

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the literature review that is related to the research topic. It explains about writing in instructional process, components of writing, feedback in writing class, and types of feedback. Several relevant previous studies are also discussed in this section.

2.1 Writing in Instructional Process

Harmer (2004) states writing is one of the four skills included in syllabus of teaching English. It shows that writing is as important as other skills like reading, listening, and speaking. In addition, Reichelt (2001) explains that in some country in which English is the foreign language, writing is always the part of language learning objectives. She mentions that the activity of teaching writing is needed to help students to have better competence in language so that they can compete in international level. Hence, it is important for students to have the ability of writing, not only important to fulfill the academic grades, but also to compete internationally.

Writing is a process of language learning which encourages students to select, develop, arrange and also express idea (Hyland, 2003). As a process, it involves students to be able to generate and develop their ideas in a writing task. Teacher will focus more on the writing process itself rather than the final product of students' writing. According to White and Arndt (1991), writing process is a cycle in which one step involves other steps. There are six steps on the process of writing as it can be seen in figure 2.1

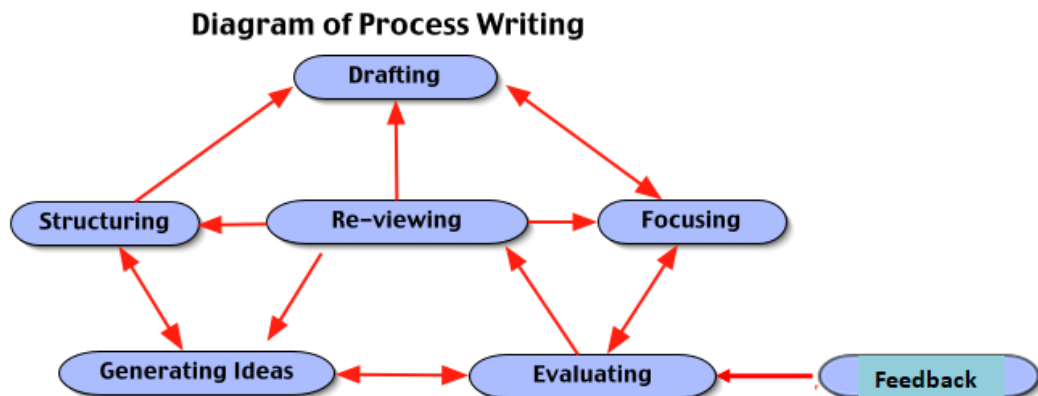


Figure 2.1 Writing Process (White and Arndt, 1991:43)

Generating ideas comes from long-term memory, experiences, knowledge and also beliefs of a writer (White and Arndt, 1991). It is a process to activate background knowledge of writers and stimulate them to imagine the ideas on a topic they want to write. Brainstorming can be applied in this process to help writers gather information and identify the purpose of their writing so they can organize the ideas and develop the topic of their writing. In addition, Harmer (2004) explain that considering the purpose of writing will influence the type of the text that they want to write, the language they use, and information they chose to put in their writing.

Next, structuring stages deals with the organization of ideas and how the writers put the ideas in a good structure (White and Arndt, 1991). Harmer (2004) mentions that it is important for writers to define the sequences of ideas and arguments in a structured paragraph. According to White and Arndt (1991), drafting is a process in writing that the writer organizes, develops and elaborates the ideas. In one piece of writing, the writer might produced more than one draft since the writer develops the ideas and may change it anytime. Then, focusing

stages is a process of determining the ideas to be conveyed to the readers. Harmer (2004) argues that writers need to think the audience of their writing because it will influence the shape of writing and the choice of language. The writers should be focus on the text of their writing so the ideas that want to be conveyed can be organized well.

In evaluating process, writers consider their work whether it needs to be revised or not. Harmer (2004) explains that this process also involves process of reflecting and revising which are often helped by other readers such as teachers or peer reviewers. Readers may give comments and suggestions to the writer's work and help them to make appropriate revisions. Feedback from teacher or peer reviewers will be used as writer's consideration to revise their writing. Next the writer will review their writing called as reviewing process and consider the feedback gotten from teacher or peer reviewers to evaluate their writing (White and Arndt, 1991).

Based on arrows in Figure 2.1, it can be seen that process in writing is not linear. Writers may go back from one stage to another stage. In the process of writing, there might be re-plan, re-draft, or re-edit as the writer may find error or feel unsatisfied to their writing. The role of feedback here is very influential since it gives the writer another point of view from other people. Feedback provides them some comments and also suggestion that can be used as a consideration to make their writing better.

2.2 Components of Writing

For some EFL learners, writing is not an easy skill to be achieved because it needs some background knowledge in L2 about the structure or the organization of the text and also the language use which appropriates to the ideas they wanted to put in (Ahmadi, 2012,). In line with Harmer (2004), writing stimulates the students to think the accurate language use and the language development of students. In addition, Harmer (2001) mentions that it is important for students to know the rules in writing such as paragraph construction, punctuation, grammar and others. According to Harmer (2004), writing has some mechanic components include handwriting, spelling, punctuation and the construction of well-formed sentences, paragraphs and texts. Mechanic components influence how students write their writing.

Besides mechanic components, word choice, grammar, organization and content are also the components of writing. According to Jacobs (1981), writers should select the word which is suitable with the content. The word choice has to be clear, specific, and accurate since it is important to avoid the wordiness and ambiguity. By choosing and using the appropriate vocabulary, the ideas of writers can be conveyed well. The use of correct grammatical form can also make writing more meaningful. The writer should be aware toward the use of grammar such as pronoun/noun agreement, subject and verb agreement, appropriate verb tense, and others. The writers have to know how to separate and combine the ideas in words, phrases, clauses, also sentences to make a logical relationship to one another (Jacob, 1981).

Wilbers (2000) mentioned that organization and content are also the important components of writing. Organization deals with coherent arrangement of ideas. Jacobs (1981) argues that organization is not only puts the ideas one by one in our writing, but also considers how to make it coherent. Writing logically and sequentially can make the organization of the text better. Last but not least, content of writing is an important component to convey what writer wants to deliver (Wilbers, 2000). All of these components should be noticed by writers to make a good writing. Not only for writer, teacher and peer reviewers who give feedback to writer's work should pay attention and consider giving suggestions based on these components since they influence the quality of writing. A good writing can be seen from the use and arrangement of these components.

2.3 Feedback in Writing Class

According to Harmer (2001), every student makes mistakes at various steps in language learning. It is a common process that every student might go through. Thus, feedback can be chosen as a strategy to help students correct their mistakes. Feedback is an important part of the teacher's role and needs caution to do it. Harmer (2001) argues that teachers need to be careful when correcting students' work because it is related to point out people's mistakes and if the teachers do it in an insensitive way, the students might be upset and drop their confidence. The teachers should know students' preferences for their feedback in writing class because what is appropriate for one student may be quite wrong for another one.

According to Hyland (2003), providing feedback is one of the most crucial tasks for writing teachers. Feedback emphasizes the process of writing and rewriting. Hyland (2003) explains that feedback provides a sense of audience and stimulates students to the needs of readers. By providing feedback to the students, students could see other people's responses to their work and learn from the responses to make their writing better.

There are various types of feedback that can be applied in writing classes such as teacher feedback and peer feedback that will be explained in the next sub-sections.

2.4 Teacher Feedback

The teachers can help students in improving their writing by providing feedback. To improve students' writing, the teachers can help them by providing them a sense of reader reaction to their work (Hyland and Hyland, 2006). The teacher should help the students with some editorial comments and give them some suggestions such as the word order, word choice, or any grammatical aspects in every stage of writing activity (Harmer, 2004). Hyland and Hyland (2006) mention that lots of research on teacher feedback found it concerned with error correction which is very beneficial for students' writing development. Students also got a long-term effect of their writing skill development. According to Master (1995, cited in Hyland and Hyland, 2006), teacher feedback is effective when combined with classroom discussion. Teachers can indicate students' errors in their writing directly or indirectly.

2.4.1 Direct Teacher Feedback

Direct teacher feedback occurs when teachers make an explicit feedback and directly correct to students works (Hyland and Hyland, 2006). It involves teachers to correct students' errors and provide the correct form of grammatical (Tan & Manochphinyo, 2017). Hyland and Hyland (2006) mention that lots of survey found that students want teacher to highlight their grammatical errors and give them accurate correction for their writing. Direct feedback is given in written form in a writing process. To apply direct teacher feedback, teachers will read students' writing first then corrects students' error by providing them the correct form. Students only need to revise their writing by simply copying their teachers' suggestion.

According to Hyland and Hyland (2006), direct teacher feedback is effective since the students simply copy their teachers' suggestion to revise their work. Direct teacher feedback also gives the students accurate revision most of the time. It really helps students who might not know the correct form of their errors and cannot correct it by themselves because in this technique, teachers show the incorrect forms in their writing and give them directly the correct forms (Eslami, 2014). Kamberi (2013) mentioned that gives direct corrective feedback to the students will help them a lot in correcting their mistake on their current writing.

However, direct teacher feedback does not really help students in their next writing task. Kamberi (2013) argues this kind of feedback could not ensure to give students the effect in long term period since it only helps students in correcting their mistake on their current writing. Tan and Manochphinyo (2017)

also state that direct corrective feedback cannot really help students to improve accuracy in the new tasks as they cannot determine the correct form by themselves. Students sometimes get difficulties to find their mistake in the next writing task by themselves since in the previous writing task they simply got the correct form for their mistakes.

Eslami (2014) explained that direct teacher feedback can be applied for students with low proficiency level or students who cannot correct their error by themselves. Teachers can consider applying this kind of feedback when they found some mistakes on students writing and students probably do not know to correct by themselves.

2.4.2 Indirect Teacher Feedback

Indirect teacher feedback comes when teachers only denote students' error by giving some codes or drawing a line and letting them to find it. Teachers will provide clues to guide students in correcting their work instead of providing the correct form explicitly (Tan & Manochphinyo, 2017). Jamalinesari, Rahimi, Gowhary, and Azizifar (2015) explained that in indirect corrective feedback, the teacher denoted and located students' errors by underlining the parts which are incorrect or writing them some short comments on their works.

Indirect teacher feedback is also given in written form in a writing process. Teachers will read students' writing and then give them some code or drawing a line in students' error. It is important for teacher to prepare some codes before giving feedback to students and make sure they will understand what teachers mean. Then students will to revise their writing based on feedback gotten.

Students need to understand what their teachers mean and find the correct form by themselves for their mistakes.

Indirect teacher feedback is beneficial to encourage students to be more active in process of writing. This feedback involves students' active participation to think the correct revision of their writing because they only receive a code that must be translated. Based on some studies, indirect teacher feedback has brought a long-term effect for students since they learn how to correct their errors more independently (Eslami, 2014; Jamalinesari, 2015; Kamberi, 2015; Tan and Manochpinyo, 2017). Most of students show their improvement of their writing in the next writing task.

Anyway, Kamberi (2013) mentioned that indirect corrective feedback made the learners overwhelming with the various signs meant given by teachers. Eslami (2014) explains that students may face difficulties to correct their error since they only receive some code from their teachers. Indirect corrective feedback may bring some difficulties for some students since they need to understand of what their teachers mean first and find the correct form by themselves to revise their writing.

Teachers can consider applying indirect teacher feedback when they found some mistakes on students writing and students probably know to correct by themselves. Indirect teacher feedback can be applied for students who can figure out teachers' code related to their error and they can find the correct form by themselves (Eslami, 2014).

2.5 Peer Feedback

According to Harmer (2004) in his book entitled “How to Teach Writing”, peer feedback is one of important aspect in process of writing and it really helps the students to work together with their friends. Peer feedback encourages students to look at each other’s work and give advice also suggestions about how their writing could be improved. By doing peer feedback, the students will experience the same difficulties in writing that they have done (Hyland and Hyland, 2006). Based on Vygotsky’s theoretical construct of Zone of Proximal Development (1978, cited in Hyland and Hyland 2006), writing skill can provide a mediation to help each other since peer feedback provides social interactions among students.

Peer feedback is an important element in drafting and re-drafting of writing process (Hyland and Hyland, 2006). Peer feedback provides students the sense of audience that helps them to improve their writing. It also trains students to be able to evaluate their own work since they will also give correction to other students work. Peer feedback is one of the ways to make students more active in giving feedback process because they have control and autonomy to their works. It leads them to have confidence as a writer who can help others to evaluate their writing. Peer feedback also can help students to increase their awareness of writing errors (Harmer, 2004). By providing peer feedback, students can learn to develop their skills to edit and revise their writing on by themselves.

Hayward (2017) mentions there are some types of peer feedback. First is single blind peer feedback that writers do not know who the reviewers are but the

reviewers know the writer identity. Second is double blind peer feedback that both writers and peer reviewers do not know each other's identities. Third is open peer feedback that authors and peer reviewers know each other's identities. Next is post-publication peer feedback. This kind of peer feedback lets anyone who reads to give comments and suggestion after a writing published. Last is collaborative peer feedback which is held collaboratively. The writers and peer reviewers discuss together in correcting their writing.

Collaborative peer feedback is one of the common types that often applied in writing class. Some research such as Barnawi (2015), Ion (2016), Shehadeh (2011), and Yu (2016) has discussed about collaborative peer feedback in writing class. Shehadeh (2011) states that in collaborative writing or called as group feedback, students can give any comments and provide feedback to their friends' writing in small groups. Besides group feedback, Shehadeh (2015) mentions individual feedback can be another option to be applied in writing class. Individual feedback defined as commenting and providing feedback on a peer's writing individually. He explains that different types of feedback such as group and individual feedback can affect different result to students' development of writing.

According to Hyland and Hyland (2006), effective peer feedback is a key to help writers understand how other people as a reader see their writing. To apply peer feedback in writing class, teachers should train students to give peer response since the students may have different background knowledge that could influence the quality of feedback. Hyland and Hyland (2006) mention that some research

found students have problems to detect the errors and provide the correct suggestion. Hyland and Hyland (2006) explain that students who were trained can give feedback better than untrained students. They give comments to others work more relevant and specific.

2.6 Previous Studies

The researcher reviewed some previous studies that have correlation with the present study. Those previous studies were really helpful in finding references and made it easier to compare the previous study with the present study since they have some differences and similarities in case of feedback in writing class.

The first study investigated ESL students' perception of the role of teacher, peer and combined teacher-peer feedback in ESL writing. Data were given to 150 students from five secondary schools and collected using a questionnaire consist of 32 items on a four point Likert-scale, two multiple-choice items and three open-ended items. The study found that teacher feedback and peer feedback play an important role in improving the acquisition of writing for ESL students. Combining teacher feedback and peer feedback also help students to improve their writing skills.

The second study investigated junior secondary students' perspectives on inter-feedback and intra-feedback. It examined junior grade learners' perspectives on various peer feedback stages with reference to teacher feedback. It also sought to address validity concerns relating to measuring perceptions in comparative feedback research. The questionnaires were given to 30 Chinese junior secondary students in Hong Kong. The result of the study showed that teacher's comments

were rated more positively but some participants indicated their preferences for having both peer and teacher feedback.

The third study investigated student perceptions and preferences concerning teacher feedback in university EFL writing classes in Japan. Data were collected using a quantitative questionnaire to 433 correspondents. The result of this study was the students generally reacted positively to feedback and exhibited strong preferences for detailed, handwritten feedback that addressed both content and mechanical errors.

There are similarities and differences between the previous studies and the present study. The similarity can be seen that the previous studies and the present study focus on feedback in writing class. The studies use the same design which is survey design and also the same instrument which is questionnaire. However, there are some differences between the previous study and the present study in some aspects. The subject of the study in the first previous research was ESL students from five secondary schools in Malaysia and the subject of the study in the second previous research was Chinese Junior Secondary ESL learners in Hongkong while the subject of the present study is EFL learners in university. In addition, the first previous study only took 30 ESL Learners (Grade 9) as the participants, so that the present researcher thinks it was very limited number to present students' perceptions. Therefore, for the present study, the researcher took more participants. Besides, the second previous study was more focused on students' perspectives on peer feedback while the present study focused on two types of feedback which are teacher feedback and also peer feedback. Although

the second study mentioned about teacher feedback on his study, the investigation about teacher feedback was not too deep since it focused on investigating peer feedback. Similarly, the first study also discussed about teacher feedback and peer feedback but the researcher discussed teacher feedback in general while the present study make a distinction in teacher feedback which are direct and indirect teacher feedback. Another difference also can be seen between the third previous study and the present study. The previous study only discussed students' preferences on teacher feedback meanwhile the present study discussed students' perception on two types of feedback which are teacher feedback and also peer feedback.