CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses several areas in the literature and previous studies related to feedback and students writing attitude in foreign language settings.

2.1 Writing

Writing is one element for human to learn, use, and communicate the language. In communication there are some expressions to show the feeling, desires, thoughts and plans. According to Akaya & Kirmiz (2010), writing is a part of communication activity which have aim to express the idea and feeling in black and white. From oxford advance learner, writing is the activity to make letters or other symbols on a surface. Some students usually write on the paper, whiteboard, computer and so on. Every writers have purpose to make the readers interested toward their writing, so the writer has to be careful in constructing their idea and combining the types of sentences in composition to make a harmony between writing content and form of writing.

It can be concluded that writing is the communication in writing form. It is used for students to communicate by making letter or other symbols for expressing their idea, conveying message, and connecting the information in their paper that need sentence variety, correct spelling, careful selection of vocabularies and structure that can be accepted.

2.2   Writing Attitude

Attitude is the expression that det 9   ed feeling and perception. The definition of attitude from Jabeen and Kazim Shah (2011) is the expression and perception around us that determine the response and differenciate entities of the world. In other meaning attitude is act that is showed and influenced the response of something doing. According to Musgrove in Gholaminejad, Moinzedah et al (2013), attitude have some components, there are cognitive, affective and behavior. The cognitive involves perception or beliefs about the situation related to the attitude. The affective shows the feeling and emotion, like or dislike toward the object or situation. Then the behavior means the attitude that prompt to adopt particular learning behavior, in other word is motivation. Students' negative writing attitudes leads them to hatred and apprehension.

Brown (2000) stated that the positive attitude toward writing will give students positive orientation in writing activity and enhance proficiency as well. The attitude determines students success or failure in the writing learning process. Students have different attitude in writing, it also determines the performance of students' in writing. If students have positive attitude, their writing result will be good. On the contrary, if students do not like writing, they think writing is difficult and they do not have effort to learn, their writing result will be bad.

Clark and Dugdale(2009:6) stated that technology gives different writing opportunities for young people in writing that influence the attitude and enjoyment. Online is one of product of technology. It gives opportunity for students to share their idea without anxiety to do something wrong in their

writing. Most of young people or students write regularly and young people write technology based on the materials, such as text and instant messages frequently. Owning account of social networking make them enjoy and confident in writing.

2.3 Writing Apprehension

In writing activity, every students have different perception about writing itself. Mostly the apprehension of writing happen because of negative attitude toward writing result in predictable behaviour (Aikman, 1985). The example of predictable behaviour are such as delay in completing writing assignment and bad achievement of writing assignment. The attitude influences the achievement, so if students have a bad attitude toward writing their achievement will be bad. Negative attitude of writing because of the students' difficulties in vocabulary, they have less of vocabulary and they have anxiety for applying grammar in right rule. These are problems why students have negative attitude in writing.

Writing apprehension or writing anxiety belong to affective category, that could be used as predictor to determine the success for acquiring English language proficiency. According to Hasan in Gholaminejad, Moinzedah et al (2013), writing apprehension has correlation on writing performance and quality.

2.4 Online Feedback for Learning Writing

Feedback is given after the action, it is provided after the event as a result of some learning actions. Feedback is also called correction, suggestion, comments, and response. In learning process there are two kinds of feedback, there are positive and negative feedback. Positive feedback is included praise and

constructive criticism. Feedback is consisted the comments for students' writing improvement. Negative feedback means the critical that give strong effects. It leads the students to apprehension toward writing.

According to Wang & Lee (2014), the cognitive of students divided into two styles, there are field independend and field dependend. The field indipendent students prefer to work alone and the field depended students prefer to work in group. Their attitude toward online peer feedback activity is good but they have negative attitude toward group e-book project. It means that online peer feedback give good effect toward their attitude in students' writing activity. In online feedback they can interact each other to give comment and sugestion about their friends' writing.

According to Godwin-Jones (2010), in teaching writing teacher has to use a more user-friendly online writing platform, such as e-mail, facebook and twitter. Online can give the students opportunity to share their idea with teacher and other students especially in writing. Students can share their writing in group, then teacher and other students can give suggestion, correction, and comments. Online feedback gives information about what students have to do to repair their writing. The aim of feedback here is to make students learn and repair their writing by the correction, comments and suggestion. Every students have different reaction after feedback given. Students can receive of their performance and understand what they need to do to their mistakes. The students can chat in facebook with their own way to express the idea for giving and accepting feedback such as comments in their facebook or twitter and the other social networking as usual, so they can

enjoy to write and accept the suggestion, automatically they do not have anxiety to write.

Feedback on students' writing can make learning more effective. The students receive the feedback to understand what they need to do to correct their mistakes. The understanding of why they made mistakes and how to correct such mistakes to help students correct their mistakes and increase their achievement (Kulhavy,1977). Students who receive feedback will have information about which parts of their texts that need to be corrected and improved. Carless (2006) confirms that students who receive feedback during the writing process have a clearer sense of how well they are performing and what they need to do to improve. Feedback can also modify students' thinking or behavior toward their work and focus on their attention on the purpose of writing.

2.5   The Function of Feedback

Feedback is beneficial for students, they have to notice it, accept it and understand what to do with the feedback. Similar with the level of feedback, the function of feedback is also discussed in terms of dichotomy between directive feedback and facilitative feedback. The feedback can be suggestive, perhaps pointing to an idea or phrase that could use more clarification or focus.

2.5.1 Directive feedback

Giving feedback is one way to suggest and give more clarification that can be instructional, pointing students to a grammar rule and the theory that can help students to improve their writing. Directive feedback is one way for giving

comments that tell students directly what they need to be revised, what they need to rework their text on their own. Directive feedback gives learners' right answer beside the marked errors or tell them directly, learners especially those with low profeciency find direction then the correction is helpfull before they have acquired the ability to correct their own errors (Ferris, 2002). Giving feedback may not help student to improve their accuracy when composing regardless of the teacher's time and effort. The comments seem like explanation that unclear, and try to control of the paper of students by wording or conversation (Mc.Gee, 1999).

In directive feedback, teacher provides the student with the concern form, whether the feedback is provided orally or written. Directive feedback has the advantage that is to provide learners with explicit guidance how about to correct students' errors. This is clearly desirable that students do not know what the correct form is. Students do not have the capability to correct their errors of writing by them self. Ferris and Robert (2001) stated that directive feedback is appropriate for students who have low level of profeciency. Students are depended to teacher for having the correct form. Teacher helps the students to produce the correct form when they revise their writing. This feedback does not give students an opportunity to think or do anything.

2.5.2 Fasilitative Feedback

Sometimes giving feedback need discussion with the writer what they need to revise to their writing, the comments are designed to help and guide students to rework their own text, perhaps there are questions or reflection. Fasilitative feedback needs students involvement, fasilitative feedback brings students

motivation because they feel comfortable with the feedback then they repair the weakness of writing. McGee (1999) stated in his study, facilitative comments would have a better effect on students learning than comments that are more directive.

Fasilitative feedback indicates that the students has made an error without actually correcting it. In facilitative feedback, teacher gives indirect code, the teacher underlines the error or mistakes for the students. After that the teacher writes the symbol above the targeted error or mistake and then the teacher gives the composition to the students to think what the error is as this symbol helps the students to think. The teacher underlines or circles the errors and teacher does not write the correct answer or the symbols then the students think what the errors and the corrects are. The codes should be clear and do not make students confused.

2.5.3 Corrective Feedback

In general, feedback can be divided into two types, there are teacher feedback and peer feedbcak. Wu's (2003) stated that students prefer teacher feedback more than peer feedback, even though both of these two feedbacks have same function that are to correct the errors of students' writing and promote the students' writing skill. Students like teacher's corrective feedback because teacher gives comments with high quality and accuracy. In other words, students believe that the teacher has more proficient writing skill, and students know that the teacher will provide more words and demonstrate specifically in appropriate explanation.

Corrective feedback has purpose to correct some students' writing errors. It can help students to enhance their writing. According to Ferris (1995), corrective feedback gives positive effect for helping students to improve their writing with selective methode, prioritized and clear. This is supported by studies that was conducted by Ferris and Roberts (2001), it showed how corrective feedback had possitive result. The positive results upon examination which include errors marked with codes, errors underlined but not marked and no error feedback, proved a significant difference between both error feedback groups as they outperformed then no feedback group. This proves that feedback indeed is beneficial for students to improve their writing performance.

Corrective feedback is information given to learners regarding a linguistic error that they have made (Loewen, 2012). The information comes from the students' error or mistake toward grammatical, lexical, phonological, content, unsolicited uses of L1, and multiple errors. According to Lyster and Ranta (1997), three types of corrective feedback are;

1. Explicit correction: The explicit provision of the correct form. The teacher provides the correct form, he or she clearly indicates what students had said was incorrect.

2. Recast: The way to give correction without directly indicating that the student's utterance is incorrect, the teacher provides the correction or implicitly reformulates the students' error.

3. Clarification request: The teacher give correction by using phrases like "Excuse me?" or "Pardo me", the teacher indicates that the message has not

been understood or the students utterance contained some kind of mistake and the repetition is required.

4. Metalinguistic clue: The feedback which is contained either comments, information, or question related to how well-formed the students' utteranceis, without explicitly providing the correct form.

5. Elicitation: The teacher directly elicits the correct form from the student by asking questions, teacher can elicit completion of their own utterance by strategically pausing to allow students to fill the blank, teacher uses questions to elicit correct forms. Elicitation question is different from questions that are defined as metalinguistic clues in their require more than yes or no response.

6. Repetition: The teacher repeats the students' error, the teacher threads intonation to draw the students attention to it.

2.6   The Level of Feedback

Online feedback is the strategy to give response of students' writing via online. The kind of response is depend of the students' production of writing. The content of feedback determine what student's do after given feedback. In online feedback, the response of online feedback included indirect comment because the comment is in written. In giving feedback there are two level to correct the students writing, there are content feedback and surface feedback.

1. Content Feedback

Writing is organization between words and the content which show what the writing about, content can give the reader information and also make the

reader intersted about the writing. Content feedback gives correction about the content of text. It means here, feedback shows about specific course content. According to Beason study at 1993, he asked evaluators to code comments in accordance with the criteria, such as focus, development, organization, mechanics, expression and validity. The best feedback is positive and specific. Specific feedback is needed by students to know what they want to do with the feedback. Specific feedback will find the error correction about grammar, organization text, the content, punctuation, spelling, the words which choosen, and the information of the text. Feedback on content focuses on organization, ideas and amount of detail (Fathman and Walley, 1990).

2. Surface Feedback

The level only show the error of students' writing in global or general. Mostly this kind of feedback only discusses about the general weaknesses of students in their text, for example the grammatical structure, organization text, punctuation and spelling of words. Ferris (1995) stated that teacher comments according to whether they spoke to the organization and vocabulary of the paper. When feedback is not specific, students find that it is not helpfull or just useless. Surface feedback or feedback on form is more prevalent in second language, it is more criticize as well. According to Enginarlar (1993) students perceive surface level error correction as effective feedback toward classroom feedback procedures.

2.7   Previous Study

Feedback is appropriate for formative improvement. According to Black & William (1998), there are complex connections between the way feedback which is given and received, the way that perception motivates the action and the learning activity. Writing activities bring the different perception for students. In traditional way, teacher gives student writing assignment on paper then teacher gives them corrective written feedback. Online feedback is near with the real life of students. Everyday they use social media account such as e-mail, facebook, and twitter. They usually use their account to communicate with other friends, they write what in their mind then give comment to ather account status. Giving feedback in online is feedback that is given in written form. Giving feedback in online has purpose to make students enjoy to write, then they can express what students' think with their product of writing. They can get comments from teacher and their friends to accept the suggestion and repair in a good writing directly.

Yoke, Sain, Rajendran, et al study (2013) investigate the use of alternative methode for giving online corrective feedback through e-mail for 44 Malay selected students to participate in this experiment. The first group of 22 students was exposed to conventional corrective feedback and the second group of another 22 students was exposed to the online corrective feedback for their writing draft. This study has helped in determining whether the use of online feedback is better than the usage of conventional corrective feedback in academic writing classroom. The findings show that the students who received online corrective feedback outperformed those who did not. The findings also show that students improved in their sentence structure, grammar and vocabulary significantly better that those

who received conventional corrective feedback. The students were also found to be more motivated to do the corrections to the error committed as the use of electronic devices appealed to them. Most of students agreed that they preferred receiving online feedback because of the friendly user facilities available in computer. For example they can access their assignments in their email or account and can be assured that their assignments will not to be lost. They also not rewrite the whole essay when doing corrections. The study also found that utilizing the email online had possitive effect on the students.

Another study stated that giving online feedback not only in text form but also can be given by audio trough mp3 files has become alternative. According to Cavanaugh and Song (2014) in their case study which had purpose to examine students' and instructors' perception of audio feedback and written feedback for students paper in online composition classes. Data were collected through surveys and inteviews. The result shows that instructors had mix feeling about the use of audio, while students tended to have positive feeling toward it. The finding also reveal that teachers gave more global commentary when using audio comments and more local commentary when using written comments. The findings indicated that students' methods of revising their papers based on the feedback that were received by them from the other.

The third previous study is from Tuzi (2004), this study explored the relationship between eletronic feedback or e-feedback, this study focus on how students' response toward their peers and what kinds of revisions they made as a result of the feedback the received. The 20 second language writers wrote, responded, and revised on the website specifically designed for writing and

responding. Other forms of feedback they received included oral feedback form friends and peers and from face to face meetings with university writing center tutors. The result of this study suggests that students preffered oral feedback. However, e-feedback had a greater impact on revision than oral feedback. Additionally, e-feedback helped second language writers focus on larger writing blocks. The second language writer may use e-feedback to create macro revisions.

The fourth previous study from Seliem and Ahmed (2009), this study conducted to know on potential of e-feedback or online feedback for student teachers and their university lecturers in EFL essay writing class in the Faculty of Education, Helwan University of Egypt. Eighty students and seven essay writing lecturers exchanged e-mails to investigate the effect of potential of e-feedbcak on students' performance in essay writing. Eighty students completed the questionnaire, there are 14 students and 7 essay writing lecturers were interviewed about the effectiveness of e-feedback as a pedagogic practice in the essay writing course. The are findings of this study. First, students perceived lecturers' e-feedback as impacting their revision than oral feedback. Second, students perceived peer e-feedback as artificial and not valuable for the students who have the same language proficiency level. Third, teachers stressed that e-feedback was a good experience but exhausting with students repeating the mistakes. Fourth, electronic feedback as a new pedagogic practice was generally effective in terms of the following: providing positive learning environment, encouraging students' responsibility for their own written work, facilitating peer and teacher collaboration, increasing student participation, sharing learned outcomes between students, and giving writing feedback to students electronicaly

or online was a helpful pedagogic practice. Thus, the current study recommends the use of electronic feedback as a solution to help both teachers and students overcome the feedback related challenges and improve students' proficiency in essay writing.

Online feedback is begun from students' activity in writing by using online. Previous study showed the feedback by using online there are email and audio mp3, both of them need students' involvement. This research also use online feedback, the feedback is written text. Students can get comments from their facebook account. From their account they can post their writing then teacher and their friend can give feedback. Online feedback is language learning for making interaction. According to Gass & Makkey (2007), online language learning seems to offer optimal conditions for interaction, which has been found to impact linguistic development.

This study uses facebook to give feedback toward students' writing. The similiarities between this study and the previous studies is they use via online for giving feedback and the purpose of study to know how students received online feedback for improving their sentence structure, grammar, organization of text, punctuation and word choices. The difference between the previous studies with this study are the previous studies the researcher concern to give corrective online feedback to enhance the students writing but in this study the researcher concern to give online feedback for knowing how corrective feedback in online toward students writing attitude and for knowing the perception of students about corrective feedback by using online.