CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical and empirical literature from the areas of review of previous study, definition of perception, students' process in writing teacher feedback on students' writing, benefit of teacher feedback on students' writing. The aim is to establish an analytical framework for this present study.

A. Review of previous study

In this section, the researcher stated the relevant researchers which possible to add the readers view on students' perception towards teacher response in L2 writing. In the following statements, actually the researcher does not find out yet the same study, therefore there were several studies that that have relevant to this study as follow: "*Students' Perception toward Teacher's Written Corrective Feedback in Writing 3 class*" by Listiani, 2017.

The writer took the whole 50 students who enrolled writing 3 classes in one of private universities in Central Java, Indonesia. The present study adopts a quantitative and qualitative design, employing questionnaire to obtained students' perception.

The results of data showed of teacher's written corrective feedback 100% of students admitted that they received the feedback from their teacher in responding their writing problems. In general students (94%) agreed that the feedback helped them to write paragraph writing, however, 6% of students

responded differently. In indirect teacher's written corrective feedback got positive (86%) and 14% of students gave negative response. Besides, students (98%) agreed that feedback on all aspects of writing (organization, content, mechanics, grammar, and vocabulary) helped them to improve their writing, but only 2% of students did not agree.

B. Definition of perception

Perception is the act of composing, recognizing, and interpreting sensory information to provide an overview and understanding of the environment. Perception includes all signals in the nervous system, which are the result of physical or chemical stimulation of the sensory organs. Perception is a process taken by each individual to organize and interpret the impressions of the senses that you have in order to give meaning to the surrounding environment. Besides, perception as the process by which physical sensations such as sights, sounds, and smells are selected, organized, and interpreted.[7]

Perception is also shaped by recipients learning, memory, expectation, and attention. People are trying to make sense of their surrounding world that is by cognitive logical thinking, reasoning, emotional and affective feeling. Therefore, that situation arise the positive and negative perception in each person. Positive perception that description all knowledge and respond which is in line or harmonious with the received object and it is forwarded to the effort of utilizing. Negative perception, it is perception that description that all knowledge and

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[7] Solomon, M. R. Consumer Behaviour (3rd ed.). (Englewood Cliffs, NJ: Prentice Hall, 2002)

respond which is not in line with the perceived the object. Moreover, it is forwarded to decision to accept or reject and against the perceived object.

In addition, in learning process teachers and students gave their perception about the result as long as the learning took place. Students' perception is the result of direct experiences in the educational context, that experiences also can be very different from teacher experiences of the educational context. It is because each individual have different characteristic and different individual histories. Then, teacher perception is the thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences, and influence their professional behavior.

The process of perception

Perception is a process consisting of several sub processes. This approach emphasizes that there is input which is processed and gives output. The stimuli in the environment-objects, events, or people-can be considered as the perceptual inputs. The actual transformation of these inputs through the perceptual mechanism of selection, organization, and interpretation can be treated as the throughputs, and the resultant opinions, feelings. For example, the person must see, hear, smell, taste, and feel something. It will be followed by the interpretation of sensation to reach certain meaning.

In more details, categorizes the perception process into three elements-selection of stimuli, organization of stimuli, and interpretation of stimuli. After receiving the stimuli from the environment, some are selected for further

processing while others are screened out because it is possible for a person to select all stimuli which he sees in the environment. There are two types of factors which affect selection of stimuli. These are external and related to stimuli and internal related to the perceiver. Organization of Stimuli: After the stimuli are received, these are organized in some form in order to make sense out of that. The various forms of organizing stimuli are figure-ground perceptual grouping, simplification, and closer. Interpretation of Stimuli: The perceptual inputs that have been organized will have to be interpreted by the perceiver so that he can sense and extract some meaning of what is going on in the situation. People interpret the meaning of what they have selectively perceived and organized in terms of their own assumptions of people, things and situation. They also become judgmental as well and tend to interpret the thing as good/bad, beautiful/ugly and so on which are quite relative terms. In such a process, there are chances of misinterpretation. Interpretation of stimuli is affected by characteristics of stimuli.

Kinds of perception

The first is a stimulus is physical information we receive through our senses. Advertising stimuli can appear in a variety of forms: a window display at a local department store, the brightly colored labels on cans of Campbell's tomato soup, or even the red price tag on a pair of skis at the Sport Chalet. These objects are all physical in nature; they stimulate our senses (with varying degrees of intensity) in ways that can be measured.

The second key element in perception is the personalized way of sensing and interpreting the stimulus data. Before any data can be perceived, they must

first penetrate a set of perceptual screens, the subconscious filters that shield us from unwanted messages. There are two types of screens, physiological and psychological.

The physiological screens comprise the five senses: sight, hearing, touch, taste, and smell. They detect the incoming data and measure the dimension and intensity of the physical stimuli.

We are limited not only by the physical capacity of our senses but also by our feelings and interests. Each consumer uses psychological screens to evaluate, filter, and personalize information according to subjective emotional standards. Advertisers face a major problem dealing with consumers' perceptual screens. As over communicated consumers, we unconsciously screen out or modify many of the sensations that bombard us, rejecting those that conflict with our experiences, needs, desires, attitudes, and beliefs. We simply focus on some things and ignore others. This is called selective perception.

The third key element in perception is cognition: comprehending the stimulus. Once we detect the stimulus and allow it through our perceptual screens, we can comprehend and accept it. Now perception has occurred, and the stimulus reaches the consumer's reality zone. But each of us has his or her own reality.

The mind is like a memory bank, and the stored memories in our minds are called the mental (or perceptual) files. Just as stimuli bombard our senses, information crowds our mental files in today's over communicative society. To cope with the complexity of stimuli such as advertising, we rank products and other data in our files by importance, price, quality, features, or a host of other

descriptors. Consumers can rarely hold more than seven brand names in any one file more often only one or two.

C. The process in writing

Writing is media to sharing information, express ideas, and opinion. In writing skills, there are several things that make students anxiety to learn English, namely writing text. Students' anxiety is one of the factors that affect the process of learning[8]. It is because writers often carry the burden of learning to write in English[9]. Such as, limited vocabulary and grammar, continuity between the first paragraph and second paragraph, and also pouring ideas in making essays/assignments that given by the teacher.

Writing is an activity of expressing ideas, thoughts, experiences and knowledge in the form of notes using letters, symbols or symbols that are made systematically so that it can be easily understood by others. Besides, writing is a process of sharing information, message, and ideas. Writing is the primary means for conveying information, ideas, beliefs, and impressions to other when the ideas are too complex to express orally, when face to face is not possible or when a permanent form of communication is needed." writing is the communication of content for a purpose to an audience. Writing is one of difficult skill in learning English; it is because students have to produce a text using English and grammatical correctly Writing is essentially a knowledge, which knows what is in the mind and then poured into written form. Knowledge here is not only in the form of words or phrases but can also be in the form of pictures, a combination of ideas and images,

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[8] Kara Selma, "Writing Anxiety: A Case Study on Students' Reasons for Anxiety in Writing Clasess," Anadolu Journal of Educational Sciences International, no.1 (2013), p. 104.

[9] Hyland, K. Second language writing. (New york: Cambridge university press, 2003).

as well as everything that is in the mind. A person's knowledge will be clearly seen after it is poured into oral and written form. Furthermore, definitions of writing as follows, the act of forming letters and characters on paper, wood, stone, or other material, for the purpose of recording the ideas which characters and words express, or communicating them by visible signs.

Aspect of writing

Aspect of writing there are five kinds of writing. The first is expository writing, the aim of it is to explain or inform. The second is descriptive writing that serves to show, describe something. The third is persuasive writing for arguing or against an issue. The fourth is creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more. The last is narrative writing that tells story and, in doing so, entertains or informs the reader.

Expository writing explains an idea and thing with a thorough analysis, focus on telling about a given topic or subject without voicing their personal opinions. Characteristic of expository writing are descriptive, however description should be written about a thing or a process and it is usually done chronologically or hierarchically. Illustrative, is essential in this kind of essay and it should be relevant. Explicit references need to be included to support the theoretical points. Explanatory, the pertinent theory should be explained should be supported with suitable information. Analytical, it is an imperative part as through this process, the topic is broken down into parts in order to categorize. Clarity, it is the idea or thought should be clearly mentioned in the essay. Unbiased, the approach of the

essay should be unbiased. Impersonal, the first-person pronouns should not be used in this essay.

Descriptive writing that serves to show, and describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions. The Techniques of Descriptive Writing are choosing the focus, to decide what the topic is going to be. It can begin to add details about the specific event, object, or person. Then use of words, that using adjectives to make writing more detailed for the reader. This process will allow the reader to create a mental image through the use of word choice. The last is reader interest, as a writer it is important paint a picture with the words. One of the best ways by using taste, smell, hearing, sight, touch, and creating an opportunity for the reader to develop an emotional connection the writing.

Narrative means story, which can be a real or an imaginary event. Narrative writing is all about narrating a story or describing a real incident. Usually, narrative writing is categorized as fiction, which is based on imaginative events or stories that did not actually happen. The other category of writing is known as nonfiction, which would be writing that is based on real facts such as newspapers, essays, reports, and other informative writing.

Characteristic of narrative writing is the stories must have characters, also known as the people or subjects of the story. Usually there are also specific types of characters needed in order to create a developed story. In addition the characters every story must have a plot, or events that occur. The plot consists of

five components: the exposition, rising action, climax, falling action, and resolution. One of the most important components of a story is the conflict. A conflict is any struggle between opposing forces. Conflict is very important to creating interest in stories. Then, the setting is the time and location in which the story takes place. These facts set the scene for the story and can determine what kind of conflict occurs. Types of Narrative Writing have various forms that are folktale, epic, fable, captivity narrative, fantasy, short story, play, news, realistic fiction, historical fiction, biography, autobiography, novel, myth, and tall tale.

Persuasive writing is a common style of writing that expresses the arguments along with the authentic ideas. Persuasive writing is a type of nonfiction written document that motivates the writers in developing logical arguments along with a constructive summary by choosing suitable words in persuasive writing, writers represent that one idea is more legitimate way than other ideas. Generally, one or several arguments are developed in the persuasive writing by using legal facts, logical reasons and examples.

However, persuasive writing is referred as a presentation of authentic facts and examples to convince the readers to support the stated statements. Writers should represent a clear opinion along with the supportive examples. Persuasive writing contains the opinions and biases of the author. Besides, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, cover letters, and newspaper opinion and editorial pieces.

Creative writing is a vague term, but it includes fiction, poetry, drama, screenwriting, autobiographies and more. Creative writing is an art of sorts the art of making things up. It's writing done in a way that is not academic or technical but still attracts an audience. Creative writing can for the most part be considered any writing that is original and self expressive. Types of creative writing includes, poetry, plays, movie and television scripts, fiction (novels, novellas, and short stories), songs, speeches, memoirs, and personal essays.

The writing process

To some extent, in writing process students need some skill, expertise, perseverance and thoroughness. There are several things that should be taken into account when writing in English, namely proper grammar, punctuation, conjunction between sentences that are appropriate, not rigid and straightforward. Therefore, before starting an article there are a number of things a writer does to get maximum results. Such as prewriting; choosing topic and collecting information, outlining that means organizing ideas into an outline, writing a trough draft, and revising or editing[10]. That there are seven stages in the process writing. They are pre-writing, drafting, sharing, revising, editing, publishing, and the last is assessing.

Prewriting is a planning stage for writing process. Planning is an important step of the writing process where writer choose the topic and determine of points in their writing. The preparation is related to ideas or materials that will

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[10] Oshima, A., & Hogue, A. Writing Academic English (4th Edition). (New York: Pearson Longman, 2006).

be used in the next process. In the process of prewriting there are the method and strategy that the student or writer can use in writing process.

Firstly, Brainstorming, Brendan explained that brainstorming means experimenting with word and idea, association, particularly making unusual association, to see what happens. Brainstorming is the process of coming up with as many ideas as possible about a topic without being worried about the feasibility. The ideas can be an opinion, feeling, purpose, or thought. Therefore, brainstorming is very importance and very useful to be carried out previously. Because this technique can help students make connections they may want to use later in their writing.

Secondly is free writing. The free write strategy is students write that comes into their mind about the topic, the students should not worry about grammar, punctuation, or spelling. They should try and come up with as many ideas as they possibly can to help them when they get to the writing process. Thirdly is a mind map. Mind mapping is the most effective and efficient way to enter, store and extract data from or to the brain. Mind Mapping is a creative way for individual students to generate ideas, take notes or plan new research. Using Mind Mapping techniques makes it easy for students or writers to explore ideas deeper and also facilitates complex problems, because they can see problems comprehensively. Mind Maps can be used to make plans, describe ideas or concepts more concretely and help us remember better.

Fourthly is doodling. Doodles are simple drawings that can have concrete representational meanings or consist only of random and abstract lines, generally

without ever lifting a drawing device from paper, in this case usually called "graffiti". Some students can combine words with pictures when they think about what they want to write at the prewriting stage. This can help students develop their creativity in writing. The last is outlining. Outline is a writing plan that contains outlines of an essay that will be worked on and is a series of ideas that are arranged systematically, logically, clearly, structured, and orderly. It is to help them organize their thoughts on the topic and easier in write their paper.

Next is drafting, contains the main ideas that are still an outline obtained during the prewriting process. The later ideas were developed into a structured writing. Drafting occurs when put ideas into sentences and paragraphs. Here concentrate upon explaining and supporting the ideas fully. Here also begin to connect the ideas. Regardless of how much thinking and planning to do, the process of putting the ideas in words changes them; often the very words select evoke additional ideas or implications. After drafting activity, the writer can share to the other people. Sharing means is sharing the work with other people and getting some feedback about the writer is doing.

Drafting the writing, the introductory paragraph should be well-written and attractive. They can start their essay with a question or a quotation. An emphatic statement can be a first line of an essay. Additionally, each body paragraph should cover each point by maintaining a right sequence; examples should be included in each body paragraph. Make the arguments engaging and impressive by incorporating relevant terms and background information.

Then revising, after writing, the writer must be read again there result. Because there may be a few sentences in their writing that are not appropriate. So, at this stage writer can replace or correct their writing to become a good script. The process of revision is processor when it is time to make the final copy and publish this piece of writing. The process of revision begins with an analysis of the "rough draft." The writer uses a hard copy of his or her work during this step so that they can add carets, arrows, and asterisks, as well as cross out unnecessary words. The writer will return to the word. Revision is mandatory as through the revision process, students or writer can evaluate their write up systematically. Keeping in mind the objective of the essay, they need to read each paragraph intensively. Supporting points should be clearly mentioned along with the example. In brief, revision is a space where students can rework on their pieces of writings

Then, the writer reads the composition aloud. This allows him or her to hear the words and determine if the writing makes sense. The writer can also tell whether his or her piece of writing fulfills its purpose of being informative, descriptive, or persuasive. The writer checks to see if they are left with questions after they are finished.

After the writer reads the entire piece from beginning to end, he or she focuses on one small area at a time. The writer might check to see if the dialogue he/she has written is complete or if descriptions are strong. The writer may revisit the graphic organizer he or she used when prewriting if they find an area that needs more development. This is also the time when the

author does a second check on the accuracy of any facts he or she has included. The writer may first refer to his or her note cards, and then check an encyclopedia or reference book for verification.

The writer used a rubric when drafting his piece; this is the time he will review the rubric to make sure that all the parts have been addressed. Sometimes during revision, the writer will change the order of his paragraphs and/or write a new introduction for his piece.

Even if the writer has already used the "spell check" feature of his word processing program, this is the time he checks the spelling a final time. A spelling program can only determine if the right letters are there; it cannot determine whether this is the word the writer intended. Finally, during the last step of the revision process, the writer checks to make sure that he/she have a conclusion that wraps up the piece. After the writer concludes his revision, the piece is read one final time. As needed, he/she returns to any part of the process that needs additional attention.

Editing, in the editing process the repairs are only focused on check spelling, grammar, punctuation, sentence structure, document format and other things. The style and clarity should be assessed thoroughly before publishing any kind of write up. English grammar covers a huge area and you cannot check for everything separately. The best idea is to concentrate first on verbs (tenses and forms). For example, if you have written about a past event in your life, you will need to check that the verbs are in the past tense. After writing the writer must checking the spelled of word in writing process. They can check in the dictionary,

or ask someone to check the draft. The aims of this will help those correct most of the mistakes. When revising the writing, the writer or students should check to make sure they have not written any run-on sentences or sentence fragments. In correcting these problems, they usually need to change the punctuation to make sure that other aspects of the punctuation are correct. Check the sentences all start with a capital letter. In writing the writer also need capital letters for all proper nouns such as names of people, countries, cities, rivers, etc.

The next activity in writing process is publishing. In this stage, the students share the text they have written with the readers they determined in the prewriting stage. Sharing the essay with the peers is interesting as well as challenging. Students or writer should take the feedback positively to make their next writing even better. The last is assessing, after publishing we can see how the reader responds to the results of our writing, so that from those responses we can see the quality of our writing and also we learn from those responses to make it better.

In general, there are several steps that they must do to get good results, these are form of drafting, revising, and editing. Therefore, in writing process the students need some feedback that given by the teacher to correct the errors found in the previous draft. Giving feedback can provide information as a corrective tool for student learning progress itself. In addition, the purpose of giving feedback is students can find out their weaknesses in making an essay or task, feedback; to make a decision to identify the error.

Giving feedback by teachers not only helps them in identifying their shortcomings, but also is expected to build their motivation in learning English in the future. In addition, teacher feedback can produce the positive and negative results. The students will improve their writing skill when they learn the teacher's feedback and never make a mistake again. But, if they don't learn the teacher's feedback it gives negative effects in their studies.

D. Teacher's feedback on students' writing

Many methods to help students improves their writing, one of it is giving feedback on their assignment/essay both directly and indirectly from the teacher. Feedback is designed to provide an understanding of performance through offering guidance on the knowledge that they possess[11]. Feedback can also be used as a social activity where there is interaction between students. The importance of feedback is helping groups and group members learn more about how they operate and abide by themselves individually. We also think that feedback has to be given skillfull. So it can be concluded that feedback can train or provide a skill to students.

Feedback is not just about weaknesses. Student will respond if teachers are encouraging as well as allowing mistakes, emerging capabilities, and give ideas for directing further learning. Feedback is all information both concerning output and transformation. This feedback is needed to improve input and transformation. Input here is interpreted as students who have just entered learning.

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[11] Bijami, Kashef, & Nejad, "Peer Feedback in Learning English Writing: Advantages and Disadvantages," Penang: University Saints Malaysia, no. 4 (2013), p. 92.

Moreover, providing information about whether or not students' answers to the questions / questions provided, accompanied by additional information in the form of an explanation of the location of the error or providing verbal / written motivation. Through this feedback, a student can find out how far the material being taught can be mastered. With this feedback students can also correct their own abilities, or in other words as a corrective tool to the progress of student learning itself. As for the teacher, with feedback he can find out and assess the extent to which the material taught has been mastered by students. Teacher feedback is probably the most common way to support students during the critical period of application of their recently acquired knowledge, a moment when they lack enough understanding to know if they are executing it correctly[12].

Types of feedback

In the learning process a teacher will give feedback to the students. It aims to correct mistakes made by students during learning and also improve their knowledge. The feedback was based on the assumption that writers can create their own communicative purpose beyond the purpose of the assignment and this option needs to be taken advantage of in order to motivate revision and then improvement[13]. The following are the kinds of feedback used by the teacher during the learning process that are informal and formal feedback, formative and summative feedback, student peer feedback, student self feedback and constructive feedback.

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[12] Jered Borup, Richard E. West, & Rebecca Thomas, "The impact of text versus video communication on instructor feedback in blended courses," Educational Technology Research and Development, no.2 (2015), p. 161.

[13] Hedy M. McGarrell & Jeff Verbeem, "Motivating revision of drafts through formative feedback," ELT Journal, no. 3 (2007), p. 228

Informal feedback can occur at any times as it is something that emerges spontaneously in the moment or during action. Informal feedback is offered as an alternative method. It is information gained in this way could be usefully incorporated into a teaching. Therefore informal feedback requires the building of rapport with students to effectively encourage, coach or guide them in daily management and decision-making for learning. Allows information to be collected at any point during the course, though time should be left to implement any changes, helps students to become more reflective about their learning, can indicate the need for student development of study skills. Formal feedback is planned and systematically scheduled into the process. Formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organization as evidence.

The goal of formative an important part in benchmarking students, and ultimately assessing their final degree class, it is more important role in learning and development. Sometimes, that can be used by instructors to improve their teaching and by students to improve their learning. Formative involves feedback given during the course of an assessment. Therefore formative feedback is best given early in the course, and prior to summative assessments. Formative feedback help students identify their strengths and weaknesses and target areas that need work. In some cases, feedback is required before students can progress, or feel capable of progressing, to the next stage of the assessment. Then, summative feedback is to evaluate student learning at the end of a course or project. It provides an evaluation of how much a student and the class has learned

and is often connected to a grade. Therefore summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved.

On another hand is peer feedback. Peer feedback is given feedback one student to another, through comments made on each other's work, behavior or performances. The focus will be put on the dialogue between students that can lead to a better way of learning[14]. There are positive effects to peer feedback in a classroom that are; it provides diversity with teaching compared with the traditional way of giving teacher feedback and students but work with their peers and get more practice so Students' anxiety become lower which can increase learning motivation.[15]. With basic instruction and ongoing support, students can learn to give quality feedback, which is highly valued by peers. Meanwhile, Student self-feedback to help students reach autonomy teachers can explicitly identify, share, and clarify learning goals and teach students how to use feedback to determine next steps and set goals; and allow time for self-feedback.

There two forms of feedback in writing: direct and indirect feedback. Direct feedback means the teacher gives the correct form to students toward their errors and mistakes. Direct feedback is a strategy of providing feedback to students to help them correct their errors by providing the correct linguistic

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[14] Ngar Liu & David Carless, "Peer feedback: the learning element of peer assessment," Teaching in Higher Education, no.3 (2006), p. 282.

[15] Gokce Kurt & Derin Atay, "The Effects of Peer Feedback on the Writing Anxiety of Prospective Turkish Teachers of EFL," Journal of Theory and Practice in Education, no. 1 (2007), p. 14

form[16]. Direct feedback is something that appears / can be identified when a communication process is in progress, not afterwards. If afterwards, it means it is a response or response. In direct feedback, most of the feedback will be direct or immediate. That is, the teacher who is speaking will be able to immediately find out how students react when he is delivering a particular message (because the situation is face to face).

Another form is indirect feedback where the teacher does not provide them the correct form. Indirect feedback is a strategy of providing feedback usually used by teachers to help students correct their errors by indicating an error without providing the correct form[17]. The indirect written feedback is divided into two types; coded and un-coded indirect feedback. Some researchers suggest that feedback to second language writing falls somewhere between two extremes, evaluative or formative feedback

Moreover, there two ways of giving written feedback in writing class; responding and correcting. Responding means that giving comment on students' writing draft. The aim of feedback is writing students can know the extent to which the material they have taught can be mastered[18]. Feedback mostly occurs in the editing stage during the writing process. So that each student is able to know and correct the errors contained in their drafts and not repeat them for the second

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[16] Ferris, D. R, "Does error feedback help student writers? New evidence on the short-and long-term effects of written error correction," In K. Hyland & F. Hyland (Eds.), Feedback in second language writing: Contexts and issues (pp.81–104). (Cambridge, UK: Cambridge University Press, 2006).

[17] Ferris, Dana & Roberts, Barrie, "Error feedback in L2 writing classes. How explicit does it need to be?" Journal of Second Language Writing, no.3 (2001), p. 162

[18] Reiko Yoshida, "Teachers' choice and learners' preference of corrective feedback types," Language Awareness. European Journal of Social Sciences, no.1 (2008), p.79

time. Written comments can be categorized into praise, criticism and suggestion. In some research shows, students feel happy and enthusiastic about taking lessons after being given positive feedback, but they turn out to be silent and moody after being given negative feedback.

Regarding this effective feedback, Black and William noted three important components, namely: Recognition of the desired goal. Students can show their mastery of various learning objectives.

One method that is effective enough to ensure that students understand the learning objectives is by involving them in setting "success criteria" that can be seen or heard. For example, the teacher can show some examples of products as learning objectives that should be imitated by students, show correct sentences written using capital letters, conclusions drawn from data, presentation of tables or graphs and the like. If students are able to understand the criteria for learning success, they will be helped to direct their learning and they will be better able to carry out the learning process.

Besides, evidence about present position. Feedback is not only about giving praise or reproach, approval or disagreement, but in an effort to provide value or meaning. Feedback is basically neutral which illustrates what students have done and not done. In addition, that feedback must also be objective, descriptive and delivered at the right time is when the learning objectives are still fresh in the minds of students. Moreover, some understanding of a way to close the gap between the two. Effective feedback can provide guidance to each student on how to make improvements. The teacher not only provides feedback that

reflects about performance related to the learning objectives of his students, but must also be able to provide strategies and tips on more effective ways to achieve the objectives, as well as opportunities to apply the feedback he receives.

Therefore, students must always have regular access to the criteria and standard assignments that must be completed; they must also obtain feedback in an effort to complete their tasks, they must have the opportunity to use feedback to improve their work.

Purpose of Feedback

Feedback is like the way of telling the students about the progress they are making and also facilitating them in the area of improvement[19]. Further, Lewis has listed some of the research based purpose that has been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.

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

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[19] Lewis Marylin, Giving Feedback in Language Classes. (The University of Auckland : SEAMO Regional Language Centre, 2002)

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

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

Feedback provides students with language input. The teachers' written feedback provides students with meaningful and individual learning input. The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. In this way student can learn new vocabulary and structures in context.

Feedback is a Form of Motivation. Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners' attitudes. Both hardworking and under working students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their students, the encouragement can take personal circumstances into account.

Feedback can lead students to autonomy. One long term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each

case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away. By seeing those arguments, it can be inferred that actually giving feedback is not only correcting students' errors, but should also provide information for teachers and students, provides students advice about learning, language input, a form of motivation and it should lead students to autonomy.

In conclusion, teachers' written feedbacks are important to make students aware of making mistake on writing task. It is to make them enable to improve their skill.

E. Benefit of teacher feedback on students' writing

Teacher Feedback is very important in students' writing process. Where, the students can know their strengths and weakness in making assignments/essays in the form of writing. Many of the studies say that teacher feedback can build positive effects in writing. Such as Listiani, 2017 research on "*Students' Perception toward Teacher's Written Corrective Feedback in Writing 3 class*" (98%) agreed that feedback on all aspects of writing (organization, content, mechanics, grammar, and vocabulary) helped them to improve their writing. feedback definitely help the students in writing academic pieces better and more easily as they go through the writing process and there are also many other studies that show positive values from teacher feedback.

Feedback can be used as a warning for students get a value below because the learning objectives have not been achieved means they have to study harder. For students who make mistakes in answering questions, feedback can be useful to improve learning strategies so that in the next test he will get better results. Then, feedback is information from the teacher to students regarding the results of tests and notifications regarding answers right. Giving feedback is a social process involved communicators who send news to each other so that one party can learn from other parties. The teacher as the sender of the news must provide clear information about the correct answer from student test results, so students can capture the message. Feedback can encourage students to try to find correct answer to previous errors to instructions from the teacher. Thus in the next test students will be more eager to get better results.

Furthermore, many studies investigating the effect of written feedback on students' writing have indicated that written feedback process helps students improve the quality of their writings. Conversely students who get bad grades will be encouraged to learn from his mistakes. More students make mistakes and the better the teacher gives feedback to students, and then will further improve the learning outcomes and mastery of the concept. The goal of feedback in L2 writing is to teach the skills that help student writers 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[20].

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[20] Jason Gordon Williams, "Providing feedback on ESL students' written assignments," The Internet TESL Journal, no. 10 (2003)