

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter presents the theoretical frame work related to this investigation and some previous reviews of previous study. These aim to find out supporting ideas and evidences about the problem. This chapter will outline an overview of writing and an overview of feedback.

#### **A. An Overview of Writing**

Writing is one of the language skills belonging to productive skills. Celce Murcia explains productive skills as an action to produce written words that result a text but the text must be read and comprehended in order for communication to take place.<sup>18</sup> In the other words, the text which is produced should be clear and meaningful so that the readers can understand the intended meaning.

Moreover, that is known about writing as a general definition is “the representation of language in a textual medium through the use of a set of signs or symbols” (known as writing system).<sup>19</sup> More importantly, writing is a mental activity in which there is the use of language and its manifestation within a concrete and an organized channel which is writing. In line with this, Handayani says that writing is a way to communicate a message to readers to share information, persuade, and entertain.<sup>20</sup> Because writing is used to communicate

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<sup>18</sup>Marianne Celce-Murcia, “Discourse-based Grammar and the Teaching of Academic Reading and Writing in EFL Contexts”, *English Teaching*, Spring 2014, Vol. 69 (1), p. 3.

<sup>19</sup>Ilham Qosayere, “The Effect of Grammar Correction on Students’ Writing”, *International Interdisciplinary Journal of Education*, 2015, Vol. 4 (1), p. 259.

<sup>20</sup>Handayani, Dantes, Ratminingsih, *The Effect of Guided Writing Strategy and Students’ Achievement Motivation on Students’ Writing Competency*. (Indonesia: e-Journal Program Pascasarjana Universitas Pendidikan Ganesha, 2013), p. 1.

meaning or purpose, it is necessary to make the writing clear to be understood by the readers. From the definitions above the researcher can conclude that writing is a way to produce a language that comes from thought, feeling and ideas that shared through text which has several purposes.

When people communicate their ideas or thoughts to other people in the written form, it is necessary to write in a thoughtful and clear form in order to get a successful communication. Writing has mechanical components which can make a good and understandable writing. These include handwriting, spelling, punctuation, and the construction of well-formed sentences, paragraphs, and texts.<sup>21</sup> The first aspect is handwriting. Though a lot of writing is typed on a computer keyboard, handwriting is still necessary in exams, postcards, personal letters, written assignments, and forms. Handwriting is a personal issue that students should not all be expected to use the same style.

Besides handwriting, spelling is considered as an important aspect in the writing text. Spelling is words with the correct letters in the correct order. Spelling is important in the writing because it relatively makes English writing easy to read.<sup>22</sup> Though incorrect spelling does not often prevent the understanding of a written message, it can affect the reader's judgment.

The third aspect is punctuation. Punctuation is also important in writing. If capital letters, commas, full stops, sentence, and paragraph boundaries are not used correctly, this cannot only make a negative impression but can also make a text difficult to understand. Accordingly, Celce-Murcia also state that to make the communications via text intelligibly, it is important to present a product which

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<sup>21</sup> J. Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 44.

<sup>22</sup> *Ibid*, p. 46

does not suffer from illegible handwriting, numerous spelling errors, faulty punctuation, or inaccurate structure.<sup>23</sup>

In addition, Harmer mentions some aspects in the written text namely purpose of the writing, genres, text construction, cohesion, cohesive, and register. All those aspects are interconnected.<sup>24</sup> The purpose of the writing will determine the content, the types of writing, and also the language used of the writing. Genre is the writing construction or category of literacy writing such as fiction, narratives, and recount. The purpose of the writing and also the genre will influence the construction of the text. The construction of the text deals with the process of putting words together in well-formed sentences, paragraphs, and text. Harmer also says that for writing to be truly accessible, it also needs to be both cohesive and coherent. Cohesiveness deals with how the sentences to other sentences stick together by the grammatical or lexical relationship while coherence is the relationship of sentences in a text that makes a clear meaning.

The last aspect is register. Register is a word used to denote the actual language that the authors use in a particular situation when communicating with a particular group of people. It is related to the choice of vocabulary which will be used in the writing and based on the genre.

By the explanation above, it can be concluded that there are some important aspects in the writing skills. It is not only the mechanic aspects namely handwriting, spelling and punctuation but also the purpose of the text, the genres of the writing, the text construction, the coherence and cohesive, and the register.

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<sup>23</sup>Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language, Third Edition*, (London: Thomson Learning, Inc., 2001), p. 207.

<sup>24</sup>J. Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 15-26.

Those aspects will affect the clearness and meaning of the text. Harmer states writing process is a stage to make writer goes with the better writing.<sup>25</sup> He also states that there are four stages in writing process which include planning, drafting, editing (reflecting and revising), and producing a final version. The explanation is as follows.

The first stage is planning. In this stage, students plan some ideas that they are going to write. Students start gathering some ideas and information for writing by making notes or doing all their planning in their minds. When planning, they have to consider three main issues, they are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or argument which they have decided to include.

The second stage is drafting. Drafting is the writers' first attempt to capture the ideas on paper. In this stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. The writing is not finished yet and that can still be changed.

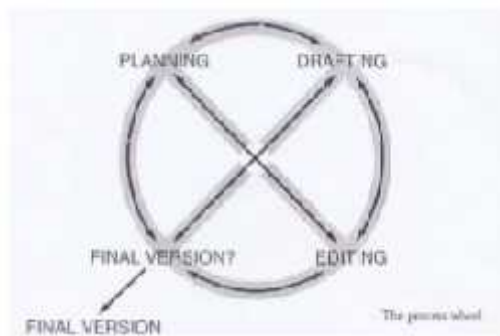
The next stage is editing (reflecting and revising). In this stage, the students read all sentences they have written to see where the sentences work and where those do not work. The editing can be done by the students themselves, the classmates, and also the teacher through a feedback. They will help the students to make a revision of their writing. Revising is looking back over what has been written. When the students revise, they re-write their text on the basis of the feedback given in responding stage. The error feedback is important to tell which words or sentence should be changed or need correction.

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<sup>25</sup>J. Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 4.

The last stage is final Draft. The students make a change of their work after the process of editing. The final product may be different from the first draft after going through some steps. Students can publish, share and read their writing merely display texts on notice boards based on the classroom instruction.

Figure 2.1 the process of wheel



There is no doubt that writing is the most difficult skill for language learners to master. Teachers should know and understand the appropriate approach that can be used in teaching writing so that the learners are easily able to produce a good writing.

In order to make a good writing, there are five aspects that should be considered in the process of making a composition.<sup>26</sup> Below are the five aspects of writing.

First is content. It refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph. Second, organization refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph. Next,

<sup>26</sup> H. L. Jacobs, Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B.. *Testing ESL composition; a practical approach*. (Rowley, MA: Newbury House, 1981), p. 90.

grammar/language use refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

Fourth, Vocabulary refers to the selection of words that are suitable the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader. Last, Mechanics refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

Brown states that as the members of literate community, people need to learn to write.<sup>27</sup> In learning to write, the teacher needs to give special treatment in order to facilitate the student in the learning process. The teacher should give more attention to the students in the process of writing since writing can also be considered as discovering process. The guidance from the teacher is necessary as the student has to walk through several steps in the writing process.

Meanwhile, Harmer states that there are several important reasons why writing needs to be taught to the students.<sup>28</sup> The reasons are including the reinforcement, language development, learning style, and writing as a skill.

First is reinforcement. Some language learners usually find the language in oral form. That means they are mostly exposed to the language learning orally. Yet, most of the language learners prefer the written form since they can benefit more from it. It is because written form provides them with the example of how the construction of letters, words, sentences, and paragraphs fits well. Besides

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<sup>27</sup>H. D. Brown, *Teaching by Principles: An Approach to Language Pedagogy Second Edition*, (New York: Longman, 2001), p. 334.

<sup>28</sup>J. Harmer, *How to Teach English: an introduction to the practice of English language teaching* (Essex: Longman, 2001), p. 79.

that, the written form can help the language learners to memorize the language since the written display helps them to store more memories. The language learner usually benefits from writing sentences using new language after they have studied it.

Second, language development, the ongoing learning experience requires a mental activity in constructing proper written texts. It means that writing can help them to be engaged in the ongoing language learning experience in order to improve their language mastery. Hence, writing plays the important role in developing the learner's language.

Third, learning style, learners are unique. They have their own style and strategies to learn language. Many language learners find it easier to learn language if they can get more time to produce language. Therefore, writing can give advantages for such learners' style of learning. Writing, since it is in written form, can give the slow learners more time to produce language.

Last, writing as a skill, the most important reason is that writing is one of the four skills in English. The language learners should master this skill since they have to know how to write letter, reports, how to reply to the advertisement and so on.

Moreover, they should be able to write through electronic media as the indicator of developed and modern language learners. Knowing how to write the special convention such as punctuation or paragraph construction is important as well as knowing how to pronounce the spoken English appropriately. Hence, mastering writing is as important as mastering the other three skills since they all indicate the language mastery.

In teaching of writing, the teacher should make sure that the students know about the purpose of the activity in the lesson. Teacher should give clear explanation about what they will learn. So the students will get an advantage in the teaching and learning process.

According to, there have been two main approaches to teach writing: skill-based approach and the process approach.<sup>29</sup> A skill-based approach involves a fairly structured program of which the skill and concepts are thought by the teacher directly. Teacher selected the topics from the textbooks or other sources to develop the students' writing ability in some aspects such as grammar, sentence construction, spelling and punctuation. The weakness of this approach is to make the teacher as the center of the teaching and learning process, so that the students cannot be independent learners and they are not motivated to write. In fact, the students can be motivated to write if they can write freely on topics they have chosen for themselves.

The process approach gives an opportunity to the students to be independent learners. There are some various models in the process of writing such as "writers' workshop", "shared writing" and "guided writing". The topic of theme may come from teacher but it is chosen by the students. The focus in this model is on engaging students in interesting and motivating writing for area purpose, rather than teaching writing skill and concepts through exercises which are thought by the teacher. The process of writing is used in this approach. The students learn explicitly how to create a good written text starting with the

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<sup>29</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*. (New York: Pearson Education, Inc., 2007), p. 7.



planning and gathering ideas through the various stages of drafting and revising to the final product. By doing these processes, they can improve their writing ability by revising their text many times. They are guided and supported as they move through the complete process of writing like drafting, editing, and publishing.

According to Harmer, for many years the teaching of writing is only focused on the product of writing not the process.<sup>30</sup> The students were directed to what rather than how they produce text. Harmer also stated there are numbers of strategies for teachers to consider. They are the way to get the students to plan, the way to encourage them to draft. Reflect and revise and the way to respond to the students' writing.<sup>31</sup>

The first thing that the teacher should do is to encourage the students to think about what they are going to write by planning and making notes into paper. There are more ways for doing this, including brain storming (where the students can collect the number of activities which lead students to plan for a further coming task)

Next, the teacher needs to encourage students to reflect what they have written, to treat the first draft as first attempts not as finished products. One way to encourage students can work together in revising the written text by giving suggestion and contributing for the success of the final product.

After that, teachers may need to react for the students writing. So they have to respond to a work-in-process in making corrections. Teacher can talk with the students individually in making the first draft until the final draft while the others are working with their own. Teachers can also make written comments for

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<sup>30</sup> J. Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 11.

<sup>31</sup> *Ibid*, p. 11-12.

the students draft after they read them. However, not only teachers can respond to the students; writing but also their colleagues can also respond to their friends work in their own way. This is called peer response. This activity may provide a welcome alternative to teachers' feedback as well as offering a fresh perspective on writing.

The fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second-language curriculum. There is an additional and very important reason such as; writing helps the students learn.<sup>32</sup> How? First, writing reinforces the grammatical structures, idioms, and vocabulary that we have been teaching the students. Second, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks. Third, when they write, they necessarily become very involved with the new language; the efforts to express ideas and the constant use the eye, hand, and brain is a unique way to reinforce learning. As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They discover a real need for finding the right word and the right sentence.

There are many types of writing performances. Brown divides a written performance into four categories that capture the range of written production.<sup>33</sup> They are as follows. First is imitative. To produce a written language, a learner

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<sup>32</sup> J. Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 31-33.

<sup>33</sup> Douglas Brown, H., *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 220.

must attain skills in the fundamental, basic task of writing letters, words, punctuation and brief sentences.

Second is intensive (controlled). This category capture the writing skill in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

Third is responsive. Assessment task require learners to perform a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraph and creating genres of writing include brief narratives and descriptions, short report, summaries, brief response of reading and interpretation of chart or graphs.

Last is extensive. Extensive writing implies successful management of all processes and strategies of writing for all purpose up to the length of an essay, a term paper, a major research project report or a thesis. Some English learners in the beginning level, from young children to adults need basic training and assessment of imitative writing. The writing activities in imitative level include making letters, words, and simple sentences; the net level of writing is intensive of controlled writing. The writing activity is focused on meaning. In the responsive and extensive writing, the activity is more complex because it allows students to do open ended task such as writing short reports, essays, summaries, and responses, up to texts of several pages or more.

## B. An Overview of Feedback

Mack defines teacher written feedback as any comments, questions or error corrections that are written on students' assignments.<sup>34</sup> These feedbacks can be given in many forms including questions, error corrections, praises and so on. Keh defines feedback as any input from readers to writers that provides information for revision.<sup>35</sup> The information that is for input can be directions, suggestions, or requests. In the term of directions, the readers give feedback to the mistakes of the writing and then the feedback can be a direction for the writers to correct their writing at same writing or even the next writing they are going to make. In line with this, Magno and Armales defines feedback in general as any procedures used to inform a learner whether an instructional response is right or wrong<sup>36</sup>. The procedure means a set of actions which is decided to give feedback. It is related to the technique used in delivering feedback.

In addition, Harmer considers that feedback is as responding to students' work rather than assessing or evaluating what they have done.<sup>37</sup> According to him, 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 improved.<sup>38</sup>

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<sup>34</sup>L. Mack, "Issues and Dilemmas: What conditions are necessary for effective teacher written feedback for ESL Learners?", *Polyglossia*, 2009, Vol. 16 (2), p. 34.

<sup>35</sup>Claudia. L. Keh, "Feedback in the writing process: a model and methods for implementation", *ELT Journal*, 1990, Vol. 44 (4), p. 294.

<sup>36</sup>Carlo Magno and Amarles, Arceli M., "Teachers' Feedback in Second Language Academic Writing Classrooms", *The International Journal of Educational and Psychology Assessment*, 2011, Vol. 6 (2), p. 21-22.

<sup>37</sup>J. Harmer, *The Practice of Language Teaching*, (Essex: Pearson Education Limited, 2001), p. 147.

<sup>38</sup>*Ibid*, p. 147-148.

Again, Lee defines feedback as the feedback teachers give on students' errors, which could be either direct or indirect.<sup>39</sup> Direct or indirect here are the ways in giving feedback to the students' writing.

Based on the definition above, it can be concluded that feedback is a procedure in the writing process to provide information for revision with a certain way depending on the type and purpose of the assignment in writing learning process. Giving feedback in the students' writing becomes the important aspect in the writing process since it can help the writer to develop their writing skills by learn from their errors.

Lewis states that feedback is like the way of telling students about the progress they make.<sup>40</sup> Feedback also guided them in the area of improvement. Some of the purposes are motivational and some have to do with providing students with information. They are presented as bellow.<sup>41</sup>

First, feedback provides information for teacher and students. Feedback is a way for teachers to describe their students' language. It gives the teachers information about individual and collective class progress. Indirectly, it is a form of evaluation on their teaching. For students, feedback is an ongoing form of assessment which is more focused than marks or grades. By highlighting strengths and weaknesses, the comments provide information about individual progress, unlike mark or grades, which tend to compare one student with another. The comments can also give direction about language, by starting a rule or giving an

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<sup>39</sup>I. Lee, "How Do Hong Kong English Teachers Correct Errors in Writing?", *Education Journal*, Summer 2003, Vol. 31 (1), p. 154.

<sup>40</sup> Marylin Lewis, *Giving Feedback in Language Classes*, (Singapore: SEAMO Regional Language Centre, 2002), p. 3.

<sup>41</sup>*Ibid*, p. 3-4.

example. One way to focus comments is to consider question how about their language use.

Second, feedback provides students with advice about learning. Teachers can provide students with more than simply description of their language use. Comments can also be mad on the students' learning process.

Next, feedback provides students with language input. The teachers' written feedback provides students with meaningful and individual learning input. The teachers' word, both in their form and their purpose, illustrate how language is used in one to one communication.

Fourth, Feedback can lead students towards autonomy. One long term purpose of feedback is to lead students to the point where they can find their own mistakes.

Last, feedback is a form of motivation. Feedback can be more motivating than marks or grades. It can encourage student to study and to use language to the best of their ability by taking into account whatever the teacher knows about the students' attitude.

Feedback is generally grouped into two types: direct feedback or implicit where the teacher identifies the linguistic errors and corrects them, and indirect feedback where the teacher identifies the errors but does not correct those.<sup>42</sup> Feedback involves responding to students' answers and correcting students' errors it is on essential part of the teacher-students interaction during teaching of both explicit and implicit skills.

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<sup>42</sup>Dana R. Ferris, *Treatmen of Error in Second Language Student Writing*. (Michigan: The University of Michigan Press, 2011), p. 31-32.

The nature of response can vary widely. In the practice of feedback, the technique in giving feedback is also various according to the teacher's preference as well as the kind of written task they have set and the effect the teacher wishes to create.<sup>43</sup> In line with this, Harmer mentions there are some ways to respond students' writings.<sup>44</sup>

The first way is feedback to work in progress. When students are involved in a writing class especially where this is part of process writing, a 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 re-check some information they have made notes about.

Secondly, feedback can be presented by an English teacher through comment. 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 delivered by the teacher. So, teachers might 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.

Fourthly, feedback can be in the taped comment. This way is done when teachers cannot give face-to-face feedback. The teachers might well consider

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<sup>43</sup>K. Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p. 177.

<sup>44</sup>J. Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 112-114.

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.

Fifthly, feedback uses electronic comments. Recently, a lot of feedback can be given electronically, either via e-mail or through text editing programs.

The sixth 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.

Hyland & Hyland state that feedback is divided into two types. They are oral and written feedback.<sup>45</sup> Oral feedback refers to the provision of feedback on errors and weaknesses in content, organization, and language through face-to-face conferencing. This feedback can be done by giving comments in the form of questions, imperatives, praise, and suggestions; providing correct forms or structures in faulty sentences; indicating the location of errors; making recasts; and giving prompts in the forms of elicitation, clarifications requests, and repetition of errors.<sup>46</sup> Meanwhile, written feedback refers to the correction of errors and weaknesses in content, organization, and language through writing.<sup>47</sup>

Furthermore, Lee divides written feedback into direct and indirect feedback.<sup>48</sup> Indirect feedback refers to teachers indicating errors without correcting them for students. It means that teachers will locate errors directly by underlining or circling the errors. Moreover, the teachers may locate errors

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<sup>45</sup>K. Hyland and F. Hyland, "Feedback on Second Language Students' Writing", *Language Teaching*, 2006, Vol. 39 (2), p. 83.

<sup>46</sup>*Ibid*, p. 84.

<sup>47</sup>*Ibid*, p. 89.

<sup>48</sup>I. Lee, "How Do Hong Kong English Teachers Correct Errors in Writing?", *Education Journal*, Summer 2003, Vol. 31 (1), p. 154.



indirectly, for instance, by putting a mark in the margin to indicate an error on a certain line. The principle in the indirect feedback is that the teachers do not show the correction of the errors. Direct feedback refers to overt correction of student errors, that is, teachers locating and correcting errors for students' writing. The teachers normally put the symbols, codes, or comments right above or next to the errors which is underlined or circled. The more discussion about feedback will be explained in the next section.

To make clear the difference between direct and indirect feedback, Lee made an illustration of each type of feedback.<sup>49</sup> The illustration is as follows:

Figure 2.2 the difference between direct and indirect feedback

Type of error feedback	Explanation	Example
Direct feedback	<ul style="list-style-type: none"> <li>Locate and correct errors</li> </ul>	<ul style="list-style-type: none"> <li>Has went<sup>2000</sup></li> </ul>
Indirect feedback (Direct location of errors)	<ul style="list-style-type: none"> <li>Locate errors</li> <li>Locate errors and identify error types</li> </ul>	<ul style="list-style-type: none"> <li>Has <u>went</u></li> <li>Has <u>went</u><sup>verb form</sup></li> </ul>
Indirect feedback (indirect location of errors)	<ul style="list-style-type: none"> <li>Indirectly locate errors</li> <li>Indirectly locate errors and identify error types</li> </ul>	<ul style="list-style-type: none"> <li>e.g. putting a mark in the margin to indicate an error on a specific line</li> <li>e.g. by writing "verb form" (or "v") in the margin to indicate a verb form error on a specific line</li> </ul>

In this type, there are two types of feedback coded indirect feedback and encoded indirect feedback. As for the first type "coded indirect feedback", the teacher underlines the errors or mistakes for the students and then the teacher writes the symbol above the targeted error or mistake and then the teacher gives the composition to the student to think what the error is as this symbol helps the

<sup>49</sup> I. Lee, "How Do Hong Kong English Teachers Correct Errors in Writing?", *Education Journal*, Summer 2003, Vol. 31 (1), p. 154.

student to think. In the second type, the encoded indirect feedback, the teacher underlines or circles the error or the mistake and the teacher doesn't write the correct answer or any symbols and the student thinks what the error is and corrects. In indirect feedback, teachers respond to their students' errors by using symbols and codes that indicate the location and type of error.

To make indirect feedback more effective, Lee states that indirect feedback can be done by a symbol representing a specific kind of error (T=verb tense, Sp=spelling) and to reduce student confusion, teachers can consistently use a standard set of symbols or markings to indicate place and type of error and train the students in what kinds of corrections to make based on each symbol.<sup>50</sup> Furthermore, teachers should familiarize students with the system so they will not be surprised when new symbols are occurred.

The symbols or codes that can be used to indicate error in indirect feedback can be seen as follows.<sup>51</sup>

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<sup>50</sup> I. Lee, "How Do Hong Kong English Teachers Correct Errors in Writing?", *Education Journal*, Summer 2003, Vol. 31 (1), p. 154.

<sup>51</sup> J. Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p. 111.

Table 2.1 Correction codes used to indicate error types in indirect feedback

No	Code	Meaning	Kinds of errors
1.	WC	Word Choice	The words are inapplicable with the sentences/ meaning
2.	WF	Word Form	Wrong word form
3.	^	Missing Word	There is a missing word in the sentence/ you should add a word here
4.	?	Unclear Meaning	I can't understand this. The meaning is not clear. Write in another way to make the meaning clearer.
5.	S/V A	Subject verb agreement	Subject verb agreement
6.	∞	Not Necessary	The word is not necessary in this sentence.
7.	Prep.	Preposition	Wrong preposition
8.	Art.	Article	Use article a, an or the for singular noun
9.	WO	Word Order	Wrong word order
10.	SP	Spelling Error	You have to check and correct the spelling of the word.
11.	Capt.	Capitalization	The word should be started by capital letter/not capital.
12.	Punct.	Punctuation	There is something wrong with the punctuation/ you have to add punctuation here (coma,fullstops,etc.)
13.	VT	Verb tense or GR = more general grammar problems	Wrong tense/ use another tense
14.	DNS	Does Not Support	The developing sentence does not support the main idea.
15.	More	Need More	Need more developing sentence.
16.	Org.	Organization	You have to check the sequence of your developmental paragraph.

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also translating these ideas into readable text. In many cases, the students would need intervention from the teachers in terms of not only their writing instructions but also their comments on their submitted drafts in order to identify their own strength and weaknesses, which, in the case of the latter, will make the students know how to go about improving themselves and become effective writers. Thus feedback can be considered a pedagogical tool for the students' writing improvement.

Written feedback is an essential aspect of any English language writing course. This is especially true now with the predominance of the process approach to writing that requires some kind of second party feedback, usually the instructor, on student drafts.

The goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with minimal errors and maximum clarity.

According to Leki, teacher response can even serve as the final arbiter of whether a writer will continue to write at all.<sup>52</sup> Undoubtedly, good feedback gives students not only stimulation for revision but also motivation to maintain their interest in writing. In addition, provision of comments helps individualize writing instructions in that the student writers will be able to get individual attention to have their own needs or problems rightfully addressed.<sup>53</sup> In this way, feedback is an important step towards the learner centeredness. Especially when feedback is combined with instruction in the writing process, the dialogue between students and teacher is strengthened.

Giving and receiving feedback also helps students to develop 'reader sensitivity' and their own writing style. In conclusion, feedback is essential to students writing because it creates a context in which the students learn to write better and more easily.

Viewing feedback as an important aspect in the writing process, the issue of who will give feedback becomes a consideration to an English teacher in

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<sup>52</sup> I. Leki, *Coaching from the Margins: Issues in Written Response*, (Cambridge: Cambridge University Press, 1990), p. 58

<sup>53</sup> Joy M. Reid, *Teaching ESL Writing*, (Prentice Hall Regents: Englewood, 1993), p. 217

writing teaching learning process. According Lewis, the feedback can come from the teacher, from peers, and from the learners themselves in self assessment.<sup>54</sup>

First is feedback from the teacher. Teacher in the feedback is to explain and justify a grade including also some general suggestions for the students to consider “next time”. Moreover, many students can see their teacher’s feedback as crucial to the students’ improvement as a writer.

Second is feedback from peers. Peer feedback is done by the students to look at each other’s drafts. Each student has to respond based on his or her ability. It can be imagined that in the peer feedback the students will make a discussion about their writing text to their peer. That peer feedback has an advantage of encouraging students to work collaboratively. In line with this, Harmer also states that the success of peer feedback may depend on exactly who is the reviewer and whose work is being reviewed. However, peer response is said to provide a means of both improving students’ draft and developing readers’ understanding of good writing.

Last is feedback from the learners themselves. When the teacher does not have time to give response to all students’ writing, the students are expected to self-edit their writing. However, the teacher does not then leave the students to give feedback to their writing but the teacher has to teach the students to self-edit. Some experts purposed some ways to teach the students to self-edit.

There are four level of focus of feedback that influences the effectiveness of students’ writing.<sup>55</sup> First, feedback can be about a task or product, such as

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<sup>54</sup> Marylin Lewis, *Giving Feedback in Language Classes*, (Singapore: SEAMO Regional Language Centre, 2002), p. 15-23.

<sup>55</sup>John Hattie and Helen Timperley, “The Power of Feedback”, *Review of Educational Research*, 2007, Vol. 77 (1), p. 90.

whether work is correct or incorrect. This level of feedback may include directions to acquire more, different, or correct information, such as “You need to include more about the Treaty of Versailles.” Second, feedback can be aimed at the process used to create a product or complete a task. This kind of feedback is more directly aimed at the processing of information, or learning processes requiring understanding or completing the task. For example, a teacher or peer may say to a learner, “You need to edit this piece of writing by attending to the descriptors you have used so the reader is able to understand the nuances of your meaning,” or “This page may make more sense if you use the strategies we talked about earlier.” Third, feedback to students can be focused at the self-regulation level, including greater skill in self-evaluation or confidence to engage further on a task. For example, “You already know the key features of the opening of an argument. Check to see whether you have incorporated them in your first paragraph.” Such feedback can have major influences on self-efficacy, self-regulatory proficiencies, and self beliefs about students as learners, such that the students are encouraged or informed how to better and more effortlessly continue on the task. Fourth, feedback can be personal in the sense that it is directed to the “self,” which, we argue below, is too often unrelated to performance on the task. Examples of such feedback include “You are a great student” and “That’s an intelligent response, well done.”

Thus, there is a distinction between feedback about the task (FT), about the processing of the task (FP), about self-regulation (FR), and about the self as a person (FS). We argue that FS is the least effective, FR and FP are powerful in

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terms of deep processing and mastery of tasks, and FT is powerful when the task information subsequently is useful for improving strategy processing or enhancing self regulation (which it too rarely does).

Feedback about the task this level includes feedback about how well a task is being accomplished or performed, such as distinguishing correct from incorrect answers, acquiring more or different information, and building more surface knowledge. This type of feedback is most common and is often called corrective feedback or knowledge of results, and it can relate to correctness, neatness, behavior, or some other criterion related to task accomplishment. FT is more powerful when it is about faulty interpretations, not lack of information. If students lack necessary knowledge, further instruction is more powerful than feedback information. One of the problems with feedback at the task level is that it often does not generalize to other tasks. For example, demonstrated that improvement was specific to the questions for which feedback was provided and was not used to answer other questions. Feedback aimed to move students from task to processing and then from processing to regulation is most effective. Too much feedback within a level may even detract from performance. For example, FT that provides very specific information about the correctness of the minutiae of tasks and is not also directed to the processing required to complete the task can direct attention below the level necessary for high-level performance and thus interfere with task accomplishment.<sup>56</sup>

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<sup>56</sup> John Hattie and Helen Timperley, "The Power of Feedback", *Review of Educational Research*, 2007, Vol. 77 (1), p. 91.

Feedback about the processing of the Task FP is more specific to the processes underlying tasks or relating and extending tasks. Such feedback concerns information about relations in the environment, relations perceived by a person, and relations between the environment and the person's perceptions. A surface understanding of learning involves the acquisition, storing, reproduction, and use of knowledge and thus relates more to FT. A deep understanding of learning involves the construction of meaning (understanding) and relates more to the relationships, cognitive processes, and transference to other more difficult or untried tasks. A major type of FP relates to students' strategies for error detection, thus providing oneself with feedback. Such errors may indicate failure and a need to re-strategize, to choose different strategies, to be more effective in applying strategies, and/or to seek help. Whether students engage in error correction strategies following error detection depends on their motivation to continue to pursue the goal or to reduce the gap between current knowledge and the goal.

Feedback about self-regulation involves interplay between commitment, control, and confidence. It addresses the way students monitor, direct, and regulate actions toward the learning goal. It implies autonomy, self-control, self-direction, and self discipline.

Feedback about the self as a final level of feedback not because it is effective but because it is often present in class situations and too often used instead of FT, FP, or FR. Personal feedback, such as "Good girl" or "Great effort," typically expresses positive (and sometimes negative) evaluations and affect about the student. It usually contains little task-related information and is rarely converted into more engagement, commitment to the learning goals,



enhanced self-efficacy, or understanding about the task. FS can have an impact on learning only if it leads to changes in students' effort, engagement, or feelings of efficacy in relation to the learning or to the strategies they use when attempting to understand tasks.

Both positive and negative feedback can have beneficial effects on learning, and the argument presented in this article is that the untangling of these effects depends more on the level at which the feedback is aimed and processed than on whether it is positive or negative. Specifically, negative feedback is more powerful at the self level, and both types can be effective as FT, but there are differential effects relating to commitment, mastery or performance orientation, and self-efficacy at the FR level.

At the self level (FS), it has already been noted that no praise is more effective than praise if accompanied by FT. Furthermore, there is much evidence to suggest that negative feedback or disconfirmation can be more potent than positive feedback or confirmation at this self.<sup>57</sup>

At the self-regulation level, the commitment to goals is a major mediator of the effectiveness of positive and negative feedback. The positive feedback increases motivation relative to negative feedback for a task that people “want to do” and decreases motivation relative to negative feedback for a task that people “have to do.” Thus, when we are committed to a goal, we are more likely to learn as a function of positive feedback, but when we undertake a task that we are not committed to (and hence have to do), we are more likely to learn as a function of

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<sup>57</sup> John Hattie and Helen Timperley, “The Power of Feedback”, *Review of Educational Research*, 2007, Vol. 77 (1), p. 98.

negative feedback (we need to be driven, in the older motivation terminology). It is likely, however, that this effect is short lived in that it may lead to future task avoidance behavior.

There is also an interaction effect at this FR level between positive and negative feedback and the self-efficacy of students. For highly self-efficacious students, feedback about initial success may signify a talent or potential ability, which leads to better coping in the face of disconfirmation feedback. They related the feedback to positive verifications of themselves as learners. As a consequence of disconfirmation feedback, highly self-efficacious people make more optimistic predictions about their performance after initial failure than after initial success, and they seek specifically unfavorable feedback to excel at the tasks. For the low self-efficacious students, positive feedback about initial success may confirm that they have deficiencies that need to be remedied, which can lead to a variety of reactions. One reaction may be further engagement to remedy these “deficiencies” to reach a passable level of performance, which would afford protection against failure. Alternatively, these students may avoid tasks and feedback following initial success, because such success signifies that they have already reached an adequate level of performance, and further tests merely run the risk of disconfirming the (sometimes hard gained) favorable outcome.

Disconfirmatory feedback can also have a negative impact on subsequent motivation and performance for low self-efficacious students. Low self-efficacious people are more likely to react to negative feedback by attributing the feedback less to effort and more to ability.

At the task level (FT), it has already been noted how powerful corrective feedback is for enhancing learning, particularly when learning new skills or tasks. Disconfirmation with corrective information can be effective, but disconfirmation without this information is of little use because it provides no information regarding what to do or how to respond next. It is acknowledged that FT can be ignored by students if it is poorly presented or if the students' knowledge is insufficient to accommodate additional feedback information.



## **CHAPTER III**

### **METHODOLOGY**

This chapter presents: research design, subject of the study, research questions, instrument of the study, technique of data collection, and technique of data analysis.

#### **A. Research Design**

This research used qualitative method, which is a method that described the information as it is in accordance with the variable under the study.<sup>58</sup> It was used to describe phenomenon about students' writing of recount text that focus on mechanic error at first grade of MAN 1 Kendari. In addition, qualitative research is involved with the concepts and more than one identity of a select group; therefore, the findings or theory may only applicable to a similar group.

#### **B. Setting and Context**

The study was conducted in SMAN 1 Kendari at class X MIPA 2 for 4 weeks. It started at the first semester of academic year 2018/2019. There were 2 meetings in each week. Those are every Monday and Wednesday. It is because there were 2 classes of English class. The first one is Bahasa Inggris Kelas Wajib dan Bahasa Inggris Kelas Lintas.

When the researcher taught in classroom and asked them to write the researcher found that the students' writing skill was low. Several of students there could not produce some kinds of written texts. They got difficulties when they

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<sup>58</sup> Ronald L. Jackson II, Darlene K. Drummond and Sakile Camara, "What is Qualitative Research?", Routledge Taylor & Francis Group, 2007, Vol. 8 (1), p. 23.