# UNIVERSITY TEKNOLOGI MARA

# THE INFLUENCE OF SPELLING-CHECKERS ON STUDENTS' ABILITY TO GENERATE REPAIRS OF SPELLING ERRORS

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This dissertation is submitted as a partial fulfillment of the requirements for the degree of

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# DECLARATION

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

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# ABSTRACT

Recent studies show that spell-checkers help reduces students' surface error in writing by flagging spelling errors and giving correct spelling suggestions. However, are the error corrections provided by spelling checkers internalised by students? This study investigated whether the presence of spelling-checkers influenced students' abilities to repair spelling errors. A quasi-experimental two groups study was conducted on 30 Form 1 students, one with spelling-checkers, and one without. The students were given dictations which contained target words. The checker helped the students revise their spelling. However, after the use of spelling checkers, students still made the same errors in their spelling. The findings suggest that spell-checkers have very little influence on students' abilities to repair spelling errors.

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# CHAPTER 1

# INTRODUCTION

## 1.0 Introduction

This chapter introduces the background of the study to highlight the importance and effects of error correction using computer software. The statement of the problem, objectives of the study and its research questions is also discussed in this chapter. To provide a better understanding of the study, a brief discussion of the terms that will be used in this study is included as well. This chapter concludes by elaborating the significance of this study and its pedagogical implications.

## 1.1 Background of the study

The main role of an English Language teacher is to help students improve their proficiency in the language which includes the mastery of the 5 skills: reading, writing, speaking, listening and 'grammaring' (Larsen-Freeman, 2005). One of the ways in which the English teacher can improve the students' language proficiency is by providing feedback; for example, error correction. Error correction may an important component that will contribute to the students' success as language users. For the purpose of this study, we will focus on one skill which is writing.