

CHAPTER II

REVIEW OF THE LITERATURE

This chapter will present some of theories related to with the study. This chapter will discuss about: (a) review of previous study, (b) concept of writing, (c) narrative text, (d) feedback on students' writing, (e) types of feedback, (f) teacher's feedback.

A. Review of Previous Study

In this part the writer discusses some of related previous study. The writer describes how those studies had been conducted and what makes those different with their current research.

Firstly, Maleki and Eslami. They analyzed the effects of written corrective feedback techniques on EFL students' control over grammatical construction of their written English. Their study involved 90 intermediate Iranian EFL students to be the participants. Thus, they were separated into three groups; then they randomly received direct, indirect or no correction feedback. They created three pieces of writing, pre-test, immediate post-test and delayed post-test. The results showed that the recipients of written feedback achieved more than those in the control group – suggesting the effectiveness of both kinds of written corrective feedback. Therefore, the provision of written corrective feedback should be regarded as a potentially valuable technique in instructing writing to EFL learners.¹¹

¹¹Ataollah Maleki and E Eslami, *The Effects of Written Corrective Feedback Techniques on EFL Students' Control over Grammatical Construction of Their Written English*, Theory and Practice in Language Studies Journal, 2013, p. 1250-1257

Secondly, Jiang and Xiao that was 8- week study to investigate the differential effects of two written corrective feedback (CF) options on 92 low-intermediate EFL students' explicit and implicit knowledge of English articles and the extent to which language analytic ability might influence the effect of written CF. The acquisition of explicit knowledge was measured by an error correction test, and implicit knowledge was measured by a picture-cued writing test. It was found that both the DOC and the DMC benefited explicit and implicit knowledge, but no significant differences were reported in their effects on each type of knowledge. This study also showed that language analytic ability mediated the effectiveness of the DOC rather than that of the DMC. These findings are discussed from the perspective of cognitive psychology and implications and suggestions for further research are put forward.¹²

Thirdly, Hamidun, Hashim, Othman. They found that the feedback provided to the students' writing gave a significant impact and increased the students' level of motivation in writing. Consequently, the findings revealed that the students showed the great enthusiasm and motivation to write in English even though some of them were lack of vocabulary and proficiency in English language. The participants responded well to the direct feedback that was constructive and formative given by

¹²Lin Jiang, and Hailing Xiao, *The Efficacy of Written Corrective Feedback and Language Analytic Ability on Chinese Learners' Explicit and Implicit Knowledge of English Articles*, English Language Teaching Journal, (7), 2014, p.22

the instructors (researcher) throughout the camp. The meaningful feedback provided encouraged and motivated them to write and produce good writing¹³.

Based the explanation of the previous study above, the result found that corrective feedback is effective for students to increase their ability along their learning process. Thus, the previous research also proved that a good feedback can motivate students in writing English. By studying those previous researches, the writer looks some worth thing to be applied in her own research. Besides, the researcher found that they only focused on some factors like they used direct feedback, some of writing component that assessed. Therefore, this research aimed to fulfill that gap.

Further, this study serves a different design from previous study because those studies mostly focused on giving direct feedback to students'. While this study only uses indirect feedback that is used to identified students' writing in two aspects, generic structure and language features.

B. Concept of Writing

Writing is challenging task that requires both effort and skill. During the learning process, English as a foreign and English as a second language (EFL/ESL) learners face many obstacles, such as learning how to do the mechanics of writing.

Besides, writing is more that changing from oral language to written language. It needs thinking, drafting and revising which do not develop naturally.

¹³Nazifah Hamidun, Shafiq Hizwari Md Hashim, and Nur Farhinaa Othman, *Enhancing Students' Motivation by Providing Feedback on Writing: The Case of International Students from Thailand*, International Journal of Social Science and Humanity, (2), 2012, p. 591-594.

Teachers should show students how to create ideas, how to organize them and how to revise them which do not teach in speaking class.¹⁴ Writing involves more to produce words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose we have in our mind will suit the intended readers. Therefore, in presenting a piece of text we should consider the correctness of form, the appropriateness of style, and the unity of topic.¹⁵ In order to achieve a piece of text that can be understandable for reader.

Writing involves some activities before, when writer writes, and after writing. the activities before writer writes include exploring ideas which could be building vocabulary, interviewing someone, discussion, etc; and organizing ideas which could be ordering information in a paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. when writer writes, she or he should develop their critical thinking and style which includes connecting ideas, adding details, selecting the correct verb tense, selecting the correct tense, and writing the first draft.

That is not the end of writing. After the writer writes the first draft the writer should edit and revise it. It could be the content, form, organization, cohesion and style, and grammar. Raines (as cited in Richard) examines that in order to produce a

¹⁴Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy, Second Edition*(New York: Pearson Education, 2001), p. 335

¹⁵Harmer, J.*How to Teach*.England : Pearson Education, 2004, p.4

good writing writer should write more than just one draft. A good writing could be the fourth or fifth draft or even more.¹⁶

In conclusion, writing can be used as tool for communication not only through speaking but also it can be through a text. Therefore, we need to understand how synchronize word to word, tenses to text type, ideas and some aspects in writing, element in writing to produce a meaningful information.

C. Narrative Text

1. The Definition of Narrative Text

Narrative is taken from the Latin *narre* to make knows, to convey information, provide individuals with the tools to learn and teach other about world. It is also used by researchers as a metalanguage that allows them both to describe their research and study objects approaching them as a narrative discourse¹⁷. a text that its social function is to entertain, and dealing with actual experience or representatives in different ways. It deals with problematic events that caused the crisis or turning point of some kind, which in turn find a resolution.¹⁸

Meanwhile, Barthes states that narrative is first and foremost a remarkable variety of genres; they are distributed among different substances – as if the material is suitable to receive a human story. Able carried by articulated language, spoken or written. The narrative is present in myth, legend, fable, story, novel, epic, history, tragedy, drama and etc.¹⁹ Narrating is when you tell story and when you describe

¹⁶Richard, Jack C and Willy A Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University. 2002, p. 306-307

¹⁷Slava Tomaschikova. Narrative Theories and Narrative Discourse, Buletin of the Transilvania University of Brasov, 2009, p.281

¹⁸Doroty Grant Hennings, *Reading with Meaning* (Prentice Hall:New Jersey, 1999). p.283

¹⁹Paul Hazel, *Introduction to Narrative* (Swansea, SA1 6ED), 2007 p.1

actual or fictional events which are arranged in chronological order or sequence. It can be said that sequencing the events in narration is one of the important elements because narration is concerned with time. In addition, narration deals with a problematic event which leads to a crisis or turning point of some kind, which in turn finds a resolution. This means that in narrative text, there are some problems developed or happened and finally can be solved at the end of the story. Narrative is a kind of story genre that can be imaginary or factual, has many types. They are fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myth, legends, historical narratives, ballads, and etc.

From the explanation above, it can be concluded that narrative text is telling a past story or event, either actual or fictional, by using time sequence or chronological order. Moreover, the story in narrative text sets up one or more problems, which must find a way to be resolved.

2. Purposes of Narrative Text

Each text written surely has a purpose or purposes, including narrative text. Writers write narrative text with purpose/s. However, people write narrative text might be basically for pleasure, to gain and hold the reader's interest in a story. It means that they like to write any kinds of stories to entertain or even to teach the writer's reflection on experience. The social function of narrative text is and to deal with actual or various experiences in different ways. Narrative text can fulfill any of the purposes for writing: to entertain, to express feelings, to relate experiences, to inform, and to persuade.

3. Generic Structures of Narrative Text

Narrative text consists of an orientation. Introduction of the story which involves the characters, setting and time of the story are established. Usually answer who? When? Where? and it is stated in the beginning of the story. Some indication is generally given of where the action is located and when it is taking place. The starting point of a narrative story is to make readers understand what the stories talking about.

Thus, orientation means to introduce the participants or characters of the text time, sets of the scene, creating the picture of the setting and atmosphere. A complication explores the conflict in the story. It will show the crisis, rising crisis, and climax of the story. This structure of narrative text is to tell the event involving the main character: either the character goes against tradition or does something quite unexpected. Complication is the problem raise. It is divided into major and minor complication.

Then, asequence of eventis where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view. A resolution, this is the situation which the problems have been resolved. It must be our note that "resolved" means accomplished whether succeed or fail.it means the complication may be resolved for

better or worse / happily or unhappily and a coda that provides moral based on what has been learned from the story.²⁰

4. Language Features of Narrative Text

There are some language features in narrative text. Those are (a) noun that identifies the specific character, (b) past tense, (c) adverb of time that connect events to tell when they occur. For instance, first, then, next, while, afterward, finally, after, during, before, etc., (d) time conjunction, (e) action verb, to show the action that occurs in the story (f) direct speech

In addition, language features of narrative are focus on specific and usually individualized participants, use of material processes, use of mental process, use of temporal conjunction and temporal circumstance, and use of past tense. To sum up, the language features of narrative text are; a.) Focus on specific characters in the story; b.) Used of past tense; c.) Used of adverb of time such as today, tomorrow, finally and etc; d.) Used of time conjunction, such as when, while, before and etc; e.) Used of action verb, such as take, run, walk and etc; e.) Use of direct speech, such as can, may, must, ought to and etc.

²⁰Mark Anderson and Kathy Anderson, "*Text Types in English 2nd*", South Yara: MacMillan Education Australia PTY LTD, 1997, p.8

5. Example of Narrative Text

Malin Kundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Specific Character Malin Kundang and her mother Specific Character. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother. Malin Kundang was a healthy, diligent, and strong boy. He usually went Past Tense to sea to catch fish. After getting fish he would bring it to his mother, or sold Past Tense the caught fish in the town. Orientation

One day Adverb of time, when Malin Kundang was sailing, he saw past tense a merchant's ship which was being raided by a small band of pirates. He helped past tense the merchant. With his brave and power, Malin Kundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left past tense his mother alone. Orientation

Many years later, Malin Kundang became Past tense wealthy. He had Past Tense a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When Conjunction he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". Direct Speech

An old woman ran Action verb to the beach to meet the new rich merchant.

She was Malin Kundang's mother. She wanted Past tense to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he Direct speechordered Past tense his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. compilation Sequence of event

Finally adverb of time, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone. Resolution

In religion, we were taught to respect and obey our parents because of their love and kindness we still exist in this world Code

D. Feedback on Students' Writing

Writing is skills which can be improve through practice. Therefore, in this case, feedback has important role in writing. Feedback can greatly influence students' attitude for writing and their motivation for future learning. Feedback is as information that is given to the learner about his or her performance of the learning test, usually with objectives of improving their performance. In this case, giving feedback on students' can be as way motivating students' to learn to write.²¹

Similarly with the statement above that feedback is one factor that supports the greatest importance in terms of what is known affect students' learning.²² In addition, feedback can motivate students under correction like correction, comment, suggestion, praise and grade, since they can be challenged to the best. Moreover, information students that they receive from feedback can make the know how to apply their knowledge. Therefore, it can be argued that feedback can improve students' writing skill.

Giving feedback is having different way it is depend on what feedback that the teacher applied in the writing. There are two types of teacher's feedback: they are direct and indirect feedback.²³

²¹Srichanyachon, N. (2012). *Teacher Written Feedback for L2 Learners' Writing Development*. Journal of Social Sciences, Humanities, and Arts, Vol. 12 (1) : 7-7. p. 1.

²²Raaheim, A. (2006). *Do Students Profit From Feedback?*. International Journal of Media, Technology and Lifelong Learning, Vol. 2. p.4

²³Dana R, Ferris, *Treatment of Error; In Second Language Student Writing* (California: The University of Michigan Press, 2011, p. 93

1. Direct feedback

Feedback as a strategy applied by the teacher that important position to improve the student evaluation or when teaching learning process during practice and revision in class. Here, formative assessment gives information to teacher and students about how students' performance relate to classroom learning goals. One of the strategies use by teacher in giving formative assessment is by using direct feedback.

Direct feedback is provided when the teacher writes the correct form on the students' paper. It is a technique of correcting student's error by giving specific comment directly; in giving correcting on student's performance is giving comment after the student performs their task in the classroom. On the other hand, direct teacher's feedback simply means that the teacher provide the student with the correct form of their errors or mistake whether this feedback is provide orally or written.²⁴

2. Indirect feedback

Indirect feedback is provided when the teacher indicates the location of the error on the paper by underlining. The teacher prepared the students to error indirectly by using general comments and gives the students opportunity to repair their mistake.²⁵ Indirect feedback is assumed that it can bring more benefits to

²⁴ Sasan Baleghizased, and Mehdi Dadash, "*The Effect of Direct and Indirect corrective feedback on Students' Spelling Errors*," Vol. 13 no. 1, 2010, p. 132 129-137

²⁵ M. Mirzaii, and R.B. Aliabadi, "*Direct and indirect written corrective feedback in the context of genre-based instruction on job application letter writing*," Journal of writing research, Vol. 5 (2), 2013, p. 194

students' writing development. It means that indirect feedback can involve students from the writing process until finishing process, besides it saves teachers' time too.²⁶

From explanation above, it conclude that indirect feedback is a strategy of providing feedback commonly used by the teacher to help students correct their error by indicating an error without providing the correct form. Indirect feedback take place when teacher only provide indication which is some way makes students aware that an error exist but they do not provide the students with then correction. In this case, teacher can provide general clues regarding the location and nature or type of an error by providing underline, a circle, a code a mark, or a highlight.

E. Teacher's Feedback

Professionally, teacher has responsible for the success of the students' toward to desire objectives learning. No teachers want his/her students fail in achievement. No one teacher who loves their students fails. Failure of the student's learning is not only a loss for the concerned, but also losses for teachers and parents. Armed with knowledge, teachers make an effort so that no students fail to learn. One way is to give feedback in learning. Feedback is the teacher's comments on the results of student work. Comments can be made in writing or orally at work, directly to the students concerned. It is very important for improvement and development of necessary knowledge and skills of learners.²⁷ Aside from of teachers, feedback can also be obtained by student from another friend. In principle, should be able to enhance the learning process.

²⁶ Jean Chandler, The Efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 students writing, *Journal of Second Language Writing*, 12, 2003, p. 293

²⁷ Sompong Panhoon and Suwimon Wongwanich, "An Analysis Teacher Feedback for Improving Teaching Quality in Primary School", *Social and Behavioral Sciences*, 116. 2014, p. 4130

Much of the research on feedback has focused on the nature of written comments on student assignments, although has wider addressed, feedback practices can help students build self- assessment and self-regulation abilities in relation to their thinking, motivation and behavior during learning. This perspective moves the feedback process away from being an after the assessment event transmission of information from teacher to student and towards an ongoing dialogue to help build students' knowledge, skills, confidence and perception about themselves as learners.²⁸



²⁸ Srichanyachon, N. *Teacher Written Feedback for L2 Learners' Writing Development*. Journal of Social Sciences, Humanities, and Arts, Vol. 12 (1). 2012, p, 12