# CHAPTER II
# REVIEW RELATED LITERATURE

This chapter contains an explanation about the review of related literature which consists of theories of Writing, Writing Skill in EED of Muria Kudus University, Research Proposal, Corrective Feedback, Oral Corrective Feedback, Written Corrective Feedback, Review of Previous Research, and Theoretical Framework.

## 2.1 Writing Skills
### 2.1.1 Writing

Harmer (2007) also adds writing is a form of communication to deliver thought, or express feeling through written form. Nation (2009:113) states one of activity in certain skills in learning that can be useful for students or workers. Brandon & Brandon (2011) state that writing is the process that consists of a set of strategies that will help the writers process their ideas which are purposes to the final statement of a paragraph or an essay. From the experts' explanation above, the researcher concludes that writing is a communication tool by written form to express, share, and learn ideas, knowledge, and information to the reader.

### 2.1.2 Criteria of Good Writing

There are many good writing criteria mentioned by experts worldwide. According to Bailey (2008), good writing is characterized by correctness, ease to read, and attractiveness. It means in writing something or text; the writer should follow the rules of language and write correctly by using text structure appropriately, the correct words, forming sentences with proper grammar, and building logical paragraphs so the writer can express their ideas in a written form clearly and comprehended to the reader. Anker (2010:105) states writing is a process divided into prewriting, drafting, revising, and editing. It means the writer should organize and structure the ideas of each part coherently and logically.

From the explanations above, it can be concluded that to create good writing, the writer should attend to the crucial aspects of writing, which are having the text's purpose clearly, the structure of text, coherency, diction, and grammar.

## 2.2 Writing Skills in the English Education Department (EED) Curriculum

According to Gregg and Steinberd (2017), writing is an activity working something to express and organize their ideas in written text. In other words that for teaching writing, the lecturer must guide and facilitate the students to create the good writing by guiding the students generally and organizing their ideas into readable text and a variety of goals, such as a report, book, business letter, etc.

Based on Curriculum EED of Muria Kudus University in the academic year 2019/2020, there are four main majors for writing class which spread out from the second semester till the sixth semester and the majors are Paragraph writing (2$^{nd}$ semester), Essay writing (3$^{rd}$ semester), Genre-based writing (4$^{th}$ semester), Academic writing (6$^{th}$ semester) and Final Research (8$^{th}$ semester).

## 2.3 Writing of Research Proposal in English Education Department (EED)

According to Kabir (2016), a research proposal is a written document of a researcher that provides a detailed description of the proposed research. It is an outline of the entire research process that gives a reader summary of the information discussed in a project. It means that before doing the research, the researcher needs to write a research proposal firstly. According to Wang and Yang (2012:324), a research proposal is the first step for the researcher must be done before doing the research. The research proposal aims to communicate the researcher's intentions by stating the purpose of their intended study and the important step-by-step plan for conducting the study.

Based on the book of skripsi writing guidelines of English Education Department of Muria Kudus University. A research proposal has to contain some basic elements. There are Background of Research, Statement of The Problem, The Objective of The Research, The Significance of The Research, Scope, and Limitation of The Research, Operational Definition, Review of Related Literature,

Review of Previous Research, Method of The Research, And References. The definition of research proposal elements is following these;

1.  Background of Research

    This part of the problematic context that makes research is needed. In this part, the researcher states specific problems and issues why the researcher wants to conduct the research.

2.  Statement of Problem

    It contains a problem statement or questions of the issue or gap between the current state and desired state of the process or product to be researched. In this part, the researcher states the research question(s) clearly and concisely.

3.  The objective of the research

    In this part, the researcher states the researcher's objectives through his/her research.

4.  The Significance of The Research

    This part usually consists of the hope of the research to improve human knowledge or the solution to a social problem. In this part, the researcher states the significance of the research in points.

5.  Scope and Limitation of The Research

    This part consists of the researcher's focus and locus dealing with his/her research that will be conducted. In this part, the researcher explains the focus and locus of the research, and also the limitation of the study that will be researched.

6.  Operational Definition

    This part consists of definitions of some words dealing with the research. The definitions are not only from the dictionary definition, but they also have to come from the researcher's definition. In this part, the researcher writes and explains some main terms related to the study that require specified to provide a correct understanding.

7.  Review of Related Literature

    It is a survey book, scholarly articles, and any other sources which are relevant to a particular issue, or area of the research.

8. Review of The Previous Research

   Research published was disseminated in the past that report results of research findings.

9. Theoretical Framework

   The theoretical framework is the framework/structure that can hold or support a theory of research.

10. Method of The Research

    This part consists of how the researcher plans to conduct the research and answer the research question. In this part, the researcher explains what research design will be used, what kind of data is needed for the research, the source of data, what kind of instruments will be used, and how to collect and analyze data.

11. References

    This part consists of listed references of some books, journals, articles, website sources, or other sources used to explain each part of the research proposal. In this part, the researcher writes the identity of the sources which the researcher used.

## 2.4 Corrective Feedback

According to Harmer (2007), feedback is as ponding to students' work rather than assessing or evaluating what they have done. Sprouls (2011) states that there are positive, and negative feedbacks. Positive feedback is the feedback that given by the teacher when the students are successful in their task or performance through praising the student's performance or giving the reward. Negative feedback is teacher gives the correction to student's errors or mistakes in their performance or tasks. It means the essence of feedback from the teacher by giving comments on students' writing, how the teacher thinks about the success of writing that they have done and how their writing skills can be improved.

According to Amara (2015) feedback occurs when two persons or more engage in an instructional procedure whereas the one side is as a knowledge giver and the other is as a knowledge receiver of the subject matter. It means the

feedback provider not only is a teacher, instructor or peer, but can also be a parent, oneself, a book, and advisor.

In teaching and learning English as a foreign language, to control and monitor student's writing works, teachers use corrective feedback as an effective learning tool that helps the students to write accurately and effectively. According to Loewen (2012), corrective feedback is information provided to the students concerning a linguistic error that they have produced. AbuSeileek and Abualsha (2014) state that corrective feedback is one of the foremost tools to increase English language learning and teaching with the provision of feedback for the students to correct their errors. Besides, Beuningen (2010) argues that corrective feedback is a tool that fosters language learning which helps the students to develop their accuracy since it offers them reflection from their linguistic errors.

From the explanation above, Corrective feedback is information given to the students regarding a linguistic error. This kind of feedback is used to indicate the language errors. It can help the students to perform a reflection on their errors, which are for correcting language error and developing accuracy. Corrective feedback consists of oral corrective feedback and written corrective feedback.

### 2.4.1   Oral Corrective Feedback

According to Brookhart (2017), oral feedback is interactive feedback in which the teacher can talk with the students. It means that oral feedback is a conversation between teacher and students about student's works or performance. According to Ellis (2010), there are some strategies used by the teacher in giving oral corrective feedback;

a. Recast

The content words of the immediately preceding incorrect utterance and changes, and also corrects the utterance in some way (e.g., phonological, syntactic, morphological, or lexical). For example:

S: "I went there two times."

T: "You've been. You've been there twice as a group?"

b. Repetition

Repetition defines the corrector repeats the learner utterance highlighting the error through emphatic stress. For instance:

S: *"I will watched a movie."*

T: *"I will WATCHED a movie?"*

S: *"I'll watch a movie."*

c. Clarification request

The corrector indicates that he/she has not understood what the learner said is called a clarification request. For example:

S: *"What do you throw with your wife?"*

T: *"What?"*

d. Explicit correction

The corrector indicates an error has been committed, identifies the error, and corrects stated as an explicit correction. For instance:

S: *"In December."*

T: *"Not In December, On December. We say, "We will go to Bali On December."*

e. Elicitation

Elicitation means the corrector repeats part of the learner utterance but not the erroneous part and uses rising intonation to signal the learner should complete it. For example:

S: *"I'll come if it will not rain."*

T: *"I'll come if it ......?"*

f. Paralingusitic signal

The paralinguistic signal is a gesture or facial expression used by the corrector to indicate that the learner has made an error. For instance:

S: *"Yesterday I write a diary book."*

T: *"(gestures with right forefinger over the left shoulder to indicate simple past tense)"*

g. Metalinguistic explanation

Without providing the correct form, the teacher poses questions or provides comments or information related to the student's utterance formation. For example:

*S: "Uhm, the, the elephant. The elephant growls."*

*T: "Do we say the elephant?*

### 2.4.2 Written Corrective Feedback

Evans (2010:48) explains that written corrective feedback is constructive for experienced and well-educated foreign language practitioners in EFL writing accuracy. Bitchener and Ferris (2012) also define written corrective feedback (WCF) as a way to help students obtaining and improving mastery in using target linguistics and structure. It means written corrective feedback as an error correction on second or foreign language learners' writing. From the explanation above, it can be concluded that written corrective feedback (WCF) is a purposeful way to correct students' errors in the EFL writing process.

According to Ellis (2010), there are six types of written corrective feedback, there are direct corrective feedback, indirect corrective feedback, metalinguistic feedback, focused feedback, electronic feedback, and reformulation feedback. The overview of these types is presented in the following table;

**Table 2.1 Categories of Written Corrective Feedback (Adopted from Ellis)**

| Type of Corrective Written Feedback | Description |
|---|---|
| *Direct corrective feedback* | The correction is provided in a place of incorrect form. |
| *Indirect corrective feedback* | The errors are identified and indicated without providing the correct form. |
| a) Indicating only | a) An error is notified only in the margin or a line. |

| b) Indicating the specific location | b) An error is underlined. |
|---|---|
| *Metalinguistic* | Metalinguistic clue of an error is provided. |
| a) Brief grammatical description | a) A brief grammatical explanation of an error is delivered at the end of the text and numbered. |
| b) Error codes | b) Abbreviation of error codes provided in the margin. |
| *The focused of the feedback* | The correction is provided for all errors or specified. |
| a) Focused | a) The correction is given only on specific or targeted features. |
| b) Unfocused | b) Many or all error correction is addressed. |
| *Electronic feedback* | Using a computer to point out the error and provide an example of correct usage. |
| *Reformulation* | A native speaker reformulates the writer's text and maintains the basic content. |

1) *Direct corrective feedback*

Direct corrective feedback refers to the feedback provided explicitly with the correct form for the students. In providing the feedback, the teacher might cross out an unnecessary word, phrase, or morpheme, insert a missing word or morpheme as well as provide the correct form above or near to the error form. Direct corrective feedback has a benefit as it offers the learners explicit direction on how to revise their errors. It is essential to provide direct corrective feedback when the learners have no idea about the correct form (i.e. are not capable to do self-correction on the error) as it

benefits them to produce the correct form when revising their writing. A study related to the advantage of error correction conducted by Rustipa (2015) showed that direct written corrective feedback assists the students to increase the revision accuracy of an initial piece of writing effectively in the low level of proficiency.

2) *Indirect Corrective Feedback*

It refers to the feedback provided implicitly for the students. It indicates that the student makes an incorrect form by providing notification, yet the correct form is not provided. The notification of the incorrect ones is commonly presented by making circled or underlined the errors. It also might be presented by making a note in the margin next to the line without pointing out the exact location of an error. Thus, this type of corrective feedback allows the students to find out their errors and let them correct them. The indirect corrective feedback method is often the quickest and easiest way to perform by the teacher. However, it may be inappropriate for students with limited knowledge of linguistics as they might not understand why they produced the errors and they might not know the location of the errors. Also, the students require sufficient linguistic knowledge to correct and edit their errors in the text.

3) *Metalinguistic Corrective Feedback*

Metalinguistic corrective feedback refers to the provision of feedback in a form of a linguistic clue or explicit comment on the targeted error(s). It indicates that when the students make an error, they are provided a clue on how to correct the error one. In providing the feedback, the teacher might use the error codes abbreviated labels (e.g. art. means article error). The labels on the different errors are varied and provided at the location of the error or in the margin. Besides, the teacher might provide the students a brief description of grammatical errors. Then, the errors are numbered and the metalinguistic explanation of the errors is available at the bottom of the text. Metalinguistic corrective feedback aims to develop students'

awareness of the rule and use linguistic accuracy in revising their original text.

4) *The Focused of The Feedback*

The focused of feedback is divided into two types; focused feedback and unfocused feedback. Focused feedback means that the teacher tends to correct just one error, whereas unfocused feedback means that the teacher has no limitations in correcting most of the errors. Focused feedback and unfocused feedback has different strength and weakness. Focused feedback is only correcting just one type of errors. This kind of feedback is likely to help the students develop an understanding of the errors' nature. It is different from unfocused feedback. Unfocused feedback tends to address a range of errors. The teacher corrects many kinds of errors. Even though it might not be effective, it may prove in the students' long-term learning.

5) *Electronic Feedback*

Electronic feedback is a strategy of providing feedback by using a computer or software as a tool to point out the written errors. Examples of electronic feedback are providing extensive corpora of written English, either constructed or simply available via search engines such as Google. The feedback can be accessed through software programs when the students write or it can be utilized as a form of feedback. Electronic feedback helps learners identify and reformulate the errors.

6) *Reformulation Feedback*

Reformulation feedback refers to a strategy of correcting an error when a native speaker reconstructs a second language writer's text to make it sounds native-like as well as maintains the writer's idea as possible. It has been claimed that the native speaker helps the student to rewrite their idea. The main purpose of this strategy is to provide the writers with the proper linguistic feature that they may be used to correct their errors. Reformulation feedback helps reduce writing errors.

## 2.5    Review of Previous Research

The researcher finds some previous researches that can support this research. The first research is from Wulandari (2017), Surakata State with the title *"An Analysis of Teacher's Corrective Feedback in Writing Skills at Eighth-Grade of MTsN Sumberlawang in Academic Year 2016/2017"*. The purpose of this research is to obtain deeper information about the types of teacher's corrective feedback used on the student's writing and describe the most dominant type of teacher's written corrective feedback at eighth-grade students of MTsN Sumberlawang. The result showed that there are four types of written corrective feedback found on students' writing; direct, indirect, metalinguistic, focused, and unfocused feedback. From those four types of written corrective feedback, direct corrective feedback was mostly used by the teacher.

The second previous research is from Subagyo (2015), the State Islamic University of Sunan Ampel entitled *"A Study of Teacher's Feedback to Give Correction on Students Errors in Writing at the 11th Grade of Language Class in SMA Negeri 1 Kota Mojokerto"*. This study analyzed the kind of feedback commonly used by the teacher; the reasons the teacher chose a certain kinds of feedback; and student responses towards the teacher's feedback. The researcher found that the teacher mostly used evaluative and corrective feedback because the teacher said that students always needed correction to make them aware of the errors and mistakes they did. From the students' responses, it showed that all of the students felt comfortable with the teacher's evaluative feedback. The students' responses also showed that most of the students felt uncomfortable with the teacher's corrective feedback.

The third previous research was applied by Achyani (2014), the State University of Surabaya entitled *"Using Direct Written Corrective Feedback to Improve Eighth Grade Students' Spelling Accuracy in SMPN 15 Yogyakarta Classroom Action Research (CAR)"*. The result of the research showed that the students made fewer mistakes after receiving direct corrective feedback.

The fourth previous research was applied by Syam et al (2019), the State University of Makassar entitled *"Advisors' Written Corrective Feedback on*

*Undergraduate Students' Thesis"*. This research focused on the types of written corrective feedback (WFC) used by the EFL advisor, the impact of thesis advisors' corrective feedback on their student advisees, and the students' responses after receiving written corrective feedback. The research found out there were five types of WCF used by the advisor in supervising the student's research thesis. The five types of WCF were direct corrective feedback, indirect corrective feedback, metalinguistic corrective feedback, focused feedback, and electronic feedback. The advisor mainly used the direct and electronic corrective feedback in their student's draft and almost all their feedback was unfocused feedback, through written corrective feedback the student advisee had many impacts such as they would write better, they more confidence in writing, and they could be more aware to their mistake in writing their research thesis. The student's response to the different types of WCF and the impact of it was positive. The students could easily understand the advisor's comment because they explained explicitly and their written feedback was legible.

And then, the previous research was applied by Mulati et al (2020), Sebelas Maret University entitled *"The Teachers' Beliefs in Teacher Written Corrective Feedback on The Students' Writing"*. This research showed that some underlie different beliefs regarding the explicitness and amount of teacher written corrective feedback between the teacher and the teachers agree with an academic background in secondary school and college was counted as the contributed factor that shapes their beliefs in providing written corrective feedback on students' writing.

From the previous researches above, the researcher finds a similar issue that is using written corrective feedback in teaching and learning writing. So, the researcher wants to analyze the advisors' written corrective feedback on students' research proposal in Muria Kudus University.

**2.6    Theoretical Framework**

Feedback is a fundamental element of a teaching writing process that provides the writer's revision information, whereas feedback is the way of telling students about their progress in the learning process and also facilitating them to improve their skills. Written Corrective Feedback (WCF) in this research is defined as the lecturer's feedback on the students' errors in their research proposal. Ellis (2010) states that written corrective feedback is classified into some types; direct feedback, indirect feedback, focused feedback, metalinguistic feedback, electronic feedback, and reformulation feedback.

This research will conduct on EED students' research proposal in Muria Kudus University, which get written corrective feedback and the advisors of EED who used mostly written corrective feedback on their students' advisees. The writer will use theory from Ellis (2010) to help investigate and find the result of the research.