

UNIVERSITI TEKNOLOGI MARA

**PRE-UNIVERSITY STUDENTS' STRATEGIES IN
REVISING ESL WRITING USING TEACHER'S
WRITTEN CORRECTIVE FEEDBACK**

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AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

In the event that my dissertation be found to be violate the conditions mentioned above, I voluntarily waived the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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ABSTRACT

In Flower-Hayes (1981) Cognitive Process Theory of Writing reviewing stage, writers would evaluate and make revision to the essays. Hyland (1998) outlined four strategies used by student in revising their essays, i.e. *closely follow*, *initial stimulus*, *avoidance by deletion* and *not related*. The objectives of this study are to find out the most common strategy used by the students, and further to determine which strategy is considered as successful. A qualitative approach has been used in this study where data are collected from the analysis of students' opinion-based essays and retrospective interviews. From the study, the most common strategy used is *closely follow* because students believe that they need to make sure the revised essays are error-free. The result also shows that the same strategy is considered as successful as many of the revised WCF are error-free. The results implies that even though students may successfully revise the essay, they may not necessarily understand the nature of the errors committed. It is recommended that teachers provide written corrective feedback with oral feedback and this should be done while students are writing the essay, in line with Flower-Hayes Cognitive Process Theory of Writing.

ABSTRAK

Pada tahap saringan dalam Teori Proses Kognitif dalam Penulisan (Flower dan Hayes, 1981), penulis perlu menilai dan membuat pembetulan ke atas karangan yang telah dihasilkan. Hyland (1998) menggariskan empat strategi yang digunakan oleh pelajar dalam membuat pembetulan tersebut, iaitu, *mengikut secara teliti*, *perangsang awal*, *mengelak secara memadam* dan *tidak berkaitan*. Objektif kajian ini adalah untuk mengenalpasti strategi yang paling kerap digunakan oleh pelajar dan seterusnya untuk mengenalpasti strategi manakah yang dianggap paling berjaya. Pendekatan kualitatif digunakan dalam kajian ini di mana data dikutip daripada analisis karangan pelajar dan temubual retrospektif. Hasil kajian menunjukkan bahawa strategi yang paling kerap digunakan ialah *mengikut secara teliti* kerana pelajar merasakan bahawa mereka perlu memastikan karangan pembetulan mereka adalah bebas daripada kesalahan. Hasil kajian ini juga menunjukkan strategi yang sama dianggap paling berjaya kerana karangan pembetulan mereka adalah bebas daripada kesalahan. Hasil kajian ini memberi kesan bahawa walaupun pelajar berjaya membuat pembetulan, mereka tidak semestinya memahami permasalahan sebenar. Guru dinasihatkan untuk memberikan maklumbalas secara oral bersama maklumbalas pembetulan bertulis dan ini patut dilakukan ketika pelajar masih dalam proses menulis karangan, bertepatan dengan Teori Proses Kognitif dalam Penulisan yang dicadangkan oleh Flower dan Hayes (1981).

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If I could compare the process of writing this thesis to a song, *Wrecking Ball* popularised by Miley Cyrus is the one. *We claw, we chain our hearts in vain, we jump never asking why. You came in like a wrecking ball. All you ever did was you break me.* This love-hate relationship lasted for more than five years. Finally, it comes to the end with the completion of this study. And if I could compare how I feel to a song, *True Love* by Pink is the one. *You make me so mad I ask myself “why I’m still here, or where could I go?” Nothing else could break my heart like you do. You push all my buttons down, I know my life would suck without you.*

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