

Chapter Two

Literature Review

This research is about a study on teacher's feedback in students' writing at English Education Department of Universitas Muhammadiyah Yogyakarta (EED UMY). In order to find out some context related to this study; this chapter is presented to discuss some major things. The first sub-discussion is definition of the keyword on this study. Then, the next discusses some components that are related to this study. The last, this chapter presents the theoretical framework of all components in this study.

Teachers' Feedback

Feedback in general is defined as the information that is given by someone to someone else with the expectation that this information can enhance certain aspect (Hyland & Hyland, 2006). In addition, "Feedback is there taken to designate the processes by which a control unit of any kind gains information about the effects of its own actions, thus, enabling the unit to evaluate and control its own further activity" (Allwood, 1992, p. 1). Teachers' feedback is one of the teaching strategies that can be provided by the teachers' to their students. Kepner (1991) as cited in Grami (2005) "defines feedback in general as any procedures used to inform a learner whether an instructional response is right or wrong" (p. 141). The information given about students' performance will encourage the students to make some improvements. It supported by Hyland and Hyland (2001) who state that teachers' feedback is a process of providing students' work with some advices done by the teachers to facilitate some improvements in students'

work. Dinham (n.d) supports that “Feedback can be defined as any form of response by a teacher to a student’s performance, attitude or behavior, at least where attitude or behavior impinges upon performance” (Dinham, n.d, p.35). From the explanations above, it could be summarize that feedback in general is defined as the information provided by the teachers to the students performance to facilitate some correction and improvement on the students’ performance.

Teachers’ written feedback on students’ writing. Teachers’ written feedback is a crucial part of writing progress. Feedback is “information that is given to the learner about his or her performance of a writing task, usually with the objective of improving this performance” (Ur, 1996, p.242) as cited in (Zaman & Azad, 2012, p.140). The information given consists of some corrections and comments that are written in order to help the learners make some improvements on their writing. “Teacher written feedback refers to written responses provided by the teacher to the students’ writing. The responses are limited to comments on grammatical errors and content of the students writing” (Kaweera & Usaha, 2008, p.4). Moreover, because writing is an on-going process (process writing) the feedback given also need to be continuously. “Written feedback is an on-going process. This means it should happen continuously throughout the process of teaching and writing in achieving the final product” (Razali & Jupri, 2014, p.64).

The teachers’ feedback should comprise both the students and teachers’ involvement in order to be affectively applied. While the teachers are giving comments on students’ writing, the students’ should make corrections based on

the teachers' comment. Razali and Jupri (2014) affirm that teachers' highlight on students' written work help the students to be better motivated in doing some adjustments and corrections on their writing if the teacher provide their feedback suitably and pleasantly. Nevertheless, in the effective teacher feedback delivery, the teacher also should be aware to bring their feedback communicatively by mean that teachers not only provide feedback on students' written work but also ask the students to read the teachers' information, implement the comment, and finally make correction on their work properly (Lindqvist, 2011).

Types of teachers' written feedback in writing. There are some types of teachers' written feedback and every teacher has their preferences about which types of feedback that they will deliver to their students. Based on the components that the teachers' focus on in delivering written feedback, according to Park (2006), there are three types of teachers' written feedback:

Form-focused feedback. Form-focus feedback is the feedback that focuses on correcting the students' utterances and grammar on their writing. Razali and Jupri (2014) support in providing form-focus feedback students' grammatical errors should be corrected. Additionally, because teachers are just focusing on the students' grammatical accuracy, the content accuracy of the students' writing is laid away (Park, 2006). It means that in form-focused feedback, teachers' just focus on correcting students' grammar accuracy without worrying the content quality of students' writing. Furthermore, "feedback on form includes grammar and mechanics, i.e. spelling, punctuation, vocabulary" (Zaman & Azad, 2012, p.140).

Although, the use of form-focus feedback on providing students written feedback already exists, there are still so many debatable things about the effectiveness of form-focus feedback. Hendrickson (1978) and Tmscotts (1996) in Park (2006) and Razali and Jupri (2014) argue that the use of grammar correction in affording feedback to the students are ineffective and harmful for students. On the other hand, Ferris (2004) and Chandler (2003) point out that form-focus feedback is effective in helping students enhance their vocabulary and grammar accuracy in the next draft of students' process writing. Moreover, Ferris and Chandler (2003) also assert that form-focus feedback improve students' writing grade. Moreover, Hyland (2003) supports that form-focused feedback from teachers would be helpful in highlighting their errors so that improvements can be made.

Content- based feedback. Different from form-focus feedback, the correction of content- based feedback is focused on the content quality of students' writing.

Unlike form-focused feedback, content-based feedback focuses more on content quality and organizational features in students' composition and teachers provide overall comments on where it doesn't make sense in terms of content or give some comments on logical fallacies in writing without pointing out specific grammatical errors (Park, 2006, p.6).

Razali and Jupri (2014) support that content-based feedback is also defined as meaning based feedback which deals with the quality of the content and organizational structures in students' written composition. Razali and Jupri add

that teacher will comment some components which do not make sense in logic without considering the grammatical aspects on those components.

Such in the form-focused feedback, there are also some pros and contras in content- based feedback implementation. Silver and Lee (2007) argue that too much highlight and note on students' writing do not help students to revise their writing, on the contrary, make the students frustrated and feel stressed. Supporting Silver and Lee's statement, Hyland and Hyland (2001) affirm that the wrong way of teachers' feedback delivery may lead to its' ineffectiveness on students' writing.

Integrated feedback. Integrated feedback is combination between form-focused and content-based feedback (Park, 2006). This type of teachers' written feedback encourages teachers' to focus not only in the content quality but also in the grammar accuracy in students' writing through teachers' feedback (Razali & Jupri, 2014). Moreover, Zaman and Azad (2012) state that both teachers' feedbacks are important in enhancing students' writing. That is why it is necessary to apply integrated feedback for the better enhancement of students' writing.

There are also two other different types of feedback that are mostly provided by teachers based on the technique or method of delivery; they are direct and indirect feedback (Zaman & Azad, 2012; Ellis, 2009; Lindqvist, 2011; Park, 2006; Bitchener, Young, & Cameron, 2005).

Direct Feedback. Direct feedback is the feedback provided directly to the certain incorrect part with the correct one in students' writing (Ellis, 2009). On the other words but the same meaning, Zaman and Azad (2012) state that "In direct

feedback the teacher marks the errors and provides the correct form” (p.142). Park (2006) argues that direct feedback does not give significant role in students’ writing because it does not encourage students to the deep thinking process. In contrast, using direct feedback provides explicit guidance to the students about their inaccuracies and it is principally helpful to those students who do not adept in self-correcting (Ellis, 2009).

Indirect feedback. In Indirect feedback, “the teacher indicates the errors by underlining, circling or by using codes but does not provide the correct form. Diagnosis and correction in indirect feedback is therefore left to the students” (Zaman & Azad, 2012, p.142). Furthermore, according to Ellis (2006), in indirect feedback, the teacher indicates that an error exists and locates the error but does not provide the correction or the correct answer. Additionally, Zaman and Azad (2012) add that the error indication can be done by underlining, circling and marking by red pen or by using codes but do not provide the correct form. Park (2006) argues that indirect feedback is better than direct feedback because it provides the students to think and do more analysis regarding their error to find the correct answer. “Teachers should offer self–correction opportunity for their students by providing indirect feedback on student’s grammatical errors” (Srichanyachon, 2012, p.12). Srichanyachon (2012) adds that indirect feedback can be done by indicating the errors by giving some codes in the incorrect one (such as V for Verb, Adv for Adverb) in order to help students understand and do self-correction.

Teachers' difficulties in delivering feedback. Although providing feedback is a part of teaching learning process that is usually done by the teacher, teachers still faces some difficulties in providing feedback to their students. Zaman and Azad (2012) on their study revealed that the large size of the class or the large amount of students in their courses become the major obstacles for the teacher in providing feedback. Zaman and Azad also list down any other obstacles such as teachers' heavy of workload and the long way of correcting students' writing and students' motivation in learning which become challenging for the teachers in providing effective feedback to student writers. Teachers' written feedback is time consuming because teachers need to give their comment in each student's writing and it engages the teachers' personal communication with each student directly through teachers' comments on students' writing. Each paper has its own problem that pushes teachers to communicate personally to each student based on their writing problem and it takes a long time to do it one by one (Shammari, 2011).

Additionally, according to Srichanyachon (2012), students are lack of understanding in interpreting the teachers' feedback on their writing also becomes the problem to the teacher. Consequently, teachers need to consider students' English background knowledge and indicate their needs for error correction. Kafri (2010) asserts that once the students' finish their writing they just stop it, but teachers have to pay full concentration in doing correction, while they have finished, students just taking it easy.it is quite challenging for the teachers. That is why, whenever teachers provide feedback, they should consider all aspects in

students' writing such as the structure, organization, style, content, and presentation (Kafri, 2010).

Writing

There are four language skills in learning language, and writing skill is one of those skills. Compare with others language skills, writing skill is believed to be the hardest skill to be mastered. According to Mourssi (2013), “the common concept between linguists and pedagogical specialists is that it is easier for second/ foreign language learners to speak, listen and read second language than writing it, since writing requires much more effort from language learners to be acquired” (p. 731). Adas and Bakir (2013) support that in language learning, writing as one of the compulsory competences is the most challenging competence to be learned. In this sub-chapter there are some literatures related to writing skill based on other researchers and sources.

Definition of writing. Writing is a communication tool. Through writing, people can share their opinion and knowledge, state their preference, tell their story, and even make an argumentation based on their idea to their readers. According to Nunan (1989) writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. Moreover, Hedge (2005) points out that writing is more than producing accurate and complete sentences and phrases. More than this, he defines writing as producing whole

parts of communication, to connect and improve information, ideas, or arguments for a certain reader or a group of readers.

Furthermore, writing also can be used to convey someone's thought to someone else by using the writers' own way through their writing product. Hadley (1993) in Negari (2011) defines writing as an activity that requires students to tell or retell information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Additionally, writing is a complex metacognitive activity that interprets an individual's knowledge, basic skill, strategies, and ability to harmonize multiple processes (Huy, 2015). By the detailed experts' opinion about writing, it can be concluded that writing is a way of conveying information, communicating idea, and sharing feelings that are delivered through written sentences and phrases to be understood by the reader.

English foreign language students' writing. In writing, students should fulfill some stages that encourage them in changing the blank sheet of paper to become their final writing product; while the progression of the blank paper become the writing product is called as writing Process (Mekki, 2012). Writing is a process which involves the students to organize their thinking through some activities such brainstorming, planning, outlining, organizing, drafting, and revising (Negari, 2011). Supporting Negari's statement, Kafri (2003) defines writing process as "various processes involved in the act of composing, in order to help students produce coherent, meaningful and creative discourse" (p. 4). A bit different with Negri (2011), Kafri (2003) adds that there are four basic writing

stages in process writing: planning, drafting (writing), revising (redrafting), and editing. Not all EFL students are able to deal with those processes because writing in their mother tongue language is different from writing in English. It is because the students do not only have to aware with the process writing itself but also need to focus on the grammar and wording choice which are totally different from their mother tongue.

Students' difficulties in writing. In the process of writing, the foreign language students' should pass some stages in order to produce a coherent and accurate writing product. However, not all students are able to follow and understand the stages as stated below adequately because it is not easy to be done. Some studies about students' writing skill are conducted mostly based on the difficulties of writing for the learners (Jimenez et al., 2013; Negari, 2011; Adas & Bakir, 2013; Kellog & Raulerson, 2007; Lee, 2003; Mekki, 2012). Kellog and Raulerson (2007) convey that the difficulties come because the students lack of vocabularies and creativity in writing. "Many students are able to understand the language, but most of the students face the problem of communicating their ideas effectively, the problem is the lack of both adequate stock of English vocabulary and creativity in writing" (Adas & Bakir, 2013, p. 254). Besides, According to Lee (2003) the difficulty of writing is affected by the teaching strategies applied by their writing teachers. Huy (2015) asserts the common problems faced by the students in learning writing are: Lack of vocabularies, difficulties in grammar, obstacles in the topics given, limitation of teachers' feedback on students' written work, lack of learning sources, and lack of students' practicing and learning.

Students face some difficulties in writing, namely: (1) how to start writing, (2) how to generate ideas, (3) how to produce unified paragraphs, (4) how to organize ideas logically, (5) how to make grammatical sentences, and (6) how to beef up students' low motivation in learning English. Then, she argued that students can learn writing easier if they can organize their notions, mastery the vocabulary and the writing process in particularly (Fitriani, 2010 as cited in Karlinawati, 2015, p. 11).

Teaching writing. The focus of teaching writing is to improve students' skill in writing itself. While students face many difficulties in writing such what it has explained in previous discussion, teachers' should have some strategies in teaching writing. The biggest deal in teaching writing is involving students on the teaching writing process to make the students' learning experience become more valuable (Adas & Bakir, 2013). Adas and Bakir add that involving students' participation can be done by motivating students and refining and increasing students' writing competences through some pragmatic approach.

Additionally, teachers' written feedback is an activity that is mostly done by the teachers as one of the teaching writing strategy. According to Kafri (2010) there are two approaches of teaching writing namely process-based approach and product-based approach. Teachers have different roles in each of those approaches. In process-based approach, teacher will guide and give feedback to the students' from the very beginning, through some process of revising, and finally done with students' final writing. In contrast, in product-based approach, teacher is just providing feedback on students' final writing. Kafri (2010) adds

that in process based approach teacher should concern on the students' process writing, because process writing is a continuum activity that provide the learner to need the teachers' supervising and guiding. In conclusion, in the process of teaching writing, teachers mostly provide written feedback on students' writing both during the process of students' writing and after the students' final writing finish.

Conceptual Framework

The previous discussion has been figured out some components about teachers' feedback based on some studies related the teachers' feedback in students' writing. There are the concept and definition of feedback and teachers' feedback, teachers' feedback on students writing, types of teachers' feedback, teachers' difficulties in providing feedback, the concept and definition of writing, EFL students' writing, and the last is students' difficulties in writing, teaching writing. For whole, it can be summed up that teachers' feedback play a significance role on the students' writing.

Moreover, in the practice of the teachers' feedback in students' writing, both students and teachers have important role. Teachers should provide the teachers' feedback appropriately in order to make the students able to accept the feedback properly too. That is why, it is important to know the teachers' attitude toward the teachers' feedback in students' writing. While teachers' good attitude toward the teachers' feedback can be seen on the way they provide feedback to their students and also on their preferences in types of teachers' feedback.

At last, providing feedback was still challenging for the teachers. There are still many obstacles faced by teachers in providing feedback in students writing. Some of the obstacles are the amount of the students or the size of the class, teachers' heavy workload, the long way of correction process, students' motivation, and students' lack of understanding in the feedback given. For those, this research will be done to reveal teachers' written feedback delivery problems happen in EED of UMY regarding the teachers' feedback in students' writing and also the strategies to encounter those obstacles. The conceptual framework of this research can be figured out below:

Figure 1. Conceptual Framework

