CHAPTER II
LITERATURE REVIEW

A. Feedback

The word *feedback* is found in many contexts but not only limited to the educational definition. Feedback is advice, criticism or information about how good or useful this feedback in teaching and learning (Hornby, 2005:540). Feedback is information “given back” to individuals about the adequacy of their actions and a reaction to a stimulus offered by others. Then, Feedback is not given just to keep individuals informed about their behavior. The aim of feedback should be to make individuals think about giving better quality responses (Cole & Chan, 1994:215). Reaction aims to facilitate or promote more appropriate actions in the future, in relation to a goal and a vision (Alqahtani, 2011:215). As a result, feedback is an act of transferring information to respond the students’ difficulties in teaching and learning.

B. Corrective Feedback

The term of corrective feedback has been defined at different times in a very similar way. Recently, Ellis, Loewen, & Erlam (2006, cited in Ellis, 2009:4) stated that corrective feedback takes the form of responses to the learner utterance that contain error. The responses can consist of (a) an indication that an error has been committed, (b) provision of the correct target language form, or (c) meta-linguistic information about the nature of the
error, or any combination of these. Ferreira, Moore, & Mellish (2007:392) also defined that corrective feedback is an indication to a learner that his or her use of the target language is incorrect. They also assumed the function of corrective feedback is to provide information that learners can actively use in modifying their behavior. The information available in the feedback allows learners to confirm, disconfirm, and possibly modify the hypothetical, transitional rules of their developing grammars.

Corrective feedback also has the potential point to draw language learner attention to non-target like aspects of language output (Bower & Kawaguchi, 2011:44). The other one is according to Margolis (2010:4), he believed a good strategy for handling oral error feedback can boost student motivation, build confidence, and create a satisfying learning experience.

1. The Roles of Corrective Feedback

Many researchers defined that corrective feedback has many important roles in language teaching. According to Samar and Shayestefar (2009:108), corrective feedback which occurs during interaction between teacher and learners has a role to help learners to repair impasses in their conversational discourse. The other role of corrective feedback is to enhance both oral and linguistic accuracy (Ellis, 2009:16). Hyland and Hyland (2006:83) also added that in genre classrooms, feedback is a key element of the scaffolding provided by the teacher to build learner confidence and the literacy resources to participate in target communities.
Alqahtani (2011:228) asserted the roles of corrective feedback for implicitly legitimizing the expertise of EFL teachers and enhancing the use of language learning strategies that reinforce deep learning, rather than superficial learning.

Mahdi and Saadany (2013:26) stated oral or written corrective feedback makes students empowered and proud of their production when the teacher provides appropriate feedback for their work. Then, it is also to increase the students’ self-esteem when interactive communication can occur in process of activity. Lastly, it is to develop students’ understanding with the concept.

Sato and Lyster (2012:612) proved that the learners already had adequate grammatical knowledge at the beginning of the intervention, and procedure was observed in increased fluency. Additionally, they also stated those learners came to detect errors and edit their potential erroneous utterances before finally articulating speech.

2. Strategies of Corrective Feedback

Ferreira, Moore, & Mellish (2007:392) divided corrective feedback into 2 strategies of corrective feedback, those are:

1. Giving-Answer Strategies (GAS): Types of feedback moves in which the teacher directly gives the target form corresponding to the error in a student’s answer, or shows the location of the student’s error (Ferreira, Moore, & Mellish (2007:392). The teacher resolves
the language error either by indicating the location of error or providing the target form.

2. **Prompting-Answer Strategies (PAS):** Types of feedback moves in which the teacher pushes students to notice a language error in their response and to repair the error for themselves (Ferreira, Moore, & Mellish, 2007:392). It encourages students to attempt to generate or construct the correct form themselves.

3. **Types of Corrective Feedback**

   Based on the strategies, there are several types of corrective feedback. Ferreira, Moore, and Mellish (2007:392) classified the types based on two strategies. Those are Giving-Answer Strategies and Prompting-Answer Strategies.

   According to Ferreira, Moore, and Mellish (2007:392) and Sheen (2011, cited in Mendez and Cruz, 2012:65), there are four types divided in Giving-Answer Strategies, included:

   a. **Repetition**

      The teacher repeats the error or the portion of the learner’s phrase containing error, using stress or rising intonation to focus the student’s attention on the problematic part of the utterance (Doughty & Varela, 1998).

      Example:

      S: I eated a sandwich.
      T: I EATED a sandwich.

      (Sample taken from Mendez & Cruz, 2012:66)
b. **Recast**

A recast is a reformulation of the learner’s erroneous utterance that corrects all or part of the learner’s utterance and is embedded in the continuing discourse (Sheen, 2011, cited in Mendez & Cruz, 2012:65).

Example:

S: I have 20 years old
T: I am ...

(Partial recast)

S: I can lend your pen?
T: What?
S: Can I lend your pen?
T: You mean, Can I borrow your pen?

(Conversation recast)

(Samples taken from Mendez & Cruz, 2012:65)

c. **Explicit correction**

The teacher provides the correct target form. (Ferreira, Moore, & Mellish, 2007:392).

Example:

S: She go to school every day.
T: It’s not “she go”, but “she goes”.

(Sample taken from Mendez & Cruz, 2012:65)
d. **Explicit Correction with Meta-Linguistic Explanation**

The correct form and a meta-linguistic comment on the form are provided (Sheen, 2011, cited in Mendez & Cruz, 2012:65). For example:

S: Yesterday rained.
T: Yesterday it rained. You need to include the pronoun “it” before the verb. In English we need “it” before this type of verb related to weather.

(Sample taken from Sheen, 2011, cited in Mendez & Cruz, 2012:66)

The next types are divided based on Prompting-Answer Strategies. According to the Ferreira, Moore, and Mellish (2007:392), and Yao (2000, cited in Mendez & Cruz, 2012:66), There are 3 types of corrective feedback based on Prompting-Answer Strategies. Those are:

a. **Meta-linguistic cues**

The teacher provides information or asks questions regarding the correctness of the student’s utterance, without explicitly providing the target form (Ferreira, Moore, & Mellish, 2007:392). This strategy is similar to “explicit correction with meta-linguistic explanation” to some extent, but it differs in that there is a meta-linguistic comment by corrector, but the correct form is not provided (Sheen, 2011, cited in Mendez & Cruz, 2012:66). For example:

S: There were many woman in the meeting.
T: You need plural.

(Sample taken from Mendez & Cruz, 2012:66)
b. **Clarification request**

Questions intended to indicate to the student that his/her answer has been misunderstood due to a student error, or that the utterance is ill-formed in some way and that a repetition or a reformulation is required. Clarification requests often include phrases such as “Pardon me.”, “What?”, “What do you mean?” (Ferreira, Moore, & Mellish, 2007:392). For example:

S: How many years do you have?
P: Sorry?

(Sample taken from Mendez & Cruz, 2012:66)

c. **Body language**

The corrector uses either a facial expression or a body movement to indicate that what the student said is incorrect. A frown, head shaking, or finger signaling “no” can be observed (Yao, 2000, cited in Mendez & Cruz, 2012:66). For example:

S: She doesn’t can swim.

T: Mmm. (Teacher shakes her head = no)

(Sample taken from Mendez & Cruz, 2012:66)

4. **The Timing of Corrective Feedback**

Experts distinguish the timing of corrective feedback into immediate and delayed feedback. Mendez and Cruz (2012:67) also defined corrective feedback can be provided immediately after error has been made, or it can be delayed until later, after the communicative
activity the learners are engaged in is finished. In the case of oral corrective feedback, however, teachers are face with the choice of either correcting immediately following the learner’s erroneous utterance or delaying the correction until later (Ellis, 2009:11).

Cole. G and Chan. L (1994) added immediately feedback is usually advisable because it shows students the mistakes in their work and prevents them from practicing errors. Hedge (2000, cited in Ellis, 2009:11) noted that teacher guides accompanying course books frequently instruct teachers to leave correction until the end of fluency activities. She listed a number of techniques that can be used in delayed CF (e.g., recording an activity and then asking students to identify and correct their own errors or simply noting down errors as students perform an activity and going through these afterwards). There is general agreement that in accuracy-oriented activities correction should be provided immediately.

Thus, immediate feedback appropriately provides to improve students’ accuracy in the part of activity process whereas delayed feedback is applied by the teacher to give priority of fluency activity.

5. **Types of Error**

When correcting, teacher should consider what types of error should be corrected. It is important to identify the type of error the learners make because it is not always the case teachers want or need to correct everything (Mendez & Cruz, 2012:68). Errors have been
categorized as (Mackey, Gass and McDonough, 2000, cited in Mendez & Cruz, 2012:68)

- **Morphology-syntactic error**: Learners incorrectly use the word order, tense, conjugation and particles.

- **Phonological error**: Learners mispronounce words (or we suggest it could also include supra-segmental errors such as stress and intonation.

- **Lexical Error**: Learners use vocabulary inappropriately or they code-switch to their first language because of their lack of lexical knowledge.

Mendez & Cruz (2012:68) assumed that teacher should make many decisions and one of them is the types of error to correct. However, sometimes some types of errors are neglected to some extent, or only the most serious errors are corrected.

In foreign language context, those are errors that probably do not hinder comprehension between the teacher and the learner, but they are errors that in real world setting might affect communication with other speakers who are not familiar with foreign accents, or who are not tolerant with nonnative speakers. Thus, they thought that identifying and targeting the types of errors that are relevant and essential to become a successful EFL learner is another complex task for the teacher.
6. Corrective Feedback Providers

Considering the participant(s) in the corrective feedback interaction, the following possibilities can be observed (Mendez & Cruz, 2012:68):

*Teacher correction* occurs when the person to correct the errors is the teacher. He or she knows the problem and solution, and can define and put things simply so that the learner can understand the error.

*Peer correction* occurs when one learner corrects another one. The most important advantages are both learners are involved in face-to-face interaction; the teacher obtains information about learners’ current abilities; learners co-operate in language learning and become less teacher-dependent; peer correction does not make errors a public affair, which protects the learners’ egos and increases their self-confidence.

*Self-correction* is possible when the learner realizes that s/he has committed an error and repairs it by providing a correct form. Self-correction seems to be preferred to correction provided by others because it is face-saving and allows the learner to play an active role in the corrective event. Self-correction plays a central role in the promotion of autonomous learning nowadays.
C. Language, Learning, and Teaching

1. Language

Many experts have defined what language is from various perspectives. Yet, Brown (2000:5) defined many experts’ definition about language as follows:

a. Language is systematic—possibly a generative-system.
b. Language is a set of arbitrary symbols.
c. Those symbols are primarily vocal, but may also be visual.
d. The symbols have conventionalized meanings to which they refer.
e. Language is used for communication.
f. Language operates in a speech community or culture.
g. Language is essentially human, although possibly not limited to humans.
h. Language is acquired by all people in much the same way—language and language learning have universal characteristics.

2. Learning

It is quite same with “the definition of language” before, learning is also defined by Brown (2000:7) according to many experts’ perceptions and concluded into seven components of the definition of learning. These included:

a. Learning is acquisition of “getting”.
b. Learning is retention of information or skill.
c. Retention implies storage systems, memory, and cognitive organization.

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e. Learning relatively permanent, but subject to forgetting.

f. Learning involves some of practice, perhaps reinforced practice.

g. Learning is a change in behavior.

3. Teaching

Actually, teaching and learning cannot be defined separately. Brown (2000:7) defined that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

D. Perception

Interaction process done by an individual to others actually starts from perception process. Perception is the process whereby one becomes aware of the world around oneself. In perception, one uses one’s senses to apprehend the object and events (Kemp & Dayton, 1981: 11). According to Echols and Shadily (2007:424), perception is a vision or conception in perceiving certain term. The vision aims to get clear understanding or comprehension to certain thing. Beside, perception is a process which begins with the sensation, it is, received stimulus by individual through five senses then continued to the brain (Walgito, 2008:25).

Furthermore, perception is a process where an individual can recognize objects and objective facts by using five senses (Sabri, 1993, cited in
Chairunnisa, 2011:10). By organizing and interpreting the stimulus becoming an important thing and an integrated response, its process is called as perception (Chairunnisa, 2011:11). Although perceptions can be called as sensation describing all five senses, but actually the sensation is done by eyes.

Process of individual interacting each other becomes a basic of perception through observation and vision. According to Chairunnisa (2011:15), there are three main components in process of perception. Those included:

a. Selection, which is process of filtering to stimulus, intensity, and various kinds by five senses. It can be a lot or a little.

b. Interpreting is process of organizing some information to gain benefit for particular person.

c. Interpreting and perception are interpreted to final form of activity as a reaction. Perception process is selecting, interpreting, and concluding information appear.

Walgito (2008:29) states that perception is process which receives a stimulus for individual through receiver instrument that is a sensory perception. He also divides factor that affect perceptions into two. These included:

a. Internal factor

It is a factor from an individual, such as psychological factor, thought, feeling, motivation, attention.
b. External factor

It is a factor which comes from outside of an individual such as stimulus, environment, culture, believe. Our life relates with environment, both physical environment and social environment. Since the individual was born, since that the individual are related with their out of the world. Since that the individual also receive stimulus out of their self.

Based on this explanation, perception can be concluded as a process utilizing the sense of organ related to acceptance of message of information by human brain during the process a person interacts with the environment. Thus, teachers’ perception is observation process which is done by them to their students as individuals being components which are understood and interpreted.

Basically, there are some principles of perception in facing various phenomena. These included:

a. Perception is relatives, not absolute

Human being is not a scientific instrument which can absorb anything as first conditions exactly.

b. Perception is selective

Someone just pay attention only some stimulus from many stimuli in her/his environment at the certain moment. It means that the stimulus that received will be based on what he had learnt.
c. Perception has arrangement

People receive stimulus not with randomly. He will receive in the form of relations or group. If the stimulus uncompleted he will complete it until the relations or groups can be clear.

d. Perception is influenced by hope and readiness

Hope and readiness of message receiver will establish where the message those will choose to receive and how the message will be arrange and how the message will be interpreted.

e. Perception of someone or group can be different with other perception although at the same time this different perception can explored in differences individually, behavior, attitude, and motivation.

The perception can be solicited by using interview technique. The questions which are planned to measure many attitude phenomena, such as social distance, perception, motivation, and so on (Suwartono, 2014:48).

E. Relevant previous studies

Mendez and Cruz (2012:74) presented that teachers have a positive perception of oral corrective feedback. However, they need to know more about its effects and role in inter-language development because they look at CF only as a technique to improve accuracy in the language, particularly in pronunciation and morpho-syntax. Some teachers actually consider CF as optional (mainly individual CF) because they are very concerned with students’ feelings and emotions. In this study Mendez and Cruz (2012:69) found the strong tendency to agree on the need to correct learners so that they
gain fluency and accuracy. They stated that there were positive beliefs and attitude toward oral CF, as they consider it necessary for language learning.

Mahdy and Saadany (2013:50) stated oral feedback can be given to the students and it is very important to fulfil the students’ needs when it comes to oral feedback in EFL classroom. Furthermore, the teacher believes oral feedback will give some benefits for the students’ progress.

F. Basic assumption

In short assumption, oral corrective feedback in theoretical and actual practice is important and beneficial key in English development which has various roles for teacher, students, and improvement of language learning. Hence, teacher and the students in language learning could improve their awareness and uptake toward errors. Being aware of their errors and mistakes, it really helps and boosts development of English as foreign language in Indonesia. It is proven by analyzing and investigating teachers’ perception of oral corrective feedback and its implementation in EFL classroom. The analyzing and investigating identify specific terms: types of errors, types of corrective feedback, timing in providing corrective feedback, and providers who are authorized to give feedback.