**CHAPTER II**

**THEORETICAL FRAMEWORK**

1. **Writing**
2. **Definition of Writing**

According to Hamps-Lyons and Kroll, writing is “an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience”.[[1]](#footnote-2) Writing has a lot of aspect that must be mastered by learners such as vocabulary, tenses, active and passive voice, parts of speech (verb, adverb, adjectives, conjunction, noun, pronoun, preposition, and interjection), punctuation, dictions and word choice. The writers have to understand and take care of those aspects when writing text in order to make readers understand what the writer’s means. Also, writer must make the sentences inter-paragraphs coherent, so every paragraph easier to understand by readers.

Writing is a process of thinking ideas to express it into a text and to deliver the writer ideas to readers. Writing is not one step action, it is not simple subject but so complex subject that must be mastered. There are some processes that have to be followed by learner, so it can be produce a good text. Learners must follow step by step to write a text. First, they have to know about how to write. They must prepare the interesting topic to written. Then when they have ideas, they have to write the ideas in a draft before write the draft into a paragraph. But, when they finish write a text it does not mean that the writing process is done. They still follow the next step, they have to read more what they are write and give correction if they find an error structure or grammatical. After that, they must revise their written to be a good text and satisfying to be read by readers. In addition, the writer ideas can be read and understand by readers.

1. **The Stages of Writing**

Writing is a process that is a long time to be a writing product. As a process, writing has stages to someone when begin to write. According to Athony Seow, there are four stages of writing process; Planning, Drafting, Revising and Editing. Also, he added the three stages of writing; responding, evaluating and post writing.[[2]](#footnote-3)

1. Planning (Pre-writing)

Planning is the activity in the classroom that is encourages students to beginning to write. In this stage, there are some activities for students to learning write such as group brainstorming, clustering, rapid free writing, wh-questions.

1. Drafting

In this stage, writers focused on how to arrange the ideas or topics at the planning stage. The grammatical accuracy and the neatness of draft are not necessary. The important of this stage is how the writers can write the text for different audiences. To make the readers interest with our text, we have to make an interest introduction at the first such as to the point at the topic, there are problem and solution in the text and not to talk nonsense.

1. Responding

The responding of students’ writing can be done by the teacher or peers. Teacher is the central of the successful Implementation of writing process. Responding by teacher can be oral or written. The responses done after make a draft and before revise a draft. The responding is to find out the mistakes on the writing.

1. Revising

After the responding by teacher or peers, students revise their text based on the feedback that is accepted. At this stage, students not only checking the language error, grammatical error or others but also students have to expand the idea or the topics to be the text which is readable and understand by readers clearly.

1. Editing

At this stage, students edit their texts for evaluation by the teacher. Students edit their own work or the feedback that is accepted by students from teacher or peer. They must edit the grammar, structure, diction, word choice and etc,.

1. Evaluating

At this stage, teacher evaluating the students’ writing with give the scoring on their task. Also, teacher can give the suggestion on their writing. What the students have to do, their weakness and strength or the other things.

1. Post-writing

At this stage, the activity that can be done by teacher and students after writing are sharing in the classroom, reading a loud the texts, or publishing the students’ writing at wall magazine for example.

From explanation above, in writing the writers have to looking at stages of writing before write the texts in order to make the texts are good.

1. **Feedback**
2. **Definition of Feedback**

According to Penny Ur Feedback is “information that is given to the learner about his or her performance of the learning task, usually with the objective of improving performance.”[[3]](#footnote-4)

Meanwhile, Brookhart stated that feedback is the piece of formative assessment process.[[4]](#footnote-5) Formative assessment is the teacher’s and students’ activity in learning process to see the students’ progress during a lesson. The aim of the formative assessment is to improve the learning process. Formative assessment also can help teacher to identify the students’ difficulties when learning process and to improve their teaching in learning process. For example use other approaches, strategies or methods every meeting in learning process.

Similar things are also said by Irons that “formative feedback is any information, process or activity which affords or accelerates students learning based on comments relating to either formative assessment or summative assessment activities.”[[5]](#footnote-6) In addition, feedback is the information and correction that people give to other in order to improve their work or performance become better.

In feedback, there are some aims of giving feedback to students. They are to encourage; to correction errors; to improve performance; to customize explanation for particular issues or students; to reward particular behavior, for example, high score; to penalize certain behavior, for example, diligence; to demonstrate to students that tutors notice what they are doing and care enough to comment.[[6]](#footnote-7)

1. **Kinds of Feedback**

The kinds of feedback are many. But writer only take a few kinds of feedback, they are as follows:[[7]](#footnote-8)

1. **The performer of feedback**
2. Teacher feedback

In teacher feedback, teacher gives correction and suggestion on students’ work and performance. Teacher feedback can be written or spoken. Spoken feedback usually uses on students’ speaking activity. Written feedback usually given by teacher on students’ writing assignment.

1. Peer feedback

Peer feedback is students’ activity to give correction or comments on students’ work or performance. Every student can give feedback to each other after or during the lesson.

1. Self feedback

Self feedback is the correction on their own work or performance by themselves. The aims of self feedback are to know what their weakness and strength on the learning.

1. **The method of performance**
2. Oral Feedback

According to Russel and Spada oral corrective feedback is “refers to any feedback provided to a learner, from any source that contains evidence of learner error of language form”.[[8]](#footnote-9) Usually oral feedback occurs during learning process. Oral feedback can be very powerful and effective tool to give correction on students work in a timely way. In oral feedback there are some common ways to deliver feedback to student (individual): first quietly, it means that teacher come to the students’ desk, while the rest of the class is working. Second at teacher’ desk, it means that teacher ask the students to come forward at teacher’ desk to discuss their work. The last is after school, it means that if students have difficulties on the lesson and no more time in the class, teacher can ask to students to discuss about the students difficulties after school wherever and whenever.[[9]](#footnote-10)

1. Written Feedback

Written feedback is the commonly form of feedback used on students’ receive in written work. In written feedback, teacher usually will give correction or comments on students’ work with words or symbol such as underlining, circles or the other. The good written feedback on students’ work will help students to improve their work, so teacher have to use an easy language when giving a comments or correction to the students’ work.[[10]](#footnote-11) Also a good feedback can motivate the students to revise their work be better.

In written feedback, it can be direct feedback and indirect feedback:

1. Direct feedback

Direct teacher feedback means that the teacher provides students with the correct form of their errors or mistakes whether this feedback is provided orally or written. It shows them what is wrong and how it should be written, but this form must be clear.

1. Indirect feedback

Indirect feedback means that the teacher provides students without indication that an error has been made, but the teacher expected that the students to correct by themselves. Indirect feedback divided into two types, coded indirect feedback and un coded indirect feedback.

1. *Coded Indirect Feedback*

Coded feedback, it means that the teacher underlines the error or mistakes on students writing and the teacher do not give correction but the teacher leave symbol above the targeted error for students to think and correct the errors by themselves. For example:

My friend is being meet by me.

1. *Un Coded Indirect Feedback*

Un coded means that the teacher do not leaves anything on students’ writing. The teacher forces the students to correct the error writing by themselves. Example:

I will to inform another students to neat this garden tomorrow.

Meanwhile, Gattullo and Harmer divided feedback into three types; Corrective, evaluative and strategic feedback.[[11]](#footnote-12)

1. **Corrective Feedback**

Corrective feedback aims to helping students on correct errors. Corrective feedback is the one piece of negative feedback. In this feedback, teacher will explain why it is correct and the other incorrect. Usually, corrective feedback involves the students to receiving the formal or informal feedback on their performance by teacher or peers.[[12]](#footnote-13)

1. **Evaluative Feedback**

Evaluative feedback is a correction on the students’ performance. Evaluative feedback usually use in second language and foreign language classroom. Evaluative feedback is often in form of number, symbols and comments such as ‘good’ ‘very good’ or ‘excellent’.

1. **Strategic Feedback**

Strategic feedback aims to give advice or suggest on what the students do to improve their performance. In strategic feedback, teacher only give suggest on students’ performance and students must overcome their mistakes by themselves according to teacher’s suggestions.

1. **Teacher Feedback on Students’ Writing**

Feedback is an important aspect in writing process and it plays a role central in learning process. When teacher use feedback in learning process, there are three advantages of feedback; first, students can evaluate themselves whether their work is good or not. Second, when they are not work well, feedback help them to improve their work become better. Third, feedback can encourage students to take another’s view and adapt a message to it.[[13]](#footnote-14)

Feedback is helpful in encouraging students not to consider what they write as a final product, but also helping them to write multiple drafts and to revise their writing several times in order to produce a much improved piece of writing. Then Panova & lyster states that teacher feedback in writing classes depends on teacher ideas when give correction to the students’ errors or mistakes directly or indirectly. Panova & lyster added that if teacher does not give feedback to the students, they can be unmotivated and lose of how they are doing with the aspects of their writing that should be more attention.[[14]](#footnote-15)

Finally, teacher feedback does not only indicate the strength and weakness of students in writing skill but also teacher can monitor the students’ progress. In conclusion, many advantages of teacher feedback in learning process such as to improve the students’ skill and monitoring their progress. However, feedback is very useful if students can do something with the feedback that given by teacher.

1. **Teacher’s Obstacles in Giving Feedback**

Many teachers believe that giving **feedback to students is one of the most powerful ways that can boost how well they do at school.** According to Hattie and Timperley on their article shows that although feedback is among the major influences, the type of feedback and the way it is given can be differentially effective.[[15]](#footnote-16)

However, some forms of feedback have impact each others to students. When feedback delivered poorly, it can have negative effect on students’ subsequent result. On the other hand, when feedback delivered well, it can have a positive effect on students’ subsequent work. The following is the three common mistakes by teacher when giving feedback:[[16]](#footnote-17)

1. Commenting on the students

Feedback should focus on **what the students have done (or not done)**rather than on the students themselves. So, teacher must comment on students’ work not the students’ personality. Teacher must avoid the sentences like; you are smart, you are very creative, you are lazy, etc.

1. Not offering help

At a minimum, feedback should tell students the correct answer. More proficient students can use this to work out where they went wrong for themselves. However, in other cases, more help may be needed. This help could include simply telling them what to do, directing them to a worked example and giving them hints or prompts.

1. Waiting too long

The most common times that teachers provide feedback to students are after they have marked a formal piece of assessment or as part of an official reporting process. However, **feedback works best when students have time to learn from it before they are formally assessed.** If teacher don’t give studentsfeedback before assess them, teacher deny them the opportunity to improve, and teacher fail to take advantage of the potential power that feedback can have.

To avoid the mistakes when giving feedback, these are the seven principles of good feedback practice for teacher use:[[17]](#footnote-18)

1. Helps clarify what good performance is (goals, criteria, expected standards)
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high quality information to students about their learning
4. Encourages teacher and peer dialogue around learning
5. Encourages positive motivational beliefs and self-esteem
6. Provide opportunities to close the gap between current and desired performance
7. Provide information to teacher that can used to help shape learning

Other strategies available to teacher to help generate and collates quality information about students learning includes; having students request the feedback that they would like when they make an assignment submission; having students identify where they are having difficulties on their work; asking students in groups to identify ‘a question worth asking’, based on prior study that they would like to explore for a short time at the beginning of the next tutorial.

1. Sara Cushing Weigle, *Assesing Writing* (Cambridge: Cambridge University Press, 2002), p. 19. [↑](#footnote-ref-2)
2. Jack C. Richard and Willy A. Renandya*, Methodology In Language Teaching – An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), P. 315-316. [↑](#footnote-ref-3)
3. Penny Ur., *A Course in Language Teaching Practice and Theory* (United Kingdom: Cambridge University Press, 1991), P. 242. [↑](#footnote-ref-4)
4. Susan M. Brookhart. *How to Give Effective Feedback to your Students* (USA: Association for Supervision and Curriculum Development (ASCD), 2008), P. 1. [↑](#footnote-ref-5)
5. Alastair Irons, *Enhancing Learning Through Formative assessment and Formative Feedback* (New York: Routledge, 2008), P. 7. [↑](#footnote-ref-6)
6. Catherine Haines. *Assessing Students Written Work s– Marking Essay and Report* (New York: Taylor & Francais e-Library, 2004), P. 19. [↑](#footnote-ref-7)
7. Ismail Ibrahim Elshirbini Abdel Fattah Elashri, “The Impact of the Direct Teacher Feedback Strategy on the EFL Secondary Stage Students’ Writing performance”, (Ph. D. Disertation, Mansoura University, Faculty of Education Department of Curricula & Methods English Section, 2013), p. 6. [↑](#footnote-ref-8)
8. Diana Mahdi and Noha El Saadany, *Oral Feedback in the EFL Classroom*. From: <https://muep.mau.se/bitstream/handle/diana> at 8th of November 2017. [↑](#footnote-ref-9)
9. Susan M. Brookhart*, How to Give Effective Feedback to your Students*, 48. [↑](#footnote-ref-10)
10. Susan M. Brookhart, *How to Give Effective Feedback to your Students*, 31. [↑](#footnote-ref-11)
11. Hari Subagyo, “*A study of Teacher’s Feedback to Give Correction on Students’ Errors in Writing*”, (Thesis, Sunan Ampel State Islamic University, 2015) , p. 12 from <http://www.digilib.uinsby.ac.id> at 1st of November 2017. [↑](#footnote-ref-12)
12. “Corrective Feedback” http://en.wikipedia.org/wiki/Corrective\_Feedback [↑](#footnote-ref-13)
13. Ismail Ibrahim Elshirbini Abdel Fattah Elashri, “The Impact of the Direct Teacher Feedback Strategy on the EFL Secondary Stage Students’ Writing performance”, p. 6. [↑](#footnote-ref-14)
14. Ismail Ibrahim Elshirbini Abdel Fattah Elashri, *“*The Impact of the Direct Teacher Feedback Strategy on the EFL Secondary Stage Students’ Writing performance”, p. 5. [↑](#footnote-ref-15)
15. John Hattie and Helen Timperley, “The Powerful Of Feedback” , *Review of Educational Research*, Vol. 77, No. 1, (March 2007), 81. [↑](#footnote-ref-16)
16. <http://www.evidencebasedteaching.org.au/3-common-mistakes-teachers-make-giving-feedback/> retrieved 18th 0f April 2018 at 6.56 PM. [↑](#footnote-ref-17)
17. David J. Nicol and Debra Macfarlane-Dick, “Formative assessment and self-regulated learning: a model and seven principles of good feedback”, S*tudies in Higher Education, Vol.31, No.2, April 2006.* P. 205. [↑](#footnote-ref-18)