II. LITERATURE REVIEW

In relation to this study, there are several points of theories and previous studies which should be reviewed. Some concepts are described in order to give similar understanding. Thus, this chapter discusses the review of previous research, the concept of writing, teaching writing, concept of text, descriptive text, feedback, indirect feedback, teaching writing descriptive text using teacher's indirect feedback,the procedures, and also advantages and disadvantages of teacher's indirect feedback. By referring to those concepts theoretical assumption and hypothesis can be concluded.

2.1 Review of Previous Research

Writing is considered as a complex skill to learn. Concerning this case, an English teacher should be able to implement and improve a good technique for teaching the students well, in order to make the students are able to write a text. One of additional way that can be used by the teacher to improve students' ability in writing is indirect feedback. In the recent time, many researchers conduct the research to find out the benefits of teacher's indirect feedback in the process of teaching writing. One of them is Lalande (1982) in Turkish University of pre-intermediate learners with regards to what strategy to use in responding to students' writing in the English Preparatory Program compared two groups: one with direct feedback and the other with indirect

feedback using correction codes. It is found that the group which received indirect coded error feedback had more accuracy than direct feedback in writing.

The other similar research has conducted by Dewi Santi (2007) that has conducted the research in Haluoleo University to investigate the effect of teacher's feedback on students' writing and found that teacher's feedback was effective. Moreover, Dewi Santi (2007) exposed teacher's feedback under correction and assessment (comment and grade), also suggestion and praise. He focused on giving feedback to students' writing that would be assessed based on five aspect of composition; content, organization, vocabulary, language use, and mechanics (Jacobs, 1981). In the end the result showed an improvement of students' writing.

Finally the recent study of indirect feedback is conducted by Alghazo (2009). His research is aimed at investigating the effect of teacher error feedback on Al-Hussein Bin Talal University students' self-correction ability. The total of participants in the three sessions was (102) divided as the control group session with (25) the experimental groups were one which is the non-coded (44) and the other which is the coded was (33). The results of the study showed that students who were given coded feedback did better on all then both the control group and the non-coded feedback group.

Based on the result of those researches, it can be seen that direct and indirect feedback has its own benefit to improve students' writing ability. But, some research proves that indirect feedback is better than direct feedback. Meanwhile, most of the studies were focused on the benefits of direct or indirect feedback in advanced level students. Therefore, the writer of the current study is interested to findout whether indirect feedback can be implemented and improve students' writing ability in intermediate level or not. Further, this study serves a different design from previous study because those studies mostly focused on giving direct feedback to students' writing or comparing direct and indirect feedback. While this study only uses indirect feedback that is used to solve the problem in five aspects of writing, those are organization, language use, vocabulary, and mechanics.

2.2 Writing

Writing is one of the human's ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. Someone can express their idea that they want to share in the written form. According toTarigan (1987:7), writing is the language skill that is used in the indirect communication. It implies that the students can communicate their ideas to the others through written form such as letter, message, or invitation for communication.

In addition, Fatoni (2012:8) states that writing is an active process of expressing ideas, thought, and feeling of the writer. It means that if someone is able to share his/her message in right order to the reader, there will be a communication between

them. In writing we are expected to be able to write about the information that we want to share to the reader effectively, so that the communication will be meaningful and understandable. In order to make a good writing, There are five aspects that should be considered in the process of making a composition. Below are the five aspects of writing according to Jacobs et al (1981:90).

1. **Content**

   It refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. **Organization**

   It refers to the logical organization of content (coherence). It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. **Grammar/Language use**

   It refers to the use of he correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence.

4. **Vocabulary**

   It refers to the selection of words those are suitable the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

5. **Mechanics**

It refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

So, we have to know and understand about how to implement each aspects of writing well in order to make a good composition.

2.3 Teaching Writing

Teaching writing is to teach the students how to express the idea or imagination in written form. In order to be successful in writing, the material presented should be relevant to their needs, interest, capacities, and ages until they are able to make composition with view or even no errors (Finnochiaro, 1964: 129). In other words, it is clear that the teacher should guide the students to write or how to express the ideas in written form.

In relation to teaching writing, Harmer (1984: 40) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics (Madsen, 1989: 120) quoted by Idrus (2003). It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the students are able to express their ideas in written form properly. In

practicing their writing, the students have to follow the steps to make their writing more effective.

Appelebe in Mappe (2000) suggests that "there are different views on the stages that the writers go through in producing a piece of writing, but a typically through model identifies four stages: pre-writing, drafting, revising and editing". The description of each stage is shown as follows:

1. Pre-writing

In this stage, students involve the activities, such as reading, brainstorming, mind mapping, discussing, fast writing, questioning, interviewing, encourage them before they write their sentences in the first draft. A typical pre-writing activity in the process approach would be for learners to brainstorm on the topic being provided. By this way, students would get motivation to write because they feel that they have something matter to say.

2. Drafting

In this stage, students would select among ideas during pre-writing and structure. The result of brainstorming session provides a plan of description of topic. The content might be written without considering the grammatical aspect first.

3. Revising

In this stage, the students review a draft to check content and organization based on the feedback from him or herself and teacher or peers. Revision is a process in which

writers not only polish their style, but also develop their ideas. In this stage, the teacher help the students through the revision to shape and reshape the text into final form, and it's focused more on audience, mood, voice, length, clarity, completeness and consciousness.

4. Editing

In this stage, the students check their final text for some mistakes they have made based on the feedback given, such as spelling, punctuation, grammar, and all presentation.

Referring to the process of writing above, teacher's feedback plays the important roles in the four stages of writing in this study. As stated by Lee (2005), in improving the effectiveness of writing, the teaching should engage students in peer /self-evaluation. When they apply the criteria, they become better informed about the requirements of good writing (for specific genres) and provide students with a language for discussing their writing. In assessing writing, teacher should respond to writing based on criteria that have been communicated and taught to students and responses to errors. To respond the error teacher can use a feedback that contains specific criteria for the writing task and criteria that have been taught and communicated to the learners. Therefore, this study used the four steps above with teacher's indirect feedback applied in the revising stage of teaching writing process.

2.4 Text

Derewianka (1990: 17) defines a text as meaningful stretch of language – oral or written. Even it only consists of one word but it is meaningful. For example, "STOP!".It consists of single word but the meaning is complete. Therefore, even the utterance is only single word; it can be called a text due to the complete meaning.

On the other hand, Hyland (2004:6) states that text is autonomous object which can be analyzed and described independently of particular context, writer or reader. Text has structure. It is an orderly arrangement of words, clauses, and sentences by following the principles which guide the correct arrangement of element.

There are two main categories of text namely literary and factual. Literary texts are texts constructed to appeal emotions and imagination. For example: stories, movies, scripts, fairy tales, plays, novels, song lyrics, mimes, and soap operas. There are three main text types in this category: narrative, poetic, and dramatic. Factual texts present information or ideas and aim to show, tell or persuade the audience. The main text types in this category are recount, report, procedure, exposition, explanation, and discussion.

Not all the texts are the same. Each text has its function and generic structure. Each kind of text is structured in different ways to achieve its purposes. It is important to understand each type of text. (Gunawan, 2011:12).

2.5 Descriptive Text

Knapp and Watkins cited in Lopa (2012:10) define descriptive text as a kind of text whose purpose is to describe a particular person, place, or thing in detail. Descriptive text commonly used in personal descriptions, commonsense description, technical descriptions, information reports, and scientific reports. Descriptive can occur as a text and it also can be a part of a text in different genre.

According to Medina (2003) quoted by Rianto (2010:20), the generic structure of descriptive text are identification; identifying the phenomenon to be described in general and Description; describing the phenomenon in parts, qualities, or/and characteristics. They may choose vivid, fresh language, they may use examples, they might take something ordinary and by comparing it with something extraordinary, make it interesting, or they may use their senses.

The language uses of this text should rely on precisely chosen vocabulary with carefully chosen adjectives and adverbs; it is focused and concentrated only on the aspects that add something to the main purpose of the description. Sensory description - what is heard, seen, smelt, felt, tasted. Precise use of adjectives, similes, metaphors to create images/pictures in the mind, strong development of the experience that "puts the reader there" focuses on key details, powerful verbs and precise nouns, Using attributive and identifying process, Using adjective and classifiers in nominal group, and using simple present tense.

Here is one example of personal descriptive text:

MY BEST PAL

Close friendships are hard to come by these days. In an ever-changing world with people striving to achieve their interpretation of preordained success, it is hard to know who your true friends are. Fortunately, I found my best pal early at the tender age of seven. We were both enrolled at the same school and were at wits' ends as we searched tirelessly for our designated classes.

Samantha and I got acquainted as both of us were in the same class and sat next to each other. Samantha was a happy-go-lucky girl who always managed to breathe fresh air into the sometimes arid classroom. She always knew what to say and would voice them at the best possible moments. Both pupils and teachers alike enjoyed her company and liveliness. There was hardly ever a dull moment when she was around with her funny quips and expressions.

Samantha was born with a silver spoon. Her father was a businessman and her mother owned and ran a boutique. Both her parents were very caring towards her as she, just like I, was the only child of the family. Samantha came to school each day with a perpetual smile. She was a very nice person to be around with. She and I used to go everywhere together and both of us were rarely seen apart. We used to talk about so many things as we walked, thoroughly enjoying our time together.

One day, I went to school and forgot to ask my parents for lunch money. At first, I was not hungry and thought I could bear going without a meal but soon, my stomach began to growl. Without asking, Samantha generously paid for my meal and drinks during recess. The incident revealed to me how lucky I was to have such a caring and compassionate friend.

As time went on, people started teasing us as we were spending more and more time together. We seemed to know what each other thought and we cared for each other deeply. Was I in love with her? I did not know then and we both knew we were too young for all that emotional roller coaster.

Currently, Samantha and I are studying at different schools. It was hard to be apart at first, but technology in the form of instant messaging and e-mails have helped to bridge the gap in our friendship. I sincerely wish our friendship will never end as it would be equivalent to waking up from a beautiful dream.

(http://goodessays.blogspot.com/2014/04/descriptive-essay-my-best-friend-spm.html)

Another example of descriptive text:

MY FAMILY

My family has four members: those are I, my sister, and parents of course. My mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long, blond hair and beautiful green eyes. She is still slim because she always tries to stay in shape. She is very good-looking, always well-dressed and elegant.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard-working. Besides that he is working in a travel company. He can even make a dinner when my mother is outside. His cooking and his meals are always very tasty as well as my mothers'.

Finally, my sister Nadina. She is 22. She is also red-haired and green-eyed. She has long wavy hair and freckles. She is definitely shorter than me. She is rather introverted. But she is very sensible, smart and co-operative. Right now she is studying English and also knows Arabic and Mandarin. I want to be so smart as she is.

They all, except me, speak Sundanese very well, because we were living in Bandung for 5 years. My sister has been going to primary school there. Unfortunately I was only 3 when we were leaving to Jakarta, so I can't speak Sundanese. Now we are happily living in Jakarta.

(http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html)

2.6 Feedback

One of the ways to make students able to create good writing is that the teacher must be able to provide good feedback with the aim of providing guidance for students' mistakes in compiling a writing. Feedback is a kind of assessment that concerns to the giving of information about students' writing performance. Ur (1996: 242) says that in the context of teaching general, feedback is information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance.

In addition, Roger (2001) says that feedback is not just about weaknesses. Students will respond if teachers are encouraging as well as allowing mistakes, emerging capabilities, and give ideas for directing further learning. From these definitions, it can be concluded that feedback plays an important role in the learning process, besides students will learn how to evaluate themselves, feedback also helps students to have a greater confidence, so that their performance can be improved in terms of writing.

In providing feedback, teacher should encourage students to continue writing, in order students feel good with their writing and carry the activity through completion (Grabe and Kaplan, 1996: 275). So, in process of writing teacher must motivate students to do more towards their writing.

2.7 Indirect Feedback

There are two kinds of teacher's feedback; they are direct and indirect feedback. direct feedback is a technique of correcting students' error by giving explicit written feedback. While, indirect feedback is a technique of correcting students' error by using general comments, and giving students the opportunity to fix errors themselves (Ferris, 2002: 19). Lee (2005) states that direct feedback is provided when the correct form is written on student's paper whereas indirect feedback is provided if the teacher indicates the location of the error indirectly on the paper by underlining, highlighting or circling, or indirectly by indicating in the margins that there is an error on that line but without providing the correct form.

To make indirect feedback more effective, Lee (2005) states that indirect feedback can be done by a symbol representing a specific kind of error (**T**=verb tense, **Sp**=spelling) and to reduce student confusion, teachers can consistently use a standard set of symbols or markings to indicate place and type of error and train the students in what kinds of corrections to make based on each symbol. Furthermore, teachers should familiarize students with the system so they will not be surprised when new symbols are occurred.

According to Finocchiaro (1987) the symbols or codes that can be used to indicate error in indirect feedback can be seen as follows:

Table 2.1 Correction codes used to indicate error types in indirect feedback

No	Code	Meaning	Kinds of errors
1	WC	Word choice	The words are inapplicable with the sentences/ meaning
2	PREP	Preposition	Wrong preposition
3	VT	Verb tense or GR = more general grammar problems	Wrong tense/ use another tense
4	S/V A	Subject verb agreement	subject and verb don't agree
5	SP	Spelling error	Wrong spelling/punctuation your spelling
6	ART	Article	Use article a, an, or the for singular noun
7	N.P	New paragraph	Unorganized paragraph
8	^	missing word	There is a missing word need to insert

9	?	(question mark) unclear meaning	I can't understand this. The meaning is not clear. Write in another way to make the meaning clearer.
10	**good**	Good idea, good detail	You have something good here: a good word, idea, detail, etc
11	**WO**	Word order	the words in this sentence are in the wrong order

(Finocchiaro, 1987)

In this research, the symbols or codes that will be used to indicate error in indirect

feedback has been modified as can be seen below:

Table 2.2Modified Correction codes used to indicate error types in indirect

feedback

No	Code	Meaning	Kinds of errors
1	**WC**	Word Choice	The words are inapplicable with the sentences/ meaning
2	**WF**	Word Form	Wrong word form
3	**^**	Missing Word	There is a missing word in the sentence/ you should add a word here.
4	**?**	Unclear Meaning	I can't understand this. The meaning is not clear. Write in another way to make the meaning clearer.
5	**S/V A**	Subject verb agreement	Subject and verb don't agree
6	∽	Not Neccesary	The word is not necessary in this sentence.
7	**Prep.**	Preposition	Wrong preposition
8	**Art.**	Article	Use article a, an or the for singular

			noun
9	**WO**	Word Order	Wrong word order
10	**SP**	Spelling Error	You have to check and correct the spelling of the word.
11	**Capt.**	Capitalization	The word should be started by capital letter/not capital.
12	**Punct.**	Punctuation	There is something wrong with he punctuation/ you have to add punctuation here (coma, fullstops, etc.)
13	**VT**	Verb tense or GR = more general grammar problems	Wrong tense/ use another tense
14	**DNS**	Does Not Support	The developing sentence does not support the main idea.
15	**More**	Need More	Need more developing sentence.

2.8 Teaching Descriptive Text Writing Using Teacher's Indirect Feedback

Writing is not only a single step but a process. To pass the process from the first draft to the final draft, students need guidance, supporter and counselor/advisor to make their writing better. Therefore, they need someone to check the mistake that they made. It can be from teacher or peer, because writing usually involves one person for another to help them in expressing their ideas in writing form. Even though peers feedback is more advantageous, the teacher's feedback is eventually needed to provide a whole class impression before they are engaged in an individual writing as practice. Here, teacher can function as describer when he/she gives feedback. But before that, teacher should be a reader and as advisor for them.

The patterns of feedback and responses given by the teacher depend very much on the teacher's conception of the composing process and his/her understanding of learner's errors. Teachers may, on the one hand, present themselves as helpful facilitators offering support and guidance; on the other hand, they may act as an authority imposing critical judgment on writing products (Ferris, 2002).

Teachers can offer self–correction opportunity for their students by providing indirect feedback on student's errors. The assistance and feedback given by the teacher should not be confined to the last stage of the writing process. The marking of products should always open more opportunities in which students can redraft their work. In addition, students are able to express their ideas more clearly in writing and to get clarification on any comments indirectly that teachers have made to their writing.

2.9 Procedures of Teaching Descriptive Text Writing Using Teacher's Indirect Feedback

Based on the notion proposed by Appelebe in Mappe (2000), it is concluded that this study uses four steps in teaching descriptive text by using teacher's indirect feedback. Those steps can be described as follows:

1. **Pre- writing**
   a. Teacher explains the activities and the material to the students after distributing the copy of material, symbol of indirect feedback and marking scheme of writing.

b. Teacher explains about the organization of the text, language use, and descriptive text to the students.

c. Students pay attention when teacher explains the material.

d. Teacher explains what kind of symbols they will get in their writing.

2. Drafting

a. Teacher asks the students to write 1st draft about descriptive text.

b. Students write composition based on teacher's instruction.

3. Revising

a. Teacher asks the students to submit their writing.

b. Students submit their writing.

c. Teacher explains that he/she will put indirect feedback in every error of students writing.

d. Teacher gives indirect feedback to every students' writing error.

4. Editing

a. Teacher tells to the student about their major mistakes and give brief explanation about how to fix it.

b. Teacher distributes students' first draft.

c. Teacher asks the students to revise their draft based on the indirect feedback that has been given on it.

d. Teacher asks the students to submit their writing.

That was the procedure of teaching descriptive text writing using teacher's indirect feedback but in this research the researcher could not give the feedback in the teaching learning process because it will takes much times considering the large number of the students and the time is limited to only 90 minutes in each meeting. So the researcher decided to modify the lesson plan as can be seen on appendix 1 to make the process of giving indirect feedback more efficient.

2.10 Advantages and Disadvantages of Indirect Feedback

As a matter of fact, every strategy, technique, or step bears some advantages and disadvantages. Therefore, it is important to determine each of advantages and disadvantages in order to make the implementation of the strategy in teaching process more effective. Below are the advantages and disadvantages of teacher's indirect feedback.

a. The Advantages of Indirect Feedback

Teacher's indirect feedback is considered as an alternative strategy to teach writing because it has many advantages. The advantages of using it can be described as follows:

1. Frodesen (2001) notes that indirect feedback is more useful than direct feedback. Students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made.

2. Indirect feedback is more helpful on students' long-term writing development than direct feedback (Ferris, 2002).

3. Indirect feedback may be more beneficial to students than direct feedback in editing, because indirect feedback can guide learning and help the students solve problem by themselves (Lalande, 1982).

b. The disadvantages of Indirect Feedback

Beside of the advantages, indirect feedback has disadvantages that should be considered as follows:

1. The process of giving feedback to each student's writing can consume much time if the number of the student in the class is large.

2. Students may feel confused because of the symbol given is not familiar to them.

Therefore, the teacher should consider the time allocation for giving the feedback and to reduce student confusion, teachers can consistently use a standard set of symbols or markings to indicate place and type of error and train the students in what kinds of corrections to make based on each symbol.

2.11 Theoretical Assumption

In teaching writing, there are many steps that can be used by teachers to reach the goal of teaching learning process. Based on the literature review above, teacher's indirect feedback is one of the ways that can be used to improve students' writing ability. Based on the previous description, writing is counted as the most difficult

skill. Students need to consider five aspects of writing; they are content, organization, grammar, vocabulary, and mechanics. Obviously, some cases show that it is difficult to students to express their ideas coherently into writing form. Some mistakes have been made in every aspects of writing. Therefore, indirect feedback can be used to alert the student's about their error and give them opportunity to fix the errors themselves. It also can be used in order to minimize grammar errors and inaccuracy of selection of word. Finally, it is assumed that teacher's indirect feedback can improve student's descriptive writing ability in terms of content, organization, grammar, vocabulary, and mechanics.

2.12 Hypothesis

Based on the theoretical assumption, the researcher formulates hypothesis as follows: "There is an improvement of students' ability in writing descriptive text after the implementation of teacher's indirect feedback".