CHAPTER II

Review of Related Literature

This proposed research focuses on reviewing related theories and literature to understand the questions theories. In this chapter the researcher will like to elaborate the theory related to the research which is done by the researcher. At this chapter, it will focus on teachers' feedback, theory of writing and students' responses. Each of these is discussed in the following sections.

A. Feedback

1. Definition of Feedback

The term feedback exists in some fields. Some experts and scholars define feedback with different definition. Some of the definitions have similar definition but different in some emphasis. The researcher provides some definitions related to the main issue; *"what is feedback?"* according to the scholars or experts.

Formative feedback defined as any information, process or activity which affords or accelerates student learning based on comments relating to either formative assessment or summative assessment activities.[1]

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[1]Irons, A. (2008).*Enhancing learning through formative assessment and feedback.*Abingdon, UK: Rouledge. Retrieved 11th November 2013 From world wide web:
http://www.reading.ac.uk/internal/engageinfeedback/Whyisfeedbackimportant/efb-WhatIsFeedback.aspx

This definition is easy to understand. Irons has succeeded in defining the feedback precisely but meaningful. Feedback in this opinion is explained right from education field. Therefore, it is easy to understand by the readers who have background as scholars or students in education field.

Feedback is a very important concept in a systems view and refers to the process of receiving input from the environment based upon the actions or output of the system. It is somewhat related to the application of consequences, although it is a more encompassing term.[2]

It is different with Irons,Kearsley explains feedback in field of educational psychology interactive. So, the explanation is focus on the human behavior through understanding the environment. It is not the term of feedback which commonly used by people in education field but it explains some information about how does feedback affect in human behavior.

In online dictionary, with the motto the world's most trusted dictionary; oxford dictionary, defines feedback as information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement.[3]Based on some definition above, the researcher wants to give the definition of feedback as information a student gets after they have completed a piece of work or activity and can be provided in a range of

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[2]Kearsley, G. (2003). Feedback/Reinforcement.*Explorations in learning & instruction: The theory into practice database.* Retrieved 10th of November 2013 from world wide web : from http://www.edpsycinteractive.org/topics/behavior/feedback.html
[3]http://oxforddictionaries.com/definition/english/feedback retrieved 18th Desember 2012

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formats. The piece of work (assignment) can take a wide variety of forms, for example field report, presentation for a debate, essay, and so on.

2. Kinds of Feedback

Actually, there are many kinds of feedback. Not only in spoken form but also written form. However, there are three kinds of feedback that are commonly used in teaching and learning process; teacher feedback, peer feedback, and self feedback.

1.   Teacher Feedback

Giving feedback on students' writing assignment is one of teachers' important roles. Teacher feedback can be written or spoken. Teacher gives comments or responses on students' activity. Teacher also gives suggestion in order to improve their writing competency. Spoken feedback is usually given when students' are just completing their speaking activities. Written feedback is usually given on the students' assignment after submitting their work. Teacher gives immediate comments or suggestions to student right after the work done.

2.   Peer Feedback

Students also can give feedback each other after or during students' writing activity (peer feedback). They give comments on the other students' performances in order to give critics and suggestion.

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Students who receive feedback from peer can improve their writing ability.

3. Self Feedback

Teacher can also ask students to evaluate their own work in writing. Through self-evaluation, they are expected to know the strength and the weaknesses of their own writing. Doing self-evaluation, students are usually given such kind of self-evaluation guide.

Self feedback is included in assessment for learning. The assessment is used to improve learning. Doing self-assessment, students are expected to receive positive feedback that can improve their learning.

Using self-assessment as feedback can give advantages. These are the advantages for using self-assessment as feedback;

1. It makes the students aware of the goal and familiar with the characteristic of good performance.

2. It helps them work out how to improve.

3. It encourages students to take responsibility for their own learning.

4. Students learn to learn.

5. It makes the students realize that success or failure depends not on talent, luck or ability, but on practice, effort and using right strategies.

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Gattullo and Harmer divide feedback into corrective, evaluative and strategic.[4]

1. Corrective Feedback

First type is corrective feedback, it focuses on helping students notice and correct errors. This type of feedback explains why correct responses are correct and incorrect ones are wrong. In language learning, corrective feedback will be primarily concern with accuracy.

2. Evaluative Feedback

The second is evaluative feedback; this type of feedback aims to provide a judgment on the learners' works. Evaluative feedback is dominant in second and foreign language classrooms. In giving evaluating feedback, teachers use words or phrases to indicate the extent to which learners' work is good or not (e.g. very good).

3. Strategic Feedback

The last strategic feedback usually aims to offer learners advice on what to do to improve their performance. In other words teachers try to suggest ways of helping learners to overcome their mistake by themselves. Strategic feedback may enhance learning as it can help learners to become self – reliant.

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[4]Hamed Muhammed Al-Fahdi. (2005). *English Language Teachers' Use Oral Feedback.*Published Desertation Collection: Oman

In addition, when teachers use feedback, it can be positive and negative. Positive feedback is used to praise students for doing a good job. Helping the students to develop a good self-confidence when learning a second language is an important part of a teacher's job. Positive feedback shows students that the teacher is interested in what they say or their performance and at the same time, encourages them. Another part of feedback is negative feedback which is used to help students understand what has to be changed in an utterance and to help the students realize and can be done differently to achieve a better result. Negative feedback in school is most often used when a teacher gives students some kind of information about something being incorrect in utterance and sometimes also instruction about how to correct the mistake. Negative feedback also expresses the teacher's displeasure, frustration or involves some kind of punishment.

There are four major types of corrective feedback which are presented in Lightbown and Spada's book.[5]

a. Clarification Requests is where the teacher indicates to the learner that an utterance has been misunderstood or that there is and error in it and that a repetitionor reformulation is needed. A clarification request includes phrases such as "Pardon Me...". It may also include a repetition of the error as "What do you mean by ...?"

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[5]Patsy .M. Lightbown and Spada N. (2006).*How Languages are Learned.* Oxford: Oxford University Press. P. 107

And example would be ;

Teacher	: How often do you wash the dishes?
Student	: Fourteen
Teacher	: Excuse me. (Clarification Request)
Student	: Fourteen
Teacher	: Fourteen what? (Clarification Request)
Student	: Fourteen for a week
Teacher	: Fourteen times for a week? (recast)
Student	: Yes, dinner and supper.

b. 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 are maintains a central focus on meaning.

Example;

Student 1	: When you're phone partners, did you talk long time?
Teacher	: When you were phone partners, did you talk for a long time?
Student 2	: Yes my first one I talked for 25 minutes.
Student 1	: Why you don't like Marco?
Teacher	: Why don't you like Marco?
Student 2	: I don't know, I don't like him.

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c. Elicitation is where are the teacher uses questions to elicit completion of students' utterances, asks questions to elicit correct forms, or asks students to reformulate their utterances

Example;

Student   : My father cleans the plate.

Teacher   : Excuse me, he cleans the???

Student   : Plates?

d. Metalinguistic feedback is where the teacher points to the nature of the error by commenting on, or providing information about, the well-formedness of a student's utterance. Metalinguistic feedback also includes metalanguage, which could be "It's singular, not plural".

Example:

Student   : We look at the peole yesterday.

Teacher   : What's the ending we put on verbs when we talk about the past?

3. The Importance of Feedback in Teaching and Learning

The importance of feedback on learners' writings is due to the changing attitudes towards errors and feedback from the behaviorist theory where learners' errors are to be pounced on before they became nasty habits to a

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more tolerant reaction to errors within the framework of communicative teaching.[6]

Therefore, people need feedback. Most people do not seem to see themselves as others see them. For this reason, they often do not understand the impact of their actions have on others. They have "blind spots." For example, people do not always know when their work is appreciated, and they are not always sure when they are causing problems. Even for well-intentioned and hard-learning students. Because they are not always conscious of what comes naturally, they may be the only ones who do not know that they are affecting the performance in the classroom.

Feedback is essential to learning as personal improvement. If students do not fully appreciate their strengths, how can they use them to their advantage? If they are not sure how their actions create problems, how will they know what to change, and will they have the motivation to improve?

Students who take a serious concern toward their work want feedback to motivate them. They want to know what is correct and what is not. They want to know if teachers are pleased with their performance. They want to contribute to the class, not be the cause of problems. They want to know how to improve. They are willing to invest in themselves to achieve better results, because they know this will increase their value in the career marketplace.

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[6]Selmen Salima. (2006). *The Students' attitudes to teachers' feedback in writing*. Published Dissertation, University of Constantine.

Constructive feedback is not a regular occurrence in most school. The most common reasons:

a) Students usually find it uncomfortable to confront each other about performance issues.

b) Most teachers are not sure how to give feedback effectively.

c) Very few students like accepting negative feedback.

Bellon *et al.* state 'academic feedback is more strongly and consistently related to achievement than any other teaching behavior. This relationship is consistent regardless of grade, socioeconomic status, race, or school setting.' Feedback can improve a student's confidence, self-awareness and enthusiasm for learning. Effective feedback during the first year in university can aid the transition to higher education and may support student.[7]

The researcher concludes that feedback has important roles in teaching and learning process. Whether the students can solve their problems or not in certain lesson, it depends on the teachers' feedback. To motivate, to encourage, to correct and to build good relationship with the students is very essentials, and those matter is covered by giving feedback.

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[7]Bellon, J.J., Bellon, E.C. & Blank, M.A. (1991). *Teaching from a Research Knowledge Base: a Development and Renewal Process.*New Jersey, USA: Prentice Hall.

B. Writing

1. Theory of Writing

According to Robert Lado writing is a partial presentation of units of language expression. Writing is a process of thinking to express the writer idea, therefore writing is a process to deliver the writer idea to the readers[8]. To be able to write good enough, writer must write carefully enough choosing certain word to express something to avoid understanding among the readers.

2. Functional Text

Functional text is text which has a specific function and purpose.[9] Functional text is used for everyday information. It helps someone to function in daily life, so it called by functional text.

3. The Kinds of Functional Text in English Writing

a) Descriptive

Basically, the aim of a descriptive text is to give information to the readers by making them see, hear, feel, etc. what is described in the text.[10] A descriptive text focuses on the characteristic features of a person, an

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[8] Robert Lado. (1964). *Language teaching : a specific approach.* Bombay, New Delhi: McGraw hill Publishing. Co. Ltd. p.143.
[9] http://english-forbeginner.blogspot.com/2013/04/definition-of-functional-text.html retrieved at 9th April 2014
[10] Ahmad Dodi& Ahmad Sugeng effendi. (2008). *Developing English Competency for Senior High school Grade X.* Jakarta: PusatPerbukuan, DepartemenNasional. p.12

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animal, or a particular thing. Descriptive texts often use neutral and objective language. The present tense is mostly used in descriptive texts. The past tense is also used to describe an object that does not exist anymore. The structure of descriptive text is divided into two parts: Identification and description. The identification part is the part where writers of descriptive text identifies phenomenon to be described. The description part describes parts, qualities, and characteristics. Description text focuses on specific participants. It normally uses simple present tense. The Function of descriptive text is: to describe a particular person, place or thing. The Generic Structure:

a. Identification: identifies phenomenon to be described.

b. Description: describes parts, qualities, characters.

b) **Narrative**

Narrative is a kind of text to retell the story that happens in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.[11] The Generic Structure of Narrative Text: Orientation (the beginning of the story. It tells about the story setting and the time in which the story happens, and the main characters of the story, who were involved in the story, when and where) Complication (a problem arises

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[11]Ahmad Dodi& Ahmad Sugeng effendi. (2008). *Developing English Competency for Senior High school Grade X.* Jakarta: PusatPerbukuan, DepartemenNasional. P.30

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followed by other problems), It includes situations, activities, or events that lead to the climax or complication).Resolution (the complication or problem is solved here. It shows the end of the story, usually a happy ending, and its solution to the problem.

Language Features of Narrative:

1. Using active verbs.

2. Using past tense.

3. Using conjunction.

4. Using the first person (I or We) or the third person (He, She, It, or They).

5. Using specific nouns.

6. Using adjective and adverbs

c) **Recount**

A recount text is a text that tells us about a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events. In the text, you will find words and phrases used to start, connect a sentence with the next one, and end your

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composition.[12]The Social function of Recount text is: to retell events for the purpose of informing or entertaining and the Generic structure:

- Orientation : provides the setting and introduces participants

- Events : tell what happened, in what sequence

- Re-orientation : optional-closure of events

d) Expository

Exposition paragraph is one of the seven types of paragraphs. It stresses the importance of formal, academic language use, focuses on evidence, cites Authority, and provides useful information or advice. Expository paragraphs are used, predominantly, not separately but as parts of larger academic writing forms. Situated in-between other paragraphs, they allow of elaborating on a somewhat unclear – yet particularly crucial issue that explain facts or convey information and too persuade or argue an opinion.[13] An often time, this kind of a paragraph is used as a component of other types. It's created in order to clarify or explain a problem or a phenomenon. Writing exposition paragraphs requires strict focus on evidence and objective language. It can contain

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[12]Ahmad Dodi& Ahmad Sugeng effendi. (2008). *Developing English Competency for Senior High school Grade X.* Jakarta: PusatPerbukuan, DepartemenNasional. P.15
[13]http://www.suite101.com/content/example-of-an-expository-paragraph-a106749 retrieved 22nd June 2013

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elements of comparison and contrast or cause and effect writing - both facilitate accurate exposition of its subject-matter.

Expository paragraphs contain the following elements:

a) Formal language – third person voice and scientific terms are used instead of informal, emotive vocabulary;

b) Evidence – includes references to research, naming of the author(s) of the inquiry, practical examples, and comparisons;

c) Explanation – the paragraph accounts for the variety of ailments characteristic of a disease explaining the risks and symptoms;

d) Background information – the paragraph relates to already conducted researches and their preliminary results as well as provides information on further medical inquiry. It also gives examples of possible medical interventions.

e) Argumentative

The argumentative text is a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence, and establish a position on the topic in a concise manner. Some confusion may occur between the argumentative essay and the expository essay. These two genres are similar, but the argumentative text differs from the expository text in the amount of pre-writing (invention) and research involved. The argumentative text is commonly assigned as a capstone or

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final project in first year writing or advanced composition courses and involves lengthy, detailed research.

Argumentative text assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that s/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative text must establish a clear thesis and follow sound reasoning.

C. Previous Study

The researcher has found five previous studies about feedback. Three of them were thesis, one dissertation and the other one was an article. First thesis was written by Muslikhotin at 2010 by title "Using Peer Feedback Technique to Improve Students' Writing Ability at the First Grade of MAN Lamongan". There were three research questions from this thesis. First research question was 'how is the implementation of peer feedback technique in teaching writing?' The second was 'can the peer feedback technique improve the students' writing ability in language use and mechanic?' And the last was 'how is the students' response toward the implementation of peer feedback

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technique in teaching writing?' This thesis used descriptive qualitative technique; collected the data through collaborative classroom action research. She used observation checklist, questionnaires and students' score for the instrument to collect the data. The result of this research from research question number one was that the teacher of the class did three activities to implement this technique; such are invention, revision and editing. The result of second research questions was peer feedback 29 can improve the students' writing ability in language use and mechanic that statement proved that there are significant improvements of the students score from rough draft until final draft. And the last research question was answered that 83, 72% students felt enjoy with peer feedback technique.

The second thesis was written by Dian ApritaWidiarti at 2009 by title "The Use of Self – Assessment as a Feedback Strategy to Improve Students' Writing Ability at MAN Sidoarjo". There were three research questions that she had written. The first was about the implementation of self – assessment as a feedback strategy to improve students' writing ability. The second was about the problem faced by the teacher and the students when using self assessment as a feedback. And the last was about the students' improvement in writing after using self – assessment. The researcher of this thesis used descriptive qualitative technique to analyze the data and act as non – participant observer to collect the data. The result data from first research question showed that the implementation of self assessment as a feedback at

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XI Social 1 and 2 was not all implemented. There were few students who made improvement after using self – assessment but most of the students did not make improvement. The result from second research question showed the problem faced by the teacher was dealing with some students who did not have enough capability in English, especially in writing. And the students' problems were about the time allocation to do self – assessment and the intrinsic problem from their selves. It was about students' inability in grammar. And the result data from third research question showed 30 that there was only 0.66 % improvement that students made after using self – assessment as a feedback. It was very small improvement because the improvement was less than 1 %.

The third thesis was from KarlstadeUniversitet in Sweden that had been written by Susanna Rydahl and had title "Oral Feedback in the English Classroom". She did the research to two different school of upper secondary school. Research methodology of this thesis was descriptive qualitative and some of the answers were presented in ordinary text and the other answers were presented in figures and charts. The main aim of this thesis was to find out if and how teachers in upper secondary school use oral feedback when they correct students' mistakes and to find out which approach the teacher find most useful depending on the error made by the students. The researcher of this thesis used questionnaires as an instrument to collect the data and distributed to twenty teachers at two different schools. She also did classroom

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observation and used recorder to record the activity in the class. The result that she had found was the majority of the teachers find oral feedback as a very important tool to help students achieve a higher proficiency in a second and foreign language. The results also showed that feedback was most often used when students made errors regarding content and pronunciation. Most of the teachers preferred to give oral feedback indirectly later to a single student or indirectly in a full class activity. The result also showed that most teachers also preferred a mix of feedback approaches depending on the specific students and situation.

The dissertation was from Mentouri University in Republic of Algeria that had been written by SelmenSalima and had the title "The Students' Attitudes to Teachers' Feedback in Writing; A Case Study of Second Year Students, University of Constantine". She used two research instruments. First, the questionnaires were handed in to students to investigate their attitude with regard teachers' responding behavior to their drafts. Second, the students' writing was analyzed in order to provide data about how teachers respond to students' writings, and which aspect of writing they yield much importance to in their assessment. The result of the investigation have shown that the students hold favorable attitudes towards teachers' feedback.

The identification of students' attitudes can help to gain insight on the language learning process and suggest some valuable guidelines and

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alternative feedback techniques for teachers to follow when responding to students' writing.

The last previous study of feedback was an article. The researcher had found an article that had been written by Hamed Mohammed A-Fahdi as a Deputy Headmaster in Dakhiliya Region. The title of this article was "English Language Teachers' Use Oral feedback" and the research was done in elementary, preparatory and secondary classroom in Oman. The researcher of this article is a teacher and he did the research in his classrooms with about 1000 learners. Classes in the school ranged from elementary grade 1 (age 6) the final year of Secondary (around 17 years of age). He collected data in his own classroom and in those of six colleagues in the same school. His class was elementary Grade 6 (learners age 12), while those of his colleagues were elementary Grade 4 and Grade 5, preparatory Grade 1 and 3, and Secondary Grade 1 and Grade 2. Classes in this school had on average about 35 learners in each class, though some had over 40. Data for this study were collected through audio recordings and observations. There are two research question in this study, the main aim of this study were to know the types of oral feedback that used by teachers of English in elementary, preparatory and secondary classrooms in man and to find out what extent that the teachers give oral feedback to individual or groups. The result data showed that evaluative feedback was by far the most common type of oral feedback used by the teacher in this study, at all levels but strategic feedback was not used very

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often by teachers. And the result data from second research question showed that the entire teacher gave feedback to the whole class rather than to individuals.

In this research, the researcher wants to discover the types of feedback which is usually used by the English teachers especially the English teachers in Mojokerto. The researcher also wants to know about the students' respond toward the feedback which their teacher used. The difference in this research with the previous research, this research will cover about the reasons why the teachers use certain feedback. This matter was not presented in the previous research in specific. In order to broader and support the previous studies, the researcher will present this matter in this study. Finally to make the research more interesting, the researcher will present about the students' respond toward the teacher feedback. Hopefully, this research can give a general description about the types of feedback and the reasons using certain feedback so that this research can be the consideration for future teacher to use certain types of feedback.