

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher discussed about some theories related to the study, review of previous studies and direct feedback.

2.1 Theories

2.1.1 Definition of Writing

There are some definitions of writing that have been proposed by some linguistics. Hornby (1983: 340) defined writing as the activity or occupation of writing, e.g. books, stories, articles. He also defined writing as the way in which a person forms letters to word when writing. Susan (1989: 97). Said that writing is a process when students develop their own word from simple sentences to good paragraph or composition using brain, ideas, based on experience and fact. Then, Serrano et al (1971: 38) explained that writing is an art, and like any other art it has to be learned.

The purpose of writing is to give some information. According to Hornby (1987: 342) writing is making letters or other symbols (e.g. ideographs) on a surface with a pen or pencil on paper writing is one of skills; it is both physical and cognitive activity in which the writer is required to produce a number of variables that consist of word, spelling, sentences structure, punctuation and so on, in order to make possible transmission of message.

Similarly, Brown (1987) said that writing is the process of exploring one's a thought and learning from the act of writing itself what these thought one. Likewise

Gethardt (1988) said that writing is a way to explore the material, a way to discover made into subject. Meyers said that writing is an action. This means that when we wrote something down, we have already thinking about what we are going to write. Then after you have finished writing, we read over what we have written and make changes and corrections. Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. From some definition above it can be concluded that writing is a system of human communication which represent a symbol by writing, we can share our idea, feeling or anything that exist in our mind. Therefore students who to be able to write a good writing, they must learn to write regularly.

2.1.2 Types of Writing

Finnochiaro (1974: 85) stated that naturally, the type of writing system (alphabet, picture) which exist in the native language is an important factor in determining to easy of speech with which students learn to write. According to Finnochiaro there are two types of writing :

1. Practical or factual writing

This type of writing deals with facts. We can find it in the writing of letter and summaries.

2. Creative of imaginary writing

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure. The type of writing which is given to the students to do will depend on their age, interest,

and level. For example, we can ask beginners to write simple poem. When we set a task for elementary students we will make sure that the students will get enough words to do it and also for intermediate and advance students. Here are no limits to kinds of text we can ask students to write. Our decision will be based on how much language the students know, what their interests are, and what we think will not only be useful for them, but also motivate them as well.

1.1.3 Purpose of writing

According to O'Malley and Pierce (1984), there are three purposes of writing which describe the kinds of students writing. They are presented in the following:

1. Informative writing

Informative writing help writer integrates new ideas and examine existing knowledge. So, writer can share knowledge and give information, directions, or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effect and developing new ideas or relationships.

2. Expressive writing

Expressive writing or recount writing is a personal or imaginative expression in which the writer produces story or essay. This type of writing often used for entertainment, pleasure, discovery, poems, or short play.

3. Persuasive writing

In persuasive writing, writers attempt to influence others and initiate action or chance. This type of writing includes evaluation of a book, movie, consumer, product, controversial issues.

1.1.4 Steps of writing

Serano and Bello (1971), mentioned some steps of writing (1) selecting a subject, (2) limiting a subject, (3) organizing composition, (4) making an outline, (5) writing a composition or text and (6) revising.

In addition, Broyles et al (1987: 152) divided writing process into four simple steps

- ✓ Think about what you are going to write, read about it or tell about it with others gather as many ideas as you can. This step is called rewriting.
- ✓ Decided which of your ideas belong together plan the order you will use when you write. This step is called organizing.
- ✓ Put your ideas on paper, do not worry about handwriting, commands or end mark. Just try to put down your ideas clearly. This step is called writing.
- ✓ Read what you have written, decided how you can improve what have written. Then make a neat copy. This step is called revising.

1.1.5 Aspects of Writing

Rarabachter (1980) and Andrew D. Cohen (1991) pointed out three essentials for effective writing, they are in the following:

- ✓ Mechanical correctness (standard grammar, spelling, punctuation, and general form)
- ✓ Content (something to do)
- ✓ Organization as for the presentting the content

1.1.6 Recount writing

Recount text is a kind of genre that is usually taught at school. Yuniadi (2008: 42) stated that recount text is a text that retells events for the purpose of informing or entertaining. It tells an event or an experience happened in the past.

Recount text contains some elements, such as social function, generic structure and lexicon grammatical features. All the elements have to exist in a recount text.

Recount text tells about past experience and uses past tenses. It consists of orientation, event, and re-orientation. Orientation is when and where it happened and who was there. Sequence of events tells about what happened in the order they happened. Ending tells how the experience ended and gives a personal opinion of events. Recount text uses verb two, describing events and words like after, then, and next.

The events will be told in chronological order based on time and place, if we get recount text with complete generic structure, it will be constructed by structuring orientation, events, and re-orientation.

The absence of complication/ problem/ conflict in the generic structure is actually differentiating recount from narrative. Arranging of these series of event in beautiful and attractive way is the power of writer in composing recount text.

Below are the generic structures of recount text:

- Orientation: Introducing the participants, place, and time.
- Events: Describing series of event that happened in the past.
- Re-orientation: It is optional, stating personal comment of the writer to the story.

1.1.7 Direct feedback

a. The Advantages of direct feedback

There have been many debates about the effectiveness of implementing direct feedback to the students' writing. In this part, it will be shown some

advantages of direct feedback to improve students' writing adopted from some studies. The advantages of direct feedback are as follows.

1. Direct feedback is easy to correct and takes less time

Chandler (2003) finds that many students prefer accepting the indications and the corrections of their errors to only receiving the indications. The students also consider that direct feedback is the easiest correction because they know the correct form directly, automatically the students get faster to rewrite their draft.

2. Direct feedback provides learners with explicit guidance

Referring to the definition of direct feedback proposed by Lee (2003), it can be seen that direct feedback will give the correct form of the errors or the explicit guidance. Ferris and Robert (in Ellis, 2009) suggest direct feedback is good for students who are English low proficiency level.

3. Direct feedback can be effective in promoting acquisition of specific grammatical features. Sheen (2007) found that direct written feedback can help the students to improve focused grammatical features. Sheen's study revealed that the effectiveness of direct feedback is when the feedback focuses on a specific grammatical feature such as focusing on the English article.

4. Direct feedback has a positive effect on target language accuracy

Hashemnezhad & Mohammadnejad (2012) found that direct feedback is beneficial for the students can reduce their errors time to time especially in the aspect of grammatical accuracy namely verb tense, preposition, and relative pronoun. This evidence is supported by Ferris & Roberts' study (2011) which found that feedback from a teacher improved accuracy over time.

To summarize, the most effective aspect of writing to be improved through direct feedback is in the grammatical aspect. It is appropriate to be implemented for the students who have low level proficiency because this technique provides the correct form of the errors in the students' writing.

b. The form of Direct Feedback

In the development of direct feedback, the techniques of giving direct feedback also change over time. The first form is proposed by Ellis (2009). The forms of feedback proposed by Ellis are in the area on giving written feedback in the students' writing. The form are crossing out unnecessary word, phrase, or morpheme; inserting a missing word or morpheme and writing the correct form or near to the erroneous form. The example of those forms is presented below.

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

Secondly, Santos et al. (2010) divide direct feedback into reformulation and error correction. In the reformulation technique, the teacher or researcher makes a copy of the students' original text and reformulates each story. The example of the reformulation technique is as follow:

Original text: She pulled out her clothes and she left them near the coastline.

Reformulated version: She took off her clothes and left them near the seaside.

Meanwhile, when the teacher corrects the students' error in a copied revision of the students' original text, it is called an error correction. It is likely the same as the original technique of direct feedback. The example of this error correction can be seen in the following box.

Original text: It was an excited afternoon.

exciting

Error correction version: It was an ~~excited~~ afternoon.

Thirdly, related to the focus of direct of direct feedback given, Sheen (2007) suggests direct feedback into focused and unfocused. The focused direct feedback is a form of direct feedback which the teacher only indicates and corrects the errors in the specific linguistic feature such as article "a" and "the", verb form, or preposition. On the other hand, unfocused direct is implemented when the teacher indicates and corrects all errors in the learner' text.

Fourthly, sometimes direct feedback in the practice combines with another theory. Sheen (2007) investigates direct linguistic correction is implemented by indicating the location of an error, providing the correct form, and including linguistic comments that explain the correct form.

Based on the explanation above, it can be concluded that the form of giving direct feedback develops time by time. It usually the combination with another technique of feedback and also the combination with the aspect of writing itself.

2.2. Review of Previous Study

There have been many studies about teachers' direct feedback either experimental research or qualitative research. One of them is the study conducted by Hashemnezahd and Mohammanejad (2012). The participants of this study were the students of 3rd year undergraduate education. This study investigated the types of feedback given to EFL students during a 16-week study. The result of this study showed that corrective feedback often facilitates students' skill to identify the existence of an error. This study also explained that error feedback in the form of direct feedback is more beneficial than indirect feedback in particular for Senior High school students.

Another study about direct feedback is from Chandler (2003). The participants of this study were students from high intermediate East Asian College. This study took 10 weeks to realize 2 aims proposed by Chandler. The first aim Chandler wants to show that students' correction of grammatical error reduce such errors in the next writing. The second aim is to know how error correction should be done. The result of this study showed that the accuracy of students writing improve significantly. Related to direct feedback, this study also explained that direct feedback is suitable for producing accurate revisions and students prefer it because it is the best one.

These two previous studies are not similar to this study though the focus on the direct feedback. This research is action research which involves students in the low proficiency level in one class to improve their writing skill through teacher's direct feedback.

2.3 Conceptual Framework

Based on the discussions presented in the previous section, the researcher thinks that the students should master one of the basic skills. In regard with this, writing is one of the basic skills that should be mastered by students. Writing is considered as a complex activity because there some elements such as grammar, sentence structure, vocabularies and the type of texts to produce. According to the curriculum, the students are expected to write an English text accurately, fluently, and appropriately. Unfortunately, the students in the senior high school are almost never producing a written text. The process of writing learning activity is rarely taught in the senior high school. It makes the quality of students writing surely low because the students seldom get activity to write. The students also seldom receive feedback to their writings from their leaders so that they cannot improve their writing. To guarantee that the students do try to write well, direct feedback has to be provided in connection to this research the feedback is in the following chart.

Diagram of direct feedback:

