CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents theories used to analyze data. It is divided into seven subchapters; they are writing, written corrective feedback (WCF), teacher written corrective feedback, peer written corrective feedback, teacher written corrective feedback versus peer written corrective feedback, student self-evaluative judgment of corrective feedback, and student self-evaluative judgment of feedback and student writing ability.

2.1 Writing

Writing is one of the main language skills. It plays a major role in expressing one's ideas, thoughts, and opinions through well-constructed text. This skill is considered a productive skill and useful tool for learning process. Nunan (2003) defined writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. In the recent years or more, there has been a growing concern in developing writing skills in the higher education as education diversifies at this stage. Learners go on to more specific knowledge acquiring situation where their writing has to be more focused and specific oriented. It became the most used skill in evaluating students' performance in almost all levels of education. It also holds a major part of learning a language because students are to sit for examination to prove their competence by writing properly (Afrin, S. 2016). Besides, writing has also the function as consolidating the learning of new structures or vocabulary or to help students remember new items of language. In this context, writing allows students to see their progress and get feedback from the teacher, and also allows teachers to monitor students and diagnose problems encountered. This shows that writing plays a predominant role in language learning (Alfaki, 2015).

Many things should be considered in the writing process, such providing a space between words, punctuation, upper and lower case, capitalization to indicate sentence beginnings and proper nouns. It also needs number of complex rhetorical and linguistic operations which must be taught. The act of writing is deprived of an immediate context of communication. Thus, for effective writing, the writer has to use a large number of formal features in order to help his/her readers infer the intended meaning. Failure to use these features correctly causes vagueness, ellipsis and ambiguity in some writings. Therefore, the role of English teacher is very important to teach his or her students to master not only the language skills but also to master the standard language which is free from grammatical errors (Msanjila, 2005). Teacher should consider an appropriate method to minimize the error made by their student to improve student's writing ability. Msanjila (2005) found there are 6 writing problems that often appear. They are capitalization problem, punctuation problem, inexplicitness/fuzziness, poor organization/illogical sequence, spelling problem, and grammatical errors.

2.2 Corrective Feedback (CF)

Corrective feedback is one of negative feedback. Ellis (2009) defined corrective feedback as negative feedback that is only provided when a learner utterance contains a linguistic error. It is to indicate the erroneous student utterance, to provide the true target language form of error committed and information of metalinguistic about the error nature. Moreover, Goh (2017) added the function of CF is to raise a learner awareness of their errors, and finally help them to complete and correct their task without teachers' aid. Furthermore, when the true form of target language is provided, learners may compare their own performance with another. In the other hand, Tatawy (2002) mentioned that if corrective feedback doesn't provide the correct form of target language, it will make them force to use their own perception in constructing a reformulation. However, CF can facilitate the development of L2 when it is provided in the appropriate way. One of the basic concepts underlying this approach comes from behaviorist. Behaviorist emphasizes the error is considered to be sinful act, and

should be eradicated. Thus, it is important to know and analyze the source of error, in an attempt to prevent them. However, Krashen (1985) explained it is not enough to prevent the error, especially in L2 learning. He found that there are various types of intervention that incurs learners continue to make error. Thus, teacher as crucial role has to treat learner's error in second language (L2) classroom (Chen, *et al.* 2016).

A number of researches found the empirical evidence that show the effectiveness of CF such study conducted by Lyster, Saito, & Sato (2013), Shintani and Aubrey (2016), Maleki and Eslami (2013), and Bitchener (2008). Lyster, Saito, & Sato (2013) explained CF can be the best scaffolding device to address L2 learners' errors and hence continue the growth of second language in various language domains. This finding let Shintani and Aubrey (2016) investigated the use of CF in L2 writing, they found that CF can help student to complete writing task that need linguistic capability by scaffolding them to exceed their developmental level of L2 learning. Maleki and Eslami (2013) also investigated the use of CF in L2 writing. They found that L2 learners who got written CF made a fewer tense errors than those who did not. Have the same finding, Bitchener (2008) have proved that students receiving CF largely improved their accuracy in grammar between the pre-test and the post-test, whereas the control group; who did not receive any CF showed no significant changes.

The above current studies have been providing the effectiveness of corrective feedback. However, a comprehensive inquiry encompassing student's view of corrective feedback as a main role involved in corrective feedback practice has not been adequately examined yet. Therefore, this study will investigate student self-evaluative judgment of corrective feedback as evaluation of corrective feedback practice from student's point of view.

2.3 Written Corrective Feedback (WCF)

Truscott (1996) has defined written corrective feedback (WCF) as the grammatical correction to improve the ability of student in writing (p. 329). It is provided as a written response to a linguistic error that has been made in the text writing by L2 learner (Bitchener and Storch, 2016, p. 1). Recent studies have targeting a particular grammar point or structural component rather than the abandonment of WCF completely, and highlight identifying which method of feedback is most appropriate to use (Lyster and Ranta, 2013; Rummel and Bitchener, 2015). Lyster and Ranta (2013) attempted to generalize the effectiveness and weakness of WCF and analyzed the practical of any type of feedback in the classroom to support theoretical research. It played a big role to develop and improve student writing skills through process writing (Hyland, 2006). In the other study, Biber *et al.* (2011) found that feedback provided through written comments was found to be more effective for improving grammatical accuracy than error location' (p. 52). It means that the comment of written summary which located at the end or separately from, the student work are more effective in improving grammatical accuracy than notations written in the body of the student text. The correction in text notions might be seen as simple editing corrections which have less benefit to be transferred to other errors of a similar nature in future writing than if the error was identified in the end note.

Nicol (2010) stated that written corrective feedback is the only way to be the solution of time restrictions during feedback process; it is not need a long time to contact "face to face" to student and make them receive the guidance of their writing work. It is viewed as one of the most vital tools in the development of proficient student writers (Li *et al.*, 2017).

2.4 Teacher Written Corrective Feedback

Pearson (2018) stated that teacher WCF is that teacher is generally endeavored with any mechanicals, and textual in giving feedback. These include the correction and identification of student's error in writing, such as grammar,

syntax and lexis. Errors in L2 writing can be referred to the learner whose writing deviates from the expectations, rules, and norms of the target language (TL). Another definition come from Ducken (2014), he explained that teacher WCF can be defined as written feedback given by the teacher on a student paper with the aim of improving grammatical accuracy (including spelling, capitalization, and punctuation) as well as written feedback on idiomatic usage (such as word order and word choice). One could say that teacher WCF refers to teacher commentary on grammatical concerns in an essay. It can be inferred that teacher has a big role to determine the success of this CF. Teachers need to be specific in describing the error. Feedback is also should provide information specifically relating to the process of learning in order to assist learners in understanding what they learn and what they have learned.

Futhermore, Pearson (2018) emphasized that teachers must avoid providing detailed editing comments without paying attention to organizational and content issues. The feedback should be clear, concise, and explicit in written commentary, though this is not necessarily easy to achieve. It should consist of constructive criticism an d encouragement. Then, in the case of giving comments, teacher is better to use questions rather than imperatives. It is necessary to reduce the potential for appropriation of teacher textual. However, the other challenge for teachers is balancing clarity with keeping a positive working relationship with L2 learners. Hyland and Hyland (2001) noted that teachers are likely to limit a negative feedback than they are praise. It results confusion and misunderstanding for learners, especially with concern to the constructive feedback they received. Therefore, it would be wise when teacher's comment in WCF consists of simplicity and explicitness.

In this case, feedback can be very powerful if the teacher does it well. Giving appropriate feedback is one of the skills that teachers need to master as part of good formative assessment. Good feedback gives students some information that they need, so they can understand where they are in their learning and what they need to do next. When students feel and think that they understand

what to do, why, and how to fix it, they will try to improve themselves. In other words, they motivate themselves to develop their ability.

However, there are many research evaluate the practice of teacher WCF. Such study conducted by Iriarte, & Alastuey (2017), He mentioned that teacher WCF is wasting time. Teacher need a lot of time due to make a correction on student writing. It is valued not effective enough in learning process. Other research done by Philip (2017), he explained that students who do not receive teacher WCF performed better than students who had received teacher WCF. It because of the process on teacher WCF can be damaging to students. Many unsuccessful factor found within teacher WCF practice; lack of student understanding, lack of teacher training, and teacher overburdened student by using error marking. The correction given by teacher often unclear, ambiguous, and confusing, therefore student do not understand the mistakes and the reason of erroneous on their writing. Teacher is also mentioned lack of training, it cause an inappropriate error correction and comment on student writing. It will make miscomprehension and miscommunication among student. The last is related to student psychology aspect. Teacher WCF can be overburdened student by using error marking. The error marking used by teacher on student writing may have a big impact to student. Student will lose their confidence to write and express their idea on writing. Thus, teachers need to consider the things (lack of student understanding, lack of teacher training, and teacher overburdened student by using error marking) in order to create a good teacher WCF practice that could improve student writing ability.

2.5 Peer Written Corrective Feedback

Peer written corrective feedback could be the best solution to overcome the limitation of time in learning process. Teacher could give the opportunity to evaluate their student's task to their peer. The study conducted by Sato and Lyster (2012) examined learners how to provide CF and to predict the peer interaction effect and CF on L2 development. The study was conducted in Japan with

university students. Four groups of students received different treatments: two of them received CF (one with prompts and the other one with recasts), a third group participating in only peer-interaction activities and a fourth serving as a control group. The results showed that peer feedback has positive impacts on accuracy and fluency, since all of the treatment groups outperformed the control group. Although effects were larger in accuracy, both fluency and accuracy were improved by peer feedback. According to the authors, "the finding that teaching CF to L2 learners is effective and feasible is encouraging especially for foreign language settings in which students do not have much chance to either interact in the TL or benefit from the effects of CF provided by teachers" (p. 617).

Moreover, Students tried to write more clearly and put more effort in not making mistakes when they knew their exercises would be corrected by their classmates, since they knew that it would be more difficult for them to understand it. This fact seems to indicate that writing for peer feedback motivated students to be more attention to the readability of their writings. Not only receiving but giving feedback has been proved to have a positive effect on students. Tulung's (2008) explained that students feel more comfortable and self-confident when carrying out communicative tasks with other students. Having the same finding, Sato (2013) also found that learners enjoy peer interaction activities. They are afraid of making errors with teachers, but this CF is lowered when they interact with peers, they feel that they do not need to worry about making errors when interacting with their classmates, but it depend on whom they interact with (p. 620). Yoshida (2008) agreed with this theory, but found that the student's level of satisfaction could also interfere on peer interaction, since peer feedback could be rejected when students were unsatisfied with their learning process.

Although peer feedback has proved to be effective to benefit some aspects of the learning process, it has showed to have the opposite effect on some others. A study conducted by Xie, Ke and Sharma (2008) tested peer feedback effect on students' reflective process. The study was carried out with university students who had their reflective thinking tested both by writing a journal and by giving and receiving peer feedback about it. The results showed that "peer feedback did

not consider students' reflective thinking skills with journaling". There could be several reasons for this result, and the main one could be that journaling is a process of self-introspective. So, they could be remained that their writings would be corrected by other students in the process of writing journal. Also, another important reason could be the quality of peer feedback is that students could get benefit from interacting with many peers. However, students may interact with less motivated or less able peers in the case of journaling. According to these results, it seems rather possible that peer feedback is not appropriate in order to favor deep thinking processes. The evidence obtained from all the above studies may suggest that peer feedback is effective in some aspects of the learning process, but can be counterproductive in others. The findings may also suggest that the effectiveness of CF varies depending on the context. It was considered that peer feedback may constitute a useful tool for teachers to implement in the classroom when trying to improve the grammatical aspect.

Besides, Tsui (2000) also explained that there are many factors need to be considered on peer WCF practice such the existence of different characteristics among students. The reluctant and struggling student might feel shy for getting a bad comment from their clever peer. Then the clever student would not believe on the correction result by their struggling and reluctant peer. While in the other side, student with strong influence and pressure that dominate on the peer group made other student also unpleasant to had peer WCF, it was added by the rebellion by several student that against teacher's rules that made other student uncomfortable and did not really believe on the effectiveness of peer WCF practice. In this case, teacher should prepare and affirm the rule during the practice of peer WCF to make sure this method run well and can improve student writing ability.

2.6 Teacher written corrective feedback versus Peer Written Corrective Feedback

Several studies was conducted to compare the effectiveness of teacher and peer written CF. According to Yang et al. (2006), written teacher CF has a bigger

impact for student than peer CF does. However, peer feedback is useful to be an adjunct to written teacher CF since it leads to encourage student autonomy (p. 193). Having the same finding, Tsui and NG (2000) that examined the impact of peer and teacher feedback in secondary school students in Hong Kong, found that teacher written CF was more likely to be transformed into uptake than peer written CF. It is caused by many factors including the characteristics of students (strong influence and pressure of the peer group, rebellion against teacher's rules, etc).

Gibbs (2009) states that one of the advantages that peer feedback has over teacher feedback is that students would receive more feedback from peers and more quickly than when academics are providing comments. Also, students learn from both giving and receiving feedback. Another possible advantage from peer feedback vs. teacher feedback is that learning should be extended from the individual domain to public domain (Liu & Carless, 2006, p. 4). This, together with the fact that the participants of our study are teenagers and really care about their peers' opinion can make peer feedback a stronger tool than expected.

While, Wu (2006) found that peer and teacher written feedback have a similar results. Both have a weakness in conducting CF. In teacher written CF, teacher comments did not seem to influence students' revisions. While, in peer written CF case, students were not ready to provide feedback or to uptake the received feedback and turn it into a change of their composition. Moreover, the writer added the level of the students have to be considered in comparing the effectiveness of teacher and peer written corrective feedback.

2.7 Student Self-Evaluative Judgment of Corrective Feedback

Boud, et al (2017) defined self-evaluative judgment is the capability to assess the other work's quality. Tai et al. (2016) explained that self-evaluative judgment was the ability to assess a performance critically in relation to a predefined but not necessarily explicit standard, which entails a complex process of reflection. It could be in the form of self-evaluation (internal application), and in making decisions about other's work quality (external application). Developing

students' self-evaluative judgment should be the purpose of education; it would increase their work ability and to fulfill their need of future learning. The case of self-evaluative judgment is being necessary for effective feedback used in learning process (Sadler, 2010). Moreover, it measured the contextual standards and performance that supports the development of learning mastery. Nicol (2010) investigated the ability of the learning activities of peers to facilitate students' judgment making in higher education settings. Tai et al. (2016) also studied about the role of informal peer learning in producing self-evaluative judgments that impacted on students' ability.

To the researcher's knowledge, only two studies conducted by Tsao (2017) and Baroudi (2018) have investigated student self-evaluative judgment on feedback. Tsao (2017) investigated student individual differences (writing anxiety and motivation) to predict self-evaluative judgment of both teacher and peer corrective feedback. This research showed that EFL learners' evaluative judgments of teacher and peer WCF could be predicted by different types and intrinsic motivation of writing anxiety. In this case, intrinsic motivation includes a desire to write for its own sake, not for some external reward. Tsao found that in writing motivation, only intrinsic motivation that affects students' self-evaluative judgments of teacher and peer WCF. It because students who had high intrinsic motivation would fulfill academic purposes efficiently, such when teacher as more credible source give corrective feedback, they would taking more advantages from those feedback to improve their writing ability. It happened because they considered teacher feedback was more specific, trustworthy, effective, and authoritative. On the other hand, extrinsic motivation only has marginal role to predict students' self-evaluative judgments of teacher and peer WCF.

Baroudi (2018) also investigated self-evaluative judgment of peer corrective feedback using a blended method. He found that combining peer editing training, face to face and mobile learning tools impacted positively upon student writing. From the explanation above, it can be inferred that student self-evaluative judgment has a major role to be a parameter to measure and judge the

quality of any writing method in learning process. The present study will be a follow up study to the Tsao (2017) study which investigate, compare the student self-evaluative judgment on both teacher and peer WCF, and relate it to student writing ability.

2.8 Students Self-Evaluative Judgments of Feedback and Student Writing Ability

Many studies have examined the relationship between student's self-evaluative judgments of feedback and its effect to their writing ability. Some studies report positive relation, while other studies report no relation or negative relation between them. In 2016, the National Student Survey (NSS) identified students' satisfaction of feedback has increased 7% compared with the data in 2010. It is concluded that feedback has a positive relation to student's writing ability. Students feel that it is important to increase their writing ability.

However, current research investigated student perception of feedback involved their dissatisfaction of it. One such cause could be the difference perception of the student and teacher necessary. Teacher does not give what student needs. Students feel they need more clear, specific, and detailed feedback than the teacher provides (Zhan, 2016). Another factor is that student preference such as method of delivery, or focus of feedback. If the teacher doesn't give a proper feedback that is consistent with student preference, it will have a negative impact (Orts and Salazar, 2016). Furthermore, it will useless for student improvement, if there is a lack of consistency in preparation, planning and implementation (Budianto, 2017).

In this case, the student self-evaluative judgment of CF has a big role to know how effective CF for them. It has to be considered what type of learner who receives a feedback. In a class, teacher often find a different type of student, e.g. a clever student, struggling students, and reluctant students. For clever student, the corrective feedback should be positive, clear, and specific. Then, engage them in conversation to share interesting thoughts on the process of doing their work.

They are usually self-aware about their processes. While, to respond struggling students who includes both learning disabled students and students who did not get the foundation they needed as learners, teacher can helps them make the connection, the students see the point to the strategies and can begin to use them intentionally. Another is for reluctant students; they are who perceive themselves as failures are accustomed to viewing any kind of feedback as confirmation that they are "stupid". For these students, feedback must deal with the negative feelings first and then provide just enough information so that the student has the confidence to understand and use it. After considering what type of WCF do students need, it is hope that WCF could be has a positive correlation with student writing ability. On the contrary, when student perception is neglected, WFC can be unsuccessful. It because on WCF practice, there are many aspects should be considered to make its goal success, such student anxiety and aptitude aspects. Those individual differences impact whether WCF accepted or not. Therefore, student self-evaluative judgment of both teacher and peer WCF need to be done.

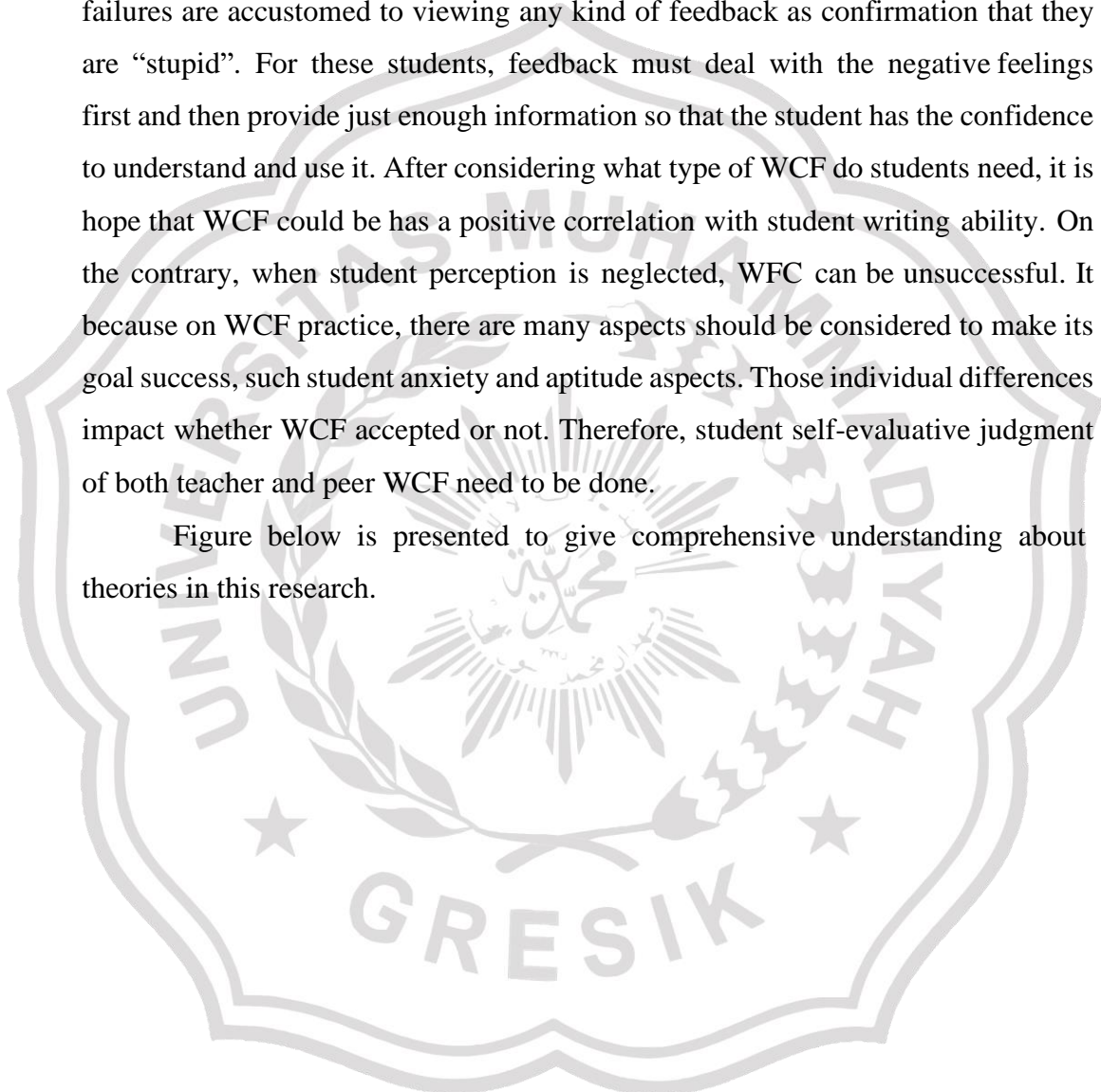Figure below is presented to give comprehensive understanding about theories in this research.

Figure 2.1

Writing

It has the function as consolidating the learning of new structures or vocabulary or to help students remember new items of language.

CF (Corrective Feedback)

It is to indicate the erroneous student utterance, to provide the true target language

WCF (Written Corrective Feedback)

Written correction to a linguistic error that has been made in the text writing by L2 learner

Peer WCF

Peer become person who give written corrective feedback on their friend writing task

Teacher WCF

Teacher becomes person who gives written corrective feedback

Peer WCF Weaknesses

Learners often avoid the negotiation and only focus on the completion of task. This is not a quality of feedback because it lacks of corrective force.

Teacher WCF Weaknesses

It consists of requirement sentences that burden student. Teacher need a lot of time to do teacher WCF.

Those weaknesses of both WCF can be reduced by considering the individual differences among students.

To know individual differences regarding teacher and peer WCF, student self-evaluative judgment of teacher and peer WCF needs to be done. It is the capability to assess the other work's quality.

It will help student to have the good opportunity to evaluate the use of WCF they've had, this evaluation will make student writing ability better.