

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Writing**

##### **1. Definition of Writing**

Writing is the process of documenting thoughts and conveying messages using language, typically on paper or various other mediums, it encompasses the utilization of vocabulary and grammar by the author. Writing serves as a means to convey ideas and engage in communication with others. Through writing, an author has the ability to articulate their thoughts and concepts on paper. According to (Latifah & Rahmawati, 2019), Writing is a method that individuals employ to disseminate information and express their perspectives on various subjects. Additionally, according to (Zikria, 2022.) Writing is a way to express ideas that come from the mind, and these ideas are then put into written form based on their purpose and the type of text. Therefore, to write effectively, one needs skills and a good grasp of grammar, vocabulary, and punctuation.

Based on some experts' definition above, the researcher concludes that Writing is a process of pouring ideas, opinions and feelings of a person in the form of a written work that includes the use of vocabulary and language structure, in the process of writing also has to go through a revision process so that the message that the author wants to convey can be well communicated to the reader.

## **2. Type of Writing**

Paragraphs and essays can vary in style and form to suit the writer's goals, the subject matter, and the desired impact on the audience. Typically, writers select a type based on their objectives and the content they intend to address. While there are generally four distinct types of writing, they are often blended together in practice. According to “English Language” Faculty of Human Sciences and Islamic Science, Department of Human Sciences, 2020, There are mainly four different types of writing styles

### **a) Descriptive**

The main goal of this type of writing is to provide a clear depiction. It focuses on describing a character, a place, an event, an object, or an action. Although there's a small difference between expository and descriptive writing styles, the descriptive style tends to be more detailed, personal, and subjective. This type of writing is commonly used in poetry, novels, diary entries, plays, and journal writing.

### **b) Narrative**

The purpose of writing a narrative text is to tell a story, in which the author can create or depict characters, whether fictional or real. The author adds events that happen to the characters to make the story more engaging. In narrative writing, much of it is based on imagination and the author's self-expression. This type of text can be found in novels, short stories, poetry, fairy tales, and others.

### **c) Expository**

The main purpose of this type of writing is to explain. In expository writing, the author focuses on providing information about a given topic. It is a common type of writing that doesn't include the writer's opinions or emotions. The main goal is to share information. It is used in textbooks, business writing, research papers, encyclopaedias, and other similar contexts.

### **d) Persuasive**

The primary goal of this writing style is persuasion. It includes the author's opinions, thoughts, and biases. The writer employs justifications, arguments, and reasons to persuade readers to agree with their points. This type of writing is commonly found in speeches, cover letters, editorial pieces, letters, and other similar contexts.

## **3. Strategy of Writing**

A writing strategy is a tool or plan of action that a student builds to fulfil his or her aims and objectives in a writing class. Writing methods are utilized successfully to assist learners in writing and achieving better results, as well as assisting them in achieving their writing goals. There are many processes of writing, they are:

### **1. Planning**

Planning is a method of gathering ideas and determining a theme before beginning to write. The content that will be written may come from the students' experiences or those of others.

## **2. Drafting**

At this stage the author usually writes some important points related to the part of the story to be raised and in this process generates a guideline to facilitate the future writing process.

## **3. Editing (Reflecting and Revising)**

Reflection is a re-examination process carried out by the author in order to reassess previous stories. whereas some sections include vague language, erroneous and confusing plot lines. There is also the function of rewriting to correct all of the flaws that have been identified so that the tale is more intriguing and simpler to grasp for the reader.

## **4. Final Version**

This process is the last review and revision that the author does before the story is published for public reading.

## **B. Feedback**

### **1. Definition of Feedback**

Feedback plays a crucial role in the learning process. According to (Syahrianti et al., 2023), Feedback involves a conversation or interaction between the teacher and the learner, and it is not a one-way process. It assists learners in optimizing their skills at various learning stages, enhancing their awareness of strengths and areas for improvement. Moreover, it guides them in determining actions to enhance their overall performance. Feedback is the teacher's verbal, written, or gestural response to a student's performance, task, or behaviour. The

purpose of feedback is to enhance the student's performance and facilitate the learning process (Evelyn R, 2022.)

Based on the definition above, feedback given by the teacher aims to improve the writing skills of the students. Feedback can be in the form of oral and written communication. Feedback serves as a good communication facilitator between the teacher and students to support the future development of students' writing.

## **2. Written Corrective Feedback**

Feedback consists of several models, and one of the most commonly used methods is corrective feedback, which aims to diagnose students' errors. Subsequently, some teachers will provide the correct form, while others will encourage students to try to find the correct form of their mistakes. The teacher is obligated to offer feedback to students in their capacity as providers of a specific type of Written Corrective Feedback (WCF), especially during the editing phase.

According to (Yuliawati et al., 2021), WCF serves not only to address writing errors but also to acknowledge positive aspects in writing. Put differently, teachers should utilize WCF to express gratitude and praise for their students' commendable efforts. WCF is employed to assist language learners in avoiding errors, revising their writing (such as grammatical, syntactic, or semantic errors), and bringing to the attention of instructors any shortcomings in their writing

From the various opinions above, it can be concluded that written corrective feedback is one of the feedback methods commonly used by teachers to provide feedback. The purpose of written corrective feedback is not only to diagnose errors

in students' writing but also to provide exercises for students to try to correct their mistakes. In addition, feedback can also take the form of motivation and praise for the success of students in the process of developing their writing skills in narrative texts.

### **3. Students' Response on Feedback**

In giving feedback by teachers, student responses also play an important role in achieving the goal of education. By knowing the response of students, teachers can know the extent to which the effectiveness of feedback is given, and when the minimum teacher can discuss with students to adjust the feedback that is effective and easy to digest.

Hardavella et al. (2017) describes some forms of student response to feedback given by teachers.

#### **1. Pay Attention**

Students should pay attention when the teacher gives feedback so that the student can digest the feedback given by the teacher well. Instead of instantly formulating a response, *Défense*, or attack, students should carefully consider the comments provided.

#### **2. Accepting**

Accepting involves the readiness of students to receive feedback with an open mind, without rejecting or feeling threatened by any criticism that may be delivered by their teacher. This creates a positive and open atmosphere that allows for further growth and development.

### **3. Being Motivated**

In the context of responding to teacher feedback, being motivated is a key factor that can influence how students respond to feedback. Motivated students tend to be more open to feedback, better able to cope with challenges, and more committed to achieving success in their learning.

### **4. Appreciating**

Appreciating is an attitude of appreciation or recognition shown by a student to the feedback given by a teacher or instructor.

### **5. Not Following Up**

Not Following Up is an attitude in which a student fails or fails to do the necessary follow-up after receiving feedback from a teacher or instructor.

## **C. Strategies Used by Teacher to Provide Effective Feedback**

Aridah (2016), Ellis (2009) created a typology of feedback strategies that consists of five types and two of them are direct feedback and indirect feedback.

### **1. Direct Feedback**

Direct feedback is provided by the teacher by demonstrating the correct language shape. It can take the form of crossing the error and then forming the correct shape around it. After obtaining live feedback, students only need to incorporate the corrections into the final version of their writing.

This strategy is often used by teachers in giving feedback. In addition to making it easy for students to justify errors in their writing, this strategy also does not take time to analyse the existing errors. However, in the context of

understanding students will experience difficulties, because they do not know including the context in which the errors are made whether it is from the context grammar, vocabulary, structure or other. But to anticipate that, teachers can give simple tips like, "Use past tense and effective time."

## **2. Indirect Feedback**

Indirect feedback is provided by the teacher by displaying the mistakes that the student has committed but not fixed. Indirect feedback can take the form of "underlines, circles, codes, or other signs," but it does not provide the correct shape, leaving the learner to solve the problem that has been assigned to their performance.

Unlike direct feedback, this strategy is used to train the student more carefully and critically, the teacher will only mark the wrong part and give comments relevant to the mistake made. After that, the student's role is crucial to understand the comments given and find the error placement to be corrected immediately.

## **D. Narrative Text**

### **1. Definition of Narrative Text**

Narration is one of the most effective methods of communicating with others. According to (Dhillon et al., 2020), Narrative is a description of events that occurred in the past. In the process of writing, a narrative text is written using the past tense. A well-written tale allows your readers to respond to an incident in such a way that they can nearly feel it. The vivid action and dialogue immerse the readers in the situation and make it happen for them. Furthermore, because narration



frequently affects the reader's emotions so vividly, it may play a significant part in other types of writing.

Narrative paragraph is used to convey a tale and share someone's experience, in which chronological events are typically nicely structured from what happened first to what happened last. From definition above it is concluded that narrative is a kind of communication that includes dialogue and situations that the author has experienced in the past. The interesting thing about the story is that the author's emotions and feelings are embedded in it, which can make the story more intriguing to read.

## **2. The Generic Structure of Narrative Text**

The structure of a narrative text typically includes characters with distinct personalities/identities, forming images in the reader's mind and enriching the story. It also centre's the text around a sequence of actions (Purba,2018.). In general, constructing a narrative text involves five steps.

### **1. Orientation/Exposition**

The main characters and some minor characters were introduced to the readers in this section. They also learned the background of the place and the time of what is happening.

### **2. Complication/Rising Action**

In these sessions, the author usually starts to raise some incidents that will be brought into a serious problem, which involves the main character and supporters and puts them in a disadvantageous mood and

situation. And usually there's a plot twist enough to get the reader to start thinking about what's going to happen next.

### **3. Climax**

The climax is the height of the problem or conflict that the main actor faces; usually, the narrator shows how the actor responds to the problem. And at this point, the author is said to be able to make a good climax when it can give the reader a sense of what is happening in the story and keep them interested to keep reading until the end.

### **4. Resolution/Falling Action**

In this section, it is the final stage most awaited by readers where a solution to the problems that arise in the story will be presented. However, sometimes the writer gives a troubling ending which makes the reader curious to create a good ending for the story the author makes.

### **5. Reorientation**

This is the last stage, which usually consists of conclusions that explicitly and implicitly describe a moral message, which is a value that the reader can take from the story, whether it's a positive message to follow or a negative one to avoid.

### **3. Characteristics of Narrative Text**

Narratives purposely utilize words to extend and investigate the tale in order to express the author's point of view. The following are the key qualities of the narrative text.

#### **1. Theme**

The theme is an idea that the author will incorporate into the text of his story, which covers all the components of the written text. These themes are usually presented as simple as possible but still easily understood by readers, and this research aims to identify the problems faced by readers so that the author will feel interested in the themes that he raises, and they will be curious and eager to read them.

#### **2. Plot**

The plot is the tale's life; if there is no clear plot, the story would be odd and dull. This standard narrative form is followed by most (but not all) tales. It includes of the exposition (setting and character introduction), rising action (events that develop conflict for the protagonist), climax (tension of conflict reaches its greatest, most intense point), falling action (events that follow the climax), and denouement (conflict resolution).

#### **3. Character**

Narratives, like other genres of writing, begin with characters and end with stories. There are protagonists, who are your major characters, and antagonists, who keep your protagonists from achieving their objectives. There are also supporting characters who assist the main character

throughout the course of the tale. Every character in a story is crucial to the plot. No characters should be dropped.

#### **4. Setting**

This element includes the time and place where the story takes place. The location can function as a symbol or it can simply serve as the background in which the story happens.

#### **5. Conflict**

The conflict of a story is the protagonist's internal or external struggle to fulfil their wishes. When the protagonists want to reach their goal, they experience struggles and disputes with both antagonists and supporters on their journey. This conflict makes the story more interesting to read. The central conflict can be internal, external, or both.

#### **6. Point of View**

The first, second, and third points of view are the three most regularly utilized. A story has a constant point of view, which is generally from the narrator's first-person perspective.

#### **7. Style**

This factor pertains to the writer's use of language, which includes diction, voice, tone, sentence structure, and so on. Paying attention to these nuances lets the reader to understand how and why word choice, sentence structure, and so on may contribute to the story's affect and meaning.

## **E. Previous Studies**

The first previous study is done by Novika Agustiningih at MTS YP KH Syamsuddin Ponorogo in January 2021 entitled “A study on direct corrective feedback in improving students’ writing performance and motivation at MTS YP KH Syamsuddin Ponorogo”. The research design is descriptive and the approach is qualitative. The purpose of this study is to examine the use of direct corrective feedback to improve student writing performance and motivation at YP KH Syamsuddin Ponorogo MTs, as well as to examine student reactions to the use of direct corrective feedback in improving writing performance at MTS YP Kh Syamsudin Ponorego. The findings of the study revealed that the use of direct corrective feedback in improving student writing performance and motivation in the learning process was separated into two types: oral and written. Teachers provide immediate correctional feedback to students as they are being trained, working on projects, and completing writing assignments. Furthermore, student motivation improved.

The second previous study is done by Syahriyanti dkk. (2019) entitled “Exploring teachers’ feedback on students’ writing skill in Indonesian EFL classroom”. In this previous study used a descriptive qualitative method. This research aimed to find out the teacher’s written feedback in students' written tasks and the factors of good teacher’s written feedback completed by teachers, teacher barriers, and students’ responses to written feedback in the second semester of tenth grade at SMA Islam Athirah 1 Makassar in 2021/2022. In this research took 32 students from X IPA 2 class for sample of the research. Based on the data analysis,

the researcher concluded that the teacher rarely did these three things properly. The teacher meets more of the bad criteria than the good criteria. A good piece of written feedback from a teacher included three components: it was clear, specific, and employed the appropriate words and tone. The researcher concluded that there were three problems with the teacher's written feedback: the emphasis on the negative element, the inappropriate remarks, and the emphasis on grammar. When asked why their answers were erroneous, 65% of students responded to the teacher's written feedback, according to the researcher. Because they were bashful and did not want to speak up, 35% of students did not respond to the teacher's written criticism. More than 75% of students have difficulty responding to written comments from teachers because they do not fully comprehend it.

The last previous study is written by Inda indrawati in 2022 entitled "Teacher feedback on students' descriptive text at MTS AlKhairaat Sandana". The research design in this study used descriptive qualitative. The purpose of this study is to find out how a teacher provides feedback to students on descriptive text learning and to determine student responses to teacher feedback. The subjects in this study were one English teacher and twenty-seven students. The feedback process in descriptive text learning appears to be largely beneficial for class IX.B students and their English teacher, with students expressing strong agreement and agreement in both direct and indirect feedback parts. However, there are instances of student uncertainty, notably in the indirect feedback segment, which could be related to uncertainties or forgetting about certain tasks. The English teacher received mostly excellent evaluation, however there were some hesitations that

indicated possible failures in recall of class processes. Overall, the data suggests a positive feedback exchange between professors and students during the learning process.

The researcher used three earlier studies to bridge the gap between their involvement in past research. Based on the three previous studies above are similar to the penitentiary study in terms of the purpose of the study, which focuses on the teacher feedback, but in the study, the researcher will be more specific on the writing of narrative texts, as opposed to the previous research, which was oriented on the general writing class. Among the previous studies the researchers had similarities in the method of using descriptive qualitative method.

The previous study engaged multiple students in the interview phase for the goal of the research, however this study targeted one teacher and 10 students.