
**THE USE OF INDIRECT CORRECTIVE FEEDBACK IN
MONITORING STUDENTS' WRITING ACCURACY**

Rika Rahmawati Suryana¹, Reni Apriani¹

¹STKIP La Tansa Mashiro

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Abstract

This research aimed to explore the use of Indirect Corrective Feedback (ICF) in monitoring students' writing accuracy, the students' attitudes toward ICF, and the benefits of ICF. This was a qualitative research which used a case study method. This research was conducted at a high school in Lebak Region. It involved one class but the participant recruited for the interview only focused on 10 outspoken students from grade ten who major in Natural Sciences. The writer answered the research questions by using three instruments such as questionnaire, interview, and observation. Then results of this research revealed that first, ICF could improve students' grammatical writing accuracy. Second, ICF helps the students to write better. Third, ICF helps the student to avoid the same errors. Fourth, ICF makes the students more independent, and ICF motivates students to learn the next writing lesson.

INTRODUCTION

One of English language skill is writing. Writing skill has been recognized as an important skill in language learning. The Senior High School curriculum says that the writing skill covers variety of genres such as narrative, descriptive, report, exposition in which the students should express the accurate and fluent meaning within the monolog of text. Therefore, writing is obviously considered as a crucial competence.

Heasley (2003,p.2) also stated “Writing is clearly a complex process, and component writing is frequently accepted as being the last language skill to be acquired (for native speakers of the language as well as for foreign or second language learners)” It means that in students writing have to coherent way to get good result or well writing.

Besides, Oshima and Hogue (2006,p.265) mentions that writing is about a process to create, organize, write, and polish. Then, writing needs some process such as arranging, composing, and editing. (Oshima and Hogue, 2006, p. 265)

In line with Oshima and Hogue (2006,p.265), Mayers (2005, p.2) agree that “Writing is an action, a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them”. Although writing is an important skill, in fact, not all students have good capability of this skill. It also happens at high school in Lebak Region, the school that the writer will going to investigate. The students at this school tend to have some problems in writing English accurately due to certain factors. First, some of the students have not master English grammar well; thus, their writing still contains some inaccuracies/errors. For instance, some students sometimes forget the formulation of simple present, so they write verb one without “s/es” when it comes the subjects it, she, he, name of person, etc. Besides, they sometimes use inappropriate in their writing, such as the words “listen” and “hear”. Some of them do not know that both words are different in term of use (although the meaning is similar). Hence, it sometimes makes their writing a bit hard to understand.

Second, some students have not applied the mechanics of writing correctly (e.g punctuation, capitalization, spelling, etc). It can be caused by several factors: 1) they have not understood the writing mechanics well, 2) they are sometimes careless in term of the use of writing mechanics, and 3) it becomes the habit of some students when it comes to punctuation, or capitalization. They might do some errors too when they were in elementary school or junior high school. Therefore, it becomes their habit up to now.

Third, some students are sometimes confused when they are writing because they do not master English vocabulary. To solve this problem, they still need to check the dictionary or ask the teacher. Besides the mastery of vocabulary, some students also reveal that they sometimes get difficulty in expressing their ideas in the form of writing. They think it is not hard or difficult to get the ideas, but when it comes to the form of writing, it becomes harder. They are confsed what to write first, how to compose the sequence of the sentences, or how to arrange words to become a good text or an interesting story. Due to several factors mentioned previously, students do not have good attitude toward writing. They find that writing quite hard.

Besides those problems, the students rarely receive feedback from the teacher after being given writing task, so the students do not know the mistakes in their written work. Seeing those issues, students definitely need to develop their writing competence in order to achieve more accurate writing. One of the strategies to achieve is by giving the appropriate feedback to students’ writing, which is indirect corrective feedback.

ICF to consider is one of the corrective feedbacks that can help students to minimize inaccuracies. Indirect Corrective feedback (ICF) is a situation in which the teacher marks the error without providing the correct form, so those errors should be diagnosed and corrected by the students themselves. This kind of feedback can also be used to develop and train students’ writing skill. Its also to improve students’ confidence in their writing skills.

According to Guenette, “indirect corrective feedback refers to the teacher’s indication of errors by underlining, highlighting or coding them and letting learners do the correction.” It can be inferred that indirect corrective feedback is indication of errors given by the teacher in which he/she underlines, highlights, code, and let the students do self-correcting.

They mention “it could involve teacher underlining and circling errors or putting an error code over the error”. It is also supported by Sivaji who asserts “indirect corrective feedback is provided by indicating the location of the error by underlining and the types of error by writing codes on top of each error”.

Then, it can be said that the teacher has a role to provide the error indications to students that can make them independent in diagnosing their own errors. From some explanations above, it can be concluded that indirect corrective feedback is one of written corrective feedback given by the teacher in which he or she marks or underlines or highlights the location of error without providing the correct form. It is done that the students can independently diagnose and correct their own mistakes or errors.

Heasley (2003) argue that ICF is excellent for most students as it will involve them in guided learning as well as problem solving. The writer also agrees with them since this kind of feedback can stimulate them to become more independent learners.

Based on several research, indirect written corrective feedback is effective in helping students improve the accuracies of their writing.

(Lan Anh, 2011, p.12) mentioned in her research that indirect corrective feedback could be fruitful and effective technique to minimize grammatical errors. She also stated that ICF could help students become critical thinkers because that the impact of using indirect corrective feedback in students’ writing accuracy and active participants rather than being passive recipients. Moreover, students also highly valued the importance of ICF during their writing process as they are given space to delve into the errors they made and how to avoid it to clarify the meaning they want to express in their writing.

Therefore the English teacher of a public high school in Lebak Region used ICF in the classroom that in the first meeting, the teacher asked to the students in one hour to write an essay by requested the instruction. After they had written essays, they were handed in to be marked. Some of the errors or mistakes were highlighted, but the correct forms were not given. For the second meeting, a second task was conducted on the same topic. Before the task, a session was held with the students about the results of their first task. The second task was then distributed, which was the same with the first task. It took three times by some task because to what and to know extent students’ error in writing. Then the teacher will know the results of the students’ writing.

RESEARCH METHOD

This research was conducted in a high school in Lebak Region. In this study, the writer recruited participants from grade ten. This class actually consists of 36 students whose writing is scrutinized to trace students’ writing development, and the researchers also recruited 10 outspoken students for the interview hence they are recruited purposively. The students in this class tend to be active, critical, and focus. They have a big curiosity and good comprehension. This study used a case study method. This study focused on the use of indirect corrective feedback in monitoring students’ writing accuracy, students’ attitudes toward indirect corrective feedback, and the benefits of indirect corrective feedback.

In this research, the total of this error type will be transferred to percentage. In the table of percentage, the writer uses this formula:

$$P =$$

Descriptions:

P = Percentage

F = Frequency of Wrong Answer

N = Number of Cases

After the writers obtained students' writing as data, the interview is conducted with ten of the most outspoken students which then analyzed using Miles and Huberman (1994) construct which includes data reduction, data display, and conclusion.

FINDING AND DISCUSSION

Before Using Indirect Corrective Feedback on students' Writing Errors

No.	Student	Original Writing
1.	Student A	<p>My Lovely Mom</p> <p>My mother's name is Lilis Nurhadi, she is my beloved mom. She has long hair, big eyes, pointed nose and white skin. She is beautiful, patient and strong. She born in pandeglang November 07 she is very clever She is like reading book, because it my mother wear glasses.</p> <p>My mother is the teacher in junior high school of five Rangkasbitung. She teach science. She lived in Komplek Pemda. She has husband. They are a romantic couple. They have are old son and two younger's sister. She loves cooking and she love her family.</p>
2.	Student B	<p>My lovely Mom</p> <p>My beloved mom is Cintia. She is a strong women. She has a short body, shor hair, beautiful face and not too fat. My mother can give me the inspiration and always support me.</p> <p>She is diligent for cooking, many food buy mother is delicious, my mother have a dream, my mother hope I'll be a successfull person in the future.</p>
3.	Student C	<p>My Lovely Mom</p> <p>I want to describe my moom. Her name is Deti Setiawati. My mom is beautiful woman. Her tall is about 161 cm and her weight is about 60 kg. She has a black and shiny curly hair. She is always very good to me and so valuable that sometimes I feel like I have no words to describe her. She always care to me and is an important person.</p> <p>My mom always reminds me of freshly baked breads. The feeling is so warm with a sweet fragrance. She has many good qualities and values, being a strong woman, supportive, and spiritual are the most important for her. Although she is ill but always concerned with his son's health rather than his own. She always remember when his son's not yet eat. She is also of super help when I encounter problems. She teaches me all that she knows in what she thinks is the most appropriate time and way, raising me up to be a nature, sensible and strong minded girl.</p>
4.	Student D	<p>My Lovely mom</p> <p>I want to tell you about my superhero in my life. She is my mother, her name is Nurhidayah. She was born on March, 17th 1968 in Tanjung Pinang. She is a good person, though sometimes talk about my</p>

		<p>attitude, but it is a good for me. She is also a good chef for our family, her food is very delicious.</p> <p>Well, i don't know how I descriptive my mother. But the point is I'm so in love with her.</p>
5.	Student E	<p>My Lovely Mom</p> <p>I want to tell you about my mom. Do you know my mom? My mom is my favorite idol. she has a good name, her name is Tita. It is beautiful name, yeah? Yes of course. I love my mom so much, she is my everything. She so beautiful, she has a short hair and brown eye. Her body is small. She was born on Lebak, 11 October 1975. She is 42 years old.</p> <p>My mom like as my best friend, my chef. My strong women. She always know my feeling. I was share my story with my mom. She told me that sexy is not what you bear, it's how you wear. She told me God will never give us more than we can handle and that this to shall pass. My mom is also of super help when I encounter problems. I love you so much mom.</p>
6.	Student F	<p>My Lovely mom</p> <p>My mother name is Sri Rahayu Sa'diah. She is a beautiful women. She has big eyes, beautiful and short hair. She has one nose, white skin, and beautiful lip. She has small body and exactly.</p> <p>My mother 37 years old. She was born in Lampung, 28 october 1977. She is married with my father since 1996. She lives in komplek pendidikan. She has two childrens. They are Nia Sekar Asih and Muhammad Akbar Fauzan. She is strong and smart women.</p>
7.	Student G	<p>My Lovely Mom</p> <p>My beloved mom. She is strong woman. She has a short body, short hair, beautiful face and not too fat. My mother can give me the inpiration and always support me. She is dilligent for cooking, and many food my mother is delicious. My mother have a dream. My mother hope I'll a succesfull person in the future. My mother is teacher in SDN 2 Cimarga. She ever an accident.</p>
8.	Student H	<p>My Lovely Mom</p> <p>I have mother, her name is Ati listiati. She born on 17 january 1974 in Serang. She has a beautiful face, smart, good, diligent. Her old is 42th, but until now she is seen young. Her hobby is angry to me, if I make a problem in house. But she is loving me.</p> <p>She always give me warning about positive thing. My mother dream is I to be succesful women , and I want make my parents happy.</p>
9.	Student I	<p>My Lovely Mom</p> <p>My mother name is Rosita. She is aa beautiful women, she has small eyes, beautiful and long hair, have small nose, white skin, and beautiful up. She has small body and is tall.</p> <p>My mother 46 year old. She is live in lebak sambel. She was born in lebak 3 April 1969. Married with my father and have 5 children is Muhammad fihry, Sarah Niaurhasanah, Muhammad Wayyi Ibnu Dita, Nurul Fauziyah, Nurul Alfiyah. She is strong women</p>

10.	Student J	<p>My lovely Mom</p> <p>I have mother , has name is Nurhayati . She born on 05th November 1976 in Rangkasbitung. She has a small eyes , long hair and beautiful face. She was smart and deligent personality.</p> <p>My mother hobby is angry to me if we make problem in house. My mother always make breakfast every morning. She always save me from danger everywhere. My mother always mope I'll be succesfull person, and I hope to.</p>
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The following table was the use of ICF on ten students' assignments which were analyzed sentence by sentence by the writer. It has been classified into each writing element as follows:

After Using Indirect Corrective Feedback on students' Writing Errors

This document are result of research. It was about the use of indirect corrective feedback in monitoring students' writing accuracy at a high school in Lebak Region. The writer used students' writing assignments as the documents.

The following table was the use of ICF on ten students' assignments which were analyzed sentence by sentence by the writer. It has been classified into each writing element as follows:

1. VERB TENSE (VT)		
No.	Original Writing	After Self-Correcting
1	She <u>live</u> ^{VT} in komplek pendidikan.	She lives in komplek pendidikan.
2	My mother <u>can</u> ^{OW} <u>give</u> ^{VT} me the <u>inpiration</u> ^{SP} and always support me.	My mother gives me the inspiration and always support me.
3	She <u>born</u> ^{VT} on 17 January 1974 in Serang.	She was born on 17 th of January 1974.
4	She always <u>save</u> ^{VT} me from danger everywhere. My mother always <u>hope</u> ^{VT} I'll ^{SP} be a <u>succesfull</u> ^{SP} person, and I hope to ^{SP} .	She always saves me from danger everywhere. My mother always hopes I will be a successfull person, and I hope too.
5	She <u>born</u> ^{VT} in Pandeglang November 07 ^{IW} . My <u>mother</u> ^{VT} is <u>the</u> ^{IW} teacher in <u>junior high school</u> ^{CAP} of five Rangkasbitung. She <u>loves</u> ^{WW} cooking and she <u>love</u> ^{VT} her family.	She was born in Pandeglang 7 th of November 1967. My mother's job is a teacher in Junior High School 5 Rangkasbitung. She likes cooking and she loves her family.
6	She is <u>diligent</u> ^{SP} for cooking, <u>many</u> ^{CAP} <u>food</u> ^{VT} buy my mother <u>is</u> ^{SP} delicious. My mother <u>have</u> ^{VT} a dream, <u>my mother</u> <u>hope</u> ^{WW} I'll be a succesfull person in the future.	She is dilligent for cooking. Many foods cooked by my mother are delicious. My mother have a dream that I will be a successfull person in the future.
7	She <u>live</u> ^{VT} in komplek pendidikan.	She lives in komplek pendidikan.
2. TO BE (TB)		
No.	Original Writing	After Self-Correcting
1	<u>She</u> ^{TB} born on 05 th November 1976 in Rangkasbitung.	She was born on 05 th of November 1976 in Rangkasbitung.

2	<u>Married</u> ^{IW} with <u>my father</u> ^{OW} and <u>have</u> ^{TB} 5 children <u>is</u> ^{TB} Muhammad Fihry, Sarah Niurhasanah, Muhammad Wayyi Ibnu Dita, Nurul Fauziyah, Nurul Alfiah.	She has married and has 5 children. They are Muhammad Fihry, Sarah Niurhasanah, Muhammad Wayyi Ibnu Dita, Nurul Fauziyah and Nurul Alfiah
3. WRONG WORD (WW)		
No.	Original Writing	After Self-Correcting
1	Her old is 42 th , but until now she is <u>seen</u> ^{WW} young.	Her old is 42 th , but until now she is looks young.
2	She is always very good to me and so <u>valuabe</u> ^{SP} that sometimes I feel <u>like</u> ^{WW} I have no words to describe her.	She is always very good to me and so avaluable that sometimes I feel that I have no words to describe her.
3	She is also <u>of</u> ^{WW} super help when I encounter problems.	She is also a super help when I encounter problems.
4	She always <u>remember</u> ^{IW} when <u>his son's not yet eat</u> ^{WW} .	She always remember me when her son's do mistake.
5	She is a good person, <u>though</u> ^{OW} sometimes <u>talk about my attitude</u> ^{WW} , but it is a <u>good for me</u> ^{OW} .	She is a good person, sometimes she talks about attitude.
6	She has a small eyes, long hair and beautiful face. She <u>was</u> ^{TB} smart and <u>diligent</u> ^{SP} <u>personality</u> ^{WW} .	She has a small eyes, long hair and beautiful face. She is smart and dilligent person.
7	She <u>loves</u> ^{WW} cooking and she <u>love</u> ^{VT} her family.	She likes cooking and she loves her family.
8	My mother <u>can</u> ^{WW} give me the inspiration and always support me.	My mother always give me the inspiration and always suppoprt me.
9	My mother have a dream, <u>my mother hope</u> ^{WW} I'll be successfull person in the future.	My mother have a dream, that I will be successfull person in the future.
4. SPELLING (SP)		
No.	Original Writing	After Self-Correcting
1	She is <u>diligent</u> ^{SP} for cooking, <u>many</u> ^{Cap} food <u>buy</u> ^{VT} my mother <u>is</u> ^{TB} delicious.	She is dilligent for cooking. Many of foods cooked by my mother are delicious.
2	She <u>born</u> ^{VT} in Pandeglang <u>November 07th</u> ^{IW} <u>she</u> ^{SP} is very clever <u>she is like reading book, because it my mother wear glasses</u> ^{OW} .	She was born 7 th of November 1967, she is very clever.
3	She <u>was</u> ^{TB} smart and <u>diligent</u> ^{SP} <u>personality</u> ^{WW} . My <u>mother</u> ^{SP} hobby is angry to <u>me</u> ^{WW} if we make problem <u>in house</u> ^{OW} . My mother always <u>hope</u> ^{VT} <u>I'll</u> ^{SP} be a <u>successfull</u> ^{SP} person, and I hope <u>to</u> ^{SP} .	She is smart and dilligent person. My mother's hobby is angry to me if I make problem at home. My mother always hope that I will be a successfull person, and I hope too.
4	She is a beautiful <u>women</u> ^{SP} .	She is a beautiful woman.
5	My mother <u>can</u> ^{OW} <u>give</u> ^{VT} me the <u>inpiration</u> ^{SP} and always support me. My mother hope <u>I'll</u> ^{OW} a <u>successfull</u> ^{SP} person in the future.	My mother gives me the inspiration and always supports me. My mother wants me to be a successfull person in the future.
6	She is a beautiful <u>women</u> ^{SP} . She is strong and smart <u>women</u> ^{SP} .	She is a beautiful woman. She is strong and smart woman.
7	She has a short hair and brown <u>eye</u> ^{SP} . My mom like as	She has a short hair and brown eyes. My mom like as my best friend, my chef, my

	my best friend, my chef, my strong <u>women</u> ^{SP} .	strong woman.
8	She <u>is</u> ^{OW} always very good to me and so <u>valuable</u> ^{SP} that sometimes I feel <u>like</u> ^{WW} I have no words to describe her. My mom always <u>reminds</u> ^{SP} me of freshly baked breads.	She always very good to me and so available that sometimes I feel I have no words to describe her. My mom always remind me to freshly baked breads.
5. INSERT WORD (IW)		
No.	Original Writing	After Self-Correcting
1	She always <u>remember</u> ^{IW} when <u>his son's not yet eat</u> ^{WW} . She is also <u>of</u> ^{WW} super help when I encounter problems.	She always remember me when her son's do mistake. She is also a super help when I encounter problems.
2	<u>She</u> ^{IW} so beautiful.	She is so beautiful.
3	She has big eyes, <u>beautiful</u> ^{IW} and short hair. <u>My mother</u> ^{IW} 37 years old. She <u>is</u> ^{IW} married with my father since 1996.	She has big eyes, beautiful face and short hair. My mother is 37 years old. She has get married with my father since 1996.
4	I <u>have</u> ^{IW} mother, <u>her</u> ^{Cap} name is Ati Listiati.	I have a mother. Her name is Ati Listiati.
5	<u>My mother</u> ^{IW} 46 years old. <u>Married</u> ^{IW} with <u>my father</u> ^{OW} and <u>have</u> ^{TB} 5 children <u>is</u> ^{TB} Muhammad Fihry, Sarah Niurhasanah, Muhammad Wayyi Ibnu Dita, Nurul Fauziyah, Nurul Alfiyah.	My mother is 46 years old. She has married and has 5 children. They are Muhammad Fihry, Sarah Niurhasanah, Muhammad Wayyi Ibnu Dita, Nurul Fauziyah and Nurul Alfiyah
6	<u>She</u> ^{TB} born on <u>05</u> ^{thIW} November 1976 in Rangkasbitung.	She was born on 05 th of November 1976 in Rangkasbitung.
7	She <u>born</u> ^{VT} in Pandeglang November <u>07</u> ^{IW}	She was born in Pandeglang 7 th of November 1967.
8.	She has a short body, short hair, beautiful face and not to <u>fat</u> ^{IW} .	She has a short body, short hair, beautiful face and not to fat body.
6. PUNCTUATION(PC)		
No.	Original Writing	After Self-Correcting
1	<u>she</u> ^{PC} is my beloved mom.	She is my beloved mom.
2	Her hobby is angry to me, if I make a problem in house. <u>But</u> ^{PC} she is loving me.	Her hobby is angry to me, if I make a problem in house but she is loving me.
7. CAPITALIZATION(CP)		
No.	Original Writing	After Self-Correcting
1	<u>her</u> ^{CP} name is Ati Listiati.	Her name is Ati Listiati.
2	My <u>mother</u> ^{VT} is <u>the</u> ^{IW} teacher in <u>junior high school</u> ^{CP} of five Rangkasbitung.	My mother's job is a teacher in Junior High School 5 Rangkasbitung.
3	She is <u>diligent</u> ^{SP} for cooking, <u>many</u> ^{CP} food <u>buy</u> ^{VT} my mother <u>is</u> ^{TB} delicious.	She is dilligent for cooking. Many of foods cooked by my mother are delicious.
8. OMIT A WORD(OW)		
No.	Original Writing	After Self-Correcting

1	She <u>born</u> ^{VT} in Pandeglang <u>November 07th</u> ^{IW} <u>she</u> ^{SP} is very clever <u>she is like reading book</u> , because it <u>my mother wear glasses</u> ^{OW} .	She was born 7 th of November 1967 she is very clever.
2	She <u>lived</u> ^{SP} in <u>komplek</u> ^{OW} Pemda. They are <u>a</u> ^{OW} romantic couple. <u>They have are old son and two younger's sister</u> ^{OW} .	She lives in Pemda. They are romatic couple.
3	I have mother, <u>has</u> ^{OW} name is Nurhayati. My mother always make <u>a</u> ^{OW} breakfast every morning.	I have mother. Her name is Nurhayati. My mother always make breakfast every morning.
4	She has small eyes, beautiful <u>and</u> ^{OW} long hair, small nose, white skin, and <u>beautiful up</u> ^{OW} .	She has small eyes, beautiful, long hair, small nose and white skin.
5	My mother dream is <u>I</u> ^{OW} to be successfull <u>women</u> ^{SP} .	My mother dream is to be successfull woman.
6	<u>My beloved mom</u> ^{OW} . She is a strong woman. My mother <u>can</u> ^{OW} <u>give</u> ^{VT} me the <u>inpiration</u> ^{SP} and always support me.	She is a strong woman. My mother gives me the inspiration and always supports me.
7	My mother hope <u>I'll</u> ^{OW} a <u>succesfull</u> ^{SP} person in the future. My mother <u>is</u> ^{IW} teacher in SDN 2 Cimarga. <u>She ever an accident</u> ^{OW} .	My mother wants me to be a successfull person in the future. My mother job is teacher in SDN 2 Cimarga.
8	She has small body and <u>exactly</u> ^{OW} .	She has small body.
9	I want to tell you about my lovely mom. <u>Do you know my mom?</u> ^{OW} . My mom is my favorite idol. she has a good name, her name is Tita. <u>It is beautiful name, yeah? Yes,of course</u> ^{OW} .	My mom is my favorite idol. she has a good name, her name is Tita.
10	She is a good person, <u>though</u> ^{OW} sometimes <u>talk about my attitude</u> ^{WW} , <u>but it is a good for me</u> ^{OW} . <u>Well I don't know how I descriptive my mother, but the point is I'm si in love with her</u> ^{OW} .	She is a good person, sometimes she talks about attitude.
11	She <u>is</u> ^{OW} always very good to me and so <u>valuabe</u> ^{SP} that sometimes I feel <u>like</u> ^{WW} I have no words to describe her. She always care to me <u>and is an important person</u> ^{OW} . She has many good qualities and values, being a strong woman, supportive, and spiritual <u>are the most important for her</u> ^{OW} .	She always very good to me and so avaluable that sometimes I feel I have no words to describe her. She always care to me. She has many good qualities and values, being a strong woman, are supportive and spiritual.

Recapitulation of Student's Writing Assessment (Original Writing)

No.	Writing Elements	Number of Errors
1	Verb Tense (VT)	11
2	To Be (TB)	3
3	Wrong Word (WW)	9
4	Spelling (SP)	14
5	Insert Word (IW)	11

6	Punctuation (PC)	2
7	Capitalization (CP)	3
8	Omit Word (OW)	22
Total of Errors		94

Based on recapitulation of original writing, we can see that there were some errors on student's writing. The writer had given codes on them. It can be seen that the errors included 11 verb tense (VT), 3 To Be (TB), 9 wrong word (WW), 14 spelling (SP), 11 insert word (IW), 2 punctuation (PC), 3 capitulation (CP) and 22 omit a word (OW). In sum, based on the table of original writing, the total of errors was 94.

After ICF was used to monitor students' writing accuracy at 10 of students majoring in natural sciences of a high school in Lebak Region, the writer found that ICF could enhance the students' writing accuracy. It can be seen from the students' progress from the first until the last assignment. The students writing showed significant improvement from time to time. Moreover, the number of errors was significantly decreased after they were encouraged to correct their own writing.

In the first assignment it can be seen that some students still made some errors, most of the errors were in term of omit a word. Since the students should tell the descriptive text in their writing, automatically they must write most of sentences that is grammatically correct.

Based on the analysis of interview, the benefits of ICF are as follows:

a. ICF helps the students to write better In the process of interview, student A, student B, student C until student J said their writing was getting better after receiving ICF. Student B said she understood more how to write correctly. Meanwhile, student C said that he could even write more fluently because of ICF. The writer had also seen from their writing assignments, from the first, second, and third their writings were obviously getting better from time to time. They had understood how to make a good writing. Compared to the previous research from Lan Anh it revealed that ICF helps writer become more competent in this research, it is also proven that the students became more capable in writing. It can be seen from their writing more accurate in every meeting, it seems they had known the "key".

b. ICF make the students understand the use of grammar and `writing Mechanics Based on the students' answer in the interview, student A said that ICF was important to know the mistakes and to minimize them. It means that she had understood how to use the correct grammar. Besides, it can also be seen on other students' writing. The errors decreased from time to time. In the following assignment, it seemed they also had understood the how to write the sentence correctly. They became more careful in the use of punctuation, capitalization, spelling, and so forth. It showed the same result with the previous research that reveals the advantage of IF in minimizing grammatical error.

c. ICF help the student to avoid the same errors Based on the analysis of interview, student A said that when she got "verb tense" correction, then she did not do the mistake 54 Ibid. 69 anymore in the next writing. Student B also said that ICF was important to know the errors, so, those could be minimized. It is also in line to the previous research from Lan Anh (2011) which revealed that if helped decrease more error categories and more errors in each type. It can be seen from their writing work as elaborated in the result of document. The comparison between the version of original writing and after correcting, their errors obviously decreased

much after selfcorrecting because of ICF. It was relevant with of the previous research by Sivaji. It said that ICF had given positive impact on students writing.

d. ICF makes the students more independent In the interview session, the three students answered that ICF was challenging for them since they should correct the errors themselves. On the other words, they were responsible on the mistakes/errors they made. After the students did three writing assignments, the students become more independent to learn and to find out the correct from the errors. It is also relevant with the previous research which showed that the students became more responsible for their learning and spent more time on self study throught IF.

e. ICF motivates students to learn the next writing lesson ICF had also given the student motivation to learn harder, especially to learn more about writing. ICF had motivated them to correct their errors. It can also be seen from their reaction when the teacher asked them to correct own writing. They were excited to fix their mistakes although they should correct their writing works for several times without complaining. Nevertheless, there were also few students who did not really think that ICF had motivated them to learn the next writing lesson.

It was true that in the begining, some students still looked a bit confused with the corrections from the teacher as well as the codes given, therefore, when they corrected their own writing, some of them frequently asked the teacher. However, most of students thought that ICF had motivated them to learn more about writing in the future since it gives many benefits instead of the negative ones.

CONCLUSION

After ICF was used to monitor students' writing accuracy, the reseacher found that ICF could enhance the students' writing accuracy. It can be seen from the students' progress from the first until the last assignment. Their writing showed the significant improvement from time to time.

Moreover, most of students did not make the same writing errors. The number of errors was also significantly decreased after they were encouraged to correct their own writing. In every version of revision, most of students were able to solve their own mistakes until they were able to write the more accurate writing.

The writer believes that ICF can offer many benefits to students. Besides it is effective to minimize errors, it also has other benefits for students. By doing self-correction, the students can be an autonomous/independent learner. They will think and learn harder, they are encouraged to find out and to correct their own mistakes. They can even know the mistakes on their friends' task. Hence, the writer believes that ICF is able to develop students' writing skill and help them in creating the better writing.

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