

## CHAPTER II

### THEORITICAL BACKGROUND

#### 1. Written Corrective Feedback

Written Corrective Feedback (WCF) is the primary form of feedback in the writing process to improve learning progress. The important thing to be known is the strategies in providing feedback itself to respond students writing. WCF is also called error correction or grammar correction, refers to the “correction of grammatical errors for the purpose of improving a student’s ability to write accurately”. WCF has been regarded as a normal way of improving students’ writing accuracy and a necessary part of the writing curriculum (Hendrickson, 1978, 1980; Truscott, 1996, p. 329)

More studies have found that written corrective feedback helped students’ writing progress. Bitchener (2008, p. 115) found that written corrective feedback had a significant effect on students’ writing accuracy. He conducted the study on ESL students for 2 months on English article system (the use of “a” for the first mention and the use of “the” for the subsequent mentions). The first experimental group using direct, written and oral metalinguistic and the third experimental group using direct and no metalinguistic outscored the control group who did not receive corrective feedback.

Written corrective feedback is also effective to enable students' writing accuracy on the new text. Van et al. (2012, p. 31) found that comprehensive corrective feedback enables learners to enhance the linguistic correctness of a certain text during revision and on a new piece of writing. Receiving written corrective feedback proved to be more beneficial than self-correction without any available feedback. The positive effect of comprehensive written corrective feedback showed to be durable: accuracy gains on a new piece of writing. Moreover, they stated that even a single written corrective feedback treatment proved to be long lasting positive effect four weeks later.

Next, Bitchener and Knoch (2009, p. 208) found that written corrective feedback also retained the effect over ten-month. They found that the students who received written corrective feedback outperformed students who did not receive written corrective feedback and the pattern continued over a ten-month. The implication of the study was that written corrective feedback has a long-term effect.

The results of those previous researches make a solid ground. The written corrective feedback has a great impact on students' writing development. Teacher gets to decide the kinds of written corrective feedback to use. As the things go, there is no reason to abandon written corrective feedback strategies in the classroom. Written corrective feedback has proven to improve both writing accuracy and students' motivation.

## 2. Direct and Indirect Written Corrective Feedback

a) Direct feedback is a strategy of providing feedback to students to help them correct their errors by providing the correct linguistic form (Ferris, 2006) or linguistic structure of the target language. Direct feedback is usually given by teachers, upon noticing a grammatical mistake, by providing the correct answer or the expected response above or near the linguistic or grammatical error (Bitchener et al., 2005). Direct feedback has the advantage that it providing explicit information about the correct form (Ellis, 2008). Lee (2008) adds that direct feedback may be appropriate for beginner students, or in a situation when errors are 'untreatable' that are not susceptible to self-correction such as sentence structure and word choice, and when teachers want to direct student attention to error patterns that require student correction.

The previous study employing the use of direct feedback on student errors have been conducted to determine its effect on student writing accuracy with variable results. Robb et al. (1986) conducted a study involving 134 Japanese EFL students using direct feedback and three types of indirect feedback strategies. Results of their study showed no significant differences across different types of feedback but the results suggested that direct feedback was less time-consuming on directing students' attention to surface errors.

b) Indirect feedback is a strategy of providing feedback usually used by teachers to help students correct their errors by indicating an error

without providing the correct form (Ferris & Roberts, 2001). Indirect feedback takes place when teachers only provide indications which in some way make students aware that an error exists but they do not provide the students with the correction. In doing so, teachers can provide general clues regarding the location and nature or type of an error by providing an underline, a circle, a code, a mark, or a highlight on the error, and ask the students to correct the error themselves (Lee, 2008; O'Sullivan & Chambers, 2006). Students can then relate these clues to the context where an error exists, determine the area of the error, and correct the error based on their informed knowledge. It enhances students' engagement and attention to form and allow them to problem-solve which many researchers agree to be beneficial for long term learning improvement (Ferris, 2003).

Those previous studies showed the effect of indirect WCF on student's writing accuracy. Shirotha, F. B. (2016) conducted 35 students in the class majoring in the non-English department using indirect feedback by doing pre-test and post-test. The result showed that indirect WCF has a significantly higher effect on student's writing accuracy. Ferris (2006) underscored that direct WCF is more likely to improve untreatable errors while indirect WCF might be helpful for treatable errors.