

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses about writing (the definition of writing, the process of writing, the purposes of writing, problems in teaching and learning of writing), written corrective feedback (the definition of written corrective feedback, and the types of written corrective feedback), and recount text (the definition of recount text, the general structures of recount text, and the language features of recount text).

#### **A. Writing**

Writing is one of four English skills which must be mastered by all people all over the world. In this chapter, the researcher will discuss about writing, such as the definition of writing, the processes of writing, the purposes of writing, and the problems in teaching and learning writing.

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

Writing is a process which is undertaken by people. It can be teachers, students, writers, authors or others to write and to share what they think. Writing is a productive skill that creates written and printed works. Students write some important words which has been explained by the teacher in the class. Students usually write something when they have assignments, make a note of teacher's explanation, summarize the lesson, or write their ideas in diary. Writing can help students to communicate their thoughts and ideas to others. The students are

taught how to write something, and they have to pay attention in some aspects, such as coherence, acceptable spellings, and appropriate grammar structure (Freedman et al., 2014 as cited in Hussain, 2017).

According to Harmer (2010), when we think about writing, there will be two distinctions between writing for learning and writing for writing. It means that in writing for learning, writing is used by students as a tool to practise and work with language that they have been studying. Students also write some sentences as their preparation before they have activity in classroom. However, writing for writing means that it is used for developing students' ability to be writers. Students must be better to write all of kinds of text, such as emails, letters and reports. In writing for writing, it will be looked at the whole text. The aspects of the text should have appropriate language use, text construction, layout, style and effectiveness. The way to teach both distinctions will be different.

Writing becomes a significant predictor of university achievement over time, because when they get announcement about writing assignment, they mostly show unhappy face (Setyowati, & Sukmawan, 2016). Because of that, before writing something, students should know and think the processes and the characteristics of good writing. It will help them easier to write. There are three the characteristics of good writing.

The first characteristic is coherence. Coherence in writing is the logical bridge among words, sentences, and paragraphs. The movement from one sentence to the next sentence must be logical and smooth. There are four ways to

get coherence, they are using repetition of key nouns, using transition signals, using pronouns, and using logical order.

The second characteristic of good writing is cohesion. It means that when a paragraph has cohesion, all the supporting sentences will connect each other. Cohesion is important in writing because it can help readers to capture the meaning or the purposes of writing easily.

The last characteristic is unity. Unity in writing is the connection of all ideas to a single topic. All sentences in a paragraph should state on the one thing in the topic sentence. All of the sentences stick together.

## **2. The Process of Writing**

Writing process is several steps to write something. Writing is not an instant process, so it will take time to write. Sometimes writers need more time to re-check their writing. There are four steps to write a paragraph or an essay.

The first step is prewriting. Prewriting means that before we start writing, we have to think about our ideas that we will write. The activities in prewriting are brainstorming, free writing, collecting data, note taking, and outlining.

The second step is drafting. Drafting means that we write down some important things related to our topic. We can make our writing in this step. In first draft, it is usually called rough draft because it is still rough.

The next step is revising. Revising means that we revise our writing or we re-write our rough draft into to get it in shape. We revise our writing in the content and organization, including unity, coherence, and cohesion. In the first

revising, we can change, re-arrange, add, or delete for the goal of communicating thought more clearly, effectively and in more interesting way.

The last step is editing. Editing is the final step of writing. We should hunt for the errors, especially in grammatical errors. We must edit our writing more than once in order to create a good writing.

### **3. The Purposes of Writing**

When people write something, they have purpose why they have written something. People can know the purpose of the writing when they read something. According to Stead and Hoyt (2011), there are five common purposes of writing.

The first purpose is to inform the readers. It means that the writer provides some information (describe, explain, give the reader facts, tell what something looks like, summarize). The characteristics of this purpose are topic-centered structure or expository, title, opening statement, information organized in logical clusters, conclusion or summary.

The second purpose is to instruct the readers. It means that the writer tells the readers how to do something or to outline a process. The characteristics of this purpose are title and/or goal, materials or equipment list, steps are numbered with verb-first sentence or presented in a specific order using time order-order words (first, second, third; now, next, then, finally).

The third purpose is to narrate the readers. It means that the writer draws the readers into an event or sequence of events to provide insights into a situation or

the life of a person or other living thing. The characteristics of this purpose are well-developed setting, sensory imagining, sequential (usually time-ordered) structure, relevant details situate events in a time and place, significance/importance of situation is established, distinct ending.

The fourth purpose is to persuade the readers. It means that the writer influences the readers to take action or to subscribe to a belief. The characteristics of this purpose are the overview of the topic, statement of author's position/argument, supporting facts/ evidence, appeal to readers, conclusion or summary.

The last purpose is to respond something. It means that the writer expresses ideas about a text or topic, or to engage in analytical, critical, evaluative thinking. It may include a specific prompt or format. The characteristics of this purpose are the clear reference to a text or prompt created by an outside agent, citing specific examples and including analysis.

In teaching writing for students, there are many kinds of text, such as narrative text, descriptive text, and recount text. Those three kinds of text have purpose to narrate the readers because the readers can feel the situation or the life of a person or other living thing.

#### **4. Problems in Teaching and Learning of Writing**

Writing is a productive skill that produces a sentence, a paragraph, an essay and others. Many students get difficulties in writing because sometimes they do not have idea to write something. The error of students' writing is also a problem

because they will not know their errors if they do not get feedback from their teacher.

Nosratinia and Razavi (2016) stated that writing is the most difficult skill to be mastered by students because students thought that writing is full of complexity. Students need more time if they want to start writing. Writing described as an annoying activity because students have to write something. It can be when they have idea or not (Widdowson, 1978 as cited in Alimohammadi, & Nejadansari, 2014).

## **B. Written Corrective Feedback**

Feedback is divided into two parts, namely written corrective feedback and oral corrective feedback. In this part, the researcher focuses on discussing the definition of written corrective feedback and some types of written corrective feedback that adopted from Rod Ellis.

### **1. Definition of Written Corrective Feedback**

Written Corrective Feedback is the response from readers. It can be the form of comments that are given by writers. Written corrective feedback is feedback that is given by the teacher to the students in their writing. The aim is to improve the students' writing ability. According to Shirota (2016), written corrective feedback has proven to be a key tool to improve students' writing. It means that written corrective feedback gives positive effect both to the teacher or to the students.

Written corrective feedback is the correction from the teacher to the students' writing. Most of students feel happy when they get written corrective feedback in their work. They need and want to be corrected by their teacher (Goksoy, & Nazli, 2016). Students' desire for written corrective feedback could be attributed to their cultural belief because they want to see their writing as error free which is seen as a good command of language (Hyland, & Anan, 2006 as cited in Ajmi, 2014).

## **2. Types of Written Corrective Feedback**

There are many kinds of written corrective feedback from many experts, but in this case, there are just six kinds of written corrective feedback according to Rod Ellis. Every type has its own characteristic. These are six kinds of written corrective feedback that mentioned by Ellis (2008) :

### **a. Direct**

Direct WCF is a feedback which the teacher provides the students with the correct form. Direct WCF involves supplying students with the correct form, it can be the crossing out of an unnecessary word/ phrase/ morpheme, the insertion of a missing word/ phrase/ morpheme , or the provision of the correct form of structure (Bitchener, 2008 as cited in Sarvestani, & Pishkar, 2015).

Direct WCF provides the students to correct their errors because they get explicit guidance from the teacher. It helps the students to correct their mistakes easier. Direct WCF is probably better than indirect WCF with student writers of low level proficiency (Ellis, 2008 as cited in Ferris, & Roberts, 2001).

a	a	the
A dog stole <del>bone</del> from <del>butcher</del> . He escaped with having <del>bone</del> . When the dog was		
over	a	a saw a
going <del>through</del> <del>bridge</del> over <del>the</del> river he <del>found</del> dog in the river.		

**b. Indirect**

Indirect WCF is a feedback which teacher indicates that an error exists but does not provide the correction (Ellis, 2008). The teacher is underlining the error or using cursors to show omissions in the students' work. It can also be done by placing a cross in the margin next to the line containing the error. Indirect WCF brings the students' attention to an error by using many strategies. Those strategies are highlighting or underlining errors, showing the number of errors, confirmation checks and request for clarification (Bitchener, 2008 as cited in Sarvestani, & Pishkar, 2015).

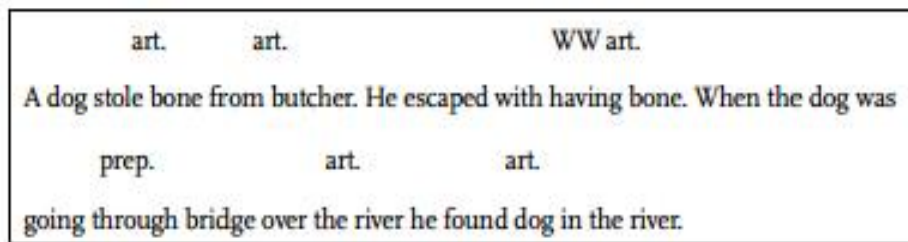
In this case, the teacher indicates the errors without providing corrections, leaving the students to discover the errors for themselves. Indirect WCF where the exact location of errors is not shown might be more effective than indirect WCF where the location of the errors is shown (Ellis, 2008 as cited in Ferris, & Roberts, 2001).

A dog stole X bone from X butcher. He escaped with XhavingX X bone. When the dog was going XthroughX X bridge over XtheX river he found X dog in the river.
X = missing word
X__X = wrong word



**c. Metalinguistic**

Metalinguistic WCF involves providing students with some form of explicit comment about the nature of the errors which they have made. There are two forms of metalinguistic WCF. The first form is the use of error codes. It will be different kinds of errors. It can be placed over the location of the error in the text or in the margin. The students must work out the correction needed from the clue provided and try to work out the correction (Ellis, 2008). For example using the word “art” to be the code of “article” or using the word “pre” to be the code of “preposition”.



Another form is providing students with metalinguistic explanations of their errors. But in this case, the teacher should have more time to possess sufficient metalinguistic knowledge to be able to write clear and accurate explanation for a variety of errors. The explanation is written below the sentence.

(1)	(2)	(3)
A dog stole bone from butcher. He escaped with having bone. When the dog was		
(4)	(5)	(6)
going through bridge over the river he found dog in the river.		
<i>(1), (2), (5), and (6)—you need 'a' before the noun when a person or thing is mentioned for the first time.</i>		
<i>(3)—you need 'the' before the noun when the person or thing has been mentioned previously.</i>		
<i>(4)—you need 'over' when you go across the surface of something; you use 'through' when you go inside something (e.g. 'go through the forest').</i>		

**d. Focused and Unfocused**

Unfocused WCF means that the teacher can elect to correct all of students' errors. Teacher could have chosen to correct just article errors. But for focused WCF, it may prove more effective as the students are able to examine multiple corrections of a single error. WCF is of board pedagogical value, and focused and unfocused WCF can equally contribute to the grammatical accuracy in L2 writing (Karimi, & Fotovatnia, 2011 as cited in Alimohammadi, & Nejadansari, 2014).

**e. Electronic**

The teacher indicates an error and provides a hyperlink to a concordance file that provides example of correct usage. It can be exploited to provide the students with assistance in their writing. the students can access by using software programs while students write or it can be utilized as a form of feedback.

## f. Reformulation

The aim of reformulation is to provide students with a resource that they can use to correct their errors but places the responsibility for the final decision about whether and how to correct on the students themselves. Reformulation involves two options, they are direct correction and revision. Reformulation consists of native speaker's reworking of the students' entire text to make the language seem as native like as possible while keeping the content of the original intact (Ellis, 2008 as cited in Sachs, & Polio, 2007).

Original version:	As he was jogging, his tummy was shaken.
Reformulation:	As he was jogging, his tummy was shaking. tummy shaking
Error correction:	As he was jogging his <del>tummy</del> was <del>shaken</del> .

## C. Recount Text

Recount text is one of kinds of text which is studied in school. In this part, the researcher focuses on discussing the definition of recount text, the generic structures of recount text, and the language features used in recount text.

### 1. The Definition of Recount Text

In learning English, there are many types of text which must be mastered by the students in their school. Those texts are descriptive, narrative, recount, and procedure text. They have different purposes, language features, and generic structures. In this case, recount text is one of text types which is studied in the first

grade of Senior High School. Recount is defined as a piece of text which retells events aimed at giving the description of what happened and when it happened to the audiences or the readers (Anderson, 1997 as cited in Yuniarto, 2014). Recount is written to retell event, and it has some purposes either informing or entertaining the audiences or readers (Coogan, 2006 as cited in Siswita, & Al Hafizh, 2014). According to Azhar (2015), recount text can entertain the readers by dealing with a sequence of events that establish a relationship between the writer and the readers. It can be summarized that recount text is a text which tells the readers about a story, or retells events or experiences in the past.

## **2. Generic Structures of Recount Text**

In writing a recount text, students must know and understand the purposes of the text, the components of the text, and the language features used in recount text. The purposes of recount text are to inform and to entertain the audiences or the readers about past events. In this case, the components of recount text can be called as generic structures. Structures sometimes re-organise the chronology of events using techniques. Those techniques are flashbacks, and moving the focus backwards and forwards in time. There are three generic structures which should be known by the students in a recount text.

The first generic structure is orientation. In this part, the readers will find the background information of the event. The writer of a recount text will present the background information needed to be understood by the readers, such as who was

involved, where it occurred, and when it occurred. Orientation is a scene-setting or establishing context.

The second generic structure is event. In this case, the writer writes the story chronologically. It is also the series of events, and ordered in a chronological sequence. According to Azhar (2015), the readers will find some events which the writer wants to talk about. It begins from the first event to the last event.

The third generic structure is reorientation. Reorientation is a closing statement that may include elaboration. The writer will present the conclusion of the events. Reorientation concludes the event by providing summary, and giving personal comment about the event, or what happened in the end. The writer will show the readers what he or she felt when the event occurred.

### **3. Language Features of Recount Text**

Language features are needed to write a recount text. A recount text focuses on what a person or a group of people were doing. The language features used in recount text are focusing on the specific participants, using the past tenses (simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense), focusing on temporal sequences of event (on Saturday, on Monday, or last year), using the conjunctions (then, before, after, and so on), and using action verbs (went, stayed, walked, and others).