ESL STUDENTS’ PERCEPTIONS TOWARDS PEER FEEDBACK IN WRITING: AN EXPLORATORY STUDY

NUR SYUHADA BINTI MOHD RADZI
2006145905

FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
KAMPUS BANDARAYA MELAKA
2010
NUR SYUHADA BINTI MOHD RADZI
2006145905

AN ACADEMIC EXERCISE SUBMITTED IN PARTIAL FULFILLMENT FOR THE DEGREE OF BACHELOR OF EDUCATION (HONOURS) IN THE TEACHING OF ENGLISH AS A SECOND LANGUAGE (TESL)

FACULTY OF EDUCATION
UNIVERSITI TEKNOLOGI MARA
KAMPUS BANDARAYA MELAKA
2010
ESL STUDENTS’ PERCEPTIONS TOWARDS PEER FEEDBACK IN WRITING: AN EXPLORATORY STUDY

NUR SYUHADA BINTI MOHD RADZI

LATIHAN ILMIAH INI TELAH DIKEMUKAKAN UNTUK MEMENUHI SEBAHAGIAN DARIPADA SYARAT UNTUK MEMPEROLEH IJAZAH SARJANA MUDA PENDIDIKAN DALAM PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA (TESL) DENGAN KEPUJIAN

SHEELA D/O PARAMASIVAM
PENYELIA

PUAN AIDA AZLINA HJ. MOHD BEE
KOORDINATOR PROGRAM
SARJANA MUDA PENDIDIKAN
DECLARATION

“I hereby declare that the work of this exercise is mine except for the quotations and summaries that have been duly acknowledged.”

DATE: ____________________         NAME: NUR SYUHADA MOHD RADZI
STUDENT ID: 2006145905

PENGAKUAN

“She akui karya ini adalah hasil karya saya sendiri kecuali nukilan dan ringkasan yang setiap satunya telah saya nyatakan sumbernya.”

TARIKH: ____________________       NAMA: NUR SYUHADA MOHD RADZI
NO PELAJAR: 2006145905
ABSTRACT

Peer feedback is known to improve students’ writing proficiency (Chen, 2009; Grami, 2010). Thus, feedback is crucial for students to be able to write competently. It is also recognized that error correction is something that baffles teacher. Therefore, a study was conducted in an attempt to find other alternatives to teacher corrections. This study examines the effectiveness of using peer review in improving students’ writing quality as well as to explore students’ perception towards peer feedback. This qualitative and quantitative study includes both writing instruction and questionnaire survey. A sample of 28 Form Four ESL students was selected for this study. Findings revealed that peer feedback does improve the quality of students’ writing. The study concludes with some recommendations to include peer feedback in writing instruction.