities to inform the learner about the result of their production which there are some errors that they should revise.

5. Written Corrective Feedback

Ferris (2012) proposes there are two main categories of written corrective feedback such as:

a. Direct Written Corrective Feedback

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 where students' errors are and correct these error by providing the correct form. 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 of students' original text, and c) additions: when the teacher adds any missing items on students' original texts (e.g. prefix, suffix, article proposition, word, etc). Direct written corrective feedback aims to help students edit their writing and improve their performance in future tasks (Ferris, 2012). Thus, drawing conclusion from previous explanation, direct corrective feedback is the teacher give sign on the errors location and some codes or symbols which are written below each error and give correction to improve students' writing accuracy.

Example 1 illustrates direct correction.

When I in senior high school, I go to Bali.

i was went

b. Indirect Written Corrective Feedback

Indirect written corrective feedback is when the teacher underlines, circles or highlights errors on students' original texts, indicating the location of these errors without correcting them. Ferris

(2012) also stated that students are asked to study their errors and correct them by themselves. In other words, indirect written corrective feedback emphasizes the role of students in understanding and correcting their errors rather than providing the correction. Thus, indirect written feedback indicates the errors without correcting them explicitly.

Example 2 illustrates indirect correction.

When I in senior high school, i go to Bali.

6. Sources of the feedback

The students will get the improvement of writing proficiency when they can receive the message of feedback itself. Lewis (2002: 15-23) says there are three sources of feedback. Those are teacher feedback, peer feedback, and self-evaluation.

a. Teachers

★ The teacher has the important role in conducting class. The teacher can be motivator, an interpreter of the task, a designer of meaningful tasks, an organizer, a resource, a support person, an evaluator, and a reader for information. In writing class, teachers have many tasks to accomplish while reading student's texts. They have a minimum of three roles to fill in this area (Leki 1990:59). They are readers, in other words the audience, trainers in the field (coaches) and evaluators. As evaluator, teacher should give feedback to students' work in order to

develop their ability. According to Lewis (2002), teacher has been the main source of feedback both in

oral or written languages in many class. However, the effect of feedback which can get students out of difficult misunderstanding and hesitation of the material depends upon teacher tact and appropriate of feedback giving in particular situation.

b. Peer

The best learning sources of students can be earned from his or her friend. In line with giving feedback, some times it gives better impact than teachers' feedback in understanding the message of feedback. Lewis (2002) define peer feedback as the use of learner or peers as source of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutor in commenting or criticizing. The ease of receiving feedbacks' message, students can develop their understanding of the material well.

c. Self-Evaluation (self-directed feedback)

Self-evaluation refers to the students correct and evaluate their own mistake by him/herself. Self-evaluation has two sides of the impact. The advantage is students' independence increased as they are supposed to find their own mistake. Next, by finding their own mistake, students are expected to remember what mistakes that they

have done in order to avoid making the same mistakes later on. Moreover, self-evaluation saves time in large class. The

disadvantages are not all the students will realize the mistake which they have made. The students will repeat the same mistakes later o

7. Feedback Indicators

a. The objectivity of feedback

The teacher should give feedback to the students objectively which are no personal bias and accurate or based on fact in giving feedback. Due to Lewis (2002: 3) says given feedback is not objective if most of feedback is not accurate and it has personal bias in it. Teacher gives feedback objectively without considering students' social status for instance.

b. The clarity of feedback

Teacher gives feedback to the students in writing class clearly in order to help students' writing proficiency getting well. According to Sonja Huiying Sun (2013: 11), the messages of the feedback which can be understood easily are considered clear and understandable. On the other hand, the messages of the feedback which cannot be understood are considered unclear and understandable (Sonja Huiying Sun, 2013: 11). The Message is conveyed by the teacher is simple and easy to understand by the students.

c. The Assistance of feedback

Good feedback is the feedback which can help the development students' skill. The messages of the feedback should help increasing students' skill. In line with Lewis (2002: 3), feedback can be classified into three categories those are extremely assisting, moderate assisting, and not assisting. Feedback is considered extremely assisting when the feedback provides important information that helps students become effective and efficient learners. In this context, the feedback gives great contribution in increasing students' writing proficiency. Feedback is considered moderate assisting when the feedback which has been given does not always guide to the area of improvement. The feedback does not always provide important information related the material that helps students become effective and efficient learners. Feedback can be considered not assisting when the feedback has no contribution to the area of improvement.

D. Relevant Study

There are several relevant studies of Corrective feedback. A research by Ferris and Roberts (2001) stated in their study how explicit the indirect error feedback needs to be in L2 writing classes in order to help students edit their texts themselves. They used three types of feedback, one type for each group of students: Firstly, errors were code marked in five categories. Code marking is when the teacher categories errors and highlights them codes for the categories. One example is that the code 'sp' stand for 'spelling', 'wo' stand

for 'wrong order' or 'p' stands for 'punctuation'. When doing this the teacher does not correct the errors for the students but guides them to correct them themselves.

Secondly, the same types of error were only underlined, and thirdly no feedback was used. The results showed major differences between the group that did not receive any feedback and the two groups that did receive feedback. However, there were no big differences between the two feedback groups (Ferris and Roberts 2001:161). Their conclusions were that feedback does not have to be as explicit as code marking in order to help students to self-edit their text well. This means that the teacher can use the second type of feedback, underlining, and gain the same effect as if they used the first type of feedback, categorization feedback. This procedure can save much time for teachers, since the underlining takes less time than code marking.

Further, Chandler (2003) investigated how feedback should be given more specifically in terms of grammatical and lexical errors. When comparing different ways of giving feedback to error, for example the teacher correcting directly, just pointing errors out or coding them, Chandler found that both direct teacher correction and underlining were more efficient than code marking at least for reducing long term errors. From those relevant previous studies, it can be concluded that written corrective is effective to improve students' writing proficiency.

E. Basic Assumption

Writing has been considered essential for teaching students of English as Foreign Language. Students certainly will find problems in doing writing. Their curiosity, writing a good text, make them feel hesitant that causes their writing worse. By giving help to the students in revising their own text by themselves can make progress to compose their writing better and know how to the composition should actually be. In this case, it is assumed that applying written corrective feedback in writing class is effective.

J. Hypothesis

Based on previous explanation, it is hypothesized that applying written corrective feedback in writing class is effective.

