Chapter Two

Literature Review

Literature review consists of four sections including writing skill, feedback, teacher feedback in writing skill, and conceptual framework. The researcher mentions and provides the theory from previous research of feedback, teacher feedback in writing skill, writing skill, and EFL writing skill that related to the research. The last section is conceptual framework which presents the concept that is used to guide the research.

Writing Skill

Writing skill is considered as the most difficult skill among other skills. In this section, the researcher presents the theory and previous research dealing with writing skill. there are five topics included definition of writing skill, importance of writing skill, difficulties in writing skill, factors that influence writing skill, and EFL writing skill. those topics are presented one by one as following.

Definition of writing skill. The definition of writing is ".... similar to swimming in the sense that both are culturally specific, learned behavior" (Lenneberg, (1967 as cited in Razali, 2014, p. 64).

"At least six meanings of 'writing' can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such a system to use; (3) the result of such activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation" (Coulmas, 2004, p. 1).

Nevertheless, "writing is a complicated process which involves a number of cognitive and metacognitive activities, for instance; brainstorming, planning, outlining, organizing, drafting, and revising" (Flower & Hayes, 1981 as cited in Negari, 2011, p. 299).

Importance of writing skill. People use writing to communicate with other and its form is more long lasting as Elshirbini and Elashri (2013) said that writing is one of great importance because it makes information lasting and easily portable. It also influences thinking and encourages creative thinking. And then writing helps one learn different ways to develop one's thoughts. Writing has always been regarded as an important skill in the teaching and learning English as a Foreign Language (EFL) and one big problem for EFL learners is how to recall the learned words and use them in paragraph writing (Rezapanah & Hamidi, 2013).

Difficulties in writing skill. Writing is considered as difficult skill to be mastered. Learning to write is difficult especially in academic contexts for a second or a foreign language for students, since they do not know enough about how to generate ideas for writing (Negari, 2011). Supported by Sturm and Rankin-Erickson (2002) as cited in Negari (2011) who stated that writing is an advanced academic task within educational settings and parts of the students' difficulties in writing are related to difficulties in applying various cognitive strategies. Hence, Negari (2011) stated that academic writing demands much effort and practice in composing, organizing, and analyzing ideas thus students

writing in a foreign language will naturally face with cognitive problems related to language learning.

On the other hand, Mooney (2004 as cited in Elshirbini, 2013) said that writing is difficult because most students are never taught to see writing only as spelling and grammar, but it is more about ideas, emotions and finding a way to express oneself. Furthermore, Cerbin (2001 as cited in Elshirbini, 2013) argues that in many classes students are expected to write well, but are not taught to do so.

Additionally, writing can be an extremely discouraging task when the main focus of it is the final product from the very beginning (Tribble, 1996 as cited in Elshirbini, 2013) and the high expectations of foreign language teachers from the target language learners can be the factor to poor writing (Widdowson 1983; Diab 2005; Atay and Kurt 2006 as cited in Buyukyavuz, 2014)

Factors that influence writing skill. Some aspects including motivation, environments, facilitate and other things may become factor which influence students' writing skill. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value (Adas & Bakir, 2013).

On the other hand, Buyukyavuz and Cakir (2014) stated that motivation stands as the major factor directly affecting achievement. Their research has shown that 41,5 percent of the participant were motivated to write when they find that the topic is attractive and familiar. The expectation from the teacher also holds a role, which motivates the students to write. And then, the other factor that

is found from the research is teacher feedback, Brookhart (2008 as cited in Elshirbini, 2013) indicated feedback as the other factor that may influence students' writing skill "with the absence of feedback, students can become dismotivated" (p. 5).

EFL writing skill. Compared to native language learner, second language learner and foreign language learner have different preferences towards writing and teacher feedback in the target language. EFL students think that writing is difficult because of the mechanical problems with the script of English; problems of accuracy of English grammar and lexis; problems relating the style of writing to the demands of a particular situation; and problems of developing ease and comfort in expressing what needs to be said (Negari, 2011).

Moreover, Gabrielatos (2002) said that the most important matter in writing, both in EFL and in real life, is for the writer to achieve a goal (task achievement in EFL). In order to help EFL learners become more effective writers, teacher need to make a crucial distinction between language accuracy and writing skills. Hence, comprehensive EFL writing program requires the systematic treatment of a large number of interrelated elements. And then, the EFL students in Diab (2005) research revealed a great concern with accuracy and error-free writing. This research also revealed students' beliefs about the importance of various features of their writing. It revealed that many students chose comments on the writing style and ideas/content as the most important teacher feedback they look at.

Feedback

Feedback is one of essential teaching methods in formal and informal learning process. Thus in this section, the researcher presents the definition of feedback and importance of feedback in general. Those topics are presented briefly as following.

Definition of feedback. The definition of feedback is very various. To begin with, the broadest definition as Askew and Lodge (2000) said that feedback is "all dialogue to support learning in both formal and informal situations" (as cited in Jing, 2010, p. 5). Next, according to Jing (2010), feedback is almost everything that happens in a classroom. It means that feedback can be given not only by the teacher, but also by the students among themselves that called as peer feedback. The other definition of feedback that more narrow comes from Remaprasad (1983), feedback is the information which can effectively bridge and narrow the gap between the students' language proficiency and teacher's response (as cited in Jing, 2010). Additionally, Ur (1996) defined feedback in specific words as information that is given to the learners about their performance of the learning task, with the objective of improving their performance (as cited in Srichanyachon, 2012). Last, Srichanyachon (2012) concluded the definition of feedback as an essential element of any English language writing course. In other words, feedback is something useful given by the teacher or other parties in the classroom with the objective to improve students' learning skill.

Importance of feedback. Based on the definitions of feedback above, the existence of feedback in learning and teaching process is important. As Gipps (1994, pp. 129-130) believes feedback is important for two main reasons: "it contributes directly to progress in learning through the process of formative assessment, and directly through its effect on pupils' academic self-esteem" (as cited in Alavi, 2007, p. 182). Students can be encouraged to improve their learning by receiving feedback from their teacher. The other importance of feedback is, according to Srichanyachon (2012), through feedback teacher can help students compare their own performance with the ideal one and diagnose their own strengths and weaknesses. It means that feedback is one of the ways which can be chosen by teacher to help students improve their performance in learning process. As the result of Chandler's experimental research, it indicated that the accuracy of students' writing improved significantly over a semester when they corrected their errors after feedback than when they did not (as cited in Hyland, 2006).

Teacher Feedback in Writing Skill

After discussing writing skill and feedback, in this section the researcher presents teacher feedback in writing skill specifically. There are six topics included the definition of teacher feedback in writing skill, roles of teacher feedback in writing skill, benefits of teacher feedback in writing skill, types of teacher feedback in writing skill, forms of teacher feedback in writing skill, and the students' perception towards teacher feedback in writing skill. Those topics are presented one by one explicitly as following.

Definition of teacher feedback in writing skill. Compared to the definition of feedback, teacher feedback in writing has more narrow and explicit definitions. As Mottet (2008) defined teacher feedback as information from a source to a recipient dealing with the correctness, accuracy, or appropriateness of the recipients' past performance (as cited in Maarof, 2011). Teacher feedback, "a useful pedagogical device to enhance the teaching and learning of writing" (Lee, 2007, p. 180), means that teacher feedback can improve the process of teaching and learning of writing because of the teacher's professional opinions or questions on students' work which facilitate students to acquiring writing skills or correcting errors effectively. The specific definition of teacher feedback comes from Mack (2009) who defined it as "any comments, questions or error correction that is written on students' assignments" (p. 34).

Roles of teacher feedback in writing skill. Teacher feedback has important roles in any kind of learning. According to Duomont (2002 as cited in Maarof, 2011) and Brookhart (2008 as cited in Elshirbini, 2013), feedback is an essential aspect in the writing process and it plays a central role to ensure effectiveness in learning this skill. This argument is supported by other researchers who argued that teacher written response continues to play a central role in most of second language and foreign language writing classes (Hyland, K & Hyland, F, 2006). Moreover, "in genre classrooms feedback is a key element of the scaffolding provided by the teacher to build learners' confidence and the literacy resources to participate in the target community" (Hyland, K & Hyland, F, 2006, p. 83). To summarize, studies that held before indicate that teacher feedback

holds vital role in learning, especially in learning writing in second language and foreign language.

Benefits of teacher feedback in writing skill. There are many benefits of teacher feedback that help teacher in improving students' writing skill. Feedback identified students' strengths, weaknesses and areas for improvement in a structured and cohesive way; and then use these to set future learning targets (Hepplestone, Holden, Irwin, Parkin, & Horpe, 2011; Randall & Zundel, 2012). It means that feedback helps students to know some area which they do not know when write their first writing. Next, Garcia (1999 as cited in Jing, 2010) presented the benefit of teacher feedback in more detail as "teacher feedback can help students become aware of errors and other writing problems which they failed to notice when they wrote their draft" (p. 1).

Furthermore, Maroof (2011) said that teacher feedback can assist learners to notice a target language structure in order to compare it with their existing knowledge and to integrate it into that knowledge. And then, based on Alavi and Kaivanpanah (2007) teacher feedback helps students to notice the gap in their linguistic performance. In other words, feedback also bridge between students' knowledge and performance with their teacher's knowledge.

The other benefits from feedback are presented by Geunette (2012) who said that students will know that their teacher is the most helpful and realistic through the feedback that teacher provide, and feedback is productive way to "show students that you care". Students will aware that they have teacher to help

them overcome their problems in writing. Therefore, the benefits of teacher feedback are apparent to help students in writing.

Types of teacher feedback in writing skill. The types of teacher feedback in writing skill are various. Based on Park (2006), teacher feedback is defined into three types, as following: 1) form-focused feedback, that is supported by Jing (2010) and Vokic (2007), which involves teacher's outright correction of surface errors and students' grammar, it indicates the type and the place of errors without correction by underlines the errors only. Teacher usually uses red pen to underline or circle the grammatical error and expects students to revise it. 2) content-based feedback which deals with the quality of the content and organizational features in students' composition. Teacher will give comment in the parts of the composition that do not make sense without pointing out the grammatical errors. According to Jing (2010) this type of feedback considers the idea and suggests improvements for future writing. 3) Integrative feedback which results from the combination of grammar correction with content-based feedback. These types are divided as the focus of teacher feedback yet others divided the type of teacher feedback as the form.

The other type of teacher feedback comes from Ellis (2009) and Srichanyachon (2012), they divided teacher feedback into two types like direct feedback and indirect feedback. Direct feedback is a technique of correcting students' error of the language form by giving an explicit written correction. While indirect feedback is when teacher use underline, circle, code, cursor, and

others to pointing out the errors. It means that teacher indicates that the errors exist but does not give the correction.

Furthermore, Ellis (2009) and Ferris (2011) explained teacher feedback into two other types like focused and unfocused feedback which concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. Focused feedback (intensive feedback) is when teacher focuses on providing feedback on some specific structures their students have just learned. On the other hand, teacher gives feedback on any errors they see in students writing when they provide unfocused feedback (extensive feedback) (Tran, 2013).

There are seven types of teacher feedback in writing skill. Teacher can use one or two types of teacher feedback a time but should also consider the objective as Harmer (2001) said that the way teacher gives written feedback on students' writing will depend on the kind of writing task the students have undertaken, and the effect teacher wishes to create.

Forms of teacher feedback in writing skill. There are some forms of teacher feedback which come from different people. According to Lee and Silver (2007) teacher feedback is presented into three forms: praise, criticism, and advice. Praise means "...an act which attributes credit to another for some characteristic, attribute, skill, etc., which is positively valued by the person giving feedback. It, therefore, suggests a more intense or detailed response than simple agreement" (Holmes. 1988 as cited in Lee, 2007 p. 31). Criticism is defined as "...an expression of dissatisfaction or negative comment" (Hyland, 200a, p. 44 as cited

in Lee, 2007 p. 31); while advice is defined as "...from criticisms in containing an explicit recommendation for remediation, a relatively clear and accomplishable action for improvement" (Hyland & Hyland, 2001 as cited in Lee, 2007 p. 31). Praise is not really useful for encouraging immediate revision as it is operationalised, but it is appreciated by the students. While criticism which has the potential to help student develop their writing skill is disliked by students since it made teacher come across judgmental and harsh, and students consider it as something negative. And then, advice makes teacher as a mentor or facilitator thus students prefer it than the other two because in other hand, students can make their own decision whether to revise it.

The form of feedback above was supported by Straub (1997, as cited in Hamp-Lyons & Chen (n.d)) who said that if working in the context of first language in the US, it can be classified teachers' comments into six categories: praise, criticism, advice, imperative, open question and closed question. And then Hamp-Lyons and Chen (n.d) added two more categories into these six categories: mechanics, and '?'. To conclude, there are eight forms of teacher feedback such as praise, criticism, advice, imperative, open question, closed question, mechanics, and '?', which can be used to deliver the feedback.

The students' perception towards teacher feedback in writing skill.
There are other previous researches that concern on students perception towards teacher feedback in their writing. As Harmer (2001) said that "most students want and expect us to give them feedback on their performance." (p. 104). The research conducted by Ferris (1997 as cited in Maarof, 2011) on teacher feedback showed

that 93,5 percent of 155 respondents indicated that teacher feedback helped them improve their writing. It is supported by some studies which indicate that students also want teachers to give them feedback on the content and ideas in their writing (Hedgcock & Lefkowitz 1994, 1996) and they are positive about receiving indirect feedback on errors, giving them clues rather than corrections since they recognize that it encourages them to be more active in their use of feedback (Arndt, 1993; Saito, 1994; F. Hyland, 2001a as cited in Hyland, K & Hyland, F, 2006).

Moreover, Maroof (2011) said that students considered teacher feedback as an important and necessary aspect in responding to their essay writing. Students tend to expect the teacher to comment on their written errors and are frustrated if this does not happen (Leki 1991; Ferris and Roberts, 2001 as cited in Srichanyachon, 2012). The previous surveys on teacher feedback have indicated that students consistently rate it higher and consider it as important aspect to improve their writing skill.

Conceptual Framework

The previous studies have revealed the definition of teacher feedback, the role of teacher feedback, benefits of teacher feedback, the types and forms of teacher feedback; and students' perception towards teacher feedback. It can be summarized that the role of teacher feedback in writing is essential as it plays central role in all kind of learning. And then it is considered as one of the methods in teaching in order to improve students' writing skill. Teacher feedback also can help students to notice and aware their errors in writing thus it can narrow the gap

between teacher and students' performance. In other word, teacher feedback is importance in learning process.

Moreover, referring to the explanations above, there are seven types and eight forms of teacher feedback. The types which are usually used are content-based feedback, form-based feedback and the combination of both, indirect feedback, direct feedback, focused feedback, and unfocused feedback. These types can be used to deliver the feedback in writing. The forms that are usually used by teachers are advice, praise, open-ended question, criticism, imperative, mechanics, closed question and '?'.

The benefits of feedback which are explained above can be summarized. The first benefit of teacher feedback is it identifies students' strengths and weaknesses. And then, teacher feedback helps student aware of the errors and it points out students' errors in writing. Teacher feedback also bridges the gap between teacher and students performance. The last, the benefits of teacher feedback are that it helps teacher in improving students' writing skill.

This research investigates how students at English Education Department of Universitas Muhammadiyah Yogyakarta perceive their writing skill, their teacher feedback in writing skill, and explore the benefits of teacher feedback for their writing, hence students' perception towards teacher feedback from previous research are used to guide the research.

Figure 1. Conceptual Framework