

The Effectiveness of Indirect Error Correction Feedback on the Quality of Students' Writing

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Abstract

Giving feedback in the process of teaching writing is a common practice by writing teachers because it is believed to be able to help students write better. The feedback may be given directly or indirectly. The feedback may be given in the form of comments, questions, suggestions, and or corrections. It seems to be no dispute about the first three kinds of feedback. But for the corrections as the feedback in the process of teaching writing, there are two opposing views, one view believes that correction is counter-productive while the other view believes that correction is helpful. In this research, three kinds indirect correction feedback was implemented, sample end comment (SEC) feedback, coded correction (CC) feedback, and non-coded correction (NCC) feedback. Experimental research was used to find out which indirect correction feedback will give more effective result in the students' writing quality.

Key words: error correction feedback and writing quality.