

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Writing at Junior High School

1. Teaching Writing

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000:7) who proposes that teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically. Hence, teaching writing depends on the teacher's ability how to teach writing effectively which can make students' ability being improved.

Brown (2000:7) claim that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide, and students in writing, provide students with knowledge of writing, and make students understand how to write correctly.

Teaching writing for junior high school is one of the most important things that has done well because English is one of the compulsory subjects

that has to be taught for students of the junior high school level. English learning in junior high school is targeted to make the students reach the functional level that is to communicate written and oral in solving daily problems. One scope of English learning at junior high schools is that students can understand and produce a short functional text and short essay in the form of procedure, descriptive, narrative and recount (*Depdiknas, 2006*).

In producing the text, students of junior high school still make some mistakes in writing, Harmer (2007: 99) suggest that mistakes can be divided in three broad categories. First is slips, this one is mistakes which students can correct by themselves when the mistake has been pointed out to them. Second called errors means mistake which cannot corrected by the students themselves and need explanation. The last is one is attempts that is when a student try to say something but does not know yet the correct way of saying it. To respond to student's mistake, teachers can use feedback that contains specific criteria for writing task and criteria that have been taught and communicated to the learners.

Writing in junior high schools has some aims to the students. They are intended to understand the meaning of short functional text to interact with their friends, parents, teachers, or people around them. Students can express their ideas in the form of short functional text using many types of language style. Writing covers some aspect such as vocabulary, grammar, spelling,

punctuation, written expression, make sentences, make paragraphs, and text models.

Teaching writing at Junior High School is not easy as teaching other language skills which must be learnt as other language skills that must be mastered. Still the time given to learn English at junior high school is limited that the students might not get much attention and guidance from their teacher. While writing, students also need much time to think. Teacher asks students to focus on accurate language use and ideas what they would write. It would provoke their language development, which ideas would put on the text. Specific attention is needed in teaching writing English for Junior High School because the range of students' age is varies between thirteen to fifteen years old. Students in this transitions period are change of physical, intellectual, emotional and social. Studies show that brain growth slows down during these years, so cognitive skills of learners may expand at a slower rate; however, improvement of these skills can certainly be reinforced, and here the teacher's role is needed to motivate students in teaching learning process while students in transition period.

There are a number of tasks that the teacher needs to perform in the writing classroom in order to help her/his students to become better writers. Among the tasks that the teacher has to perform before, during, and after the students writing are the following (Harmer, 2004).

The first role is demonstrating. Teachers have to be able to draw such features like writing conventions and genre constraints in specific type of writing to their attention. In whatever way students are made aware of layout issues or the language used to perform certain written functions, for example, the important issue is that they are made aware of these things-that these things are drawn to their attention.

The second is motivating and provoking. Teachers can help the students into having ideas, enthuse them with the value of the tasks, and persuading them what fun it can be in order to make the students keep going on the writing tasks. It helps, for example, if teachers go into class with prepared suggestions so that when students get stuck they can immediately get help rather than have, themselves, to think of ideas on the spot.

The third is supporting. Teachers need to be very supportive when students are writing in the class, always available (except during exam writing of course), and prepare to help students to overcome difficulties. Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out.

The fourth is responding. When responding, teachers react to the content and construction of a piece supportively and often make suggestions for its improvement. When teachers respond to a student's work at various draft stages, they would not be graded the work or judging it as a finished product. Instead, they would tell the students how well it is going so far.

When students write texts teachers may respond by reacting to what they have said rather than filling their text entry full of correction symbols. Teachers might also make comments about their use of language and suggest ways of improving it but this is done as part of a process rather than part of an evaluation procedure.

The last is evaluating. When evaluating the students' writing for test purpose, teachers can indicate when they well and where they made mistakes and teachers may awards grades, but although test- making is different from responding, teachers can still use it not just to grade students but also as a learning opportunity. Then teachers hand back marked scripts, teachers can get students to look at the errors they have highlighted and try to put them right rather than simply stuffing the corrected pieces of work into the back of their folders and never look at them again.

Those five roles should be done by the teacher in teaching writing. The teacher should maximize her or his roles so that her or his student' writing skills can be improved optimally and they would become better writers.

1. Aspects of Writing

In order to write well, there are several aspects which should be considered by students. First, Harris (1979:68), he proposes five aspects of writing, namely grammar, form, vocabulary, mechanic, and style. The following aspects can be explained as follows:

a. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

b. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

c. Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

d. Mechanic

Mechanic refers to the use of conventional graphic of the language include the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying if the word of sentences.

e. Style

Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.

Second, According to Byrne in Roza (2011:23), there are five components that should be considered in writing.

a. Organizing idea

Ideas are the most important factor in writing, because nobody can write meaningfully, if he/she has not anything in mind yet.

b. Grammar

Grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his/her language communicative to a great variety of reader from different situation.

c. Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply what he/she is telling about.

d. Mechanics

a) Punctuation

Punctuation plays an important role in helping reader to establish intonation. In other word, it is a command for the reader to raise his/her voice or drop his/her speech when he/she is going to stop. It can also help readers to understand the state of mind of the writer.

b) Capitalization

Capitalization is the *writing* of a word with its first letter in uppercase and the remaining letters in lowercase.

c) Spelling

Spelling in the English language is very difficult because the English spelling system is based primarily on meaning rather than on sound. To make matters worse, the spelling rules used in English are complicated.

e. Content

Content is how the writer develop the idea related with the topic.

According to Jacob et al (1981:90) there are five aspects of writing.

a. Content

Content refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas

rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization

It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.

c. Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

d. Language use

It refers to the use of correct grammatical and syntactic pattern on separating, combing, and grouping ideas in words, phrases, clauses and sentences to bring out logical relationships in paragraph writing.

By seeing the statements above, it can be said that writing is varied and there are several aspects in writing that are content, organization, vocabulary, language use, and mechanic that have to be paid attention

in writing. By considering those aspects, students can compose a perfect writing and understandable by the reader.

B. Teacher's Feedback on the students' writing

1. Definition of Teacher's Feedback

Lewis (2002) stated that teacher has been the main source of feedback both oral and written language in many classes. This situation also occurs in writing class in which teachers reading and marking students' papers, offering revision, suggestion, and feedback on language errors. There are many definitions of feedback introduced by many proponents and some ideas of those definitions would be quoted here.

Keh (1990) said that feedback can be defined as any input from reader to writer that provides information for revision. In addition, Hyland (2002) defines feedback as the response that is given to students' writing. It can refer to either oral or written forms provided by peers, teachers or computers. Furthermore, according to Penaflorida (2002) feedback or response is an integral part of students writing. By providing feedback, students are given an opportunity to be able to identify their own strengths and weaknesses. This may encourage them to improve their writing skill and become more effective writers. Supporting this statement, Wouldiams (2003) states that the purpose of feedback is to teach skills that help students improve their writing

proficiency so that they would be able to produce a composition which is minimal in errors and maximum in clarity. According to Berzsenyi (2001), teachers can give feedback in form of questions to ask for clarification or suggest expansion. Besides, teachers may give remarks which reveal their understanding toward students' composition, identify mechanical problem in specific sentence or give praise when the students working well in their writing. These can be done to ensure the students that their written works are in line with the message they want to convey.

From those definitions mentioned above, it can be concluded that teachers' feedback is essential aspect of students' writing in which students getting response from teachers on their written work so that they become aware of their strengths and weaknesses in writing and at the end it can encourage them to improve their writing ability.

1. Types of Teacher's Feedback

a. Oral Feedback

Mahdi and Saadany (2013) defined oral feedback as one of many communication forms where students receive feedback from their teacher who either corrects them implicitly or explicitly or asks them to clarify what they say. In their study on students' perspectives of this activity, it was found that most of the girl students wanted explicit correction on their pronunciation

meanwhile a majority of the boy students wanted explicit correction on grammar and words. Hawe, Dixon and Watson (2008:43) believed that the oral feedback use during writing tasks is influenced by the success criteria. They found four types of oral feedback during writing class which specifies attainment, specifies improvement, constructs achievement, and constructs the way forward.

Oral feedback given by the teacher consists of several types. According to Lightbown & Spada in Ryadh (2005:5), four major types of corrective feedback: clarifications requests, recasts, elicitation, and metalinguistic feedback. Clarification requests is where the teacher indicates to the learner that an utterance has been misunderstood or that there is an error in it and that a repetition or a reformulation is needed. Clarification request includes phrases such as *pardon me*. It may also include a repetition of the error as *what do you mean by?*. Then, recast is where the teacher repeats a student's utterance, using correct forms where the student has made an error, but does not draw attention to the error and maintains a central focus on meaning. Next, elicitation is where the teacher uses questions to elicit completion of students' utterances, asks questions to elicit correct forms, or asks students to reformulate their utterances. The last is metalinguistic feedback. Metalinguistic feedback is where the teacher points to the nature of

the error by commenting on, or providing information about, the well form of a student's utterance.

Then, Lyster and Ranta in Yoshida (2009:23), there are six types oral feedback: explicit corrective, recast, clarification requests, metalinguistic feedback, elicitation, and repetition. Explicit correction means the teacher explicit provision of the correct form. Recast includes the teachers' reformulation of all or part of a students' utterance, minus the error. Clarification request means the teacher uses of phrase such as *pardon me* to ask for clarification of the learner utterance. Metalinguistic feedback involves 'comment, information, or question related to the well-formedness of the students' utterance, without explicitly providing the correct form'. Elicitation means the teachers' techniques to elicit a students' utterance, for example, by 'strategically pausing to allow students' to *fill in the blanks* or by repeating the students' error. And repetition means the teachers' repetition, in isolation, of the students' erroneous utterance.

For example students' make an erroneous utterance such *he has cat*. Teachers' can responds students utterance by (1) recast, with reformulating it: a *cat*. (2) Explicit correction with alerting the learner to the error and providing the correct form: no, you should say "*a cat*". (3) Clarification request by asking for clarification; *sorry?*, (4) metalinguistic feedback with making a metalinguistic comment: *you need an indefinite article*. (5)

Elicitation, eliciting the correct form *he has ...?*. And (6) repetition with repeating the wrong sentence: *he has cat?*.

Meanwhile, Ellis (2009:9) there is six types of teacher feedback. First is recast. Recast is the teacher incorporates the content words of the immediately preceding incorrect utterance and changes and corrects the utterance in some way.

For example:

Student: *I went there two times.*

Teacher: *You've been. You've been there twice as a group?*

Second is repetition. The teacher repeats the student utterance highlighting the error by means of emphatic stress.

Student: *I would showed you.*

Teacher: *I would SHOWED you.*

Student: *I would show you.*

Third is clarification request. The teacher indicates that he/she has not understood what the student said.

Student: *what do you spend with your wife?*

Teacher: *what?*

Fourth is explicit correction. The teacher indicates an error has been committed, identifies the error and provides the correction.

Student: *on May.*

Teacher: *not on May, in May. We say, 'it would start in May'*

The next is elicitation. The teacher repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it.

Student: *I'll come if it would not rain.*

Teacher: *I would come if it ...?*

And the last is paralinguistic signal then the teacher uses a gesture or facial expression to indicate that the student has made an error.

Student: *yesterday I go cinema.*

Teacher: *"(gestures with right forefinger over left shoulder to indicate past)"*.

In addition, Wannemacker et al (2011:13), there are six types of oral feedback. They are explicit feedback, recast, clarification request, metalinguistic feedback, elicitation, and repetition. Whereas explicit feedback is the teacher provides the correct form and clearly indicates that what the students said was incorrect. Recast is the teacher formulates all of part of

students' utterance, minus the error. Clarification request is teachers' formulate the question indicating that utterance has been unclear and that repetition and reformulation is required. Metalinguistic feedback is the teacher response contains comment, information, or question related to well-formed of the students utterance, without explicitly providing the correct form. Elicitation is the teachers try to elicit the correct form by asking for completion of a sentence, or asking question, or asking for a reformulation. Then, repetition is the teacher repeats the erroneous utterance isolation.

In summary, recast is the teacher feedback without directly indicating that the student's utterance was incorrect. The teacher implicitly reformulates the student's error, or provides the correction. Then, repetition is the teacher's repeats the student's error and adjust intonation to draw student's attention to it. Elicitation is the teacher directly elicits the correct form from the students by asking question, by pausing to allow the student to complete the teacher's utterance or by asking students to reformulate the utterance. Explicit correction is the teacher clearly indicating that the student's utterance was incorrect, the teacher provides the correct form. A metalinguistic clue is teacher gives feedback without providing the correct form then the teacher poses questions or provides.

b. Written Feedback

In contrast to oral feedback, which is naturally part of a classroom setting and happens naturally, written feedback is sometimes considered as optional because it is slightly different from oral feedback in that it requires written comments and a correction of a different kind. Written feedback involves feedback given to the students' written work. This type of feedback is usually not immediate and the teacher has time to think about how to give feedback and in what. Therefore Weigle (2002) said that there are different strategies used when providing students with written feedback. For instance, a teacher can provide feedback that is related to the content and the organization of the writing, as well as to the grammar and vocabulary.

There are some functions of giving written feedback through students' work;

1) Written feedback as guideline to students

As a guideline means that it is a clue for students to know how to write correctly and how to improve their writing. The teacher usually correct the students' work such as giving the circle, crosswise, or correct form in order the students would know their error then they can avoid their error in the next task or work. By giving correction, the

students can understand their error, so the students can revise their assignment that has been corrected by the teacher. With revision assignment, students can stimulate their thought so they can increase their effort to get better in writing.

2) Giving motivation

Feedback from the teacher can motivate students to be better and increased their study, so the students can develop their ability in writing. With positive feedback given by the teacher because of the students' works that are excellent such as saying 'good, great,' this can make the students to be more passion to try their best to reach perfect writing.

3) Feedback can assists students to analyze their error

Feedback can assist the students to analyze their error because they would know their error after given feedback by the teacher. The teacher usually gives correction in students' writing if it is contain an error. The teacher give marks or crosswise form to correct students' answer, here the teacher just give crosswise and not giving correct form in order to assists that students' writing is incorrect and need to revise by the students, and with this correction the students would know their error.

According to Ferris and Robert (2001), there are two types of written feedback.

- a. Direct feedback is the provision of the correct form by the teacher to the student's writing that the student just needs to transcribe the correction into to the final version of their writing. Direct feedback may take the form of crossing out the mistakes and then providing the correct form around the error.
- b. Indirect feedback, on the other hand is the feedback given by the teacher by just indicating that an error exist without providing the correct form, but letting the student identify the error and correct it. Indirect feedback may take the form of underline, circle, code, or other mark, but does not provide the correct form, leaving the students to solve their mistakes. Indirect written feedback divided into two types, those are coded and uncoded indirect feedback.
 - 1) Coded feedback also called as mistakes identification that happens when the teacher indicates students' error in writing and then the teacher giving explanation briefly without provides the correct form in students' worksheets.
 - 2) Uncoded feedback contained as indirect feedback, it can be mentioned in error location in learners' written. The teacher gives crosswise in students' error sentence without giving

the right form but just a crosswise that there is an error in the student's sentence

C. The Importance of Teacher's Feedback

According to Lewis (2002) feedback is like the way of telling students about the progress they are making and also facilitating them in the area of improvement. Further, Lewis has listed some of the research based purpose that has been suggested for giving feedback in the language class. Some of the purposes are motivational and some have to do with providing students with information. Here are the details.

a. Feedback provides information for teachers and students

Feedback is a way for teachers to describe their learners' language. It gives teacher 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 than marks or grades. By highlighting strengths and weaknesses, 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. One way to focus on comments is to consider question about their language use.

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.

c. Feedback provides students with language input

The teacher's written feedback provides students with meaningful and individual learning input. The teacher's 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 student can learn how 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. Both hardworking and under working students need encouragement but it needs to be given in different ways. During a course, as teachers find out more about their students, the encouragement can take personal circumstances into account.

e. Feedback can lead students to autonomy

One long term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a student reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

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

D. Review of Previous Studies

Several previous studies related to teachers' feedback on the students' writing have been gathered and analyzed as a literature review.

The first research was conducted in 2012 by Utami entitled "Improving Students' Writing Skill through Teacher's Direct Feedback in SMAN 1 Jogonalan". The result of her study showed that the students can improve their writing skill, the students can compose their vocabulary and grammar so their

writing can be understood by the teacher, by using direct feedback to correct students' writing and variant types of oral feedback as follows: explicit correction, repetition, clarification request, recast, and metalinguistic. But it implies that the teacher needs to take more time in using direct feedback to improve the students' writing skill for a long-term period effect. One of the differences that can be found between this previous study and present study is the level or the grade of students as a subject. In previous study the researcher took senior high school students as the subject while in this study the researcher choose to take junior high school students which means that they have different ability level of education which also means that they have different knowing of vocabulary, content, language, or even organization in writing text which is harder to be mastered comparing to junior high school level.

The second research was conducted by Daud in 2016 entitled "An Investigation of Teacher Feedback on the students' writing and Their Opinion". The result of his study showed that regarding to his research question that was stated in chapter one that what feedback strategies used by the teacher to respond to students' writing errors the teacher used several feedback that were indirect feedback and commentary feedback to motivate the students by giving appraisal and criticism comments. Furthermore, deal with the students' opinions about the teachers' feedback, the data of the interview showed that students who are categorized as high and low achiever feel that in some case the teacher should use direct feedback because they cannot correct by themselves. The difference

between the previous research and this present research is that the subject of the research which in the previous research the researcher chooses the vocational students while in this research junior high school students is chosen which also raises different ability of knowledge about vocabulary or even tenses mastery.

The third research was conducted by Rohmawati in 2018. Her research is entitled “Teacher Corrective Feedback in Teaching Writing at Eleventh Grade Students”. The result of the study showed that the students can respond feedback by the teachers kindly. In operating oral feedback, the types that used by the teachers were explicit correction, recast, clarification request, metalinguistic feedback, and repetition. While in written feedback the teacher used both direct and indirect feedback. The dominant type of feedback that used by teacher in oral feedback was explicit corrective, the result is 41%, and in written teacher most used direct feedback to correct students’ assignments, was about 81%. The difference between this present study and the previous research is the subject that is chosen. In the previous study the researcher took students of senior high school as the subject while in this present study the subject is junior high school students which are both level grade of education have different knowledge of language content, vocabulary and vocabulary mastery.

Those previous studies above were all discussed about feedback given by the teacher on the students’ writing, but from each previous study has different point. The differences are the problem statements, the subject of the research, and setting of the research as mentioned above. From those previous researches, it

also can be known that the types of feedback used by the teacher whether oral or written feedbacks were the same, the differences were only the feedback that mostly raised or used by the teacher.