

Teachers Views On Error Correction In Writing

Alna Triskaya Angrum

atriskaya83@gmail.com

Universitas Islam Kalimantan MAB, Banjarmasin

Nur Izatil Hasanah

nurizzatih28@gmail.com

STIT Ibnu Rusyd, Tanah Grogot

Dhei Klaudiya

klaudiyadhe1@gmail.com

Universitas Ahmad Dahlan, Yogyakarta

ABSTRACT

This study focuses on the qualitative study of Error Correction in writing provided by teachers who teach in urban and rural areas especially in Junior High School. Thus, the present study aims to investigate English teachers' views of error correction in their writing classes, reasons and types of errors that they correct and their error correction strategies. The samples in this study are two teachers who teach in urban Junior High School and rural Junior High School. The data collection instrument is semi-structure interview. The results showed that EFL teachers believe that learners' error should be corrected. They also believe that when students doing writing practice, teachers have to give feedback, or correction. The purpose of the correction is to make the students aware of their writing mistakes and how to correct them; thus, they would not make the same mistakes in the future. There are not differences between the learners in the urban and rural areas. The study concludes that teachers focus on repetitious errors made by learners. The teachers believe that they should concentrate on the errors that directly distort meaning, even though it's only a typo; the teacher also should correct the students' tasks.

Key Words: Error correction, Teachers Views, Writing

INTRODUCTION

In the teaching-learning process, there are some errors we found by the students in writing form. As a teacher, they should have a role to correct for the students about their errors writing to make them understand and learn about their mistakes. When writing skill works, other skills also support writing skills. In the writing process, students usually need to explore their idea by reading some books, articles and having discussions with friends. Even though writing brings an important role and becomes an essential skill for students, not all students can write well because we should have a good vocabulary and good grammar. Unfortunately, many students

make a lot of errors in writing. Errors and mistakes in writing are unavoidable, and a large amount of them has been detected with a variety of types.

Error correction is one of the assortments of techniques proposed by ESL teachers to help understudies in enhancing their written workability and is viewed as an extremely successful approach to help student's language to distinguish their qualities and shortcomings in writing. Uysal and Aydin (2017) found EFL teachers should be prepared for what, why, and how errors that ought to correct in an EFL learning setting. In the extent of the discoveries came into the exploration. In the first place, teachers should be concern about why students make errors. In other words, teachers should raise awareness of the relationship between the level language competence and errors (Başöz & Aydin, 2011). Second, teachers should be informed about the situations that should be used to correct errors. For this purpose, teachers should give uncommon thoughtfulness regarding whether an error contorts correspondence or not.

Nation (2009) said that writing is an action that can helpfully be set up for my work in alternate abilities to tune in, talking, and perusing. This arrangement can make it feasible for words that have been utilized openly to come into beneficial utilize. Based on the explanation above, we can conclude if writing is an important skill that second language students need to develop, and the capacity to show writing is integral to the skill.

There are some problems related to students' writing. One of the problems faced by students is their capability in writing, such as lack of vocabulary and grammar. At the same time, vocabulary is important when we want to write. Likewise, students need the grammar to make their writing systematically well. In other words, error correction was one of the fundamental worries of language instructing in the 1960s. In the Grammar-Translation technique, understudies are relied upon to have the right answer, and if understudies make errors, the teacher goes about as a corrector (Larsen-Freeman, 2000). Error correction demonstrates kinds of criticism and their suggestions, how to deal with error correction and irregularities in teachers' expressed beliefs and practices.

From the explanation above, the researcher interests with teachers' views toward error correction. The reason why the researcher wants to conduct error correction is that the researcher wants to investigate how teachers' views about error correction in writing. The researcher chooses two teachers of Junior High School in this research to be the representative of this research. Therefore, from the statement above, the researcher conducts the research with the title of 'Teachers' Views on Error Correction in Writing.

Based on the research background, the research problem is formulated as the following:

1. Do EFL teachers believe that learner's errors in writing should be corrected?
2. When do they think that learner's error should be corrected?
3. Which errors do the teachers think should be corrected?

LITERATURE REVIEW

Previous Study

Error correction is one among an assortment of techniques proposed by ESL teachers to help understudies in enhancing their written work ability and is viewed as an extremely successful approach to help student's language to distinguish their qualities and shortcomings in writing. Uysal and Aydin (2017) found EFL teachers should be prepared for what, why and how errors that ought to correct in an EFL learning setting. In the extent of the discoveries came into the exploration. In the first place, teachers should be concern why students make errors. In other words, teachers should raise awareness of the relationship between the level language competence and errors (Başöz & Aydin, 2011). Second, teachers should be informed about the situations that should be used to correct errors. For this purpose, teachers should give uncommon thoughtfulness regarding whether an error contorts correspondence or not. At the end of the day, teachers should center on the wellsprings of errors, for example, first language obstruction and improvement in the objective language. Besides, they should see the gravity of errors and their writing. EFL teachers ought to make a harmony amongst precision and familiarity and outline exercises to demonstrate error, for example, implying, reformulations and reiterations. All of teachers ought to consider that errors are the characteristic parts of adapting; in this way, they ought to be delicate when they rectify mistakes.

Thao and Anh (2017) also conduct the research about error correction in writing skill. They have found some principal points in which the lack of a comprehensive background of knowledge in error correction plays the central role: (1) Teachers can perceive the significance of mistake revision in understudies' written work yet they have little access to the hypothetical foundation of this issue. Truth be told, a large portion of the abilities and exercises are found out from their own particular experience or from that of the associate teachers. (2) From the absence of hypothesis, the utilization of the techniques in genuine instructing needs to confront a few troubles specifically understudies' state of mind and skill or time restriction. (3) The teacher can perceive a portion of the disadvantages; they don't endeavor to coordinate the issues sufficiently or don't have enough learning to locate the suitable arrangements and still apply the techniques in the way they are utilized to. Consequently, it is essential for each ESL teachers to upgrade their own experience information in error remedying approach with the goal that they can discover fitting answers for the issues and enhance the instructing and learning quality in composing and additionally in different aptitudes.

Unaldi (2017) examined the analysis of EFL written corrective feedback, the results of the current study indicate when the issue is giving WCF to EFL learners, EFL teachers' main orientation is dominantly in grammar and structure. Vocabulary related issues are additionally viewed as vital by these teachers. The benefits of harping on syntactic mistakes in a given EFL composed generation could be addressed from numerous points of view. In any case, the consequences of the

present examination propose that EFL teachers' apparently settled observations on the issue gives off an impression of being the direst issue to be managed.

Theory of Writing

Nation (2009) said that writing is destined to be effective and significant for the students in the event that they are very much arranged for what they will compose. This planning should be possible through the decision of point, or through past work done on the subject either in the first or second language. Nation (2009) said that writing is an action that can helpfully be set up for by work in alternate abilities of tuning in, talking and perusing. This arrangement can make it feasible for words that have been utilized openly to come into beneficial utilize.

Writing is a piece of the investigation procedure and additionally methods for correspondence. Writing elucidates considering. In taking a seat to put contemplations on paper, an individual must compose hose considerations and deals with particular thoughts and connections. Writing frequently uncovers holes in learning (Given Lisa 2008). Modernists see writing and showing as reports on discoveries, in which language exactness precisely passes on what happened and feeling isn't a worry. Writing is an uncontentious, conventional process (Bryman, 2001).

Based on the explanation above, we can conclude if writing is an important skill that second language students need to develop, and the capacity to show writing is integral to the skill. Nation (2009) explains one method for concentrating consideration on various parts of composing is to take a gander at writing as a procedure. One conceivable division of the written work process contains the accompanying seven sub forms; considering the goals of the writer, having a model of the reader, gathering idea, organizing ideas, turning ideas into written text, reviewing what has been written and editing.

a. Considering the goals of the writer

A critical method for urging journalists to remember their objectives and gathering of people is to give them input about the viability of their writing. This criticism can be immediate remark on the written work as a bit of writing or it can be a reaction to the message. Teachers ought to likewise to check their writing work program to ensure that students are given practice in composing for a scope of purposes to a scope of per users.

b. Having a model of the reader

In writing with quick input, the writer sits alongside per user and as each sentence or section is composed, the author gets criticism from the per user and they examine what has been composed and what may come straightaway. In keeping in touch with your understudies, the teacher composes individual letters to every student and

they answer. Situational creation is a sort of free organization. A circumstance is made utilizing a promotion, a letter, a table of numbers. The students must complete a bit of composing that suits to the circumstance. A letter writing can be a movement between individuals from the class. The class can be sorted out so a few people imagine that they are working in a bank, others are working in shops, a vacationer organization, a production line, a building organization, and a school.

c. Gathering Ideas

The main gathering comprises of open-finished, free-going exercises where all thoughts are considered or the students take after whatever way their mind takes. Common of these are conceptualizing and fast written work. The second gathering comprises of methodical seeking systems, for example, addressing (who, why, where, when) or filling in a data exchange chart.

d. Organizing ideas

Two conceivable methods for moving toward the association of scholastic written work is to rank the thoughts as a helpful rule or to order the thought into gatherings. The utilization of sub-headings in scholarly written work is a valuable beware of organization.

e. Turning ideas into written text

On the off chance that the students' first language utilizes an alternate written work framework from English, at that point there is an incentive in honing the formal abilities of shaping letters of the letter set and connecting these letters together. There is additionally an incentive in giving some consideration regarding spelling. A few students will discover issues even in saying what they need to write. One reason might be absence of training in writing in any language. Each reason requires diverse strategies to manage it and teachers need to think about how to find the causes and how to manage them.

f. Reviewing what has been written

One method for urging students to audit their written work is to furnish them with agendas (or scales) containing focuses to search for in their writing. In peer input students read their deficient work to each other to get remarks and recommendations on the most proficient method to enhance and proceed with it. The students can work in gatherings and read each other's structures.

g. Editing

Editing includes returning over the writing and rolling out improvements to its association, style, linguistic and lexical rightness, and fittingness. Scholars can be intermittently checking on what they write, editing it, and after that procedure with

the written work. In this way, editing isn't limited to happening after all the written work has been finished. Students can be urged to alter through the input that they get from their cohorts and teachers.

Theory of Error Correction

Error correction is one among an assortment of strategies recommended by ESL teachers to help understudies in enhancing their written work capability and is viewed as an extremely compelling approach to help language students recognize their composition qualities and shortcomings. Ferris (2003) and Chandler (2003) supported this strategy by expressing that error correction can help enhancing the exactness of understudies' writing while. There is proof to recommend that advancing self-correction is successful in procurement (Ferris, 2006).

Error correction was one of the fundamental worries of language instructing in the 1960s. In the Grammar-Translation technique, understudies are relied upon to have the right answer and if understudies make errors, the teacher goes about as a corrector (Larsen-Freeman, 2000). Error correction demonstrate kinds of criticism and their suggestions, how to deal with error correction and irregularities in teachers' expressed beliefs and practices

METHOD

Design and Sample

This study was categorized as qualitative research. The researcher chose qualitative research because the researcher wants to investigate the view of teachers in error correction about writing work. This research involves the English teachers who teach in urban area of Private Junior High School in Yogyakarta (Teacher A) and in a rural area of Public Junior High School Kuala Kapuas (Teacher B). The researcher did some considerations in choosing the sample of this research. First, the researcher wants to see students' writing ability. Second, the researcher wants to see the similarities of the writing error of students who study in different area. And third, the teacher has different experience in teaching English. The teacher who teaches at Yogyakarta has a year experience for teaching English and the other on has experienced as a teacher for eight years.

Instrument and Procedure

The data instrument of this research is interview. Sugiyono (2016:225) explains that there are some instruments that can be used in research, such as; observation, interview, documentation, and questionnaire. In this study, the researcher used interview especially semi-structured interview because the researcher wants to get information, view or opinion from English teachers about error correction in writing work. MC Maryati (2008:43) states that procedure is a series of stages or sequences of interconnected steps in completing a work. To control the implementation of

work so that the efficiency of the company is achieved properly, a guide is needed about the working procedures.

Data Analysis

The interview used as data collection technique. There are some types of interview, but in this study the researcher only used semi-structure interview. This interview is included in the category of in-depth interview where the implementation is more independent when compared with structured interviews. The purpose of semi-structure interview is to find problems more openly, where the interviewees were asked their opinions and ideas.

RESULTS AND DISCUSSION

This chapter focuses on describing the research findings on the basis of the analysis. In the descriptive analysis, the researcher describes and explains the data of the English teacher in Private Junior High School of Yogyakarta and Public Junior High School in Kuala Kapuas by using semi-structure interview. From the interview, the researcher got information about teachers' views on error correction in writing. The results of the study showed that English teachers correct learners' errors to contribute to demonstrate that teachers mainly focus on meaning distorting errors. Below, findings are presented in relation to reasons to error correction, the situations in which they correct, error types they focus and their error correction. The teacher of Private Junior High School of Yogyakarta said:

Table 1. Reasons of Error Correction by teacher in Private School Yogyakarta

No.	Example of reasons/statement
1	The students are still confused between sentence and paragraph
2	They cannot determine the right grammar
3	They cannot determine part of speech

From the statement above, the researcher analyzes that students have not mastered the materials given by the teacher. The teacher has to make sure that students understand between a sentence and a paragraph. Besides, determine the part of speech might be difficult for students because they are still in seventh grade. So, the teacher should give explanation to the students about part of speech so that they can determine it correctly.

In summarise of table 1, there are some thoughts or reasons found by teachers about students' making error in writing. Based on the problems, the researcher believes if learners' errors should be corrected because the purpose of writing work is to make the learners use the language appropriately. So, an "correction" is necessarily needed.

Table 1.1 Reasons of Error Correction by teacher Public School Kuala Kapuas

No.	Example of reasons/statement
1	They cannot determine the right grammar
2	They cannot use correct tenses
3	They translate the sentence with wrong words

The statement above is almost same with teacher A, but interestingly, the students try to translate the sentence by pure English. They put the words directly without knowing whether the meaning is appropriate or not. Even we should respect the students' work but we as a teacher should give them explanation that their works are wrong.

The next following table, table 2 and 2.1, it shows the situations that require error corrections.

Table 2. Situation That Require Error Correction by teacher Private School Yogyakarta

No.	Example of reasons/statement
1	Common errors repeated by students in writing
2	Typo or little errors that student do

Table 2.1 Situation That Require Error Correction by teacher Public School Kapuas

No.	Example of reasons/statement
1	Errors that distorts meaning during writing activities
2	Error writing repeated by students

From the explanation above, the errors' repetition that students do in the class is same with the students in Private Junior High School Yogyakarta. The researcher investigates if the English ability of school in rural and urban is almost same. The table below mentions the require error correction in Public Junior High School Kuala Kapuas.

The last table, table 3 and 3.1, the English teacher concentrated on three types of mistakes that students made in writing. In table 3 teacher A mentioned the types of error that she found in students writing; first, she seemed to correct grammatical errors or to be, as the teacher states. Second, she made corrections in terms of errors in part of speech. Third, she believed if the writing sentence or paragraph should be corrected, such as in vocabulary.

Table 3. Types of Error Corrected by teacher Private School Yogyakarta

No.	Example of reasons/statement
1	Grammar error
2	Part of speech error
3	Vocabulary error

The statements above make the researcher conclude the types of error that found in Private Junior High School Yogyakarta into three errors; grammar, part of speech and vocabulary. These types of error are the common errors that students do especially in grammar and vocabulary. So, these errors should be reduced because the error of grammar or vocabulary will influence the meaning of sentence or paragraph.

Table 3.1 Types of Error Corrected by teacher Public School Kuala Kapuas

No.	Example of reasons/statement
1	Basic grammar error
2	Tenses error
3	Vocabulary error

Based on the explanations above, teachers believe that corrections contribute to the appropriate use of the target language. Besides it, teachers' mainly focus are on repetitious writing errors as well as tenses, grammar and vocabulary errors. The findings also indicate that teachers develop strategies to correct errors.

With these restrictions recognized, the exploration discoveries would appear to show the teachers view on error correction in writing work in which students can learn from their mistakes in writing and try to learn how to be a writer. The teachers believe that learner's error in writing should be corrected and it was clear that the teachers believe that corrections contribute to the appropriate use of the target language. Besides, teachers' mainly focus is on the reasons of Error Correction. The findings corroborate a report that the grammar and vocabulary errors are the first error that teachers found in writing activity and it should be corrected. Ferris (2003) and Chandler (2003) supported this strategy by expressing that error correction can help enhance the exactness of understudies' writing while. These findings bring the teachers to create the methods or strategies to reduce the error's writing of the students.

It has to be admitted that error correction in writing is an obvious challenge for teachers in teaching learning English, especially to enhance EFL Indonesian student's writing. The teachers think that learner's error should be corrected, as the teachers said that common errors repeated by students in writing and errors that distorts meaning during writing activities are a good situation for teachers to correct the studnets' errors writing. When the students still make some mistakes in writing, it means the teacher should give more stimulus and explanation about writing. This

finding is similar with Uysal and Aydin (2017) clarify that the common error ought to be elucidated toward the start of the learning procedure and the teacher ought not to let the continuous errors.

From the interview of both teachers (Teacher A and Teacher B), the methods applied by the two teachers were also recorded. It can be realized that the teachers apply between explicit and implicit methods of error correction. Explicitly, the teachers point out clearly the mistakes in students' writing and the way to correct those errors. Implicitly, the teachers locate the errors and make students correct these errors by themselves. These errors will pack by teacher and the teacher reviews the corrections of students writing and makes necessary adjustments. After identifying the errors, the teacher will invite students to correct their task. Finally, this research findings push the essence of the teacher to have the strategies in reduce the error of writing.

CONCLUSION

The findings and discussions of the study are aimed to know the view of teacher in error correction of students' writing. This study showed that EFL teachers should make error corrections to the students so that they know where the error is. The EFL teachers believe that error correction may contribute to habit formation in terms of students' self-correction. Interestingly, the result of this research is similar with Başöz & Aydin (2017) that conduct about teachers' perception in speaking skill. The results of the current studies indicate that the English teachers still found errors in writing, dominantly in grammar and structure.

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