CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of relevant literatures which are used in this study. It covers about writing, teaching writing, recount text, feedback, Written Coded Indirect Corrective Feedback, and previous study.

A. Writing

1. Definition of Writing

Meyers (2005:2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other people on paper or on a computer screen. Furthermore, writing is also an action or a process of discovering and organizing the ideas, putting them on a paper, reshaping and revising them. In other term, Highman (2011;4) declares that writing is not simply a task to be done by conducting once research or other preparation is completed. It can be an integral part of the work progress.

Randal (2004: 160) states that writing is an ability to make a form of words that in general it may have a higher truth value than the fact that it has set it down. It means that the product of writing should be truly acceptable by the readers. Besides, it must contain meaningful values so that the readers can get the benefits from the writing.

Nunan (2003: 88) says that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It means

that the writers are supposed to think their idea and arrange into good arrangement and composition. Surely, the writers have to consider the grammar and punctuation too. So, it will make the reader easy to understand the story. This statement is supported by Hyland (2004: 09) who says that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable.

Nura (2003: 71) says that writing is an activity. Writing is not merely symbolized spoken language. Writing is a person's way to express him/herself and to adapt with the society. Through writing, readers will understand the writer's way of thinking. It means that writing can be a reflection of the writer's mind. Additionally, Harmer (2004: 86) stated that writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. In this case, writing activities can be present in a classroom.

From all of those definitions, it can be concluded that writing is an activity of thinking in which it is expressed into graphic symbols and communicative written language. In expressing the writers' thought into written language, the sense and feeling have the important role, so that the products of writing will be easily understood and enjoyed by the readers.

In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed. Additionally, writing can be concluded as the written form of human communication that represent the language and communication.

2. Purpose of Writing

The purpose of writing is the expression of ideas and the conveying of a message to the readers. Mc. Mahon et al (1996: 8) states that there are many purposes of writing which surely different. Those are:

a) To express the writers feeling. The writer wants to produce and express what he/she feels or thinks through written forms, as in diary or a love letter. It is what is so called expressive writing.

b) To entertain the readers. The writer intends to entertain the readers through written forms. The writer usually uses aesthetical materials to entertain the readers. It is called literary writing.

c) To inform the readers. The writer intends to give information or explain something to the readers. It is a kind of informative writing.

d) To persuade the readers. The writer tries to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.

3. Stages in Writing

According to (Harmer 2004:12), stages or can be called as writing process is the ways that are used by the writers when they are arranging the written text. It means that the writing process only focuses on the what the

writers do. There are four stages in writing include prewriting, drafting, editing, and final draft. In addition, all of those stages can be explained briefly as follows:

a) **Prewriting**

Prewriting means that the activity in making the outline or design of writing before the writers start to write. It can help them to organize their ideas and imagination. The outcome of this stage is the form of outline.

b) **Drafting**

Drafting is the process when the writers start to write the ideas and information that they know. Basically, those ideas are used as the guide to develop the main thought. 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 outcome of this stage is the form of first draft.

c) **Revising**

In revising process, the will review their final draft to check five aspects of writing that cover organization, grammar, language use, mechanic, and content. Revising is a process in which writers not only polish their style, but also develop their ideas. The outcome of this stage is the form of first draft with corrective feedback.

d) **Editing**

It is final version, the writerss check their final text revision for some mistakes that they have made. Checking grammar and spelling

accuracies, punctuations, and word choices usually becomes the main task to be done at this stage. The outcome of this stage is the form of first draft with error correction final draft.

4. Aspects of Writing

According to Weigh (2002:16), writing has several elements that must be included in the product of written text such as contents, organization, vocabulary, grammar, and mechanic. Here are the explanations of each element in writing:

a) **Content**

The definition of content is about the material existed in the composition such as topic, explanations, discussions, and the core of the main topic. It means that the content should be consider clearly for a good text, story, and dialogue.

b) **Organization**

The meaning of organization during the composing of the writing text should be consider the sequence of each statement. In addition, the statement of the story, or dialogue should be organize well.

c) **Vocabulary**

Vocabulary means that the word that we used in writing the text. Furthermore, the vocabulary should suitable, great, and clear for the text. So, consider the vocabulary will make the result of the text in the story or dialogue better.

d) **Grammar**

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

e) **Mechanic**

Mechanics deals with the punctuation, spelling, capitalization as well as the type of handwriting whether it is clear or not. It is important to arrange the mechanics kindly since the effect to the writing result. Besides that, the students have to consider the rules of language, punctuation, and spelling. The story or dialogue which use the true and suitable mechanics will be readable and easy to understand.

B. Teaching Writing

Teaching writing especially at Senior High School is not easy as teaching other language skills which must be learnt as other language skills which are mastered, and it demands very much of learner, either the basic language proficiency to control their language performance. While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they will write. Specific technique is needed in teaching writing English for senior high school.

Lindsay and Knight (2006: 3) say that teaching is the teacher's job to help learners learn. Teaching writing is teaching the students how to express the idea or imagination in writing form. Writing is more than productive skill in the written mode. It is the complicated skill than the other three skills, even for native speakers of language, since it involves not just a graphic representation of speech, but the

development and presentation of thoughts in a structured way. Thus, the teachers are able to select a suitable material in writing class, so that materials and technique could be understandable for the students and they can express their idea, thinking into good writing.

Dorn and Soffos (2001) said that in the teaching writing to young learners, teachers have to recognize the complexity of the process and also think a moment about what happens in the mind of their students as they create a written work. Teacher must be creative to prepare materials that feature real-life situations and authentic language in teaching. Teachers also must be conscious of the types of practice: they are mechanical, meaningful, and communicative.

Based on those statements, the writer can conclude that the teacher's role is needed to motivate students in teaching learning process while students in transition period, and teacher must be creative to prepare materials that feature real-life situations and authentic language in teaching because they have some different characteristic. In practicing their writing, they have to follow the steps of process writing to make their writing more effective and help the students to write a text become easier. All of that the students do before writing is very important, because the student can be guided to think about a topic in relation to a perceived audience. In this activity of writing involved process writing.

C. Recount Text

1. Definition of Recount Text

Hyland (2004: 29) states that recount is a kind of genre that has social function to reconstruct past experience by retelling in original

sequence. The tense that use in recount text is past tense. Then, Hyland's statement is supported by Anderson (2003: 48) who defines recount text as a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

Anderson and Anderson (1997: 48) said that recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. It can be the writers' or others' experience that happened in the past. In recount text, the writers can tell everything whether it is embarrassing, unforgettable, pleasing experience, and other as long as it is already happened. Formally, Knapp (2005:223) declared that recounts are sequential texts that do little more sequence a series of events. Every story, no matter how simple, needs an orientation.

From those statements, the researcher can conclude that recount is a type of text which retell event or experiences happened in the past. Then, the purpose of recount text is to entertain, inform, or reflect the readers.

2. Types of Recount Text

According to UC High School Kaleen Writing Handbook (2011), recount text is classified into three types which include personal recount, factual recount, and imaginative recount.

a) Personal Recount

A 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

A 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 just 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 that happened in the text do not occur in the real life. Its purpose is usually to entertain, and it usually can be found in textbook

3. Generic Structure of Recount Text

In making an effective recount text, it needs standard that is used to guide a writer to make a good writing. Furthermore, recount text has several significant characteristics. According to Mukarto et al as cited in Novela (2019:20), the generic structures of recount text consist of: orientation, events, and reorientation.

a) Orientation

Recount begins by telling the reader who was involved, what happened, where the event took place, and when it happened. Orientation gives reader background information needed to understand the text, and the reader will recognize about scene setting and context of the text.

b) Events

Event is the main activities that occurred in the story of the text. In writing recount text, events are ordered in a chronological sequence. Sometimes, additional detail is added to the text to give some information for reader.

c) Reorientation

Reorientation is a closing statement that may include elaboration. Some recount texts also have a concluding paragraph. In this concluding paragraph, the writer can give his/ her personal comment or statement, but it is optional one.

4. Language Features of Recount Text

According to Mark et al as cited in Nugrahani (2016: 21), the language features of recount text are:

a) Proper noun to identify those involved in the text.

b) Descriptive words to give details about who, what, when, where, and how.

c) The use of past tense to retell the events.

d) Words that show the order of events (for example, first, next, then).

D. Feedback

1. Definition of Feedback

Feedback is a key element in language learning which can promote minimal or deep learning. Hattie and Timperley (2007:81) state that feedback is the information provided by an agent regarding some aspects of one's task performance. Narciss (2008:127) also defines feedback as all post-response

information that is provided to a learner to inform the learner on his or her actual state of learning or performance. What is clear from these definitions is that feedback is designed to provide an understanding of performance through offering guidance on the knowledge that they possess. One of the factors which seem to be of great importance in dealing with feedback is that it helps students to reconstruct their knowledge or skill to what is desired.

2. Purpose of Feedback

According to Lewis (2002: 3-4), feedback has several purposes when it is given in the language classes.

a) Feedback provides information for teachers and students

Through feedback, teachers can get information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused on the process rather than marks or grades.

By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.

b) Feedback provides students with advice about learning

Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process. A common way for this to happen is through learning journals.

c) Feedback provides students with language input

The teachers' words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightly higher than the students' own current language use. In this way, the students can learn new vocabulary and structures in context.

d) Feedback is a form of motivation

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners' attitudes. As teachers find out more about their students, the encouragement can take personal circumstances into account.

e) Feedback can lead students toward autonomy

One long-term purpose of feedback is to lead students to the point where they can find their own mistakes.

Based on those arguments, it can be inferred that actually giving feedback is not only correcting students errors, but it should also provide information for teachers and students, provides students advice about learning, language input, a form of motivation and it should lead students toward autonomy.

3. Source of Feedback

Lewis (2002: 15-23) writes three sources of feedback, namely, teacher feedback, peer feedback and self-evaluation, which is equivalent with self-directed feedback.

a) Teacher feedback

Teachers have been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). In many classes, teachers are the main source for the students to obtain feedback. Indeed, teachers are very helpful when students are facing some difficulties as they are writing a composition. Teachers help them by giving an outline on how to write well and check the content and then write the mistake in their work.

After receiving feedback, the students could directly recheck and correct what mistake they have made based on the teachers' written feedback. Commonly, teachers correct one by one students' work then, they discuss face to face with each other. It is called as conferencing feedback. In addition, they might use another variation to give feedback to their students. Collective feedback usually used by the teacher. Collective feedback is when the teacher giving feedback by commenting orally one by one and then summarizing feedback on the board.

b) Peer feedback

Rollinson (2005:25) states that peer feedback with its potentially high level of response and interaction communication between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties. Based on that statement, there is a relationship between peer feedback and cooperative learning. By working cooperatively, the students will not only see their work from their perspective but also sees from another perspective through their peer.

Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in such a way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in writing process. It means that the students can become peers and also give feedback for their friends' work which normally it is done by their teacher.

c) Self- evaluation (self-directed feedback)

In self-evaluation, the students can correct and evaluate their own works. It may increase students" independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyse their own work and practice self-feedback may encourage them to be self-sufficient and independent students. The students are expected to remember what mistakes that they have done so that they will not do the same mistakes later on. Moreover, self-evaluation saves time in a large class.

On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point views of other people are needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

4. 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 sounds 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.

5. The Role of Feedback in Teaching Writing

Basically, according to Raihany (2014:91), feedback plays an important role in motivating further learning as it informs learners about the result of their learning or their needs for improvement. Feedback is also essential for improving both of teaching and learning language. It enables the teachers to find out what extent they

have been successful in their teaching and what they need to do to make their teaching more effective.

Brown (1994:219) states that feedback is one of the keys to successful learning. It means that feedback is needed in improving teaching and learning process in order to identify both of teachers' and students' own strengths and weaknesses. Besides, Ur (1996:24) explains that feedback includes two major components namely assessment and correction. The assessment components inform learners of the quality of their performance. Grades and general comments are examples of assessment component of feedback. The correction component provides learners with specific information on particular aspects of performance or behavior.

Based on those statements, the researcher concludes that students need feedback to help them improve their performance of a learning language task, including writing task area. Students need feedback to help them improve their language skill especially writing because feedback on students' compositions is an essential aspect of writing course. Here, the teachers must learn to provide and promote constructive feedback which aims to help students not only understand specific problems with their writing but also develop a critical approach that can be applied in their future writing situations.

E. Written Coded Indirect Corrective Feedback

1. Definition of Written Coded Indirect Corrective Feedback

As one of written corrective feedback, Indirect Feedback is assumed that it can bring more benefits to students' writing development. Chandler

(2003:293) states that indirect correction is useful to improve feedback, and makes students be more engaged in learning. It means that indirect feedback can involve students from the writing process until finishing process, besides it saves teachers' time, too. Moreover, indirect feedback may also bring an affect to students' long-term memory and decrease the number of errors.

Lee (2004:286) thinks that Indirect Corrective Feedback is provided when the teacher indicates the location of the error on the paper with providing the correct form. Moreover, written or indirect feedback obviously makes students develop an awareness of their learning, makes them easily recognize mistakes and eventually develops strategies for tackling weak points themselves.

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 informs 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 teachers' 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 specific kind of error.

As a conclusion, from those statements, the writer states that 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. Symbols of Written Coded indirect Corrective Feedback

According to Finocchiaro (1987) the symbols or codes that can be used to indicate the writing error when conduct the correction by using in indirect feedback can be seen as follows:

Table 2.1. The symbols to indicate the students' error in writing

Code	Meaning	Kind of Error
WC	Word Choice	The words are inapplicable with the sentences/ meaning
WF	Word Form	Wrong word form
^	Missing word	There is a missing word in the sentence/ you should add a word here.
?	Unclear meaning	The meaning is not clear. Write in another way to make the meaning clearer
S/V	A subject verb agreement	Subject and verb do not agree
∽	Not necessary	The word is not necessary in this sentence
Prep.	Preposition	Wrong preposition
Art.	Article	Use article a, an, or the for singular noun
WO	Word order	Wrong word order
SP	Spelling error	You have to check and correct the spelling of the word
Capt.	Capitalization	The word should be started by capital letter/ not capital
Punct.	Punctuation	There is something wrong with the punctuation, you have to add punctuation here (coma, full stop, and etc.)
VT	Verb Tense	Wrong tense/use another tense
DNS	Does not support	The developing sentence does not support the main idea
More	Need More	Need more developing sentence
Org	Organization	You have to check the sequence of your developmental paragraph

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: "*My Familiy and I wen tto Balapan Airport yesterday*". In this sentence, *"Airport"* is not appropriate with the sentence, so it should be changed into *"Railway Station"*.

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 because I am still busy"*. In this sentence, the missing word should be added a word *"disturb"* 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 (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: *"She eat fruit salad at Riko's restaurant"*

In this sentence, the verb *"eat"* should be changed into *"eats"*, 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 Singapore at July 16ᵗʰ, 2017"*.

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".*

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".*

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'.*

In this sentence, the spelling of the word *"spen* 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 stayed at melinda hotel*".

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

l. 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? ".

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 another tense. For example: "*I have a great party yesterday.*"

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. <u>*My grandmother was quite old. She was very kind. She was tall and slim. She also had a curly hair. Her hobby was cooking."*</u>

The underlined sentences should support the main idea. The text should only focus to tell the subject only.

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 tired after a long trip from Semarang to Yogyakarta. I walked around the neighbourhood 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 favourite 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.

3. Advantages of Written Coded Indirect Corrective Feedback

Ferris (2012: 90) states that Indirect Corrective Feedback gives more advantages in students' long-term improvement than Direct Corrective Feedback. He also says that indirect corrective feedback is preferred from any proficiency level of learners. Moreover, according to Westmacott as cited in Zuraida (2019:38), Indirect Feedback also has the advantage in improving students' grammar mastery. Many studies showed that Indirect Feedback gives more effective implication than Direct Corrective Feedback during teaching learning process of writing in the classroom. It is especially in increasing the students' learning autonomy.

According to Lee as cited in Yuliati (2017:124) indirect feedback will give motivation to the students as well as giving them information about the

quality of their writings. The students here need to think further how to correct the errors they made and they need their background knowledge to revise their writings. It is regarded as "coded-error feedback "if it is done by a symbol representing a specific kind of error.

Ferris as cited in Zuraida (2019: 39) declared that the students can take the advantages of written coded indirect corrective feedback if its implementation in teaching writing process is guided by the teacher. It means that, without planning that is arranged well before the technic of feedback are given to the students, it cannot give the truly benefit. Thus, if the teachers want to make the good contribution of writing by applying written coded indirect corrective feedback, they should give the clear instruction and guide the students so that they can understand well how to use it.

In short, based on all of those experts' statement, it can be concluded that Written Coded Indirect Corrective Feedback has the benefit to increase the students' motivation and diligent in the process of writing because they must always understand the coded given by the teacher in their writing product. Thus, by receiving the code that they do not know yet, they will try to understand it by reading some literature of English. It can make them have the critical thinking to solve the problem by themselves.

Additionally, by receiving Written Coded Indirect Corrective Feedback, the students can easier in understanding the writing accuracy which include grammar, vocabulary, and mechanic. Moreover, those advantages

influence the students' long-term learning in writing English if the technic can be implemented effectively.

4. Disadvantages of Written Coded Indirect Corrective Feedback

Beside of the advantages, written coded indirect corrective feedback has also disadvantages. Frodesen (2001) elaborated the disadvantages as follows:

a) The process of giving feedback to each students' writing can consume much time if the number of the student in the class is large.

b) Students may feel confused because of the symbol given is not familiar to them.

In conclusion, 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.

5. Procedures in Giving Written Coded Indirect Corrective Feedback

Basically, there were several ways in giving written coded indirect corrective feedback on students' writing project. Ferris (2012:49) states that in correcting students' writing error, the teacher could give the code that indicate the mistake by underlining, circling, highlighting, and marking in the location of error. Thus, there were many symbols which each symbol has the different meaning of error.

Therefore, according to Mappe (2000) that was modified by the researcher, the way in implementing written coded indirect corrective feedback in teaching writing of recount text can be specified in the process of writing which include planning, drafting, revising, and editing.

a) Planning

In the planning process or it can be called prewriting, the steps of implementing written coded indirect corrective feedback are:

1. Teacher gives the stimulus to the students by asking questions about their experience in the past. It can be the embarrassing, unforgettable, or so on.

2. Teacher explains the what the correlation between the question and the material that will be studied about recount text.

3. Teacher explains the definitions, generic structures, and language features of recount text.

4. Teacher gives the strategies how to write the recount text well

b) Drafting

1. Teacher asks the students to write recount text as the first draft

2. Students writes the recount text based on the instruction from the teacher

c) Revising

1. After finishing writing, the students submit their project to the teacher.

2. The teacher will give a piece of paper which contains of the errors' symbols and its meaning.

3. The teacher explains about the meaning of purpose of its symbols that will be used to correct the students' writing error

4. Teacher corrects the students' draft by giving symbols in the error location without giving the correct form.

d) Editing

1. The teacher distributes the students drafts that have been corrected by using written coded indirect corrective feedback

2. The teacher asks the students to revise their drafts based on the written coded indirect corrective feedback which is given on it.

3. The teacher asks the students to submit their product of writing after it is revised.

All of the procedures of giving written coded indirect corrective feedback in teaching recount text functioning to make the students understood about the material given and also the feedback. In implementing indirect feedback, the teachers should ensure that it could be followed well by the students in order to make them truly understand.

6. Teachers' Position in Written Coded Indirect Corrective Feedback

The students cannot 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.

E. Previous Study

In this sub chapter, the researcher wants to explain about the previous studies relates to the use of Written Coded Indirect Corrective Feedback in the term of teaching writing.Some studies have been conducted on written coded indirect corrective feedback. The first previous study entitled "The Effect of Written Corrective Feedback on EFL Students' Writing Accuracy" which is written by Farjadnasab and Khodashenas (2017). It investigated the effect of written corrective feedback on Iranian EFL learners' writing. The study uses true-experimental

research design. Then, the result of study shows that Written Corrective Feedback is effective in improving the students' writing accuracy.

This study is also supported by Saukah et al (2017) which conduct the study entitled "The Effect of Coded and Non-coded Correction Feedback on The Quality of Indonesian EFL Students' Writing". The study used repeated measure design in which there are multiple measure at the same sample taken. Here, each participant of the sample receives both of code and non-coded correction feedback. According to data analysis, the result of the study shows that the quality of the students' writing which received Coded Correction Feedback is better than the quality of students' writing which received Non-Coded Correction Feedback.

Then, Nurhayati (2017) also written the study under the title "The Effect of Indirect Coded Feedback on Students' Writing Ability". The design of the study is true-experimental where the samples are taken randomly. Moreover, the result of the study shows that Indirect Corrective Feedback is effective.

Other study is conducted by Novela (2019) which entitled "The Effectiveness of Teacher's Indirect Corrective Feedback on Students' Writing Descriptive Text at Tenth Grade of MA Al Ma'arif Tulungagung". The design of this study is pre-experimental research design that only involve one group of students as the sample. Furthermore, the result of the study shows that Indirect Corrective Feedback is effective to improve the students' writing achievement.

The last previous study related to this study is taken from the thesis entitled "Indirect Corrective Feedback on Writing Accuracy of Students Across Different Level of Grammatical Sensitivity" that is written by Zuraida (2019). The design of

the study is quasi-experimental research design which involves the control and experimental group. In conclusion, by analysing data, the result shows that Indirect Written Corrective Feedback is beneficial to improve the students' writing accuracy.

Based on those previous studies, actually there are the similarities and differences with current study. It will be explained clearly on the following table:

Table 2.2. The similarities and differences between previous and this study

Title of Previous Study	Similarities	Differences
The Effect of Written Corrective Feedback on EFL Students' Writing Accuracy	• Both of the previous study and this study investigate the effect of Written Corrective Feedback as the technique in teaching writing	• The previous study is conducted at University and this study is conducted at Senior High School • The previous study only measures three aspect of writing (grammar, vocabulary, and mechanic), but this study measures all of the aspects in writing • The design of the previous study is true-experimental research design, while this study is pre-experimental research design.
The Effect of Coded and Non-coded Correction Feedback on The Quality of Indonesian EFL Students' Writing	• Both of the previous and this study is conducted at Senior High School	• The focus of the previous study is analytical exposition text and this study is recount text. • The design of the previous study is repeated measure design and this study is pre-experimental research design. • The previous study involves the students' of 11th grade, while this study 10th grade.
The Effect of Indirect Coded Feedback on Students' Writing Ability	• The similarities both of the studies are about the use of Indirect Corrective Feedback on teaching writing.	• The previous study focuses on exposition essay, while this study focuses on recount text. • The previous study uses true-experimental research design, while this study pre-experimental. • The previous study conducted at university and this study is at Senior High School

The Effectiveness of Teacher's Indirect Corrective Feedback on Students' Writing Descriptive Text at Tenth Grade of MA Al Ma'arif Tulungagung	• Both of the studies involve the students at 10th grade of Senior High School. • Both of the studies use pre-experimental research design.	• The focus of previous study is about writing descriptive text, whereas this study is recount text.
Indirect Corrective Feedback on Writing Accuracy of Students Across Different Level of Grammatical Sensitivity	• Both of the studies are conducted at Senior High School.	• The sample of previous study is the students of 11th grade, while this study 10th grade. • The focus of previous study is writing hortatory text, while this study recount text. • The aspects of writing which are assessed on previous study is only the accuracy(grammar, vocabulary, and mechanic), while this study covers all of the aspects. • Previous study uses quasi-experimental research design and this study uses pre-experimental.