

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several topics dealing with the review of related literature. Those are writing, recount text, feedback, the advantages and disadvantages of indirect feedback, the procedures of teaching writing of recount text using teacher's indirect feedback, and previous studies related to indirect feedback.

A. Writing

1. Concept of Writing

In relation to the concept of writing, there are a lot of definitions of writing that have been proposed by some experts in language learning. Writing skill becomes an important part of communication. It is used to communicate the ideas, thought and feeling in written form (Fatoni 2012:8). It requires where the students to be able to express their ideas, feeling and thought which arrange in words, sentences, and paragraph using eyes, brain, and hand (Raimes, 1983: 76). In other words, writing is one of the human's ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. In addition, Linderman (1983: 11) states that writing is naturally a process of communication which uses conventional system to convey the meaning to the receiver. So, communication in form of written will deal with letters, words, paragraphs, and sentences. From those, the reader can receive the

information intended. It means that if someone is able to share his/her message in right order to the reader, there will be a communication between them.

Furthermore, writing includes in one of four skills that should be mastered by students in learning English. Writing is the most difficult skill for second language learners to master (Richards ,2002). The complexity of writing is one of reasons why students do a lot of mistakes in express their idea. It is said because before the writer transforms the information to the readers, they should arrange their idea into words and arrange it into good sequences so the reader can understand easily.

In addition, Langan (2006:20) states that writing is not only talking about the post, but also the process of writing that would make a lot of writing that makes people interested. The essential writing will need a long process from the planning, drafting, writing, and revising. In line with the previous idea, This also means that writing is not only to write something about what the writer wants to tell but also writing is about how the writer can deliver an information through right words in order to express their idea without missing or reducing the sense.

2. Purposes of Writing

When someone writes something, he or she has purposes for writing. Each writer has his/her own purpose, in accordance with the text of which was planning to write. Braine and May (1996) states four common

purposes in writing. Those are writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposes to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an readers' attention. It means that writers share interest knowledge to readers know. Second, writing to explain is to describe the topic which was not clearly becomes more understandable, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.

3. Aspects of writing

In order to make a good writing, there are five aspects that should be considered in the process of making a composition. Harris (1979: 68-89) states that there are five aspects of writing. They are:

a. Content

This component is the substance of writing; the expression of the main idea (unity). Unity can be identified by seeing the topic sentence and the controlling idea. Each sentence in a paragraph should relate to the topic and develop the controlling idea.

b. Organization

This component is related to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas smoothly within paragraph. Coherence means establishing a relationship between the ideas presented in a paragraph. It brings about a ration in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance while unity means that the entire paragraph should focus on one single idea. Writer should clarify our idea and make it clear. Thus, the reader can deduce some organization well. In other words, organization means there is a communication between the reader and the writer

c. Vocabulary

This component refers to the selecting of words, it means that the writer has to consider the words whether it is appropriate or not with the content. It can be identified by seeing the word choice in order to convey ideas to the reader. (Bramer et al., in Hasan, 2016: 160) state that in dealing with choosing words, the topics under discussion will respectively include words, style, and meaning.

d. Grammar

This component refers to the usage of the correct grammatically form and synthetic pattern on separating, combining, and grouping ideas into words, phrases clause, and sentences to bring out logical relationship in the text. Syntactic pattern refers to the ways in which

we order specific words to create logical and meaningful sentences. It is identified from the construction of well-form sentence.

e. Mechanics

This component refers to the use of conventional graphics of the language, such as the step of arranging letters, words, and paragraphs, by using knowledge of structure and some others related to one another. It is also identified by seeing the usage of capitalization, abbreviation, spelling, and punctuation.

It can be concluded that there are five aspects of writing that should be considered in process of making a good writing; content, organization, grammar, vocabulary, and mechanics. So, writer has to know and understand well about how to implement each aspects of writing well in order to make a good writing composition.

4. Teaching writing

Teaching writing is to teach the students how to express the idea or imagination in written form. Teaching writing is very important in order to built students' language ability. In order to be success in writing, the material should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 129). In other words, it is clear that the teacher should guide the students how to write or how to express the ideas in written form.

In relation to teaching writing, Harmer (1984: 40) points out that there are some considerations that need to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics stated by Idrus (2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. To sum up, writing is not quick activity. In fact, when students are required to write, they often find a blank page on their minds. In other words, it can be said that finding ideas, writing down the ideas, until students come to their final product, need long process. Often we see that students are quite difficult on what they have to write even though teachers have given them a prompt.

Richard and Renandya (2002: 303) state that the process of writing consists of planning, drafting, revising, and editing. On the planning stage, the students are encouraged to write. Then, on the drafting stage is focusing on the fluency of writing and is not pre occupied with grammatical accuracy or the neatness of the draft. Next, on the revising stage, the students re-write their text on the basis of feedback given in a responding stage. The last, on the editing stage, the students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers.

Mappe (2000) suggests that “there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing”. The description of each stage is shown as follows:

a. Pre writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivation to write because they feel that they have something matter to say.

b. Drafting

In this stage, students will select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

c. Revising

In this stage, the students review a draft to check five aspect of writing based on the feedback which is given by the teacher or peers. Revision is a process in which writers not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into final form.

d. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

Referring to the process of writing above, teacher's feedback played the important roles in the four process of writing in this study. Therefore, this study used the four processes in writing: pre-writing, drafting, revising and editing with teacher's indirect feedback applied in the revising stage of teaching writing process.

B. Recount Text

1. The Definition of Recount Text

According to Anderson & Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. There for the experience of the readers themselves, such as their adventure and their day's activities. Department for Education and Child Development of South Australia (2012) states recounts are used to relate experiences or retell events for the purpose of informing, entertaining or reflecting.

2. The Generic Structure of Recount Text

According to Mukarto et al. (2007), the generic structure or rhetorical features of a recount text consist of three parts, namely:

- a. Orientation gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.
- b. List/series of events tells a series of events in a chronological order and describes what happened.
- c. Reorientation personal comment is the evaluate remark, which are interspersed throughout the record of events, but it is optional.

3. Linguistics feature of recount text

The linguistics feature of recording Anderson and Anderson (1997) are:

- a. Proper nouns to identify those involved in the text
- b. Descriptive words to give details about who, what, where, and how
- c. The use of past tense to retell the events, words that show the order to events (first, next, then)

4. Kinds of recount text

According to Department for Education and Child Development of South Australia (2012), recount text is classified into three. They are personal recount, factual recount, and imaginative recount.

a. Personal Recount

Personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purposes of personal recount are to inform and to entertain the reader.

b. Factual recount

Factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is to inform the reader about what was going on in the past.

c. Imaginative recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means the event happened in the text do not occur in the real life. Its purpose is usually to entertain.

C. Feedback

1. Definition of feedback

The term of feedback is used to describe the information that comes back from the reader to the writer. Feedback is the input for the writer through providing the letter with information for revision. In other words, it is the comments, questions and suggestions that the reader gives. The primary purpose for providing feedback on students' written production is to help them to improve the quality of their writing. In relation to this, Ur (1996: 242) says that in the context of teaching general, feedback is information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. In addition, Roger (2001) says that feedback is not just about weaknesses.

Students will respond if teachers are encouraging as well as allowing mistakes, emerging capabilities, and give ideas for directing further learning.

Viewing feedback as an important aspect in the writing process, the issue of who will give feedback becomes a consideration to an English teacher in writing teaching learning process. According to Nation (2009), the feedback can come from the teacher, from peers, and from the learners themselves in self assessment.

a. Feedback from the teacher

In this context, the role of the teacher in the feedback is to explain and justify a grade including also some general suggestions for the students to consider. Moreover, Hyland (2003) adds that many students see their teacher's feedback as crucial to the students' improvement as a writer.

b. Feedback from peers

Peer feedback is done by the students to look at each other's drafts. Each student has to respond based on his or her ability. It can be imagined that in the peer feedback the students will make a discussion about their writing text to their peer. Harmer (2004) confirms that peer feedback has an advantage of encouraging students to work collaboratively. In line with this, Harmer also states that the success of peer feedback may depend on exactly who is the reviewer and whose work is being reviewed.

c. Feedback from the learners themselves

Ferris in Richard & Renandya (2002) says that when the teacher does not have time to give response to all students' writing, the students are expected to self-edit their writing. However, the teacher does not then leave the students to give feedback to their writing, but the teacher has to teach the students to self-edit.

From the types of feedback above, the focus of the research is feedback from the teacher, since teacher's feedback on students' written production can be guidance for students to reduce their mistakes and compose a good writing.

2. Types of Written Corrective Feedback

According to Ellis (2007: 97-107), there are six types of written corrective feedback:

a. Direct feedback

Direct feedback refers to the feedback provided explicitly with the correct form for the students. It indicates that the students make an incorrect form and the correction is provided in a place of the errors. In providing feedback, the teacher might cross out an unnecessary word, phrase, or morpheme, insert a missing word or morpheme as well as provide the correct form above or near to the error form.

b. Indirect feedback

Indirect feedback refers to the feedback provided implicitly for the students. It indicates that the students make an incorrect form by providing notification, yet the correct form is not provided. This type of feedback allows the students to find out their own error and let them to correct it.

c. Metalinguistic feedback

Metalinguistic feedback refers to the provision of feedback in a form of linguistic clue or explicit comment on the targeted error. It indicates that when students make an error, they are provided a clue on how to correct the error one.

d. Focused and unfocused feedback

Focused feedback means providing corrective feedback on the target errors, while unfocused feedback means providing feedback on all the errors or a variety of error features on the students' essay. It indicates that both focused and unfocused feedback are not deal with providing the incorrect form or not, instead of what target linguistic features will be focused on.

e. Electronic feedback

Electronic feedback refers to providing feedback by using a computer as a tool to point out the written errors. Examples of electronic feedback are providing extensive of written English, either constructed or simply available via search engines such as Google.

The feedback can be accessed through software programs when the students write or it can be utilized as a form of feedback.

f. Reformulation feedback

Reformulation feedback refers to correcting an error when a native speaker reconstructs a second language writer's text to make it sound native like as well as maintains the writer's idea as possible. It means the native speaker helps the student to rewrite their idea.

Here, the researcher as the teacher will apply indirect feedback to respond students' error in writing recount text. Teacher will allow the students to find out their own error and let them to correct it.

3. Indirect Feedback

Indirect feedback is one of the strategies that is used to address grammatical errors on students' writing. Indirect feedback is usually provided by teacher using particular codes to mark the types of errors which occur in the process of writing. Some teachers use codes, and put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction neater, less threatening, and considerably more helpful than random marks and comments (Harmer, 2001: 111).

Hence, indirect feedback is appropriate to be implemented to address grammatical errors on students' writing. It makes teacher easier to identify and mark grammatical errors on students' writing based on the code that have been decided. Indirect feedback only indicated the errors which occur

in writing without providing the correct form (Ferris, 2001: 164). Students can be asked to correct the error after teachers locate the type of error by giving general clues such as underline, a circle, a code, a mark, or a highlight on the error (Lee, 2008; O'Sullivan & Chambers, 2006 cited from Purnawarman, 2011).

Therefore, to apply indirect feedback strategy and improve students' writing, teachers only need to mark the errors without providing the correct form, after that student will find out by themselves or do self-editing to errors that have been made. According to Harmer (2001: 112) the aim of using codes and symbol is the same: if students can identify the mistake they have made, they are then in a position to correct them. If students consult grammar books or dictionaries as a way of resolving some of mistakes we have signaled for them, the feedback we have given has a positive outcome.

Moreover, Lalande (1982) cited from Hyland & Hyland (2006: 83) mentioned that feedback is more preferable because indirect feedback will engage students in a learning process, thus they can resolve their own problem in writing. Lalande (1982) also noted that students' errors are reducing overtime, if teacher uses indirect feedback in comparing with direct feedback. It is in line with Ferris (2002: 20) who views that students error frequency ratios are reduced after received indirect feedback in comparing with students who received direct feedback. Ferris (2002) also

noted that those who receive indirect feedback managed to reduce their error frequency ratios substantially.

According to Finocchiaro (1987) the symbols or codes that can be used to indicate error in indirect feedback can be seen as follow:

Table 2.1 Correction codes used to indicate error types in indirect feedback

No	Code	Meaning	Kinds of error
a.	WC	Word Choice	The words are inapplicable with the sentences/ meaning
b.	WF	Word Form	Wrong word form
c.	^	Missing word	There is a missing word in the sentence/ you should add a word here.
d.	?	Unclear meaning	The meaning is not clear. Write in another way to make the meaning clearer.
e.	S/V A	Subject Verb Agreement	Subject and verb do not agree
f.	s	Not necessary	The word is not necessary in this sentence
g.	Prep.	Preposition	Wrong preposition
h.	Art.	Article	Use article a, an, or the for singular noun
i.	WO	Word order	Wrong word order
j.	SP	Spelling error	You have to check and correct the spelling of the word
k.	Capt.	Capitalization	The word should be started by capital letter/ not capital
l.	Punct.	Punctuation	There is something wrong with the punctuation, you have to add punctuation here (coma, fullstop,etc)
m.	VT	Verb Tense	Wrong tense/use another tense
n.	DNS	Does not support	The developing sentence does not support the main idea
o.	More	Need More	Need more developing sentence
p.	Org	Organization	You have to check the sequence of your developmental paragraph.

(Finocchiaro, 1987)

a. WC (Word Choice)

Code or symbol of word choice was given to the students' writing, when there was a word in their writing recount text which is inapplicable with the sentences/meaning.

For example: "*It was necessary to have a healthy body and brain*". In this sentence, "*brain*" is not appropriate with the sentence, so it should be changed into "*mind*".

b. WF (Word Form)

Code or symbol of word form was given to the students' writing, when there was a word which is not appropriate form in the sentences/meaning.

For example: "*It was necessary to have a health body and brain*". In this sentence, "*health*" is not appropriate with the sentence, because health is a noun not adjective, so it should be changed into "*healthy*".

c. ^ (Missing Word)

Code or symbol of missing word was given to the students' writing, when there is a missing word in the sentence. So, it should be added a word in the sentence.

For example: "*Please don't ^ me that the question anymore*". In this sentence, the missing word should be added a word "*ask*" to complete the sentence/meaning.

d. ? (Unclear Meaning)

Code or symbol of unclear meaning was given to the students' writing, when the meaning is not clear. Thus, write in another way to make the meaning clearer.

For example: "*Jacqueline always gave her sister more attention than her brother*". In the sentence, the meaning is unclear. The sentence could mean "*Jacqueline always gave her sister more attention than her brother gave to her sister*".

e. S/V A (Subject Verb Agreement)

Code or symbol of subject verb agreement was given to the students' writing, when the subject and the verb do not agree.

For example: "*The manager always work hard*"

S/V A

In this sentence, the verb "*work*" / "*like*" should be changed into "*works*", because in the present tense, if the subject is singular, the verb should be added "*s/es*". In contrast, if the subject is plural, the verb does not need to be added "*s/es*".

f. ✖ (Not Necessary)

Code or symbol of not necessary was given to the students' writing, when the word is not necessary in the sentence.

For example: "*I was going ~~to~~ shopping while my sister was washing her clothes*".

In this sentence, the word “to” should be omitted or delated, because it is not necessary in the sentence.

g. Prep. (Preposition)

Code or symbol of preposition was given to the students’ writing, when there is preposition which is not appropriate in the sentence.

For example : “ *I went to Sinagpore at July 16th, 2017*”.

Prep.

In this sentence, the preposition “at” should be changed into “on”, because verb “born” only can stand with the preposition “on”, where the preposition “at” usually is used to time or place, such as, “*I get up at 5 o’clock in the morning*”.

h. Art. (Article)

Code or symbol of article was given to the students’ writing, when the noun should be added article, if the noun is singular noun or there is wrong article in the sentence.

For example: “*I bought pen*”.

Art.

In this sentence, the noun “pen” should be added article “a”, because the noun is singular noun and the capital of the noun is consonant letter. In contrast, if the capital of the noun is vowel letter, the noun should be added “an”.

i. WO (Word Order)

Code or symbol of word order was given to the students' writing, when the order of the words in the sentence is wrong.

For example: "*Bob forgot to put money into wallet his*".

WO

In this sentence, the structure of the sentence "*wallet his*" should be changed into "*his wallet*", because source language should be translated into target language.

j. SP (Spelling Error)

Code or symbol of spelling error was given to the students' writing, when the spelling of the word is incorrect.

For example: "*We spen a week staying in my grandmother's house*".

SP

In this sentence, the spelling of the word "*spenis*" is incorrect and it should be changed into "*spen*". The students should be careful in spelling, especially in vowel letter. If the spelling is incorrect, sometimes, it can change the meaning of the word.

k. Capt. (Capitalization)

Code or symbol of capitalization was given to the students' writing, when the word should be started by capital letter or the word should not be started by capital letter.

For example: “*My family and I stayaed at melinda hotel*”.

Capt.

In this sentence, the name of place “*isyana sarasvati*” should be changed into capital letter “*Isyana Sarasvati*”.

1. Punct. (Punctuation)

Code or symbol of punctuation was given to the students’ writing, when there is something wrong with the punctuation/you have to add punctuation here. (comma, full stops, question mark, etc.)

For example: “It was a great movie ? “.

Punct.

In this sentence, the punctuation “?” should be omitted or delated, because the sentence is not a question.

m. VT (Verb Tense)

Code or symbol of verb tense was given to the students’ writing, when the tense is wrong and you should use anorther tense.

For example: “*I have a freat party yesterday.*”

VT

In this sentence, there is an adverb of time, which is “*yesterday*”. So it can be concluded that the sentence is past tense. So, the verb “*have*” should be changed into “*had*”.

n. DNS (Does Not Support)

Code or symbol of does not support was given to the students’ writing, when the developing sentence does not support the main idea.

For example:

“My family and I went to my grandmother’s house in Yogyakarta last month. It was my first trip to go this city. We went there two days after my sister’s graduation ceremony in Semarang. We arrived at Yogyakarta at night. My grandmother was quite old. She was very kind. She was tall and slim. She also had a curly hair. Her hobby was cooking.”

DNS

In this sentence, the sentence should support the main idea. The text should only focus to tell the subject not other subject.

o. More (Need More)

Code or symbol of need more was given to the students’ writing, when the sentence is so simple. It needs more developing sentence.

For example:

“My family and I went to Yogyakarta. It was my first trip to go this city. We went there two days after my sister’s graduation ceremony in Semarang. We arrived at Yogyakarta at night. I was very happy.”

In this sentence, the text should be able to convince the reader that the text that is real by giving specific detail about the subject.

p. Org (Organization)

Code or symbol of organization was given to the students’ writing, when the sentence does not organize well. Thus, the students have to check the sequence of your developmental paragraph.

For example:

“In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta. I walked around the neighborhood with my sister. On the second day, all of us went to Malioboro street.

My family and I went to Yogyakarta last month. It was my first trip to go to this city. We went there by car.

It was my favorite holiday I ever had”

In this sentence, the sentence should be organized well based on the generic structure of recount writing which is divided into orientation, sequence of event and reorientation. In the first paragraph should identify background information of the. In the second paragraph should tell a series of events in a chronological order and describes what happened.

D. The Advantages and Disadvantages of Indirect Feedback

Technique is an important thing in teaching and learning in every skill because, technique can be used to improve students' ideas and comprehension. In addition, all techniques have advantages and disadvantages. Below are the advantages and disadvantages of teacher's indirect feedback:

1. The Advantages of indirect feedback

Teacher's indirect feedback is considered as an alternative strategy to teach writing because it has many advantages. The advantages of using it can be described as follows:

- a. Students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made (Frodesen, 2001).
- b. Indirect feedback is more helpful on students' long-term writing development than direct feedback (Ferris, 2002).
- c. Indirect feedback may be more beneficial to students than direct feedback in editing (Lalande, 1982).

2. The Disadvantages of indirect feedback

Beside of the advantages, indirect feedback has disadvantages that should be considered as follows:

- a. The process of giving feedback to each student's writing can consume much time if the number of the student in the class is large (Frodesen, 2001).
- b. Students may feel confused because of the symbol given is not familiar to them (Frodesen, 2001).

Therefore, the teacher should consider the time allocation for giving the feedback and to reduce student confusion, teachers could consistently use a standard set of symbols or markings to indicate place and type of error and trained the students in what kinds of corrections to make based on each symbol.

E. The Role of Teacher in Providing Indirect Feedback

The students can not write alone and writing also not only a single step but a process. To pass the process, they need guidance, supporter to make their writing better. Therefore, they need someone to check about the mistake that they made. It could be from teacher or peer because writing usually involves one person for another to help them in expressing their ideas in writing form. Even though peers feedback is more advantageous, the teacher's feedback is eventually needed to provide a whole class impression before they are engaged in an individual writing as practice. Here, teacher can be as describer when he/she gives feedback. But before that, teacher should be a reader and as advisor for them.

The patterns of feedback and responses given by the writing teacher depend very much on the teacher's conception of the composing process and his/her understanding of learner's errors. Teachers may, on the one hand, present themselves as helpful facilitators offering support and guidance; on the other hand, they may act as an authority imposing critical judgment on writing products (Ferris,2002).

Teachers can offer self-correction opportunity for their students by providing indirect feedback on student's grammatical errors (Chandler, 2003). The assistance and feedback given by the teacher should not be confined to the last stage of the writing process. The marking of products should always open more opportunities in which students can revise their work.

F. Procedures of Teaching Recount Text Writing Using Indirect Feedback

Based on the notion proposed in Mappe (2000), it is concluded that this study uses four steps in teaching recount text by using teacher's indirect feedback. Those steps could be described as follows:

1. Pre- writing

- a. Teacher asked the students about their holiday, for example "Did you have an unforgettable holiday? When it happened? Where did you go? With whom did you go to holiday? Can you tell me the place that you visited?"
- b. Teacher explained the correlation between those questions and the material they would learn. It was about recount text.

2. Drafting

- a. Teacher asked the students to write 1st draft about recount text.
- b. Students wrote composition based on teacher's instruction.

3. Revising

- a. Teacher asked the students to submit their writing.
- b. Students submitted their writing.
- c. Teacher explained that he/she would put indirect feedback in every error of students writing.
- d. Teacher gave indirect feedback to the students' writing error.

4. Editing

- a. Teacher distributed students' first draft.

- b. Teacher asked the students to revise their draft based on the indirect feedback given on it.
- c. Teacher asked the students to submit their writing.

So, the teacher should do this procedure to make the teaching writing in recount text as well as expected.

G. Previous studies

There are some studies related to the use of indirect feedback in teaching and learning process. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one. The following explanations are the highlights of some previous studies related to the use of indirect feedback.

Chandler's study (2003) involving thirty one ESL university undergraduate students shows that indirect feedback with underlining on students' errors are a preferred alternative to direct correction in a multiple-draft setting as indirect feedback engages the students in the correction process and engages them more cognitively during the process. An additional finding of Chandler's study is that if students did not revise their writing based on teacher feedback about their errors, getting their errors marked was comparable to receive no feedback as their correctness did not increase.

Similarly, the study conducted by Feris on 2006, involving ninety two ESL students in the United States receiving several types of direct feedback and indirect feedback, shows that there was a strong relationship between

teacher's indirect feedback and successful student revisions on the subsequent drafts of their essays.

The previous study by Vivi Evayanti in 2013 entitled *"Increasing Students' Descriptive Text Writing Achievement through Feedback at the Second Year of SMP Taman Siswa II Bandar Lampung"* was conducted to investigate whether there is any increase of students' writing descriptive text achievement through feedback or not. The feedback which was used in this research was teacher indirect feedback in writing subject. The result used one class of second year students in academic year 2011/2012 in the even semester where the class was consist of 24 students. The students were asked to make their first draft to see their basic writing skill before the treatment and after that the students were asked to make the second draft to revise and rewrite theirperevious draft based on the feedback given on the paper. As the result, there was an increase of students' descriptive text writing achievement through feedback and teacher feedback can be used to increase scores in five components of writing.

The other study conducted by Rendi Saputra in 2016 entitled *"The Effectiveness of Using Indirect Feedback on Students' Writing of Procedure text at the First Grade of SMP Ibadurahaman Cipondoh Tangerang"* was intended to know the effectiveness of using indirect feedback on students' writing skill of procedure text. The samples of this study are the 25 students in VIII 1 and 25 Students in VIII 2. It found that there was a significant difference

between students' achievement in writing of procedure text in experimental class which were given.