

UNIVERSITI TEKNOLOGI MARA

**THE EFFECT OF ERROR CORRECTION
ON ESL STUDENT WRITING**

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ABSTRACT

This study investigates the effect of written error correction, and the opinions and preferences regarding written error correction by Form 2 students in Bau, Sarawak. The instruments utilized in this study are questionnaires and students' writing scripts. A guided descriptive essay entitled: "My Family" was administered for the pre-test. The pre-test writing scripts were checked and graded based on explicit written error correction, also known as "direct" or "over" error corrections (Ferris, 2004). Four treatment sessions for one month duration were carried out before the post-test with the same title was administered again. The writing scores of both the pre-test and post-test were graded based on Chia's (2010) writing scoring rubrics. The scoring rubrics consist of four writing variables: content, organization and development, readability and grammar and mechanics. A paired sample t-test was performed to compare the students' performance in their pre-test and post-test. The findings of this study reveal that the students performed well after written error correction where the total mean score for pre-test is 5.71 and 8.17 (sig. 0.001) for the post-test. The writing variable which benefits most from written error correction is the fourth variable, grammar and mechanics. The pre-test mean for grammar and mechanics is 5.77 and the post-test mean is 8.82 (sig. 0.001). The three section questionnaire used in this study was adapted from Amrheria (2010) and Grami (2005). The data collected from the questionnaires were analysed descriptively. The findings depicted that the students' opinions were positive (between "agree" and "strongly agree") towards written error correction with a total of 90.1 percent (mean: 4.2). As for the students' preferences regarding written error correction, the majority of respondents "agree" and "strongly agree" with a total average of 92.2 percent (mean: 4.3) who claimed that they prefer written error correction. This study was conducted to fill a gap in the existing literature on investigating the effects of written error correction on ESL student writing among lower secondary school students. The implications of this study include the importance for teachers, researchers, students and ESL teaching field in general. This study is just a "journey of a thousand miles that begins with a single step" (Lao-tzu) and further research in the field of error corrections is greatly needed to improve students' command of English.

ABSTRAK

Kajian ini dijalankan untuk mengkaji kesan kaedah pembetulan kesalahan secara bertulis, pendapat dan pilihan para pelajar Tingkatan 2 di Sekolah Menengah Kebangsaan Bau, Sarawak terhadap pembetulan kesalahan secara bertulis. Dua instrumen yang digunakan untuk kajian ini ialah soal-selidik dan skrip tulisan pelajar. Esei yang bertajuk “Keluarga Saya” diberikan kepada para pelajar sebelum skrip tulisan tersebut diperbetulkan dengan kaedah bertulis atau “written error correction method” (Ferris, 2004). Empat sesi pemulihan diadakan selama sebulan sebelum ujian semula dengan tajuk yang sama diberi kepada para pelajar. Kedua-dua skrip tulisan pelajar disemak dan direkod berdasarkan skema pemarkahan esei (Chia, 2010). Skema pemarkahan esei ini mengandungi empat komponen penulisan iaitu isi kandungan, susunan dan perkembangan, ketepatan dan tatabahasa dan penguasaan bahasa. Data yang diperolehi daripada esei sebelum dan selepas semakan bertulis dianalisa dengan “Paired sample t-test”. Hasil kajian menunjukkan bahawa pelajar boleh menulis dengan lebih baik selepas esei mereka disemak dengan kaedah pembetulan bertulis dengan jumlah keseluruhan mean untuk sebelum sebanyak 5.71 dan selepas ialah 8.17 (sig, 0.001). Komponen penulisan yang paling banyak menerima kemajuan hasil daripada kaedah pembetulan bertulis ini ialah komponen yang keempat iaitu tatabahasa dan penguasaan bahasa. Jumlah mean bagi komponen tatabahasa dan penguasaan ialah 5.77 (sebelum) dan 8.82 (sig. 0.001) selepas melalui pembetulan secara bertulis. Kajian ini juga menggunakan tiga bahagian soal-selidik yang diubahsuai daripada Amrheria (2010) dan Grami (2005). Data hasil kajian soal-selidik menunjukkan bahawa 90.1 peratus (mean: 4.2) pelajar memberi pendapat positif dengan bersetuju dan sangat bersetuju dengan kaedah pembetulan secara bertulis. Sejumpah 92.2 peratus (mean:4.3) pelajar juga memilih kaedah pembetulan secara bertulis. Kajian ini dijalankan sebagai mengisi sebahagian ruang kajian tentang kesan kaedah pembetulan secara bertulis di kalangan pelajar yang menggunakan Bahasa Inggeris sebagai Bahasa kedua (ESL) mereka dikalangan para pelajar menengah rendah. Cadangan kajian lanjut yang perlu dilakukan oleh para guru, pengkaji, pelajar and pengajaran Bahasa Inggeris sebagai Bahasa kedua secara keseluruhan juga diharapkan. Kajian ini hanyalah “perjalanan beribu batu bermula dengan satu langkah” dan kajian yang lebih lanjut dan terperinci dalam bidang pembetulan adalah sangat diperlukan untuk melahirkan pelajar yang mahir dalam Bahasa Inggeris.

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Candidate's Declaration

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

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