CHAPTER II

REVIEW OF LITERATURE

2.1 Writing

2.1.1 Writing Definition

In Wikipedia the free encyclopedia website "writing is the representation of language in a textual medium through the use of a set of signs or symbol". It means that writing is a kind of communication that uses a set of signs or symbols. Like Brufee's (2003) statement that writing is a displaced form of conversation, thought is internalized conversation, while writing is thought re externalized. That's why people are able to communicate and express their idea by writing instead of speaking. They can write their life story, poetry, song, and many others.

From oxford advance learner, writing is the activity to make letters or other symbols on a surface. Some students usually write on a paper, computer, white board, blackboard, and so on.

To make the readers interested in writing a composition, a writer must choose good topics. However it is not enough. Writer has to be careful in constructing and combining the types of sentence in a composition. It means that writer has to make a composition be balance both content of writing and form of writing.

In conclusion, writing is the means of communication in writing form. It is used for expressing ideas, conveying a message, connecting information etc. in writing, writer must pay attention to the ideas which are the most important aspect of writing and form aspects such as sentence variety, correct spelling, careful selection of vocabulary and acceptable structure.

2.1.2 The Process of Teaching Writing

According to Oshima and Hogue (1993) writing consists of three stages: pre-writing, whilst-writing and post- writing.

1. Pre-writing

    In pre-writing stage, the researcher has to choose and narrow the topic to a specific focus so that the writer can write clearly and completely. After doing this, the writer has to generate the ideas. This can be done in several ways such as: making a list of whatever words or phrases which come into mind; writing freely about the topic to generate as many ideas as possible which relate to the topic without worrying about appropriateness,

grammar, spelling, logic or organization; making an outline with the main points and sub points

2. Whilst-writing

In this writing stage, the writer begin to write the first draft from what the writer has planned in the pre-writing stage. The writer can write down the topic sentence and underline it. This is done in order to remind him about the focus of paragraph. This is also the stage where the writer can add more detail information. Then, the writer can write a paragraph which follows an outline as closely as possible and relevant to the topic . finally the writer can add new ideas or delete the original ones at any times, but still have to be relevant to the topic.

3. Post-writing

The writer revises the first draft of the composition which has been already written in the whilst-writing stage. Here the writer can change what he has written in order to improve the contents of the composition. In this stage, the writer can also check over for content an organization including unity, coherence, grammar, sentence structure, spelling and punctuation. Finally, after making the correction for all composition, the writer can write the final draft of final copy of the composition as final draft of the process of writing.

2.1.3 Writing Is Difficult

Writing is often considered as difficult skill by the student, in addition other language skills. Most of them have difficulties when they write, moreover

writing English as a second language. Generally the students' difficulties can be classified in two categories: (1)lack of vocabulary and grammar mastery, (2)the difficulties of developing idea about what they want to write.

> Writing is difficult skill for native speaker and non-native speaker, because writer must balance multiple issues as content, organization, purpose audience, vocabulary, punctuation, spelling and mechanics, such as capitalization. Writing is specially difficult for non-native speakers because they are expected to create written products that demonstrate mastery of the entire above element in a new language (A.S Abu Rass in Muncorowati, 2006)

From the statement above, the researcher assumes that the students should be confident to write even though they are not able to write or have lack vocabulary and grammar.

According to Florance in Muncorowati 2006. There are some obstacles that the students face in doing their assignment:

1. They have limited experience in reading English text

2. They may had little practice in writing composition in native language.

3. Culture interference due to different style of literary and patterns between their language and the second language.

4. They may have limited knowledge in English structure and grammar.

According to Harmer (2001) therefore, writing is one of the productive skill that a learner is expected to achieve in order to ensure his communicative competence

2.1.4 Teaching Writing for Secondary School

Young teens will be easier to make appropriate gains in their ability to write well when the focus of their writing is on those experiences and topics which immediately concern them. An essay on cross-cultural living, a poem about a good friend, a fictional story about an idol or other interesting topics can lead to improvement in writing skills.

Research tells us that students become more interested in writing and the quality of their writing improves when there are significant learning goals for writing assignments and a clear sense of purpose for writing" (U.S. Department of Education, What Works: Research about Teaching and Learning, second edition, 1987, page 43).

It is at this age that young people need good models to whom they can look for affirmation and direction. To some extent, parents and teachers can fulfill these roles, but there is much to be gained from the development of mentor relationships outside the family. For families living in isolated and multicultural environments, mentors can play a significant role in helping adolescents define who they are and the kind of adults they are rapidly becoming, as well as serving as a major influence in literacy learning.

But it is not enough just to turn young teens loose and expect they will become good writers merely by the sheer volume of their output. The role as teaching parents goes beyond providing optimal situations to encourage writing, fostering linkages with good mentors, and being open and accepting. Beyond

those important foundational conditions, we must also provide direct instruction in the various facets of good writing.

Parents teaching at home has an advantage over the typical school classroom in their ability to provide immediate feedback, and to do it in a manner that builds up rather than tears down. You have the opportunity to sit down one-on-one and discuss the products your child has created. Your sensitive feedback serves as a major channel of instruction. It is here that the process of writing can be emphasized and reinforced.

2.1.5 Teaching Writing in Indonesia

Writing can be considered as the hardest part of all language skill that should be mastered by the EFL/ESL students. It is caused by two simple reasons that can represent all obstacles appeared in writing teaching. First, EFL/ESL students are not accustomed with English way of writing, including how they gather ideas, how they organize ideas, etc. The second is the students have so many things to pay attention to. Like, using correct grammar, using appropriate words and phrases, etc. because of those reasons, there must be special technique that used to solve those problems.

Writing teaching for EFL students in Indonesia has become harder since they are move up to higher grade. For senior high school students, they usually have to face more complicated writing, like writing reports of a discussion, writing essays, or writing many kind of paragraphs. In writing those assignments, EFL students should have explained about what they are going to write.

Therefore, they need models for they writing. In this case, the writing teaching using strategies of genre-based approach. In the other hand, the world of education in Indonesia recently applied Educational System that based on students' competence and students' cognitive competence are essential in it. Students are taught to be critical thinkers to the problem of certain discourse that given to them. This is also important to the students themselves as the opportunities to explore who they are and what they have.

Genre is a type of text. Barrs argues that since people write many kinds of writing for more specific purpose, genre is very good to implement (1994, cited in Widiati, 1997:17). In genre-based approach writing, students are taught to write certain type of text using a model as their guide in their writing processes. The teacher plays important role to build the student's knowledge about what they are writing or how it is constructed so the aim of the writing will be reached. It is useful for EFL/ESL students that generally have no idea about English writing pattern that maybe different with what they have in their culture, moreover they also have to work on their grammar. Therefore, with providing the models, the students will be able to write different types of text for different occasions.

2.2 Error Correction Feedback

2.2.1 Definition of Error

Learning a foreign language is a slow and gradual process. Making mistake is a natural process of learning and considered as a part of cognition. Clark in Cohen (200) points out that information about error need not be regarded

as a punishment but may be o form of information feedback to learner as well as teacher. Allwright (1975) in Cohen (2000) suggest that the learner really cannot learn in the class without knowing when an error made.

Therefore, mistakes are evidence of learning and must be viewed positively. As foreign language teacher should accept learners' error as a naturally phenomenon to the process of second language learning.

2.2.2 Feedback for learning

Effective learning can be seen, according to Askew and Lodge (2000), as a virtuous circle, where effective learning promotes effective learning processes, the distinction between a process and an outcomes decreases. Effective learning is described in terms of its outcomes and it processes. Walter (2004) argues that effective learning involves processes such as : making connections about what has been learnt in different contexts; reflecting on one's own learning strategies; exploring how the learning contexts have played a part in making the learning effective; setting further learning goals; and engaging with others learning.

Therefore, effective learning requires feedback, and the mere repetition of tasks by students is not likely to lead to improved skills, learning often takes place best when students have opportunities to express ideas and get feedback from their teachers or peers. But for feedback to the most helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, to be suggestive, and to come at the time when students are interested

in it. And then there must be time for students to reflect on the feedback they receive, to make adjustments and to try again.

2.2.3 The History of Error Correction Feedback

A closer examination of the studies carried out with American college students, Cardelle and Corno (1981), Frantzen (1995)reveals that none tested effects of coded vs. uncoded feedback on the accuracy o f a second version of a composition. The fact that two draft composition are commonly assigned in foreign language courses and that many instructors utilize correction codes in order to guide learners in improving accuracy on the second draft, it is necessary to determine whether this type of feedback is indeed effective. Also as providing written feedback to learners is time-consuming for the instructor, especially in a multiple-draft context, it is important to determine how much feedback is necessary to enable learners to improve their writing skills.

One study conducted by Ferris and Robert (2001) examined the effects of three different types of feedback on the ability to self-correct on a two draft composition with 72 ESL learner. In this study the control group received no feedback, while the experimental groups received feedback after writing in class composition (a reaction to a reading) on five error types (verb error, noun ending error, article errors, word-choice errors and errors of sentence structure) either directly (errors coded according to type) or indirectly (errors underlined). After a subsequent in class correction session, the correction made by learners are evaluated. It is found that the subjects in the two feedback conditions showed

significant improvement on a second draft as compared to the control group. The researcher, however, did not find differences in error correction between the experimental groups, and thus concluded that less-explicit feedback may be just as effective for self-correction.

2.2.4 Teachers' roles in error correction

Language teachers hold the authority to correct learners' errors, especially regarding the fact that the learners value and expect teachers' feedback on their written work. Thus, language teachers play several important roles as follows:

1. Judges

    As the one being authoritative in the classroom, teachers have the right to set the standard of what the learners have to achieve in the writing course (Creme and Lea, 1997). However, learners' level has to be taken into consideration so that they are capable of achieving the expectation (Ferris, 2003). Thus, teachers have to adjust their expectation and teaching method to suit the learners' level. Teachers should also identify common errors learners make so that they have some thought of what to do next with their teaching methodology (Leech, 1994).

2. Designers

    As designers, teachers should always concern about what is best and suitable for learners. This way, they should update themselves with what is going on inside their classroom, to be able to make right pedagogic decision to apply particular error correction methods. Preferably, teachers are advocated to exchange information and experience with other

colleagues to expand their insight, and hopefully, to get new ideas on error correction methods.

3. Scholars

In order to provide correction to learners, teachers must act as scholars, who are equipped with knowledge of the target language, such as grammar, vocabulary and so forth to enable them to provide correction to learners' writing (Leech, 1994). In addition, teachers have to put themselves on learners' shoes. For instance, by understanding the source of errors and implementing the "process of simplification" so that they are able to transfer their knowledge in such a clear and simple way to learners at different proficiency level (Leech, 1994).

4. Motivators

Learners' affective side also plays important roles in enhancing their language progress. Motivation is a powerful desire which drives learners to accomplish more. Generally, it is unpleasant experience to be corrected and some of learners may get frustrated and unmotivated because they might not know what to do. That is why teachers have to inspire and convince learners that teachers welcome their questions and worries. Positive comments on their work are also accommodating to motivate learners to pursue more (Wright, 1987; Richards & Lockhart, 1996).

5. Trainers

Teachers have to boost learners' confidence and train them to be

more independent in their learning. Teachers are encouraged to give learners more chances to have peer feedback session so that they will go through the process of correcting others' work. Teachers should also help learners to identify their individual errors; thus, they have to pay more attention to those errors. This way, learners will be equipped to learn how to self correct their writing (Ferris, 2002; Xiang, 2004).

2.2.5 Learners' roles in error correction

Teachers' effort will be less effective unless learners want to give right responses. Thus, learners have to involve themselves in the error correction process by playing the following roles:

1. Active participants in the class

Having good interaction between teachers and learners is crucial to establish conducive learning atmosphere. It is not an easy task for teachers to identify and acknowledge each language problem of their learners; thus learners' cooperation is needed. They are expected to help teachers set expectations of the classroom, possibly by expressing their problems in writing and how they want to be corrected. Thus, they help teachers to make the right pedagogic decision on error correction methods.

2. Attentive monitors of their own progress

Learners are encouraged to monitor their progress by paying more attention to their common errors. Learners can take notes of their errors and correction, for instance, on their notebook or error awareness sheet.

Then, they can always review what they have read so that they can ask their teachers for help or further practices.

3. Autonomous learners

Learners' progress depends not only on the teachers' effort, but also on their own. So, learners need to be engaged in the error correction process because it will enhance their language acquisition. This step will lead them to be autonomous learners that are able to self correct their written work (Gower, Phillips, & Walter, 1995: 165; Xiang, 2004).

2.5.6 Error Correction Methods

Knowing teachers' and learners' roles in giving feedback to learners' writing is only the beginning to ensure correction efficiency. It is crucial for teachers to weigh the advantages and disadvantages of correction methods according to the learners' real situation.

There are some steps to make an effective correction. 1). Distinguishing between serious and minor errors may be a good guide in choosing what to correct; 2). Teacher should use consistent symbol to indicate to their students the type and place of errors. List of symbols often prove useful if the teacher trains her students on the meaning of a certain symbol when it is used; 3). Lower level learners particularly will have trouble with finding the appropriate word and correct preposition even if they consult their dictionary. It is a good idea to provide the correct one if it is introduced for the first time; 4). Conferencing is a particularly useful technique to show the learners the errors in their papers. Students can directly ask the teacher questions on the errors they have trouble

with. At the same time, the teacher may check the students' meaning and understanding.

The following will be devoted to the explanation of coded feedback and direct correction. Furthermore, the necessity of adopting reformulation for the sake of learners' improvement in writing skills is also explored.

1. Coded feedback VS direction correction

Among the methods used in error correction, direct and indirect feedback constitute the most important dichotomy (Ferris 2002). Direct feedback, as the title notes, requires the teacher's responsibility to offer the correct forms to learners, whereas indirect feedback involves both teachers and learners in the error correction process, in which teachers indicate the errors and it's learners who correct them (Ferris 2002). Coded feedback and direct correction are two strategies which can respectively reflect the main features of indirect and direct feedback.

Coded feedback 'does not only indicate where errors are located, but also types of mistakes by using a correcting code' (Bartram and Walton, 1991). This method involves learners in the self-correction process and helps them learn more effectively (Gower, Phillips & Walters, 1995). Meanwhile, it arouses learners' responsibility in correction and improves their writing accuracy in the long run (Ferris 2002). However, since codes just cover the common errors and limited, those individual errors may be ignored. This is quite understandable since 'errors are usually made by individual students' (Gower, Phillips & Walters, 1995).

Direct correction gives learners right answers beside the marked errors, learners especially those with low proficiency find direction correction less threatening and thus helpful before they have acquired the ability to correct their own errors (Ferris 2002).

Nevertheless, the dangers of its spoon-feeding effect are that learners overlook their own role in the correction process and may become passive (Hedge 2000). Although teachers can let learners revise their writing, learners can just mechanically copy the ready-made correction without figuring out the reasons. The learning results through direct correction are worse than coded feedback to some extent.

To make full use of the advantages of coded feedback and direction correction and avoid their disadvantages, teachers can consider combining them together. For instance, coded feedback is too limiting because not all errors are meant to be coded and some errors are too complicated for codes, thus direct correction is necessary to create the convenience.

2. Reformulation as a supplementary method

When giving feedback to learners' written work, teachers normally focus on correcting the wrong use of basic vocabulary, grammatical forms, spelling and punctuation to make the written work acceptable. However, Cohen (1990: 117) claims that the evaluation is 'partial' since it mainly focuses on the 'low-level' accuracy, but ignores the 'higher-level' style, such as appropriate word dictions, native-like organizations of the whole writing. That is to say, learners who receive only corrective feedback still

need to go a long way to improve their target language writing style. Actually, learners with a certain level in the target language have the intention to produce natural target language writing and have a stronger desire for evaluation on this aspect. They are not satisfied with their errors being corrected, but also want to know how to rework their expression to make it sound natural (Bartram & Walton, 1991).

Reformulation, as another form of indirect feedback, can meet learners' need. Cohen (1990) suggests that learners should revise their writing until its well formed in grammar and mechanics, then reconstruct it to make it reflect what they mean to say based on a teacher's or a native speaker's comment, and finally learners can ask a competent native speaker to reformulate the entire reconstructed writing or part of it. Learners are expected to be exposed to native-like expression for the same idea and thus improve their writing skills as they compare the reconstructed and the reformulated version. Also, the personalized feedback can motivate learners to pay much attention to and benefit form it. Nevertheless, reformulation is primarily for intermediate and advanced L2 learners because they have acquired the ability to learn form it.