

**UNIVERSITI TEKNOLOGI MARA**

**WRITING CLASSROOM CORRECTIVE FEEDBACK  
PREFERENCES OF LECTURERS AND STUDENTS IN  
UNIVERSITI TEKNOLOGI MARA (UiTM) DUNGUN  
CAMPUS, TERENGGANU**

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

**Faculty of Education**

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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 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.

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### **Abstract**

Previous studies have revealed that there are many studies on the effects of various type of teacher feedback on students' writing skills but little research on the preference of feedback and error correction between language educators and students. Therefore, the aim of this study was to identify lecturers' and students' preference for error correction in student writing, their belief on the importance of various writing features, their preference for corrective feedback method and students' strategies of handling the feedback. The study used questionnaire as its instrument and was conducted in UiTM Dungun with involvement of 281 bachelor students and 15 English language lecturers. The finding showed that both groups of respondents shared similar preferences on error correction, their belief on the importance of various writing features, and their preference for corrective feedback method. Also, it is found that students apply various strategies after receiving lecturers' corrective feedback. This study has shown that the lecturers in UiTM Dungun are aware of their students' preference and belief. It is hoped that further studies on these issues can include the effect of preference similarity with students' language accuracy development in their writing.

## **Abstrak**

Kajian sebelum ini telah mendedahkan bahawa terdapat banyak kajian mengenai kesan pelbagai jenis maklum balas guru kepada kemahiran penulisan pelajar tetapi sedikit penyelidikan mengenai keutamaan maklum balas dan kesilapan pembetulan antara pendidik bahasa dan pelajar. Oleh itu, tujuan kajian ini adalah untuk mengenal pasti kegemaran maklum balas pensyarah dan pelajar, pandangan mereka tentang kepentingan pelbagai jenis aspek penulisan, kegemaran kaedah maklum balas pensyarah dan pelajar dan strategi pelajar mengendalikan maklum balas. Kajian ini menggunakan set soalan sebagai instrumentasinya dan telah dijalankan di UiTM Dungun melibatkan 281 pelajar sarjana muda dan 15 pensyarah bahasa Inggeris. Hasil keputusan kajian ini menunjukkan bahawa kedua-dua kumpulan responden berkongsi pilihan kegemaran yang sama pada maklum balas, pandangan tentang kepentingan pelbagai jenis aspek penulisan, dan kaedah maklum balas pensyarah. Selain itu, kajian ini juga mendapati bahawa pelajar menggunakan pelbagai strategi selepas menerima maklum balas pembetulan pensyarah. Kajian ini telah menunjukkan bahawa pensyarah di UiTM Dungun adalah prihatin tentang kegemaran dan kepercayaan pelajar mereka. Adalah diharapkan bahawa kajian lanjut mengenai isu-isu ini boleh termasuk kesan persamaan dengan bahasa keutamaan pembangunan ketepatan pelajar dalam penulisan mereka.

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