

CHAPTER II

LITERATURE REVIEW

There are numerous studies exist on the use of corrective feedback in teaching writing. This chapter attempts to contextualize appropriate theories underlying this study. It consist of three major parts. They are; (1) literature review, which discusses the issue on the nature of writing, written corrective feedback, and grammatical sensitivity as psychological factor affecting successful writing, (2) relevant research studies, which explore similar researchers that have been conducted previously, (3) conceptual framework, which clarifies the researcher's concept in conducting this study.

A. The Nature of Writing Accuracy

1. Definition of Writing Accuracy

People can be said to be “writing” when they are merely making lists of words such as making shopping lists. On one level, writing can be defined as the activity of forming graphic symbols (Byrne, 1988). However, writing is beyond than that. According to Byrne (1988), writing is more than the production of symbols, just as speech which is more than the production of sounds. Writing requires the activity of arranging these symbols according to certain convention to form words, and words have to be arranged to form sentences. We do not just write for one sentence or even a number of unrelated

sentences, but we produce a sequence of sentences arranged in a particular order and are linked together in certain ways.

Harmer (2004:31) further states that writing is a way to produce language and express ideas, feelings, and opinions. Similarly, Sparatt, et al. (2005: 26) state that writing is an activity to communicate one's ideas by using letters, words, phrase, and clauses to form series of related sentences. Meanwhile, Farbairn and Winch (1996) states that writing is the activity of conveying meaning by using words that have been selected and put together in a written or printed form. It is in line with the definition echoed by Dvorak (1993) who said that writing refers to all activities that involving transferring thoughts into paper.

Harris (1993) further stated that writing is seen as a means of practicing the grammar, vocabulary and discourse structures of the target language, particularly where the target language is the medium of instruction in the education system or more commonly in higher education.

Writing is neither an easy nor a spontaneous activity. Byrne (1988) emphasized that writing is a rule which requires some conscious mental efforts as it is the activity of writing for the readers. Writers need to think out their sentences, and consider various ways of combining and arranging them. They may even write several versions of writing to meet their expectation. This opinion is emphasized by Bell and Bumbay in Nunan (1998) who stated that writing is a complex cognitive activity in which the writer demanded to demonstrate number of controls include content, spelling, and letter formation

and beyond the sentence structure and integrate information into cohesive and coherent paragraph and text. Further, writing accuracy specifically can be defined as the ability to write a piece of writing with minimized errors in grammar, language use, and mechanic (Septiana, 2014)

To conclude, writing is a complex activity which involves the writer's conscious mental effort to arrange his/her ideas into related sentences based on certain conventions or rules in order to make the readers understand the writer intention or ideas.

2. The Characteristics and Aspects of Writing Accuracy

Writing as well as speaking is categorized into productive skills. It means that writing and speaking involve producing language rather than receiving it. However, both of them are different in nature. Brown (1994) in Weigle (2002), notes some characteristics to distinguish written language from spoken one as presented in table below:

Table 2.1 The Aspects of Writing

Aspect	Written Language	Spoken Language
Permanence	Permanent and can be read and re read Tends to stay on page and does not disappear	Transitory and must be processed in real time Tends to disappear as soon as it is spoken
Production time	Writers generally have more time to plan, review, and revise their works before they are finalized	Speakers must plan, time to plan, review and deliver their utterances within a few moments
Distance	Writer and reader are separated by time and space	speaker and listener are usually have face-to-face contact
Orthography	Uses punctuation and capital letters to show sentences	Have richness of information devices (stress, intonation, pitch,

		volume, pausing, and so forth)
Formality	More formal Writing has organizations i.e. formality in essay that demands a writer's consistency to conventions like paragraph topics, logical order i.e. comparing and contrasting something, and also opening and closing.	Less formal
Vocabulary	Tends to contain a wider variety of words and lower frequency of words Good writers will learn to take advantage of the richness of English vocabulary and use more complex grammar	Tends to contain less varied of words and have higher frequency to repeat the same words, sometimes contain hesitations and interruptions and use simple grammar
Complexity	Has longer clauses and more subordinators Writers must learn how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and so forth.	Tends to have shorter clauses and connected by coordinate conjunction.

Besides having special characteristics, writing also has certain aspects.

There are actually plenty aspects of writing according to many experts.

According to Jacob et al (1981: 90) there are at least five aspects of writing.

They are:

- a. **Content.** It refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.
- b. **Organization.** It refers to the logical organization of the content (coherence). It is scarcely more than an attempt to piece together all collection of facts and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its material and working to bring the particulars of his subject in line with what is still only a half-formed notion of purpose.
- c. **Vocabulary.** It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer want to express the ideas as clearly and directly as he can. As a general rule, clarity should be his prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.
- d. **Language use.** It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.
- e. **Mechanic.** It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

Furthermore, writing skills require five general components as stated by Heaton (1998: 135). They are as below:

- a. Language use: the ability to write correct and appropriate sentences
- b. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, e.g. punctuation and spelling
- c. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information
- d. Stylistic skills: the ability to manipulate sentences and paragraphs and use the language effectively
- e. Judgments skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information

Meanwhile, Brown (2004: 221) classifies linguistics aspects of writing into macro skills and macro skills. The descriptions of macro skills and micro skills are as follows:

- a. Micro-skill:
 - (1) Produce graphemes and orthographic patterns of English
 - (2) Produce writing at an efficient rate of suit the purpose
 - (3) Produce an acceptable core or words and uses appropriate word order
 - (4) Use acceptable grammatical system, pattern and rules
 - (5) Express a particular meaning in different grammatical form
 - (6) Use cohesive devices in writing discourse

b. Macro-skill:

- (1) Use the rhetorical forms and conventions of written discourse.
- (2) Appropriately accomplish the communicative functions of written texts according to form and purpose
- (3) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- (4) Distinguish between literal and implied meanings when writing
- (5) Correctly convey culturally specific references in the context of the written text
- (6) Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

To conclude, writing is an activity of producing something in the form of ideas, thought, as well as opinion which require well planning, need to select the best word to convey writer's ideas, and have to follow certain rule in forming the sentences. Moreover, writing is a production of language which can be reread any time the readers want. Meanwhile, in a specific area, writing accuracy components are covering; the grammar used in a sentence, the language use or diction, and the mechanic including; spelling, punctuation, and capitalization.

3. Process of Writing

Unlike spoken language which can be acquired naturally as a result of being exposed to it, writing is the ability which has to be consciously learned. Writing is also becoming the human fundamental right since it is very pivotal for the fulfillment and advancement of individuals (Harmer, 2004). In line with this argument, Brown (2000) also emphasized that writing is specific learned behavior.

Every writer when he/she comes up to write, he/she has to go through certain thinking process. Even when he/she merely makes shopping list, he/she has pass the process of writing. Writing process is a stage a writer goes through in order to produce something in its final written form which is being affected by certain content or subject matter of the writing, the type of writing (letters, essays, reports, shopping lists, etc), and the medium it is written in (Harmer, 2004).

In a simple way, Brown (2000) mentioned there are two thinking process the writers have to go through. The first is drafting, and the second is revising that requires specialized skills that not every speaker develops naturally. Harmer further stated there are at least four main elements in writing process (Harmer, 2004: 4-6). They are:

- i. Planning. Before starting to write, writers need to decide what they are going to say. They may make detailed notes or just jot down few words. When planning, writers have to think about three main issues. First, they have to consider the purpose of their writing as it can influence the type of

the writing, the language will be used, and the information being provided. Second, they have to think who the audiences are since it will affect the shape of the writing and the use of formal or informal tone of the language being used. Third, writers have to consider the content structure of the piece that is how the best sequence the facts, ideas, or arguments which they decided to include.

- ii. Drafting. The first version of writing is called as draft. This draft is often assumed that it will be amended later through the process of editing.
- iii. Editing. It covers the process of reflecting and revising. After the writers had their draft, they read through what they have written to see where it works and where it doesn't. They will look either at the information have been written, the diction they used, or overall structure or grammatical accuracy. Reflecting and revising are often helped by the other readers or editors who comment and make suggestions.
- iv. Final version. Once writers have edited their draft, the writers now ready to send the written text to its intended audience.

The process wheel below clearly shows the directions that writers can take, either travelling backwards and forwards around the rim or going up and down he wheel's spokes.



Figure 2.1 The Process of Writing

Additionally, according to Palmer (1994), writing is also an action or a process of discovering and organizing their ideas, putting them on a paper and reshaping and revising them. Palmer also mentioned that writing is a recursive process. It goes back and forth. Meanwhile, Boardman (2002:11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. It means that writing is complex activity in our mind in processing and creating sentences in the papers.

From the discussion above, writing is once again a complex activity. It has to pass several processes before it ends into the final product. Before go writing, ones has to plan, think what he/she would write, make draft of the important points will be shared, edit errors as such inappropriate language and grammar used. After editing finish, the writer now can publish his/her product to be read by readers.

4. The Importance of Writing and Its Implication on Language Learning

Some may are questioning why it is needed to teach writing for the language learners. Is it that importance to either teach or learn to write using

foreign language? Schools play a critical role in developing students' reading and writing skills. If student writing is not addressed adequately at school level, the higher education sector will always be inundated with students who are academically under-prepared.

According to Harmer (2001), teaching writing has some important reasons. *First*, teaching writing for reinforcement. Sometime students tend to study better when they directly write what they got in order to have better understanding. *Second*, teaching writing for language development. Writing demands the writers to maximize their mental activity which then is able to provide them with the activity of learning the language. *Third*, teaching writing for learning style. It is the activity which let the students to be able to study better through writing.

Patel & Jail (2008) also commented on the importance of writing for language learners. Writing is a skill which must be taught and practiced. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. Also, it becomes an important aspect of students' expression at higher stake.

Writing is the most efficiently acquired when practice in writing parallels practice in the other skills. Writing provides an excellent consolidating activity. Writing is also useful for setting homework exercises and for some class text. It has been suggested that writing is hailed a service activity for most students rather than an end in itself, the teacher will find that the problem 'how much writing?' soon solves itself.

5. General Principles for Teaching and Assesing Writing

a. Teaching Writing

As discussed earlier, writing is a process of sharing information, message, ideas, or thoughts in grammatically correct sentences. Writing as one of four language skills is considered a difficult skill and it is also a difficult subject especially in the foreign language classroom context. Students have to acquire several skills as well as language component before they are able to write well in English. Despite its difficulty, the teaching of writing is still required in Indonesian classroom context from elementary to higher education (Permendiknas, 2006).

Brown (1980:7) states that teaching is an activity of showing or helping someone to learn how to do something, providing with knowledge, causing to know or to understand. In that, teaching of writing can be defined as the activity of providing knowledge, guiding, and controlling related to the writing skill.

The purpose of teaching writing according to Byrne (1979) is to provide the introduction and practice to some forms of writing to the students with different learning style. Specifically, the teaching of writing in senior high school in Indonesian context is to construct meaning and understand rhetorical steps of the text by using appropriate language in order to communicate well in a society (Permendiknas, 2006).

Language is sound contextualized (Patel & Jail, 2008). In the English teaching and learning, writing is one of the four language skills. It demands students' practice. Davies and Pearse (2000) state that writing is probably the linguistic skill that is least used by students in their native language. Therefore, Hughes (1989:75) in Weigle (2002: 1) argues that the best way to test students' writing ability is to get them to write. It is because a student who is able to speak well does not always mean that he or she is good at writing as well. Therefore, the teacher must give motor training to enable student to write in good manner, speedily and correctly.

Brown (1994: 320-321) states that teaching writing should:

- a. Focus on the process of writing that lead to the final written products;
- b. Help students understand their own composing writing process;
- c. Help them to build repertoires of strategies for pre-writing, drafting, and rewriting;
- d. Give students time to write and rewrite;
- e. Place central importance on the process of revision;
- f. Let the students discover what they what to say as they write;
- g. Give students feedback throughout the composing process (just not on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h. Encourage feedback both from the instructor and peers;
- i. Include the individual conferences between teacher and student during the process of composition

Furthermore, the mechanics of writing to be kept in teacher's mind are (Patel & Jail, 2008):

1. Making strokes with proper hand movements. This means to know from where to start a letter and where to end it
2. Write letter of appropriate size and proper shape.
3. Write letter in words with proper space.
4. Write words in sentence with proper space.
5. Write sentence in paragraph with proper space.
6. Write correct spelling in words.
7. Write capital letters correctly.
8. Write legibly and neatly.

During the first new weeks of teaching English the teacher may write on the black board occasionally, show the flash card of picture with word on it and expect students to read and then only to transcribe them. The teacher may teach the writing in a formal way after a few weeks of oral work.

The next is the importance of giving feedback during teaching writing. As what has been said by Brown (1994), feedback should be given to the students' writing. As neatly summarized by Sheen (2010:175), instead of viewing the goal of teaching writing as that of improving the learners' writing skills, practice in writing can be seen as one form of output that in conjunction with CF, can facilitate interlanguage development. In other words, instruction that incorporates written CF constitutes a technique to draw L2 learners'

attention to linguistic forms in their own output and thereby facilitate acquisition.

b. Assessing Writing

Blaz (2001) as cited from Puspasari (2011) proposes that the purpose of writing assessment is to communicate a thought or idea in writing and to demonstrate proficiency in the target language. Writing at secondary level is different from primary one. In secondary level, writing focuses on the skills required to write longer texts, i.e. composition in which a performance of students are judged using an agreed judging process.

Additionally, assessment and evaluation are often used synonymously. However, they are two different processes. Assessment, according to William (2003), involves four processes such as deciding what to measure, selecting or constructing appropriate measurement instruments, administering the instruments, and collecting information. On the other hand, evaluation involves judgements about students' writing based on the assessing information.

Moreover, O' Malley and Pierce (1996) state that assessment information is needed by administrators, teachers, staff, developers, students and parents to assist in determining appropriate program placement and instructional activities as well as in monitoring students' progress. Assessment on writing is also important since it will give many information for teachers regarding their students' writing ability. One to be highlight is that during assessing the students writing, teacher needs to give feedback to the students' writing.

In giving feedback to students' written work, Williams (2003) identified two common categories: feedback on form and feedback on content. The common feedback in the former, William argues, refers to the outright teacher correction of surface errors; which requires students to copy the correction and the teacher indicate the place and type of error by giving only markings but without correction, underlining to indicate only the presence of errors; which requires students to correct the errors on their own. The feedback in the latter, as stated by William, consists mainly of comments written by teachers on drafts that usually point out problems and offer suggestions for improvements on future rewrites, in which students are usually expected to incorporate information from the comments into other versions of their papers.

More specifically, in assessing writing, it is very necessary that the teacher at once corrects the dictation but always not. In that case the teacher must ask the students to exchange their note book with their neighbours and then the teacher should write the words likely to be mis-spelt and ask the students to check the note books they have.

Briefly, it can be inferred that assessment plays an important role in the process of teaching and learning writing. Assessment provides information for the teachers about the strengths and the weaknesses of their teaching as the students' achievement also represents teachers' teaching quality. Meanwhile, assessment provides information related to their achievement. It can also motivate them to prepare their best performance in accomplishing assignments or tasks.

B. Indirect Corrective Feedback in Teaching Writing

1. Definition of Indirect Corrective Feedback

As aforementioned above, feedback is important aspect during writing process. Feedback is generally defined as the return of information about the result of a process or activity; an evaluative response: asked the students for feedback on the new curriculum (Ellis, 1994; Harmer, 2007)..

According to Jolita&Ramune (2015) feedback can come in two main forms: corrective feedback (grammar, sentence structure, lexical and syntactic complexity, etc.) and contentrelated feedback (ideas expressed, arguments, writing style, etc.).

Additionally, corrective feedback is ones which is argued to be very important aspect on writing. It is found by Jolita&Ramune (2015) study that language instructor provided feedback is considered by both learners and teachers to play a significant role in the writing process although students tend to believe that assessment is a teacher's responsibility. There are many different terms in calling this feedback, such as corrective feedback, error correction, and negative evidence (Karim & Nassaji, 2013). It doesn't matter which term is used since they share the same objective which is to inform students that errors do exist in their written work, and it needs a correction

Corrective feedback is defined as the indication given to students' pieces of writing to show that their written work contain error (Lightbown & Spada, 1999). Moreover, as cited from Lyster and Ranta's study (1997), corrective

feedback is described as either negative or positive evidence provided by the instructor to the students who make an error in their utterance.

Ellis, Loewen & Erlam (2006) further mentioned the responses can consist of (1) an indication that the utterance has an error; (2) a reformulation of the sentences with error; (3) metalinguistic information about the nature of the error.

Moreover, Suh (2014) stated that written corrective feedback has been characterized by different terminology and has been further defined through various distinctions, including direct or indirect, explicit, implicit, and coded or uncoded. Further explained one distinction that has been made in most of the written corrective feedback studies is between direct (i.e., errors are corrected by the teacher) and indirect feedback (i.e., errors are not corrected, but are indicated in some way). Indirect written feedback can take different forms with varying degrees of explicitness (e.g., underlining or circling of errors vs. coding of errors and/or providing a checklist indicating error type).

The definition of indirect corrective feedback is various. Lightbown and Spada (1999) define it as the situation in which a teacher indicates the error location, but leave students to self-edit the errors. Likewise, Ferris & Robert (2001) state that indirect corrective feedback is the indication made by a teacher by underlining the errors or giving the codes for the errors. Another definition given by Bitchener et al. (2005) is teachers' identification of errors without any corrections with the intention that students should correct the errors by themselves. Ellis (2009) mentions that indirect feedback is used when teachers only signal the location of errors. All in all, the purpose of indirect corrective feedback is just to indicate the location of errors without any

information of the correct forms. Students have to self-correct the errors they have made. Researchers believe that this type of feedback can help foster students' long-term language acquisition.

To sum up, corrective feedback is given by teachers in order to give information regarding students writing product. The way hoe teacher gives feedback can be in various ways. Teacher can use indirect corrective feedback to give information of errors made by students. Indirect corrective feedback is defined as the way how teacher gives correction by giving an indication on the errors made by students.

2. Advantages of Indirect Corrective Feedback

Indirect written feedback has been argued to possibly lead learners to engage in problem-solving and hypothesis-testing activities, which, in turn, will promote L2 development and written accuracy (Suh, 2014). Indirect corrective feedback is most useful because it invites L2 learners to engage in guided learning (Lalande 1982) and it fosters deeper processing of partially internalized knowledge (Bitchener 2012). Thus, it follows that indirect feedback may work only with learners who have some partial knowledge about the targets, not to learn completely new linguistic features.

Hyland and Hyland (2001) indicate that indirectness of teacher feedback can lead to incomprehension and miscommunication between teachers and students; therefore, they suggest that it is more effective to use this feedback type with high language proficiency students.

Based on the study of Ferris and Robert (2001), it was found that indirect feedback assisted students to do self-correction of the treatable grammatical errors, such as verbs, noun endings and articles. However, it failed to help them self-correct untreatable ones like sentence construction and word choices. In the late 2000s, Noroozizadeh (2009) concluded that through indirect feedback, his advanced level students could self-remove focused grammatical errors from their final draft of writing.

This is in line with the conclusion made by Erlam et al. (2013) which indicates that indirect feedback enables students to self-repair their grammatical errors. Eslami (2014) also lends support to the effectiveness of indirect feedback after proving that it is more useful to help low-intermediate EFL students self-correct simple past tense errors. He also adds that this type of feedback with focused errors promotes students' correct linguistic form acquisition in the long run.

Westmacott (2017) also reports the advantages of teacher indirect feedback in grammar improvement. The study showed stronger positive effects of indirect feedback in comparison to the direct one as it enhances students' learning autonomy. Moreover, corrective feedback is beneficial to generate in repairing the students' own metalinguistics (Sunu, 2016). Abaya (2014) stated that correction strategies provide students with clues for them to generate their own repair such as metalinguistic feedback are probably the most beneficial type of correction to the learners. The errors of agreement and use of the wrong pronouns were the most common and that recasts followed by elicitation were the most prevalent correction strategies used to correct them. The learners expressed

preference for explicit correction while the data on their response to the correction strategies showed the use of metalinguistic clues as perhaps the most effective correction type in terms of uptake.

Regarding to the students' uptake , Van Beuningan et al. (2012) and Bitchener and Knoch (2010) indicated positive short-term effects (uptake) for both direct and indirect feedback but direct error correction had a more significant long-term effect.

In short, indirect corrective feedback is another recognized feedback type. Based on the literature review, it should be used with students who possess a relatively good command of the target language. Furthermore, it should be utilized to correct the treatable errors, such as nouns, verb forms, etc., and those errors should be focused. Most importantly, understandable and consistent methods of giving indirect feedback have to be implemented to make sure that students are able to use the feedback for their self-correction.

3. Procedures of Giving Indirect Corrective Feedback in Teaching Writing

How teachers are supposed to correct their learners is a question that has raised much interest in the field of English Language Teaching. Since the article of Truscott (1996), the subject matter has gained more popularity among educationalists and researchers. He claimed that no research has proven the efficacy of corrective feedback in improving the accuracy of learners' writings. The reason lying behind his theory is that correcting learners' errors contradicts with the nature of second language acquisition (SLA) theories supporting the acquisition of language structures in a certain order. Furthermore, he believes

that providing corrective feedback to the learners steals time of the teacher that can otherwise be spent on developing writing abilities of learners. He also states that correction has no place in classes as it is ineffective and harmful. He further questions whether teachers are capable of recognizing errors which, he believes, are difficult even for experts.

Ferris (1999) on the contrary stated that learners can benefit from corrective feedback if it is clear and planned carefully. She further emphasized that corrective feedback would be very beneficial when teacher is well prepared, practiced and prioritized it in their language learning process. She further argued that poorly done error correction will not help students and may mislead them.

Therefore, there are some points need to be highlight in giving corrective feedback. During giving indirect corrective feedback, teacher may first explain to students related to the common errors they may make. Then, the teacher underlines, circles or highlights errors on students' original texts, indicating the location of these errors without correcting them, students are asked to study their errors and correct them (Bitchener & Knoch, 2010; Van Beuningen, 2008).

C. Direct Corrective Feedback in Teaching Writing

1. Definition of Direct Corrective Feedback

Direct feedback provided on students' written work has been defined by several scholars. Ferris and Robert (2001) define it as the correction made by a

teacher. Likewise, Ellis (2009) states that it is the way to inform students about the location and the correct forms of the errors. Another group of scholars, Bitchener et al. (2005) indicate that direct feedback is the identification and the correction of errors provided by teachers to students. Direct corrective feedback receives great attention and has been studied extensively in order to determine if it is helpful for students' writing improvement.

The main factor distinguishing between direct and indirect corrective feedback is the learner's participation in the correction process. Whereas direct corrective feedback consists of an indication of the error and the corresponding correct linguistic form (Lalande, 1982; Robb et al., 1986; Semke, 1984; Van Beuningen et al, 2008; 2012), indirect corrective feedback only indicates that an error has been made" (Van Beuningen, 2010).

2. Advantages of Direct Corrective Feedback

Bitchener et al. (2005) carried out a study to compare the effects of three types of teacher feedback: 1. Direct, explicit written feedback and 5-minute conference 2. Direct, explicit written feedback and 3. No corrective feedback on students' improvement in the use of prepositions, simple past tense and articles. Their findings showed that the first type of feedback which comprised direct written feedback and oral feedback was the best technique for improving students' use of past tense and articles.

Sheen (2007) later concluded that direct corrective feedback was effective in assisting students to correctly use English articles. Moreover, it helped promote the students' analytic skill in using the language.

In similar, Hamidun et al. (2012) confirmed that direct corrective feedback could result in better writing performance of students, especially the ones with low language proficiency. Moreover, this study further concluded that it also boosted up students' positive attitude toward writing. Likewise, Farrokhi and Sattarpour (2012) reported the positive effects of direct feedback on students' accurate use of English articles.

Then according to Suh (2014), direct feedback may be more effective since it provides learners with sufficient information to address complex linguistic errors (e.g., syntactic errors) and it offers relatively more explicit and immediate feedback.

Perez et al (2013) found the students' improvement in grammar use in the revision of their writing after they received direct feedback from their teacher. Later, Hosseiny (2014) concluded that direct feedback was more advantageous than indirect one in case of complex errors, such as sentence structure and word choices. She also indicates that teachers should make sure students understand the corrective feedback given by them for the most effectiveness

Sarvestani and Pishker (2015) state that direct corrective feedback helps improve students' grammar knowledge of English articles after an eight-week experiment. They also mention that oral face-to-face feedback helps create students' better understanding of the targeted grammatical features. They conclude that this could reinforce long-term memory of those features.

To conclude, direct corrective feedback which is also known as explicit feedback is the strategy that should be employed to assist lower proficiency or beginner EFL students to overcome the difficulties of uncomplicated grammatical rules in their writing such as articles and prepositions. It is also suggested to apply such feedback to clarify untreatable grammatical points, such as sentence structure, word choices, etc. Though this type of feedback is advantageous, it has to be carefully implemented in writing classes. Without teachers' thoughtful use, it may be a harmful tool which can discourage students' language learning.

3. Procedures of Giving Direct Corrective Feedback

Unlike indirect corrective feedback, direct corrective feedback requires teacher to give both indication of errors as well as providing the correct one into students' writing (Lalande, 1982; Robb et al., 1986; Semke, 1984; Van Beuningen et al, 2008; 2012).

At first, teacher may ask the students to write. Next, teacher asks the students to compile their product. Teacher then give indication and provide the correct one on the students' writing.

Septiana (2014) gives an example of how teacher could give direct feedback to students' writing. The example is as follows:

brings

'However, I believe that the use of social media in campaigning ~~bring~~ some harms towards general election especially the future of Indonesia.

in which

There are many people who create groups of certain candidates ~~that~~ they *gain the users* tend to do many things to ~~get~~ support from the ~~user~~ of social media’.

The teacher gives feedback on the students’ works. The feedback is directly on the error made by students. Then, students can directly revise their writing to be re-submitted to the teacher afterwards.

D. Grammatical Sensitivity

1. Definition of Grammatical Sensitivity and Its effect on Students’ Writing

There are many definitions for grammatical sensitivity. All of them refer to the concept as the ability to distinguish grammatical functions. Robinson (2001:324) defines grammatical sensitivity as “the ability to recognize the grammatical functions of words (or other linguistic entities) within sentences”. This definition is supported by several similar definitions. Skehan (1988) defines grammatical sensitivity as “the ability to understand the contribution that words make in sentences” (Skehan, 1998:200), while Gillette (2006:35) defines grammatical sensitivity as “the ability to handle grammar, i.e. the forms of language and their arrangements in natural utterances”.

According to Carroll and Sapor (1959), grammatical sensitivity is the individual ability in defining the syntactical pattern of a sentence of a language. Accordingly, the students with good grammatical sensitivity will tend to avoid

mistake in using syntactical pattern and they will be able to differentiate the ungrammatical sentences from that the grammatical ones.

Budianto (2010) defined grammatical sensitivity as the ability to recognize the function that words fulfill in sentences. It does not measure the ability to name or describe the function, but rather the ability to discern whether or not words in different sentences perform the same function. It appears logical that skills in being able to do this helps in learning another language.

To some extent, scholars have argued that grammatical sensitivity is one of the factors influencing the ability of the second language learners. It therefore dominates the particular individual ability towards learning target language. In casual observations in our daily life, it reveals that some people learn a foreign language easier, faster, and better than others (Grigorenko, Sternberg, & Ehrman, 2000). Skehan (1989:25) suggested that grammatical sensitivity as part of aptitude is one of the central individual differences in language learning. It has also been declared to be the most consistent predictor of one's success in learning foreign language. Moreover, Gordon (1980, Lett & O'Mara, 1990) stated that it is the potential that a person has for language learning.

In short, grammatical sensitivity is the ability to understand the contribution that words make in sentences. It emphasizes recognition of function, rather than explicit representation. Further, it also has effect on the

development of the second and or foreign language development due to its central role in the development process of one's foreign language acquisition.

2. Measuring the Level of Grammatical Sensitivity

Different students are believed to have different levels of grammatical sensitivity (Kormos, 2012). This grammatical sensitivity as the one's potential in learning foreign language is often evaluated using formal aptitude test, which predicts the degree of success of the language users. Therefore, to know the level of students' grammatical sensitivity, it is necessary to conduct an aptitude test such as Modern Language Aptitude Test (MLAT) or the Language Aptitude Battery (LAB) (Krashen, 1981). MLAT and LAB are used to evaluate language aptitude. If a learner already has the ability to learn the language by him/herself, he/she should be a competent user of the language.

Usually, those at a high level of grammatical sensitivity will show a better improvement in writing accuracy than those at a low level of grammatical sensitivity. However, MLAT and LAB are not effective to test the students' levels of grammatical sensitivity since it is deployed to test not only the grammatical sensitivity but also the overall language aptitude such as phonetic coding ability, inductive ability and verbal intelligence.

Moreover, Lightbown & Spada (1990) argue that MLAT and LAB reveal the performance on any foreign language which is not specific to English as a foreign language. In line with this argument, MLAT and LAB are not effective to be utilized to test the students' levels of grammatical sensitivity since it is

not only inaccurate for the purpose of the present study, but also uneconomical. There is a certain fee to be paid to get the MLAT. Further, the permission in using MLAT in classroom context is very difficult to get. Along with these arguments, another strategy is proposed for the purpose of the present study to adapt the 'Error Recognition' part in TOEFL to test the students' levels of grammatical sensitivity. Sulistyono (2001) states that error recognition in Grammar and Written Expression in TOEFL assesses more on grammatical sensitivity than communicativeness of the expressions.

E. Previous Studies

In conducting this research, the researcher reads and highlights some important things of the previous studies for the basis of conducting current research. There are some reviewed previous studies. They are as follows:

1. Septiana, Ayu Rizki. 2014. *Corrective Feedback on Writing Accuracy as Related to Students' Different Levels of Grammatical Sensitivity*. Thesis, English Language Teaching, Magister Program, State University of Malang. "There is no statistical difference between experimental and control group. Yet, among students with a high level of grammatical sensitivity, there was significant difference in writing accuracy between those given indirect and direct corrective feedback. Further, there was no interaction between corrective feedback on writing accuracy and students' levels of grammatical sensitivity. However, indirect corrective feedback

improved students' writing accuracy better than direct corrective feedback”.

2. Yustina Priska Kisnanto. 2016. *The Effect of Written Corrective Feedback on Higher Education Students' Writing Accuracy*. Article Journal, Jurnal Pendidikan dan Bahasa, Vol. 16 No. 2, October. “Direct written corrective feedback could give significant effect on the writing accuracy of students of non-English department with low proficiency level and less exposure of English input”.
3. Rosdiana. 2016. *Students' Perception toward Written Corrective Feedback in Writing Classroom*. Article Journal, GEEJ (Getsempena English Education Journal), Vol. 3, No. 1. “There is a positive attitude toward Written Corrective Feedback (WCF) as one strategy of error correction in writing. Most of the students reported that they want their teacher to correct all the errors they make. The results indicated that WCF was considered helpful and was more appreciated to improve their writing skills”.
4. Saukah, Ali., Desak Made Indah, & Ekaning Dewanti. 2017. *The Effect of Coded and Non-Coded Correction Feedback on the Quality of Indonesian EFL Students' Writing*. Article Journal, Indonesian Journal of Applied Linguistics, Vol. 7, No. 2, September. “The progress of students' writing was improved significantly after being given explicit written corrective feedback on their writing portfolio tasks”.
5. Dilara SA., & Ismail Hakiki M. 2017. *Contribution of Corrective Feedback to English Language Learners' Writing Skills Development through*

Workfolio Based Tasks. Article Journal, International Journal of Curriculum and Instruction Vol. 9 No. 1. “The progress of students’ writing was improved significantly after being given explicit written corrective feedback on their writing portfolio tasks”

The following will be presented more detailed explanation of the results of those five previous studies:

Table 2.2 The Summary of the Previous Studies

No	Researcher	Title	Year	Method	Findings
1	Ayu Rizki Septiana	<i>Corrective Feedback on Writing Accuracy as Related to Students’ Different Levels of Grammatical Sensitivity</i>	2014	Quasi-Factorial Design	1) The Indirect corrective feedback was not effective on improving the students’ writing accuracy, 2) The indirect corrective feedback was effective for the students with level of grammatical sensitivity, 3) The indirect corrective feedback was not effective

					for the students with low level of grammatical sensitivity, 4) There was no interaction between teaching strategy and the level of grammatical sensitivity.
2	Yustina Priska Kisnanto	<i>The Effect of Written Corrective Feedback on Higher Education Students' Writing Accuracy</i>	2016	Quasi-Experimental Research	Direct written corrective feedback could give significant effect on the writing accuracy of students of non-English department with low proficiency level and less exposure of English input.
3	Rosdiana	<i>Students' Perception Toward Written</i>	2016	Qualitative	There is a positive attitude toward Written Corrective

		<i>Corrective Feedback in Writing Classroom</i>			Feedback (WCF) as one strategy of error correction in writing. Most of the students reported that they want their teacher to correct all the errors they make. The results indicated that WCF was considered helpful and was more appreciated to improve their writing skills.
4	Ali Saukah	<i>The Effect of Coded and Non-Coded Correction Feedback on the Quality of Indonesian EFL Students' Writing</i>	2017	Quasi-Experimental Research	The students' writing score with Coded-Correction Feedback were better than those with Non-Coded Correction Feedback. CFF promotes awareness with

					noticing as well understanding.
5	Dilara, SA & Ismail Hakiki M	<i>Contribution of Corrective Feedback to English Language Learners' Writing Skills Development through Workfolio Based Tasks</i>	2017	Experimental Research	The progress of students' writing was improved significantly after being given explicit written corrective feedback on their writing portfolio tasks

Those studies focus on the use of corrective feedback in writing classroom. However, those studies are still lack on investigating the effectiveness of one type of corrective feedback that is indirect corrective feedback that is implemented in *pesantren* based senior high school setting. Which is why, current study tries to make larger contribution on the field of corrective feedback study by working on the study to test the effectiveness of indirect corrective feedback in improving writing accuracy of the students of *pesantren* based senior high school.

F. Conceptual Framework

The conceptual frameworks which can be drawn in this present study are as follows:

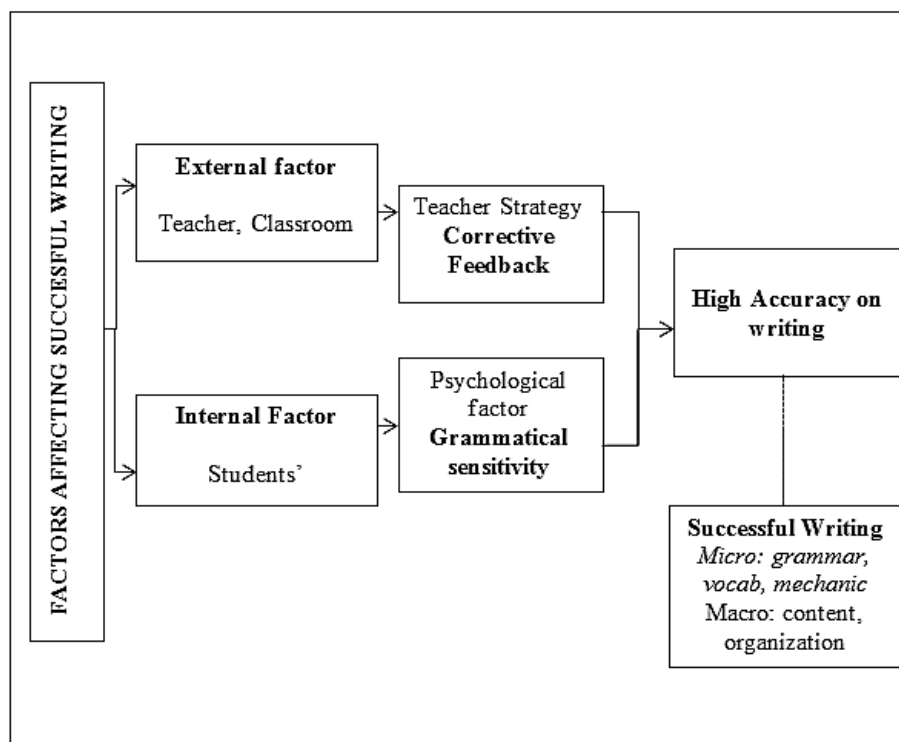


Diagram 1. Conceptual Frameworks

Second Language Acquisition (SLA) theories always have close connection with theory of English Language Teaching (ELT). In teaching writing, according to SLA theory, the successful of writing is influenced by two factors; external and internal factor. External factor comprises teacher and classroom condition, while internal factor deals with the students' psychological condition. Therefore, the teaching method or strategy is not a solely or even cardinal factor in determining the successful teaching of writing.

The successful writing is also determined by the internal condition of the learner. It is called individual differences which affect greatly on the successful of second or foreign language acquisition. There are at least four main individual differences; anxiety, attitude, aptitude, and motivation. Grammatical sensitivity which is included in aptitude aspect is believed to have direct

relationship with the correct use of grammar in writing. It is believed that written corrective feedback as teacher strategy to assist students' writing process has interaction with students' level of grammatical sensitivity. Thus, this study is intended to reveal whether or not corrective feedback effective to teach the students with different level sensitivity of grammatical structure.

This study, then, scrutinizes the effect of indirect corrective feedback as teacher's strategy in giving correction on the improvement of students' writing accuracy covers the accuracy on the use of grammatical rules, word choices, and mechanics. The effectiveness is viewed from the different level of students' grammatical sensitivity since it is also very worth to investigate the role of individual difference on the treatment being given to students.