

## CHAPTER II

### LITERATURE REVIEW

#### A. Perception

##### 1. The Definition of Perception

Perception is an experience about object, phenomenon or connections in way to conclude information and interpret message (Rahmat, 2001:51). Anyone's perceptual experience will be determined by personal and situation factors. 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).

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 sense. Those are vision, hearing, taste, smell, and touch. People interact with the environment use 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 stimuli. Moreover, perception consists of certain process. It starts 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.

## **2. The Process of Perception**

Chaplin in (Kartono 1997: 358) said that perceptual process begins with attention, which is called selection process. (Mahmud 1990: 41) proposed that perception process involves the sensation process, which is the acceptance of stimuli through the sense organ and perception stage. The second stage is called perception, further step in observing the environment that is directed to know or to understand object and event.

Dakir (as quoted by Sujiyana, 2001: 7) categorized the perception process into three steps. First, there is selection on the stimuli by the sense organs. The second step is interpretation, the process of organizing information until he or she acquires meaning. This process is then followed by reaction. It is a form of one's behavior as a result of the interpretation process. The reaction can be positive or negative.

### 3. Factors Influencing Perception

By seeing the definitions above, it can be inferred that perception is a process of someone's understanding and comprehension of the environment situation. (Davidoff 1987: 122) stated that perception as a complex process depends on environment. During perception, knowledge about a world is combined with the perceiver's constructive abilities, psychologies and experience. Bootzin, Bower, and Zajonc (1987: 26) stated that a person's perception is affected by her/his expectation, motivation, and previous experience.

(Depdikbud 1987: 126) divides factors that affect one's perception into two:

- 1) Internal factors that come from the students themselves, such as thought, feeling, willingness, sex, needs, motivation, and
- 2) External factors that come from outside of students, such as educational background, experience, environment, culture, belief.

#### B. Feedback

##### 1. The Definition of Feedback

There are many definitions of feedback. As quoted by (Berewot 2001: 17), (Gagne 1961) presented that the feedback is the closing of a 'loop' in the learning process which serves to fix the learning result and make it permanently available. It means that as students already accomplish their learning, they need correction, criticism, or even

appreciation from any other sources to assess their learning result. More to the point, (Kauchack and Eggen 1989: 85) define that feedback is any information about current behavior that can be used to improve the future performance of the students. From those two definitions, it can be concluded that feedback is beneficial to be provided for students to improve their performance from what they have learnt.

## **2. The Function of Feedback**

Some scholars in writing (Leki, 1991; Raimes, 1983) believed that to give feedback is one of the important methods in helping the student writers improve their writing process. Then, in trying to justify how feedback can contribute to better writing, (Sommer 1982) stated, “Comments create the motive for doing something different in the next draft: thoughtful comments create the motive for revising without comments from their teacher or from their peers, student will revise in a consistently narrow and predictable way. Without comments from readers, students assume that their writing has communicated their meaning and perceive no need for revising the substance of their text. Further, (Hendrikson 1979: 05) stated the errors should be corrected because when students read over their written work, they generally are unable to identify many of their errors. Students need some guidance in recognizing deviant forms and structure in their work. If the errors are ignored in the early stages, it will be more difficult to deal with them later on.

It can be concluded that many scholars and researchers agree that feedback is essential and has a positive effect on students' writing. Thus, feedback on writing can be selected as a means of helping students to make revision and improve their writing skills.

### **3. The Forms of feedback**

According to Cohen (1909: 109) proposes two forms of feedback.

Those are:

#### **1) Oral feedback**

Oral feedback, also known as oral conference, refers to personal consultation between teacher and students during the evaluation of composition. The major problem in conducting this feedback is that the teacher needs to have sufficient time.

#### **2) Written feedback**

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about how to improve as well as with the comments of the positive aspect of the work.

#### 4. Types of Feedback

According to (Stone and Nielsen 1982) as quoted by (Berewot 2001: 23), there are two types of feedback, namely informational feedback and affective feedback. :

- a Informational feedback refers to the information which functions as the correction, clarification, evaluation, and identification of the incorrect response produced by the students.
- b affective feedback refers to the occurrence of positive reinforcement to the correct response given by the students. The function of this feedback is to secure the performance and to strengthen positive emotion to the classroom.

The teacher who are checking the students' drafts identify some mistakes which occur in the drafts. Then, he / she will correct the mistakes found, implicitly or explicitly. However, affective feedback might occur to balance criticisms with praises to make students less vexed and motivate them to keep writing.

Wingfield, as quoted by (Byrne 1980; 1975) has pointed out that the teacher should choose the way of giving error feedback that are most appropriate and most effective for individual students.

He makes a list about five techniques of giving error feedback in writing tasks:

- a) Giving sufficient clues to enable self-correction to be made.
- b) Correcting the script.
- c) Dealing with errors through marginal comments and footnotes.
- d) Explaining orally to individual students.
- e) The teacher uses the error as an illustration for a class explanation.

In relation to error feedback Siriluck (2008) proposes different types of teacher's feedback referring to the different strategies in providing feedback. There are two kind types of teacher's feedback. These are direct feedback, indirect feedback

a) Direct feedback

According to (Ferris, 2002), direct feedback refers to teacher providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]) (p. 19). In the literature of error correction, the similar kind of direct feedback can be referred to as direct correction (Chandler, 2003), corrective feedback (Lalande, 1982), form-focused feedback (correction) (Fazio, 2001) and overt correction (Lee, 2004).

Example: I don't like Brunner because ~~he is speak too much.~~

(talkative)


b) Indirect Feedback

According to (Lee McKAy, 2012), Indirect feedback means that the teacher provides students with some indication that an error exists in

their writing, That could involve the teacher underlining or circling errors or putting an error code over the error. There are two types of indirect feedback :

#### 1) Coded feedback

Coded feedback is a type of indirect feedback (Ferris, 2002) and can be referred to as error identification (Lee, 2004) in which it occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a code sheet containing codes of error types, their definitions. The teacher gives coded feedback to the students.

Example: (wrong tenses)  
  
 He eat my cake in the kitchen yesterday.

#### 2) Uncoded feedback

The teacher simply locates an error by circling it, underlining it (Lee, 2004), high lighting it, or putting a checkmark in the margin. This feedback is more complicates in that students correct their errors by identifying them and use their acquired knowledge to self correct such errors.

Example: There are many cat in my house.

(Endang 1998) stated that any error feedback in general, includes some of the following general features: identification of the type of errors, location of errors, mention who made errors, selection for remedy; provision of correct mode and identification of improvement. Therefore, it may be helpful for the students and more effective for the teacher to correct selective written errors by using combination of direct and indirect techniques depending upon the types and frequencies of errors that a students produces.

#### **5. The assistance of feedback**

A good feedback is the feedback which can help the students become better learners. The messages of the feedback should improve the students' ability on the topic concern. According to Lewis, (2002: 3) feedback can be classified into three categories extremely assisting, moderate, and not assisting. Feedback is considered extremely assisting if the feedback provides important information that help students become effective and efficient learners. In this context, the feedback given should really help students to improve their writing ability. Feedback is considered moderate if the feedback given does not always guide to the area of improvement. The feedback does not always provide important information that help students become effective and efficient learners. Feedback can be considered not assisting if the feedback given does not contribute anything to the area of improvement.

### **7. The objectivity of feedback**

Teacher's written feedback which is given to the students should be objective. Feedback is objective if there was no personal bias and accurate or based on fact. The feedback is not objective if most of the feedback given is not accurate and it has personal bias in it (Lewis, 2002: 3). For example, the teacher gives feedback directly and does not choose the students in receiving the feedback.

### **8. The clarity of feedback**

Teacher's written feedback which is given to the students in writing lesson, it is having a goal to give the students' understanding about the messages in feedback itself. From the way feedback is given as stated by Cohen (1990: 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 (Cohen, 1990: 11). For example, the messages delivered by the teacher is to the point and clear.

### **9. The encouragement of feedback.**

Feedback given by the teacher can motivate the students to do something better in the future. According to Lewis (2002: 4) feedback can be encouraging, moderate and not encouraging. Feedback is considered encouraging if feedback should really create the students' willingness for doing something different in writing. Feedback given is considered moderate if it does not always create the

students' willingness for doing something different in writing. Feedback is considered not encouraging if the feedback given does not create the students' willingness for doing something different in writing.

### **10. Feedback is form of Motivation**

Feedback is one of the essential facts in inspiring the students' motivation in language learning specifically in writing. Ellis (2009) indicated that in both structural and communicative approaches to language teaching, feedback is viewed as a means of fostering learner motivation and ensuring linguistic accuracy.

### **11. Source of Feedback**

Lewis (2002: 15-23) states that there are three sources of feedback, namely, teacher, peer and self evaluation, which is equivalent with self-directed feedback.

#### **a) Teacher**

Teacher has been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). This situation also occurs in the writing class in which teacher read and mark students' paper, offer revision, suggestion, and feedback on language errors (Gebhard, 1996: 238). In many classes, teacher are the sources of feedback. Indeed, teacher are very helpful in facing some difficulties in their writing. Teacher help them by giving some outlines of how to write well and check the content and the written mistakes.

According to (Berzsenyi 2001) teacher can give feedback in the form of question to ask for clarification or suggest expansion. Besides, teacher may give remarks which reveal understanding towards students' composition, identify mechanical problem in a specific sentence and/or give praise when students are working well in their writing. Those can be done to ensure the students that their written works are in line with the message they want to convey.

After receiving feedback, the students could directly re-check and correct what mistakes they have done based on the teacher's correction. Commonly, the teacher corrects the students' writing one by one and then discusses it with the students face to face. Which is called conferencing feedback.

b) Peer

Rina (2007) finds that peer feedback is a technique to give information of suggestion, comments, and errors correction derived from one-to-one consultation between student and student. Peer feedback can reflect cooperative learning as it requires interaction between one student to other student. Further, (Liu and Hansen 2005: 31) define peer feedback as the use of learner or peers as sources 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 teacher or trained

tutors in commenting or criticizing their own writings or drafts in their process of writing.

### 3) Self- evaluation (self-directed feedback)

In self evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self feedback may encourage them to be self sufficient and independent students (Penaflorida, 2002: 351) and the students are expected to remember what mistakes they have done so that they will not make the same mistakes later on. Moreover, self evaluation saves time in a large class.

## **C. Writing**

### **1. The Definition of Writing**

Writing is known as a means of communication. Writing is not a direct communication form between two people or more. In the academic world, (Reid, 2001) says that writing is an important skill used to support other skills in language learning. Through writing people can communicate their ideas, thinking, arguments, and message to other people in the world. They can also transfer and exchange the information and knowledge one to another. People can explore their individual potentials and express their ideas in their writings. A good

writing skill is important in this academic context as it helps students to achieve academic success in which their writings are used as evidence of learning like in notes and summaries (Richards, 1992). Writing and speaking have some similarities. Both skills are productive. However, writing is more textual. Like speaking, writing involves three factors. They are psychological factor, linguistic factor and cognitive factor. In terms of psychological factor, writing requires writer's imagination. Hughey (1988) states that the writer needs to "fictionalize" an audience. Here, the audience can play a role to criticize the writer's product composition. In linguistic factor, a writer should be able to present his/her writing in longer structures which serve to elaborate meaning more fully because meaning can be lost if abbreviated structures are written without careful thought (Hughey 1988:4). In relation to the linguistic factor, a writer should be able to present his/her writing in longer which serve to elaborate meaning more fully because meaning can be lost if abbreviated structures are written without careful thought (Hughey 1988:4). It can be conclude that the writer must write his/her statement more carefully, briefly, and coherently so the meaning can be clear. A writer has to know orthographic forms, syntax, and morphemes. Besides, he or she must concern both production of his/her composition and the meaning of its content through its sentences.

## 2. The Process of Writing

Each stages of writing can help the writer control the work of writing and improve their skills. Jack C. Richard & Willy A. Renandya, (2002, p. 315) process of writing as follows:

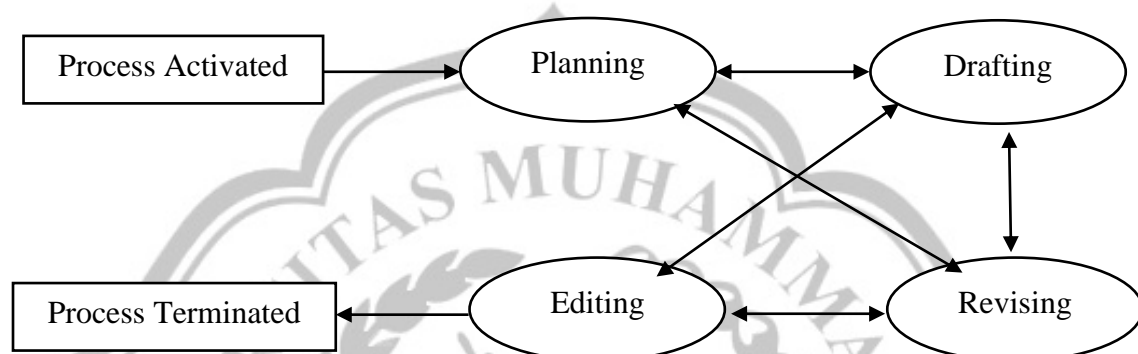


Figure 1: Process of writing Jack C. Richard & Willy A. Renandya, (2002, p.315)

Process writing as a classroom activity incorporates the four basic writing stages. Those are, planning, drafting (writing), revising (redrafting) and editing and there other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating, and post-writing. The plan learning experiences for students may be described:

### A. Planning (pre-writing)

Pre-writing can stimulate thoughts for getting started. It moves students away from having to face blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this age:

### 1. Group brainstorming

Group members pour out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move off to more abstract or wild territories.

### 2. Clustering

Students' form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernable clusters. Clustering is a simple yet powerful strategy: "It is visual character seems to stimulate the flow and is particularly good for students who know what to say but just can't say it".

### 3. Rapid Free writing

Within limited time, 1 or 2 minutes, individual students freely and quickly write down single words and phrases about a topic. The limited time keeps the writers' minds ticking and thinking fast. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

### 4. WH question

Students generate who, why, what, where, when, and how questions about a topic. More such question can be asked of answers to the first string of WH-question, and so on. This can go on indefinitely.

## B. Drafting

At the drafting stages, the writer focuses on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. The first draft will need to be sorted and strained but it should be more focused than the free-writing.

### 1. Feedback

Feedback can be define as any input from reader to writer that provides information for revision (Keh, 1990, cited in Reid, 1993: 218). It is necessary for students to acquire feedback after composing the first draft. It has an attention to discover whether they still have differences in their writing. As stated by Appleby and Langer (1983) and Hyland (2002: 108) feedback is vital to the process of learning. Research shows it enables students to assess their performance, modify their behavior, and transfer their understanding.

Feedback functions to asses their performance when the students find that their writing still contains some shortage. Consequently, the students need receive feedback to improve their performance in writing. It expected that they even modify their behavior by becoming critical, aware of making mistake, and keep on writing. By providing feedback, students are given an opportunity to be able to identify their own strengths and weakness.

## 2. Responding

Responding to students' writing by the teacher (or by peers) has a central role to play in the successful implementation of the writing process. It is given by the teacher after the students have produced the first draft and just before the revision stage.

### **C. Revising**

When the students revise, they re-write their texts on the basis of the feedback given in the responding stage. Revising is not merely checking for language errors (editing). It is done to improve global content and organization of ideas so that the writer's intention is made clearer to the reader. The students will re-examine what was written to see how effectively they communicate their ideas to the reader.

### **D. Editing**

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of process of making communication as clear and unambiguous as possible. The students edit their own or their

peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations.

### 1. Evaluating

In evaluating students' writing, the scoring may be analytical (based on specific aspects of writing ability of writing ability) or holistic (based on a global interpretation of the effectiveness of that piece of writing). It should include overall interpretation of the task, sense of audience, relevance, development, and organization of ideas, format or layout, grammar and structure, spelling and punctuation, range and appropriateness of vocabulary, and clarity of communication. Depending on the purpose of evaluation, a numerical score of grade may be assigned.

### 2. Post-writing

Post writing constitutes any classroom activity that the teacher and student can do with the complete piece of writing. This includes publishing, sharing, reading aloud, transforming texts for stage performance, or merely displaying texts on notice-board. This stage is a platform for recognizing students' work as important and worthwhile.

It means that writing is a complex process. Harmer (2000: 256) proposes that there are many aspects that must be considered in the process of writing, such as, language use (grammar, vocabulary, and linkers), punctuation and layout, spelling, checking for unnecessary

repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version. It shows that writing is a complex process especially for the students. Then, because of the limited time of teaching writing, the English teacher cannot force the students to follow all of the stages stated above. In reality, it is just given about 15 minutes for the students to make their writing. That is why, there are many errors done by the students in their writing product so that teacher's feedback is needed to reduce their errors especially in the revising stage.

