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WRITING DEVELOPMENT FOR THIRD YEAR ENGLISH MAJORED
STUDENTS THROUGH THREE FEEDBACK METHODS



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2015

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(Funded by a Research Grant from the Office of Research and Development,

Rajabhat Maha Sarakham University, Fiscal Year 2014)

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to a number of people who have supported me to complete this research. This study would not have been accomplished without assistance and support from them.

I would like to thank the participating students for their high attention and dedication in their writing class. Their consistent cooperation has yielded invaluable findings in this study, and helped make a significant contribution to developing teaching in EFL writing classes.

I would like to acknowledge all of my friends in English Program and in the Faculty of Humanities and Social Sciences for their support and encouragement during the period of my research.

My sincere appreciation goes to The Office of Research and Development, Rajabhat Maha Sarakham University for granting financial support for this research. I would like to extend my appreciation to the administrative staff of The Office of Research and Development for providing me information and advice on official documentation.

Finally, my sincere gratitude goes to my supportive and beloved family: my wife, Mrs. Tassanee Prasongsook, my sons, Mr. Wisan Prasongsook and Mr. Wasin Prasongsook, for their endless love and patience. With their morale support, this study has been accomplished with the findings that are extremely useful for EFL teaching.



c.2 2015

Topic: Writing Development for Third Year English Majored Students through Three Feedback Methods

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Year: 2015

Sponsor: The Office of Research and Development, Rajabhat Maha Sarakham University

ABSTRACT

The purposes of this study were 1) to examine, analyze and classify the types of errors found in overall 4 writings (paragraphs) of all students, the errors in each paragraph of different genres of all students, and the errors in each paragraph of students in each group; 2) to compare the error rate and percentage of students making errors in writing 1 to the rate and the percentage in the final writing of each group receiving different method of feedback; and 3) to investigate writing fluency after receiving specific method of feedback. The subjects were 105 students in three groups of the third year English major in the Faculty of Education. These students enrolled the Formal Paragraph Writing course in the first semester of the academic year 2013. One-Group Pretest-Posttest Design was employed for each group. The instruments for this research were 1) four paragraphs, 2) error record forms. The data of errors were analyzed by percentage, mean, standard deviation and tested by using Wilcoxon Signed Ranks Test.

The findings of the study were as follows:

1) Analyses on all four writings found 27 features of errors. The three most frequent features of errors were wrong “sentence structure”, wrong use of “noun” and wrong or inappropriate “word choice”. Errors on tense occurred most frequently in descriptive & narrative genres. The analysis on the errors of each group also found that “sentence structure”, “noun”, and “word choice” were the main problems that students were facing while writing each paragraph.

2) Statistical tests revealed that the total error rate in each group significantly decreased in the final writing comparing to writing 1.

3) The amount of words in the final writing, comparing to writing 1 significantly increased in group A and group C.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
CHAPTER 1 INTRODUCTION.....	1
1.1 Roles of English in World Communication.....	1
1.2 Feedback and ESL/EFL Writing.....	3
1.3 Purposes of the Study.....	5
1.4 Expected Benefits of the Study.....	5
1.5 Research Hypothesis.....	6
1.6 Scope of the Research.....	6
1.7 Definition of Terms.....	6
CHAPTER 2 REVIEW OF LITERATURE.....	8
2.1 English Acquisition and English Learning.....	8
2.2 Teaching Writing skill.....	10
2.2.1 Writing Process and Writing Product.....	11
2.2.2 Genre.....	14
2.2.3 Creative Writing.....	15

2.2.4 Writing as a Cooperative Activity.....	16
2.2.5 Building the Writing Habit.....	16
2.2.6 Writing-for-learning and writing-for-writing.....	17
2.2.7 The Roles of the Teacher.....	18
2.3 Errors and Feedback.....	19
2.3.1 Causes of Errors.....	20
2.3.2 Essentials of Giving Feedback.....	22
2.3.3 Features of Feedback.....	23
2.3.4 Grammar in Writing.....	24
2.3.5 Feedback on Grammatical Error.....	26
2.3.6 Impacts of Different Kinds of Feedback.....	27
2.4 Related Studies.....	28
CHAPTER 3 RESEARCH METHODOLOGY.....	35
3.1 Participating Students.....	35
3.2 Research Variables.....	36
3.3 Research Design.....	36
3.4 Research Instruments.....	42
3.5 Data Collection.....	42
3.6 Data Analysis and Statistics Used in the Research.....	43

CHAPTER 4	RESULTS.....	44
	4.1 Analyses of Errors.....	45
	4.1.1 Errors Found in Overall 4 Writings.....	45
	of All Students	
	4.1.2 Error Found in Each Writing of All Students.....	49
	4.1.3 Errors Found in Each Writing of Students in.....	52
	Each Group	
	4.2 Error Rate and Student Percentage Comparison.....	58
	4.2.1 Comparison of Error Rates and Percentages.....	58
	of Students Making Errors in Writing 1 and Final	
	Writing in Each Group	
	4.2.2 The Errors that Could not be Improved.....	65
	4.3 Writing Fluency.....	67
	4.3.1 Fluency in 4 Writings of Each Group.....	67
	4.3.2 Comparison of Amount of Words	68
	in Writing 1 and Final Writing	
CHAPTER 5	DISCUSSION.....	69
	5.1 Errors Found in Overall 4 Writings of All Students	70
	5.1.1 Errors Found in Overall 4 Writings.....	70
	5.1.2 Errors Found in Each Writing of All Students.....	73
	5.1.3 Errors Found in Each Writing of Students in.....	77

Each Group	
5.2 Effects of Different Methods of Feedback on Accuracy in Student Writing	79
5.3 Writing Fluency	82
5.4 Limitations	83
5.5 Implications	83
5.6 Suggestion for Further Studies	84
REFERENCES	85
APPENDICES	90
APPENDIX A: Sample Errors	91
APPENDIX B: Sample Feedback	100
APPENDIX C: Error Record	104
APPENDIX D: Overall Error Rates & Percentages of Students	110
Making Errors	
APPENDIX E: Wilcoxon Signed Ranks Test Results	113
VITAE	117

LIST OF TABLES

Table 3.1	Number of students in the three groups.....	36
Table 3.2	Research Design.....	37
Table 3.3	Details of Time, Contents, Activities, and Feedback.....	38
Table 4.1	Overall rates of errors and percentages of students making errors	45
Table 4.2	Errors found in each of four writings of all students	50
Table 4.3	Errors found in each writing of students in group A	53
Table 4.4	Errors found in each writing of students in group B.....	54
Table 4.5	Errors found in each writing of students in group C.....	55
Table 4.6	Error Rates change in Group A	59
Table 4.7	Wilcoxon Signed Ranks Test on error rates of group A	60
Table 4.8	Error Rates change in Group B	61
Table 4.9	Wilcoxon Signed Ranks Test on error rates of group B	62
Table 4.10	Error Rates change in Group C	63
Table 4.11	Wilcoxon Signed Ranks Test on error rates of group C	64
Table 4.12	The results of Wilcoxon Signed Ranks Test on Error Rates of 3 Groups	65
Table 4.13	The errors that could not be improved.....	66
Table 4.14	Means of words and error rates.....	67
Table 4.15	Comparison of amounts of words in writing 1 and final..... writing by Wilcoxon Signed Ranks Test	68

LIST OF FIGURES

- Figure 4.1 The rate of total errors in each paragraph of each group.....57
- Figure 4.2 A graph illustrating the mean of percentage of students making.....57
errors in each paragraph of each group



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CHAPTER 1

INTRODUCTION

1.1 Roles of English in World Communication

In the age of globalization nowadays, English increasingly plays important roles for people in every corner of the globe. People around the world can easily communicate with each other through modern high technologies by using English as a medium. People who wish to do business internationally, to study and travel abroad, especially in English speaking countries, have realized the necessity of a good command of English (Tribble, 1996). Therefore most countries are alert to develop English proficiency of their people to the level that they can use it effectively in both receptive and productive skills, i.e. listening, reading, speaking and writing. Among the four skills, writing is considered as the most difficult skill in both mother tongues and foreign languages. Despite its difficulty, writing English has been increasingly important these days because many issues and events are typically dependent on writing documentation. To illustrate, international business operations such as ordering and delivering goods and establishing treaties have to be conducted by using English language as a medium. In business and professional contexts, the quality of language use both in speaking and writing forms can have a major impact on business success (Tribble,1996).

Regarding educational dimension, it is evident that most of articles and journals are being published in English. Additionally, it is obvious that universities and educational institutes in both English speaking countries and non- English speaking

countries have provided international courses for students where English is used as tool for teaching and learning (Santos, as cited in Watcharapunyawong and Usaha, 2013). To take these courses students have to use all four skills effectively to retrieve the knowledge and to present what they have learned. Therefore English writing is the important factor to allow students to present the ideas or to illustrate their knowledge in learning process and for assessment.

Regarding communicative dimension, it is via English writing that a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. Written communication is very convenient nowadays because it can be done through various devices (Olshtain, 2001). For example, besides writing through pieces of paper as in the old traditional way, nowadays people can write via electronic devices such as email through computer, and wifi-electronic devices. As a result, English writing skill is a necessary factor for people who need to be on par with the movement of the innovative world.

However, developing the skill of English writing to the level that learners can use it to communicate effectively with foreigners is still the main problem for people in many countries. With no exception, English writing proficiency of Thai people needs to be improved urgently. Even though Thai people are evoked to have their English skill improved, most of them face difficulty in English writing. They still realize that their English writing ability is still far from satisfaction (Watcharapunyawong and Usaha, 2013).

According to the aforementioned situation of English writing skill of Thai people, it has been an urgent mission for language educators in Thailand to help Thai people,

especially students to improve their English writing ability. However, teaching students to be competent writers is not an easy task. Writing teachers themselves must be competent in writing. They must master various components and mechanics of writing such as grammar, organization of ideas, vocabulary, giving feedback, and evaluation (Mutsuda, 2000). Teachers should know the weak points in students' writing by investigating from errors that occur in their writing. The errors are evidences telling what features of language are problematic that students need to be addressed. They help teachers to recognize students' problems and realize the causal factors contributing to students' mistakes in writing English. As a result, the teachers can find the effective techniques to correct students' mistakes and prepare the suitable remedial lessons to address the students' writing problems (Chandler, 2003).

1.2 Feedback and ESL/EFL Writing

The idea of giving correction feedback to students' writing is controversial among language educators. Truscott (1996) claims students can acquire ESL just by being immersed in English native speaking environment, and then they can learn English implicitly without teacher's explicit feedback. He argues that correction feedback is ineffective to improve students' writing, and that the error correction is sometimes even harmful to writing ability improvement and should be abolished. This strong stance evokes many writing teachers to wonder their perception about their writing class. They believe that it is their ethical responsibility to give correction feedback on their students' errors. They note that students will rebel, complain, and lose confidence in them if they do not give them feedback on their errors (Ferris, 2004). Many ESL and EFL teachers

whose students lack input in English native speaking environment argue that to perform English productive skills effectively, output, some of which is attributed from adequate correction, is necessary (Scarcella, as cited in Alroe, 2011; Ferris, 2004). ESL writers expect an appreciate assistance in improving their language accuracy (Ferris and Hedgcock, as cited in Kroll, 2001).

To prove whether error correction on writing is beneficial or hazardous for students' writing, Ferris reviewed literature on the effects of error correction on writing improvement of ESL students. She found that four of six studies revealed that students who received error correction produced more accurate texts than those who received no error feedback. (Ashwell; Fathman and Whalley; Ferris and Roberts; Kepner, as cited in Ferris, 2004). In her further review on the effect of correction feedback on the long term improvement of writing, Ferris found that eight out of eleven studies found that error correction contributed to the overtime accuracy improvement in students' writing (Chandler; Ferris, 1995a., 1997; Ferris and Helt; Frantzen; Lalande; Robb et al.; Sheppard, as cited in Ferris, 2004). Besides the findings in Ferris's research meta-synthesis, body of research conducting on Asian EFL students' writing feedback has found that provided methods of feedback toward students' writing contribute to positive effects on their writing accuracy (Sheen, 2007; Ferris, 2003; Ho, 2004; Chandler,2003).

In Thailand, some studies on writing error were conducted both in secondary schools and universities. The findings were mainly about types of errors (Nonkukhetkhong, 2013; Panto, 2007; Chownahe, 2000; Rujikietgumjorn, 1994) and result of a remedial program (Chownahe, 2000). Comparison of different methods of error

correction also investigated (Rujikietgumjorn, 1994), but the study was conducted with students enrolling in general English courses. The insight into difficulties in English writing of English-majored students who are future English teachers is essential for language educational institutes to provide the effective devices to enhance the writing proficiency and quality of these prospective English teachers. These quality eventually transfers to their students.

1.3 Purposes of the Study

The aims of this research are to examine the error types in English paragraphs written by Thai third year English majored teacher students during the process of writing practice; to investigate the most effective method of feedback on students' writing improvement. The aims can be specified as follows:

1. To examine, analyze and classify the types of errors found in overall 4 writings (paragraphs) of all students, the errors in each paragraph of different genres of all students, and the errors in each paragraph of students in each group;
2. To compare the error rate and percentage of students making errors in writing 1 to the rate and the student percentage in the final writing of each group receiving different method of feedback; and
3. To investigate writing fluency after receiving specific method of feedback.

1.4 Expected Benefits of the Study

1. The findings of the research helps writing teachers spend less energy to improve students' writing proficiency.

1.5 Research Hypothesis

1. Students improve their writing accuracy after participating in writing process and receiving feedback on their writings.

1.6 Scope of the Research

1. The participating students of the research, obtained by purposive selection, were 3 groups of English majored teacher students in the Faculty of Education, Rajabhat Maha Sarakham University. These three groups took the paragraph writing course provided as a compelling subject in the 1st semester of the academic year 2013.

2. Variances

2.1 Independent variances were 3 methods of feedback:

1. Direct correction - correcting all errors; conducted with group A;
2. Ending comment - underlining errors and making comments at the end without coding each error; conducted with group B; and
3. Coded mark - underlining and coding all errors; conducted with group

C.

2.2 Dependent variance

1. Writing fluency
2. Language accuracy

1.7 Definition of Terms

1. Error referred to wrong or inappropriate use of words, parts of speech, or sentence structures in a paragraph.

2. Language accuracy was indicated by the error rate and percentage of students making errors. Low error rate and low percentage of students making errors indicates more accuracy. The error rate and the percentage of students making errors are calculated as follows:

$$\text{Error rate} = \frac{\text{Number of errors} \times 100}{\text{Total words}}$$

$$\% \text{ of students} = \frac{\text{Number of students making error} \times 100}{\text{Total students}}$$

3. Writing fluency was considered from number of words which students write.

4. Feedback on student writing in this study is classified into 3 methods:

- Direct correction: all errors were underlined and given correct models
- Comment at the end: all errors are underlined and comment on types of errors are given at the end of the paragraph
- Coded marks: all errors are underlined and coded with numbers to signal the types of error

CHAPTER 2

REVIEW OF LITERATURE

This chapter reviews literature on theoretical bases and research related to this study. It is organized into four main parts as follows:

2.1 English Acquisition and English Learning

2.2 Teaching Writing Skill

2.3 Errors and Feedback

2.4 Related Studies

2.1 English Acquisition and English Learning

Perspective on second language acquisition varies into two aspects. Krashen's perspective perceives that second language acquisition occurs implicitly and only by means of comprehensible input (Krashen, 1981). This perspective asserts that sufficient input is the crucial factor for students to acquire the second language. It insists that immersing students into the second language environment is necessary to make them receive the comprehensible input and eventually acquire the second language competence implicitly. However, this perspective is argued against by some pedagogic practitioners and researchers. These language educators assert the findings from their studies that even though some students were put in immersion schools and had been receiving vast amount of input for more than 10 years, they were still unable to perform their productive skills of the second language as effective as the native speakers (Swain & Lapkin; Scarcella, as cited in Alroe, 2011). They insist that second language performance needs more factors than only input. The efficacy of output is also the

crucial factor for students to perform their second language productive skills effectively (Swain, 2005). These language academics assert that effective output is attributed from adequate correction (Scarcella, as cited in Alroe, 2011; Ferris, 2004).

In the context of foreign language, it is infeasible to expose students in native speaking environment. Learning foreign language takes place only through the provided context in a classroom or some specific provided situations outside the class. Teaching and learning processes are carried out consciously through various strategies. Hubbard, Jones, Thornton and Wheeler (1983) note that strategies for learning English as a foreign language vary, depending on types of language items: phonological items, lexical items, or structural items. Students may best learn phonological items, which are about the sounds of the language, by a simple process of repetition and reinforcement; and the lexical items, about vocabulary, by repetition and exposure in the provided situations. To learn structural items, students are presented with the sample structures, and then they recognize and try to produce the structures themselves with the teacher's prompts in a readily understandable situation. During this process, it is evident that students adopt hypotheses to produce a new sentence. When they produce the correct sentence and receive a positive reinforcement, they will express it again. When their hypothesis is incorrect, they will stop using it if they get a negative feedback, or they will correct it along with the teacher comment (Hubbard et al., 1983). Through this process students gradually improve their productive skills, speaking and writing.

2.2 Teaching Writing Skill

Writing communication is different from speaking interaction in that it lacks immediate feedback as a guide. Communicators are unable to negotiate for clear understanding. Therefore, an intelligible written message must be a clear, relevant, truthful, informative, interesting, and memorable text. Furthermore, an effective writing piece consists of three crucial elements, namely linguistic accuracy, clarity of presentation, and organization of ideas (Olshtain, 2001). For clarity and good organization in presenting a message, writers can practice in the writing class with their teachers. For linguistic accuracy, on the other hand, writers have to spend some time to develop their language proficiency which is about the effective usage of language mechanics in order that they can produce a writing piece with high quality (Weigle, as cited in Watcharapunyawong & Usaha, 2013). The mechanics of writing refer to the following features of language: letter recognition, letter discrimination, word recognition, basic rules of spelling, punctuation, and capitalization, as well as recognition of whole sentences and paragraphs (Olshtain, 2001, p.208).

In the early steps in teaching writing, as well as reading skills, in a foreign or second language, teachers have to emphasize the mechanics of these two skills (Olshtain, 2001). The aims of teaching mechanics of reading and writing skills are three folds, namely to enhance letter recognition, to practice sound-spelling correspondences via all four language skills, and to help the learner move from letters and words to meaningful sentences and larger units of discourse. The knowledge of language mechanics that students gain can eventually be the basis for developing more

sophisticated and interesting texts. When the learners' writing skill is improved to more advanced level, the writing activities shift the goal from focusing on mechanics of writing to basic process-oriented tasks and language work is conducted at morphological and discourse levels. Accuracy and content of the message are focused at this level. Three types of writing tasks that are often assigned for more advanced beginning learners are practical writing tasks, emotive writing tasks, and school-oriented tasks (Nevo, Weinbach, and Mark, as cited in Olshtain 2001, p. 211).

Practical writing tasks focus primarily on spelling and morphology. Examples of practical writing tasks are lists of various things, notes, short messages, and simple instructions. Meanwhile emotive writing tasks are concerned with personal writing such as letters to friends, narratives describing personal experiences, personal journals and diaries. The school-oriented tasks are the assignments given and read by teachers. These tasks may be essay-type passages, summaries, or answers to questions. These writing activities emphasize linguistic accuracy and message transmission (Olshtain, 2001).

Meanwhile in the more advanced level, teaching writing focuses on two aspects, namely writing process and writing product.

2.2.1 Writing Process and Writing Product

In teaching of writing at the advanced level, teachers can either focus on the writing product or on the writing process itself. If teachers concentrate on the product, they are only interested in the end product or the final piece of writing. This focus is usually conducted as the assessment of writing proficiency after students have practiced writing for some time. Meanwhile, a process approach to writing is also important for

teachers to develop students' writing ability. By this approach to writing teaching, teachers spend time with learners to encourage them to practice various skills of language to be used in their writing. The stages in writing process for a long text such as a composition are divided into the following steps (Harmer, 2007, pp. 325-326; Tribble, 1996, pp. 37-39):

- Pre-writing phases,
- Composing and drafting,
- Re-drafting,
- Editing, and
- Producing a final version.

In the prewriting stage, students and teacher jointly work on specifying the task, planning and outlining, brainstorming and collecting data, and making notes. In the composing and drafting stage, students do their first draft based on the outline from the prewriting stage. In the re-drafting stage, the activities consist of reorganizing, shifting emphasis, and focusing information and style for their readership. Then, in the editing stage, students edit their draft by checking grammar, lexis, surface features, such as punctuation, spelling, layout, quotation conventions, and references (Tribble, 1996, p. 38).

Practically, the writing process is quite complex. Various stages are done in a recursive way. That means writers can revisit the previous stages many times before the text is finished. For example, at any point in the preparation of a text, writers can loop backwards or forwards to whichever of the activities involved in text composition they

may find useful. While drafting their composition, they may collect more data that they have not put in the planning and outlining stage and they may revise the plan in order to cope with changes that have developed in the argument (Raimes, as cited in Tribble 1996). What writers need to know when undertaking writing process are content knowledge, context knowledge, language system knowledge and writing process knowledge (Tribble, 1996). This means that writers can write effectively when they require knowledge of the topic that they write, knowledge of the context in which the text will be read, knowledge of the language system such as the specialist lexis of the field, and the grammatical resources of the language necessary for the completion of the written text, and knowledge of the most appropriate way of preparing for a specific writing task (p.43). The process approach to writing is argued to be important for writing in a foreign language (Harmer, 2007). To carry out the writing process effectively, writing teachers themselves must possess a variety of writing competences, namely grammatical structures, organization, vocabulary, ability to give feedback and appropriate assessment of students' written works (Mutsuda, 2000).

The reviewed literature on teaching and learning writing above indicates that knowledge of language mechanics, sentence structures and accuracy are important factors for the development of writing ability. Regarding writing teachers, besides the aforementioned knowledge of writing, they must be so capable of using accurate and proper language in different genres of writing that they can convey this capability to their writing class students.

2.2.2 Genre

Written texts are frequently constructed within a discourse community that will be instantly understood by readers about which kinds of writing they are. For example, an advertisement, a poetry, and a letter, are instantly recognized when being looked at. Tribble (1996) stresses that many kinds of writing – genres need to be taught in the school system. If children are instructed to write only about their own world, but are not given assignments of different genres, they are at risk of being disabled by restricting to a capacity to express only their own views of the world (Tribble, 1996).

Harmer (2007) suggests that before having students write each kind of genre, teachers have to assign their students to study texts in the genre in which they are going to be writing. For example, when teaching to write business letters of various kinds, in the pre-writing phase, teachers need to let students look at typical models of such letters before starting to compose their own. When teaching writing newspaper articles, teachers have to assign students to study real examples to discover facts about construction and specific language use which are common to that genre (Harmer, 2007). Another example of activities on teaching students to write a specific genre is by Tribble (1996). He gives an example of having students write a letter to newspapers. Students are asked to spend some time every day for a week looking at letters to newspapers and to make notes of particular vocabulary and grammar constructions used in the letters. For example, they are asked to find any language which express approval or disapproval. At the end of the week, they bring the results of their research to the class and make a list of commonly occurring lexis or grammar patterns. The learners can

study the genre in either stage of their writing process; at the pre writing stage, writing stage, or revising stage. In this way, genre and process approaches become two resources available to learners and teachers (Tribble, 1996). They are the crucial foundation for students to be able to write creatively at the more advanced level.

2.2.3 Creative Writing

Creative writing is writing that the writers express their ideas and thoughts in imaginative way to express their feelings and emotions instead of just presenting facts (“Definition of Creative Writing – Your Dictionary,” 2014). Creative writing is the task of writing that students are thoroughly engaged in and that students frequently strive harder than usual to produce a greater variety and appropriate language than they might for other routine assignments. At first, students may find that writing is difficult and that creative writing is painful, and keep in their minds with a sense of frustration and failure. Teachers need to encourage them and provide them with motivating, have them build writing habit and straightforward their tasks bit by bit, so that they find their writing possible and fun. When students can finish their writing, most of them will feel pride in the accomplishment of their work and want their work to be read (Ur, as cited in Harmer, 2007, p. 328). Therefore, when teachers set up the assignment for creative writing, they need to provide an appropriate reader audience, which can be the whole class, friends, other teachers or students’ parents. Or it can be included in class magazines, or set-up website for the class (Harmer, 2007). It is essential that each writing needs to be read by readers and to be recommended. Therefore, working and small

groups and exchanging the writing work to be read and commented by friends in the group is suitable for writing activity in a big writing class.

2.2.4 Writing as a Cooperative Activity

Language classes can take advantage of a cooperative activity of writing. The group work can give great benefit to all students and teachers involved. For example, group writing allows the teachers to give more detailed and constructive feedback since they are dealing with a small number of groups rather than many individual students (Boughey, as cited in Harmer, 2007). Individual students also find themselves saying and writing things they might not think of on their own, and the group's research is broader than an individual's normally is. Cooperative writing works well in whether the writing process or genre study. During the writing process, students will review and evaluate their writing better when they work in groups. Regarding producing genre-specific texts, students will create the text more successfully when they work in groups (Harmer, 2007).

2.2.5 Building the Writing Habit

Harmer (2007) notes that some students are extremely unconfident and unenthusiastic writers. This may be due to the fact that they have never written much in their first language or perhaps, they think they don't have anything to say or any idea to write. One way to help these students is giving them interesting and enjoyable tasks to do. Teachers must give them enough information to do the task that is assigned. Teachers need to make sure that students have enough of the right kind of language to do the task. And teachers need to be able to give students ideas to complete the task.

Sometimes teachers may dictate half-sentences for them to finish so that they do not have to come up with too much information of their own. Sometimes teachers have to feed ideas to students as they do the task. Patterns and schemes are helpful for students to use them as models to put their ideas in. Teachers may provide students with pictures to stimulate them to write. Games are also good stimulation for writing. Therefore, teacher must be capable of providing various kinds of stimulation to encourage students to write and to build their writing-habit (Harmer, 2007).

2.2.6 Writing-for-Learning and Writing-for-Writing

Harmer (2007, p. 330) suggests that as writing teachers, we need to make a distinction between writing-for-learning and writing-for-writing if we are to promote writing as a skill. Writing-for-learning is the kind of writing we do to help students learn language or to test them on that language. For example, having students write three sentences using the 'going to' future, the teacher aims to help them to remember the 'going to' future, but not to train them to write.

Regarding writing-for-writing, when teachers ask students to design a good magazine advertisement, they aim to have students practice writing advertisement so that they may become good at writing advertisements. When the teachers get students to write a narrative, they aim to develop their ability to write a story, not just their use of past tense. If the teachers are to build the students' writing skill, not just getting them to write for language practice, they will have to use such writing-for-writing tasks as often as is appropriate (Harmer, 2007). Therefore, teachers play a very important role in writing class.

2.2.7 The Roles of the Teacher

In a writing class, teachers need to deploy the important roles as follows (Harmer, 2007, pp. 330-331):

1. Motivator: The teachers of the writing class motivate students by creating conditions to arouse students to generate their ideas and to arrange the ideas in a proper organization.
2. Resource: The teachers need to be ready to supply students with information and language for their writing. Additionally, the teachers need to be prepared to look at students' work as it progress, and to give advice and suggestion in a constructive and tactful way.
3. Feedback provider: The teachers need to give feedback to students' work with special care. They should respond positively and encouragingly to the content of the writing and offer proper correction.

Regarding teacher's responses to students' writing during the writing activity which is considered as "learning to write", teachers can take four basic roles: as an audience, an assistant, an evaluator, and an examiner (Tribble, 1996, pp. 119-120).

1. As audience, teachers have the same sorts of responsibilities and concerns as any reader. For example, is the text interesting? Is it easy to understand? Does it tell us about the writer and the writer's view of the world. In this role, teachers' responsibility to their students is to respond to the ideas, feelings, or perceptions that they have tried to communicate through their writing.
2. As assistants, teachers work with learners to make sure that the text is as

effective as possible in relation to its purpose. While working as an assistant, the teacher sees the writing as work in progress and helps learners to use or extend their knowledge of the best way of going about writing the text, the language appropriate to the task, the genre in which they are writing, and the subject-matter of the text.

3. As evaluators, teachers are no longer trying to improve a particular text. Rather they are commenting on the learners' overall performance and strengths and weaknesses with the aim of helping them write more effectively in the future. Evaluation is done once a piece of writing is considered to be 'finished'. Evaluation can give an indication of a learner's effectiveness as a writer which other teachers can use when the learner joins a new course.

4. As examiners, teachers take on yet another role. They have to provide as objective an assessment as possible of how well a student can write, on the basis of work written within the constraints of a formal examination, or a portfolio of work that has been accumulated over a period of time. This assessment usually has to be based on explicit criteria and be replicable by another trained examiner. The grade that is given is often intended to help another educational institution, or a prospective employer, understand what the candidate can and cannot do as a writer.

2.3 Errors and Feedback

Mistakes in productive skills of students learning a second or foreign language can be divided into three broad categories (Edge 1989, cited in Harmer 2007). The first category is 'slips'. It is mistakes which students can correct themselves once the mistake has been pointed out to them. The second category is 'errors'. This is the 'mistakes'

that students cannot correct themselves but with the help from explanation. The third category is 'attempts'. It is the 'mistakes' which a student tries to say something but does not yet know the correct way of saying it. Edge asserts that that the appropriate feedback responding to students' mistakes is a crucial part of the learning process. It probably has more effect on achievement than any single factor (Black and Wiliam, as cited in Harmer, 2007). However Black and Wiliam note that the disadvantage of giving feedback is that it consumes an enormous amount of time, and if done improperly, it can cause great anxiety for the writers. Therefore, when responding to errors, the teacher should provide feedback that helps students to learn rather than just tells that they are wrong (Harmer, 2007). Additionally, teachers need to conduct in productive and intact ways. Similarly, the feedback needs to address the causes of the errors.

2.3.1 Causes of Errors

Hubbard et al. (1983) claim that there are three main causes of error in students' language production. The first category is the error from 'mother-tongue interference'. When learning a foreign language, learners, especially the older ones, usually face the difficulty that the sound system, and the grammar of their first language impose themselves on the new language. This makes the learners produce a 'foreign' pronunciation, faulty grammatical patterns, and occasional wrong choice of vocabulary. The second category of the causes of error is 'overgeneralization'. This type of error happens during various stages in the language development of the learner. When producing a new language, learners produce the rules of language based on the evidence of the new language data in their mind. Unfortunately, the inadequate data, or

the partial evidence make the rule faulty, so the learners produce the language pattern wrongly, for example (p. 141):

Where you went yesterday?

Where you did go yesterday?

She drinked all the lemonade.

The third category of the causes of error is 'errors encouraged by teaching material or method'. For example, the teacher may try to persuade poor students to use the simple past tense by prompting students with over-stressing the auxiliary verb, so that students repeat it in their answer, i.e. (p.142).

Teacher: "Now what DID you do yesterday?"

Students: "I did go to cinema."

Similar to Hubbard, Harmer (2007) states that most of errors that students display are attributed to two distinct sources. The first source is 'L1 interference'. This kind of errors occurs due to the fact that students who learn a second language already have a deep knowledge of their first language. Where that L1 and the variety of the L2 they are learning come into contact with each other, there are often confusions which provoke errors in a learner's use of the L2. This kind of error can occur at the level of sounds, grammar, and word usage. The second source of errors is 'developmental errors'. This kind of error occurs because students 'over-generalize' a new rule that has been learnt and make mistake with what they have known before. Harmer points out that this kind of error demonstrates parts of the natural process of language learning. If the mistakes

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are ignored, students will not realize that the language they produce is inaccurate and will never improve their language skill to the advance level.

2.3.2 Essentials of Giving Feedback

Despite it is controversial on the issue of error correction, as some language educators point out that error correction may eventually become tedious grammar instruction instead of writing, other language educators especially ESL or EFL educators with the perspective of focus on form writing class argue that grammar and editing feedback and instruction can help most students improve the accuracy of their texts. They also note that ESL writers expect and appreciate assistance in improving their language accuracy (Ferris and Hedgcock, as cited in Kroll 2001). Kroll states that in any writing course, there are two prominent components. They are writing assignments that students are asked to do, and the methods of feedback provided to learners on their evolving writing skills (Kroll, 2001). To improve writing skills, Kroll asserts that writers must write and their writing must be responded, otherwise, the practice of writing is fruitless. This notion leads to the pattern of any writing course: teacher-planned lessons, presentation of writing assignments, student-written texts, and feedback on writing. This statement indicates that feedback is an essential component of writing development.

Hubbard et al. (1983) suggests that errors are not to be regarded as signs of failure, but as evidence that the students are working their way towards the correct rules. They state that errors are not harmful to the learning process. On the contrary, students learn by making errors and having them corrected. The students' errors then are the guidance for the teachers to adjust the level of difficulty of the assignment to be

given to their next class. Hubbard claims that the class must be somewhat challenging for students, when the task is made challenging, errors or mistakes will be made. The language teachers must be aware of students' problems in their use of language, and must be prepared to help them to sort out the way to improve themselves. The teachers should not reject to explain the grammar points to their students, even in their mother-tongue explanation (Hubbard et al., 1983).

The general goal of giving the feedback to student writing is to foster student improvement. To achieve the goal, teachers need to develop responding methodologies, and need to know how to measure or recognize improvement when it does occur. However, it is not easy to determine what type of response will best result in student's mastery of writing. Therefore, teachers need to implement a variety of response types. Additionally, it is important that students need to be trained to work with teachers' comments so that they are able to understand and apply the insights of the prior feedback to their following writing assignments (Kroll, 2001). Students' writing changes positively when individual students receive comments constantly for a period of time (Ferris, as cited in Kroll, 2001).

2.3.3 Features of Feedback

Feedback on writing can be either in oral or written forms. It may be conducted as individual conferences on student papers or the use of audio record for students to recheck the teacher's comments. However such a method of giving feedback consumes a large amount of time. Therefore, teachers whose philosophies embrace the value of collaborative learning may alternatively use students in class to assist in feedback

process instead of giving only by the teachers. The written form of feedback is undertaken on students' papers as error correction. There are many techniques to evoke students' attention on the errors they made on their papers (Kroll, 2001, p. 230):

1. point out specific errors by using a mark in the margin or an arrow or other symbolic system;
2. correct (or model) specific errors by writing in the corrected form;
3. label specific errors according to the feature they violate, e.g. *subject-verb agreement*;
4. indicate the presence of error but not the precise location, e.g. *noting that there are problems with word forms*; and
5. ignore specific errors.

The effectiveness of each technique of error correction depends on the circumstances of the individual student, the goal of the course, the process of writing. Little (1994) states that a high level of correctness is required for effective communication in formal written and spoken discourse, and that native as well as non-native English speakers often use explicit knowledge when they are planning, monitoring, and editing formal written discourse. However, writing instructors should bear in mind that too much focus on error can cause negative attitude about grammar. Therefore it should be conducted properly (Frodesen, 2001).

2.3.4 Grammar in Writing

The roles of grammar in second language writing, both in the form of explicit explanations of grammatical principles and the form of teacher correction of error have

been controversial since the 1980s (Frodesen, 2001). Some language educators agree with Krashen's notion that grammar has no essential advantage for writing. This belief is evidenced by a synthesis of research on native English speaking writers which revealed that formal grammar instruction has little or no effect on writing improvement (Hillocks's, as cited in Frodesen, 2001). Meanwhile, many linguists argue that such the mentioned belief is derived from L1 composition theories and practices. It cannot be referred to L2 writing classes because there are many differences between first and second language writers, processes, and products (Silva, as cited in Frodesen, 2001). Scarcella (as cited in Frodesen, 2001) asserts that the neglect of form-focused instruction for second language writers in the United States is an obstacle for the writers to improve their writing proficiency to the advanced level for academic work or careers. The linguists with the perspective of focusing on form state that grammar, when embedded in writing instruction with the intention to developing learner's ability to communicate meaningfully and appropriately, becomes the integral part of the language use. The linguists with this perspective therefore consider grammar an essential component of language (Scarcella; Lightbown; Widdowson, as cited in Frodesen, 2001). Inadequacy of syntactic, as well as lexical competence is the main obstacle for some EFL and L2 writers to produce an effective written work (Silva; Olsen; Weigle, as cited in Watcharapunyawong and Usaha, 2013).

To determine how or when to instruct grammar in writing class depends on some variables such as learner's age, proficiency level, educational background, and the situations of the use of language (Celce-Murcia, as cited in Frodesen, 2001). According to

Celce-Murcia's notion, when writers become older, more advanced in English proficiency, and more highly educated, a focus on formal aspects of language is increasingly useful. She insists that the more professional the use of language, the greater the need for focus on form. Therefore lessons of writing need to consist of grammatical activities that help writing learners understand how the grammatical choices contribute to shaping meaning and put these insights into practice. Due to the important role of grammar in writing as mentioned above, giving feedback on grammatical errors is also essential.

2.3.5 Feedback on Grammatical Error

Feedback on grammatical errors can be conducted with many techniques. It can be carried out by students during the process that students edit their drafts. The following are useful techniques that teachers use to evoke students to pay attention on their errors during the editing process in the writing classroom (Frodesen, 2001 pp.244-245).

1. Tell the total number of each kind of error and have student identify and correct them.
2. Focus on just one error type, tell the line number in which the focused type of error occurs.
3. Use sentences from students' drafts to focus on one error type.

Besides students' recognition and self-correction on the errors in the process of writing practice, feedback given by the teachers on students' final drafts is significant.

The following are some general guidelines and suggestions for providing feedback on grammar (Frodesen, 2001, p. 246).

1. Indirect feedback is more useful than direct correction of errors. It can involve one or more the following: putting a check in the margin of the lines where errors occur; underlining or highlighting selected errors; coding errors either in the margin or above the selected errors with symbols that have been explained to students; attaching a sheet to the writer's draft with a list of several structural errors along with exercises or handouts to help the writer better understand the grammatical system or feature involved
2. Teachers should not provide feedback on all errors in any one piece of writing, but should focus on several errors the teacher considers as most needing attention.
3. Selected errors may be the ones that represent an individual's frequent error patterns, errors that most seriously affect communication, or stigmatizing errors.
4. Even though most of teacher feedback on errors should occur in later stages of the writing process, teachers can alert students to areas of concern in early draft also. As a result students have sufficient time to remedy their weak points.

2.3.6 Impacts of Different Kinds of Feedback

Different techniques for giving feedback on students' writing may yield different results. Writing teachers may choose either technique depending on their time and their students' language proficiency. Direct correction which refers to teachers giving feedback to students' errors by locating and correcting the errors for students is appropriate for

beginner writers and “untreatable” errors such as sentence structures and vocabulary (Ferris, 2003). Meanwhile correction code, which is the feedback given to students by using symbols on their writing errors, helps students identify the nature of their language errors (Riddell, 2001; Hyland, 2003) so that study that aspect of language and correct the errors themselves. This way of feedback encourages students to be independent and responsible learners (Riddell, 2001). Marginal comment, which is the description or comment given on the margin of student writing, has the most negative effect on accuracy of subsequent writing. This may be because students find it too cognitively demanding to identify an error from a description without location (Chandler, 2003).

2.4 Related Studies

Literature on writing feedback illustrates that research results on this issue varies into two controversial ideas, namely the group which finds writing feedback necessary for writing improvement, and the group which finds the feedback unnecessary or even harmful to writing development.

The leading language educator and researcher who argues against writing correction is John Truscott. He argues in his article (Truscott, 1996) that grammar correction in L2 writing classes should be abandoned. Truscott refers to substantial research as evidences for the ineffectiveness of correction feedback (Truscott, 1996, citing Sheppard; Kepner; Semke).

The prominent language educator who argues against Truscott’s notion is Dana R. Ferris. She argues that Truscott had overlooked or understated some potentially positive research evidence on the effects of grammar correction. She

criticizes that Truscott should not ignore students' desire for error feedback (Ferris, 2004). Ferris refers to her review on six studies on error correction that there were four studies showing students receiving error correction produced more accurate texts than those receiving no error feedback (Ferris, 2004, citing Ferris and Roberts; Ashwell; Kepner; Fathman and Whalley).

It is evident that the two prominent aforementioned language educators have their consistent stance on writing feedback and both discuss and refer to the results of the research on the points in favor to their argument. They even refer to the same study and refer to some specific dimension of the results to support their notion. (They both refer to Kepner 1991 to support their notion.)

Due to the controversial ideas on the results of feedback toward writing, body of research has been conducted by language educators to verify the most accurate answer. Sapkota (2012) conducted an action research with first year students in a Bachelor of Education College in Nepal to find out whether there was improvement in students' writing skills through the strategies of peer correction followed by teacher correction. The study found that students' writing skills were satisfactorily developed, in terms of level of using words, grammatical errors, correct sentences and mechanics of writing and coherence.

A study by Wang (2010) on dealing with English majors' written errors in Chinese universities found that 96% of the teachers preferred to correct their students' errors, meanwhile only 11% of students wanted their errors to be corrected. Instead, 47% of students needed their errors to be underlined and coded, and 37% of them needed the

correction just on some certain types of error. The errors that the teachers preferred to correct most were grammar and vocabulary (49% and 51% of the teachers respectively).

Erel and Bulut (2007) studied the effects of direct and indirect coded feedback on accuracy in writing of pre-intermediate level Turkish students in a Turkish university. The participating students were allocated into two groups. One group received direct feedback, i.e., the correct form is written on student's first draft paper. The other group received indirect coded feedback, i.e., a symbol representing a specific kind of error is used for the indication of the error on their first draft paper. The results of the study revealed that while an overall comparison of the groups for the whole semester did not yield any statistically significant differences, the indirect coded feedback group committed fewer errors than the direct feedback group for the whole semester.

Sheen (2007) investigated the effects of giving correction feedback to specific errors on usage of definite and indefinite articles of ESL students writing three fables from their memory. Students were divided into three groups, each receiving either of three different types of feedback, namely corrective feedback, corrective feedback together with metalinguistic comment, and no feedback. After students received the feedback to the writing fable 1, they wrote the second fable. The same process as in writing fable 1 was done with the writing fable 2 and 3. The result of the posttest indicated that two groups receiving error feedback were superior to the third group who received no feedback. The delay test result showed that the group receiving correction feedback together with metalinguistic comment was able to maintain the high score.

Foin and Lange (2005) have found that marking and coding the nature of errors work best in helping ESL students correct their errors in the final draft of their composition. They argue that error identification helps students to recognize their errors, so it is easy for them to correct the errors. They claim that integration of grammar in classroom activities is beneficial for students to address their errors. The study has found eight obvious errors, namely verb tense, verb form, modals, conditional sentences, word choice, word form, subject-verb agreement, and number (singular/plural). Foin and Lange suggest that the errors which are easy to be corrected are number and subject-verb agreement because they have clear rules. Meanwhile, the errors that are difficult to be corrected are verb tenses and conditional sentences. They note that the most problematic error is word choice because there are no rules to determine the usage.

Ho (2004) studied the usefulness of error codes to help Hong Kong university English learners correct their errors. He found that most of her students were able to correct errors in their writing by learning from the error codes given by their teachers. Students reported that the codes helped them locate an error and identify the type of error that they made easily. When they knew the type of error they made, they could refer to the examples on the editing checklist and compare their errors with the list. In the following writing, therefore, they would never do the similar mistakes.

Chandler (2003) investigated the effect of error correction on accuracy in ESL student writing by focusing on the questions whether students who were required to correct the grammatical and lexical errors marked by the teacher make fewer such errors in their writing later in the semester and whether there was significant difference

comparing to the errors made by students who did not correct the grammatical and lexical errors marked by the teacher. The study found that the accuracy of student writing over 10 weeks improved significantly more if students were required to correct their errors than if they were not. The further phase of the study found that both teacher correction and just underlining were positively effective to students' correctness, fluency, and quality in subsequent student writing in just 10 weeks.

Lee (2003) studied on how Hong Kong English teachers corrected errors in the writing of their students and found that 33 % of the teachers selectively marked the errors (marking some errors), whereas 67 % of them comprehensively marked the errors (marking all errors). Both groups of the teachers gave direct feedback to their students' errors. This meant that the errors were underlined or circled and corrected. For the group with comprehensive marks, 55% of the errors were corrected. Meanwhile in the group with selective marks, 65% of the errors were corrected. The number of error types identified by six teachers ranged from 15 to 26.

In Thailand, some studies on writing error were conducted both in secondary schools and universities. Nonkukhetkhong's analysis on grammatical errors in 200-250 word essays of 49 first year English major students in Udon Thani Rajabhat University (Nonkukhetkhong, 2013) revealed that the most frequent errors (47.41%) were general grammatical errors, i.e. verbs, nouns, possessive case, articles, prepositions, adjectives, and adverbs. The second most errors (19.53%) were syntactic errors, i.e. sentence structure, ordering, and coordination/subordination. The next errors (19.20%) were substance errors. i.e. capitalization, spelling, and punctuation. 11.69% were lexical errors,

i.e. word selection and word formation. 2.17% were semantic errors, i.e. ambiguous communication and miscommunication. These errors occurred in four characteristics, i.e. omission, misformation, misordering, and overgeneralization.

Watcharapunyawong and Usaha (2013) studied writing errors in three different genres, namely narration, description, and comparison/contrast made by Thai EFL students in a writing class. The errors found in this study fell into 16 categories, namely verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. The number of frequent errors made in each type of written tasks was different. The five most frequent errors in narration were verb tense, word choice, sentence structure, preposition, and modal/auxiliary, respectively. Five most frequent errors in description and comparison/contrast were article, sentence structure, word choice, singular/plural form, and subject-verb agreement, respectively.

Panto (2007) investigated grammatical errors at word level in compositions written via email of third year students of Uttaradit Rajabhat University. She divided the errors into eight categories and the frequency of the errors were found from the most frequent to the least as follows: misuse of nouns, misuse of verbs, misspelling, misuse of prepositions, misuse of adjectives, misuse of pronouns, improper capitalization, and misuse of adverbs.

Chownahe (2000) analyzed errors in English compositions written by Thai 12th grade students in a high school. The errors found in this study were categorized into two

main groups: interlingual errors and intralingual & developmental errors. Errors in the former group were word-by-word transition, and adjectives used as main verbs; in the latter group were number of nouns, tenses, word selection, determiners, punctuation and capitalization, form of pronouns, and subject-verb agreement. The causes of errors were from three language phenomena, namely omission, addition, and misformation. The conduction of 11 remedial lesson plans in the effort to remedy the errors yielded satisfactory results. After involving in 11 remedial lessons, the error rate in the second composition in all error types significantly decreased from the first composition.

Rujikietgumjorn (1994) investigated the error types and compared the contribution of error correction by teacher's marking methods and error analysis by computer program to EFL writing skills development among Khon Kaen University students. The study found that no single type of error correction contributed significantly to EFL writing skills development. The most frequent six types of errors were 3rd person marker, orthography, word choices, tenses, verb forms and word order. The causes of errors were from four language phenomena, namely omission, addition, misformation, and misordering.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses how the research was carried out. It is separated into 6 parts:

3.1 Participating Students

3.2 Research Variables

3.3 Research Design

3.4 Research Instruments

3.5 Data Collection

3.6 Data Analysis and Statistics Used in the Research

3.1 Participating Students

The participants of this research were three groups of third year English majored teacher students from the Faculty of Education. They studied Formal Paragraph Writing in the first semester of the 2013 academic year. Each of these three groups consisted of students with mixed levels of English competency, according to their GPAs. The numbers of total students in each group and the numbers of the students all 4 writings of whom could be collected for the research are shown in Table 3.1.

Table 3.1 Number of students in the three groups

Group	Number of total students	Number of participating students (Whose all 4 writings could be analyzed)
A	38	32
B	45	38
C	43	35

3.2 Research Variables

3.2.1 Independent variables were 3 methods of feedback:

1. Direct correction: all errors were underlined and the correct models were given - conducted with group A;
2. Ending Comment: all errors are underlined and comment on types of errors were given at the end of the paragraph - conducted with group B;
3. Coded marks: all errors were underlined and coded with numbers to signal the types of errors - conducted with group C.

3.2.2 Dependent variables

1. Writing accuracy: rate of errors and percentage of students
2. Writing fluency: number of words

3.3 Research Design

The research was designed to investigate the types of errors occurring during the process of writing practice, the rates of errors and the numbers of words in final writing comparing to the rates in the first writing of students in three groups which received

different methods of feedback. The duration of the research was 16 weeks. The design is illustrated in Table 3.2.

Table 3.2 Research Design

Group Feedback	Writing process/Feedback				
	→	→	→	→	→
	Week 1-3	Week 4 - 7	Week 8 - 11	Week 12 - 15	Week 16
A (Direct Correction)	- Introduction to a paragraph - Paragraph organization - Paragraph workshop	Descriptive and Narrative Writing 1 Feedback	Exemplification and Classification Writing 2 Feedback	Comparison & Contrast and Cause & Effect Writing 3 Feedback	Final Writing
B (Comment at the end)	- Introduction to a paragraph - Paragraph organization - Paragraph workshop	Descriptive and Narrative Writing 1 Feedback	Exemplification and Classification Writing 2 Feedback	Comparison & Contrast and Cause & Effect Writing 3 Feedback	Final Writing
C (Coded marks)	- Introduction to a paragraph - Paragraph organization - Paragraph workshop	Descriptive and Narrative Writing 1 Feedback	Exemplification and Classification Writing 2 Feedback	Comparison & Contrast and Cause & Effect Writing 3 Feedback	Final Writing

Table 3.2 shows that in the duration of 16 weeks the process of the writing classes of each group was organized in four phases, and one period for the final writing. Week 1 – 3 was for the introduction to a paragraph and the practice on paragraph organization. Week 4 – 7 was for the practice on descriptive and narrative paragraphs, writing 1 and feedback. Week 8 – 11 was for the practice on exemplification and classification paragraphs, writing 2 and feedback. Week 12 – 15 was for comparison & contrast and cause & effect paragraphs, writing 3 and feedback. Final writing was employed in the last week. The details on time, contents, activities and feedback discussion are illustrated in Table 3.3.

Table 3.3 Details of Time, Contents, Activities, and Feedback

Time/ Contents		Groups of participants		
Week	Contents	Group A	Group B	Group C
1-3	<ul style="list-style-type: none"> - Introduction to a paragraph - Components and features of a good paragraph - Paragraph organization - Paragraph workshop on the topic “A good English Teacher” 	<ul style="list-style-type: none"> - Lecture - Exercises on components of a paragraph - Practice organizing and outlining ideas to write a paragraph - Individual writing 	<ul style="list-style-type: none"> - Lecture - Exercises on components of a paragraph - Practice organizing and outlining ideas to write a paragraph - Individual writing 	<ul style="list-style-type: none"> - Lecture - Exercises on components of a paragraph - Practice organizing and outlining ideas to write a paragraph - Individual writing

Table 3.3 (Continued)

4	Descriptive paragraph	<ul style="list-style-type: none"> - Discussion on a descriptive paragraph - descriptive adjectives - prepositions 	<ul style="list-style-type: none"> - Discussion on a descriptive paragraph - descriptive adjectives - prepositions 	<ul style="list-style-type: none"> - Discussion on a descriptive paragraph - descriptive adjectives - prepositions
5	Narrative paragraph	<ul style="list-style-type: none"> - Discussion on a narrative paragraph - connectors of time order 	<ul style="list-style-type: none"> - Discussion on a narrative paragraph - connectors of time order 	<ul style="list-style-type: none"> - Discussion on a narrative paragraph - connectors of time order
6	Writing 1 “ My Most Impressive Class”	<ul style="list-style-type: none"> - Brainstorming and outlining the ideas for the paragraph - Individual writing 	<ul style="list-style-type: none"> - Brainstorming and outlining the ideas for the paragraph - Individual writing 	<ul style="list-style-type: none"> - Brainstorming and outlining the ideas for the paragraph - Individual writing
7	- Feedback on Writing1	<ul style="list-style-type: none"> - Discussion on errors - Students study their errors and rewrite the paragraph as homework 	<ul style="list-style-type: none"> - Discussion on errors - Students study their errors and rewrite the paragraph as homework 	<ul style="list-style-type: none"> - Discussion on errors - Students study their errors and rewrite the paragraph as homework
8	- Exemplification paragraph	<ul style="list-style-type: none"> - Discussion on exemplification paragraph, how to state examples 	<ul style="list-style-type: none"> - Discussion on exemplification paragraph, how to state examples 	<ul style="list-style-type: none"> - Discussion on exemplification paragraph, how to state examples

Table 3.3 (Continued)

9	- Classification paragraph	- Discussion on classification paragraph, phrases for classification	- Discussion on classification paragraph, phrases for classification	- Discussion on classification paragraph, phrases for classification
10	Writing2 “Business in Maha Sarakham”	- Brainstorming and outlining the ideas for the paragraph - Individual writing	- Brainstorming and outlining the ideas for the paragraph - Individual writing	- Brainstorming and outlining the ideas for the paragraph - Individual writing
11	- Feedback on Writing2	- Discussion on errors - Assignment for students to study their errors and rewrite the paragraph as homework	- Discussion on errors - Assignment for students to study their errors and rewrite the paragraph as homework	- Discussion on errors - Assignment for students to study their errors and rewrite the paragraph as homework
12.	- Comparison & Contrast paragraph	- Discussion on Comparison & Contrast paragraph , how to express comparison and contrast	- Discussion on Comparison & Contrast paragraph , how to express comparison and contrast	- Discussion on Comparison & Contrast paragraph , how to express comparison and contrast

Table 3.3 (Continued)

13	Cause and Effect paragraph	<ul style="list-style-type: none"> - Discussion on Cause & effect paragraph - Exercises on expressions for cause and effect 	<ul style="list-style-type: none"> - Discussion on Cause and effect paragraph - Exercises on expressions for cause and effect 	<ul style="list-style-type: none"> - Discussion on Cause and effect paragraph - Exercises on expressions for cause and effect
14	Writing3 “Teacher VS Nurse”	<ul style="list-style-type: none"> - Brainstorming and outlining the ideas for the paragraph - Individual writing 	<ul style="list-style-type: none"> - Brainstorming and outlining the ideas for the paragraph - Individual writing 	<ul style="list-style-type: none"> - Brainstorming and outlining the ideas for the paragraph - Individual writing
15	- Feedback on Writing3	<ul style="list-style-type: none"> - Discussion on errors - Assignment for students to study their errors and rewrite the paragraph as homework 	<ul style="list-style-type: none"> - Discussion on errors - Assignment for students to study their errors and rewrite the paragraph as homework 	<ul style="list-style-type: none"> - Discussion on errors - Assignment for students to study their errors and rewrite the paragraph as homework
16	<ul style="list-style-type: none"> - Final writing based on the questions: “What are interesting careers in Thailand? If you can choose, which career would you choose and where would you like to work: in rural or urban area? Why?” 	<ul style="list-style-type: none"> - Individual writing 	<ul style="list-style-type: none"> - Individual writing 	<ul style="list-style-type: none"> - Individual writing

3.4 Research Instruments

3.4.1 Four writings:

- Writing 1: “ My Most Impressive Writing Class”
- Writing 2: “Business in Maha Sarakham”
- Writing 3: “Teacher VS Nurse”
- Final writing ““What are prominent careers in Thailand? If you

can choose, which career would you choose and where would you like to work: in rural or urban area? Why?”

3.4.2 Error record forms

3.5 Data Collection

Error data and numbers or words in four writings of each group were collected from individual students' writings. Each error was ticked in the error record forms as shown in the appendix 3. The time for collecting data as illustrated in Table 3.3 is as follows:

Writing 1: Week 6 – 7

Writing 2: Week 10 – 11

Writing 3: Week 14- 15

Final Writing: Week 16

3.6 Data Analysis and Statistics Used in the Research

3.6.1 Errors were analyzed to categorize the types of errors

3.6.2 Wilcoxon Signed Ranks Test was used to test the significance of the decrease of errors and the increase of amount of words.

$$z = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$



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CHAPTER 4

RESULTS

The aims of this study were 1) to examine, analyze and classify the types of errors found in overall 4 writings (paragraphs) of all students, the errors in each paragraph of different genres of all students, and the errors in each paragraph of students in each group; 2) to compare the error rate and percentage of students making errors in writing 1 to the rate and the student percentage in the final writing of each group; and 3) to investigate writing fluency after receiving specific method of feedback.

The findings from this study then addressed the following research questions:

1. What are the errors that students make and what errors are found in each paragraph of different genre?
2. Do three methods of feedback affect writing accuracy?
3. Do three methods of feedback affect writing fluency?

The findings are organized into the following parts:

4.1 Analyses of Errors

4.1.1 Errors found in overall 4 writings of all students,

4.1.2 Errors found in each writing of all students,

4.1.3 Errors found in each writing of students in each group,

4.2 Error Comparison

4.2.1 Comparison of error rates and percentages of students making errors between writing 1 and the final writing in each group,

4.2.2 The errors that could not be improved,

4.3 Writing Fluency

4.3.1 Fluency in 4 writings of each group,

4.3.2 Comparison of amount of words in Writing 1 and Final Writing,

4.1 Analyses of Errors

4.1.1 Errors found in overall 4 writings of all students

The features of errors found in all groups from 4 writings could be categorized into 27 features as shown in Table 4.1. The table also shows the rate of each feature of error and the percentage of students making each feature error.

Table 4.1 Overall rates of errors and percentages of students making errors

Features of Errors	Err rate	Rank	% of Std	Rank
1. subject and object	0.15		19.76	
2. main verb	0.57	6	51.59	4
3. word choice (wrong/ inappropriate word)	1.14	3	76.05	3
4. run-on	0.56	7	48.23	6
5. fragment	0.49	10	45.44	9
6. subject complement	0.12		15.05	
7. sentence structure	2.16	1	89.53	1
8. modal verb	0.12		15.81	
9. noun (article, count, non-count , singular and plural)	1.44	2	81.16	2
10. dangling modifier	0.10		13.35	
11. parts of speech	0.45	11	47.29	7
12. spelling	0.41	12	40.85	12
13. punctuation and connector	0.52	8	51.05	5
14. preposition	0.39	13	42.96	11
15. capitalization	0.60	5	43.11	10
16. verb to be over use	0.30		32.06	15
17. subject-verb agreement	0.51	9	46.47	8

Table 4.1 (Continued)

Features of Errors	Err rate	Rank	% of Std	Rank
18. gerund and to infinitive	0.13		15.64	
19. tense	1.01	4	40.39	13
20. passive voice	0.15		21.35	
21. pronoun	0.36	14	37.00	14
22. Thai structure influence	0.25	15	27.53	
23. irrelevant phrase	0.18		26.03	
24. redundancy	0.09		12.84	
25. defining phrase	0.08		9.98	
26. parallelism structure	0.16		20.12	
27. subjunctive sentence	0.04		4.85	

Table 4.1 shows that from 27 features of errors that could be recorded from 4 writings of all students, top-ten frequent errors were “sentence structure”, “noun”, “word choice”, “tense”, “capitalization”, “main verb”, “run-on”, “punctuation and connector”, “subject-verb agreement”, and ‘fragment’. Of all errors, three features were found occur the most frequently. They were “sentence structure”, “noun”, and “word choice”. “Sentence structure” was counted as the highest rate, approximately 2.16 times per one hundred words. Meanwhile the number of students who made this error was 89.53%. The second most frequent error feature was wrong use of “noun”. The rate was 1.44.and the percentage of students was 81.16. The third frequent feature was “word choice”. The rate of this feature was 1.14 and the percentage of students was 76.05. Examples of features of errors reported above (directly copied from students’ writing) are as follows:

1. “sentence structures” (err rate: 2.16 / student: 89.53%)

1. *The first group of laundry shop have too many in Maha Sarakham because students not washer or lazy*
2. *He good studying in mate but bad in English be opposite me.*
3. *The next category is food retail and service which is making food production to customers. It has home service and recieve yourself.*
4. *The first group of laundry shop have too many in Maha Sarakham because students not washer or lazy.*

2. “noun”: article, count, non-count , singular and plural nouns, (err rate: 1.44 / student: 81.16%)

1. *In my family are five peoples. Namely mother, father, sister and me.*
2. *Since he is police officer.*
3. *..... because there are many food in N&N.*

3. “word choice” (err rate: 1.14 / student: 76.05%)

1. *So immovable business like dormitories, hotels accommodations and hire-house are many in Maha Sarakham to reply the customers.*
2. *It brings much money to come in the province.*
3. *The dormitory business is the best interesting business.*

Besides the three most frequent features of errors mentioned above, there were other two features that more than half of students made, they were wrong use of “main verb” and “punctuation and connector”. The error rates and the percentages of

students for these two features were 0.57 / 51.59% and 0.52 / 51.05% respectively. The examples of these two features of errors are as follows:

1. “main verb”

1. *If you favorite milk and bread you can go to milk shop such as*
2. *And the left, have the teacher’s beautiful painting pictures on the wall.*

2. “punctuation and connector”

1. *Due to there are many education places both university and school in here, make amount of population increase too.*
2. *There are 3 reasons what I want to be a teacher; teacher is occupation that I love, teacher is occupation that I like and teacher is occupation in my dream.*

Some features of errors happened in very low rates by very few students. They are “subjunctive sentence”, “defining phrase”, “redundancy”, and “dangling modifier”.

The examples of these errors are as follow:

1. “subjunctive sentence” (err rate: 0.04 / student: 4.85%)

- *She is a strict about clean in everythings *that is make everyone in my family must be clean.**

2. “defining phrase” (err rate: 0.08 / student: 9.98%)

1. *every day I am still alive because my family.*
2. *Now, not only Thai people know and like to eat Thai food, and foreigner know and like the same.*

3. “redundancy” (err rate: 0.09 / student: 12.84%)

1. *The desks is red color.*

2. *Today they sing a English song together with me, and I have Sukiyaki together with them.*

4. “dangling modifier” (err rate: 0.10 / student: 13.35%)

1. *The residences are needed for increasing people such as hotel, housing development, and dormitory.*

Using wrong “tense” occurred at the high rate (1.01) but the percentage of students who made this error was 40.39%, which was not too high comparing with the error rate. The examples are as follows:

1. *When I was child, I have been inspired from the first teacher, she is a good teacher.*

2. *Although he barely had weekend and time to rest, he gets salary more than a teacher.*

4.1.2 Errors found in each writing of all students

When focusing on each type of paragraphs of all three groups of students, the findings are shown in Table 4.2.

Table 4.2 Errors found in each of four writings of all students

Features of Errors	Error Rates			
	Writing 1	Writing 2	Writing 3	Final writ
1. subject and object	0.25	0.12	0.10	0.14
2. main verb	0.82	0.40	0.75	0.32
3. word choice	1.41	1.28	1.12	0.73
4. run-on	0.85	0.45	0.55	0.41
5. fragment	0.36	0.64	0.47	0.48
6. subject complement	0.23	0.08	0.10	0.08
7. sentence structure	2.13	1.76	2.67	2.07
8. modal verb	0.05	0.09	0.20	0.16
9. noun	1.37	1.32	1.85	1.23
10. dangling modifier	0.27	0.07	0.01	0.05
11. parts of speech	0.47	0.24	0.68	0.40
12. spelling	0.41	0.32	0.53	0.36
13. punctuation & connector	0.71	0.47	0.46	0.42
14. preposition	0.41	0.33	0.49	0.34
15. capitalization	0.83	0.73	0.56	0.28
16. verb to be over use	0.39	0.23	0.39	0.20
17. subject-verb agreement	0.50	0.30	0.85	0.40
18. gerund and to infinitive	0.22	0.02	0.17	0.12
19. tense	3.14	0.04	0.41	0.46
20. passive voice	0.22	0.16	0.07	0.16
21. pronoun	0.31	0.25	0.46	0.41
22. Thai structure influence	0.43	0.21	0.19	0.17
23. irrelevant phrase	0.19	0.15	0.13	0.24
24. redundancy	0.16	0.05	0.09	0.07
25. defining phrase	0.13	0.08	0.06	0.05
26. parallelism structure	0.37	0.04	0.17	0.06
27. subjunctive sentence	0.07	0.02	0.01	0.04
Total	16.69	9.85	13.54	9.85

The information in Table 4.2 illustrates rates of errors occurred in each paragraph during the process of writing practice and in the final writing. The details for the findings and the contexts of each writing are as follows:

Writing 1 was a paragraph on the topic “My Most Impressive Class”. This paragraph was assigned for writing in line with genres description and narration. The overall error rate of this writing was highest (16.69) among four writings. The feature of error that occurred most frequently was “tense” error. The rate was at 3.14 times per a hundred words. The rate of “sentence structure” error was the second highest (2.13). The rates of “word choice” and “noun” errors were also high (1.41 and 1.37). The other error features that occurred quite frequently in this writing were “run-on” (0.85), “capitalization” (0.83), “main verbs” (0.82), and “punctuation and connector” (0.71). Another error of which the rate was quite obvious was “subject-verb agreement” (0.50).

Writing 2 was on the topic “Business in Mahasarakham”. The genres assigned for this paragraph were classification and exemplification. The highest error feature of this paragraph was the use of wrong “sentence structure” (1.76). The second and the third highest errors were “noun” (1.32) and “word choice” (1.28). The other two prominent errors in this writing were “capitalization” (0.73) and “fragment” (0.64). The other errors were found at the lower rates than 0.50. The total error rate of this paragraph was 9.85.

Writing 3 was a comparison & contrast and cause & effect paragraph. The topic assigned for this writing was “Teacher VS Nurse”. The total rate of errors of this writing was 13.54 times per one hundred words. It was high again, comparing to writing 1 and 2. The rate of “sentence structure” was the highest of all 27 features and the highest

when comparing to all writings (2.67), followed by the rates of “noun” (1.85) and “word choice” (1.12). The other prominent features of errors were “subject-verb agreement” (0.85) and “main verb” (0.75). There were four more error features the rates of which were higher than 0.50 in this writing. They were errors on “parts of speech” (0.68), “capitalization” (0.56), “run-on” (0.55), and “spelling” (0.53).

The final writing was a paragraph of the combination of all genres of writing that had been practiced in writing 1 to writing 3. The topic of the paragraph was under the questions: “What are interesting careers in Thailand? If you can choose, which career would you choose and where would you like to work: in rural or urban area? Why?” The findings from error analysis revealed that the overall error rate decreased to 9.85. The most obvious errors were still the three features, namely “sentence structure”, “noun” and “word choice”. The rates of these errors were 2.07, 1.23, and 0.73 respectively. The rates of other features were lower than 0.50. In these low features, “fragment” and “tense” were quite obvious. They occurred at the 0.48 and 0.46 per one hundred words respectively.

Considering the trend of error rates in four writings, it can be concluded that the total of writing errors decreased at the final writing after 11 weeks of treatment.

4.1.3 Errors found in each writing of students in each group

Errors occurring during the practice of writing on different genres in each group are shown in Tables 4.3 – 4.5.

Table 4.3 Errors found in each writing of students in group A

Features of errors	Error rates and percentages of students making errors							
	Writing 1		Writing 2		Writing 3		Final Writing	
	rate	%	rate	%	rate	%	rate	%
1. subj. & obj.	0.29	25.00	0.07	6.25	0.08	12.50	0.11	9.38
2. main verb	0.69	53.13	0.44	31.25	0.90	65.63	0.28	43.75
3. word choice	1.29	81.25	1.71	87.50	1.31	81.25	0.54	56.25
4. run-on	0.60	56.25	0.42	31.25	0.50	34.38	0.44	46.88
5. fragment	0.19	25.00	0.63	46.88	0.50	40.63	0.50	46.88
6. subj. complement	0.13	12.50	0.12	9.38	0.06	9.38	0.08	12.50
7. sentence structure	2.36	90.63	1.81	81.25	2.58	93.75	2.65	87.50
8. modal verb	0.06	9.38	0.00	0.00	0.17	12.50	0.10	15.63
9. noun	1.58	81.25	1.27	71.88	2.00	87.50	1.12	78.13
10. dangling modifier	0.50	53.13	0.07	9.38	0.00	0.00	0.06	12.50
11. parts of speech	0.52	46.88	0.25	25.00	0.50	50.00	0.39	46.88
12. spelling	0.44	34.38	0.30	18.75	0.44	37.50	0.36	46.88
13. punct.& connect.	0.73	65.63	0.35	28.13	0.42	46.88	0.41	53.13
14. preposition	0.50	43.75	0.14	15.63	0.54	50.00	0.11	18.75
15. capitalization	0.44	37.50	0.67	28.13	0.52	40.63	0.19	21.88
16. v. to be over use	0.33	40.63	0.37	25.00	0.29	31.25	0.18	28.13
17. subj-v.agreement	0.31	28.13	0.14	15.63	0.73	65.63	0.28	43.75
18. gerund & to infin	0.31	25.00	0.00	0.00	0.25	21.88	0.10	12.50
19. tense	2.09	75.00	0.05	6.25	0.56	40.63	0.49	56.25
20. passive voice	0.29	34.38	0.07	9.38	0.10	12.50	0.10	18.75
21. pronoun	0.40	43.75	0.16	12.50	0.54	50.00	0.21	18.75
22. Thai influence	0.52	43.75	0.02	3.13	0.19	18.75	0.15	21.88
23. irrelevant phrase	0.13	12.50	0.14	18.75	0.04	6.25	0.16	21.88
24. redundancy	0.19	21.88	0.07	9.38	0.10	9.38	0.08	15.63
25. defining phrase	0.15	12.50	0.16	6.25	0.13	12.50	0.08	9.38
26. parallelism	0.27	31.25	0.02	3.13	0.21	18.75	0.10	18.75
27. subjunctive	0.19	21.88	0.02	3.13	0.02	3.13	0.05	9.38
Total rate/ %mean	<u>15.49</u>	<u>40.97</u>	<u>9.47</u>	<u>22.34</u>	<u>13.69</u>	<u>35.30</u>	<u>9.31</u>	<u>32.29</u>

Table 4.4 Errors found in each writing of students in group B

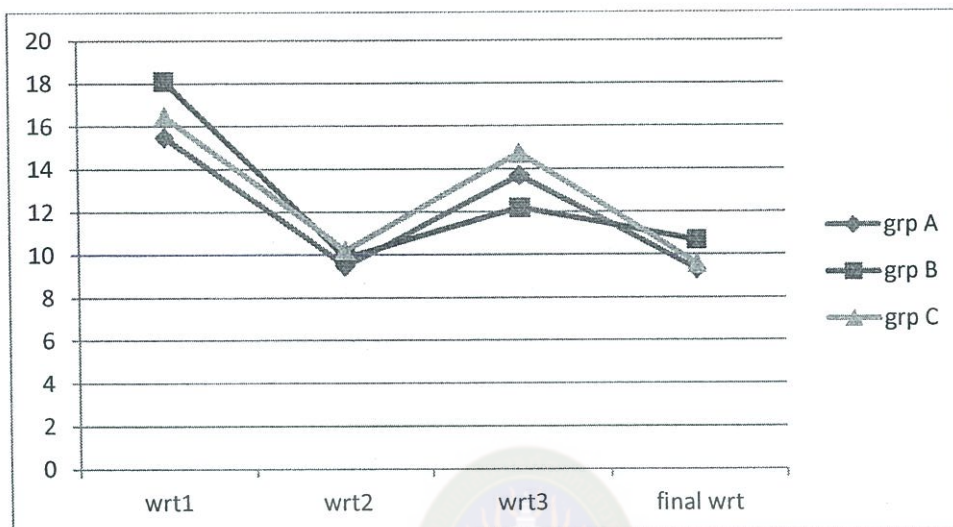
Features of errors	Error rates and percentages of students making errors							
	Writing 1		Writing 2		Writing 3		Final Writing	
	rate	%	rate	%	rate	%	rate	%
1. subj. & obj.	0.27	31.58	0.08	5.26	0.09	13.16	0.16	23.68
2. main verb	0.99	63.16	0.41	39.47	0.68	55.26	0.32	47.37
3. word choice	1.58	81.58	1.01	76.32	0.85	73.68	0.99	81.58
4. run-on	1.10	68.42	0.71	65.79	0.68	57.89	0.35	44.74
5. fragment	0.47	44.74	0.71	60.53	0.32	34.21	0.43	44.74
6. subj. complement	0.27	28.59	0.06	10.53	0.12	13.16	0.15	23.68
7. sentence structure	1.84	86.84	2.22	92.11	2.20	97.37	1.50	89.47
8. modal verb	0.06	10.53	0.09	15.79	0.19	18.42	0.21	26.32
9. noun	1.13	78.95	1.06	71.05	1.47	81.58	1.65	78.95
10. dangling modifier	0.20	26.32	0.00	0.00	0.00	0.00	0.08	13.16
11. parts of speech	0.45	50.00	0.28	28.95	0.77	71.05	0.53	57.89
12. spelling	0.47	50.00	0.33	42.11	0.15	21.05	0.29	39.47
13. punct.& connect.	0.49	52.63	0.25	31.58	0.49	47.37	0.29	42.11
14. preposition	0.27	44.74	0.24	23.68	0.48	50.00	0.51	55.26
15. capitalization	0.93	57.89	0.71	42.11	0.54	34.21	0.25	31.58
16. v. to be over use	0.62	52.63	0.17	26.32	0.49	39.47	0.29	31.58
17. subj-v.agreement	0.49	44.74	0.39	39.47	0.97	71.05	0.51	39.47
18. gerund & to infin	0.11	21.05	0.02	2.63	0.06	10.53	0.20	28.95
19. tense	4.41	81.58	0.06	10.53	0.46	31.58	0.47	47.37
20. passive voice	0.17	21.05	0.09	15.79	0.03	5.26	0.24	36.84
21. pronoun	0.37	42.11	0.33	36.84	0.56	42.11	0.57	57.89
22. Thai influence	0.41	50.00	0.39	26.32	0.22	23.68	0.24	39.47
23. irrelevant phrase	0.27	73.68	0.11	15.79	0.09	10.53	0.27	42.11
24. redundancy	0.14	18.42	0.05	7.89	0.00	0.00	0.08	13.16
25. defining phrase	0.20	31.58	0.03	5.26	0.05	7.89	0.03	5.26
26. parallelism	0.40	52.63	0.03	5.26	0.22	23.68	0.07	13.16
27. subjunctive	0.00	0.00	0.02	2.63	0.00	0.00	0.01	2.63
Total rate/ %mean	<u>18.11</u>	<u>46.88</u>	<u>9.87</u>	<u>29.63</u>	<u>12.20</u>	<u>34.60</u>	<u>10.68</u>	<u>39.18</u>

Table 4.5 Errors found in each writing of students in group C

Features of errors	Error rates and percentages of students making errors							
	Writing 1		Writing 2*		Writing 3		Final Writing	
	rate	%	rate	%	rate	%	rate	%
1. subj. & obj.	0.19	28.57	0.21	36.00	0.13	14.29	0.16	31.43
2. main verb	0.77	65.71	0.34	40.00	0.66	62.86	0.35	51.43
3. word choice	1.36	80.00	1.13	76.00	1.19	74.29	0.67	62.68
4. run-on	0.84	54.29	0.21	16.00	0.47	54.29	0.44	48.57
5. fragment	0.42	51.43	0.59	56.00	0.59	45.71	0.51	48.57
6. subj. complement	0.28	31.43	0.06	12.00	0.13	11.43	0.02	5.71
7. sentence structure	2.18	88.57	1.24	84.00	3.22	91.43	2.07	91.43
8. modal verb	0.03	5.71	0.17	24.00	0.23	22.86	0.18	28.57
9. noun	1.39	80.00	1.62	96.00	2.08	88.57	0.91	80.00
10. dangling modifier	0.12	20.00	0.15	20.00	0.02	2.86	0.01	2.86
11. parts of speech	0.44	45.71	0.19	28.00	0.78	71.43	0.27	45.71
12. spelling	0.33	40.00	0.34	40.00	1.00	68.57	0.43	51.43
13. punct.& connect.	0.91	62.68	0.80	68.00	0.47	48.57	0.57	65.71
14. preposition	0.47	54.29	0.61	68.00	0.44	37.14	0.39	54.29
15. capitalization	1.13	60.00	0.82	72.00	0.61	45.71	0.39	45.71
16. v. to be over use	0.23	28.57	0.15	24.00	0.40	45.71	0.13	11.43
17. subj-v.agreement	0.71	54.29	0.36	44.00	0.85	57.14	0.40	54.29
18. gerund & to infin	0.23	34.29	0.04	8.00	0.19	17.14	0.05	5.71
19. tense	2.91	71.43	0.02	4.00	0.21	17.14	0.41	42.86
20. passive voice	0.19	22.86	0.32	48.00	0.09	14.29	0.13	17.14
21. pronoun	0.17	22.86	0.27	40.00	0.27	25.71	0.46	51.43
22. Thai influence	0.35	40.00	0.21	32.00	0.17	11.43	0.12	20.00
23. irrelevant phrase	0.16	17.14	0.21	28.00	0.27	25.71	0.30	40.00
24. redundancy	0.16	22.86	0.02	4.00	0.17	22.86	0.06	8.57
25. defining phrase	0.05	8.57	0.06	12.00	0.00	0.00	0.04	8.57
26. parallelism	0.44	48.57	0.06	12.00	0.08	11.44	0.01	2.86
27. subjunctive	0.02	2.86	0.02	4.00	0.02	2.86	0.05	5.71
Total rate/ %mean	<u>16.47</u>	<u>42.33</u>	<u>10.21</u>	<u>36.89</u>	<u>14.74</u>	<u>36.72</u>	<u>9.57</u>	<u>36.40</u>

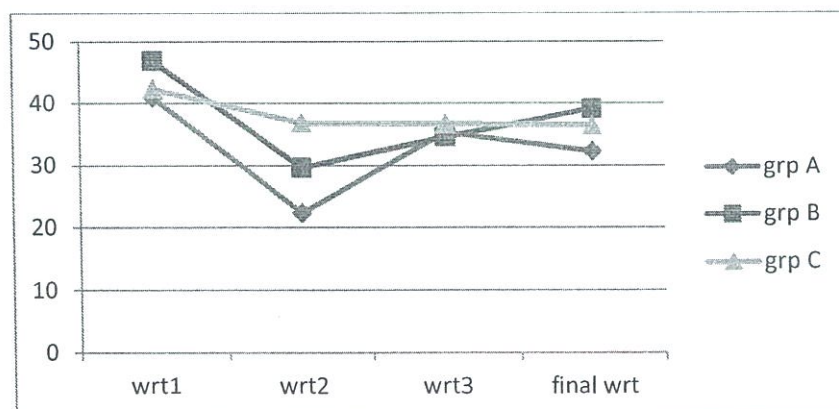
Tables 4.3 – 4.5 shows the rates of each features of errors in groups A, B, and C respectively. The information in the tables indicates that students in each group had the similar problem in writing each paragraph. The most obvious problem students were facing in their writing was using correct “sentence structure”. This problem could not be resolved in each paragraph. The rates of errors and the percentages of students making this feature of errors were high from the the first writing until the final writing in all groups. Other features of errors that were quite obvious in all groups were wrong and inappropriate use of “noun” and “word choice”. For the use of “noun”, in groups A and C, even though the rates of errors decreased in the final writing, the percentages of students who made the errors were high in all paragraphs; meanwhile in group B, both the rate and the percentages were high in all paragraphs. For the use of “word choice”, the rates and the percentages of students in groups A and C decreased from the first writing to the final writing; meanwhile the rate and the percentage of students in group B did not decrease. When looking at the total rates and the means of percentages of students, the trends of error rates in all groups were similar, meanwhile the means of percentages were quite different among the three groups, as shown in Figures 4.1 and 4.2.

Figure 4.1 The rate of total errors in each paragraph of each group



The graph in Figure 4.1 shows that the rates of total errors in every group were quite similar. That is the rates were high in writing 1 (descriptive and narrative paragraph), declined sharply in writing 2 (classification and exemplification paragraph), rose up again in writing 3 (comparison - contrast and cause - effect paragraph) and fell to low level again in the final writing (mix of all genres).

Figure 4.2 A graph illustrating the mean of percentage of students making errors in each paragraph of each group



The graph in Figure 4.2 shows the mean of percentages of students making errors in each writing. The means of student percentages were high in writing 1 of all groups (40.97, 46.88, and 42.33 for groups A, B, C respectively). In writing 2, the means of student percentages decreased in all groups. The decreases were obviously sharp in group A and B (22.34, 29.63 respectively). Meanwhile the mean of percentages of students making errors in group C decreased slightly from 42.33 in writing 1 to about 36 in the following writings, including the final writing. The means in groups A and B rose again in writing 3 and fell down in the final writing in group A, but went up higher in group B.

4.2 Error Rate and Student Percentage Comparison

4.2.1 Comparison of error rates and percentages of students making errors between writing 1 and the final writing in each group

To investigate the significance of the decrease of errors in each group after the process of writing practice, the error rates in writing 1 and in the final writing were compared. The findings are presented in the following section.

Error Rates change in Group A

Table 4.6 Error Rates change in Group A

Error Type	Writing 1		Final writing	
	Error rate	Student %	Error rate	Student %
1. subject and object	0.29	25.00	0.11	9.38
2. main verb	0.69	53.13	0.28	43.75
3. word choice	1.29	81.25	0.54	56.25
4. run-on	0.60	56.25	0.44	46.88
5. fragment	0.19	25.00	0.50	46.88
6. subject complement	0.13	12.50	0.08	12.50
7. sentence structure	2.36	90.63	2.65	87.50
8. modal verb	0.06	9.38	0.10	15.63
9. noun	1.58	81.25	1.12	78.13
10. dangling modifier	0.50	53.13	0.06	12.50
11. parts of speech	0.52	46.88	0.39	46.88
12. spelling	0.44	34.38	0.36	46.88
13. punctuation & connector	0.73	65.63	0.41	53.13
14. preposition	0.50	43.75	0.11	18.75
15. capitalization	0.44	37.50	0.19	21.88
16. verb to be over use	0.33	40.63	0.18	28.13
17. subject-verb agreement	0.31	28.13	0.28	43.75
18. gerund and to infinitive	0.31	25.00	0.10	12.50
19. tense	2.09	75.00	0.49	56.25
20. passive voice	0.29	34.38	0.10	18.75
21. pronoun	0.40	43.75	0.21	18.75
22. Thai structure influence	0.52	43.75	0.15	21.88
23. irrelevant phrase	0.13	12.50	0.16	21.88
24. redundancy	0.19	21.88	0.08	15.63
25. defining phrase	0.15	12.50	0.08	9.38
26. parallelism structure	0.27	31.25	0.10	18.75
27. subjunctive sentence	0.19	21.88	0.05	9.38
	Total = 15.49	Mean = 40.97	Total = 9.31	Mean = 32.29

The comparison in Table 4.6 shows that the total rate of errors in group A, which received direct correction feedback throughout the process of writing practice, decreased from 15.49 in writing1 to 9.31 in the final writing. Meanwhile the percentages of students who made the errors fell from 40.97 to 32.29. Regarding specific features of errors, most of them decreased from the writing1. There were 6 features that the error rates or the percentages of students making the error were still at the same rates or rose. To illustrate, the rate of “sentence structure” error rose from 2.36 to 2.65 but the student percentage decreased from 90.63 to 87.50. Error on “fragment” and “irrelevant phrase” increased both in the error rates and students percentages. Meanwhile the error rates of “subject-verb agreement”, “spelling”, and “parts of speech” decreased, but student percentages of these errors increased.

Table 4.7 Wilcoxon Signed Ranks Test on error rates of group A

N = 32	Wrt1- Final	Mean of errors	Std. Dev.	Z	Asymp. Sig. (2-tailed)
Type of Feedback	Wrt1	15.49	5.20		
Direct correction	Finalwrt	9.31	2.90	-4.3338	.000**

The result of statistical test using Wilcoxon Signed Ranks Test on the error rates as shown in Table 4.7 shows the reduction of the rates from Writing 1 to the Final Writing was statistical significant (Asymp. Sig = .000 (< .01), Z = - 4.3338). It can be said that giving direct correction feedback to students writing during the process of writing practice results in the positive effect on students' accuracy improvement.

Error Rates change in Group B

Table 4.8 Error Rates change in Group B

Error Type	Writing 1		Final writing	
	Error rate	Student %	Error rate	Student %
1. subject and object	0.27	31.58	0.16	23.68
2. main verb	0.99	63.16	0.32	47.37
3. word choice	1.58	81.58	0.99	81.58
4. run-on	1.10	68.42	0.35	44.74
5. fragment	0.47	44.74	0.43	44.74
6. subject complement	0.27	28.59	0.15	23.68
7. sentence structure	1.84	86.84	1.50	89.47
8. modal verb	0.06	10.53	0.21	26.32
9. noun	1.13	78.95	1.65	78.95
10. dangling modifier	0.20	26.32	0.08	13.16
11. parts of speech	0.45	50.00	0.53	57.89
12. spelling	0.47	50.00	0.29	39.47
13. punctuation and connector	0.49	52.63	0.29	42.11
14. preposition	0.27	44.74	0.51	55.26
15. capitalization	0.93	57.89	0.25	31.58
16. verb to be over use	0.62	52.63	0.29	31.58
17. subject-verb agreement	0.49	44.74	0.51	39.47
18. gerund and to infinitive	0.11	21.05	0.20	28.95
19. tense	4.41	81.58	0.47	47.37
20. passive voice	0.17	21.05	0.24	36.84
21. pronoun	0.37	42.11	0.57	57.89
22. Thai structure influence	0.41	50.00	0.24	39.47
23. irrelevant phrase	0.27	73.68	0.27	42.11
24. redundancy	0.14	18.42	0.08	13.16
25. defining phrase	0.20	31.58	0.03	5.26
26. parallelism structure	0.40	52.63	0.07	13.16
27. subjunctive sentence	0.00	0.00	0.01	2.63
	Total =	Mean =	Total =	Mean =
	18.11	46.88	10.68	39.18

Table 4.8 shows that the total rate of errors in group B, which received Ending Comment Feedback during the process of writing practice, reduced from 18.11 in Writing 1 to 10.68 in the Final Writing. Meanwhile the percentages of students who made the errors dropped from 46.88 to 39.18. However, regarding specific errors, there were about half of the errors with no change in the rate of error or in student percentages. These errors were “sentence structure”, “noun”, “fragment”, “subject complement”, “modal verb”, “parts of speech”, “preposition”, “subject-verb agreement”, “gerund and to infinitive”, “passive voice”, “pronoun”, and “irrelevant phrase”.

Table 4.9 Wilcoxon Signed Ranks Test on error rates of group B

N = 38	Wrt1- Final	Mean of errors	Std. Dev.	Z	Asymp. Sig. (2-tailed)
Type of Feedback Ending Comment	Wrt1	18.11	6.84	-4.924	.000**
	Finalwrt	10.68	3.86		

Table 4.9 shows the result of using Wilcoxon Signed Ranks Test to investigate the statistical significance of the different between the error rates in writing 1 and final writing. The test found the significance of the reduction of the rates ($Z = -4.924$, Asymp. Sig = .000). It can be concluded that giving comment at the ending of the paragraph as feedback to students' writing during the process of writing practice results in the positive effect on students' accuracy improvement.

Error Rates change in Group C

Table 4.10 Error Rates change in Group C

Error Type	Writing 1		Final writing	
	Error rate	Student %	Error rate	Student %
1. subject and object	0.19	28.57	0.16	31.43
2. main verb	0.77	65.71	0.35	51.43
3. word choice	1.36	80.00	0.67	62.68
4. run-on	0.84	54.29	0.44	48.57
5. fragment	0.42	51.43	0.51	48.57
6. subject complement	0.28	31.43	0.02	5.71
7. sentence structure	2.18	88.57	2.07	91.43
8. modal verb	0.03	5.71	0.18	28.57
9. noun	1.39	80.00	0.91	80.00
10. dangling modifier	0.12	20.00	0.01	2.86
11. parts of speech	0.44	45.71	0.27	45.71
12. spelling	0.33	40.00	0.43	51.43
13. punctuation and connector	0.91	62.68	0.57	65.71
14. preposition	0.47	54.29	0.39	54.29
15. capitalization	1.13	60.00	0.39	45.71
16. verb to be over use	0.23	28.57	0.13	11.43
17. subject-verb agreement	0.71	54.29	0.40	54.29
18. gerund and to infinitive	0.23	34.29	0.05	5.71
19. tense	2.91	71.43	0.41	42.86
20. passive voice	0.19	22.86	0.13	17.14
21. pronoun	0.17	22.86	0.46	51.43
22. Thai structure influence	0.35	40.00	0.12	20.00
23. irrelevant phrase	0.16	17.14	0.30	40.00
24. redundancy	0.16	22.86	0.06	8.57
25. defining phrase	0.05	8.57	0.04	8.57
26. parallelism structure	0.44	48.57	0.01	2.86
27. subjunctive sentence	0.02	2.86	0.05	5.71
	Total = 16.47	Mean = 42.33	Total = 9.57	Mean = 36.40

Table 4.10 shows that the total rate of errors in group C, which received coded mark feedback during the process of writing practice, decreased from 16.47 in writing 1 to 9.57 in the final writing. Meanwhile the percentages of students who made the errors decreased from 42.33 to 36.40. Regarding specific features of errors, about half of them did not decrease in the error rates or student percentages. Some errors had an increase in error, but percentages of students making the errors decreased, e.g. “fragment”. Some features had a decrease in error rate, but student percentages increase or were at the same points, e.g. “sentence structure”, “noun”, and “spelling”. Some had an increase in both error rates and student percentage, e.g. “pronoun”.

Table 4.11 Wilcoxon Signed Ranks Test on error rates of group C

N = 35	Wrt1- Final	Mean of errors	Std. Dev.	Z	Asymp. Sig. (2-tailed)
Type of Feedback	Wrt1	16.47	6.47		
Coded Mark	Finalwrt	9.57	3.62	-4.717	.000**

The result of Wilcoxon Signed Ranks Test in Table 4.11 indicates the significant difference between the error rates in writing 1 and final writing, $Z = -4.717$, Asymp. Sig = .000 ($< .0$). This can be concluded that giving coded mark as the feedback to students writing during the process of writing practice yields the positive effect on students' accuracy improvement. The whole picture of the changes of error rates in all groups are shown in Table 4.12

Table 4.12 The results of Wilcoxon Signed Ranks Test on Error Rates of 3 Groups

Group/N Feedback	Wrt1- Final	Mean of errors	Std. Dev.	Min	Max	Z	Asymp. Sig. (2-tailed)
A/32 Direct correction	Wrt1	15.49	5.20	7.60	26.36	-4.3338	.000**
	Finalwrt	9.31	2.90	3.60	15.33		
B/38 Ending comment	Wrt1	18.11	6.84	2.96	34.07	-4.924	.000**
	Finalwrt	10.68	3.86	2.40	17.89		
C/35 Coded mark	Wrt1	16.47	6.47	6.57	31.21	-4.717	.000**
	Finalwrt	9.57	3.62	4.62	19.37		

The results of the statistical tests shows that the error rates significantly decreased in all three groups ($Z = -4.333, -4.924, -4.717; P < .01$). It can be concluded that all three methods of feedback on student writing in this study gave the positive impact on accuracy improvement in students' paragraph writing.

4.2.2 The errors that could not be improved

Even though the means of total errors significantly decreased from the first writing to the final writing in all groups, the investigation on how each error improved in each group found that there were some errors that could not be improved. These errors are shown in Table 4.13.

Table 4.13 The errors that could not be improved

Group A Direct Correction			Group B Ending Comment			Group C Coded Mark		
Features of error	Err rate	Std %	Features of error	Err rate	std %	Features of error	Err rate	Std %
fragment	*	*	gerund-infinitive	*	*	spelling	*	*
irrelevant	*	*	modal verb	*	*	pronoun	*	*
phrase	*	-	passive voice	*	*	irrelevant phrase	*	*
sentence	-	*	noun	*	*	subjunctive	*	*
structure	-	*	pronoun	*	*	fragment	*	-
parts of speech	-	*	parts of speech	*	*	subject-object	-	*
spelling			preposition	*	*	sentence	-	*
subject-verb			subject-verb	*	-	structure	-	*
agree			agree	-	*	noun	-	*
			word choice	-	*	parts of speech	-	*
			fragment	-	*	punctuation	-	*
			sentence			preposition	-	*
			structure			subject-verb		
						agree		

* = did not decrease

4.3 Writing Fluency

4.3.1 Fluency in 4 Writings of Each Group

Table 4.14 Means of words and error rates

Group	Writing1		Writing2		Writing3		Final Writing	
	mean of words	err/100 words	mean of words	err/100 words	mean of words	err/100 words	mean of words	err/100 words
A	149.88	15.49	135.00	9.47	150.00	13.69	192.41	9.31
B	186.18	18.11	166.97	9.87	170.24	12.20	197.61	10.68
C	163.97	16.47	190.32	10.21	150.80	14.74	234.46	9.57

According to the average amount of words in each group, Table 4.14 shows that the average amount of words in the final writing was larger than those in three writings during the process of writing practice. Students in group C were able to write the largest amount, 234.46 words in the final writing, whereas the rate of error was only 9.57 per a hundred words. In the meantime, group A and B were able to write averagely 192.41 and 197.61 words with the rates of errors at 9.31 and 10.68 respectively. This trend suggests that Coded Mark Feedback used with group C had most positive effect on the fluency of paragraph writing.

4.3.2 Comparison of Amount of Words in Writing 1 and Final Writing

Table 4.15 Comparison of amounts of words in writing 1 and final writing by Wilcoxon Signed Ranks Test

Group	Wrt1-Final	Mean of words	Std. Dev.	Min	Max	Z	Asymp. Sig. (2-tailed)
A	Wrt1	149.88	40.15	88.00	274.00	-3.338	.001**
	Finalwrt	189.28	62.33	99.00	353.00		
B	Wrt1	186.18	62.76	112.00	457.00	-1.595	.111
	Finalwrt	197.61	47.82	113.00	296.00		
C	Wrt1	163.97	44.08	63.00	257.00	-4.718	.000**
	Finalwrt	234.46	63.34	150.00	383.00		

Table 4.15 shows that students in all three groups were able to increase their average amount of words in their final writing, comparing to their first writing. Group A increased their average words from 149.88 to 189.28; group B from 186.18 to 197.61; and group C from 163.97 to 234.46. The results from Wilcoxon Signed Ranks Test revealed that the increases of words in groups A and C were statistically significant because the values of Asymp. Sig. were both less than 0.01. This can be concluded that the Direct Correction Feedback in group A and the Coded Mark Feedback in group C had positive effects on writing fluency.

CHAPTER 5

CONCLUSION, DISCUSSION AND SUGGESTION

This study aimed to 1) examine, analyze and classify the types of errors found in overall 4 writings (paragraphs) of all students, the errors in each paragraph of different genres of all students, and the errors in each paragraph of students in each group; 2) compare the error rate and percentage of students making errors in writing 1 to the rate and the student percentage in the final writing of each group; and 3) investigate writing fluency after receiving each specific method of feedback. The findings from this study then addressed the following research questions:

1. What are the errors that students make and what errors are found in each paragraph of different genre?
2. Do three methods of feedback affect writing accuracy?
3. Do three methods of feedback affect writing fluency?

This chapter concludes and discusses the findings of the research, presents the implications of the results regarding the provision of learning and teaching activities and materials for paragraph and essay writing classes, the limitations of the study and recommendations for further study. The findings are defined and interpreted with references to the previous studies on feedback towards student writing. In order to give the clear answers to the research questions, the discussion is carried out in three sections. The first section discusses the types of errors found in the holistic four writings during the treatment, and the types found in each paragraph of students in overall three groups and in each group. The second section discusses the findings from the

comparison of error rates in writing 1 and the rates in the final writing in each group. The third section discusses the writing fluency in each writing of each group. The chapter finishes by the presentations on limitations of the study, implications of the study, and recommendations for further research.

5.1 Errors Found in Overall 4 Writings of All Students

5.1.1 Errors Found in Overall 4 Writings

Overall errors occurred during the four writings of the treatment were categorized into 27 features (see Table 4.1). From these 27 features, ten most frequent errors were on “sentence structure”, “noun”, “word choice”, “tense”, “capitalization”, “main verb”, “run-on”, “punctuation and connector”, “subject-verb agreement”, and “fragment”. The error features that were ranked the highest rates were “sentence structure” (2.16), “noun” (1.44), “word choice” (1.14), and “tense” 1.01). Other features which rated higher than 0.50 were “capitalization”, “main verb”, “run-on”, “punctuation and connector”, and “subject-verb agreement”.

These types of error are a common problem for writing for majority of EFL students. As found by Watcharapunyawong and Usaha (2013) conducting research on writing errors in different text types written by Thai second year English major students registered for a writing course. The errors that were found most frequent in three genres of writing, i.e. narration, description, and comparison and contrast in their study were “sentence structure”, “word choice”, “article”, “singular/plural form”, and “verb tense”.

According to the results above, the main problem for students at Rajabhat Mahasarakham University in their English writing is their insufficiency in sentence structure knowledge. Table 4.1 shows that 89.53% of students in overall three groups made this feature of error in overall four writings. This means most students had limited syntactic repertoire, therefore their ability to express their ideas were limited. Students coped with this drawback by translating their ideas and put them in the expression word by word without knowledge of sentence structure. This made the expression incomprehensible or misunderstood as in the following example:

“The first group of laundry shop have too many in Maha Sarakham because students not washer or lazy.”

In the discussion in classroom conference on feedback, the writer of this sentence said that she intended to say:

“The first group of business in Maha Sarakham is laundry shops. There are many laundry shops in Maha Sarkham because there are a lot of students who are lazy to wash their clothes themselves.”

Wrong use of “noun”, “word choice”, and “tense” are also highly frequent errors found in this study. The examples are as follows:

Errors on the use of “noun”

“In my family are five peoples.”

Beside an error on “sentence structure” due to the lack of subject for the verb “are”, this sentence also has an error on the use of noun “five peoples”. This error occurred because in Thai language, there is no use of suffix equivalent “s” for plural

sense as in English. The writer fixed to the grammar rule of English that plural form needs “s” suffix without awareness of the exception of this rule.

“Since he is police officer.”

The error happened in the above sample sentence because in Thai language there is no use of article, so students transfer Thai structure into their sentence.

It can be concluded that the aforementioned errors are attributed to differences between Thai and English usage of nouns, word choice, and tense. There is no use of articles, plural/singular form, and determiners in Thai language, or no difference in verb forms in Thai language between the expression on the events in the past and present. These differences in linguistic properties between Thai language and English language therefore confuse Thai students when they write in English.

Being congruent with grammatical rules is crucial for writing. Productive language will not be comprehended when the speakers or the writers produce their expression beyond the right rule of the language. The lack of knowledge on the fundamental mechanic of writing is an obvious obstacle for producing a comprehensible expression no matter in written or spoken form. Knowledge on grammar rules is the crucial component of writing especially in the English as a foreign language (EFL) context where learning English is implemented explicitly. This finding is consistent with the assertion of Scarcella which points out that the lack of form-focused instruction for second language (L2) results in deficiency in knowledge on syntactic structures. This deficiency then hinders the improvement of writing proficiency of the L2 writers at the advanced level (Scarcella 1996, cited in Frodesen 2001).

5.1.2 Errors Found in Each Writing of All Students

Rates of errors found in each writing of all groups are presented in this section, beginning with the total rates followed by specific prominent errors as follows:

Writing1: (A descriptive and narrative paragraph)

Total rate = 16.69; “tense” = 3.14; “sentence structure” = 2.13; “word choice” = 1.41; “noun” = 1.37; “run-on” = 0.85; “capitalization” = 0.83; “main verbs” = 0.82; and “punctuation and connector” = 0.71;

Writing2: (A classification and exemplification paragraph)

Total rate = 9.85; “sentence structure” = 1.76; “noun” = 1.32; “word choice” = 1.28; “capitalization” = 0.73; “fragment” = 0.64;

Writing3: (A comparison & contrast and cause & effect paragraph)

Total rate = 13.54; “sentence structure” = 2.67; “noun” = 1.85; “word choice” = 1.12; “subject-verb agreement” = 0.85; “main verbs” = 0.75; “parts of speech” = 0.68; “capitalization” = 0.56; “run-on” = 0.55; and “spelling” = 0.53.

Final Writing: (Mixing Genres)

Total rate = 9.85; “sentence structure” = 2.07; “noun” = 1.23; “word choice” = 0.73.

Writing1 had the highest total rate of all four writings. This may be due to the fact that it was the first writing, so students had not learnt about nor been aware of errors, therefore they made a lot of mistakes in their writing. Investigation on each error feature found that errors on “tense” occurred at the highest rate (3.14) in this writing.

The high rate of this error might be attributed to the genres of this paragraph, which were the combination of description and narration on the topic “My Most Impressive Class”. Within genre narration the paragraph needs to be narrated mostly by past tense. However, students in each group frequently used confusing tenses to narrate and describe their class in the past, resulting in a high rate of error on “tense”. This finding is congruent with the finding in Watcharapunyawong and Usaha’s study which found the highest rate of “Verb tense” in a narrative writing in their study (Watcharapunyawong and Usaha, 2013). The rate of the error on “tense” reduced sharply in the following writing. This might be the effect of the genres of language in the following paragraph, which were classification and exemplification, in which “past tense” was not frequently used in the paragraph. Other most frequent errors in this writing were “sentence structure” , “word choice” , and “noun”. This may be the result of students’ lack of sufficient knowledge about syntax and limitation of vocabulary. The high rate of wrong use of noun may be the result of the difference between Thai and English in using nouns. In Thai, there is no article or singular and plural form of nouns. This confuse students when they write English which these two mechanics are necessary.

Writing 2 was a paragraph written in classification and exemplification genres. The highest rates of errors were on “sentence structure”, “noun”, and “word choice”, which was similar to the errors in writing 1. Besides the three prominent errors, the other errors that occurred quite often were “capitalization”, “fragment”, “punctuation” and “run-on”. These errors were due to the differences between Thai language and English language. There is no use of capitalization, or punctuation marks for ending a sentence

in Thai language, therefore when students write English, they are confused about using these features of grammar. The following examples show the mistakes that students made in their exemplification:

“Meat dish such as papaya salad, shrimp soup and curry.” (fragment)

“... but also have many businesses about education equipments. Such as, copy and print shops, stationery stores and book stores.” (fragment)

“For example, The students live in apartment.” (capitalization)

In writing³, a paragraph was assigned to write within a combination of genres comparison & contrast and cause & effect. Besides the three prominent errors: “sentence structure”, “noun”, and “word choice”, the errors on some other features were high again. They were “subject-verb agreement”, “main verb”, and confusing “parts of speech”. This might be the effects of the complicated sentence structures in genres comparison & contrast and cause & effect in this paragraph.

In the final writing most of the errors occurred at the low rates, except “sentence structure” and ‘noun’, while error on “word choice” obviously decreased from the previous three writing. Some features of errors consistently occurred in every writing, but at the low rates. They were “fragment”, “parts of speech”, “tense”, “pronoun”, and “irrelevant phrase”. These findings suggest that some features of errors are not easy to be improved with in a period of the treatment. It is an onus of writing teachers to be concerned about the language problems of their students and should be ready to help their students to get rid of the problems by various strategies such as extra exercises, activities, or explanation even in students’ mother-tongue (Hubbard et. al, 1983).

Regarding the trend of the error rates from writing1 to the final writing (see Table 4.2), the obvious errors, namely “sentence structure” and “noun” were consistent at the high rates (“sentence structure” = 2.13 → 1.76 → 2.67 → 2.07; “noun” = 1.37 → 1.32 → 1.85 → 1.23). Meanwhile error on “word choice” gradually decreased but were still at the high rates (1.41 → 1.28 → 1.12 → 0.73). These steadily high rates indicate that the problem on sentence structure, and use of noun cannot be addressed within a short period of time. This finding is consistent with the finding of Foin and Lange (2005) who have found that some categories of errors such as some sentence structures and word choice are difficult to be corrected in their ESL writing class in the University of California. This finding is also congruent with the report of Watcharapunyawong and Usaha (2013) which the findings about errors in different text types reveals that the errors on “article”, “singular/plural”, “word choice”, and “sentence structure” are found at the top five highest frequency in all three writing in their study. The reason for the steadily high rates of these errors might be that new paragraphs with new topics and new genres of language need new structures or new contents. These new features of language used in the new paragraph therefore results in new errors on the use of “sentence structure”, “noun” and “word choice”.

Some features of errors were found in the low rates, such as “subjunctive sentence”, “parallelism structure”. This finding does not mean that students were competent in using these features of English, but only few students were able to write sentences using these features of language in their writing, and most of these sentences

were incorrect. This is because these features are quite complex, only advanced students can use them correctly.

Besides the three prominent errors, errors which were found occurring at quite a high rate in writing 1, 2, and 3 was “capitalization”. After three times of feedback discussion, this error decreased greatly in the final writing. It indicates that capitalization can be learnt within the period of 11 weeks of the treatment. This is because there are clear rules for capitalization in a sentence.

5.1.3 Errors Found in Each Writing of Students in Each Group

Investigation of errors in each writing in each group reveals that similar features of errors occurred. The prominent features that were found with a high rate in every group were the wrong use of “sentence structure”, “noun” and “word choice”. However, the error on “word choice” decreased in both error rate and student percentage when students receiving ‘direct correction’ and ‘coded marks’ feedback in group A and B respectively. Whereas the rate and the percentage in group B, which received ‘comment at the end’ feedback, were consistently high in “word choice” error. This can be interpreted that giving general comment about the errors that students made without locating the errors nor giving correct model cannot help student to avoid the mistakes in using proper words in their writings. If these mistakes are pointed out by the teacher, students then are able to correct them by themselves (Egge 1998, cited in Harmer 2007). However, the errors on “sentence structure” and “noun” were not easily solved by merely coded marks or correct models. These grammatical problems need to be explained by the teachers and by practicing using them for a period of time until

students understand and are able to use them correctly and automatically. The explanation and practice are necessary for improving the understanding of some grammar points (Hubbard et al. 1983).

When looking at the total rates of errors in every group, they were quite similar (see Figure 4.1). The rates were high in writing 1 (descriptive and narrative paragraph), declined sharply in writing 2 (classification and exemplification paragraph), rose up again in writing 3 (comparison – contrast and cause – effect paragraph) and fell to the low level again in the final writing (mix of all genres). These fluctuated rates may be the result of the features of language used in the paragraphs of different topics and genres are different, in terms of complexity of sentence structures, tense, of word choices. These may cause students making new errors in the other new paragraphs (Watcharapunyawong and Usaha 2013).

The trends of percentages of students making errors in the three groups were also fluctuated depending on different genres of paragraphs (see Figure 4.2). The mean of the percentage of students making errors in writing 1 were higher than those of other writings in all groups. The means of percentages decreased in writing 2 of all groups. For group C, the means stayed at the same level in writing 2 to the final writing. Meanwhile the means in groups A and B rose up again in writing 3. The means of group B rose higher in the final writing, meanwhile, the mean of group A fell slightly in the final writing. This indicates that the percentage of students making error depends on different features of language in different genres as found by Watcharapunyawong and Usaha (2013).

5.2 Effects of Different Methods of Feedback on Accuracy in Student Writing

To address the question “Do three methods of feedback affect writing accuracy?”, the results of the comparison of error rates in writing1 and in the final writing are presented and discussed group by group.

Group A (Direct Correction)

The total error rates in group A decreased significantly from 15.49 in writing 1 to 9.31 in the final writing. The decrease was statistically significant at $P < .001$ (See Table 4.6 and 4.7). This result suggests that the direct feedback has a positive effect on student accuracy improvement. This finding conforms to the study by Sheen (2007) which found that direct correction on focused errors was beneficial to ESL writing, especially when it was accompanied with metalinguistic feedback in which students receive explicit explanation on specific grammar points. The positive impact of teacher correction feedback to student errors was also found in Chandler’s study (Chandler, 2003). Chandler states that the superiority of the correction feedback may be due to the fact that students see the correct forms of their errors soon after their writing and they are able to correct those errors on their revisions. Perhaps they internalize those correct forms, therefore they can write accurately in their following writing (Chandler, 2003).

However, when looking at each feature of error, there are some features need more effort and time to be remedied (see Table 4.6), namely “sentence structure”, “fragment”, “irrelevant phrase”, “subject-verb agreement”, “spelling”, and “parts of speech”. The rates of the errors or the percentages of students making these errors did not decrease in the final writing.

Group B (Ending Comment)

The total error rates in group B decreased from 18.11 in writing 1 to 10.68 in the final writing. The decrease was at the significant level of statistic at $P < .001$ (see Table 4.8 and 4.9). It can be concluded that the indirect feedback, by underlining errors and giving comment at the end followed by rewriting, also has a positive effect on student accuracy improvement. This finding corresponds to Chandler's study (Chandler, 2003) which found that giving feedback by underlining the errors and having students amend them could make students' error rate drop significantly.

Even though the total rate significantly decreased, the rates of many features of errors slightly increased (see Table 4.8). These features are "noun", "modal verb", "parts of speech", "preposition", "subject-verb agreement", "gerund and to infinitive", "passive voice", and "pronoun". Regarding the percentages of students making the errors, some error features were made by the same or larger numbers of students. This finding indicates that underlining and giving comment at the end of the paragraph without directly identifying the types of errors at each error point cannot help all students recognize what type of language error they made; therefore they do not learn those correct forms and still produce the same types of errors in the subsequent writing.

Group C (Coded Mark)

The total error rate in the final writing of group C decreased significantly from 16.47 in writing1 to 9.57 in the final writing. The decrease was at the significant level of statistic at $P < .01$ (see Table 4.10 and 4.11). This finding suggests that the coded mark feedback had a positive effect on student accuracy improvement. The finding is

consistent with Ferris's notion that indirect feedback increased student engagement and attention to forms and problems. It was beneficial for students' long-term writing development. The positive impact of coded mark is also congruent with the finding from Ho's study (Ho, 2004) which has found that error codes helped her students locate and identify types of error easily, and eventually remedy their errors by studying from the sources provided for them.

When looking at the change of the total error rate of every group, the rate in the final writing significantly dropped in every group (see Table 4.12). The finding indicates that all three methods are advantageous for accuracy improvement in EFL writing. Even though these three feedback methods are different in terms of the ways that comment or correction were conveyed to students, all methods were followed by the assignment having students rewrite their paragraphs. This process enhances students to recognize the errors and learn to amend the errors from different sources or just learn from the correct models from their teachers. This process results in the improvement of student writing (Chandler, 2003).

The investigation on how each error improved, from the first writing to the final writing, in each group found that there were some errors that could not be improved because the rates were still high in either the error rate or the percentage of students making the errors or both. The details in Table 4.13 show that there are six features of errors that could not be improved in group A. Meanwhile in group B and C, there are more than ten features of errors that could not be improved in each group. Especially, in group B, in which students received ending comment feedback, seven error features

did not decline both in the rates of error and student percentages. In group C, numbers of error-making students did not decrease in 11 types of errors, while five error types did not decrease in the error rates. Comparing the errors hard to be improved in the three groups in Table 4.13, it indicates that students receiving direct correction can improve more features of their errors than the other two groups receiving comment at the end and coded mark feedback. Although direct correction seems to be of the most effective feedback for students accurate writing, it is of the risk of “exhausting teachers and overwhelming students” (Ferris, 2002, cited in Lee, 2003).

For the research question “Do three methods of feedback affect writing fluency?” the finding is presented and discussed in the following section.

5.3 Writing Fluency

The amount of words in the final writing of each group was larger than that in the three previous ones, meanwhile the error rate (err/100 words) of each group improved in the final writing (see Table 4.14). This trend indicates that students in each group can develop their writing fluency, even though they received different method of feedback. Investigation by Wilcoxon Signed Ranks Test for the significance of the development (see Table 4.15) shows that the increase of the amounts of words in group A and C were statistically significant. Meanwhile group B students gained the least on the amount of words. The test result shows that the gain was not significant ($P > .05$). The test results indicate that students in groups A and C were able to improve their writing fluency. According to the findings, it can be concluded that direct correction and coded mark have positive effects on writing fluency. The finding did not totally concur the study by

Robb, T., Ross, S. & Shortreed, I. (1986) which found that the mean scores of accuracy and fluency increased in all groups, no matter what method of feedback they received.

However, the insignificance in the gain of word amount in group B may be the impact from the fact that there was one student who was able to write with 457 words in the first writing while the others in her group wrote around 190 words, but in the following writings she wrote around 200 words per paragraph. This value might affect the result of the statistic test.

5.4 Limitations

1. Some error features were overlapped so they should be counted as the same feature and the two categories should be dissolved into one.
2. The categories of “sentence structure” and “noun” in this study are too broad, resulting in high rates of error counted into these categories. These two error features need to be separated into smaller features, such as “article” and “singular/plural” for “noun”;
3. Difference of writing time may result in different amounts of words among the three groups.

5.5 Implications

1. In this study, all three methods of feedback positively affected the accuracy in EFL writing. Writing teachers need to consider the amount of time and energy spending on each method as a deciding factor to choose the feedback method for their writing class. Therefore, writing teachers should decide to give the feedback that save their time

and energy. Comprehensive feedback as given to students in group A is an exhausting task for teachers. Direct correction should be selected to use with only untreatable error, such as error on syntax or word choice.

2. Teachers should be flexible in locating and correcting errors, and choose the feedback appropriate to students or natures of errors.

5.6 Suggestion for Further Studies

1. Study how giving feedback through different methods of metalinguistic explanations and activities is advantageous for writing improvement.

2. Because this study has found that there are some prominent features of errors that cannot be remedied, the studies on giving the remedial lessons accompanying writing assignments need to be conducted, to find out the most effective ways to help students to overcome the problematic points of grammar so that they can develop their writing both in the aspects of accuracy and fluency.

3. The correlation between metalinguistic knowledge and the quality of writing need to be studied.

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APPENDICES

APPENDIX A: Sample Errors

APPENDIX B: Sample Feedback

APPENDIX C: Error Records

APPENDIX D: Overall Error Rates & Percentages of Students Making Errors

APPENDIX E: Wilcoxon Signed Ranks Test Results



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APPENDIX A

Sample Errors



มหาวิทยาลัยราชภัฏมหาสารคาม
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Sample Errors

1: subject and object

1. Within my classroom is very broad.
2. People can choose to buy grocery store* because not expensive price.
3. In Maha Sarakham has 3 class* of hotel*.....
4. Due to* there are many education* places both university and school in here*,
make amount of population increase too.

2: main verb

1. When I was young, my father and I ever to live in Maha Sarakham province.
2. There are a variety of ingredients combine to make a delicious and impressive.
3. I will quiet and peaceful but it's very have fun in class.
4. And the left, have the teacher's beautiful painting pictures on the wall.
5. If you favorite milk and bread you can go to milk shop such as

3: word choice

1. It makes me happy, funny and *best experience*.
2. My boyfriend he is so handsome *very much*.
3. So *immovable* business like dormitories, hotels accommodations and *hire-house* are *many* in Maha Sarakham to *reply* the customers.
4. It *brings* much money to *come* in the province.
5. The hotels in Maha Sarakham have three *qualities* such as four stars* hotels, three stars* hotels and general hotels.

4: run-on

1. I called her mom and she is kind.
2. The teacher must be honesty.... because the honesty is the characteristics of a good man, be optimistic, be on time, be responsible, and especially, be neat work.
3. Thai food has a variety of food types such as salads are a harmony of tastes and herbal flavours are essential.
4. My favorite subject is Formal Paragraph Writing because it is fun.
5. Coffee shop* are* the most popular among student* now are old café and amazon café.

5: fragment

1. Since he is police officer.
2. In my family are five peoples. Namely mother, father, sister and me.
3. Meat dish such as papaya salad, shrimp soup and curry.
4. Sweet that is banana and coconut milk.
5. Also, use herbs as main ingredient in cooking such as chilli, ginger, and lemongrass.

6: subject complement

1. He is the man who clever
2. He tall 166 cms.

7: sentence structure

1. sometime when I am fell lonely I will call him always because make me fell good when I hear him voice.
2. Necessary things for a good teacher are always develops yourself and passion of student and teaching skills such as skills of set induction.
3. The changes of globalization era are influenced with everything.
4. He good studying in mate but bad in English be opposite me.
5. We are already teaching.
6. It was thing very excited for us.
7. I will quiet and peaceful but it's very have fun in class.
8. The next category is food retail and service which is making food production to* customers. It has home service and recieve* yourself.
9. The first group of laundry shop have* too many in Maha Sarakham because students not washer or lazy.
10. Big-business in Maha Sarakham have* not many thing*, namely department store, housing development business and Apparatus* store.

8. modal verb

1. I cannot to go by plane.
2. I will can to do it by myself.

9: noun

1. The desks is red color.
2. Since he is police officer.
3. In my family are five peoples. Namely mother, father, sister and me.
4. because there are many food in N&N.
5. The price of dormitories are differences depending on their styles.

10. dangling modifier

1. Each of hotel* can be give you *convinience** *differently* depend* on your cash for*
rent it
2. The residences are needed for increasing people *such as hotel, housing
development, and dormitory.*

11: parts of speech

1. She is a strict about clean in everythings that is make everyone in my family
must be clean.
2. He is the man who clever.
3. Teachers should have kind, big heart, cheerful, patience, creative and sense of
humor.
4. My friend and my teacher had a good-looking, joke and clever.
5. The price of dormitories are *differences* depending on their styles.

13: punctuation and connector

1. *Due to* there are many education* places both university and school in here,
make amount of population increase too.

2. Each occupation has the different chore for example, teacher teach students, doctor cure patients, agriculturist do the agriculture, actor and actress provide entertainment for people even the housewife have to do all houseworks and take care the children.
3. There are 3 reasons what I want to be a teacher; teacher is occupation that I love, teacher is occupation that I like and teacher is occupation in my dream.

14. preposition

1. It has many businesses which grow up for respond the needs of people.
2.which is making food production to customers.
3. You can relax with listen music while you are waiting food.
4. Each of hotel* can be give you convinience* differently depend* on your cash *for** rent it.
5. They are the main business *into* education.

15: capitalization

1. For example, *The* students live in apartment*.
2. However, There are some people don't to be a teacher because teacher occupation is miserable occupation and not enough money.
3. I think that, The teacher always kind, mercy, polite and understand want.

16: verb to be over use

1. He's sits in the chair wheel.
2. He's give two lesson homework and to bring it send tomorrow.

3. She is a strict about clean in everythings that is make everyone in my family must be clean.
4. We're play game together every weekend.
5. Tonight many people are come here for listening to music and relaxed.

17: subject-verb agreement

1. The desks is red color.
2. He build an atmosphere and friendly with students.
3. I Thinks that a country better than a city because a city have a lot of people and a lot of pollution.

18. gerund and to infinitive

1. We can *choose buying* food and drink that we want to eat.
2. *She enjoys to eat somtam.*

19. tense

1. If let me choose, I will be a teacher because when I was child, teacher is my dream.
2. Although he barely had weekend and time to rest, he gets salary more than a teacher.
3. When I was child, I have been inspired from the first teacher, she is a good teacher.

20 passive voice

1. Each of hotel* can be give you convinience* differently *depend** on your cash for* rent it.
2. You can determine to eat as you *please*.
3. Well *know* schools have a number of students.
4. These different categories of business in Maha Sarakham are beneficial because they can respond to the need* of people *live* in Mahasarakham.
5. Businesses in Maha Sarakham can be *groups* into five groups.

21: pronoun

1. My mother *She* is a housewife and to cook very delicious.
2. My boyfriend *he* is so handsome very much.
3. Since there are many students in Maha Sarakham, *it* has many dormitory* too.

22: Thai structure influence

1. It is impact me not impress to my classroom.
2. Mr. Somchai is name of our class teacher.
3. Beside the blackboard has many bookcase.
4. I make work group with him.
5. He's give two lesson homework and to bring it send tomorrow.

23 irrelevant phrase

1. For big business, It* is less then* another type of business, *because there is a small province*.

24: redundancy

1. The desks is red color.
2. Instruction of my teacher gave knowledge and full of fun that was not boring.
3. Today they sing a English song together with me, and I have Sukiyaki together with them.
4. The taste of Thai food are different flavors.
5. I never forget to remember..

25: defining phrase

1. every day I am still alive because my family.
2. Now, not only Thai people know and like to eat Thai food, and foreigner know and like the same.

26: parallelism structure

1. while talking the roll-call and marks us present
2. He has white skin, thin, and short.
3. She has an oval face and slender.
4. He is tall and beautiful teeth.
5. I really enjoy and happy to learn English.

27. subjunctive sentence

1. She is a strict about clean in everythings that is make everyone in my family must be clean.

APPENDIX B

Sample Feedback

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1. Direct Correction

My most impressive class

My classroom may be small and not gorgeous, but I am happy to study in my class. My class have my wooden "make" bench. In my class have my desks, in front of the classroom has a white board and a teacher. My friends and I sit neatly on each desks. I and my friends interesting to learn in class. Sometimes, we are may be noisy and make the teacher and mostly classroom feel annoyed. Nevertheless, we are interesting to study in class with my teacher and always respect for my teacher. I am happy to learning in my class with my friends and a teacher. Thank you for a teacher to teach and give the knowledge for me. Although, my classroom is not perfect but overall, classroom and exciting for me. Finally, my class may be a small room but, I am happy to learning everyday in my class.

Mark

grammar for simple about

in name class

Final = B

Final = B

Final = C

words = 145 p 17

sentences = 11 p 1

apt 2 3 p 1

2. Comment at the End

Final draft

My Most Impressive Class

When I have been study at stresuksa school which a highschool. I found a lot of friend and many experience at here. I remember that when I study in senior high school, has a English teacher her names "kea". I like her so much because she is smart. I called her "Miss kea" and she is good-looking, friendly, kindhearted and knowledgeable. Miss kea always smile when class noise and never abuse her student. Once I forgot my textbook, miss kea will take her book for me. I'm impress of her. In English class, student have fun and enjoy to learn. We're happy with course and alert in activity. We're like to sing a song in this class, its feeling relax. My classroom is comfortable. Student can rest in here, because it has air conditioner and a sofa that I don't know where's it from. So my classroom can take a mat for the picnic, it's so peace of mind. Sometime we're chill due to air-conditioner, we're prepare coat or jacket when we're study in class. In English subject, a teacher used technology for teaching. Materials are quality and appropriate. A teacher often projection a film or turn on the music for student learning. It's make me and classmate so happy, funny and literate in this classroom. It's over classroom, but I'm impress and love in this place. I always think of my ex-classroom.

F = B	Wed	Errors
Adony B		x 11 = 11111
Lns = D		7 = 1111
		2, 3, 16 = " (each)
		1, 4, 9, 20 = " (each)
		5, 12, 14, 22, 25 = 1 (each)

3. Coded Mark

Final Draft

My Most Impressive Class

My Chinese class is the most impressive class I have ever met. When I was study in English-Chinese program, Strisuksa Pol-Ed school, I was very happy and went to school everyday. In my Chinese classroom is very tidy and neat. I have a Chinese teacher, her name is Du Lin. Her appearances at that time. She is very good looking because she's slender with her white complexion like the snow, she has black hair and small black eyes. She usually looks diligence and hard working. She never wears a mini-skirt to classroom she always has a good temper and cheerfulness. She always has many jokes to tell us. While teaching, she often smile and laughs loudly. In her leisure time she likes to teach us to sing Chinese songs. She is a good Chinese teacher who cares teaching. She's always on time and never misses her class. She will get ready or plan to teach ahead. The most important things why the students love her. Because of she is friendly and very helpful for us. She likes to have tea together with student and give me candy. My impressive about her is when I can't do English homework. She will helps me do English homework and give me some advices about English homework because she is good at Chinese and English, she never abuse us. It's obvious that Chinese classroom looks breatheable and cozy. I'm am so fortunate to have a good time with everybody in Chinese classroom at Strisuksa school like this.

K Fri F = A
Jorg = A
Lug = B

* 20 1/200 1
* 232 27 12
* 200 1

b-fra - mplex

APPENDIX C

Error Records



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20		EOO	2.84	111	6	14	1	1	0		
21		OOO	3.27	174	0	14	0	4	0		
22		SOE	3.14	128	26	13	4	6	0		
23		SSO	3.14	143	17	11	1	3	1		
24		OOO	3.34	122	0	11	0	1	0		
25		EDE	3.01	116	0	11	0	0	0		
26		SSO	3.44	146	27	14	3	3	0		
27		SSS	3.58	171	33	14	4	1	0		
28	54341000234	OOO	2.77	160	6	13	1	2	0		
29		OOO	3.32	145	23	9	2	2	0		
30		OOO	3.04	118	7	11	1	2	0		
31		OOO	3.40	160	0	18	0	4	0		
32		OOO	2.80	129	0	10	0	1	0		
33		AEE	3.51	170	40	18	3	4	0		
34		EOO	3.32	191	33	14	3	4	0		
35		SSO	2.81	113	0	13	0	2	0		
36		SSO	3.38	140	8	11	1	0	0		
37		OOO	3.81	191	0	16	0	7	0		
38		OOO	2.72	94	0	10	0	0	0		

n=32

1. $T_{w/w}$ = total words written. \sqrt{w} = number of words in error-free sentences

* = advanced (vocabulary and structure)

X = near lapses (no-meaning structure)

3. rdw = ratio of words in error-free sentences to total words. 4. S = sentence. 5. Ad cl = additional clauses

APPENDIX D

Overall Error Rates & Percentages of
Students Making Errors



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Overall error rate

Error rate

Gr	pg	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
A	Wr1	0.29	0.69	1.29	0.60	0.19	0.13	2.36	0.06	1.58	0.50	0.52	0.44	0.73	0.50	0.44	0.33	0.31	0.31	2.09	0.29	0.40	0.52	0.13	0.19	0.15	0.27	0.19
	Wr2	0.07	0.44	1.71	0.42	0.63	0.12	1.81	0.00	1.27	0.07	0.25	0.30	0.35	0.14	0.67	0.37	0.14	0.00	0.05	0.07	0.16	0.02	0.14	0.07	0.16	0.02	0.02
	Wr3	0.08	0.90	1.31	0.50	0.30	0.06	2.58	0.17	2.00	0.00	0.50	0.44	0.42	0.54	0.52	0.29	0.73	0.25	0.56	0.10	0.54	0.19	0.04	0.10	0.13	0.21	0.02
B	Fin	0.11	0.28	0.54	0.44	0.50	0.08	2.65	0.10	1.12	0.06	0.39	0.36	0.41	0.11	0.19	0.18	0.28	0.10	0.49	0.10	0.21	0.15	0.16	0.08	0.08	0.10	0.05
	Wr1	0.27	0.99	1.58	1.10	0.47	0.27	1.84	0.06	1.13	0.20	0.45	0.47	0.49	0.27	0.93	0.62	0.49	0.11	4.41	0.17	0.37	0.41	0.27	0.14	0.20	0.40	0.00
	Wr2	0.08	0.41	1.01	0.71	0.06	0.22	2.22	0.09	1.06	0.00	0.28	0.33	0.25	0.24	0.71	0.17	0.39	0.02	0.06	0.09	0.33	0.39	0.11	0.05	0.03	0.03	0.02
C	Wr3	0.09	0.68	0.85	0.68	0.32	0.12	2.20	0.19	1.47	0.00	0.77	0.15	0.49	0.48	0.54	0.49	0.97	0.06	0.46	0.03	0.36	0.22	0.09	0.00	0.05	0.22	0.00
	Fin	0.16	0.32	0.99	0.35	0.43	0.15	1.50	0.21	1.65	0.08	0.53	0.29	0.29	0.51	0.25	0.29	0.51	0.20	0.47	0.24	0.57	0.24	0.27	0.08	0.03	0.07	0.01
	Wr1	0.19	0.77	1.36	0.84	0.42	0.28	2.18	0.03	1.39	0.12	0.44	0.33	0.91	0.47	1.13	0.23	0.71	0.23	2.91	0.19	0.17	0.35	0.16	0.16	0.05	0.44	0.02
Mean	Wr2	0.21	0.34	1.13	0.21	0.59	0.06	1.24	0.17	1.62	0.15	0.19	0.34	0.80	0.61	0.82	0.15	0.36	0.04	0.02	0.32	0.27	0.21	0.21	0.02	0.06	0.06	0.02
	Wr3	0.13	0.66	1.19	0.47	0.59	0.13	3.22	0.23	2.08	0.02	0.78	1.00	0.47	0.44	0.61	0.40	0.85	0.19	0.21	0.09	0.27	0.17	0.27	0.17	0.00	0.08	0.02
	Fin	0.16	0.35	0.67	0.44	0.51	0.02	2.07	0.18	0.91	0.01	0.27	0.43	0.57	0.59	0.39	0.13	0.40	0.05	0.41	0.13	0.46	0.12	0.30	0.06	0.04	0.01	0.05
Mean		0.15	0.57	1.14	0.56	0.49	0.12	2.16	0.12	1.44	0.10	0.45	0.41	0.52	0.39	0.60	0.30	0.51	0.13	1.01	0.15	0.36	0.25	0.18	0.09	0.08	0.16	0.04

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Percentage of students making errors

Gr	Prq	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
A	Wr1	25.00	31.15	31.25	46.25	25.00	12.50	90.65	9.55	31.25	53.15	46.65	34.55	65.65	43.75	37.50	40.65	28.15	25.00	75.00	34.55	45.75	43.75	12.50	21.55	12.50	31.25	21.55	21.55
	Wr2	8.25	31.25	37.50	31.25	46.55	9.55	31.25	0.00	71.55	9.55	25.00	18.75	28.15	15.65	28.15	25.00	14.65	0.00	6.25	9.55	12.50	3.15	18.75	9.55	6.25	3.15	6.25	3.15
	Wr3	12.50	45.65	31.25	34.55	40.65	9.55	38.75	12.50	37.50	0.00	50.00	37.50	46.55	50.00	40.65	31.25	45.65	21.55	40.65	40.65	50.00	50.00	18.75	6.25	9.55	12.50	18.75	3.15
B	Fin	9.55	45.75	56.25	46.55	46.55	12.50	37.50	15.65	73.15	12.50	46.55	46.55	53.15	18.75	21.55	28.15	45.75	12.50	56.25	18.75	18.75	21.55	21.55	15.65	9.55	15.65	9.55	15.65
	Wr1	31.55	63.15	31.55	63.42	44.74	28.95	36.94	10.55	73.95	26.52	50.00	50.00	50.00	44.74	57.99	52.65	44.74	21.05	31.55	21.05	21.05	42.11	50.00	73.68	18.42	31.55	26.65	0.00
	Wr2	5.26	39.47	76.32	65.79	60.55	10.55	92.11	15.79	71.05	0.00	33.95	42.11	31.55	25.68	42.11	26.52	39.47	2.65	10.55	15.79	36.94	26.52	15.79	7.89	5.26	5.26	5.26	2.65
C	Wr3	13.16	55.26	73.63	57.89	54.21	13.16	97.57	18.42	31.55	0.00	71.05	47.37	50.00	34.21	39.47	39.47	71.05	10.55	31.55	5.26	42.11	23.68	10.55	0.00	7.89	23.68	0.00	
	Fin	25.68	47.37	31.55	44.74	44.74	25.68	39.47	26.52	73.95	13.16	57.89	39.47	42.11	55.26	31.55	31.55	39.47	28.95	47.37	36.94	39.47	39.47	42.11	13.16	5.26	13.16	5.26	13.16
	Wr1	23.57	65.71	30.00	54.29	51.43	31.43	33.57	3.71	30.00	20.00	45.71	40.00	62.86	54.29	60.00	33.57	54.29	34.29	71.43	22.86	22.86	22.86	40.00	17.14	22.86	3.57	45.57	2.86
Mean	Wr2	36.00	40.00	76.00	16.00	56.00	12.00	34.00	24.00	96.00	20.00	28.00	40.00	63.00	63.00	72.00	34.00	44.00	3.00	4.00	48.00	40.00	40.00	32.00	23.00	4.00	12.00	12.00	4.00
	Wr3	14.29	62.86	74.29	34.29	45.71	11.43	91.43	22.86	33.57	2.86	71.43	63.57	63.57	37.14	45.71	45.71	57.14	17.14	17.14	17.14	14.29	25.71	11.43	25.71	22.86	0.00	11.43	2.86
	Fin	31.43	51.43	62.86	43.57	48.57	5.71	91.43	26.57	30.00	2.86	45.71	51.43	63.00	63.00	54.29	45.71	11.43	34.29	5.71	42.86	17.14	51.43	20.00	40.00	3.57	3.57	2.86	5.71
Mean		19.76	51.59	76.05	43.23	45.44	15.05	39.53	15.81	31.16	13.35	47.29	40.85	51.05	42.96	43.11	32.96	46.47	15.64	40.39	21.35	37.00	27.53	26.03	12.84	9.98	20.12	20.12	4.85

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APPENDIX E

Wilcoxon Signed Ranks Test Results



มหาวิทยาลัยราชภัฏมหาสารคาม
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Group A (Direct Correction)

Descriptive Statistics

	N	Mean	Std Deviation	Minimum	Maximum
Wrt1	32	15.8169	5.19810	7.60	26.36
Finalwrt	32	9.7084	2.89405	3.60	15.33

Wilcoxon Signed Ranks Test

Ranks

	N	Mean Rank	Sum of Ranks
Finalwrt - Wrt1 Negative Ranks	27 ^a	18.37	- 496.00
Positive Ranks	5 ^b	6.40	32.00
Ties	0 ^c		
Total	32		

- a. Finalwrt < Wrt1
 b. Finalwrt > Wrt1
 c. Finalwrt = Wrt1

Test Statistics^b

	Finalwrt - Wrt1
Z	-4.3338 ^a
Asymp. Sig. (2 - tailed)	.000

- a. Based on positive ranks.
 b. Wilcoxon Signed Ranks Test

Group B (Comment at the End)

Descriptive Statistics

	N	Mean	Std Deviation	Minimum	Maximum
Wrt1	38	18.1266	6.84214	2.96	34.07
Finalwrt	38	11.0353	3.86129	2.40	17.89

Wilcoxon Signed Ranks Test

Ranks

		N	Mean Rank	Sum of Ranks
Finalwrt - Wrt1	Negative Ranks	35 ^a	20.29	710.00
	Positive Ranks	3 ^b	10.33	31.00
	Ties	0 ^c		
	Total	38		

- a. Finalwrt < Wrt1
 b. Finalwrt > Wrt1
 c. Finalwrt = Wrt1

Test Statistics^b

	Finalwrt - Wrt1
Z	-4.924 ^a
Asymp. Sig. (2 - tailed)	.000

- a. Based on positive ranks.
 b. Wilcoxon Signed Ranks Test

Group C (Coded Mark)

Descriptive Statistics

	N	Mean	Std Deviation	Minimum	Maximum
Wrt1	35	16.8217	6.47707	6.57	31.21
Finalwrt	35	9.8366	3.62230	4.62	19.37

Wilcoxon Signed Ranks Test

Ranks

	N	Mean Rank	Sum of Ranks
Finalwrt - Wrt1			
Negative Ranks	31 ^a	19.45	603.00
Positive Ranks	4 ^b	6.75	27.00
Ties	0 ^c		
Total	35		

a. Finalwrt < Wrt1

b. Finalwrt > Wrt1

c. Finalwrt = Wrt1

Test Statistics^b

	Finalwrt - Wrt1
Z	-4.717 ^a
Asymp. Sig. (2 - tailed)	.000

a. Based on positive ranks

b. Wilcoxon Signed Ranks Test

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