THE USE OF INDIRECT FEEDBACK TO REDUCE STUDENTS' GRAMMATICAL ERRORS IN WRITING AN ANALYTICAL EXPOSITION TEXT

Annisa Bintang Kusumawardhani
annisabintang18@gmail.com
Department of English Education, Indonesia University of Education

Abstract: Feedback provision is a necessity for students in the process of writing. Thus, this research aims to discover the use of indirect feedback to reduce students' grammatical errors in writing an analytical exposition text. Furthermore, this study was conducted to find out students' response toward indirect feedback given as treatment. The study implemented a quasi-experimental design. The sample of this study involves 60 students as control group and experimental group. Students' writing and questionnaire were used to obtain the data in this study. Afterwards, one way analysis of variance test in SPSS 20.0 conducted to analyze the data. Based on the statistical result, after indirect feedback was implemented on students' writing, the level of significance is .000 or < 0.05, thereby the null hypothesis was rejected. Thus, the use of indirect feedback reduces the number of grammatical errors made by students in writing an analytical exposition text. In addition, from the questionnaires' result, students' gave positive responses toward indirect feedback.

Keywords: Indirect Feedback, Grammatical Errors, Analytical Exposition

Introduction

English is one of foreign languages which is taught in Indonesia in every educational level. In learning English, writing is becoming one of productive skills that should be mastered by students. Recount text, narrative text, and exposition are some examples of academic writing that should be mastered by EFL students at school. Each academic writings also had its own purpose, generic structure and also language features. Therefore, to produce a good academic writing, students need teacher guidance at school, especially for students who learn English as foreign language.

Writing is considered a challenging skill particularly as foreign language, because there are some processes that should have done to create a good writing and it is not easy. Langan mentioned (2007, p. 5) that even professional writer do not automatically write a paper. They start with prewriting, scratch outline, writing first draft, revising, and proofreading. They have

to work step by step. Brown (1994, p. 335) also noted that some processes such as thinking, drafting, and revising should be conducted in the process of writing. Thus, writing is a long process because it needs to be developed to enhance the quality of a writing itself.

Sentence structure, word choice, verb tense, noun endings (singular/plural), and also verb form are top five of grammatical errors made by language learner (Ferris & Roberts, 2001 p. 169. Therefore, grammar mastery and positive reinforcement in writing is also important since it leads to developing confidence in writing.

In ESL teaching, teacher feedback on students' writing is very important because errors in writing cannot be avoided. Hyland (2006, p.88) stated that providing feedback is one of the most important tasks for an ESL teacher. Teacher feedback is expected to help the students to decrease or even eliminate some errors that appear in their writing. Teacher feedback in the writing process is expected to give significance improvement in students' writing and reduce grammatical errors which occur in the writing. the process of revising drafts in a writing process.

Meanwhile, it is rare for teacher in Indonesia to provide feedback in the writing process. The teachers tend to focus on the writing result without guiding the students in the process of writing. It is noted by Purwandari (2012, p. 18) in her research about narrative essay writing, she mentioned that teacher role is not optimal in guiding the students in the writing process and the teacher also does not provide appropriate example or writing technique before conducting writing activity. The teacher prefers to do administrative task or check on students' exam result during the process of writing.

Based on the explanation above, this research was conducted to investigate the use of indirect feedback to reduce students' grammatical errors in writing an analytical exposition text. Two research questions are formulated as follows.

a. Does indirect feedback reduce grammatical error made by students in writing an analytical exposition text?

b. How is students' response towards grammatical error feedback given by the teacher?

Literature Review

- **Definition of Feedback**

Keh (1990, p.294) defined feedback as revising which is provided by the reader and it contains information for revision. Keh also mentioned that feedback is fundamental element in the process of writing. According to Hattie & Timperley (2007, p.81), feedback is information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance. On learning and achievement, feedback gives the most powerful influences because it provides corrective information for learners about their performances (Hattie & Timperley, 2007, p. 81).

Purnawarman (2011, p.1) further explained that feedback provides students with information about what is good and what needs to be improved in their writing. Students receive feedback from source or combination of sources, this feedback is used by students in their revisions and in the final product of their writing. Moreover, Hyland (2006, p. 83) also noted that feedback is essential for the development of second language writing skills. It means that feedback has significant role in second language writing because it provides information for learner in the process of writing.

Furthermore, the role of feedback in writing is important because occurrence of errors in students' writing is unavoidable and feedback will improve the quality of students' writing. According to Hyland (2006, p.83) feedback which is provided by teacher in genre classroom is an important thing because it builds the literacy resources to involve in target communities and also learner's confidence. Purnawarman (2011, p.14) stated that feedback can increase students' attention on their work or subject of their writing and students can improve their performance by doing revision in their writing. Keh (1990, p.294) noted that through feedback, the writer learns where he or she has mislead or confused the reader by not supplying enough information, illogical organization, lack of development of ideas, or something like inappropriate word-choice or tense.

In addition, research on student preferences reveals that students are frustrated if their teacher doesn't give comments on their written errors (Hyland 2006, p.84).Thus, the process of editing, revising and drafting in a writing process is becoming one of the reasons to give feedback. Students need teacher to give some comments on their writing as feedback. Feedback is expected to give positive contribution towards students'

writing and it can improve the quality of writing.

Moreover, according to Cardelle & Corno (1981) providing feedback on students writing can make learning more effective, students who received more feedback on their performances had better understanding to correct their mistakes (cited in Purnawarman, 2011, p.13). According to Purnawarman (2011, p.14) feedback can improve students' attention on the subject they are writing. Thus, feedback can be used to encourage students in correcting their mistakes and it gives positive effect on students' performance because they learn how to improve and evaluating their performances. Feedback is expected to improve their ability in writing, so they will achieve better result in the process of learning.

- **Types of Feedback**

Based on Keh (1990, p.295), there are three types of feedback that can be used in a writing process. Peer feedback, conferences as feedback, and teacher's comments as feedback are three main areas of feedback that can be used as revision in the writing process. Hyland and Hyland (2006 p. 83) also describe some characteristics and forms of these feedback types as follow:

Peer feedback is a type of feedback provided by other students. It means students can ask the other students to give some comments or suggestions to improve their writing.

Another way to give feedback is using conference or usually called by the conferences as feedback. Conferences as feedback can be divided into three forms. They are teacher or whole class conference, teacher- mini conference, and one on one conference. Generally, the characteristics of this feedback type are emphasizing on sharing between teacher and students about students' writing.

The last type of feedback is teacher written feedback. This feedback type can be divided into five forms. They are commentary, rubrics, minimal marking, taped commentary, and electronic feedback.

Karbalei & Karimian (2014, p.967) also noted typology of written corrective feedback types on their research, and some descriptions about type of corrective feedback that have been investigated by several researchers. Based on their research there are several types of written corrective feedback and also some descriptions about what should become focused on the process of giving feedback. Based on the types of feedback that have been explained on the

table above, this study will only focus on teacher written feedback with minimal marking form. So, feedback will be given by a teacher to address the types and location of error without giving any direct correction. Furthermore, the indirect feedback strategy will be used to address students' error in the writing process.

- **Indirect Feedback Strategy**

Indirect feedback is one of the strategies that is used to address grammatical errors on students' writing (Purnawarman 2011, p. 18). Indirect feedback is usually provided by teacher using particular codes to mark the types of errors which occur in the process of writing. Some teachers use codes, and can then put these codes either in the body of the writing itself, or in a corresponding margin. This makes correction neater, less threatening, and considerably more helpful than random marks and comments (Harmer, 2001 p.111). Hence, indirect feedback is appropriate to be implemented to address grammatical errors on students' writing. It makes teacher easier to identify and mark grammatical errors on students' writing based on the code that have been decided. In addition, focused feedback is more effective to locate grammatical errors made by students.

Indirect feedback only indicated the errors which occur in writing without providing the correct form (Ferris, 2001, p.164). Students can be asked to correct the error after teachers locate the type of error by giving general clues such as underline, a circle, a code, a mark, or a highlight on the error (Lee, 2008; O'Sullivan & Chambers, 2006 cited from Purnawarman, 2011). In addition, cited in (Purnawarman, 2011, p.18) "when codes are used in indirect feedback, teachers are recommended to use consistent coded feedback that is supported by systematic grammar instruction" (Ferris, 2002; Robb et al., 1986).

Therefore, to apply indirect feedback strategy and improve students' writing, teachers only need to mark the errors without providing the correct form, after that student will find out by themselves or do self-editing to errors that have been made. According to Harmer (2001, p.112) the aim of using codes and symbol is the same: if students can identify the mistake they have made they are then in a position to correct them. If students consult grammar books or dictionaries as a way of resolving some of mistakes we have signaled for them, the feedback we have given has a positive outcome.

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Moreover, Lalande (1982) cited from Hyland & Hyland (2006, p.83) mentioned that feedback is more preferable because indirect feedback will engage students in a learning process, thus they can resolve their own problem in writing. Lalande also noted that students' errors are reducing overtime if teacher using indirect feedback in comparing with direct feedback. It is in line with Ferris (2002, p.20) who views that students error frequency ratios are reduced after received indirect feedback in comparing with students who receive direct feedback. Ferris also noted that those who receive indirect feedback managed to reduce their error frequency ratios substantially.

- **Error Analysis**

Corder (1967) as the father of Error Analysis (EA) cited from Saville – Troike (2012, p.37) defines error as students' lack of L2 knowledge, and mistakes as students' failure in a processing the language itself. It happens due to students' lapse of memory, fatigue, and so on. As cited from Gass & Selinker (2008, p.102), Corder also distinguishes errors as the way of L2 learner to figure out some system whereas mistakes is negligence in grammar but the speaker or writer is able to recognize and make correction about the mistake that have been made.

Although most people believe that error is something to be eradicated, Corder (1967) seen error as an important thing in a learning process. Teacher has to deal with this problem because error is not a result of imperfect learning (Gass & Selinker, 2008, p. 102). It means through error analysis, teacher can see students' understanding towards L2. According to Gass & Selinker (2008, p.102), type of linguistic analysis that can be used in this case is error analysis. Error analysis is focus on analyzing error that made by learner. Saville- Troike (2012, p.37) also adds that "error analysis is the first approach to the study of SLA which includes an internal focus on learners' creative ability to construct language. It is based on the description and analysis of actual learner errors in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2 (as in CA)."

Error analysis focuses on error which is made in the TL. So, both of error can be analyzed through data that is produced by the learner, but in error analysis, data should be produce in the TL. An error is systematic because it occurs repeatedly because it is not recognized by the learner as something to be corrected. Gass & Selinker (2008, p. 103) also mentioned some steps that can be used in conducting an error analysis, such as

collect data, identify errors, classify errors, quantify errors, analyze errors, and remediate.

In conclusion, based on theories that mentioned above, errors is important aspect in a learning process. In second language writing, errors analysis plays significant roles because it provides information for teacher about students' understanding toward L2.

- **Sources of Error**

Error is unavoidable thing for students, especially for EFL (English as Foreign Language) learners. Error always occurs in the process of learning and it could orally or written. Based on research in error analysis study, there are three sources of errors Richards (1971), cited from Heydari and Bagheri (2012, p.1584). First is interference errors, it is a result from the use of elements from one language while speaking/ writing another. The second one is intralingual errors, it happens because of generalization in applying rules. The last is developmental errors, it occurs because the learner attempt to build up hypothesis about the target language on the basis of limited experiences. According to Corder (1981,p.8), errors are important because it can indicate students' progression to achieve an objective. Second, it also gives

information for the researcher about how L2 learners acquire the language. Third, it is a tool for students to learn L2. Moreover, students' errors give direction on the nature of language learning and it can improve writing.

- **Types of Grammatical Errors**

Grammar is one of difficulties faced by EFL (English as Foreign Language) learners. Many EFL learners have difficulties in applying grammatical rules, both in oral and written form. In this case if a teacher cannot overcome learner difficulties in applying grammatical rules, there is a chance that negligence in grammar can be happened. This negligence can be categorized as grammar mistakes and grammar errors (Gass & Selinker, p. 102).

Grammatical error is one of the errors which occur in the process of writing. Hyland (2006, p.87) mentioned that most surveys show students want their teacher to highlight their grammatical errors. However, various types of errors will appear in the writings of students, so that they will more focus on repairing the error occurred, and then the grammatical errors which will be corrected must be determined in advance.

Then, before giving indirect feedback, students should be informed of symbols or colors that will be used to indicate that an

error occurred. For example, give the red color in the text as an indication of error in using tenses and so on. So, in the process of providing feedback, students do not feel confused in reading corrections and correcting errors that have been made.

It is important to determine the type of errors that will be corrected in the process of giving feedback. Type of errors should be determined because various types of grammatical error will occur in students' writing. Students will be confused in correcting grammatical errors that have been made because indirect feedback is using code to indicate the error. Grammatical error type should be determined so that students do not feel confused in repairing mistakes.

Based on the theories discussed above, grammatical errors that will be discussed further on this study are subject verb agreement, articles / determiner, and noun.

- **Writing**

Writing is the most important productive activity for L2 learners to be developed, especially if they will use the language for academic purposes. Writing has certain types and functions. Besides that, writing is common medium for testing knowledge in much of the world- including knowledge of the L2 itself, even within instructional programs that emphasize oral production.

Writing skill is very important to be mastered especially in academic setting because it's required in almost educational level. Writing is considered productive skill because writing skill is used to produce language so people can take a meaning from writing.

However Alwasilah (2011) cited from Zainnurrahman (2013, p.22) stated that based on his experience in supervising and testing research papers, thesis, and also dissertation, there is only a few of people in academic setting who have a good writing skill. It means that even in higher education, writing skill is considered difficult skill. It can be one of the reasons why writing skill should be developed through writing practice.

In developing writing skills, process of writing should be noticed by the writer. Process of writing such as writing first draft, revising, and editing can help a writer to produce a good writing. Zainurrahman (2013 p.9) explained that after writing the first draft, reader will give some evaluations or advices related to the writing. Evaluations and advices from the reader can be used by the writer to revise his writing and produce another draft. This process will happen continuously until the writer feeling satisfied with the writing result. In other words

writing is a long process and the role of feedback in process of writing is very important to produce a good writing.

In conclusion, in EFL (English as Foreign Language) classroom writing skill is one of challenging activities. Students in EFL classroom have to write their ideas about an issue or telling their stories in foreign language which has different language structures with their L1. Based on the facts and reasons above, overcoming writing difficulties is very important for teachers to improve students' ability in writing a text.

- **Exposition Text**

Exposition text is one of texts which are taught in grade XI in senior high school. Exposition is kind of text which gives critical evaluation on a topic. The purpose of exposition text is giving opinion or giving justification towards an issue. (Emilia, 2011 p.104) Commentaries, essay, and editorial are examples of exposition text. Based on its organization of structure, an exposition text is started by thesis. Thesis is not only used to raise the issue that will be discussed in the text but also to state writer justification about the issue. After that, a writer should state his/ her arguments or even some examples to support his/ her thesis. In the last part of the text, the writer should restate his/ her thesis and it should be more convincing than in the first part.

Analytical exposition and hortatory exposition are kinds of exposition text (Martin 1985, Derwianka, 1990 and Gerot, 1998 cited from Emilia 2011). Analytical exposition has function to convince the reader, whether an issue is right or wrong, in this case the writer should justify an issue or interpretation. While hortatory exposition has function to persuade the reader to do something. Editorial, essay or debate can be categorized as hortatory exposition.

However, this study will only focus on analytical exposition. Analytical exposition was chosen because it has some linguistic features that usually make students making error in particular grammar (subject verb agreement, articles/ determiners, and noun).

Methodology

Experimental design used to find out whether indirect feedback can reduce the number of grammatical errors made by students in writing an analytical exposition text. According to Creswell (2012, p. 21), experimental design is traditional approach to conducting quantitative research. Punch (2009, p. 211) also adds that quantitative design views a relationship between

variables either by comparing groups, or by relating variable directly.

Furthermore, hypothesis was made based on researcher's assumption about the result of the research. This hypothesis can be accepted or rejected, so it is important to define a null hypothesis. According to Hatch and Farhady (1982, p. 4), null hypothesis can predict neither a positive nor a negative relationship between two variables. Therefore, the hypothesis must first turn into null hypothesis (H_o) along with the alternative hypothesis (H_a). It means the hypothesis was stated as follows.

H_o = There is no significance difference between students in terms of grammatical errors number.

H_a = There is a significance difference between students in terms of grammatical errors.

Acceptance of null hypothesis based on the result of one way analysis of variance (ANOVA) that is obtained from the number of grammatical errors in the control group and experimental group. The significance level for analysis in this study was set at $p < 0.05$. Thus, if the significance level for analysis in this study is similar or higher than 0.05, the null hypothesis ($H_{o)}$ is accepted which means that the use of indirect feedback doesn't give significance difference between students in terms of grammatical errors number. Otherwise, if the result is less than the significance level, the null hypothesis (H_o) is rejected which means that the use of indirect feedback give significance difference between students in terms of grammatical errors number.

There are two kinds of variable in this research, independent variable and dependent variable. Creswell (2012, p. 115) also mentioned that the dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. Thus, dependent variable in this research is a grammatical error. Meanwhile, the independent variable is an attribute or characteristics that influences or affects an outcome or dependent variable. Independent variable of this research is indirect feedback because the indirect feedback is a treatment that used in experimental class.

- **Analyzing the Occurrence of Errors**

The occurrence of errors was identified from students' essay in the control group and the experimental group. Essay 1, final draft, and essay 2 were used to count the number of errors in each essay. Errors from essay 1, final draft, and essay 2 were classified based on the categories of errors

such as subject verb agreement errors, article errors, and noun errors. 180 essays were analyzed from 30 participants, both in the control group and the experimental group.

Furthermore, to find out whether the number of grammatical errors were reduce or not in each essay, researcher made a comparison table to measure the effect of indirect feedback on students' writing. This table recorded the number of errors made by each student in both group and the average number of errors for each group (essay 1, final draft, and essay 2). The number of errors on students' writing was measured three times. Indirect feedback will show a positive effect if the number of grammatical errors in students' writing decrease.

- **One Way Analysis of Variance (ANOVA)**

The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of two or more independent (unrelated) group (Land & Land, 2013, p.). In this research, one way ANOVA was used to find out the significance level of grammatical errors number between groups. The ANOVA result will show whether indirect feedback can give significance

differences toward students' writing, in terms of grammatical errors' number.

The significance level on this research was set at $p < 0.05$. Thus, students' grammatical errors were analyzed both in the control group and the experimental group. According to Fraenkel & Wallen (2012, p. 236) "when only two groups are being compared, the F test is sufficient to tell the researcher whether significance has been achieved". Therefore, one way ANOVA test was performed to determine the number of grammatical errors between groups on each stage of the writing.

- **Analyzing the Questionnaire**

Questionnaire is the last step to collect the data. Likert scale was used to construct the questionnaire. The data from questionnaires were analyzed based on the frequency of students' answer. Moreover, percentile formula also used to analyze the questionnaire data.

Data Presentation and Discussion

- **The Number of Grammatical Errors**

The numbers of grammatical errors were calculated based on first draft, final draft, and essay 2 made by students both in the control group and the experimental group. In the experimental group, indirect feedback strategy was applied to find out the use of

indirect feedback to reduce students' grammatical error. Students' errors were classified into type of errors, number of errors, and percentage of errors committed by the participants.

- **Analysis of Grammatical Errors in Control Group**

This part explains the number of errors, type of errors, and percentage of errors committed by participants in control group. The number of errors on students' writing was measured three times, in first draft, final draft, and essay 2.

Table 1
Analysis of Grammatical Errors in the First Draft

Type of errors	Number of errors	Percentage
Articles	77	25.16%
Subject-Verb Agreement	133	43.46%
Noun	96	31.37%
Total	**306**	

Based on Table 1 subject – verb agreement is the biggest errors made by most of students in control group. Errors in subject verb agreement are 43.46%. It is followed by errors in noun, 31.37%, and the lowest is errors in article, 25.16%. According to Ferris & Roberts (2001, p.169), the occurrence of these grammatical is normal because these grammatical errors

are included into top three errors categories. The first position is occupied by subject verb agreement, followed by noun endings errors, and the last is articles errors.

Table 2
Analysis of Grammatical Errors in the Final Draft

Type of errors	Number of errors	Percentage
Articles	71	27.84%
Subject-Verb Agreement	102	40 %
Noun	82	32.15%
Total	**255**	

Afterwards, the number of errors in final draft decrease after students asked to do self-revising on their writing. However, based on Table 2, subject verb agreement still occupies in the first position as the common errors in students' writing, with the percentage 40% from the total of errors. Meanwhile, 32.15% students made errors in noun, and the rest of students or 27.84% of them made errors in articles. It means there is no significant decrease in grammatical errors on students writing in final draft although the students were asked to do self-revising toward their writing. Based on the number of errors, the position of errors

categories in students' writing also does not change.

Table 3
Analysis of Grammatical Errors in the Essay 2

Type of errors	Number of errors	Percentage
Articles	74	27,92%
Subject-Verb Agreement	115	43.39%
Noun	82	30,94%
Total	**265**	

Further, students were asked to write new essay to find out the effect of students revision toward new essay. Based on table 3, the number of grammatical errors in students' new essay slightly increases. Errors in subject verb agreement increase from 40% to 43.39%, the number of errors in article also increases from 27.84% to 27.92%. Meanwhile, the number of errors in noun slightly decreases from 32.15% to 30.94.

Thus, students' revision on writing reduces the number of grammatical errors. However the number of grammatical errors in control group does not significantly reduce

- **Analysis of Grammatical Errors in Experimental Group**

This part explains the number of errors, type of errors, and percentage of errors committed by participants in experimental group. The number of errors on students' writing was measured three times, in first draft, final draft, and essay 2.

Table 4
Analysis of Grammatical Errors in the First Draft

Type of errors	Number of errors	Percentage
Articles	89	24.31%
Subject-Verb Agreement	153	41.80%
Noun	126	34.42%
Total	**366**	

Based on Table 4, before indirect feedback given as treatment to the experimental group, the biggest errors made by students in experimental group is subject verb agreement with the percentage 41.80%, it is followed by errors in noun with 34.42%, and the lowest percentage of errors is article, with 24.31%.

Table 5
Analysis of Grammatical Errors in the Final Draft

Type of errors	Number of errors	Percentage
Articles	25	24.75%
Subject-Verb Agreement	52	51.48%
Noun	24	23.76%
Total	**101**	

After indirect feedback given as treatment to the experimental group, the number of errors in students' writing reduces significantly. The number of errors reduces in each error category. Before indirect feedback treatments were implemented in experimental group, the total number of errors decreases from 366 to 101. Based on table 5, grammatical errors consist of 51.48% errors in subject verb agreement, 24.75% in articles, and 23.76% in noun.

Table 6
Analysis of Grammatical Errors in the Essay 2

Type of errors	Number of errors	Percentage
Articles	33	23.23%
Subject-Verb Agreement	58	40.84%
Noun	43	30.28%
Total	**142**	

Furthermore, students were asked to write new essay to find out the effect of students revision toward new essay. Based on Table 6, the number of grammatical errors in students' new essay consists of 40.84% errors in subject verb agreement, 30.28% errors in noun, and 23.23% errors in article.

The aim of the study is to find out whether the number of grammatical errors in students' writing reduces after feedback given by the teacher. Therefore, it is important to compare the occurrence of students' grammatical errors in the process of drafting, both in the control group and in the experimental group. The total of error (subject verb agreement, noun, and article) in draft 1 and final draft were summarized as follows.

Table 7
The Mean of Grammatical Errors Occurrence

Groups	First Draft	Final Draft	Mean
Control Group	10.2	8.5	9.35
Experimental Group	12.2	3.3	7.75

Table 7 shows that in writing the first draft, the mean of errors in control group is 10.2, however after students doing self-revision the mean of errors decreases to

8.5 in the final draft. Meanwhile, the mean of errors in experimental group when writing the first draft is 12.2. It is slightly larger than the control group. However, after indirect feedback had implement in the process of revision, the mean of errors in experimental group decreases to 3.3. This decreasing is very significant in compared to students in control group who receive no feedback.

The comparison of error across draft can be seen in the following charts.

Based on figure 1, the difference number of grammatical errors in both control and experimental groups is not large. The mean of grammatical errors in control group start from 10.2, meanwhile in the experimental group is start from 12.2. It means that students in the control group and experimental group have the same difficulties in grammatical errors. However, based on figure 1 students' grammatical errors reduce significantly.

As cited in Chandler (2003, p.270) Ferris et al. claimed that indirect correction of error by the teacher led to more correct revisions (77%). However, Ferris also mentioned that "students who received primarily indirect feedback over the semester reduced their error frequency ratios substantially more than the students who

received mostly direct feedback". Lalande also noted that students' errors are reducing overtime if teacher use indirect feedback, even in compared to direct feedback. It is in line with Ferris (2002, p.20) who views that students error frequency ratios are reduced after received indirect feedback.

Figure 1
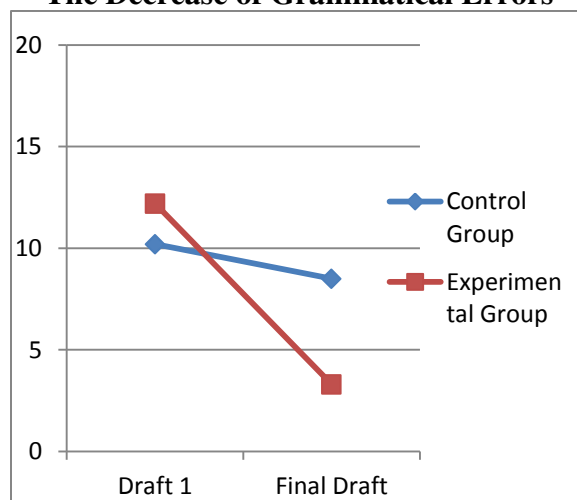**The Decrease of Grammatical Errors**

Figure 1 shows that the number of grammatical errors in experimental group reduces significantly in comparing with students who do not receive feedback. Grammatical errors in control group do not reduce significantly because they only asked to do self-revision.

- **One Way Analysis of Variance (ANOVA)**

The one-way analysis of variance (ANOVA) was used to determine significant differences between group means. Researcher ran one way ANOVA test using

SPSS 20.0 statistical software. The result of statistical test is important because it answers the first research question. One way ANOVA test was conducted to the first draft and the final draft. One way ANOVA test produces three outputs, they are descriptive, test of homogeneity of variances, and ANOVA.

- **One Way ANOVA test in the First Draft**

The one way ANOVA test in the first draft was conducted to find out the significant differences between students in the control group and students in the experimental group in writing the first draft. Based on Table 4.4, the significance level in the first draft is .118.

Table 8
One Way ANOVA Result in the First Draft

Errors

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	64.067	1	64.067	2.513	.118
Within Groups	1478.667	58	25.494		
Total	1542.733	59			

According to research hypothesis, if the significance level for analysis is similar or higher than 0.05, the null hypothesis is accepted. Thereby, there is no significance difference between students in terms of grammatical errors number because the significance level is > 0.05. The result of this statistical test shows that the number of grammatical errors in both groups is similar. Students' initial ability both in the control group and the experimental group are similar.

- **Questionnaire Result**

Most of students give positive response if the teacher gives some feedbacks on their writing. According to Hyland (2006, p. 83) feedback is essential for the development of second language writing skills. It means that feedback has significant role in second language writing because it provides information for learner in the process of writing. Even according to research on student preferences reveals that students are frustrated if their teacher doesn't give comments on their written errors (Hyland 2006 p.84). Moreover, many students agree that symbol and highlight are more preferable to identify grammatical errors on their writing. Even some students want their teacher to give revision or feedback in a writing process.

Furthermore, indirect feedback affects students' in writing essay 2. According to students' responses in the questionnaire and

the result of essay 2, indirect feedback affects the number of grammatical errors in students' writing. Teacher feedback gives long term improvement, students use feedback to improve their drafts (Muncie, 2000,p.52)

After indirect feedback was implemented on their writing, students feel more confident about their writing, because indirect feedback can help them to find the lack of their writing. As stated by Purnawarman (2011, p.1) feedback provides students with information about what is good and what needs to be improved in their writing. Furthermore, on learning and achievement, feedback gives the most powerful influences because it provides corrective information for learners about their performances (Hattie & Timperley, 2007, p. 81).

Conclusions

This research already discussed some theories related to indirect feedback, grammatical error, and analytical exposition text. This research also found that there are significance differences in the number of grammatical errors between students who received indirect feedback and the students who received no feedback. One way ANOVA was used to find out the

significance level of students' grammatical errors before and after treatment was given.

Before indirect feedback was applied as a treatment on students' writing, the level of significance in the students' grammatical error number is .118 or > 0.05. It means that there is no significance difference in the number of grammatical errors between students in control and experimental groups. However, after indirect feedback was applied as treatment, ANOVA test shown that the level of significance in students' grammatical errors number is .000 or < 0.05. It means that there is significance difference in the number of grammatical errors between students in control and experimental groups. In addition, students' responses toward the use of indirect feedback are positive. It can be seen from the students' responses in questionnaire.

According to the questionnaire result, most of students agree that writing is very important skill to be mastered. However, half of them had some difficulties in writing and about 80% of them agree that grammar is difficult aspect on writing. Then, after indirect feedback was applied as treatment most of them more confident to write in English because their writing were given feedback by the teacher, so they know what kind of grammatical errors which occur on

their writing, and they learn more about these grammatical errors to avoid the same mistake. Therefore, indirect feedback can reduce the number of students' grammatical errors in writing an analytical exposition text. In addition most of students give positive response toward the treatment given.

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