

Chapter Two

Literature review

There are some theories explaining that teachers sometimes do the error correction in students' speaking and writing in order to improve students' speaking and writing. Teachers may give corrections in students' speaking and writing in order to make students know their error and they will learn from the error. There are many types of error correction in students' speaking and writing implemented by the teachers like in written or even oral production. In this literature review, the researcher links some literature about the types of error correction that can be implemented by teachers in the speaking and writing class.

Receptive and Productive skills

Language skills are divided into two; those are receptive skills and productive skills. Harmer (2007) stated that, "A receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse" (p. 265). Receptive skills are the skill by which learners are receiving an input like while they are listening or reading. Perhaps, though receptive, but it still has a process. Harmer also said that by teaching receptive skills, teachers can provoke students to know the knowledge of the text or voices and also students are able to guess what the text and the voice tell them. Receptive does not accept the text or the voice only, but also process it and think about it in their brain.

About productive skill, Harmer (2007) mentioned that productive skill is a skill which students have to produce their speaking and writing. Furthermore, Harmer also said that somehow receptive skill is passive and the productive skill is the opposite, which is more active. A key factor in the success of productive skill tasks is the way teachers organize them and how they respond to the students' work (Harmer, 2007). From this statement, it means that feedbacks from teachers are very important for students and those feedbacks really give impact to the students' productive skill. Productive skills are speaking and writing that produce the students' ideas. Therefore, Harmer also said that receptive skills are actually a passive and productive is active. Students who do productive skills will be active because in productive skill, they produce something in speaking or writing.

Talking about productive skills, it actually has close relation with communication. Hinkel as cited in Harmer (2007) argue that, "In meaningful communication, people employ incremental language skill not in isolation, but in tandem" (p. 265). From that statement, Hinkel means that in communication, people can use both receptive and productive skills at the same time. While using language skills for communication, people cannot separate it because the function of language skills must be used in tandem.

Speaking

Speaking is an important thing for someone who wants to be fluent in a language. According to Burns and Joyce as cited in Torkey (2006), "Speaking is defined as an interactive process of constructing meaning that involves producing,

receiving, and processing information. Its form and meaning depend on the context in which occurs, the participants, and the purposes of speaking” (p. 30). From that statement, Burns and Joyce maintain that speaking is an interactive process to construct the meaning because speaking is processing information. The meaning of that interactive process depends on the context of the conversation, people that involve in that conversation, and the purpose of that speaking itself.

Torky (2006) has another argument that, “Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purpose during correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language” (p. 30). Then, another statement comes from Harmer (2007) as he mentioned that if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech.

Actually, Burns and Joyce (1997) as cited in Torky (2006) and Harmer (2007) have a resemble argument that speaking is a process for constructing meaning and to construct the meaning. People have to pay attention on pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language, pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. Another similarity of Burns and Joyce with Torky’s opinion about speaking is to express orally, coherently, fluently, and appropriately in

a given meaningful context to serve both transactional and interactional and it is same as producing, receiving, and processing information.

Ur (1996) as cited in Hosni (2014), said that actually speaking is the most important skill in language skills, because someone who knows a language is referred to as the speakers of that language. Ur's opinion means that to communicate with other people, actually speaking is the most important one. Ur also said that if someone has mastered one language, it is highly possible that she/he wants to become a speaker of that language.

Another different statement comes from Zhang (2009) as cited in Hosni (2014) who argued that speaking remains the most difficult skill to master for the majority of English learners and they are still incompetent in communicating orally in English. Zhang's (2009) statement is very different from Ur's (1996) opinion. Zhang (2009) maintains that speaking is the most difficult skill to master. As Harmer (2007) has mentioned above that people can learn speaking skill after they learn about listening and reading first. Harmer's statement is actually supports Zhang's argument because it means that speaking is a hard skill in mastering the language. Therefore, people should master listening and speaking first and then speaking. From those statements, the researcher can make a conclusion that actually speaking is the most important thing to communicate with other people, but it also become the hardest one to master. After that, the researcher's conclusion is supported by Hosni (2014), he mentioned that, "Although speaking is considered a main language skill that students should improve, it has been widely noticed that they face many difficulties in speaking English" (p. 22).

The last statement comes from Thornbury. According to Thornbury (2005) as cited in Harmer (2007), speaking is divided into two; those are transactional and interpersonal function. The purpose of transactional is to convey the information from one person to another person, and interpersonal means maintaining and sustaining good relations between people.

Writing

Writing is one of basic skills in learning language. It is one of the important productive skills in language learning that students of second language must master it. Barkoui (2007) said that most of second-Language (L2) learners are expected to master the writing skill, but writing is one of the most difficult skills. To master the writing skill, the first is that learners should acquire the variety of linguistics, like the grammar, vocabulary, and punctuation. The second step is that learners have to have good cognitive aspects like having a thick knowledge. The last part is sociocultural competencies. Social and cultural knowledge can give impact for learners writing skill. It makes the content of students' writing more various. In addition, if learners want to be a master in writing, they have to master the structure of the text or grammatical, cognitive, and sociocultural.

Cumming (2011) maintains that actually writing is the ability to produce long texts that have appropriate meta-discourse features. According to Cumming's, writing is an ability that someone can produce a long text. In writing, people do not only write a text, but also complete it with appropriate meta-discourse features. Cumming (2011) also said that writing is not only about grammar that becomes a consideration,

but cognitive will also scores the learners' writing. Cognitive means the content of the text, the theory that the learners have got, and how they explain it. Writing is also a hard part of learning second language. In writing, learners have to think about structure. If learners master the linguistics of second language (L2), it can be used for writing in L2. The mastery of L2 linguistics resources can help writers to increase their writing skill progress. Mastering the linguistics of L2 can make learners be able to speak fluently to plan, draft, and revise what they are going to write. It is as the learners will easily do brainstorm the content of the writing, make it draft for getting more topics, and revise it well (Chenowith & Hayes, 2001; Cumming, 2001; Sasaki, 2000).

According to Teaching and Learning Center of University of Washington Tacoma, there are four steps in the process of writing.

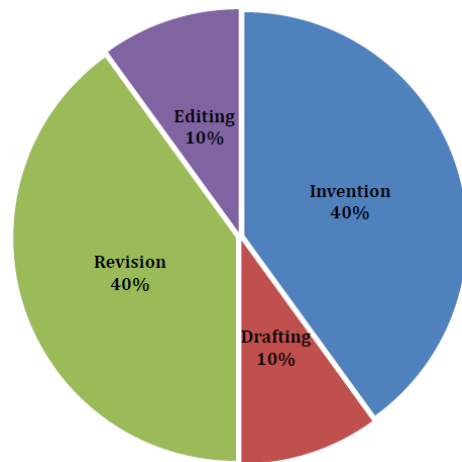


Figure 1. The steps in the process of writing

The first is invention or people usually call it pre-writing or brainstorming; it is like the foundation of writing. Without invention, people have nothing to draft. There are

so many ways to begin the process of writing or it is called invention, and those are note taking, free writing, clustering, and outlining. The second step is drafting; in this step, people start to write the text in sentences. The third step is revision; in this step, people can revise the text by themselves. The last is editing. After revising the text, people should edit theirs and make the final text.

Feedback

Feedback is a process to improve students' speaking or writing skills. Hyland (2006) mentions that feedback is for encouraging and consolidating students' learning. Feedback probably can improve students' ability because students get input from teachers by giving feedback. By using feedback, students will know their error and are able to fix it. Feedback can be oral or written because the main purpose of feedback is giving suggestion from students' speaking and writing skills. Furthermore, Russel and Spada (2006) mention that feedback can be oral or written. It focuses on the grammatical error of students. Perhaps some teachers give feedback to comment students' performances, but most of them use feedback to check students' grammar.

Error Correction

The evidence mentions that feedback is necessary to improve students' writing skill (Fathman and Whalley 1990; Huntley 1992; Kepner 1991). Huntley (1992) maintains that feedback should be implemented in students' work. Error correction is a common method that teachers usually use to correct students' speaking

and writing. Victor (2011) has an opinion that error correction is the most widely used method for responding to students' writing.

The famous method to respond to students' work is using feedbacks and one of them is error correction. Error correction is a simple correction to be implemented in classroom. Teachers just need to read students' work, and then they correct it using a pen. It is simpler than teachers have to give students feedbacks orally one by one. On the students' speaking, teachers are able to use oral to give feedbacks for students. Almost all of teachers use error correction to give feedbacks for students' speaking and writing.

Furthermore, Harmer (2007) also writes down on his book that there is a comprehension cycle in students' learning.

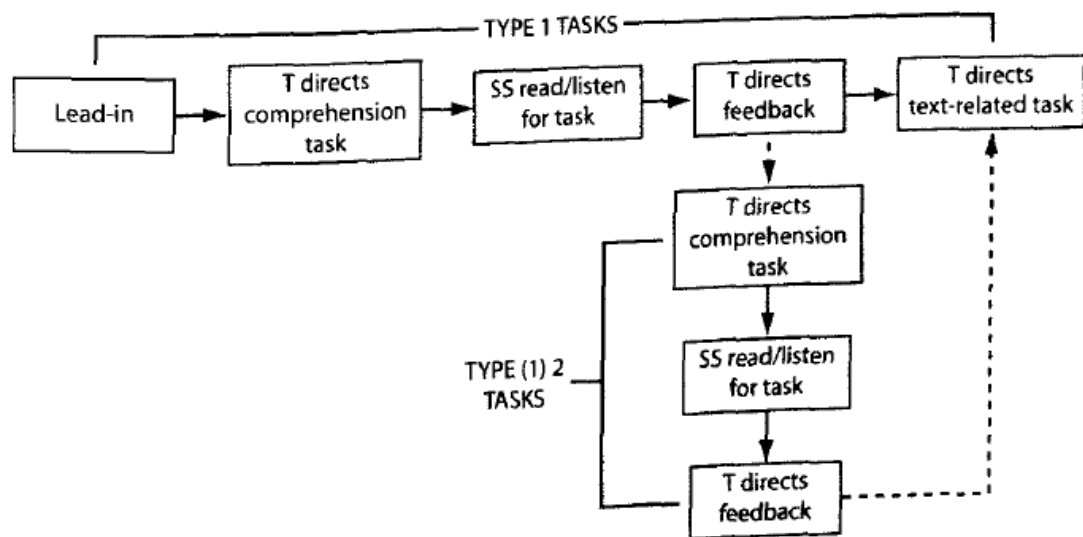


Figure 2. Comprehension cycle in students' learning according to Harmer (2007),

From the table above, Harmer (2007) explained that there are two types of the comprehension cycles. First is type 1 task; it is when teachers directly give comprehension task to students and then students read/listen to it. Then teachers give feedback and after that teachers direct the final task. The second type is when teachers directly give comprehension task to students and then students read/listen it. Then, teachers give feedback, after that teachers direct comprehension task again, students read/listen it again, then teachers directly give feedback again, and the last is teachers give the final task to students. From the researcher explanation above, it means that feedback is actually one of writing process learning.

Ferris (2003) mentions that it will take lots of time for teachers as a writing instructor to make students become good writers. Teachers should give them a treatment and feedback. Feedback is used in students' writing and one of feedback is error correction. Here Ferris said that error correction is the most crucial component thing that will guide students to become successful writers. The success of students' writing depends on their teachers' treat. If teachers regularly give them a correction on their work, it will help them become good in writing, and vice versa. Error correction can be the important part of students' writing, because students are able to know their mistakes and errors after teachers do the error correction. Almost all of experts strongly agree that error correction is an influence method to improve students' writing. Like among others, the use of selective error correction strongly gives a good impact for students' writing according to Celce-Murcia, (1985); Cohen, (1975); Doff, (1996); Field, (1999); Ur, (1996). Error correction is one of the best methods to respond the students' writing work.

Types of Error Correction in Students' speaking

Error correction in students' speaking is very important for students. Some students hope that they will get correction on their oral work. Teachers should give feedback in students orally to improve their speaking and know their mistakes. When students are involved in the accuracy of the work, it is the time for teachers to correct it and tell the students' error, and it is called 'teachers invention'; a stage when teachers stops the students' activity and give correction (Harmer, 2007). Harmer also mentioned that teachers may not interrupt students' grammar, lexical or pronunciation errors while students do the communicative activities.

To check the fluency in students' speaking according to Lynch (1997) as cited in Harmer (2007) is by intervening students' speaking, but the thing is teachers may intervene in students' speaking as late as possible. Teachers can also ask students whether they want to be fixed or not because teachers may not interrupt while students are doing the communicative activity. Harmer (2005) has also done the research at a London Language School. The result of his research are 38% of students liked to be corrected in front of class after their task is finished, but the other 62% loved to be corrected at the moment of speaking. According to Harmer (2007) again, teachers should be careful to correct students' errors, we may not focus on all the students' errors and then correct all of it. It can make the particular students demotivated and frustrated.

Harmer did not only do the research on 2005, but in 2007 he also did a research about the other types of correction in students' speaking. Those types of error correction are teachers can talk to students, explain the feedbacks correction,

explain their errors correction, and tell them what they should do next correction.

Teachers also can invite their own comment about their performances, so that teachers and students can make a bargain and there will be a discussion between both of them (Harmer, 2007).

To check the accuracy of students, there are some types of error correction that is mentioned by Harmer (2007). The first is show the incorrectness. Show the incorrectness is also divided into 6 types. The first is repeat; if there is something wrong with the students' speaking, teachers can ask, "can you say that again?" so students will realize that they have said a wrong sentence or word. The second is echo; teachers can repeat the wrong word from students, so students will realize their errors. The third is give a statement and question; teachers can give a clue statement by saying, "it's OK, but it is not right" or asking them "Do you think it is right?" to make them explain what they have said. The fourth is expression; teachers also can use gesture or expression to students, like using a wobbling hand, so students will not be mocked by the other students. The fifth is hint; by giving a code like 'tense' or 'countable' or 'tell' to make them indicate that they have made a mistake and students will correct it by themselves. The last is reformulate; it is as if teachers ask to students again what students have said, by asking them again with a wrong sentence, students will realize and correct their mistake by themselves.

The second is get it right correction. Teachers do not only give a clue and students should correct it by themselves, sometimes, teachers need to give the right answer. If students make an error, it is not a problem if teachers correct it and if it is necessary, teachers can explain more. After teachers explain, students should repeat

again with the right sentence. Another one is teachers can ask students to correct their friends' work. It is named corporative correction and it is very helpful to increase students 'awareness of the errors.

On the other hand, to check the students' fluency, teachers can implement the gentle correction. It is like a bit interrupt but not in the middle of the students' sentence. After the students' speech, teachers can repeat again by using reformulate, and then students will understand that they have made errors. The other type is recording errors. Teachers act like observers and write down the students' errors are, and then correct it after the task. Sometimes teachers forget what the students said before if teachers do the correction after the students' task. Thus, sometimes teachers write down the students' mistakes first and later explain it to them after the activity. Besides, teachers can also record the students' performances using audio or video recording.

The richer learners L2 in linguistic, the easier they write a paragraph in L2. To improve writing skill, sometimes teachers have to provide the error correction in students' text as mentioned by Chenoweth and Hayes, 2001; Cumming, 2002; Ferris and Hedgcock, 1998; Hyland, 2002; Roen, 1989; Sasaki, 2000; Sengupta, 2000. Feedback is an important thing to make learners become independent. It is better for teachers to always give feedback for learners until being able to become a good writer. Feedback helps learners to achieve their goals and task requirement. It means that correction will help students to improve their writing skill if teachers always gives it until they really understand and aware about the error independently.

Here is the table of the types or error correction in students' speaking according to Harmer (2005 & 2007) above:



Figure 3. Types of error correction in students' speaking

According to expert above, those are the types of error correction in students' speaking that usually teachers give to students in classroom. The use of error correction is according to the teachers, whether they want to use all of those types or just use one type of them.

Types of Error Correction in Students' Writing

There are so many kinds of feedbacks; one of them is error correction and there are so many types of error correction in students' paragraph writing. Doing the error correction for each student is different. According to Truscott (2001), teachers should know the students need, like what kind of feedback that students need to receive. Those error corrections are important for the students because each student has different difficulty in overcoming their problems. Teachers must notice every single student's weaknesses in writing and then give them feedback or error correction as their wish.

Icy (2004) argue that a teachers should respond to the students' writing like giving a comment on theirs. Teachers should realize where the students' errors are and give a correction on it. The corrections can be in form of direct error feedback; it means that teachers directly give a circle or underline the grammatical error in students' writing work. The other correction is indirect correction. Indirect correction is when teachers indicate the margin that there is an error on a certain line. Both corrections can be used for knowing the students' errors. It depends on the teachers whether they want to choose direct or indirect feedback.

According to Sheen, Wright, and Moldawa (2009) there are two types of error correction; those are focused correction and unfocused correction. Focused correction is targeting the same grammatical feature which means that it just focus on the grammatical. The next type is unfocused correction which is directed at a variety of linguistic features and it explains that the corrections are focused not only in grammatical but also all of linguistics feature. Ghabanchi (2011) has conducted a

research about the effect of grammatical error correction in students' paragraph writing. On his research, he mentions two types of error corrections; they are red pen correction and oral correction. Red pen correction means a written feedback for example like teachers give a sign on students' writing like circling, underlining, even giving comment. Oral correction is a spoken correction which sometimes happens when teachers find a serious mistake in students' writing, so teachers usually use oral correction in order to make the explanation clearer.

On the other hand, Akbari and Toni (2009) have mentioned three types of error correction. The first is direct coded correction that teachers write down the complete correct answer over the error. In this type of correction, teachers directly give the right answer of the students' work. The second is indirect coded which teachers show the error then give the cue. Due to which, this correction just give a cue or sign that this word or sentence is wrong. Teachers do not give the right answer on the paper; they just give a cue with a comment that explains that this is wrong. The last is indirect uncoded correction which teachers just give mark with a red pen without giving any cue. In this last type of Akbari and Toni's statement, it means that teachers only give a sign like a line in students' error without any cue.

Nassaji (2012) has conducted three types of error correction also. They are Non-negotiated, and direct reformulation which teachers immediately correct the student's writing without any negotiation. This type of correction is almost similar to red pen correction. The second are prompt + reformulate correction which teachers give the initial in some wrong words, and then students should correct it by them. The last is feedback with negotiation correction which teachers ask to students what the

wrong answer is and then they discuss it, so students will correct theirs as well. From those researchers, most of them said that there are so many types of error correction that teachers usually conduct it to students. Those types of error correction are just the types and it does not mean that if teachers implement those types of error correction, it can improve students' writing skill.

According to Truscott's (1996 & 2001), Icy's (2004), Huntley's (1992), Sheen, Wright, and Moldawa's (2009), Ghabanchi's (2011), Akbari and Toni's (2009), Nassaji's (2012) studies above, there are some types of error correction in students' writing:

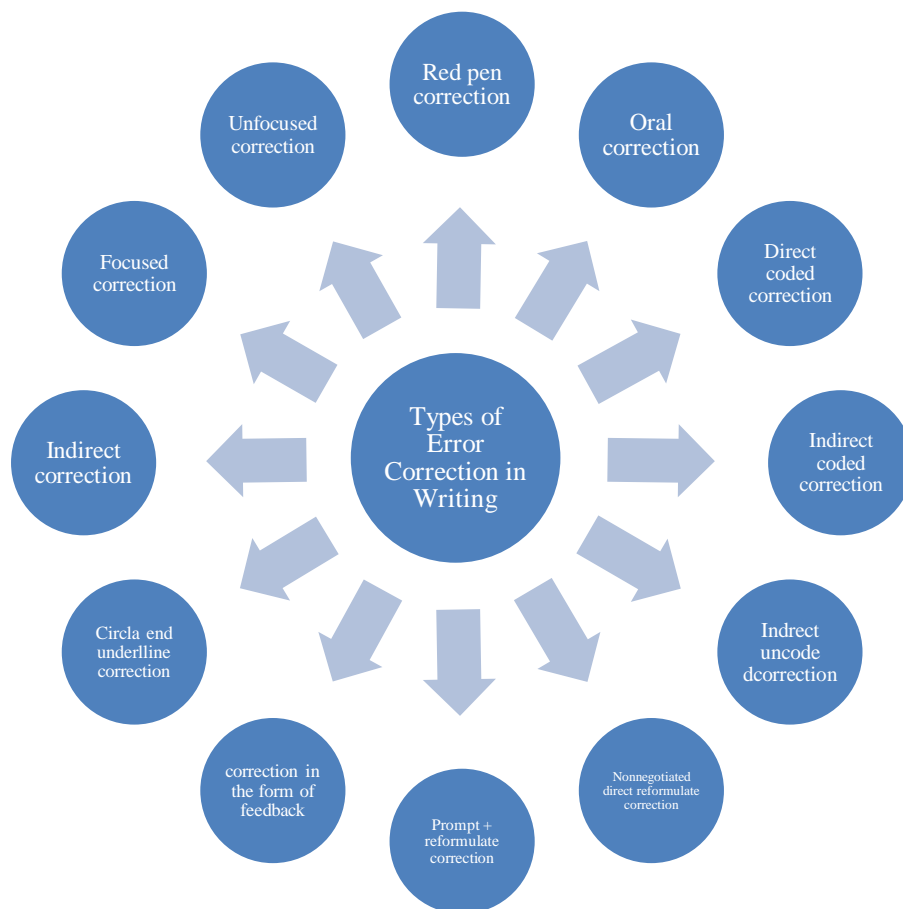


Figure 4. Types of error correction in students' writing

Those are some types of error correction in students' writing according to some experts above.

Conceptual Framework

Using this research, the researcher wants to know the types of error correction in students' speaking and writing at LTC UMY batch 2016/2017. According to the research questions, there are two problems that the researcher wants to research:

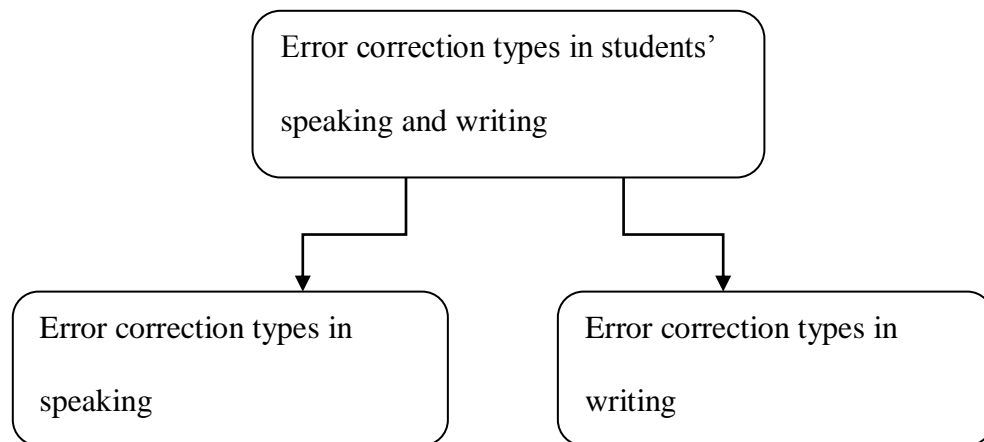


Figure 5. Problems in this research

The researcher's research questions are about the types of error correction in students' speaking and writing. The articles that the researcher takes found that there are many types of error correction in students' speaking and writing. Before the researcher explains about the types of error in students' speaking and writing, the researcher mentions that types error correction that the researcher wants to observe

are divided into two; those are error correction types in speaking and error correction types in writing.

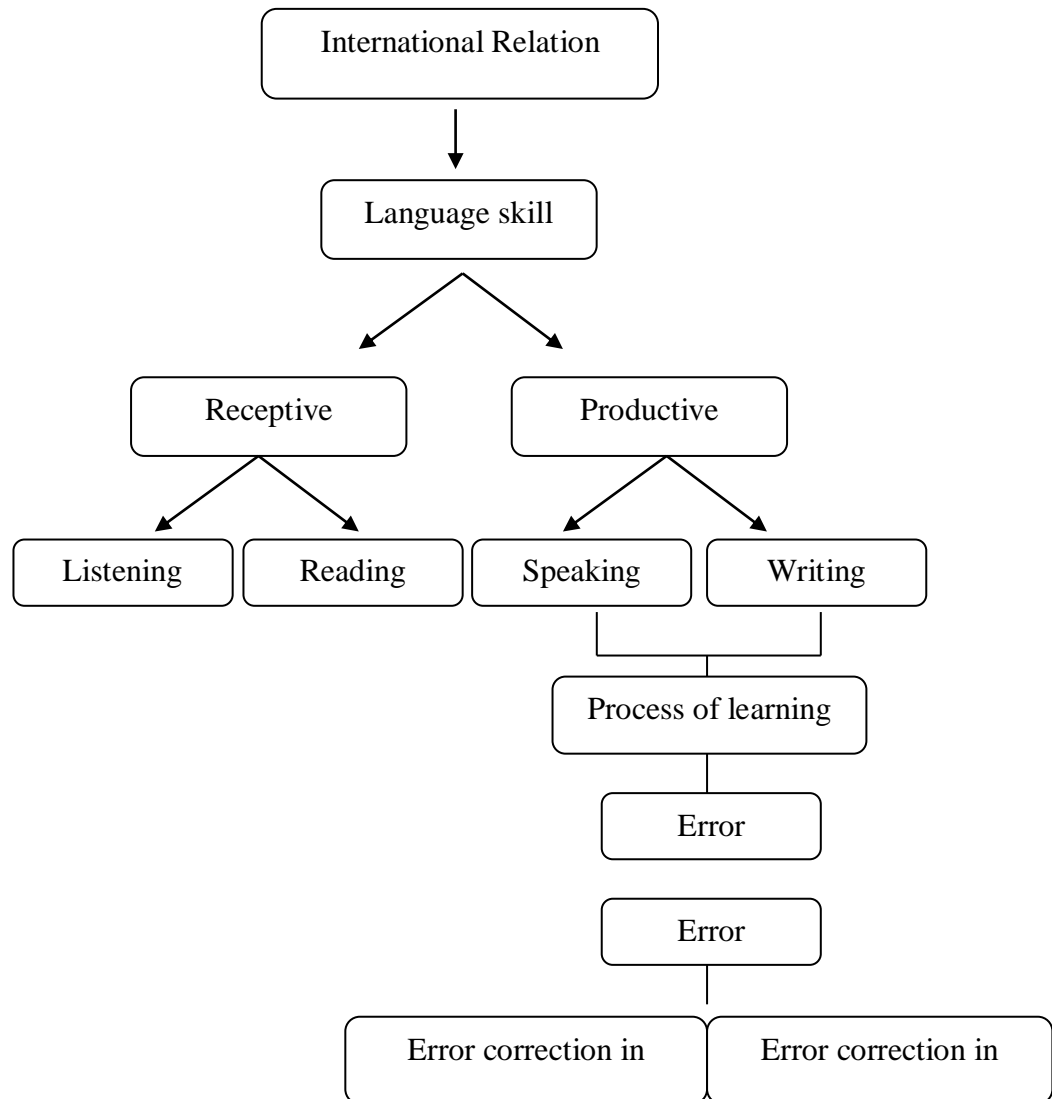


Figure 6. Table the process of learning

The table shows that language skill is divided into two; they are receptive and productive skill. Receptive skill is when learners receive an input from listening and reading. On the other hand, productive skill includes speaking and writing. In speaking and writing, learners must pass the learning process. In the process of

learning, teachers absolutely find the error. Learners of foreign language probably will produce errors in their speaking and writing. To overcome the error that is found in learners' speaking or writing, some teachers may give them feedback. One of the feedbacks that are given by teachers is error correction. There are many types of error correction in students' speaking and writing. To make it clear, the researcher writes down the types of error correction according to some experts in the table below.

Error correction	
<p style="text-align: center;">Types of error correction in speaking:</p> <ol style="list-style-type: none"> 1. Correction in front of the class after speaking 2. Correction with feedback 3. Invite the students to comment their correction 4. Repeat correction 5. Correction in the form of statements and questions 	<p style="text-align: center;">Types of error correction in writing:</p> <ol style="list-style-type: none"> 1. circle and underline correction 2. Indirect correction 3. Focused correction 4. Unfocused correction 5. Red pen correction 6. Oral correction 7. Direct coded correction 8. Indirect coded correction 9. Indirect uncoded correction 10. Non-negotiated direct

Table 1. Types of error correction in students' speaking and writing according to some experts

The table on the left side shows about the types of correction in students' speaking activity. According to the diagram, the types of error correction in students' speaking are divided into twelve types. The first is correction in front of the class after speaking, teachers can correct the students' errors after they finish the speaking activity and it is explained in front of the class. The second type explains correction with feedback. After teachers correcting the students' errors, teachers should explain the corrections and tell students what they should do next. The third is asking students to comment their correction. Students are also able to give correction to their works too besides teachers' correction. The fourth is a repeat correction which is like teachers repeat what students have said if there is an error.

The fifth is correction in the form of reformulation. This means that teachers can say or ask to students whether it is right or wrong in order to make them realize their errors. The sixth is echo correction. Echo correction is when teachers are repeating the error words or sentences from students. The purpose of this correction type is as same as the point before which wants to make students realize their errors. The seventh is correction with expression. By giving expression like a code of body language, it can also become one of types of error correction in students' speaking. The next is hint correction. Hint correction is when teachers give a clue like "tense" if the grammar of students' are wrong or say "pronoun" if students get the wrong use of pronoun. The number nine of the type is correction in the form of reformulation. It means that teachers ask back to students about the wrong sentence that they have said. The tenth is get it right correction. It is when teachers correct the error by saying the right word or sentence. The other type is peer correction. Teachers also can ask

students to do peer correction after the speaking activity is done. The last is gentle correction. Gentle correction means that teachers intervene the students' speaking like interrupting them, but it correct the errors of students. Those are the types of error correction in students' speaking.

The second table or in the right table shows that the first type of error correction in students' writing is by giving circle or underline the wrong grammar or punctuation of students' work. The second type is indirect correction by indicating in the margin that there is an error on a certain line. The third is focused correction and it is targeting the same grammatical feature. The fourth is unfocused correction; it is directed at a variety of linguistic features. The fifth type is red pen correction; red pen correction means that teachers give a correction using red pen like correct the wrong words or sentence, the grammatical features, even punctuation. The sixth is oral correction. The seventh is direct coded correction which teachers write down the complete correct answer over the error. The eighth is indirect coded correction which teachers shows the error then gives the cue. The ninth is indirect uncoded correction which teachers just give mark with a red pen without give any cue. The tenth is non-negotiated direct reformulate correction which teachers immediately correct students' writing without any negotiation. The eleventh is prompt + reformulate correction which teachers give the initial in some wrong words, and then student should correct it by them. The twelve is feedback with negotiation correction which teachers ask to students what the wrong answer is, then they discuss it, so students will correct theirs as well. Those are the twelve types of error correction according to the experts who has conducted a research about error correction before.

