

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition of writing

In learning English there are four competences that should be mastered by the students one of competences that is writing. Writing among the others namely speaking, listening and reading. Writing itself is a tool to express the writer's ideas in written form. It means that writing is used to communicate with other people or the reader indirectly. In other words, writing is a process of expressing ideas, thinking or feeling in words on the piece of paper. Therefore, writing can be defined as a process of transforming thought into written language.

Writing has an important role in mastering English as a foreign language although, it is difficult to possess. It is because according to Harmer (2004:31), writing skill encourages the students to focus on accurate language use. Then, the students consider the language use when the students engage in their writing process. It can also provoke language development because the students resolve the problems what writing puts in students' minds. On the other hand, to make a good writing the students must pay attention to the aspects of their writing.

This competence will give the students good opportunity, it is because through writing the students can deliver their information, ideas and thoughts to each other. They can also use this competence as a tool to communicate in their daily life.

2. The Important Aspects of Writing

In writing there are many important aspects that must be considered by students. It is important because when the students communicate their ideas or thoughts in the written form, it is necessary for the students to write clear and understandable writing because it can make the successful of communication. The important aspects of writing according to Harmer (2004:44) namely:

a. Handwriting

Currently, a lot of writing is typed on computer keyboards but handwriting is still necessary and widespread, whether in exam writing, postcards and others. Handwriting is a personal issue that students can not be expected in the same style as the others.

b. Spelling

Spelling is a word with the correct letter in the correct order. Then, spelling has an important part in writing competence. It is because spelling can make writing relatively easy to read, (Harmer, 2004:46). Not only that through correct spelling, it can affect to the reader to understand it.

c. Punctuation

Punctuation has an important part also in writing competence it is because through correct punctuation, it can give a positive impression and make the reader to understand the text easily. Harmer (2004:48) said that many people judge that the quality of what is written not only on the content, the language and the writer's handwriting but also on their use of punctuation.

3. Steps of writing process

Writing is an activity to create a text from the students' ideas, thoughts and feelings. In process of writing there are some aspects that should be completed by sequenced activities that focus on the writing process. According to Harmer (2004:4) there are four elements in the process of writing, namely planning, drafting, editing (reflecting and revising), and producing a final version. The explanation is as follows:

a. Planning

In planning process the students will decide about the topic, the content of their writing, and others. Here, the students will produce their ideas to collect the information related to the topic that they want to write.

b. Drafting

In this stage the students will write a complete draft without thinking of grammar, punctuation and spelling in their writing. The students only focus on the fluency when they write. Their writing can also change and unfinished yet.

c. Editing (reflecting and revising)

The students will check their writing by reading all of the part in their writing whether their writing have already clearly organized or not. After that, the students will check about the grammar, punctuation and spelling. In line with this, Nation in Utami (2012:13) emphasized that editing process not only involves going back over the writing and making changes to its grammatical and vocabulary correctness, and appropriateness, but also organization, and style.

d. Producing a final version

The last step is process of a result from editing process the students' writing then, it is the final version. This final version may be different with the plan and also the draft because things have changed in the editing process.

4. Teaching writing

In teaching writing the role of the teacher is very important. It is because the main component in teaching writing process is the teacher. The purpose of teaching writing is to help the students to perform in different activities such as speaking and listening. In teaching writing, the teacher wants to help the students become better writers and help them to write in various genres by mastering some skills in writing.

In line with this, Harmer (2004:41) views there are some tasks for English teacher that must be considered and applied during teaching writing process. The teachers have to perform before, during and after teaching writing for the students. The first task is demonstrating. In this task the teacher must be able create a good situation to make their attention.

The second task is motivating and provoking. In writing process, the students often lack words to make a correct sentence. This is where, the teacher's task can help and provoke the students write correct sentence. The third task is supporting. In this part, the teacher will help and support the students who need a lot of helps in writing process. The teacher can be available in writing classroom to help the students except during the examination. The teacher can also help the students to overcome the difficulties.

The fourth task is responding. In responding the students' writing, the teacher is not allowed to judge the students' writing but the teacher must explain how well it

is going so far. Not only that, the teacher also gives some suggestions to the students' writing for its improvement. The fifth task is evaluating. In the last task is teacher can show where the students wrote well and made some mistakes. Hence, the students will know their result in writing and the teacher may give a grade.

To summarize, teaching writing needs a big effort to make the students understand and learn writing meaningfully. Therefore, the teacher must maximize their ability by doing demonstrate, motivating and provoking, supporting, responding and evaluating the students' work.

5. Assessing students' writing

In assessing students' writing, the teacher should use an instrument. The instrument is called analytic scale. This instrument is the most appropriate to assess students' writing especially about recount text. It is because in this instrument rates on some aspects of writing rather than a single aspect. Based on Brown (2004:246), some aspects here namely:

a. Content

The content refers to the topic of writing its explanation, discussion and conclusion. In this part, the students' writing should be clear, specific and relevant form. By containing those aspects, the students' writing will provide good information and make the reader easy to understand.

b. Organization

Organization means the students can fluent express idea, sequence and cohesive writing. Brown (2004:73) states the writing section measures the ability

to write including the ability to organize, develop ideas and support those ideas with examples or evidence.

c. Vocabulary

The use of vocabulary in writing is very important. It is because limited vocabulary can influence the students' writing. In writing, the students should use appropriate vocabulary to express what they want to write. The vocabulary chosen also determine the level of the students' mastery of vocabulary.

d. Grammar

In writing, the students also should master the grammar aspect. It is because a good writing if the grammar is used in correct form. The grammar also affects the meaning of some sentences in a paragraph. Tense and structure mastery are very needed by the students to make a good writing.

e. Writing mechanic

Writing mechanic is an aspect to know how the students write. In this aspect, the teacher should make sure that the students' writing in correct punctuation and spelling form. If the students' writing in incorrect punctuation and spelling form, so the paragraph is not unreadable to the reader.

B. Feedback

1. Definition of feedback

Feedback is an essential part in teaching learning process especially in English subject. One of competences in teaching and learning English that can use feedback that is writing. Based on Tee and Joyce (2016:94) views feedback is considered to provide valuable information to writer in achieving writing goals. Feedback is

usually given in written form and it is an important component in the teaching and learning process. Therefore, providing written feedback on students' writing has become one of the most challenging task for English teachers. On the other hand, by giving feedback it will influence the students' achievement because feedback can help the teacher and the students in teaching learning process.

In addition, Harmer (2010:112) considers that feedback is as responding to the students' work rather than assessing or evaluating what they have done. According to his opinion, the essence of feedback can be in the form of comments on how the texts appears to the teachers, how successful the teachers think about the students' work has been, and how it can be increased the students' work.

2. The importance of feedback

There many reasons why feedback is an important part in student's writing. Karim & Ivi (2011:38) asserted that feedback has some important roles in the writing process to develop students' writing competence. The benefits of feedback are as follows:

- a. Feedback from the teacher can give a general guideline to improve their writing.

By giving feedback to the students' writing it can give general guideline such as directions, notes that it can make their writing better. This is supported by Lee's study (2008:145) that found some students like receiving teacher's response by giving marks from the teacher to the error because the students will know which one should be avoided in the next assignment.

- b. Feedback can help students to review their mistakes because the students will get transparent idea of what the students have acquired.

Through feedback the students will know their mistakes in their writing and they will correct the mistakes. Because here, the teacher gives some corrections in the students' spelling, grammar or others. On the other hand, the students will learn the correct form of their errors after giving the feedback.

- c. Feedback can make the students understand their strength and weakness.

In fact, many students want to be given feedback to their writing because through feedback the students can know their strength and weakness when the students write. This is supported by the investigation conducted by Rahimi (2010:78). Rahimi found that students had a strong desire for receiving feedback on their grammatical errors.

- d. Feedback can make the interaction between students and teacher grows stronger.

When a teacher give feedback to the students' writing it can create a good atmosphere in classroom. Because through feedback the good interaction between the students and teacher will happen. The teacher and the students will discuss and solve which one is correct and also responding each student's writing, automatically the interaction between both is close and it can also grow the interaction better.

Based on the explanation above, it can be concluded that feedback is very needed in the students' writing process. Through feedback the students will know their mistakes in writing and feedback is not only has role in improving the accuracy of students' writing but also the social and psychological roles.

3. The sources of feedback

Feedback as an important aspect in the writing process but who will give feedback. It depends on English teachers when teaching writing process happen. According to Nation in Utami (2012:25) there are three sources namely:

a. Feedback from teacher

This kind is a feedback from teacher especially English teacher in teaching writing. The teacher will give feedback to the students' writing by giving explanation about some suggestions and clarifications.

b. Feedback from peers

Peers feedback is done by other students and each student has to find some mistakes in the students' writing. This feedback can create a discussion between one student and others after viewing the friends' writing.

c. Feedback from the learners themselves

This feedback comes from the learners themselves so this feedback requires to the students find some mistakes in their writing by themselves too. They must give feedback to their writing and correct by themselves.

Based on three sources above, in giving feedback it can be concluded that there is a strength and weaknesses in every source. This is a task for English teachers to select the best source in teaching learning process.

4. Techniques of giving feedback

In giving feedback there are many ways that can be done, it based on teachers' preference. Hamer (2004:108-116) mentioned that there six ways to respond students' writing. The first way is feedback to work in progress. This situation will involve the

students in a process writing, the teacher will give feedback by asking what a certain sentence means, or wonder why they have started a composition in a particular way, or suggest that they must re-check some information.

The second way is feedback can be presented by an English teacher through giving some comments. In some circumstance, a teacher needs to give response in the written form. In this feedback, encouragement is extremely important because some students may have a bad perception in receiving comments or suggestions from the teacher. Therefore, the teacher must give an encouragement in the early written comment, and then it is followed by the suggestions to their writing. The third response is feedback in post-task statements. This feedback is given at the end of a writing sequence which the teacher's feedback and the drafting have gone through. It is used to give a provision or experience to the students in order to improve the students' future assignments.

The fourth is feedback can be in the taped comment. This way is done when teachers cannot give face-to-face feedback. The teachers might well consider taping their comments about a piece of student writing on tapes provided by the students. This is considered as more expansive, more personal, and more immediate. The fifth is feedback use electronic comments. Recently, a lot of feedback can be given electronically, either via e-mail or through text editing programs. The last way is peer review feedback. The students respond to their colleague's work based on the teacher's guidance so that they know what to look at in their classmates' work.

C. Direct feedback

1. Definition of direct feedback

Direct feedback is one of the types in written corrective feedback (Fadhil, 2017:19). In this type the teacher will directly give the correct form on the student's paper. When the teacher find some mistakes in students' writing, the teacher will directly write the correction where the the mistake occurred. The students' mistakes in writing there many types such as spelling, grammar, punctuation and many others.

There are two types of direct feedback that can be implemented to students' writing namely focused and unfocused feedback. The differences between those types is in focused direct feedback the teacher will focus to correct on some aspects such as students' grammatical errors, vocabularies and mechanics. Whereas unfocused direct feedback is feedback on all errors in students' writing. According to Septianik (2014:3), all errors here are content, ideas, organization, grammar, vocabulary and mechanics.

In this research, the researcher used use unfocused direct feedback as the treatment. Unfocused direct feedback can be considered extensive feedback (Sheen in Afraz, 2012:51). It is because it treats some multiple errors. Consequently, through this feedback all of the students' mistakes will be corrected in teaching writing competence.

There are two types of skills in writing competence, they are micro and macro skills (Brown, 2004:220-221). In micro skill apply more appropriately to imitative and intensive types of writing task, while macro skills are essential for the successful mastery of responsive and extensive writing task. In this research, macro skills type is the appropriate. It is because in this type feedback in teaching writing can be used. In

this type also include responsive and extensive categories. In this research, the researcher implemented teacher's direct feedback in recount text. Therefore, this research refers to macro skills of writing.

2. Techniques of giving direct feedback

a. How teacher's direct feedback will be provided

In this research, the researcher implemented direct feedback according to Sara in Tyas (2016:9), direct feedback can be done by either crossing the wrong or omit an unnecessary word, inserting a missing a word or writing the correct answer above, circling or underlining the errors and give the correct answer. For example, in students' writing there is incorrect spelling of a word and then the teacher writes the correct spelling of the word by crossing out incorrect spelling. Here, the students were required to do the revision of their writing that already revised from the teacher. The students only copy and rewrite the correct spelling.

b. Time of teacher's direct feedback will be provided

In this research, the researcher provided this feedback when teaching and learning writing happens. According to Harmer (2004:112) time to give this feedback is when students are involved in writing task in class especially where this is part of a process writing. Then, teacher will correct the students' writing based on some important aspects of writing in written form.

3. The advantages of direct feedback

In this part, it will be shown some advantages by using direct feedback in teaching writing ability. According to Utami (2012:29) there are four advantages of using direct feedback, namely:

- a. Direct feedback is easy to correct and it takes less time.

When an English teacher use this feedback, the students will get the correction and they will correct directly. Automatically, the students get faster to rewrite their mistakes and they need less time to correct it.

- b. Direct feedback provides students with explicit guidance.

In this feedback the teacher will give the correct form of the errors or the explicit guidance directly. Therefore, this type provides an explicit guidance to the students.

- c. Direct feedback can be effective in promoting acquisition of specific grammatical features.

Sheen's study in Utami (2012:30) revealed that the effectiveness of direct feedback is when the feedback focuses on a specific grammatical feature such as focusing on the English article. We can know that direct feedback will help the students and improve their ability to master writing.

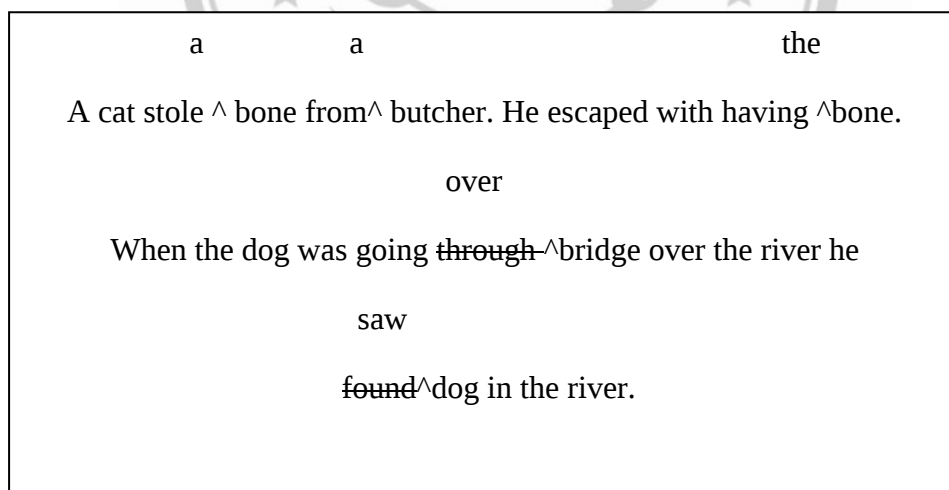
- d. Direct feedback has a positive effect on target language accuracy.

Hashemnezhad & Mohammadnejad (2012:231) found that direct feedback is beneficial for the students' writing. The students can reduce their errors time to time especially in the aspect of grammatical accuracy namely verb tense, preposition, and relative pronoun.

Based on explanation above, we can conclude that through teacher's direct feedback gave the effectiveness in teaching writing process. Not only one aspect of writing but some important aspects in writing were improved by teacher's direct feedback. This is very appropriate to be implemented for the students who have low level proficiency because this technique provides the correct form of the errors and they will understand about their mistakes directly.

4. The forms of direct feedback

In the development of giving direct feedback, there many various types that can be used by the teacher. The forms of giving direct feedback also change time by time. According to Ellis in Utami (2012:31) the form of feedback is crossing out and unnecessary word, phrase, or morpheme; inserting a missing word or morpheme; and writing the correct form or near to the erroneous form. The example of this form is presented below:



Lee (2003:154) divides that written feedback into direct and indirect feedback. Direct feedback refers to give correction of students' writing by locating and

correcting the correct form. The teacher will show the correct form in the students' writing. Indirect feedback refers to teachers indicating errors without correcting them for students. The teacher does not give the correct form, so the students must find the correct form by themselves. To differentiate between direct and indirect feedback. The writer will show the table based on Lee's illustration below:

Table 2.1. The differences between Direct and Indirect Feedback

Type of error feedback	Explanation	Example
Direct feedback	Locate and correct errors	Has <u>went</u> ^{gone}
Indirect Feedback (Direct location of errors)	Locate errors Locate errors and identify error types	Has <u>went</u> Has <u>went</u> ^{Verb form}
Indirect Feedback (indirect location of errors)	Indirectly locate errors Indirectly locate errors and identify error types	Putting a mark in the margin to indicate an error on a specific line. Writing "verb form" or "v" in the margin to indicate a verb form error on a specific line.

D. Recount Text

1. The nature of recount text

A recount text is a text that tells about past experiences or events, (Hyland, 2008:5). It can be based on author's personal experience or historical events. The function of this text for entertaining or informing the readers. This text can be form of article, personal, letters, diary, history, biography or autobiography and many others.

2. Components of recount text

In writing a recount text, there are some components that must be understood by the students, namely:

a. Generic Structure of recount

Generic structures in a recount text are the characteristic of language in the text, the generic structures as follows:

1) Orientation

Most recounts begin with some forms of orientation Where? Who? What? When? Why? Of the text are introduced.

2) Events

It presents the questions “Who?” which tells the event chronologically. It uses conjunction or connective words such as first, second, then, etc.

3) Reorientation

It presents a personal opinion of the writer.

b. Language features of recount text

- 1) Introducing personal participant : (I, we, etc)
- 2) Using chronological connection : (next, third, etc)
- 3) Using simple past tense : (was, wore, etc)

E. Previous Studies

As the consideration to conduct this research, it is needed to know previous relevant studies conducted by other researchers. The first study with the title “Improving Students’ Writing Competence Trough Teacher’s Direct Feedback in SMA N 1 Jogonalan” by Utami in 2012. The research problem was “How can

teacher's direct feedback be implemented to improve the students' writing skill of the students of grade XII IPS 3 in SMA N 1 Jonggolan?". The result of this research was the direct feedback can improve students' writing skill.

The second research was conducted by Syamsir in 2016 with the title "Direct Corrective Feedback in Improving Students' Writing Ability". This study got the result that the use of direct corrective feedback significantly improved the students' writing ability to the fourth semester students in STIK.

The third research was conducted by Fadhil in 2017 with the title "The Effectiveness of Teacher's Written Corrective Feedback toward Students' English Proficiency". The result of this study about teacher's written corrective feedback was effective toward students' English proficiency.

According to those studies, all of the studies have the result that the use of direct feedback can improve the students' writing skill and this feedback was effective toward student's English proficiency. Therefore, in this research the researcher knew the use of teacher's direct feedback was effective for teaching writing not to improve the students' writing skill. Hence, this research was different with those studies above.

F. Basic Assumption

Writing is one of activities by producing oral message into written form. In writing a good paragraph, the students will face some difficulties to express their ideas, minds, opinions and feelings. It is because they do not master four elements language such as vocabulary, pronunciation, structure and spelling. Through teacher's direct feedback, the teacher will have a strategy for teaching writing and be better. They will not experience the difficulties in making English text such as recount text

because they will get direct correction from the teacher. The teacher's direct feedback is very useful for the students to minimize the students' mistake. In this feedback, the teacher will directly correct the right form in students' paragraph. According to level of the students especially in Junior High School it is very important to the teacher it is because in teaching writing it is very needed to give this feedback on students' writing. Not only the teacher but also the students, it because it can help the students' writing will be better.

G. Hypothesis

Based on the assumption above, it can be concluded that a hypothesis of teacher's direct feedback is effective for teaching writing in the grade eighth students of SMP N 2 Sokaraja year 2018/2019 especially in recount text.

