

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents some theories related to Teacher's Indirect Corrective Feedback, writing includes the understanding of writing from some experts, the descriptive text, Teacher's indirect corrective feedback, and previous study.

A. Writing

1. The Definition of Writing

Writing is one of the human's ways to communicate. Communication not only through speaking but also it can through writing. Someone who want to express their idea can share in the written form. According to Tarigan (1987:7), writing is the language skill that is used in the indirect communication. It implies that the writers can communicate their ideas to the others through written form such as letter, message or invitation for communication. It means that writing is one of important skill to obtain in learning language beside listening, speaking and reading.

According to Carrol (2001) writing is one of the most powerful communication tools that are to share our thoughts and ideas for the

rest of our life. James C. Raymond (1980) said in his book writing is an unnatural stated:

“writing is more than a medium of communication. It is a way of remembering and a way of remembering and a way of thinking as well....,”

It means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression.

Furthermore, from the definition above, the researcher concludes that writing means skill of writer to express ideas in written language to support communication activity in the language usage. In writing, we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable.

2. The Purpose of Writing

Purpose means the reason for someone to write. Dietsch states that when someone writes, he/she has two kinds of purposes; general and specific purposes. In generally are to inform, to explain, to argue, to evaluate, to persuade, to express and to entertain are purposes for writing, and these purposes can be integrated in a single text. However, writing can also have specific purpose which directly stated to show its clarity.

According to Whitaker (2009:2), the most common purposes in writing are to persuade, analyse/synthesize and inform.

a. Persuasive Purpose

Persuasive writing is aimed to convince the readers accepting the writer's idea. In persuasive writing, the writer choose a question that should be answered. Then, the question is answered using strong reasons and evidences. The writes also try to chance the readers' point of view about the topic.

b. Analytical Purpose

Analytical writing often investigate causes, examine effects, evaluate effectiveness, assess ways to solve problems, find the relationships between various ideas, or analyse other people's arguments. Analytical writing is aimed to explain and evaluate possible answers to the writer's question and to choose the best answers based on the writer's criteria. The synthesis part of the purpose comes in when the writer puts together all the parts and comes up with the writer's answer of the question.

c. Informative Purpose

Informative writing differs from an analytical topic in that the writer does not push the point of view on the readers, but the writer rather tries to enlarge the readers' view. In informative writing, the writer explains possible answers to the questions, and giving the readers new information about the topic discussed.

3. The Process of Writing

Writing process is a way of looking what people do when they compose written text (Hammer 2004:12). The focuses of the writing process on what the writers do in their writing. Harmer (2004) describes that writing is a process with four stages, namely planning, drafting, editing, and final draft. The stages of writing above can be illustrated like the following:

- a. Planning: Planning is activity designed to help students to organize their ideas before writing.
- b. Drafting: Drafting is the stage where the students put ideas and information they wish to share on paper. The students use the ideas as a guide. As the writing process proceeds into editing, a number of drafts may be produced on the way to final drafts. This is usually done on the assumption that it will be amended later. The focus is usually more on the fluency of ideas rather than the accuracy of grammar and spelling.
- c. Revising: In this stage, the students review a draft to check five aspect. Revising 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: It is final version, the students check their final text revision for some mistakes they have made. Checking grammar and spelling accuracies, punctuations, and word choices usually becomes the main task to be done at this stage.

4. Aspect of Writing

In order to make a good writing, there are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacobs et al (1981:90).

a. Content

It refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

b. Organization

It refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

c. Grammar/Language use

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

d. Vocabulary

It refers to the selection of words that are suitable the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

e. Mechanics

It refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

B. Descriptive Text

1. The Definition of Descriptive Text

Is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing (<https://freeenglishcourse.info/what-is-descriptive-text/> accessed on December 15, 2018 retrieved at 11.00). It means about specific thing, person, or place by mentioning its characteristics, parts, quantities, or qualities. Anything being described is explained as clearly as possible

to make the readers or listeners able to see or imagine the subject in their minds clearly as the writer sees in his/her. For example, when you want to describe your uncle, you must to write his physical features, such as how is his hair, nose, lips, checks, body,his personality, and other descriptions.

There are many different definitions of Descriptive text by some writing experts. According to Kane (2000: 352), Descriptive text is description about sensory experience, how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Meanwhile, Smalley and Ruetten (1986: 25) also states that descriptive text relates to the description of something on order to mske the resdres see, feel or hesr whst the writer sees, feels or hears. A description can be objective or suggestive. Objective description deals with fact of technicalities and there is no judgement or emotional reaction. Our purpose is mainly to describe fact, while guggestive description involves the impressions and feelings that the writer has about he/she is describing. Besides that, descriptive paragraph can be devided into description of place, animal, and person. In addition, when you describe someone or something, you give your reader a picture in words. To make word pictures as vivid and real as possible, you mustobserve and record specific details that app ear to your reader's sense (sight, hear, taste, smell, and touch) state by Langan (2008:179). More than any other type of essay, a descriptive paper

needs sharp and colorful details. It means that what a writer write in his/her description paper or text must contain of details information about what he/she describes so that the reader can see, feel, hear, smell, and touch what he/she describe in his/her writing. By having the details information about what he/she describes, the reader can imagine your description as vivid and real as possible.

With reference to the description above, it means that descriptive text is a written English text in which the writer to tries to put a picture in the reader mind with describes an object. It tells how something looks or sounds or tastes or smell or even feels. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be any topic.

2. The Types of Descriptive Text

According to Carol & Wilson there are some types in descriptive writing :

- a. Physical description may focus on the apperance of the person, place or thing.
- b. Descriptions of ideas use concrete images or analogis to help readers understands abstract or complicated concepts.
- c. Functional description illustrate memorable parts of the writer's past by describing a person, place, thingor event.

3. Character sketches illustrate the appearance and personality of real character.

3. The Structure of Descriptive Text

Descriptive Text has generic structure which should be understood well by the student. In writing descriptive text has two generic structure. Based on Artono Wardiman (2008: 16), the generic structures of a description text are:

- a. Identification

This part consists of the identification of a particular thing that being described. In general, the identification part answers two questions: What is the topic of the topic? What is the text about?

- b. Description

This part describes the parts also the characteristics of the object that being described

Beside the generic structure, descriptive text also has language features, such as:

- a. Use of adjectives and compound adjectives

Adjective is a word added to a noun or pronoun, to express its quality, for example, a good man, a wise man, big, old, etc. Then, the examples of adjective in this sentence are as following:

- The example of using the word “beautiful” is as below:

My mother is a beautiful woman I have

- The example of using the word “patient” is as below:

She is so patient person when she faces problems

b. Use of linking verbs

Linking verb is a verb (such as appear, look, be, become, feel, grow, and seem) that connects a subject with an adjective or noun that describes or identifies the subject. Then, the examples of linking verb in this sentence as follows:

- The example of using the word “looks” is as below:

She always looks pretty

c. Use of attributive “has” and “have”

Both “has” and “have” mean the same thing. But has is used to singular pronoun or noun, while have is used to plural pronoun or noun. Then attributive “has” and “have” is used in simple present tense form.

- The example of using word “has” is as seen below:

She naturally has brown and bright eyes

- The example of using word “have” is, for example:

I have blonde hair

d. Focus on specific participant.

Specific participant has a certain object, it is not common and unique (only one). The object of the sentence is about “mother”, so the writer should focused on “mother”.

e. Use of simple present tense.

According to Sudarwati and Grace (2007: 135), descriptive text uses simple present tense for telling the facts of object description.

Here, the examples of present tense in this sentence as follows:

- The example of using word “faces” is, for example:

She is so patient person, when she faces problems

- The example of using word “loves”, is like the following:

She loves her family so much.

Here is an example of descriptive text:

My Mother

My mother works in the elementary school as the teacher in my village She is 45 years old, her name is Susanti.**(Identification)**

My mother is a beautiful woman I have. She is the most beautiful woman in the world. She always looks pretty, because she naturally has brown and bright eyes and she has long, straight, and black hair. In addition, she has slim and tall body.**(Description)**

Furthermore, my mother is a kind person and she loves her family so much. She is so patient person when she faces problems. Besides, she is also so care and wise to everyone. That is why she is loved by every people around her. **(Description)**

C. 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 latter 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. 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 selfassessment.

1. 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 next time. Moreover, Hyland (2003) adds that many students see their teacher's feedback as crucial to the students' improvement as a writer.

2. 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.

3. 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.

Teacher's feedback is a feedback provided by the teacher aimed to provide the guidance for students' mistakes in compiling writing. In this case, feedback is a kind of assessment that concerns on the giving information about the students' writing performance. There are two kinds of teacher's feedback. The first is Direct Corrective Feedback and The second is Indirect Corrective Feedback. In this reasearch, the researcher will be use Teacher's Indirect Corrective Feedback for to improve students writing ability.

D. Teacher's Indirect Corrective Feedback

1. Definition of Teacher's Indirect Corrective Feedback

According to Ferris (2011:123) indirect feedback technique is the information about the students' response to an instruction which may be right or wrong indirectly given by the teacher in the form of circling, underlining, highlighting and in other forms of marking. It is mean that the teacher just inform that the students response is right or wrong or what parts of the response is right or wrong. The provision of marking showing the response is right or wrong and the absence of the

teacher's elaboration of why a response is right or wrong make this instructional activity to be called as indirect feedback. Meanwhile, Napaporn (2012: 10) also states that when giving indirect feedback, errors are underlined and codes or symbols are used to indicate the type of errors. It means that indirect feedback can be done by using codes representing a spesific kind of error.

Furthermore, from the definition above, the reseacher concludes that Teacher's Indirect Corrective Feedback is one of corrective feedback providing indications of errors students make by using codes but leaving no correct answer in order to let students correct by themselves.

2. Benefits of Teacher's Indirect Corrective Feedback

As one of written corrective feedback, teacher's indirect feedback is assumed can bring more benefits to students' writing development. However, according to Beuningen (on Ferris 2012), indirect corrective feedback was more interesting for learners when doing the form-focus activities. It is in line with the writer experience when do the research in MA Al Ma'Arif Tulungagung. Most of students were more active and enjoyed the class when teacher gave the teacher indirect corrective feedback. They were enthusiastically follow the teaching and learning process and curious about the meaning of symbols given. In addition, Ferris' (2012: 90) states that Teacher's

Indirect Corrective Feedback gives more advantages in learners' long-term improvement than the Teacher's Direct Corrective Feedback. He also says that Teacher's Indirect Corrective Feedback is preferred from any proficiency level of learners.

According the researcher, the benefits of Teacher's Indirect Feedback are:

- a. Teacher's Indirect Feedback leads to greater cognitive ability, reflection and problem solving
- b. Teacher's Indirect Feedback has the potential to influence long-term student learning and improvement in written accuracy.
- c. Teacher's Indirect Feedback is useful if it is combined with students' self-revision.

3. How to Give Teacher's Indirect Corrective Feedback

In giving Teacher's Indirect Corrective Feedback to the errors students make, several ways can be used. As Ferris (2012: 149) states on his book, circling, underlining, highlighting, and marking or giving codes and/or symbols on the location of error. The correction symbols according to Oshima and Hogue(1996: 217-218) can see in appendix 3.

E. Teaching Writing Descriptive Text Using Teacher's Indirect Feedback

Writing is not only a single step but a process. To pass the process from the first draft to the final draft, students need guidance, supporter and counselor/advisor to make their writing better. Therefore, they need someone to check the mistake that they made. It can 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 function as describer when he/she gives feedback. But before that, teacher should be a reader and an advisor for them.

Furthermore, the patterns of feedback and responses given by the 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 errors. 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 re-draft their work. In addition, students are able to express their ideas more

clearly in writing and to get clarification on any comments indirectly that teachers have made to their writing.

F. Previous Study

Some researchers have conducted studies related to the use of teacher's indirect corrective feedback in teaching writing. The first from Annisa Bintang Kusumawardhani (2015) from Department of English Education, Indonesia University. The research was conducted to investigate the use of indirect feedback to reduce students' grammatical errors in writing an analytical exposition text. The study implemented a quasi-experimental design with involves 60 students as control group and experimental group. The results indicated that the use of indirect feedback reduced the number of grammatical errors made by students in writing an analytical exposition text in terms of article, subject verb agreement and noun. Article is aspect that reduced the most in terms of grammatical errors. Next, errors committed were in nouns, and the subject verb agreement is aspect that reduced the least number of grammatical errors.

The second previous study was entitle The Effectiveness of Using Indirect Feedback on Students' Writing of Procedure Text by Rendy Saputra (2016) was aimed to find the best written corrective feedback strategy in the classroom. This study used a quasi-experimental design and the participants were 50 students at the Second Grade of Junior high

school be divide into two group. The data were analyzed by using t-test. It found that there was a significant difference between students' achievement in writing of procedure text in experimental class which were given Indirect Feedback technique and the control class which were not. It is presented that the post-test result has outscored the pre-test score. It means that the students got significant progress in their writing. Therefore, it can be concluded that the indirect written corrective feedback improved the students' writing procedure text.

The third conducted by Sri Nurhayati from STAIN Pamekasan. The title is The Effect of Indirect Coded Feedback on Students' Writing Ability. This study was aimed to find out whether the indirect coded feedback gives a better effect on students' writing ability rather than the direct feedback. She used the experimental study as the design. The study was conducted in two EFL classes of Madura University. In collecting the data, the researcher used tests which were given before and after the treatment using indirect coded feedback is applied. The result showed that the t_0 was higher than t_t ($2.235 > 1.684$). This indicated that students who got indirect coded feedback have better writing ability than the students whose were corrected using direct correction.

Based on previous studies, it has little bit similarities and difference term. the differences among these studies were in the sample used. The first previous study took the eleventh graders of a senior high school. The second took sample from and the third took sample from university

students. The similarity of these studies is on the design used. All of these researchers used quantitative method with quasi-experimental design to conduct their study. Then, the researcher is curious to Use Teacher's Indirect Corrective Feedback technique in the other term. The writer of the current study is interested to findout whether indirect feedback can be implemented and improve students' writing ability in different level. The stages to conduct this strategy some are modified and the focus of writing text is changed with Descriptive text. The use of the symbol is different. The design of research use pre-experimental. The sample of research is tenth grades students of Senior High School and investigating their achievement in descriptive text.