CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature. It consists of writing skill, teaching writing, problems in teaching writing, corrective feedback and previous studies.

A. Writing Skill

Generally, writing can be interpreted as the act of forming or tracing a character on paper or other suitable material with a pen or pencil. Meyers (2005:2) say that writing is a way to product language, which you do naturally when you speak. Writing is communication with other in a verbal way. Writing is also an action a process of discovering and organizing your idea, putting them on paper and reshaping and revising them.

Rivers (1968) distinguished writing from other skills according to the form, it was from simplest form to the most highly developed one. From its simplest one, writing can be conceived as the act of putting down in conventional graphic from something that had been spoken.

According to Klein (1985), writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. Writing skills are specifics abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is not just about conveying content but also about the representation of self. Who we are effect how we write, what ever we write (Ivanic,1998).Another definition Byrne (1980:24) defines that writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication.

On the other hand, Nystrand (1989) defines that writing is a matter of elaborating text in accordance with what the writer can reasonably assume that the reader knows and expects,

and the process of reading is a matter of predicting text in accord with what the reader assumes about the writer's purpose.

Harmer (2004) in *How to Teach Writing* states "Writing is a process that we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. Randal (2004) states, writing is an ability to make a form of words that in general it may have a higher truth value than the fact that is has set it down.

From the definitions above the writer can conclude that writing is a way to produce language that can express our mind. By using writing, we can share our idea, feeling or everything in our thought. It is influenced by personal attitudes, social experiences and also environment that the writer can bring to writing. It is also a process that what we write is influenced by constraints of genre and have to be present in learning activities.

B. Teaching Writing

Writing skill is one of the most important skills that English Foreign Learner (EFL) have to develop, because writing skill is foundation that all learning require, so everyone wants to know the best way to teach it. Teaching writing skills in ESL classrooms is not only a foundation for improving educational outcomes, but also play a key role in preparing learners to cope with the communicative demands of real life situations (Ismail, 2011).

According to Harmer (2007), there are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more thinking time than they get when they attempt spontaneous conversation. Then, when studying about writing, it is helpful to make a distinction between writing for learning and writing for writing. It means that writing is used as made memory or practice tool to help students practice and work with language they have been studying.

Writing encourages students to focus on accurate language uses. However, this quite separate from the issues of writing process and genre. In fact, students are not writing to be

better writers. Harmer stated that there are some ways to help students learn better. They are as follow:

1. Get students to plan writing

   Before students start writing, we can encourage them to think what they are going to write by planning the content and sequence of what they are going to write. When students are planning, we can encourage them to think not just about the content of what they want to say but also what the purpose of their writing is.

2. Encourage students to draft, reflect and revise.

   In writing, students sometime find difficulty. As a teacher we may give a new method and some treatments to them. One way of encouraging drafting, reflection, and revision having students involved in collaborative learning. We can also make a pair of group of students working together on a piece of paper. It can response each to others ideas (both in terms of language and content), making suggestion for changes and contributing to the success of the finishing product.

3. Respond to students' writing.

   To respond a work-in-progress we may involve talking with individual student about a first, second, third of four draft, while others members of the group are working on their own. So, teacher can read through a draft and then make written suggestion about how the text could be recorded. Another possibility, teacher ask students to reformulation their write with their own revision with their teacher. I is not just teachers who can responds to students writing, but their friend also can respond with their own way. It will make their writing well.

C. Problems in Teaching Writing

Writing, as one of the language skill, has given an important contribution to human work. Writing is a difficult skill to learn, because of different structure between Indonesian and English. In developing writing skill, the teacher has to help the students to be good writer.

There are many students who very are poor of vocabulary, grammar structure and also difficult to show an idea on writing.

There are many causes of problems in teaching writing. First, writing skill is complex and difficult to teach since it does not only mean to put down a graphic from a piece of paper. It involves at least 5 components as stated by Harris (1969) in his book "*Testing English as a Second Language*". The first, is on content. It consists of the substance of writing and the idea expressed. The second, is on the form used. It is about the organization of the content. The thrid, is on the grammar, the employment of grammatical form and syntactic pattern. The fourth, is on the style. It is about the choice of the structure and the lexical item to give a particular tone or flavor to writing. The fifth, it is on mechanic, the use of the gaptic convention of the language.

Furthermore, English language learners have limited vocabulary. Therefore, students end up repeating the same words; this hinders creativity. Rabab'ah (2003), clarified that students could not give voice to their thoughts because lack the adequate stock of vocabulary.

The other problem is that English language learners also have difficulties in grammar and syntax. They do not use invented spelling, lexical items, punctuation, and their written texts are restricted to words which they know, text format. In fact, the way Indonesian sentences formed is different from the English way, and also writing in different language is not always as easy as writing in own language since there are some different rules in writing system.

In additional the problem in teaching writing is lack of ideas affect learners' writing skills. Organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices (Fareed, 2016).

D.   Corrective Feedback

Feedback is an essential part of language learning and teaching that influences students' learning and achievement. Feedback helps both the teachers and their students achieve the goals and instructional means in learning and teaching (Petchprasert, 2012).

Almasi and Tabrizi (2016) presented the vital role of feedback in students' learning is evident in language learning and language instruction, including writing in English as a second or foreign language context. Students gain benefits from sufficient writing practice and revisions on their drafts to produce a final piece of writing. In these processes, students often rely on feedback either from a teacher, peer, or self. Feedback that students receive from a source, or a combination of sources, provides them with information about what is good and what needs to be improved so that they can fit in and use the feedback in their revisions and in the final products of their writing.

Nematzadeh and Siahpoosh (2017) stated written corrective feedback refers to the information that second language (L2) teachers provide in response to learners' incorrect L2 written output. Written correction feedback is an essential aspect of any English language writing course. 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 (Rosdiana, 2016).

There are several types of written corrective feedback. They are direct corrective feedback, indirect corrective feedback, focused and unfocused corrective feedback.

The first is direct corrective feedback. It is a strategy of providing feedback to students to help them correct their errors by providing the correct linguistic form (Ferris, 2006) or linguistic structure of the target language. Direct feedback is usually given by teachers, upon noticing a grammatical mistake, by providing the correct answer or the expected response above or near the linguistic or grammatical error (Bitchener, 2005). Direct feedback may be done in various ways such as by striking out an incorrect or unnecessary word, phrase, or

morpheme; inserting a missing or expected word, phrase, or morpheme; and by providing the correct linguistic form above or near the erroneous form (Ellis, 2008), usually above it or in the margin. Direct feedback has the advantage that it provides explicit information about the correct form (Ellis, 2008). Lee (2003) adds that direct feedback may be appropriate for beginner students, or in a situation when errors are 'untreatable' that are not susceptible to self-correction such as sentence structure and word choice, and when teachers want to direct student attention to error patterns that require student correction.

The second is indirect feedback, it is about strategy of providing feedback commonly used by teachers to help students correct their errors by indicating an error without providing the correct form (Ferris & Roberts, 2001). Indirect feedback takes place when teachers only provide indications which in some way makes students aware that an error exists but they do not provide the students with the correction. In doing so, teachers can provide general clues regarding the location and nature or type of an error by providing an underline, a circle, a code, a mark, or a highlight on the error, and ask the students to correct the error themselves (Lee, 2008; O'Sullivan & Chambers, 2006).

The third is focus feedback, it is about the selection of only specific errors to be corrected in learners' written texts (Ellis, Sheen, Murakami & Takashima, 2008). Research studies on the effectiveness of focused approach, which targets specific linguistic features and leaves errors outside the focus domain uncorrected, indicated the robust positive effects of focused CF and durable accuracy gains (Salami & Moini, 2013). Ellis (2008) suggest that L2 learners prefer to receive correction for specific error types, because this approach is more likely to develop a deeper understanding of the nature of error and correction needed.

The fourth is unfocused feedback, it is the correction of all or a range of errors in learners' written texts. This extensive manner of correction is one that is typically used by

language teachers. Ellis et al. (2008) considered unfocused writtrn corretive feedback as board writtrn corrective feedback because it corrects multiple errors.

The effectiveness of written corrective feedback may depend not only on the written corrective feedback type but also on the properties of the targeted grammar features (Sun, 2013).

E. Previous Studies

Students' perception is used to describe students' immediate responses to teachers' corrective feedback on learner errors in lessons. Students' comprehension is considered successful when it demonstrates that a student has understood the linguistic form or has corrected the error. On the other hand, perception is considered unsuccessful when a learner fails to demonstrate the command of the feature (Lyster & Ranta, 1997).

With a growing number of studies focusing on the effect of the teacher's feedback, research on the learners' perception (learners' attitude or preference) has received much attention at the same time. It apparently commands attention because the general learners' perception is in opposition to the prevailing effective corrective feedback type (Chung, 2015).

Amrhein and Nassaji (2010) examined the effectiveness of written corrective feedback (WCF) for L2 writing. This study investigated how ESL students and teachers perceive the usefulness of different types and amounts of WCF, and also the reasons they have for their preferences. Qualitative and quantitative data was collected from 31 ESL teachers and 33 ESL students by means of written questionnaires. The results showed that while there were some areas of agreement between teachers and students, important discrepancies in their opinions did occur, not only in how WCF should be provided but also why. Pedagogical implications of the study are discussed.

Nematzadeh and Siahpoosh (2017) explored the effect of teacher direct and indirect feedback on Iranian intermediate efl learners' written performance. This study investigated the

effectiveness of different types of teacher's feedback (direct and indirect feedback) on students' writing performance in an EFL context. The initial sample of this study included 73 female Iranian EFL learners who sat for the test voluntarily and they were given a homogeneity test; among them, 45 intermediate learners according to their obtained scores were selected.The results of analysis of variance (ANOVA) revealed the fact that both types of teacher's feedback enhanced the learners' performance in writing and there was not a statistically significant difference between direct and indirect groups.

Salami and Moini (2013) presented the impact of indirect focused and unfocused corrective feedback on written accuracy. The study investigated whether two types of written corrective feedback, indirect focused corrective feedback and indirect unfocused corrective feedback, produced differential effects on the accurate use of grammatical forms by high intermediate EFL learners. In this study, 54 female EFL learners formed two experimental groups and one control group. One experimental group received indirect focused written CF, and the other experimental group received indirect unfocused written CF for six weeks. The control group, nevertheless, received no particular feedback within this period. The results indicated that indirect unfocused group achieved the highest accuracy gain scores for simple past tense forms (copula past tense, regular past tense and irregular past tense) subject-verb agreement, articles, and prepositions. It was further found that unfocused feedback can contribute to grammatical accuracy but its long-term effectiveness is not quite as significant as short-term effectiveness.

Almasi and Tabrizi (2016) examined the effects of direct vs. indirect corrective feedback on Iranian EFL learners' writing accuracy. This study reports a quasi-experimental study investigating the effect of different types of teacher written corrective feedback on Iranian EFL learners' writing accuracy. To do so, 80 Iranian learners of English were assigned into three groups direct corrective feedback (DF), indirect corrective feedback (IF), and no

feedback (NF). Results revealed that direct feedback group significantly outperformed the other two groups.

Khanlarzadeh and Nemati (2016) presented the effect of written corrective feedback on grammatical accuracy of EFL students: An improvement over previous unfocused designs. The present study reports the findings of a three-month study investigating the effect of direct unfocused WCF on the grammatical accuracy of elementary students in an EFL context. The researchers selected two intact classes totaling 33 students, and assigned each to a direct feedback group (n = 16) and a control group (n = 17). The study concludes that accuracy improvement caused by unfocused WCF during the revision process does not extend to EFL learners' future writing when no feedback is available, at least at the elementary level.

Baleghizadeh and Dadashi (2011) explored the effect of direct and indirect corrective feedback on students' spelling errors. The study presented here is an attempt to examine the role of indirect feedback in promoting junior high school students' spelling accuracy in English. Forty-four male students in two groups, one from School A (the direct feedback group) and the other from School B (the indirect feedback group) were treated differently regarding their spelling errors for six weeks. The results obtained revealed that indirect feedback is a more effective tool than direct feedback in rectifying students' spelling errors.