METHOD(S) OF ERROR CORRECTION IN GIVING FEEDBACK TO STUDENTS' WRITTEN ASSESSMENT: AN INVESTIGATION ON SMA PERSEKUTUAN LABU TEACHERS' AND STUDENTS' PERCEPTIONS

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AUTHOR'S DECLARATION

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

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

The main objective of this study is to examine both students’ and teachers’ perception pertaining to the various methods which are used by the teachers when dealing with students’ written errors. Hence, it was found that the three common methods of error correcting preferred by teachers are underlining, giving comments and using symbols or marking codes which are mostly “indirect feedback”. In contrast, the students tend to favor “direct feedback” especially personal consultation for their error treatment. Thus, there exists a gap and mismatch pertaining to both teachers’ and students’ preferences and needs of error correcting. This gap and mismatch in perceptions and needs should be addressed by all the relevant parties in order to ensure the effectiveness of the method(s) used. Therefore, it is important to note that, teachers play an important role in selecting and providing appropriate corrective feedbacks as this indirectly will influence students’ written performance. In accordance with this, in Malaysian ESL classroom context, students’ perceived that teachers should and needs to correct their written errors as essential platform to develop and further improve their written performance as a whole.
Objektif utama kajian ini adalah untuk mengkaji persepsi guru dan pelajar berkaitan dengan pelbagai kaedah yang lazimnya digunakan oleh guru di dalam menangani kesalahan dalam penulisan pelajar. Hasilnya, kajian ini dapat mengenalpasti tiga kaedah yang biasanya digunakan oleh guru di dalam menangani kesalahan pelajar dalam penulisan mereka. Diantaranya, pelajar lebih memerlukan kaedah bercorak "maklumbalas secara langsung" terutamanya perbincangan secara bersemuka dalam memperbaiki kesalahan di dalam penulisan mereka. Oleh yang demikian, peranan guru di dalam memilih dan menggunakan kaedah yang sesuai dalam memperbaiki kesalahan penulisan pelajar adalah sangat penting kerana ianya akan memberi kesan secara tidak langsung terhadap prestasi pelajar di dalam penulisan Bahasa Inggeris. Di samping itu, di dalam konteks pembelajaran Bahasa Inggeris di Malaysia sebagai bahasa kedua pelajar beranggapan bahawa guru perlu dan sepatutnya memastikan penulisan pelajar disemak dan diperbaiki kerana ia adalah sebagai salah satu landasan bagi meningkatkan pencapaian pelajar di dalam penulisan secara kesuluruhannya.