CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents about some related information topic of the recent study. It is intended to provide some theoretical concepts which could support this investigation.

One major area of the literature on this research addresses the techniques used by English teachers of the type of error correction techniques. The second area is the students’ references of the type of error correction techniques. Then, the final area is the study and responses by students who have been corrected by using some oral and written techniques of error correction. The discussion is presented under the following sub headings:

A. Concept of Error correction

1. Error

Human learning is fundamentally a process that involves the making of mistake, Brown (2000) Whether people who have high education or low education always make error. If learners make error in learning process, it is a normal condition, even it have to occur. Brown (2000) also said that the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something or the system operating within the learners, led to a surge of study of learners’ errors, called error analyses. With their error, teacher can know the
students strength, weakness, and the students’ obstacles. Students who make error and teacher can correct the error, it can make student do better work.

Error are part of the students’ inter language, that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery Harmer,(p.100). Errors are mistake which students cannot correct without help - and which, therefore, need explanation Chkotua(2012). Learner should be aware that they make error and teacher should correct and give feedback. It should be corrected and given feedback, so the learner know the mistake. As Harmer said that when responding to errors, teachers should be seen as providing feedback, helping that reshaping process rather that telling students off because they are wrong.

2. Type of error

There are type of error that have each classification. Lee (1990) in Hanafi (2014) elaborates on the following classification of learners’ error. They are:

a. Grammatical (morphosyntactic)error where the stression need for grammatical accuracy in both speech and writing. This may hinder communication but error at the sentence level often reflect performance “mistake” for which immediate teachers’ correction is not necessarily appropriate.
b. Discourse error are depend able upon the observance of the rules of speaking and writing and reflect learners’ cultural and pragmatic knowledge of language use.

c. Phonologically-induced error are manifested in wrong pronunciation and/or intonation; in the case of studied English as a foreign language such error necessitate timely correction and the part of the teacher because vowel length, voiced and voiceless last consonant, word stress, etc. may have a meaning-differentiating function, as in live, leave, leave/leaf, import (n) and import (v), and so on.

d. Lexical error are linked with error belonging to the other linguistic levels which may also hamper communication and intelligibility.

3. Corrector

In teaching learning process especially in English, students always make so many error. The error are not only corrected by the teacher.

a. Teacher correction

Hedgecock (2005) in Ahangari (2014) suggested that the effect of teachers feedback depend on several factors such as learners’ proficiency levels, their educational needs and expectations, curricular and institutional constraints, the nature of task, the focus of teacher commentary, and learner training. Ahangari (2014) also said that teacher correction will be quicker, more effective and accurate.
b. Peer-correction

Freedman and Sperling (1985) consider that peer response can be more authentic and honest than teacher response.

c. Self-correction

Ahangari (2014) self along with peer correction is also valued in the teaching process. Buchanan (2004) in Ahangri (2014) acknowledges that self-correction can a force that pushes students to engage more actively in their own learning process.

4. Feedback

After correcting the error, then teacher have to give feedback. Feedback is information “given back” to individual about the adequacy of their action Cole and Chan, (1994). Harmer said most students want and expect us to give them feedback on their performance. Teacher gives feedback to assist their learning. Many action of teachers are properly classified as feedback to students

a. Grades given on exam paper;

b. Comments on assignment;

c. Answer to question asked by students; and

d. Remarks about students’ class work all fall into his category.
Robb and Ross (1986) on Botha (1987) explained the following feedback treatments were used:

a. Correction group
   All papers were completely corrected and the students had to re-write the compositions building in the errors the teacher corrected;

b. Coded feedback group
   The papers were marked in an abbreviated code system and a guide had to be used to revise the errors;

c. Uncoded feedback group
   The location of errors was marked with a yellow text-marking pen with no more feedback provided;

d. Marginal feedback group
   The number of errors per line was written in the margin of the composition

For the implication Tedick, (1998) shared general suggestions for teacher based on the classroom experiences of Ms. de Gortari and her colleagues.

a. Consider the context
   Before you plan systematic error correction practice for your classroom, you need to consider the context in which student language use and errors occur.
b. Became aware of your current practices  

Immersion teachers can benefit by taking time to find out how they currently address student errors.

c. Practice a variety of feedback techniques  

Good teacher understand that the size does not fit at all. Individual learner may well differ in term of the particular error correction technique most appropriate for their unique language development.

d. Focus on the learner- it’s important to let the learner self-correct  

Remember that your students may well be more capable than you think! As teachers we often feel an urge to rush in with the correct response before students have had enough time to process the information.

B. Oral Error Correction  

There are any techniques that can be applied by English teachers in error correction. In oral error correction, teachers correct students’ error in speaking skill. There are some consideration in speaking skill that have to be concerned by English teachers. Littlewood (2002, p.16 ) stated “ this balance of focus between language forms and meaning is of course as a matter of degree, not all-or-nothing affair. For example we saw in the case of cued dialogues the learner had to start from a specific functional meaning and produce acceptable language. In such activity, it is impossible to state whether an individual learner see his purpose as being primarily (a) to
communicate meanings intelligibly (b) to produce correct language or (c) to
do both in equal proportion.”

While students do speaking, teacher observe the students speech based on the
aspects because the students will make mistakes and error. Al- Faki stated
oral corrective feedback plays a significant role in the learning process.
To determine the students mistake and error teacher can used some
techniques .
1. The types of oral error correction technique

There are 6 types of error corrective feedback Tedick( 1998 )

a. Explicit correction
Clearly indicating that the student’s utterance was incorrect, the
teacher provides the correct form.
Example: \textit{phonological error}
S: (…..) the coyote, the bison and the cr…. Crane.”
T: “And the crane. We say crane.”

b. Recast
Without directly indicating that the student’s utterance was incorrect, the
teacher implicitly reformulates the students’ error, or provides the
correction.
Example: \textit{grammatical error}
S: “She help her father.”
T: “She helps her father.”
c. Clarification request

By using phrase like “Excuse me?” or “I don’t understand”, the teacher indicate that the message has not been understood or that student’s utterance contained some kind of mistake and that a repetition or reformulation is requested.

Example: pronunciation errors
S: “There aren’t many /hotels/ in this town”
T: “Pardon”

d. Meta linguistic clues

Without providing the correct form, the teacher poses questions or provides comments or information related to the formation of the students’ utterance.

Example:
S: there isn’t any books.
T: + there isn’t is countable. You should uncountable thing.
Ds: there isn’t any money

e. Elicitation

The teacher directly elicits the correct form from the student’s by asking question, by pausing to allow the student to complete the teacher’s utterance or by asking students to reformulate the utterance. Elicitation differ from questions that are defined as metalinguistic clues in that they are require more than a yes/no response.
Example: *lexical error*

S : .... Well there’s a stream of perfume that *doesn’t smell* very nice…..”

T : So a stream of perfume, we’ll call that a….?’

f. Repetition

The teacher repeats student’s error and adjust intonation to draw student’s attention to it.

Example: *pronunciation error*

S : “How much money do you have in your /pakit/ ?”

T : “/pakit/ ?”

S : “/pokit/”

T : “yes”

2. The Way of Oral Error Correction feedback

Harmer. There are two ways in giving feedback. They are:

a. Feedback during accuracy

1) Showing incorrectness

This can be done in a number of different way

a) Repeating

Here we can ask students to repeat what they have said, perhaps by saying *again*? which, coupled intonation and expression, will indicate that something is not clear.
b) Echoing

This can be a precise way a pin-pointing an error. We repeat what students has said emphasising the part of the utterance that was wrong, e.g. *flight 309 Go to Paris?* (said with questioning intonation). It is an extremely efficient way of showing incorrectness during accuracy work.

c) Statement and question

We can, of course, simply say *That’s not quite right* or *Do people think that’s correct* to indicate that something has not quite worked.

d) Expression

When we know our classes well, a simple facial expression or a gesture (for example a wobbling hand) may be enough to indicate something does not quite work. This need to be done with care as the wrong expression or gesture, can in some circumstances, appear to be mocking or cruel.

e) Hinting

A quick way of helping students to activate rules they already know (but which they have temporarily ‘disobeyed’) is to give a quite hint. We might just say the word ‘tense’ to make them think that perhaps they should have used the past simple rather than the present perfect. We could say ‘countable’ to make them think about a concord mistake they have made. This kind
of hinting depends upon the students and the teacher sharing metalanguage (linguistic term) which, whispered to student, will help them to correct themselves.

f) Reformulation

An underrated correction technique is for the teacher to repeat what the students has said correctly, reformulating the sentences, but without making a big issue of it, for example:

Student: I wouldn’t have arrived late if I heard the alarm clock.

Teacher: if I had heard....... 

Student: ........ if I had heard the alarm clock.

2) Getting right

If the students are unable to correct themselves or respond to reformulation, we need to focus on the correct version in more detail. We say the correct version, emphasizing the part where there is a problem (e.g. Justin GOES to Paris) before saying the sentence normally (e.g. Justin goes to Paris) if necessary, we explain the grammar (e.g. we say I go, you go, we go, but for he, she, or it, we say ‘goes’. For example, ‘he goes to Paris or Justin goes to Paris’)

A Study on the Error Correcting..., Gilar Giliarto Maulana Harples, FKIP UMP, 2015
C. **Written Error Correction**

In written error correction, teacher correct students’ error in writing skill. Harmer, (2000) said that there are 5 aspect of writing that are grammar, mechanic, vocabulary, content, organization. Teacher have to focus on the aspect. If there are any mistakes and error, some techniques can be applied in to correct it.

1. **The Type of Written Error Correction**

   In written error correction teacher correct students’ error in writing skill. There are some aspects of writing like grammar, mechanic, vocabulary, content, and organization. Teacher have to focus on the aspect. If there are any mistake and error, some technique can be applied to correct it.

   There are two type of written error correction feedback according to Lee (2004):

   a. **Direct feedback**

      Tantarangsee (2014) defined that direct corrective feedback is a type of written corrective feedback, in which a teacher marks students’ text by identifying error in the text focusing on the target language and make correction by writing the correct words or phrase over the incorrect ones. Direct feedback refers to overt correction of student error, that is, teachers locating and correcting errors for students. Teacher correct the error directly. We define direct correction here as a correction that not only calls attention to the error but also
provides a specific solution to the problem on Bitchener and Ferris (2012)

b. Indirect feedback

Tantarangsee (2014) defined that indirect corrective feedback is a type of written correction feedback, in which a teacher identifies errors which are the target language in a students’ text by underlining or circling the incorrect words but he neither points out errors type nor correct them. Indirect feedback refers to teachers indicating errors without correcting them for students. In this type of feedback, teacher just give indicator or location of the error. To help teacher in giving feedback, teacher usually use symbol or code. As Lee said whether teachers locate errors directly or indirectly, they can further decided if they want to identify the error types by using symbol, codes or verbal comment. Then indirect feedback was defined by Ferris (2002) on Bitchener and Ferris (2012) as “indicating an error through circling, underlining, highlighting, or otherwise marking it at its location in a text, with or without a verbal rule reminder or an error code, and asking students to make corrections themselves”.

The two feedback have good influence to students. Sivaji (2011) revealed that both direct and indirect correction feedback have a positive impact in students’ revision and both female and male students where able to make significant changes without discrimination to a great extent in their revision. Different with Beuningen, jong, and Kuiken (2008) in
Mirzai and Aliabadi (2013) propose that the provision of direct corrective feedback tend to be more effective in enhancing the accuracy of EFL/ESL writing. Moreover, this result are consistent with Hashemnezad and Nejad (2012) in Mirzai and Aliabadi (2013) that feedback on form in the form of direct feedback is more beneficial than indirect feedback especially for proficient learners.

In correcting students error teacher also used symbol and code to indicate the error. Following are the table of symbol and code in written error correction.

1) Symbols of correcting feedback

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>S</td>
<td>A spelling error</td>
</tr>
<tr>
<td>WO</td>
<td>A mistake in word order</td>
</tr>
<tr>
<td>G</td>
<td>A grammar mistake</td>
</tr>
<tr>
<td>T</td>
<td>Wrong verb tense</td>
</tr>
<tr>
<td>C</td>
<td>Concord mistake (e.g. subject and verb agreement)</td>
</tr>
</tbody>
</table>

Table 1
Symbols of correcting feedback
Something has been left out

WW Wrong word

{} Something is not necessary

?M The meaning is unclear

P A punctuation mistake

FA Too formal or informal

2) Codes of correcting feedback

Table 2

Codes used by English teacher, Lee (2004)

Source: Education Journal of The Chinese University of Hongkong

<table>
<thead>
<tr>
<th>Error types</th>
<th>Error codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tense / Verb</td>
<td>T / v / v.t / T (present) / T (past) / past simple /</td>
</tr>
<tr>
<td></td>
<td>Tn / tv / vb / past par /vf</td>
</tr>
<tr>
<td></td>
<td>v1v2, e.g. I had (v1) not go(v2)</td>
</tr>
<tr>
<td>Article</td>
<td>Ar / Art / A</td>
</tr>
<tr>
<td>Auxiliary verb</td>
<td>Aux</td>
</tr>
</tbody>
</table>
2. The way of correcting error correction

According to Brown, 1998; Tedick, 1998; Lee, 2005 on Wang, (2010) stated that following technique are generally practiced by teachers of English to correct students’ writing, they are:

a. Overall correction

The teacher correct all mistakes and provide the correct version.
a. Error correction codes

The teacher underline mistakes and uses a code to indicate the nature of the error. For instance, the teacher may use the symbol “Sp” to refer to “wrong spelling”, WW for “Wrong Word, and the like.

b. Peer-correction

It is a technique where learners correct each other’s work, rather than the teacher doing this.

c. Self correction

The students themselves, rather than the teacher or their peers, correct their own work.

D. Previous research

There were some previous research that had been done by some expert.

1. Wang (2010) investigated the techniques were often applied by teachers in correcting students’ written error. The result of the research were 96% teachers preferred to correct students error by writing the correct answer, but 47% students preferred that their teachers underline error and each type of error coded with symbols introduced.

2. Al-Faki (2013) investigated techniques used by teacher in correcting students oral error in an Omani Boys School. The result of the research that metalinguistic feedback was the technique that was preferred by C2 students and repetition technique was the techniques that was preferred by PB students.
3. Hammouda (2011) investigated the students’ and teachers’ preferences regarding written error correction in EFL class, the result of the research revealed that various discrepancies between instructors’ and students’ preferences for error correction and paper-making technique as well as differences in beliefs among instructor themselves.

4. Ahangari (2014) investigated the differences between the self-correction classes and peer-correction classes toward students’ pronunciation. The result showed that there was a significant difference among the means of the participants of the three groups regarding their pronunciation during the narrative task performance. The self-correction group had the highest mean in the post-test, while the peer-correction group out performed the control group but had a mean score less than the self-correction group.

5. Diab (2005) investigated the features of their writing do EFL students believe are the most important for their teachers to respond. The result of the research was most students choose comments on the writing style and ideas/content (74% and 72%, respectively), as the most important ones to look at, while slightly fewer students chose organization, vocabulary, choice, and grammar (59, 57, and 53%). Finally, less than half the students choose marks indicating error in spelling (39%) and even fewer chose marks indicating errors in pronunciation (26%).

6. Hanafi (2014) studied on another sphere of interference errors that occur in tri-lingual societies. He took theory from Lee (1990) that
Phonologically-induced errors are manifested in wrong pronunciation and/or intonation; in the case of English studied as a foreign language such errors necessitate timely correction on the part of the teacher because vowel length, voiced and voiceless last consonants, word stress, etc. may have a meaning-differentiating function, as in live/leave, leave/leaf, import(n) and import(v), and so on. The analysis of the results showed that the students made less number of errors in the version (A) translation compared with version (B). Hence, the role of the French language in the EFL learning for Algerian students seems rather facilitative.