

CHAPTER II

LITERATURE

A. Feedback

1. Definition of Feedback

Feedback is communication intended to improve overall performance. Feedback is expected in school, business and in other life pursuits. Formative assessment has been characterized as a type of feedback. Especially in classrooms 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 imperative part of the teaching and motivating process. There are many types of feedback that will be given either positively or negatively affecting the students. Thus, it is important to discuss the differences of feedback's types and their effects on students.

Feedback is very important aspect of teacher talk. In feedback, teacher makes evaluation and gives comments on students result. He gives information to the learner about his or her performance of a learning task. Cole (1994: 44) states that "Feedback is the last stage in the communication process; feedback involves giving a response to the sender." It means that when the teacher gives some information, the students will get the information and they use a respond in form of feedback to the teacher as a sender. Thus, there are communication processes in teaching learning process.

2. Teacher's Roles in Corrective Feedback

Basically, teachers have several roles of corrective feedback in the classroom. Richards and Lockhart (1994: 99) state that the role of teacher in the context classroom teaching and learning may also be influenced by the methodology which is followed by the teacher. The roles of the teacher are; firstly need analysis. The teacher determines the students' individual needs institutional procedures and the information obtained for course planning and development. Secondly, Curriculum developer, the teacher develops his lesson plan and syllabus based on students' need. Thirdly, material developer, the teacher will develop his or her classroom material only used published textbooks (If the teacher to do so). Four, the counselor, the teacher is encouraged to identify the students who are having problems in learning process. Fifth, the observer, teacher is encouraged to conduct observation related to the language teaching.

According to Fauziati (2008: 146), the main role of teacher in teaching writing is as a facilitator, organizing writing experiences that enable the learner to develop effective composing strategies. Thus, the teacher's feedback is one of the techniques can be applied in the writing class. The teacher not only focuses just on error of result but also it focuses on a number of facets in students' writing. Rield (1993: 225) states that one of the ways to give corrective feedback to the students' writing is by giving comments in written form (giving note to the students' errors in writing). This may include understanding and giving nice responses on what the students writing.

3. Types of Feedback.

Teacher is supervisor for the students in the teaching learning process. If the students have a problem about the lesson, the students will ask to the teacher about their problems and the teacher will assist the students to solve their problems about the lesson. The other meaning of this teacher's manner which is given to the students is feedback.

There are two types of teacher feedback technique that are proposed by Richards and Lockhart (1994: 189-190) they are; feedback on content and feedback on form.

a. Feedback on Content

Krashen in Velie (2009: 23) stated that feedback on content is regarded as important role in second language acquisition. Feedback on content plays a role in language learning and it refers to those elements and type of evidence which is given to learners to tell them what is possible in target language. Positive feedback is related to the type information that is given to the learners which tell them what is not possible used in writing because the structure is wrong. Richards and Lockhart (1994: 186) add that feedback on content can be done by several ways such as: *firstly, acknowledging a correct answer*. The teacher acknowledges that students' answer is correct by saying "GOOD". Secondly, *indicating an incorrect answer*. The teacher indicates that a students' answer is incorrect by saying "No, that is not quite right". Third, *praising*. The teacher compliments students for an answer. Four, *expanding or modifying students' answer*. The

teacher responds incompletes answer by providing more information. Fifth, *repeating* the teacher repeats the students answer to make clear. Six, *summarizing* the teacher gives a summary of what the students said. Seven, *criticizing* the teacher criticizes the students for the kind of response provided.

From the reason above, if the teacher fills all categories in feedback on contents it will be said very well. Meanwhile, if the teacher fills only three of categories, it can be said good or good enough. It means that it has achieved minimum standards in giving of feedback. Thus, if the teacher fills under of the standards in giving feedback, it can be told badly in giving feedback.

b. Feedback on Form

Krashen in Velie (2009: 23) stated that two types of feedback on form namely preventive and reactive. Both of them try to prevent learners from making mistakes. In feedback on form the teacher does not correct the students' errors by telling the students that their writing is wrong and the teacher then tells the reason. Unfortunately, it is very implicit by using repetition toward their mistakes are written by them. Richards and Lockhart (1994: 190) state that feedback on form can be accomplished in different ways, such as; firstly, asking the students to repeat the answer. Secondly, pointing out the error of students' writing and explaining why it is wrong, without having the student's repeat correct form. Third, asking another student to correct the errors. Four, using a gesture to indicate that an error has been made.

Based on the first category of feedback by Richard and Lockhart, it has the similarities with the second categories about the standards in the provision of feedback. If the teacher fills all of those categories in feedback on form it can be said very good or perfect. Meanwhile, if the teacher fills only three of categories are good or good enough. It means that it has achieved minimum standards in giving of feedback. Thus, if the teacher fills under of the standards in giving feedback, it can be told badly in giving feedback.

Actually, teachers can help students to correct their mistakes in giving feedback. Based on this understanding, the students will gain greater appreciation and knowledge of subject matter.

4. The Ways in Giving Feedback

The teachers has different ways in giving feedback it depend on the students' respond, if the students has good respond it makes easier for the teacher in giving feedback to the students. Based on Hyland (2006: 83) there are at least four ways in giving feedback: Firstly, the Teachers respond to incorrect answer from the students by giving the students answer or calling other students to answer the question. Secondly, oral feedback; the teacher gives explanation or comments to the students' writing about their mistake with orally. Third, written feedback; the teacher gives a mark about the students' mistake with give underline, circle, red mark, or cross in students' writing mistake and sometimes the teacher adds a note like as short comment in written form. Four, oral and written feedbacks; the teacher combine those

ways in giving correction to the students. Thus, the teacher will give mark in student's writing mistake orally if there is mistake in their writing.

5. Purpose of Feedback

Feedback from the teacher for the students is important because it can assist the students when they do their work such as; their assignment especially in classroom. It means that, the students want their educators or teacher to be smart and expert in the subject they teach. Thus, the students will get the good feedback or evaluation from the teacher because feedback is a teacher's evaluation of the student's response. In language classroom, feedback on a student's spoken language may be response either to the content of what students has produced or form of an utterance.

Weinstein in Milani (2009: 12) stated that children learned how to be "Smart" it was formed by teacher's feedback such as giving marks, comment and degree, type of praise and criticism. Therefore, teachers' feedback plays a significant part in an individual's motivation. Thus, the students will know about their mistake they can improve significantly about their ability to be a good one from feedback which is given by the teacher.

6. Feedback for The Students' Writing

In writing class, 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. The teachers can predict the readability of the students' writing by

giving feedback to them. Thus, the students can rectify their writing to be a good writing. Nicholas in Milani (2009: 23) state that based on the limitation of the study, the students' writing will predict about the content, precision of vocabulary that are used by students. They will improve significantly such as; the organization of the sentence structure of the writing and legibility of handwriting.

The purpose of this research is to give input or correction to the students' writing. The writer uses a formula that calculates all features of the writing form and categorizes the result based on the principle of analyzing about the writing and scoring system. The teacher will give positive feedback to the students if the students' writing fulfills the principle of standard writing.

7. Feedback Preferences by Students

Most of teachers believe that providing students with effective feedback on their writing is vital. It can help the students to correct their own mistakes and be more independent writer.

Students always need feedback from the teacher to correct their work because the students can know about their mistakes from teacher's feedback. Richards (2005: 22) adds that investigation of students' preferences for instructions and assessment is valuable for understanding of the other factors used in the learning process. It means that the students can understand if their works get correction or feedback from the teacher. It makes students easier to know part of their mistakes in their work and feedback preferences by them.

B. The Nature Of Writing

1. Definition of Writing

Writing is a way to communicate with others using written form. It gives opportunity to people to explore their ideas and acquires information. Based on Troyks (1987: 2-3) our writing will reveal our ability to think clearly and use language to express ideas. Through writing it will help the learners gain independence, comprehension, fluency and creativity in their writing skills. The goals of writing are to appear independence, when they are able to write without more assistance, the writers will gain comprehension, creativity when they can write their own ideas.

2. The Purpose of Writing

In general, the purpose of writing is to deliver some information to others. Based on Troyks (1987: 13) reveal about the purpose of writing, namely:

a. To express our self (Expressive)

The purpose of expressive writing centers on the writer as the subject such as the feeling, experiences, impressions, personality and about things like. The goal is to help reader to understand about the unique personality.

b. To provide information for our reader (Informative)

Informative writing focuses on subject being discussed. It includes report of observation, ideas, scientific data, fact and statistic. It can be found in text book, encyclopedia, technical and business report, book of notification, newspaper and magazine. The material in writing persuades

the reader has to be accurate and verifiable by additional reading and talking with others or personal experiences.

3. The Types of Writing

There are several types of writing that have to be known by students. Writing process is divided into four types, such as narrative, descriptive, exposition and argumentation (Nicolas and Nichol, 1978: 13).

a. Narrative – descriptive writing

The narrative – descriptive writing is writing form which is interests in the reader's sense, so that the reader can feel the action of the written story.

1). Description

It focuses on thing (noun) such as person, place and object, rather than the action (verb), in which the things (nouns) are more participated.

2). Narration

In contrast with description, narration is more than description. Narration focuses on both nouns and verbs (the action). Therefore, narrative writing tells about what is happening or what happened in past life.

b. Exposition

The exposition writing aims is informing and making the reader understand. It is called informative writing because it seeks to gives information and explains if that is necessary. Exposition or

informative writing includes reports of observations ideas, scientific data, fact and statistic. It can be found in the text book, newspaper and magazines.

c. Argumentation

Argumentation is often called persuasive writing because it can persuade and convince the reader of writer's point of view about the particular issue. Therefore, persuasive writing or argumentation focuses on the subject being discussed. In argumentation, there are a process of forming reason, justifying belief and drawing conclusion with the aim of influencing the thought or action of others. The argumentation also refers to the study of the process.

4. The Correlation between Feedback and Students' Writing

A written language includes as one level of the structure writing. The use of certain symbol as the basic signal is a code which known as a written language. For example, the convention of English spelling, it is conceived as a pattern of the alphabet and grammar. The teacher's reason in giving feedback or revise their writing system is caused by the function of feedback which is used to enhance students' academic ability and performance. The teacher observed at the process and the result before and after. The process of feedback is the teacher provides their correction to the students while students prepare their writing form after finishing their work. Then the teacher gives comment, mark or information to the students about correctness or incorrectness of their

work. The teacher can give feedback to the students in oral (face to face) or in written form (checklist, mark, etc).

From the explanation above, it can be concluded that feedback can improve the students writing skill through the process above. It can be a source to receive information about the correctness, accuracy or appropriateness of students work in the past.

5. Basic Assumption

Writing is one of ways used to express thoughts, ideas, purposes, and messages. The main purpose is to communicate when people interest with the others. Thus, the reader will understand from the writer's message.

Hattie in Milani (2009: 23) stated that feedback is considered one of the most meaningful instructional variables in terms to enhance students' achievement. In teaching learning process, students usually need feedback from their teacher to correct their work while the teacher needs students' response to make easy in giving feedback.

Written language consists of the word form, which is arranged to be good sentence in written form. Unfortunately, the students find out the difficulty to arrange it. Thus, the students need teachers' help to repair their work and it usually called teacher's feedback. Teacher's feedback will be used to control the students' writing competence.

6. Hypothesis

Based on the explanation above the writer has hypothesis. It is a significant correlation between teacher's feedback and students' writing quality

at the Eight Grade Students of SMP Negeri 1 Purwokerto in Academic Year 2011/2012.

