

**UNIVERSITI TEKNOLOGI MARA**

**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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Dissertation submitted in partial fulfillment of the requirements  
for the degree of  
**Masters of Education  
(TESL)**

**Faculty of Education**

Nov 2012

## 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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## ACKNOWLEDGEMENT

This journey has been one of the most memorable and bittersweet experiences in my life with sleepless nights and thoughts. Many people have provided assistance towards completion of this dissertation. Thus, I would like to extend my personal gratitude to each and everyone who has been involved in this study.

First and foremost, I wish to extend my heartiest gratitude to my supervisor Pn. Siti Salina bt. Ghazali for her significant contribution and expertise in providing supervision and guidance throughout the development of this research. Her contribution is greatly appreciated especially for her many opinions and ideas as well as criticism which has strongly influence the various aspects of this study.

Additionally, I would like to express my deepest gratitude and appreciation for the support, involvement and the cooperation provided by the English Panels and students of SMA Persekutuan Labu during the study conducted.

To my friend Abonz and also to my most outstanding sister, Rosimah, I wish to extend my sincere gratitude for the continuous support both mentally and physically, valuable comments and endless inspiration throughout this dissertation.

Finally, a special thanks to my beloved parents Hj. Ahmad b. Saion and Hj. Kalthum bt. Dahlan for the valuable advice, understanding and motivation during the development of this study.

## **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.

## ABSTRAK

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 bahawa tiga kaedah yang biasanya digunakan oleh guru di dalam menangani kesalahan pelajar dalam penulisan mereka adalah penggarisan, ulasan dan penggunaan simbol ataupun kod menanda yang merupakan “maklumbalas secara tidak langsung” Namun begitu, didapati bahawa pelajar lebih memerlukan kaedah bercorak “maklumbalas secara langsung” terutamanya perbincangan secara bersemuka dalam memperbaiki kesalahan di dalam penulisan mereka. Oleh yang demikian, didapati bahawa wujud perbezaan persepsi dan keperluan di antara guru dan pelajar di dalam menangani kesalahan pelajar di dalam penulisan. Hakikatnya, perkara ini mestilah diambil perhatian oleh pihak yang berkenaan bagi memastikan keberkesanan kaedah yang digunakan. Oleh itu, 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 keseluruhannya.