

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Feedback

Feedback can be defined as comments or other information received by learners regarding their success in learning tasks from the lecturer or other person. According to Mahmood (2022) feedback is used in schools in the form of written comments and it is essential to improve students in learning. Feedback is an important process for improving students' writing skill. It is now seen as a crucial way to encourage and consolidate learning for learners as well. This is because feedback not only offers suggestions to facilitate improvement and provides opportunities for interaction between lecturer and students but also it becomes a supporting factor for the students to foster improvement in mastering English skills (Hyland, 2015). Feedback assists students to improve the quality of learning and to achieve success in the class.

Researchers have discovered the benefits of providing feedback to students. It is undeniable that feedback is somehow beneficial for student especially in terms of improving their performance. Feedback is a medium to help students improve their performance so they avoid the same mistakes in the future. Kirgoz and Agcam (2015) said that feedback can be used as a medium to improve language learning and make students aware of how they have made mistakes. In other words, feedback is given as a response to students who use the target language but make mistakes in it. This response, whether implicit or explicit, indicates that the speech of the target language students is incorrect in some ways. This could be a correction of their pronunciation or their grammar or it could be a lexical or collocative error or even a structural error. In addition, Carless (2006) and Wilson (2017) stated that the

purposes of feedback are (1) to support learning, including building confidence, identifying strengths and weaknesses, and showing achievements; and (2) to improve performance which provides clear steps to improve, identify strengths and weaknesses, and show errors.

There are two types of feedback: implicit and explicit feedback. Implicit means not taking place when an event occurs, while explicit means directly when an event occurs. Implicit feedback happens when students' mistakes appear while explicit feedback is clear and can be easily noticed and corrected by students. Explicit feedback allows students to realize their mistakes better; for example, when the lecturer gives the feedback directly in the middle of tasks, the students will continue to revise it at that moment by the guidance of the lecturer. Therefore, they can make self-correction on their own to improve the quality of their learning. It shows the lecturer's role in assisting students by providing information about their mistakes or feedback to students for their language performance (Bao, 2019). The perspective increasingly adds to the understanding that students are asked to correct mistakes in their language production to be well-informed about these errors and do not repeat the same mistake. In addition, Hyland and Hyland (2006) stated that there are four kinds of feedback, namely, (1) written feedback, (2) oral feedback, (3) peer-conferencing, and (4) computer-mediated feedback. However, the writer focuses on exploring students' perceptions of written feedback in this study. Feedback give the understanding of writing errors awarness for students to evaluate their work in writing so that they can improve their writing skill.

2.1.2 Written Feedback

Written feedback refers to correcting errors and weaknesses in content, organization and language through writing. It can be a powerful tool to help students progress in their learning. As Saputra & Sri (2017) said that writing is a complex and cognitively demanding

activity, to be successful writers need an understanding of the components of a quality knowledge of writing strategies that can be used to shape and organize the writing process. By the statement, written feedback can support and help students to considering their writing strstrategy to achieve their writing skills. Furthermore, written feedback is arguably the lecturer's most crucial task and it has a significant space in writing courses (Ferris, 2010). It can be defined as writing extensive comments on students' texts to provide a reader response to students' efforts and at the same time helping them to improve and learn as writers (Hyland, 2015). Lecturer written feedback may take different forms, as Hakimi (2020) stated about the most common forms of written feedback. Chief amongst them are commentary, rubrics, correction symbols and electronic feedback. Commentary feedback is the technique of providing handwritten commentary on students' compositions. Rubrics feedback means the use of cover sheets that set out the criteria that have been used to assess the assignment and how the student has performed in relation to these criteria. Correction symbols (also known as minimal marking) refer to a type of in-text, form-based feedback. Lecturers can provide comments on electronic submissions by email or by using the comment function, which allows feedback to be displayed in a separate window while reading a word-processed text.

Although lecturer-written feedback is considered difficult, tense, and time-consuming, many studies have shown that written feedback is important, useful, and helpful for the writing improvement. For instance, Juvenale (2016) stated that lecturer's written comments on student writing during the learning-to-write process have considered teacher feedback as an important tool that can prompt students to revise and edit their drafts and develop their writing skill. In addition, Tseng and Yeh (2019), stated that written feedback helps improve grammar and word usage because it makes the suggestions more explicit and

easily accessible for students to monitor and remember their own errors. According to Hakimi (2020) he stated that there are three types of written feedback. The first is form-focused feedback or grammar correction. The second is content-focused. For the last type is integrated feedback integrated feedback can lead to improvements on both levels: content aspect and grammatical accuracy.

In addition, lecturer's written feedback must be constructive in order to help students identify their mistakes and encourage them to continue to develop their writing. Therefore, teachers' feedback plays a significant role in providing a reader's reaction to students' effort in writing, helping them to be better researchers and to justifying the grade given to students.

2.1.3 Students' Perceptions of Written Feedback

Perception is the ability to see, hear, or become aware of something through the senses. It is described as "the mental and cognitive process that enables students to interpret and understand the surroundings" (Kreitner & Kinicki, 1992). In addition, Dobkin and Pace (2006) describe perception as the way stimuli are selected and grouped so they can be meaningfully interpreted or it can be defined as a person's view of reality. In line with that, Mazkowitz and Orgel (as cited in Pratiwi, 2013) describe perception as a global response to a stimulus or a set of stimuli. Perception can be described as a response to a stimulus. These responses will be interpreted as meaningful information about the stimuli.

Perception plays a very important role in shaping the personality of an individual. The perception process begins with attention which is called the selection process (Dobkin & Pace, 2006). The second stage is called perception, after that it is followed by reaction. Reaction is a form of one's behavior as a result of the interpretation process. The reaction of each person could be different, whether positive or negative. The perception itself is affected by both internal and external factors. The

internal factors come from the students themselves, such as feelings, thought, willingness, sex, needs, and motivation. At the same time, external factors come from the outside of the students such as educational background, experience, environment, culture and belief. Thus, Dobkin and Pace (2006) emphasize that perception is the selection, organization and interpretation of sensory data. Furthermore, Kreitner and Kinicki (1992) add that perception will lead to a change in attitude, motivation and behavior. The factors above play an integral part in the teaching and learning process. The perception in this study has an important role to identify students and teachers' experience during writing activities, by recall their experience during the lesson teachers and students can evaluate their understanding so that they can achieve the learning objectives by the course.

2.1.4 Academic Writing Class

Academic writing is clear, concise, focused, structured and backed up by evidence which aims to aid the reader's understanding. There are several characteristics of Academic writing, namely: formal, structured, evidenced, referenced, accurate, balanced, and relevant. In addition, academic writing is a formal style of writing used in universities and scholarly publications. The formal style used in academic writing ensures that research is presented consistently across different texts, so that studies can be objectively assessed and compared with other research.

Additionally, the Academic Writing class in this study is a class where the 2nd year students of the English Education Department learn how to write essays, research papers and theses in an academic style. In the first meeting, the lecturer explained about the rules and what students would do in this course. At the next meeting, the lecturer gave some articles about academic writing and asked the students to identify

the article's structure. For the final assignment, the lecturer gave a task to the students to write an academic writing journal article. In this study, the aspects of the needs data are collected in academic writing class activities, the researcher considered the detail information from students' perception during their learning experience in academic writing class.

2.2 Study of the Relevant Research

Some relevant studies have examined students' perception of teacher's written feedback. For instance, a study by Tom, et al. (2013) revealed that students view the lecturer's written feedback as important and necessary to help them to improve their writing ability. Mahfoodh (2016) found that students' emotional responses toward lecturer written feedback include acceptance of written feedback, rejection of written feedback, surprise, happiness, dissatisfaction, disappointment, frustration, and satisfaction. In addition, a study by Sasonto, Suharjito, and Andayani (2017) concluded that students' perception toward the written feedback given by lecturers was positive which means that it helps the students develop their writing ability, especially in descriptive text writing.

Moreover, Abadikhah and Ashoori (2012) also investigated the effect of written corrective feedback on EFL learners. The findings showed that the students who received written feedback on their productions outperformed those who did not receive feedback. By receiving feedback, the participants could engage in 'cognitive comparisons' between their responses and the correct answers. In addition, Ouhaidi and Lamkhanter (2020) discovered students' inability to revise their work and a lack of follow-up activities, indicating that the writing process was not given the attention it deserves.

Additionally, a study by Yaseeni (2021) claims that Written feedback positively affects on non-native speakers' Academic writing performance. Feedback helps lecturers and students to share their perspectives without errors. It also acquaints the lecturer with strengths and weaknesses of his/her

students' writing skill. Furthermore, students understand their grammatical mistakes which impact their formative and summative assessments.

Many scholars have acknowledged the students' views, responses, and perceptions towards written feedback and the effects of the feedback on their writing performances as mentioned in the previous paragraphs. However, there is less data that specifically explores about students' perception towards lecturer's written feedback in Academic Writing classes at a university in Tasikmalaya. Therefore, this current study is expected to fill in the gap to enrich the research literature about the topic.