Chapter 2

Literature Review

This chapter mainly deliberates the studies regarding the clarification of weekly journal activity, the kinds of feedback which are usually used in writing context and the benefits of the feedback by compiling the statement from other studies.

Definition of Feedback

There are many kinds of definition of feedback. Based on Leibold (2015), he said that feedback is a skill of the teacher to criticize students' work. In this context, the teacher gives opinion to make the students more understand. Hattie and timperley (2007) also added the explanation of Leibold (2015). They said that feedback is such an activity of the teacher especially to give correct information or alternative strategy to the students. Strategy used by the teacher must be effective to make the students easy to catch the point. Moreover feedback must have goal, specific and neutral (Thurlings,Vermeulen, Bastiaens, & Stijnen, 2013). Thus, feedback is a step of the teacher to give their knowledge to the students especially to make the students clearer to comprehend the materials by using certain strategy.

Types of Feedbacks

Types of feedback used to comment students' writing is an essential part to make the students comprehend the rules on academic writing. However, every teacher has various strategies on giving feedback, so this study provides some methods which are commonly used by the teacher to comment the students' work. The types of feedback, which are available in this paper, can be used in oral feedback or written feedback. However this study only focuses on oral feedback and written feedback based on students' preferences.

This study focuses on written feedback which adapts direct feedback to comment students' work and oral feedback. Those feedback are put into this study as the feedback are commonly used by the teacher in weekly journal activity especially at English Education Department of Universitas Muhammadiyah Yogyakarta.

Formative feedback. Formative feedback is a feedback which tries to modify students' thinking and behavior by stimulating the students to engage in certain discussion (Shute, 2010). Shute (2010) stated that formative feedback should be no evaluative, supportive, specific, and timely. The model of formative feedback, the teacher gives an issue, then the students responses the case. Awe, Dixon, & Watson (2009) revealed that students' activeness will help the teacher to be responsive to identify what students require in learning.

Direct feedback. Direct feedback basically is a feedback which aims to improve students' accuracy in learning foreign language, but in this feedback, the teacher must be flexible to comment students' work (Pham, 2015). Pham (2015) also

said that the comment of the teacher must relate to students' proficiency. Providing feedback on writing and paying attention grammar and accuracy are the most principal aspects that should be considered, such as "Rio eat banana" and the correct one is "Rio eats banana". Most of the students prefer to obtain a direct feedback which gives a correction with a comment in their work (Shintani, Ellis, & Suzuki, 2014). Those researchers believe that the comment of the teacher can be addressed by using direct corrective feedback (DCF). Yoshida (2015) added that students will be pleased if the students have a space to do a review to check their erroneous word before they hand in their work and obtain the feedback. However, those assumptions cannot be applied correctly if there is long interval on giving feedback especially feedback about the frequencies of error vocabularies on writing (Nakata, 2015). Nakata (2015) also affirmed that a feedback should be presented to the students immediately.

Diverse feedback. Diverse feedback or external feedback will emerge if the teacher desires to create autonomous learning model. Toro and Hurd (2013) said that the feedback must consists of relevant objective, understanding, responsibility and self-confidence. That is the type of feedback proposed by Toro and Hurt (2013) to establish independent learning. The example of diverse feedback is the teacher gives main points of the material, and then the students have to search additional material by their own. To make sure the understanding of the students, the teacher tests them in next meeting.

Combination feedback. Ghani and Asgher (2012) described that giving feedback to the students by using combination of teacher's feedback and peer feedback; it will give substantially worthy effects to the students in improving students' knowledge. Peer- feedback will educate the students, who have low understanding, to analyze, observe and correct their work collaboratively. Then, the function of teacher's feedback is analyzing student's work in macro context such as the content, grammar, and diction. The example of combination feedback is instructing the students to make essay, then the students have to swap their work to their friends and give a comment. After doing those activities, the works have to be given to the teacher to receive additional feedback from the teacher. That is the way peer feedback and teacher's feedback influence students' writing.

However, another study reveals that peer feedback does not contribute profound feedback to the students; instead, feedback of the teacher is more suggestive to be given to the students. Baleghizadeh and Mortazavi (2013) explained that feedback involving the students to make collaboration with the teacher is higher to assist the students in academic. Zheng (2012) asserted that the students are allowed to receive peer feedback as long as the teacher acts as mediator, counselor, facilitator, or co-learner. The role of the teacher in this context only broadens student's insight, and this movement is better rather than criticizing the students' work only.

Oral feedback. Oral feedback is a feedback given to the students based on emotion and students' feeling, and this feedback should be conducted by peers (mendez and cruz, 2012). However giving oral feedback, teacher must pay attention

several factors such as length of treatment and age (Saito, 2010). On this context, Saito (2010) added that the teacher must consider the effectiveness of the feedback which will be delivered orally because the longer feedback is delivered, the more risky the students forget what the teacher says.

Students' Reactions Toward The Feedback

On giving feedback teacher has their own style. Every style or model used by the teacher will contribute different effect for each individu. Based on some experts, the reaction of the students after receiving the feedback consists of contributing negative attitude on learning, giving satisfaction on learning, and giving positive attitude for the students on learning.

Students obtain negative attitude. Reactions of the students after getting feedback are various. Every now and then, the reaction or response from one student to the others is different. This statement is also in line with Lee (2008) said that teacher must know the proficiency of the students because if the delivering of the feedback used by the teacher is too complicated or unclear, the students will frustate with the lesson. Then, Lee (2008) added that the teacher ignores the students who have low proficiency, the students will be difficult to follow the materials. The worst effect, the students will obtain negative attitude such as getting demotivation and ignoring the feedback.

Students show positive attitude in learning. Corrective feedback sometimes can contribute positive feeling to the students who struggle to learn a foreign

language. Xuelian and Won (2014) asserted that the students are genuinely pleased if corrective feedback is used by a teacher on delivering the feedback to the students who have good proficiency. This is also in line with Lee's study (2008). Both statements emphasize if corrective feedback or a feedback written in students' work can make them satisfied because they can learn rules of grammar a lot. This statement is supported by Alamis (2010) revealed that students are excited to receive advice and suggestion when they learn how to write an essay as they can understand which point should be improved by them.

Unfortunately, although corrective feedback is suitable for students who have had high proficiency, Xuelian and Won (2014) stated that the students are still lack of understanding to comprehend the content of the article. Therefore, to solve the issue, it depends on how the teacher constructs and delivers the material to the students.

Similar Weekly Journal Activity

There is no specific term about weekly journal activity. Thus, in this paper, this study cites several activities which are similar to weekly journal activity. The similar activities consist of schemata theory, stimulating task, and reading comprehension.

Schemata theory. Schemata theory is the way of the teacher to build up the background of the students to understand the clue in sentence especially to obtain and receive some information. Schemata theory is used for the students to practice how to

structure their paragraph (Gilakjani & Ahmadi, 2011). Schemata theory relates to weekly journal activity as on weekly journal activity, the students have to write an essay and compose the idea to make the reader understands

Stimulating task. Weekly journal activity adapts the method of stimulating task to build up students' motivation to read more. Weekly journal can be called as stimulating task as the teacher also encourages the students to argue, and criticize regarding what they read. Thus this method basically stimulates the students to be more active to engage the discussion (Guthrie, 2006).

Reading comprehension. Weekly journal activity can be nearly comparable to reading comprehension due to the procedures. For example, reading comprehension gets the students to respond the questions based on what the students read. Also, the students are not allowed provide their own perspective because the answer mostly is available in the passage (Eidswick, 2009). Nevertheless on weekly journal activity, the students must put student's understanding in their answer based on what they read, and they are obliged to put their critical thinking.

The reason why those methods are similar to weekly journal activity as those activity also encourage the students to analyze, read, and give their opinions toward certain point. The most important thing, the activities above build up students' critical thinking and construct students' understanding to criticize in certain case by writing an essay.

Weekly journal activity. Weekly journal activity is one of techniques on teaching writing. Weekly journal activity in this context is directing the students to grasp an academic article or novel, and investigate the comprehension of the students by responding the questions which are proposed by the teacher. On progressing students' ability to see the point of journals, the students require some activities which include of analyzing, revealing new argument, observing, and arguing. Those plans are genuinely required since it can be favorably fruitful to broaden student's insight to understand the material. Last but not least, the schemes above can facilitate the students to construct the idea which has been set up (Sunggingwati & Nguyen, 2013).

The emphasis of weekly journal activity is improving students' reading interest, analyzing, explaining the thought, writing ability of the students, and student's critical thinking skill. Yet, all those beliefs can be accomplished if the teacher in class can provide progressive effect in reading. Reading interest of the students can be increased by professional figure that contributes worthy method to handle the students (Khairuddin, 2013). Basically, weekly journal activity is nearly same as writing a reflection toward what the students have read into an essay because they can put their thought, analysis, and idea in their work.

Feedback on Weekly Journal Activity

Weekly journal activity is an activity which directs the students to write an essay after the students read a journal distributed by the teacher. Through that

activity, the students can express their concept in a piece of paper. However, there are many kinds of feedback used by the teacher such as written feedback and oral feedback which those feedback become usual feedback used by the teacher in weekly journal activity. So, that is why, this research focuses on oral and written feedback which is usual given by the teacher in classroom.

To deliver both oral and written feedback in weekly journal activity, the teacher has adapted several points which are proposed by some experts. Hyland and Hyland (2006) perceived that the students will be more enthusiastic if the feedback proposed by the teacher, there is a discussion to illuminate about the feedback. By making a discussion, it will set up excellent approach both teacher and student. That is the strategy to yield students' ability in writing. However, different perception derives from Nelson and Schun (2008), they stated that there are no standards what type of feedback that should be implemented by the teacher to comment students' work. Nelson and Schun (2008) asserted that qualified feedback is feedback which covers eight aspects (conclusion, identification of the problem, solution, localization, explanation, focus, complement, and mitigating language). From those opinions, both oral feedback and written feedback in weekly journal activity have been designed by considering all the aspects above.

Review of Related Research

The topic of this research is related to Nakanishi (2007). Nakanishi's study only focused on how a teacher offers a feedback on writing context. This research

includes forty students divided to be four groups. Every group acquires differently various comments, and the types of comments encompass of 1) Peer-feedback, 2) self-feedback, 3) teacher-feedback, and 4) peer teacher feedback. As a result, the study sums up if there is no considerably significant difference among peer-feedback, self-feedback, teacher-feedback, and peer teacher feedback. Nakanishi (2007) stated that every type of feedback in evaluating students' work has certain benefit. However, the calculation shows if the students substantially prefer to peer-teacher feedback since the students can accept obvious feedback.

Nakanishi's study (2007) is fundamentally valuable to support another research, which relates to this topic, because Nakanishi's study (2007) applies complete feedback commonly used by the teacher in responding students' work in classroom. Unfortunately, the data will be more reliable and empirical if the researcher can observe more than forty students. Additionally, the time in Nakanishi's study is limited to accumulate the data, so the researcher must divide the time to be two sessions to obtain the data.

Nakanishi's study is in line with my research project since my study also focuses on revealing what kinds of feedback which are suitable to be given to the students to comment students' writing project. Then, the types of feedback mentioned in Nakanishi's study are familiarly used in English Education Department as place where I will collect the data to complete my research. Those are the reasons why Nakanishi's study correlates to my study.

Nadem and Nadem's study (2013) is focused on teacher's feedback toward students' behavior in university level. The participants on this research contain of many faculties such as science faculty, literature faculty, science graduate, and prospective teacher. To gather the data, this research uses a questionnaire to observe the effect of teacher's feedback toward students' behavior. The result of this research showed that half of the participants argued if they accepted positive impact as it could give them stimulus to learn. Nevertheless, the rest of them said that the feedback only gave a burden for them to learn since the teacher did not give clear and proper direction which should be followed by the students in order to comprehend the feedback. This result suggests the reader, being a teacher, a teacher was supposed to consider how to create good and precise guideline to be followed by the students in understanding the feedback. The strength of this research is using clear a questionnaire which can cover all the statements or thoughts of the students about feedback, but the weakness is only researching students in final semester. Nadem and Nadem's study (2013) is related to my research as this research also investigates student's reaction after giving praise in feedback.

Conceptual Framework

This study aims to investigate the kinds of feedback. This study also provides what aspects and skill should be taken by a teacher on giving feedback. A teacher should possess excellent pedagogical knowledge and good communication skill. Then, there are several steps on giving feedback which have to be followed such as

giving praising, doing evaluation, and proposing recommendation or correction. To make the explanation regarding feedback is clear, this study also defines the types of evaluations which are familiar to be used by a teacher, for instance, corrective feedback, direct feedback, in-direct feedback, peer feedback, and teacher's feedback.

This picture is created to show the way of this research. Mostly this research discusses feedback generally which is commonly used by the teacher on teaching writing to the students. Unfortunately, every teacher has various styles on giving feedback to the students. Thus, it can create differently various reactions for the students on receiving teacher's feedback.

Feedback on weekly

Student's reaction
1. Giving satisfaction on learning
2. Contributing negative attitude in learning
3. Giving positive attitude for the students in learning

Types of Feedback:
1. Responsive feedback
2. Direct Feedback
3. Diverse Feedback
4. Combination Feedback
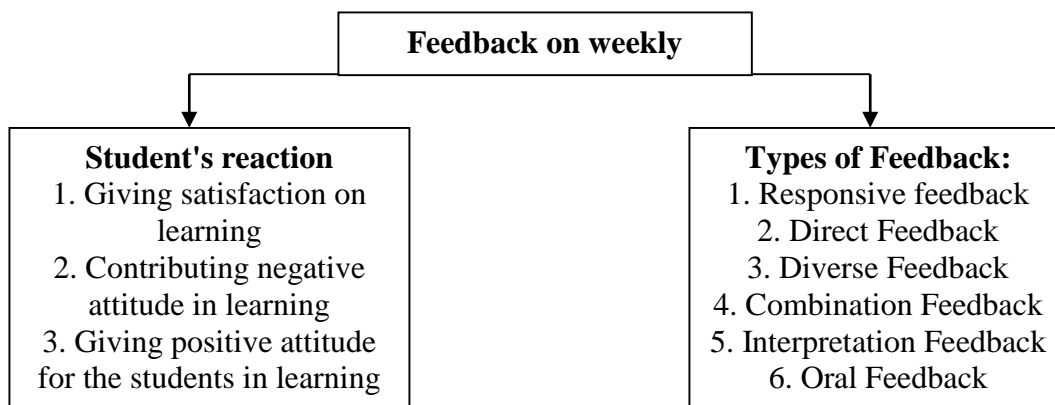5. Interpretation Feedback
6. Oral Feedback

Figure 1. Figure of Students' Reaction and Preferences to Teachers' Feedback