

CHAPTER II

LITERATURE REVIEW

In This Chapter, The writer arranges the theoretical framework and conceptual framework related to grammatical overgeneralization. The writer chooses the theoretical framework and conceptual framework which are relevant to the topic. These theoretical framework and conceptual framework are used to support in revealing grammar overgeneralization in this research. The followings are details of theoretical framework.

1.1. Grammar Overgeneralization

Talking about grammar overgeneralization is similarly talking to grammar errors. However, it is important to know the difference between error and mistakes. A mistake reflects occasional lapses in performance. The learners are unable to perform in certain occasion. It might be said that a mistake is a performance error. It is kind of failure to utilize certain known system correctly (Brown, 2007, p. 32). Errors analysis or grammatical overgeneralization analysis is a type of linguistic analysis that focuses on the errors of the learners make. It can be summarized that the learners cannot avoid errors because errors mostly occur in a learning process. It is also as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. By making errors, learners can improve their English skills including Writing skill.

As Erdogan (2005:263) emphasizes that ‘error analysis deals with the learners’ performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners’ error provide with an understanding of the underlying process of second language acquisition. The followings are the division of errors in English language acquisition, they are:

1.1.1. Interlanguage Errors

An interlanguage error sometimes occurs because of the interaction between the students’ mother tongue and the language that the students learn. The students tend to translate their sentences word by word from their mother tongue to the target language and this causes them in making interlanguage errors and it is occurred as the result of learners’ L1 features, such as lexical and grammar. It means that interlingual refers to the mental grammar that a learner constructs at a specific stage in the learning process (Ellis, 2005, 27).

Interlingual interference often referred to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the internal process or external conditions that spawned them. However, this interference can lead into ambiguous interference. It is caused when the errors reflect the learner’s native language structure and the types found in written works/speech of children acquiring a first language.

1.1.2. Intralanguage Errors

An intralanguage error is a kind of errors that usually occur within the language that is being learned. These errors are not influenced by the mother tongue (Bolitho & Tomlinson, 2007) but reflect the general characteristics of rule learning, such as generalization, incomplete application of rules and failure to learn conditions which rules were applied (Brown, 2007, p. 45). Intralanguage errors can exist in the form of overgeneralization. For example, a learner may produce *my sister is learns* based on English language grammar, it must be *my sister is learning* or my sister learns*. In the other word, the learner creates a deviant structure on the basis of other structures in the target language. It can be said that the learner applies rules to context where they are not well applicable.

Intralingual interference or errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom of textbook which reflects the general characteristics of rule learning, such faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply.

Intralingual errors or overgeneralization are attributed to the processes/mechanism of some factors (James, 2008, p. 51):

- 1) False analogy
- 2) Misanalysis, i.e, when the learners are mistakably assumes the singular possessive pronoun “its” as plural because of –s,

- 3) Incomplete rule application (or under-generalization) i.e, when learner fails to use indicative word order
- 4) Exploiting redundancy : omitting grammatical features that do not contribute to the meaning, such as omitting the third person –s
- 5) Overlooking co-occurrence restriction
- 6) System simplification i.e, substituting a single form where the target language uses more than two forms and reducing the burden of learning, like the use of “that” as a ubiquitous relative pronoun “that”.

1.1.3. Developmental Errors

Developmental errors are errors which do not derive from transfer from another language, they reflect the learner's competence at a particular stage and illustrate some of the general characteristics of language acquisition. In other words, developmental errors are similar to the errors made by children learning the language as their first language. Richard (2001, p. 29) claimed this kind of errors the same with intralanguage errors. Furthermore, he explained that this error occurs during the learning process of the second language learning at a stage when the learners have not really acquired the knowledge.

Furthermore, Suseno (2014) claimed there are at least eight components which become the indicators of the students how they master grammar in learning English. They are (1) consistency of subject and verb tenses, (2) consistency of singular and plural nouns, (3) parallel construction, (4) tautologies and redundancies, (5) misplaced modifiers, (6) faulty references, (7) passive construction, (8) choice of verb forms.

Besides that, he argued that the teacher's feedback in evaluating students' grammar is highly important because it can be powerful for both sides in teaching learning process. For the students, they can improve their grammar achievement. Specifically for the teacher, it becomes the real evidence how the implication of teaching process run among the students. Through this way, the teachers also can reflect their own teaching method to ease understanding for students' grammar mastery. It might be said that roles of feedback gives great contribution in improving students' grammar mastery in understanding English language.

1.2. Nature of Error Analysis (EA)

Students or learners can avoid errors in the process of teaching and learning a foreign language. Making errors does not failure in practicing English language for communication. Making error can be regarded as an essential part of learning process. However, error must not be neglected.

1.2.1. The Definition of Error Analysis

Krashen (2006, p. 82) stated that the analysis of errors is the method to analyze errors made by EFL and ESL learners when they learn a language. Not only can it help reveal the strategies used by learners to learn a language, it also assists teachers as well as other concerning people to know what difficulties learners encounter in order to improve their teaching. However, James (2008, p. 98) proposes that error analysis is the analysis of learners' errors by comparing what the learners have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them. Furthermore, Corder

(2004, p. 20) elaborates that error analysis has two objectives. One is theoretical objective which concerns what and how learners learn a language. The other is the practical one which concerns how to help learners learn a language by making use of the knowledge they have already had. He asserts that Error Analysis (EA) is useful. He also proposes the five-stage process of Error Analysis (EA) which consists of (1) the collection of errors, (2) the identification of errors, (3) the description of errors, (4) the explanation of errors, and (5) the evaluation of errors. From some definitions above, it can be concluded that error analysis is the study of language forms deviating from the standard of the target language which occurs during learners' language learning. The analysis of errors helps reveal the types and sources of errors which can lead to an accurate way and less time consumption to reduce errors made by learners.

1.2.2. The Classification of Error Analysis

Errors found in ESL and EFL learners' pieces of writing are analyzed and categorized into various categories. According to Krashen (2006, p. 87), error is classified into six different categories; omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering.

James (2008, p. 103) proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors

(coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

In another study by Hengwichitkul (2006), errors were analyzed at the sentential level. All of the errors were classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments. Likewise, Runkati (2013) categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers.

2.2.4. Source of Error

Students make error from different sources. Richards (2004, p. 17), for instance, states that two major sources of errors are interlingual errors and intralingual errors. The first one refers to errors caused when learners wrongly use the rules of their first language when they produce sentences of the target language. The second errors are caused during learners' language learning process. The errors include overgeneralization, false analogy, etc. Kaweera (2013), for example, concludes that there are two main sources of errors, namely interlingual interference and intralingual interference. The first one is a negative transfer of learners' first language. The other one involves errors caused by learners' incomplete knowledge of the target language. Penny (2001) concludes

that there are two major sources of errors: interlingual transfer and intralingual transfer.

In summary, two major sources leading to errors made by EFL and ESL learners are interlingual interference and intralingual interference.

2.2.5. Types of Error

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects (Brown, 2007, p. 55). Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style).

Furthermore, error based on surface strategy taxonomy has four subtypes, they are:

a) Omission

It is an error which happens because a learner does not put the needed morphemes in his/her sentence. The morphemes which disappear are from the content morpheme and grammatical morpheme.

b) Addition

This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a well-formed utterance. This error usually appears in the later stage of L2 acquisition, when the learner has already acquired some target language rule. There are three

types of addition errors have been observed in the speech of both L1 and L2: double markings, regularizations, and simple addition.

(1) Double marking

Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others. Example: *He doesn't knows my name.*

(2) Regularization

It is typically added to linguistic items, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in language. Example: *the verb "eat" does not become "eated" but "ate".*

(3) Simple addition

Errors are „grab bag“ subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. There are not particular feature, which can characterize simple addition other than those not appear in a well-formed utterance.

c) Misinformation

This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect. There are three types of misinformation, they are: regularization errors, archiforms, and alternating forms.

(1) Regularization errors

It is characterized which learner fail to choose or to select a proper word form. Example: *Singular-plural: mouse (mice)*

(2) Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class. Example: *that dogs (those dogs)*

(3) Alternating forms

It is defined as fairly free alternation of various members of a class with each other. Example: *Those dog (those dogs)*

d) Misordering

The incorrect placement of a morpheme or a group of morpheme in an utterance is the character of this error. Example “What was you doing?”

2.3. Overgeneralization of Target Language Linguistic Material

Overgeneralization is the phenomenon when one overextends one rule to cover instances to which that rule does not apply. This phenomenon may appear in different aspects such as semantic, syntactic, morphological, or behavioral. It is a systematic way that children create and unconsciously use, and here appears the greater opposition to the idea of imitation. It is creative. The phenomenon of overgeneralization itself is not in doubt, nor is the creative nature of the psychological processes that cause it (Marcus, 1992).

Overgeneralization in either first or second language acquisition results in errors in the target language the learners are learning. The generalization of the rules of the target language they are learning is too far that the items they generalize are not covered in the rules. There are many examples of this kind of errors in the area of semantic, morphology, syntax, phonology, and so on.

The semantic aspect deals with words and meanings. According to Shipley and McAfee, a child has a vocabulary of fifty words or more by the time he is 18 months old. The typical vocabulary of a child of three years old is nouns or noun-like words, with verb and adjective-like words. These words may reflect properties, actions, greetings, or short answers. Here are some examples of words overgeneralized (McAfee, 2008, p. 135).

- Colors: The Subject used mainly two colors for different things
- Demonstratives: “This, these and that and those. They seemed to have different meanings and usage. This and that are used to tell singular objects. While “these and those” are used to tell plural objects. This/These are used to show the object with near position from the subject. While That/Those are used to show the object with far position from the subject.
- Numbers: the students have to distinguish the meaning and the usage of numbers, because it is divided into ordinal number and cardinal numbers. Such as, “I am the first child in my family”, this sentence belongs to ordinal number known from the word “first” telling leveling. “I buy two books from the bookstore”, this sentence belongs to cardinal number known from the word “two” telling quantity.

In the morphology, for example, many plural forms of nouns in English are formed by adding -s, or -es to their singular forms such as 'a book' becomes 'books', 'a cat' becomes 'cats', 'a class' becomes 'classes', etc. Some exceptions, however, occur in forming plural forms in English like 'a child' becomes 'children', 'a man' becomes 'men' to which the ending -s or -es are not added. The learners who have not mastered the whole rules may overgeneralize the rules of the ending -s and -es in the exception rules, thus they produce '*childs' instead of 'children', '*mans' instead of 'men', etc.

In the syntax area, for example, in the complex sentence containing a 'relative clause' learners of English often omit the use of the relative pro-nouns 'who', 'which', or 'that'. For example, the sentence 'The man who(m) you met yesterday is my father' can be alternatively stated 'The man you met yesterday is my father'. But the sentence 'The man who met me yesterday is my father' cannot be overgeneralized to become '*The man met me yesterday is my father.' In those two examples of complex sentences containing a relative clause, each sentence has its own rule, therefore both of them cannot be generalized.

From the description above, these are central processes as the parts of the 'latent psychological structure': language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and over-generalization of target language linguistic material affect all English language learners no matter what native language the learners have (Takashima, 2005).

2.4. Grammatical Structure

1.4.1. Definition of Grammar

All languages have its own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have knowledge of its grammar. Thornbury (2004, p. 1) states that ‘grammar is partly the study of what forms (or structures) are possible in a language’. Grammar is concerned with the sentence analysis which describes the rules on how language sentences are formed.

Harmer (2002, p. 12) states that ‘grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language’. It is the structure and meaning system of language. Furthermore he claimed that grammar tells how the rules of language actually work, they arrange and shape words.

From some these definition about grammar, it might be said that it is a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive. It means that the position of grammar in English language is highly important.

Grammar is the most important aspects in writing. In order to make a well-structured writing text, a learner or student should master grammar rules to arrange the ideas. It consists of rules to change the meaning (morphology),

arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing.

1.4.2. English Grammatical Aspects

a. Word Classes as Primary Categories

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are:

1) Nouns

Noun is the most important word classes. It is the name of person, place, thing or idea. It is headword of noun phrase, in other words, a noun phrase must contain one main noun on which all the other words in the phrase are centered.

Furthermore related to noun, Iriskulov (2006, p. 13) states that a language has grammatical category which represent linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each-other and that have constant grammatical means of their own to express them. There must be the following features:

- It has general grammatical meaning of number;
- It consists of two particular meanings; singular and plural;

- Singular is opposed to plural, they are antonymous;
- Singular and plural have their own constant grammatical

2) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has morphological properties; (1) They appear in either a 'past tense' or 'non-past tense', and (2) the non-past tense form takes a suffix-s when the subject is third person singular. Other forms of verbs do exist (e.g., participle and infinitives) but these can be considered to be verbalizations. There are several types of verb in English:

(1) Action verbs

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

(2) Linking verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb "to be" (*is, are, was, were, been, being, am*). This is also named as auxiliary verb or helping verb.

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb. The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*.

- Adjectives

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It gives the reader or speaker extra information about a noun or delimits it in some way.

- Adverb

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb. The traditional approach to adverbs has been to assign mainly those words which are made from adjectives by the addition of the ending *-ly*, plus certain other words which are difficult to classify, like *not*, *just* and *soon*. Their main function is to qualify the action of the verb in the clause in some way, but they can also be used to add more information to an adjective or other adverb.

- Pronoun

A pronoun is a word used in place of one or more nouns. It is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward.

- Prepositions

Preposition is used in which two parts of a sentence are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions.

- Conjunction

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

- (1) Coordinating conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on. These seven words are *for, and, nor, but, or, yet, and so*.

(2) Subordinating conjunction

This type is often joins two or more unequal clauses to one another. Typically a main clause will be connected to a subordinate clause.

b. Tense

Tense indicates two main types of information; time relations and aspectual differences whether an action, activity, or state is past, present, or future.

There are twelve tenses, namely:

(1) Simple Present Tense

The simple present tense has four functions. The functions are as follow:

- Expressing general time (example: *Earth is our home*)
- Expressing present time (example: *My maid seems so tired*)
- It is used with verbs of saying and telling (example: *He says he cannot come*)
- Stage direction (example: *The musician wave their hand to the audience*)

(2) Simple Past Tense

This tense indicates definite time terminating in the past whether a time word is given or not. This tense has three functions:

- It is used to refer to one event completed in the past (example: *I went to Singapore in 2015*)
- It is used to refer to repeated events completed in the past and no longer happening (example: *My mom cooked chicken curry when my brother was in the school*)
- It is used to refer a duration of an event completed in the past (example: *Tania studied law then she became a lawyer*)

(3) Past Progressive Tense

It is used to indicate that an activity or state was continuing at that time when another activity occurred. It has at least three functions so far. They are listed below:

- It expresses duration of an event at one point in the past (example: at nine o'clock yesterday, I was taking a trip to Bogor)
- It also requires for past action in progress which is suddenly interrupted by another past action while the action in progress is uncompleted (example: While Joe was walking home, he found some money)
- It states which were continuing at the same time, for both or all the activities (example: While Mr. John was explaining the lesson, Harry was taking notes).

1.5. The Nature of Writing

Writing is an important skill in English besides listening, speaking and reading. Writing is a medium in which someone can deliver some information or

express his ideas, feelings and thoughts to the readers in written form. Through writing, people can communicate with others at any places and time. It is clear that writing can facilitate everyone to communicate with others even in long distance. That is why writing skill is an important part in communication. This is a one of communication forms that involves the language use.

Writing is one of the language skills belonging to productive skills. Celce-Murcia (2000, p. 15) explains productive skills is an action to produce written words that result a text but the text must be read and comprehended in order for communication to take place. In the other words, the text which is produced should be clear and meaningful so that the readers can understand the intended meaning.

Writing is a productive skill in which a learner is expected to achieve in order to ensure his communicative competence. Allen and Campbell (2002, p. 28) claimed that writing is an orthographic symbolization of speech which has purposeful selection and organization of experience. This means that writing is a written form of speech; all kinds of writing have their own purpose and an organized body of selected facts, opinions, or ideas. Furthermore, he stated that writing is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form.

Writing is not an easy job, because there are many components that everyone should know to make in the effort of producing writing. To write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary

is also necessary, as is correct spelling and formatting. According to William (2003, p. 65), writing is a complex skill, because some components should be focused on writing, such as the purpose of writing and writer's knowledge of writing (paragraph's and pattern organization). It means that the writer should master writing, because if someone does not know and understand components of writing, his/her message will be not accepted by the readers. The readers will be confused to understand their ideas, information and so forth.

In addition, Brown (2001, p. 35) also stated that writing is the nature of the composing process of writing. It is a process which consists of thinking (collecting ideas), drafting (writing), and revising (redrafting) that require specialized skills. Writing does not only need some stages but it also has special conventions related to grammar, vocabulary, letter, words, and text-formation that are manifested by spelling, layout and punctuation.

Harmer (2004) mentions some aspects in the written text namely purpose of the writing, genres, text construction, cohesion, cohesive and register. All those aspects are interconnected. The purpose of writing skill will determine the content, the types of writing and also the language used of the writing. Genre is the writing construction or category of literacy writing such as fiction, narratives and recount. The purpose of writing and also the genre will influence the construction of the text. The construction of the text deals with the process of putting words together in well-formed sentences, paragraph and text. He also said that for writing to be truly accessible because it needs to be both cohesive and coherent. Cohesiveness deals with how the sentences to other sentences stick

together by the grammatical or lexical relationship while coherence is the relationship of sentences in a text that makes a clear meaning. The last aspect is register. Register is a word to denote the actual language that the authors use in particular situation when communicating with a particular group of people. It is related to the choice of vocabulary which will be used in the writing and based on the genre.

Langan (2001, p. 4) highlights the four basic principles that must be learnt by the students to write effectively: start with a clearly stated point; provide logical, detailed support for the point; organize and connect the supporting materials; the revise and edit so that the sentences are effective and error-free.

Based on both of statements by experts, it can be concluded that writing has many aspects influencing the process of mastering writing. The writer should know all of aspects in writing. In other ways, besides mastering components of writing, the writer should have experiences in reading to improve his knowledge because the good writer indicates the good reader. Good writer will have many ideas in writing. Therefore, the writer should have information as much as possible. All of the writer's reading can be made as references for supporting all of ideas stated in the written form.

It is no doubt that writing is really essential in human life. It helps human life to be easy because the meaning can be expressed through writing. Harmer (2001) says that writing is undeniably developed into an instrument that helps human communicate with one another quickly and easily. Furthermore, it is a way of communicating a message to readers to share information, persuade and

entertain. It is also used for action (for example public signs, product labels, television, radio guides, bells, menus, telephone directories, ballot papers, computer manuals), for information (for example newspapers, current affairs magazines, advertisements, political pamphlets) and for entertainment (for example comic strips, fiction books, poetry, and drama, newspapers features, film subtitles).

Because writing is used to communicate meaning or purpose, it is necessary to make the writing clear to be understood by the readers. It involves complex thinking that must integrate some components of writing. In line with this, Richards and Renandya (2002) say that writing is the most difficult skill to master for the English language learners. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into a readable text. This view is also supported by Bashyal (2009, pp 1–2), who assumes that writing is a complex task that requires a variety of skills such as mastering vocabulary, grammar and organization of the text.

To summarize, writing means to share feeling, ideas, and thoughts in the forms of text which has several purposes. It is one of the production skills that is very essentials in human life and considered as the most difficult skill to master English language.

1.6. Corrective Feedback

Writing in foreign language has not been an easy task and regardless of their level of proficiency, even advanced level of language learners cannot be excluded from making errors. Therefore, errors have positive and negative values.

From a positive perspective, errors may be viewed as a developmental phenomenon and are consequently unavoidable in the discovery of a new language and as such, they should be treated in a flexible and rational manner. However, from a negative perspective, errors can also be viewed as a sinful act that should be prevented from occurring.

Additionally, there are also two-side of impacts that errors have in a language writing class. On one side, errors put students to be dependents of their language teachers while on the other side, they place teachers in a position that require them to find and apply an effective error treatment that can help students in their writing. Treatment for students' writing errors involves not only teacher feedback and grammar instruction but also raising consciousness, strategy training and student accountability.

In the field of writing, Corrective Feedback (CF) can help students to become more able and self-employed writers. It covers several writing aspects such as content, organization, grammar, etc. It aims at providing information as to the correctness or incorrectness of what is written versus well-established language conventions. Thus, it can be concluded that written corrective feedback is the written form of information provided by an agent (*teacher, parent, self*) in order to develop students' competence or to monitor their progress. The detail of corrective feedback comes in this following table which adopted from Ellis:

Table 2.1 Written Corrective Feedback Strategies

Corrective Feedback Strategies	Description
Direct Corrective Feedback	The teacher provides the student with the correct form.
<p data-bbox="300 555 683 589">Indirect Corrective Feedback</p> <p data-bbox="300 770 660 804">Indicating + locating the error</p> <p data-bbox="300 1010 480 1043">Indication only</p>	<p data-bbox="790 555 1364 645">The teacher indicates that an error exists but does not provide the correction.</p> <p data-bbox="790 719 1364 864">This takes the form of underlining and use of cursors to show omissions in the student's text.</p> <p data-bbox="790 943 1364 1088">This takes the form of an indication in the margin that an error or errors have taken place in a line of text.</p>
<p data-bbox="300 1104 624 1137">Metalinguistic Feedback</p> <p data-bbox="300 1216 512 1249">Use of error code</p> <p data-bbox="300 1350 660 1384">Brief grammatical description</p>	<p data-bbox="790 1104 1364 1249">The teacher provides some kind of metalinguistic clues as to the nature of the error.</p> <p data-bbox="790 1272 1289 1305">The teacher writes codes in the margin</p> <p data-bbox="790 1384 1364 1529">Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.</p>
Electronic Feedback	The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.
Reformulation	This consists of a native speaker's reworking of the student's entire text to make the language seem a native-like as possible while keeping the content of the original intact.

Source: Ellis, R. (2008). The effects of focused and unfocused written corrective feedback in English as a foreign language context. *System* 36(3), 353–371.

Lee (2004, pp. 153–169) divided written feedback into direct and indirect feedback. Indirect feedback refers to the teachers indicating errors without correcting them for the students. It means that the teachers will locate errors directly by underlining or circling the errors. Moreover, the teachers may locate indirectly, for instance by putting a mark in the margin to indicate an error on certain line. The principle in the indirect feedback is that the teachers do not show the correction of the errors. Direct feedback refers to overt correction of students' errors, that is teachers, locating and correcting errors for the students' writing. The teachers normally put the symbols, codes or comments right above or next to the errors which is underlined or circled. The more discussion about direct and indirect feedback comes into the following section:

1.6.1. Indirect Corrective Feedback

Indirect Corrective Feedback (ICF) is a situation in which the teacher marks the error without providing the correct form, so those errors should be diagnosed and corrected by the students themselves. This kind of feedback can also be used to develop and train students' writing skill.

Guenette (2007, pp. 40–53) claims that Indirect Corrective Feedback (ICF) refers to the teacher's indication of errors by underlining, highlighting or coding them and letting learners do the correction". It can be inferred that indirect corrective feedback is indication of errors given by the teacher in which he/she underlines, highlights, code, and let the students do self-correcting.

Lee (2004, pp. 285–312) also states that in indirect corrective feedback, the students are given some indications highlighting the locations of error on their writing or putting an error code. It is also supported by Sivaji (2011, pp. 78–92) who asserts indirect corrective feedback is provided by indicating the location of the error and underlining and the error codes on top of each error. Then, it can be said that the teacher has a role to provide the error indications to students that can make them independent in diagnosing their own errors.

The experts argue that indirect corrective feedback is excellent for most students as it will involve them in guided learning as well as problem solving. It can be kind of feedback which stimulates the students to be more independent learners. Here is one of the examples on how to give ICF on student's writing (Ellis, 2009, p. 110).

A dog stole X bone from X butcher. He escaped with XhavingX X bone.
When the dog was going XthroughX X bridge over XtheX river he found X
dog in the river.
X = missing word
X_X = wring word

As mentioned previously that feedback is good and important for students, including both direct and indirect corrective feedback in this case. Moreover, indirect corrective feedback is effective and fruitful, particularly in writing. The followings are several advantages proposed by Lan Anh (2012, pp. 1–16):

- ICF helps writers become more competent
- ICF can reduce grammatical errors in writing
- ICF can improve students' editing skill
- ICF makes the students become more responsible for their study

- ICF makes the students spend more time on self-study

From those advantages, it can be seen that indirect corrective feedback can give positive impact for students. It can reduce the writing errors, make students more independent and responsible, improve students' editing skill, and so forth.

There are actually many ways to apply this kind of feedback in the classroom. It depends on the teacher himself/herself since he/she has his/her own way to apply any kind of teaching technique in the classroom. The followings are some procedures through Indirect Corrective Feedback (Chandler, 2003, pp. 267–296): The followings are some items which elaborate the procedures in teaching writing through indirect corrective feedback:

- In the beginning of the teaching process, the teacher will teach about one of the writing genres, for example recount text. Here, the teacher explains about the recount text itself, starts from definition, generic structure, tenses used, linguistics feature, and so forth.
- After the teacher explains the material, she/he will give a writing task to students about the related material. Here, the teacher determines one topic, and then all students in the classroom will write the same thing but different event. Besides, the teacher also determines the limitation for the text (the length of the text).
- Next, the teacher should tell students that she/he will give feedback on their writing task when it is done. The teacher explains the kind of feedback as well as its explanation, for instance, the highlights or the codes that will be given on the paper. Those codes will be also included on the paper that

has been prepared for students. The teacher should also tell them to submit the revision in the next meeting.

- After all students understand the procedures, they can start writing. When all of them already submit the original writing, the teacher tells students that she/he will give back their tasks in the next meeting after being given ICF. Then, it will be revised by students themselves on a new sheet of paper as 'text after self-editing'. So, there will be two texts later on: 'original text' and 'text after self editing'. Those will be compared by the teacher whether the errors has been reduced or not.

- The teacher will give writing task three times since he/she thinks it is enough and effective. In every task the teacher gives, she will monitor the development from students writing.

1.6.2. Direct Corrective Feedback

There have been many debates about the effectiveness of implementing direct feedback to the students' writing. In this part, it will be shown some advantages of direct feedback to improve students' writing adopted by some studies. The advantages of direct corrective feedback come as follow:

- Direct feedback is easy to correct and take less time. Chandler (2003, pp. 267–296) finds that many students prefer accepting the indications and the corrections of their errors to only receiving the indications. The students also consider that direct feedback is the easiest correction because

they know the correct form directly. By knowing the correct form directly, automatically the students get faster to rewrite their draft.

- Direct feedback provides learners with explicit guidance. Referring to the definition of direct feedback, it can be seen that direct feedback will give the correct form of the errors or the explicit guidance. It is suggested that direct feedback is good for the students who are at an English low proficiency level.

- Direct feedback can be effective in promoting acquisition of specific grammatical features. Sheen (2007, pp. 255–283) found that direct feedback can help the students to improve focused grammatical features. Sheen's study reveals that the effectiveness of direct feedback is when the feedback focuses on specific grammatical features such as focusing on the English article.

- Direct feedback has positive effect on target language accuracy. Hashemnezhad (2012, pp. 230–239) found that direct feedback is beneficial for the students' writing. The students can reduce their errors time to time especially in the aspect of grammatical features such as verb tenses, preposition and relative pronoun. It means that direct feedback keeps improved time to time.

To summarize, the most effective aspect of writing to be improved through direct feedback is in the grammatical features. It is appropriate to be implemented for the students who have low level proficiency because this technique provides the correct forms of the errors in the students' writing.