

Thesis Title An Investigation into the Effects of
Self-Correction in combination with
Peer Correction on
Students' Writing Proficiency and
Their Attitudes

Name Supasiri Hongrittipun

Degree Master of Arts (Linguistics)

Thesis Supervisory Committee

Kriengsukdi Syananondh, M.A., Ed.D.

Kanchana Prapphal, Ph.D.

Prapa Vittayarungrangsri, M.A.

Date of Graduation 23 April B.E. 2533 (1990)

ABSTRACT

This experimental study assessed the effects of self-correction in combination with peer correction techniques on students' writing proficiency and their attitudes.

Two groups of M.3 students studying at Demonstration School, Prince of Songkhla University, Pattani, were randomly assigned to experimental and control groups. Each group consisted of 25 students, including males and females.

The control group was given only teacher correction as a treatment for their written errors, while the experimental group was engaged in the self-correction and peer correction process. They were provided with an eighteen-week period in the normal writing course. A pretest and posttest procedure was applied to determine the improvement of the English writing ability of both groups. A questionnaire was administered, accompanied by an interview, to investigate students' attitudes toward the techniques they received.

The findings of this study can be summarized as follows :

1. Self-correction and peer correction techniques enabled students to increase their English writing proficiency. There was a statistically significant change from students' pretest performance to their posttest performance at the 0.001 level of confidence.

2. Students were capable of correcting their own as well as their peer's written work. There was a statistically significant improvement from their original to their revised written work at the 0.001 level of confidence.

3. Students showed a favorable attitude toward self-correction and peer correction techniques.

Implications for teaching and learning English writing include :

1. Self-correction and peer correction techniques should be incorporated in dealing with students' written errors, in addition to teacher correction.

2. Students should be encouraged to be involved in the correction process themselves.

3. Teachers should be trained in the application of these correction techniques.