

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Corrective Feedback

Corrective feedback is a method of learning by correcting errors in student assignments therefore that they can correct their mistakes. Ellis (2009) defined corrective feedback as an indication to students that something they say or write is false. Ferris (2003) states that focusing on the way feedback can help improve students' writing skills. Teachers can give feedback when correcting student assignments, namely by providing answers to questions to students, or by directly pointing out mistakes made by students.

There are two types of corrective feedback, 1) direct corrective feedback or feedback in the form of direct corrections is a form of feedback that informs the location of students' mistakes on the test sheet that corrects these errors until the correct answer is obtained. 2) indirect corrective feedback or feedback in indirect corrections is a form of feedback where the teacher only shows an error in the student's answer but does not correct the error (Bitchener et al., 2005). Corrective feedback is how a teacher or native speaker corrects a target language learner's mistakes or errors. In the context of EFL, teachers need to be aware of different types of feedback depending on the needs of their students.

Tsao et al., (2017) state that corrective feedback to EFL students is crucial in enhancing students' learning motivation. Students may receive direct corrective feedback or indirect correction feedback. Feedback plays an important role in motivating students as it gives them the right direction to improve their learning. Syakira & Nur (2022) stated that learners considered the teacher's corrective feedback as crucial for motivation and error awareness. Feedback can also give students the confidence to engage in a hands-on United Kingdom language environment. By providing direct feedback it can show and correct student errors, while indirect feedback is given by focusing on student errors without any comments directly which can cause miscommunication between teachers and students.

2.1.1.1 Spoken Corrective Feedback

Spoken corrective feedback is the process through which a language learner receives direct correction on errors made during speaking or writing. There are several forms of spoken corrective feedback, including:

- 1) Recast: This occurs when feedback providers indirectly repeat the learner's error in a correct sentence. E.g., if a learner says "I goes to the coffee shop," a teacher might respond, "Oh, you went to the coffee shop?" (Lyster & Ranta, 2013)
- 2) Explicit Correction: In this form, mistakes are straightforwardly rectified by giving the proper reply. E.g., if someone says "I goes to the coffee shop," a teacher could respond, "Actually, the past

tense of ‘go’ is ‘went’, so you should say ‘I went to the coffee shop’” (Mackey & Goo, 2105).

- 3) Clarification Requests: This happens when the feedback provider inquires for clarification on what the learner implied, giving the learner a chance to correct their process botch. E.g., if someone says “I goes to the coffee shop,” the feedback provider could ask, “Did you mean ‘went’ to the coffee shop?” (Lyster. 2018)

Spoken corrective feedback has an important role in language learning by increasing students' awareness of mistakes and improving their speaking skills. However, its effectiveness still depends on how the feedback is conveyed and how the feedback is received by students (Nassaji, 2015; Sheen, 2018).

2.1.1.2 Written Corrective Feedback

Ferris (1990) advocates the use of written corrective feedback as a tool to help language learners explore and correct their mistakes. He emphasized the importance of providing precise, clear, and targeted feedback to help learners understand and correct their mistakes. (2009) argues that written corrective feedback can be an effective tool in foreign language learning if applied well. He highlighted the importance of context, frequency, and depth of feedback in improving the effectiveness of written corrective feedback.

In the use of written corrective feedback, several ways must be done. As for the method, namely 1) Identify errors, teachers must identify errors in writing, such as incorrect grammar, incorrect spelling, or errors in sentence structure. 2) Give the right corrections, give the right correction or advice to correct the mistake. Corrections should be clear and easy for the author to understand. 3) Provide an explanation, if needed, provide an explanation or example of the error, so that the author can understand why the error occurred and how to fix it. And 4) Give positive feedback, in addition to highlighting students' mistakes, teachers should also give positive feedback on the good aspects contained in the writing to motivate students.

2.1.1.3 The Advantages and Disadvantages of Written Corrective Feedback

The advantages of written corrective feedback include increased linguistic awareness, as it helps students improve their understanding of the mistakes they make in their writing (Li, 2020). In addition, teachers offer personalized help, which can be tailored to individual needs, thus helping students to effectively address certain weaknesses (Hyland & Hyland, 2020)

On the other hand, the disadvantages of written corrective feedback include the potential that can hinder students' creativity, as an excessive focus on correction can hinder students from taking

risks and experimenting with language (Ferris, 2014). In addition, there is a possible risk of errors by teachers, which sometimes the feedback provided can confuse students rather than clarify their understanding (Bitchener & Knoch, 2019).

This research focuses on written corrective feedback to explore more deeply the use of written corrective feedback for Junior High School students and what students' attitudes are when the teacher corrects the assignments they have written.

2.1.2 Student Attitude

An attitude can produce positive or negative behavior depending on the student. Attitudes are specific psychological characteristics related to individuals and are developed by the influence of social changes, norms, values, environment, and activities. Ajzen (2001) explains attitudes as an important component in his model of how beliefs affect a person's intentions and behavior.

Rokeach (1972) stated that attitude has three components: 1) Cognitive. The cognitive component refers to the beliefs, thoughts, and knowledge that a person has about the object of their attitude. It involves a person's perception and understanding of the subject matter which can influence how individuals interpret and evaluate information related to the object of their attitude. 2) Affective (feelings). The affective component involves the emotional or emotional aspects of a person. This includes the individual's emotional responses, namely likes, dislikes, and overall

feelings related to the object of their attitude. This emotional reaction has positive to negative emotions that greatly affect a person's overall attitude and behavior. and 3) Conative (tendency to act). The conative attitude component tends to be a behavior or action that arises from a person's attitude. This reflects a person's tendency to act in a certain way towards the object of their attitude.

Student attitudes refer to students' attitudes, perceptions, and emotional responses to various aspects faced by them, including their attitudes towards learning, teachers, subjects, school environment, and the learning process in general. A student's attitude can have a significant impact on their motivation to learn, their involvement in the learning process, and on their academic achievement. Students' attitudes and preferences can be a useful reference for teachers to determine what type of corrective feedback is best to use in order to improve students' writing skills without losing their confidence and enthusiasm for learning (Allwright, Dick & Bailey, 1991). Students' positive attitudes towards learning are usually related to better learning outcomes, higher motivation, and greater involvement in the learning process. On the contrary, negative attitudes can hinder the achievement and development of students' potential.

Rokeach (1972) developed a theory of human values that influences an individual's attitude. In his view, there are two main types of attitudes:

positive attitudes and negative attitudes. The aspects that differentiate between the two can be explained as follows:

Table 2.1 Aspects of Positive and Negative Attitudes

Aspects	Terminal Values	Instrumental Values
Positive	A student consistently works hard, participates actively in discussions, completes assignments promptly, and strives to achieve high grades.	Students are responsible for their learning by actively seeking help when needed, organizing their subject matter, and fulfilling their assignments.
Negative	A student disrupts the class with attention-seeking behaviors, such as making jokes or showing off, in order to gain popularity among peers rather than focusing on academic tasks.	A student is forced to cheat or copy assignments from friends to avoid consequences for unfinished work.

2.2 Study of Relevant Research

There is much research investigating challenges in implementing the students' attitude towards corrective feedback in the classroom, a case study of junior high school. The study conducted by Mayo and Labandibar (2017) was carried out in the Basque Autonomous Community (Spain). The participants were 60 Basque-Spanish bilinguals (31 females and 29 males), 30 of whom came from a secondary school and 30 from a high school. All these data were analyzed both quantitatively and qualitatively. The Likert scale used to assess their desire to

compare their writings to the models highlighted their unwillingness to receive this form of feedback, in contrast to the high motivation levels demonstrated by Hanaoka (2007) participants. The results of their study revealed that participants had a negative attitude toward modeling and writing.

Moreover, a study by Astuti (2018) aimed to find out EFL secondary students' preferences toward corrective feedback. The strategy to search the sources mostly used internet access through two databases which were ERIC and Springer Exemplar. The participants were EFL secondary school students. Methods used for the data collection were a questionnaire, interview, focus group, observation, and test (experiment). The systematic study shows that the majority of the students have positive attitudes toward corrective feedback. They also highly appreciate teachers' feedback and would like to receive more feedback. Oral corrective feedback seems to be preferable since four studies have shown that students expect to receive immediate corrections. Moreover, the rest of the reviewed studies reveal that students want to be corrected either directly or indirectly. They prefer direct corrective feedback due to the efficiency of noticing the errors and corrected forms, while they prefer indirect corrective feedback due to the low possibility of repeating the same errors.

Furthermore, Wiyati & Nur (2020) aimed to find out the teacher's corrective feedback in an EFL classroom and find out the students' attitudes after giving corrective feedback. The research employed a descriptive qualitative study embracing the characteristics of a case study research design. In collecting data classroom observation and interviews. The participants are one English teacher

and twenty-four secondary high school students. The findings revealed the most used corrective feedback while metalinguistic feedback is the least used. Regarding the students' attitude towards corrective feedback, the interview indicates that there is no negative feedback found in their study.

In addition, Halim et al., (2021) aimed to find out the EFL learners' attitudes toward corrective feedback. The participants were sixty female King Khalid University students. The research employed a quantitative research design, in collecting data using a questionnaire comprising eight close-ended questions. The result found that both types of online and offline feedback are essential to enhance learners' linguistic accuracy. Learners have shown a positive attitude towards teachers' corrective feedback because they consider it a motivating learning tool.