

CHAPTER II

REVIEW OF LITERATURE

This chapter contains some literatures that are reviewed to help the researcher to analyze data and to answer research question. This chapter is divided into two subchapters. They are L2 Writing in EFL Context and Direct Corrective Feedback.

A. L2 Writing in EFL Context

Writing is one of the skills in English teaching learning. It is a productive skill. It can be very useful for the students thus can help students to convey their message through their minds in written form. Writing is a way to produce language and express the idea, feeling, opinion and a process that often influenced by constraints of genres, than these elements have to present in learning activities.

Writing defines as the process of putting ideas down on paper to transform thought into words, to sharpen the main ideas, to give them structure and organization.⁵ Furthermore, writing as the one of the skills to communicate is not an ability we acquire naturally even in our first language it has to be taught.⁶ Writing is about more than making our thoughts, ideas visible, concrete and involves more than making appropriate word choice, or using appropriate grammar, syntax and mechanics.

Based on theories of writing, it can be concluded that writing is communicative act, a way of producing language and sharing ideas that involves

⁵ Brown H.D, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Addison Wesley Longman, 2001), p. 336

⁶ M. ZainiMiftah, "Enhancing Writing Skill Through Writing Process Approach", *Journal on English as a Foreign Language*, Vol. 5 (1), 2015, p. 9.

more than making appropriate word choice, or using appropriate grammar, syntax and mechanics. Moreover, in the writing is complex and difficult to teach and also to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Writing also can be tools as a communicative of sharing observation, information, thought or ideas with ourselves and others in written form through the writing process.

In case of L2 writing in EFL context, L2 students need to going through some steps to make their writing better, like revising drafts. In revising writing drafts, most students paid more attention to teachers' feedback than they do to peers or computer generated feedback. Both teachers and students are engaged cognitively and emotionally to the practice of corrective feedback in writing pedagogy and are encouraged to optimize the potentials of feedback in L2 writing to support the students' successful learning.⁷

1. Teacher's Role in Teaching Writing

Teachers have the important role in teaching writing that all in one purpose is to help students in writing process. The role of the teacher must be one of facilitator and coach, not an authoritative director and arbiter. This facilitative role of the writing teacher has inspired research on the role of the teacher as a responders to students writing. The teachers also offer guidance in helping students to engage in the thinking process but in a spirit of respect for studentopinion, must not impose his or her own thoughts on students writing. The

⁷Susanti, A., "Teachers' Corrective Feedback on Students' L2 Writing: State of The Art", Abjadia: International Journal of Education, Vol. 2 (2), 2017, p. 89.

teacher has usual roles that are important, they are as motivator, resource, feedback provider, and monitor.⁸

As motivator, teacher should motivate students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity and encourage them to make as much efforts as possible for maximum benefit.

In term of as resource, during more extend writing task, teacher should be ready to supply necessary information and language. Teacher should tell the student that they are available and be prepared to look students' work as it progresses. The teacher should offer advice and suggestions need in constructive and wise way.

In addition, as feedback provider, teacher should respond positively and encouragingly to the content of what the students have written. In giving feedback on writing task, its demands special care by the teacher. When offering correction, teacher should choose what and how much to focus on, based on what student need at this particular stage of their studies on the tasks they have undertaken.

Moreover, the teacher's role while doing the activities is to monitor. This includes of making sure that the entire learner know what to do and are actively participating, and also making a note on how successfully the learners are communicating.

To sum up, the roles of the teacher in teaching writing is being a facilitator to guide the students in process of writing. However, it must be involved by some motivations to the students so that the learning becomes meaningful and fun. In

⁸AnisaMahfudah, The Lecturer's Written Corrective Feedback Practices in Essay Writing Class, (Tulungagung, 2018), p. 17-19.

addition, the teacher must be understood with students' progress that is why it needs the feedback and respond positively on students task and also monitoring them continuously. Those are what teacher should do in teaching writing.

2. Essay Writing and English Writing Skill

There are so many various kind of writing. One of the kinds of writing that common learns in university is essay writing. In an essay, subjects can and should be treated more fully than they would be in a single-paragraph paper.⁹ The main idea or point developed in an essay is called the thesis statement appears in the introductory paragraph, and it is then developed in the supporting paragraphs that follow. A short concluding paragraph closes the essay. The essay defined in relation to the developmental paragraph.¹⁰ The essay is as difficult to define as the paragraph; hence the paragraph definition gives us a framework. The main parts of the developmental paragraph are the topic sentence (subject and focus), support (evidence and reasoning), and often a concluding sentence.

Now let use that framework to define the essay: the essay is a group of paragraphs or simply a paper composed of a several paragraphs each with the function of supporting a controlling idea called the thesis. Besides, the definition essay writing has some parts inside of it. These are main parts of the essay: Introduction, Development and Conclusion. There are also another several parts of essay writing but with different name, not part yet called form. The forms of

⁹ John Langan, *Exploring Writing: sentences and paragraphs*-2nd ed, (New York: McGraw-Hill, 2009), h. 127

¹⁰ Lee Brandon and Brandon Kelly, *Paragraphs and Essays With Integrated Readings*, (Boston: Lyn Uhl, 2011), h. 83.

essay writing are: Introductory Paragraph, First Supporting Paragraph, Second Supporting Paragraph, Third Supporting Paragraph and Concluding Paragraph.¹¹

Furthermore, there are several parts or forms based on the explanation above. The simple part of essay writing is introduction and conclusion. For the complete form begin from introductory paragraph, first until third supporting paragraph and concluding paragraph. After the definition and the part of essay writing, there are different kinds of essays: 1) Narration Essay which is aimed to tell the story about a certain event in a person's life, 2) Illustration essay which to demonstrate that a particular thing exists and acts in a certain way, 3) Description essay mainly aimed to describe details of the subject, 4) Process analysis explains how to do something, 5) Classification essay concerned about classification ideas, characters or objects with shared characteristics into specific groups or categories, 6) Definition essay focused on the definition of the subject, 7) Comparison and contrast writing is aimed to dwell upon differences and similarities between two objects, events or things, 8) Cause and effect essay is aimed to focus on the sequence of an event and the result of it, and the last 9) Argument essay has the purpose to persuade the reader to take the author's point of view.¹²

From all the explanation above, the conclusion from essay writing is first the definition of an essay is a group of paragraphs or simply a paper composed of several paragraphs each with the function of supporting a controlling idea called the thesis.

¹¹Susan Anker, *Real Essays with Readings: Writing Projects for College, Work, and Everyday Life*, (Boston, New York: Bedford/St. Martin's, 2009), p. 145.

¹²Susan Anker, *Real Essays with Readings: Writing Projects for College, Work, and Everyday Life*, (Boston, New York: Bedford/St. Martin's, 2009), p. 147.

The writing skills are complex and sometimes difficult to teach. Requiring mastery is not only of grammatical and rhetorical devices, but also conceptual and judgmental elements.¹³ The following analysis attempt to group the many and varied skills necessary for writing good phrase into five general components or main areas: Language use; the ability to write correct and appropriate sentences, Mechanicals skill; the ability to use correctly those conventions peculiar to the written language – e.g, punctuation, spelling, Treatment of content the ability to think creatively and develop thoughts, excluding all irrelevant information. A stylistic skill is the ability to manipulate sentences and paragraphs and use language effectively. Judgment skills the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information

3. Process of writing& Writing Ability

Each stage of writing can help the writer control the work of writing and improve their skills. The process writing is as a classroom activity incorporates the four basic writing stages, such as planning, drafting (writing), revising (redrafting) and editing.¹⁴In addition, the other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing. There are four steps in a writing process; prewriting, drafting, editing, evaluating and post-writing.

¹³ J. B Heaton, *Writing English Language Tests*, (United States of America: Longman Inc, 1975), p. 135.

¹⁴Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002) p. 315-320.

Pre-writing is the first stage in the writing process which begins long before the writer puts thought into writing. The experiences, observations, and interactions that students have prior to enter the classroom have an impact upon what they will write and how they will write it. Within the classroom, pre-writing prompts and activities can be integrated into the writing process as scaffolds by the teachers to help students generate the ideas for their writing and to practice their thinking skills inherent in the activity.

In other words, pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. It moves the student away from having to face a blank page and transit them smoothly onto another page. It may include understanding the purpose of writing, discovering the topic, and thinking about the audience, gathering information or inventing possible content. To initiate thinking and generate possible writing topics, it is important for students to explore ideas for writing topics using a variety of pre-writing strategies, such as brainstorming, constructing thought webs and graphic organizer, interviewing a person knowledgeable about the topic, engaging in peer or teacher-student discussions and conferences, reading about and researching the topic, free writing or timed free writing about the topic, viewing media such as pictures, movies, and television, listing and categorizing information, reflecting upon personal experience, examining writing model, responding to literature, role playing and other drama techniques, also asking the 5 Ws—Who, what, where, when, and why.

Those activities give students a place to start and make them become aware of places from which to get ideas in the future. Students who have a place to start with will be more motivated to continue developing their ideas and they will feel more confident to move to the second stage, which is called the planning stage.¹⁵ In planning step, the writer has to pay attention to the language that used and the information they choose. On the other hand, writer have to consider the content of the structure of the piece that is how best to sequence fact, idea, or argument which they have decided.

The first version of writing called drafting. The students must use the idea that he generated in planning as a guide. This stage needs an editing for checking the text. After that, the way to revise and improve the first draft is called editing. Editing is essential part of preparing of piece of writing for public reading or publication. Once writer have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process and the writer is ready to send the written text to its intended audience.

In evaluating students' writing, the teachers normally assign scores, which may be analytically (based on specific aspects of writing ability) or holistically (based on a global interpretation of the effectiveness of that writing). In order to be effective, the criteria for evaluation need to be made known to the students in advance. Students, once they have become a skillfull independent editor, may be

¹⁵Raihany, A, "The Importance of Teacher's Written Feedback on The Students' Writing in Teaching Learning Process", *OKARA*, Vol. 1(9), 2014, p. 97.

encouraged to evaluate their own and other's text. In this way, they are made to be more responsible for their writing.

The last stage of writing is post writing. Post-writing constitutes any classroom activity that the teacher and the students can do with the finished products. It may be publishing, sharing and using a portfolio. The writing process embraces essentially four main stages prewriting, planning, writing and revising draft. Each stage involves certain kinds of tasks that the writers have to fulfill in order to construct a good piece of work. Therefore, the process of writing comprises five stages prewriting, planning, drafting, revising, and editing.¹⁶

4. Types of Classroom Writing Performance

There are many types of writing performances. Written performance divided into four categories that capture the range of written production. They are imitative, intensive, responsive, and extensive.¹⁷ To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters; words, punctuation, and very brief sentence are called imitative.

The second is intensive. The fundamentals or imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.¹⁸ Next is responsive. Assessments task require learners to perform at a limited discourse level,

¹⁶ Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Longman, 1999) p. 3-15

¹⁷ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Longman, 2004) p. 220.

¹⁸ Liz Grauerholz, "Creating and Teaching Writing Intensive Courses", *Teaching Sociology*, Vol. 27, 1999, p. 311

connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Genres of writing include brief narratives and descriptions, short reports, summaries, brief responses to a reading, and interpretations of charts or graphs.

Last types is extensive writing, which implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report or a thesis.¹⁹

To improve the ability of the pupil in learning English, basic training and assessment of imitative writing are needed by both of the beginner English learner and advanced learner. Forming letters, words, and simple sentences are the first step in writing activities which is commonly do by the students. Afterward, controlled writing or intensive writing is the next step in learning writing. Observing grammar, vocabulary, or sentence formation, and not necessarily convey the meaning of the sentence are the main part in the writing ability. Since the writing process allows the students to do open-ended tasks such as writing short reports, essays, summaries and response, even up to the texts of severalpages or more, than the activity in both of the responsive and extensive writing, is more complex.

B. Writing Corrective Feedback

This section is discussed about some information related to writing corrective feedback such as the role of feedback in writing and types of corrective feedback.

¹⁹ Harder S., & King, R., "Extensive Writing: Another Fluency approach for EFL Learners ", *Extensive Reading World Congress Proceedings*, Vol. 1, p. 128-130

1. The Role of Feedback in Writing

Feedback is a key component of foreign language writing programs all around the world with product, process, and genre approaches all employing it as a central part of their instructional repertoires.²⁰ It is a significant concern of students and teachers alike and both feel it is an important part of the writing process. It is therefore not surprising that much has been written about the issue both in teacher education and second language research literature.

Corrective feedback is extended form of feedback.²¹ They include augmented feedback given to students as well as instructional procedures intended to rectify errors or inadequacies learning. Considering those definition provided by the experts above, it can be understood that corrective feedback is an action given by the teacher to eliminate errors made by the learners in producing the target language. It includes prompts, hints, suggestion regarding strategy use, reminders about methods, further demonstrations and explanation.

The roles of feedback are described variously by different researchers. In the sense of behaviorists, it is believed that the environment plays important roles to provide crucial input and impacts greatly to the child's language development. In this notion, language is seen as a fundamental part of total human behavior in which observable responses and the relationship between those responses and events surrounding them are taken into account. In this case, effective language is

²⁰ Hyland K and Hyland, *Feedback in Second Language Writing: Context and Issues* (Cambridge University Press, 2006), p. 15.

²¹ Peter G. Cole and Lorna Chan , *Teaching Principles and Practice*, (Australia: Prentice Hall of Australia Pty Ltd, 1994), p. 247

considered effective language behavior to be the production of correct responses stimuli. In short, language learning is closely related with the concept of stimulus-response and habit formation, and errors are to be avoided as they may become a permanent part of the students.

The role of feedback has a place in most theories of second language (L2) learning and language pedagogy. In both behaviorist and cognitive theories of L2 learning, feedback is seen as contributing to language learning. Feedback can be positive or negative. Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance.

In pedagogical theory positive feedback is viewed as important since it provides affective support to the learner and fosters motivation to continue learning. In SLA, however, positive feedback (as opposed to negative feedback) has received little attention, in part because discourse analytical studies of classroom interaction have shown that the teachers' positive feedback move is frequently ambiguous (e.g., "Good" or "Yes" do not always signal the learner is correct, for they may merely preface a subsequent correction or modification of the students' utterance). Negative feedback signals, in one way or another, that the learner's utterance lacks veracity or linguistically deviant. In other words, it is corrective in intent. Both SLA researchers and language educators have paid careful attention to corrective feedback (CF), but they have frequently disagreed about whether to correct errors, what errors to correct, how to correct them, and when to correct them.

2. Types of Corrective Feedback

This part is consisting of some information about types of corrective feedbacks such as oral corrective feedback and written corrective feedback.

a. Oral Corrective Feedback

The categories below are all from Lyster and Ranta's model²²

1. Explicit correction refers to the explicit provision of the correct form. As the teacher provides the correct, he or she clearly indicates that what the student had said was incorrect.
2. Recasts involve the teacher's formulation of all or part of a students' utterance, minus the error. Without directly indicating that the students' utterance was incorrect, the teacher implicitly reformulates the students' error or provides the correction.
3. Clarification requests indicate to students either that their utterance has been misunderstood by the teacher or that the utterance is ill formed in some way and that a repetition or a reformulation is required. This is a feedback type that can refer to problems in either comprehensibility or accuracy, or both.
4. Metalinguistic feedback contains either comments, information, or question related to the well-formedness of the students' utterance, without explicitly providing the correct form. Metalinguistic comments generally indicate that there is an error somewhere. Metalinguistic information generally provides either some metalanguage that refers to the nature of the error or a word definition

²² Roy Lyster and Leila Ranta, "Corrective Feedback and Learner Uptake: Negotiation of Form in Communicative Classrooms", *Studies in Second Language Acquisition*, Vol. 19(1), h. 37-66.

in the case of lexical errors. Metalinguistic questions also point to the nature of the error but attempt to elicit the information from the student.

5. Elicitations refer to at least three techniques that teacher use to directly elicit the correct form from the student.

First, teacher elicit completion of their own utterance by strategically pausing to allow students to “fill in the blank” (e.g, “it’s a...”). Such elicit completion” moves may be preceded by some metalinguistic comment such as “No, not that. It’s a....” or by a repetition of the errors as in the following examples:

Second, teacher use questions to elicit correct forms (e.g., “How do we say X in English?” is metalinguistic feedback, not elicitation and third, teachers occasionally ask students to reformulate their utterance.

6. Repetition refers to the teacher’s repetition, in isolation, of the students’ erroneous utterance. In most cases, teachers adjust their intonation so as to highlight the error.

In this model, there are six types of OCF: recast, explicit correction, clarification request, elicitation, repetition, and metalinguistic feedback. The table below provides an example and explanation for each OCF type²³

²³Lee E, “Corrective Feedback Preferences and Learner Repair among Advanced ESL Students”, *System*, Vol. 41, p. 217-230.

Table 1 Types of Oral Corrective Feedback

CF Types	Examples
Explicit Correction	S: On May. T: Not on May, in May. We say, "It will start in May."
Recast	S: I have to find the answer on the book? T: In the book
Clarification Request	S: What do you spend with your wife? T: What? (Or, Sorry?)
Meta-linguistic feedback	S: There are influence person who. T: Influence is a noun.
Elicitation	S: This tea is very warm. T: It's very.? S: Hot.
Repetition	S: I will showed you. T: I will SHOWED you? S: I'll show you.

b. Written Corrective Feedback

Corrective feedback which is given at the end of the writing process or during the process writing itself can take many types or forms to be used. Regarding with the various findings of research, linguistic accuracy and error correction remain central aspects of corrective feedback.²⁴ Students' attention can be drawn to such errors by indicating and locating the errors in the text using techniques such as underlining or circling, or by indicating in the margin that an error has been made in that line of the text. Metalinguistic feedback, involves the teacher providing the learner with some form of explicit comment on the nature of the errors they have made. However, there is more than one way to do this. Teachers may opt to number the linguistic errors in the text and provide brief

²⁴SekarWulandari, *An Analysis of Teacher's Corrective Feedback in Writing Skills*, (Surakarta, 2017), p. 18

grammatical descriptions for each error at the end of the text. However, this strategy is time-consuming and teachers have generally favored the faster option; the use of an error correction code.

Correctives feedback classified into explicit or implicit feedback.²⁵ Explicit feedback is unambiguous which is typically directive and most often gives information about the wrong and the right answer. On the other hands, implicit feedback is often ambiguous. The message given from this feedback is often hidden from the learner. However, much of feedback is of this implicit kind; student must infer from other actions that things were not quite right and should not be corrected.

There is certainly numerous ways to address students' linguistic errors and it is not being suggested that teachers have to select one strategy and use this and only this method to correct their writing. It is better for the teachers to mix and match error correction strategies. For instance, teachers may choose to use indirect error correction methods for more local issues such as morphological errors. However, students may be less capable of self-correcting various lexical errors and more complex, global problems with sentence structure as there is no handbook or set of rules student can consult to avoid or fix those types of errors. These untreatable errors may require more direct corrective feedback. While the correction of grammatical inaccuracies has received significant attention, teacher feedback is not only concerned with correcting linguistic errors.

²⁵Peter G. Cole and Lorna Chan, *Teaching Principles and Practice* (Australia: Prentice Hall of Australia Pty Ltd, 1994) p. 247

Teacher response can also include more lengthy commentary and this can address structure, organization, style, content and presentation as well as grammatical or mechanical issues. Nowadays, teachers frequently asked for further information, make suggestions or requests and give information. The study also highlighted the fact that teacher commentary also includes elements of both praise and criticism.

In this model, there are six types of WCF: Direct CF, Indirect CF, metalinguistic CF, the focus of the feedback, electronic feedback, and reformulation. The table 2.2 below provides types of CF and description for each WCF type.²⁶

Table 2.2 Types of Written Corrective Feedback

Types of CF	Description
A Strategies for providing feedback	
CF	
Direct CF	The teacher provides the student with the correct form.
Indirect CF	The teacher indicates that an error exists but does not provide the correction.
a Indicating + locating the error	This takes the form of underlining and use of cursors to show omissions in the student's text.
b Indication only	This takes the form of an indication in the margin that an error or errors have taken place in a line of text
Metalinguistic CF	The teacher provides some kind of metalinguistic clue as to the nature of the error.
The focus of the feedback	This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.
Electronic feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.

²⁶ Rod Ellis, "A Typology of Written Corrective Feedback Types", *ELT Journal*, Vol. 63 (2), 2008, p. 98

Reformulation	This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact.
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3. Direct and Indirect Feedback

Direct and indirect feedback is two kinds of written corrective feedback (WCF) which is considered a common practice in the L2 writing classroom.²⁷ The teachers are expected to use WCF to help their students correct their grammatical errors and generally improve writing performance. Direct feedback refers to overt correction of students' errors, that is teacher locating and correcting errors for students' writing. The teachers normally put the symbols, codes, or comments right above or next to the errors which is underlined or circled.²⁸ Indirect feedback refers to teachers indicating errors without correcting them for students. It means that teachers will locate errors directly by underling or circling the errors.

Moreover, the teachers may locate errors indirectly, for instance, by putting a mark in the margin to indicate an error on a certain line. It can be seen the difference between direct and indirect feedback that direct feedback providing the correction exactly above or below student errors and even giving a little explanation in the end of paper. While indirect feedback teachers just give code on student writing to remind student that they have errors in their writing. The

²⁷KokEngtan and ApinyaManochpinyo, "Improving Grammatical Accuracy in Thai Learners' Writing: Comparing Direct and Indirect Written Corrective Feedback", *The Journal of Asia TEFL*, Vol. 14 (3), 2017, p. 430.

²⁸Uli Tri Utami, *Improving Students' Writing Skills through Teacher's Direct Feedback*, 2012, p. 28.

table below provides illustration of each type of feedback to make clear the difference between direct and indirect feedback.²⁹

Table 3 The difference between direct feedback and indirect feedback

Type of error feedback	Explanation	Example
Direct feedback	Locate and correct the errors	Has <u>went</u> ^{gone}
Indirect feedback (Direct location of error)	<ul style="list-style-type: none"> • Locate errors • Locate errors and identify error types 	<ul style="list-style-type: none"> • Has <u>went</u> • Has <u>went</u>^{verb form}
Indirect feedback (indirect location of errors)	<ul style="list-style-type: none"> • Indirectly locate errors • Indirectly locate errors and identify errors types 	<ul style="list-style-type: none"> • e.g. putting a mark in the margin to indicate an error on a specific lines • e.g. by writing “verb form” (or “v”) in the margin to indicate a verb form error on a specific lines

4. Teacher Assessing and Giving Feedback on Written Work

Teacher will help students to correct such as their errors or attempts by giving assess on their work. Assessing students’ performance is usually in the form of praise or blame based on their work. Number of ways in which teacher can assess the students’ work are; by comments, marks & grades, and reports.

In terms of comments, teacher should acknowledge the students’ efforts first (the medal) before showing that something is wrong then suggesting future action (the mission). When responding to students’ written work, the same praise recommendation procedure is also appropriate, though here a lot will depend on in

²⁹ Lee I, Understanding Teachers’ Written Feedback Practices in Hong Kong Secondary Classrooms, *Journal of Second Language Writing*, Vol. 17, p. 69-85.

what stage the students' writing. In other words, teacher responses to finish pieces of written work will be different from those teacher gives to help students as they work with written drafts.

Moreover, in marking and grading awarding a mark of 9/10 for a piece of writing or giving a B+ assessment for a speaking activity are clear indicators that students have done well. Furthermore, it is more difficult with more creative activities where we ask students to produce spoken or written language to perform a task.

Then, in the way of reports, at the end of a term or year some teachers write reports on students' performance. It should give a clear indication of how well the students have done in the recent past and a reasonable assessment of their future prospects.

Beside comments, marks/grades and reports students also need feedback to improve their work especially for writing performance. The way teacher gives feedback on writing will depend on the kind of writing task the students have undertaken and the effect teachers wish to create. The way of providing feedback divides into three parts they are responding, correcting, and training students.

Responding: this type of feedback takes time of course but it can be more useful to the students than a draft covered in correction marks, it is designed for the students that go back and review the draft before producing the new version. When teacher responds to a final written product (an essay or a finished project), teachers can say what they liked, how they felt about the text and what their students might do next time if students might to write something similar. Another

constructive way of responding to students' written work is to show alternative ways of writing through reformulation. Keeping the original intention as far as possible but avoiding any of the language or construction problems which the students' original contained.

Correcting: many teachers use correction codes to indicate that students have made mistakes in their written work. These codes can be written into the body of the text itself or in the margin. In order for students to benefit from the use of symbols such as these, they need to be trained in their use.

In correction techniques the learners look for mistakes either in ideas or form and describe them or correct them. They include techniques like finding grammar mistakes in sentences, finding unnecessary and unusual words which have been put in a reading passage, finding wrong facts in a reading passage, finding the word that does not go with the others in a group of words, describing inappropriate items in pictures, and so on.

Training students: if students are to benefit from teacher feedback on their writing, they need to know what teacher means and what to do about it. This involves training them to understand the process. Teachers can now introduce students to correction symbols. Going through them one by one, showing examples of each category. Once teacher thinks students have grasped their meaning, then it might get them to try using the correction symbols themselves.

It can be concluded that, teacher should know the best way in assessing and giving feedback on students' draft. Teacher can give comment, marks and grades

or report, or they can consider give feedback such as responding or correcting form and they can train students to understand the feedback³⁰

5. Teacher's Strategies, Goals, and Advantages in Providing Feedback

It is important for teacher in responding students writing to help them improve the accuracy and grow the motivation in learning. It is probably more useful for the learners if the teacher does not correct their mistakes but shows them where the mistake is and what type of mistake is. To do this a marking system is needed. Here is a useful one for the most common mistakes. The signs at the side of the page show the type of mistake, and the signs in the sentences show where it is. The learners should correct their mistakes themselves after the teacher has marked them. In most compositions, at least half of the mistakes are usually things that the learners already know about. They are there mainly because of carelessness.

Self-correction helps to stop this. The learners should be encouraged to develop the habit of checking their works carefully before giving it to the teacher to be marked. A marking system helps them to do this by showing them their main weaknesses. Giving attention to the writing process is a way of bringing about improvement in learners' writing by providing help at the various stages of process, instead of focusing only on the finished product.

A process approach is most suited to writing because it is a largely solitary, productive skill where there is plenty of time to observe and consider the parts of the process. However, a process approach can be applied to at least some parts of

³⁰AnisaMahfudahAulia, "The Lecturer's Written Corrective Feedback Practices in Essay Writing Class", 2018, p. 25-28

listening, speaking and reading skill.³¹Written corrective feedback is the primary form of feedback in the writing process to improve learning progress. The important to know is the strategies in providing feedback itself to respond students writing.

6. The Goals and Advantages providing feedback

The main purpose of WCF is to bring students' attention to their writing errors, and to teach the L2 language skills to the point where learners are aware of what is expected from them as writers. In other hand, WCF also used to coach learners from the margin to produce written work with minimal errors and maximum clarity.

Except response to writing error, written corrective feedback also used to praise what is good in writing. Therefore, teacher can use this corrective feedback to thank praise their learners for good work. WCF is used to help language learners avoid errors (e.g. grammatical, syntactic, or semantic errors) and revise their own writing, and also to make teachers aware of learners' writing weaknesses. Feedback is very important to improve writing accuracy and need teacher control inside it as input. To prevent the unexpected result as Nation states that poor control of some of the parts may lead to a poor performance on other parts of the process. Once again, an important way of encouraging writing to keep their goals and audience in mind is to provide them with feedback about the effectiveness of their writing. This feedback can be direct comment on the

³¹ Nation, I.S.P, *Teaching ESL/EFL Reading and Writing* (New York: Routledge, 2009) p. 123.

writing as a piece of writing or it can be a response to the message and correction to improve the accuracy.

For instance, the teacher and learners should write letters to each other with the teacher responding to the ideas than the form of the letter. Teachers should also check their writing programme to make sure that the learners are given practice in writing for a range of purposes to a range of readers. In writing with immediate feedback the writer sits next to a reader and as each sentence or paragraph is written, the writer gets feedback from the reader and they discuss what has been written and what might come next. The writer then writes the next paragraph and the discussion continues. This technique is especially useful when writing instructions or technical descriptions. The teachers might receive insightful pieces of information of one topic from the students.³² Then WCF becomes more essential when it comes to learning a second or foreign language. There are five reasons related to the important of the feedback: Feedback is available in the process of learning all the time, feedback is the other words of effective listening, feedback is a way to motivate learning and developing, feedback is important to develop performances, and feedback is a way to keep learning.

The important of feedback one of it is to prevent the unexpected result that poor control of some of the parts may lead to a poor performance on other parts of the process. Then it important way of encouraging writers to keep their goals and audience in mind is to provide them with feedback about the effectiveness of their

³²Talal M. Amara, Learners' Perception of Teacher Written Corrective Feedback Commentary in an ESL Writing Classroom, *International Journal of English Language Teaching*, Vol. 3(2), 2015, p. 38-53.

writing. Also the motivation should create while teacher give feedback to make students comfort in learning and developing. Teachers can use their feedback comments as a communication learning channel in which the teacher can inform a learner identity as a good writer. If learners are left without confirmation of their identity, they may feel that they are positioned as poor writers.

C. Previous Studies

There are other researchers who have conducted the similar research that concern of teacher's corrective feedback. First in her research, she focuses on what are the types of corrective feedback which provided by the teachers in students' writing at eighth grade students when they make short text, especially in recount text. The result of her research shows that the most dominant of corrective feedback that she used is direct corrective feedback which provided in the 163 of the total corrective feedback and has percentage as many as 63%.

Second, in her research, she focuses on the types of corrective feedback used by the teacher, the function of corrective feedback and the dominant of corrective feedback. The findings of her research displayed that the teacher used five corrective feedbacks in oral feedback, while in written feedback teacher used direct feedback and indirect feedback (uncoded). Then function of oral corrective feedback there are: corrective feedback as guideline to the students, giving motivation, and developing interaction between teacher and students. In written corrective feedback has function, such as guideline to the students, giving motivation, assist students to analyze their error. The most dominant type of

feedback that the teacher used in oral feedback is explicit correction while in written feedback is direct feedback.

The third study they focus on investigating students' perception on the influence of corrective feedback in improving students' writing skill. As the result of the study, direct and indirect feedback are among the common practice done by the language teachers as these both practice are welcomed by many language learners as both can improve their writing. The influence of providing corrective feedback either direct or indirect have led learners to notice the errors and this is good for their language learning as they become aware to that subject-verb agreement. However, the efficacy of providing these two corrective feedback is closely related to students' proficiency level as they require awareness and conscious to the rule.

The similarity of the study is from research design. All of them used qualitative research as research design. On the other hand, the difference of the study is the aim. Both of study above aim to know what type of feedback that teacher often uses and the dominant type of feedback. The last study is aimed on influence of corrective feedback toward their writing. All studies discussed about how helpful direct corrective towards students' writing skill. But they have different focus on their research but have same method. The current study explains the progress of students writing skills from producing many mistakes to mistakes reducing.