

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter focuses on reviews of related theories and literature to understand the theories related to feedback in the teaching of English writing. With the focus on students' feedback, discussion relates to theories of writing, feedback, and attitudes. Each of these is discussed in the following sections.

#### **A. Feedback**

This section discusses the definition of feedback, kinds of feedback, types of feedback, and students feedback

##### **1. Definition of feedback**

Feedback is widely seen in educations crucial for both encouraging and consolidating learning and this significance also has been recognized by those working in the field of the second language writing<sup>1</sup>. According to Hyland and Hyland :

“Feedback is the communication of a response to a student's performance in relation to a given task. This response can be written, oral, electronic or a combination of all or any of these”<sup>2</sup>.

Also feedback can be used to grow control for the students writing. So feedback is needed by learners not only as growing control but also as their motivation in writing process.

##### **2. Kinds of feedback**

There are kinds of feedback to give to the students to make the students' writing better and improved. They are teacher's feedback and peer feedback.

###### **a. Teachers' feedback**

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<sup>1</sup> Ken Hyland and Fiona Hyland, feedback in second language writing, (London, University of London, 2006), P.117

<sup>2</sup> Learning Guide .Making the most of feedback. ( The University of Adelaide. Australia 2010),p.20

Some surveys on many ESL students indicate that the students more value teachers' written feedback more than peer feedback and oral feedback in writing class.<sup>3</sup> From those statements, it can be concluded that teachers' feedback in writing is highly valued by the students and most teachers use feedback in writing especially in form of written feedback.

Hyland states that in giving feedback, teacher considers not only the errors found in a piece of writing but also the responsibility to them. It means that teachers' feedback is the complete comment on learning process.

#### **b. Peer feedback**

Students also can give feedback to each other during writing activity (peer feedback). They give comments on other students' writing in order to give feedback. By those ways, students can improve their writing based on the comments given.

According to T Lynne, peer feedback can be more successfully done in groups. So, students can share with others when they give comment toward other students' writing. Also, peer feedback is important to include a balance of criticism, suggestions, and praise. As Rita states students should give specific feedback including suggestions to improve the students' writing.<sup>4</sup>

According to Ferris, there are practical benefits of peer responses<sup>5</sup> as can be listed as follows.

- a) Reading others writing enable to be more critical in thinking, be more confidence, be good perspective

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<sup>3</sup> Ken Hyland and Fiona Hyland, *feedback in second language writing* (London: University of London, 2006)

<sup>4</sup> Rita Silver, *journey Writing* (Hongkong: Person Education North Asia.2001),p.156

<sup>5</sup> Dana Ferris. R, *Response to students Writing*( Lawrence Erlbaum Associated.2003),p.56

- b) Students find more feedback on their writing than they could from teacher alone.
- c) Students can get more feedback in diverse perspective between students.
- d) Students can receive feedback from non professional reader on ways their texts are blurred as to ideas and language.
- e) Peer feedback activity can make students to have better social interaction

The above outline ideas suggest that is students will get many advantages through peer feedback activity because they will get many varieties of feedback. By using this way teacher can encourage students to give, to seek, and to react for giving feedback among themselves as they write.

### **c. Computer mediated feedback**

As technology develops and computer facilities become more widely available, the role of the computer in both delivering and mediating feedback has become more visible practice and research. This technology can empower students and create writing classes more collaborative. Warschauer states that computer mediated communication (CMC) allows students to take more active and autonomous role when seeking feedback<sup>6</sup>. Also students now often find themselves reading feedback on their electronically submitted essays which has been produced by unseen tutor, peers, or by computer itself<sup>7</sup>. So CMC can be used as pedagogical tool for giving and getting feedback.

### **3. Types of feedback**

According to Hyland, there are three types of feedback; praise, criticism, suggestion. Sutton and Douglas also state that feedback is the communication of

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<sup>6</sup> Warschauer, M. *networking into academic discourse*.( journal of English for Academic Purposes 2002),1.1, p.45-58

<sup>7</sup> Hyland.K and Hyland F. *Feedback on second language students' writing*. (Cambridge University press 2006)p.93

praise, criticism, and advice<sup>8</sup>. Some researchers such as Roy and Leila add that corrective feedback is also type of feedback<sup>9</sup>.

#### **a. Praise**

Baumeister et al define praise as “favorable interpersonal feedback”<sup>10</sup> or “positive evaluations made by a person of another’s products, performances, or attributes”<sup>11</sup>. This type of feedback is probably most common kind that students receive from their teachers or friends, and it runs the range from simple “You did a great job!” statements to much more elaborate and personalized positive references to students’ performance. Generally, praise is believed to have beneficial effects on students’ self-esteem, motivation, and performance.<sup>12</sup> As a result, usually praise is favorite feedback based on student expectation.

#### **b. Criticism**

Criticism is a negative comments used by reviewers in expressing their dissatisfaction with the text.<sup>13</sup> Reviewers include teachers, students and other people. When they see the other work and feel dissatisfaction about the work, they usually give criticism to their work. Therefore, criticism can be included as negative feedback but is helpful for new learners.

#### **c. Suggestion**

Suggestion is the third category of feedback which is related to criticism but has a positive orientation. Suggestion differs from criticism in containing

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<sup>8</sup> Sutton, R., Hornsey, M.J., & Douglas, K.M. *Feedback in Schools*. (Peter Lang Publishing: New York.2011),p.1

<sup>9</sup> Roy Lyster and Leila Ranta *Corrective feedback and learner uptake*. (Cambridge University1997),39

<sup>10</sup> Baumeister, R. F., Hutton, D. G., & Cairns, K. J. *Negative effects of praise on skilled performance*.( *Basic and Applied Social Psychology*,1990). 11,p. 131–148.

<sup>11</sup> Kanouse, D. E., Gumpert, P., & Canavan-Gumpert, D. *The semantics of praise*. In J. H. Harvey, W. Ickes, & R. F. Kidd (Eds.), *New directions in attribution research* ( Hillsdale, NJ: Lawrence Erlbaum Associates,1981), Vol. 3, p. 97–115.

<sup>12</sup> Dev, P. C. *Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher*. (Remedial and Special Education,1997), 18, p.12–19.

<sup>13</sup> Ferris, D. R. *Student reactions to teacher commentary on student revision* *TESOL Quarterly*, (1995). 31,p. 315–339.

commentary for improvement.<sup>14</sup> Productive suggestion is also known as constructive criticism which includes clear and achievable actions for writers. Based on Sutton Douglas, three type of feedback is advice,<sup>15</sup> different from Hyland and Hyland, they use suggestion.

#### **d. Corrective feedback**

Corrective feedback is feedback given to analyze some errors in the students work. This feedback might be given by teacher and or by peers. There are types of corrective feedback. The first recast, it Refers to the reformulation of the whole or part of learner's erroneous utterance without changing its meaning. The second is elicitation; Reformulation request, clarification request; to check when they do not understand the word. The third is explicit correction; it Provides learners with a correct form with a clear indication of what is being corrected<sup>16</sup>. This research focuses on written feedback from peers and seek information if these types of corrective feedback are also emergent.

The classification of the statement praise, criticism, suggestion and corrective feedback.

Praise	When the students write "it is good work" When the students give good comment
Criticism	When the students write critical for the writer When the students give negative comment for the work
Suggestion	When the students write advice When the students give critical but give the solution

<sup>14</sup> Ferris, D. R. *Student reactions to teacher commentary on student revision TESOL Quarterly*, (1995) 31,p. 315–339.

<sup>15</sup> Sutton, R., Hornsey, M.J., & Douglas, K.M. *Feedback in Schools*. (Peter Lang Publishing: New York.2011),p.1

<sup>16</sup> Roy.L &Leila R(mcGill University and Concordia University). *Negotiation of form in Communicative Classrooms*. (printed in the United States of America1997).20.p.10

Corrective	When the students correct the students mistake in grammatical
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## B. Feedback in learning process

Feedback becomes a more practical part of the learning experience when it involves some discussion of the strengths and weaknesses of assessed work, feedback is a way to give comment to the student from teacher or students. According to Sadler,<sup>17</sup> Feedback in learning process helps students in many ways, first, to appreciate students work, second, to acknowledge students for their work, and the last, as the tactic or strategic in giving appreciate and acknowledge them. And also stated in Sadler book, there are two basic functions of feedback in learning process, first, The function of feedback is as explanatory, and second, the function of feedback is to inform students how successful they have been in addressing the assessment task. Finally, feedback is needed in learning process.

## C. Writing

Learning English is divided into two basic elements, language skills and language components.. Writing is one of the skills that should be mastered in learning English. According to Robert Lado writing is a partial presentation of units of language expression. Writing is a process of thinking to express the writer's idea, it is a process to deliver the writer idea to the readers<sup>18</sup>. Furthermore, Lado states that to write a good composition , students need to have a process, such as writing clearly, coherently, and perfectly in order to

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<sup>17</sup> Sadler." Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education* ", Vol. **35**,2010,535-550.

<sup>18</sup> Robert LAdo. *Language teaching : a specific approach*. (Bombay-New Delhi : Mc Graw hill Publishing.Co.Ltd,1964 )P.143.

make the reader understands what the writer means.<sup>19</sup> It can be inferred that writing is difficult and complex task that needs a lot of training.

### **1. Paragraph writing**

Paragraph is a type of written communication containing at least of five sentences, each of which is developing one main idea. A paragraph must have unity, that is when there is a coherence, i.e. every sentence is related to one another to develop the main idea.<sup>20</sup> This correlation is achieved by using special words it is called *transitions*.

### **2. The roles of feedback in writing skills**

Muhammad states that there is a direct relationship between feedback and improving student writing skill<sup>21</sup>. When the students or teacher gives feedback, their feedback has big impact to their writing skill. Because it seems that in this way students pay more attention to what should they do to make their writing better.

### **D. Attitude**

‘Attitude’ has been defined as a supposed construct that direction and determine of human behavior<sup>22</sup>. From an operational point of view, Child<sup>23</sup> defines it as a term ‘generally reserved for an opinion which represents a person’s overall inclination towards an object, idea or institution’. In practical terms, then, an ‘attitude’ is a construct derived from subjects’ answers to a number of questions about an object. As a concept, ‘attitude’ is subject to all the normal worries of the validity of the instrument used and of the honesty of the subjects’ answers to the questions.

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<sup>19</sup> Robert Lado. *Language testing :the construction and use of foreign language test*. (Hongkong:Longman, 1961),P.248

<sup>20</sup> Winter. “*Writing paragraph & the Writing Process*”(Academic English.1999),p.12.

<sup>21</sup> Zohrabi Mohammad .*The Role of Form-focused Feedback on Developing Students’ Writing Skill* .( University of Tabriz, Iran 2012 )Vol. 2, No. 7, pp. 1514-1519.

<sup>22</sup> Baker, C. *Attitudes and Language*.( Elevedon: Multilingual Matters,1992).

<sup>23</sup>Child, D. *Psychology and the Teacher*. (Second Edition. 197( H. Rinehart and Winston. LTD, 1973) pp. 236-62.

Backer points out that ‘attitude’ does have its difficulties. First of all, the ‘attitude’ cannot be directly observed, but must be inferred from behavior which may not always be consistent or may be consciously or unconsciously designed to conceal ‘attitude’. Secondly, the results can also be affected by the researcher’s pre-conceptions, the respondents’ perceptions of the researcher and the purpose of the research, and the whole context in which the attitude test occurs. Another difficulty is that of ‘the reactivity effect’, when the measure causes a change in the subjects, ‘subjects actually form or solidify attitudes that they did not have before filling out the questionnaire. The questionnaire becomes the catalyst for the very attitudes that are being studied’<sup>24</sup>. Nevertheless, the questionnaire remains the most commonly used means to define the attitudes of learners and teachers.

There are two main characters of attitude, negative and positive attitude, The definition of positive or negative attitude toward feedback clearly depends on the definition of attitude itself. According to the simple definition, it is clear what a positive or a negative attitude is: a positive attitude is a positive emotional disposition toward the subject; a negative attitude is a negative emotional disposition toward the subject<sup>25</sup>. If we choose the dimensional (or multidimensional) definition, it is not clear what a positive attitude should mean, but referring only to the emotional dimension is reductive, since we have to take into account the two (three) dimensions, i.e. emotions, beliefs, (behaviors) and their interaction. What actually happens is that in most studies the choice of a definition for attitude, and consequently a characterization of positive/negative attitude, not only is not explicitly made: often it is not made at all, and the assessment / measurement instruments used by the researcher implicitly end up by continuously wavering between various definitions within a single study. The characterization of an individual’s attitude as positive / negative is in most cases simply the result of a process of measurement, performed through instruments. This

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<sup>24</sup> Brown, C. *Understanding Research in Second Language Learning* ( Cambridge: C.U.P.1988).

<sup>25</sup> Rosetta.Z. & Pietro D.M. *Attitude toward mathematics: overcoming the positive/negative dichotomy*. (Pisa Italy.2003)p.3



process ends up in a score - attached to an individual's attitude - obtained by summing points relating to the single items. So to know the students attitude toward feedback will be measured by questionnaire.

#### **E. Previous study**

This research is inspired by some previous researchers in the past, but there are some differences in the research focus. Here are some different researches which have similar topic but were approached with different point of views.

#### **1. The Use of Peer Feedback to Improve Writing Ability Through Facebook at English Education Department Students State Institute for Islamic Studies Sunan Ampel Surabaya**

This research used Facebook as the way to teach and get peer feedback to improve writing skill. It used experimental research to know if Facebook can improve writing skill by using peer feedback in the activities. This research has 3 research focuses. The students' writing abilities in arranging functional text, the use of peer feedback on Facebook as media for learning functional text to improve the ability of students, and students' respond toward the use of peer feedback to write functional text. This research also studied writing class second in 2<sup>nd</sup> semester in 2011<sup>26</sup>.

#### **2. The Implementation of Peer Feedback Technique to Improve the Eleventh Grader Students' Narrative Writing Ability by Ernawati, 2008, Unpublished Thesis, Surabaya State University.**

This study was intended to find out the term of feedback that given in implementation of peer feedback technique in writing class activity, the students response after they get

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<sup>26</sup> Laila fasya. *The use of Peer Feedback to Improve Writing Ability Through Facebook at English Departemet Students at state institute for Islamic Studies Sunan Ampel Surabaya*, ( State institute for Islamic studies, Surabaya:2011)

feedback in their writing in the implementation of peer feedback technique in the writing class activity and the students' grammar, organization, and content in their writing narrative text improvement after peer feedback technique is implemented. This study was descriptive qualitative research. The researcher analyzed the term of students' feedback and term of students response the peer feedback.<sup>27</sup>

### **3. Written feedback by EFL Students : Praise, criticism and Suggestion by Nancy Shzh-chen LEE**

This research examined written feedback produced by students in an EFL academic writing program in the University of Tokyo. In a 14-week semester, 15 first-year science students reviewed each other in the course of completing and experimental research paper. Students' comments were collected weekly throughout the semester and were categorized into functions of praise, criticism, and suggestion based on Hyland and Hyland's classification system this research indicated that peer feedback improves the process and product of students' English writing. And this study also found high tendency for using suggestion feedback and least tendency for praise feedback.<sup>28</sup>

### **4. The Use of Peer Feedback to Improve the Students Speaking Ability in the Tenth Grade of SMA Negeri 1 Babat by Hafidza Nash'ul Amrina, 2008, unpublished thesis, State University of Surabaya.**

The researcher focused on the investigation whether the peer feedback can improve the students' speaking ability or not. This study was an experimental research which used the experimental and control group. The researcher use cluster random sampling to get the sample. The data was obtained by administrating pre and post test. Then, the data were statistically analyzed by using t-test.

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<sup>27</sup> Ernawati, *the implementation of peer feedback technique to improve the eleventh grader students' narrative writing ability*, (Surabaya State university, Surabaya: 2008), Unpublished thesis.

<sup>28</sup> Nancy Shzh-chen LEE.. *Written peer feedback by EFL students : praise, criticism, and suggestion*, (Kamboja journal of English education, 2007).

The result showed that there is a significance difference in the speaking ability between the students who were taught by using peer feedback and those who were not taught in that way. Although the alternative hypothesis is confirmed but there are some of aspects which have no significance improvement and which have significance improvement, such as eye's contact, body language, gesture, and pronunciation. And there is no significance improvement in students' grammar.<sup>29</sup>

This research aims to discover the types of feedback which is usually used by the students, especially students in the class of paragraph writing. It also aims to know about the students' attitude toward the feedback which they get from their peers. Then this research also needs to know the beneficial of giving feedback. The difference in this research with the previous research, is that, this research also explore the reasons why the students use certain feedback. This matter was not presented in the previous research in specific. It is expected that this research can give a general description about the types of feedback based on Hyland classification system and the student's reasons of using certain feedback. Therefore, the finding from this research can be as a consideration for future teacher or students to use certain types of feedback. In order to accommodate the need of the students for better learning. Such accommodation is expected to boost the development of students' writing skill.

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<sup>29</sup> Hafidza Nas'ul Amrina, *The use of peer feedback to improve the students speaking ability in the tenth grade of SMA Negeri 1 Babat*, (State university of Surabaya, Surabaya: 2008), Unpublished thesis.