



**EFFECTS OF SELF AND PEER EDITING METHODS FOR THE
CORRECTION OF GRAMMATICAL ERRORS IN ESSAY
WRITING OF HUACHIEW CHALERMPRAKIET
UNIVERSITY ENGLISH MAJOR STUDENTS**

KORAWAN PROMNATH



**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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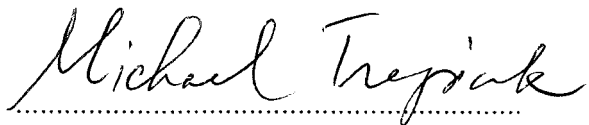
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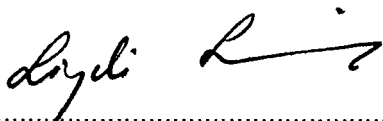
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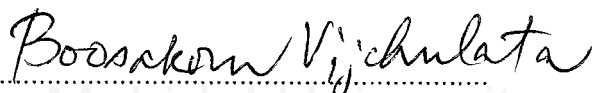
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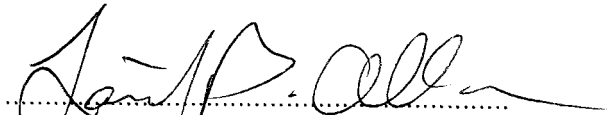
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KORAWAN PROMNATH: EFFECTS OF SELF AND PEER EDITING METHODS FOR THE CORRECTION OF GRAMMATICAL ERRORS IN ESSAY WRITING OF HUACHIEW CHALERM PRAKIET UNIVERSITY ENGLISH MAJOR STUDENTS. THESIS ADVISOR: SONTHIDA KEYURAVONG, M.A., MICHAEL TREPIAK, M.A., 83 P. ISBN 974-665-091-2

The purpose of this study was to assess the effects of self and peer editing methods for the correction of grammatical errors in essay writing of third year HCU English major students. It also aimed to rank the seven main grammatical errors adapted from Byrd and Benson (1994) from least to most difficult according to the improvement of the students' grammatical knowledge during the test period.

The subjects were forty HCU English major students, purposely selected from 3 twenty-student classes. Two co-ed classes were selected and divided into two experimental groups: self-editing and peer-editing groups. The experimental self-editing group was assigned to revise and edit their own task, and the experimental peer-editing group was assigned to revise and edit their partner's paper. The length of the experiment was a fifteen week period during the normal writing course. The instruments were 10 lesson plans for each group, a pre-test and a post-test of writing ability, and a grammatical checklist concerning the seven main grammatical errors. After the subjects had taken the tests, the writing ability were checked by using marking criteria which adapted from Jacobs *et al* (1981). The data obtained, then, were analyzed by arithmetic mean, standard deviation, t-test.

The results of the study can be summarized as follows 1) Pre- and post-test performance of students in the peer-editing group was significantly better than those in the self-editing group at a confidence level of 0.001 ($p < 0.05$). 2) The peer-editing group obtained statistically significant improvement in test scores from their original to their revised written work (level of confidence=0.001. 3) The seven main grammatical errors in writing varied from most improved to least improved according to these two trends:

The peer-groups varied in improvement on sentence fragments, subject-verb agreement, transitional markers, word order, run-on sentences, verb tenses and noun-pronoun agreement. The self-editing groups improved on only verb tenses, and subject-verb agreement.

This study implies the grammatical correctness of writing of the students could be enhanced through the practice of peer-editing methods.

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กรวรรณ พรมณาด: ผลการใช้วิธีการแก้ไขข้อผิดพลาดทางไวยากรณ์ด้วยตนเองและเพื่อนร่วมชั้น ในการเขียนเรียงความของนักศึกษาวิชาเอกภาษาอังกฤษ มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ (EFFECTS OF SELF AND PEER EDITING METHODS FOR THE CORRECTION OF GRAMMATICAL ERRORS IN ESSAY WRITING OF HUACHIEW CHALERM PRAKIET UNIVERSITY ENGLISH MAJOR STUDENTS). คณะกรรมการควบคุมวิทยานิพนธ์: สนธิดา เกตุรวงศ์, M.A., MICHAEL TREPIAK, M.A. 83 หน้า. ISBN 974-665-091-2

การวิจัยนี้มีวัตถุประสงค์ เพื่อศึกษาผลของการใช้วิธีการตรวจแก้งานเขียนของนักศึกษาวิชาเอกภาษาอังกฤษ มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ 2 วิธีคือ วิธีการตรวจแก้ในงานเขียนด้วยตนเองและอีกวิธีหนึ่งคือให้เพื่อนตรวจแก้งานเขียนให้ เพื่อศึกษาว่าวิธีใดที่มีประสิทธิภาพในการช่วยพัฒนาความสามารถในการเขียนของนักศึกษาได้ดีกว่ากัน รวมทั้งศึกษาว่าในจำนวนไวยากรณ์สำคัญ 7 ชนิดที่จำเป็นต่อการเขียนของ Byrd และ Benson มีไวยากรณ์ชนิดใดที่นักศึกษาทั้งสองกลุ่มสามารถพัฒนาได้จากวิธีการตรวจทั้ง 2 รูปแบบนี้

กลุ่มทดลองที่ใช้ในการวิจัยครั้งนี้ คือ นักศึกษาวิชาเอกภาษาอังกฤษชั้นปีที่ 3 คณะศิลปศาสตร์ มหาวิทยาลัยหัวเฉียวเฉลิมพระเกียรติ ซึ่งเรียนวิชาการเขียนระดับกลาง (Intermediate Writing) จำนวน 40 คน แบ่งออกเป็นกลุ่มๆละ 20 คน โดยทั้ง 2 กลุ่มเป็นกลุ่มทดลอง กลุ่มแรกเป็นกลุ่มที่ผู้เรียนทบทวนและตรวจแก้งานเขียนด้วยตนเอง ส่วนกลุ่มหนึ่งผู้เรียนทบทวนและตรวจแก้งานเขียนของเพื่อน เครื่องมือที่ใช้ในการวิจัยได้แก่ 1) แผนการสอนสำหรับกลุ่มทดลองทั้ง 2 กลุ่มๆละ 10 บท 2) แบบทดสอบความสามารถในการเขียน และแบบทดสอบความสามารถในการแก้ไวยากรณ์หลักทั้งเจ็ดชนิด รวมทั้งเกณฑ์การตรวจงานเขียนซึ่งดัดแปลงจากเกณฑ์ของจาคอบส์และคณะ ข้อมูลที่ได้ทั้งหมดถูกนำมาวิเคราะห์ เพื่อหาค่ามัธยฐานและส่วนเบี่ยงเบนมาตรฐาน อัตราส่วนวิกฤต (t-test) และหาเปอร์เซ็นต์ของความยากง่ายของไวยากรณ์ทั้งเจ็ดชนิด

ผลการวิจัยสรุปได้ว่า 1) นักศึกษาที่เพื่อนแก้งานเขียนให้มีความสามารถในการแก้ไขข้อผิดพลาดทางไวยากรณ์ได้ดีกว่านักศึกษาที่แก้งานเขียนด้วยตนเอง โดยมีความแตกต่างอย่างมีนัยสำคัญทางสถิติที่ระดับความเชื่อมั่น 0.001 2) คะแนนทางไวยากรณ์ของกลุ่มที่เพื่อนแก้งานเขียนให้สูงกว่ากลุ่มที่แก้งานเขียนด้วยตนเอง และ 3) กลุ่มที่เพื่อนแก้งานเขียนให้ สามารถพัฒนาไวยากรณ์ในการเขียนทั้งเจ็ดชนิด โดยเรียงจากมากที่สุดไปหาน้อยที่สุดดังนี้: sentence fragments, subject-verb agreement, transitional markers, word orders, run-on sentences, และ verb tenses ส่วนไวยากรณ์ noun-pronoun agreement พัฒนาน้อยที่สุด ส่วนกลุ่มที่แก้งานเขียนด้วยตนเองสามารถพัฒนาไวยากรณ์ได้เพียง 2 ชนิดคือ verb tenses และ subject-verb agreement

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CHAPTER I

INTRODUCTION

Writing is a very difficult skill but it is very important. The need to use writing in daily life is to communicate with a wide range of professional people, in science, technology, and business, in order to contact and record important information and ideas. What and how people think or feel can be put into written form to influence others. Besides, writing is an important skill in teaching English today. Students need to practice their writing skill in order to help them write effectively. Writing could also help them to think systematically in terms of organizing data for the reader.

Errors in writing are inevitable, and error correction are therefore essential in both teaching and learning processes. In the process of teaching writing, teachers use different approaches as appropriate to their students' level. In every approach, teachers have a variety of correction methods, and they are also the ones who evaluate the students' performance. It seems that teachers' correction at all stages of the students' errors do not always help (Pornpilai:1990). Therefore, it is reasonable for the teachers to seek an alternative editing treatment to benefit their students. One way is to train students to revise and edit their own essays or revise their peer's essays. This will help students in two ways: students can detect and correct their own errors, and students can learn some methods and be independent learners, and thus learning will be effective. However, the teachers should give support

by providing the students with examples of different writing styles and grammar knowledge. Giving the students this could help them to learn how to find their grammar mistakes in the sentences. Tracy Terrell states that explicit grammar instruction may benefit students learning to read and write (1991:56). This means that if teachers explain to them the corrected grammar structure, they could find their own errors, and their writing ability will be improved.

This study was designed to examine the effectiveness of two editing methods of grammatical structure in the students' essays. The seven types of grammatical errors are also ranked in order to find the least to most difficult grammar points of these two methods.

This report of the study is divided into 5 chapters. Chapter One discusses the rationale for the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, and definitions of terms. Chapter Two explores the literature and research related to the present study. Chapter Three explains the procedure of the study and the analysis of the data. Chapter Four presents the findings of the study and summary of the findings. Chapter Five focuses on discussion of the findings and implementation. Chapter Six contains the conclusions together with suggestions for the implementation of further study.

Rationale for the study

Many people would agree that teaching writing is much more difficult than teaching other language skills. Its difficulty affects both teachers and students in learning, and teaching processes. Writing is difficult in both grammatical structure and its style. Many students accepted that grammar is complex when compared to

Thai. Puntipa Khemtong (1981:78) and Sakol Kerdphol (1983: 56) confirmed that one of the problems of Thai university students is language structure. Moreover, various styles of writing such as report writing, business writing, and scientific writing, are difficult to follow, and are problems for Thai students as well.

At Huachiew Chalermprakiet University (HCU), teachers have taught grammar with every style of writing. For instance, when past tense narrative is written, the past tense forms have to be practiced, or students practiced future tense when there were composition about "My Future," or "My Next Holiday." Most teachers then corrected their students' papers, and the same errors have repeatedly frustrated them. ^{*}[The grammatical errors that the students frequently made were run-on sentences, sentence fragments, and unnatural sentences. The methods in correcting errors were writing the correct sentences or using correction codes that the teachers gave to the students before teaching.]

One approach to teaching writing which is widely used is process writing which can be concluded in four steps: pre-writing, drafting, revising, and editing. In the first step, prewriting, the learners collect the data concerning the subject about which they are going to write. The second step is drafting where learners start arranging and writing the first draft. The third step is revising in which the appropriateness of the content is adjusted and the language is corrected. The last step is editing in which the printing type and copying or writing is checked to complete the essay.

The revising and editing steps seem to be very important in the process of writing. They can be done both by self and peer correction. Consequently, the self and peer correction are the methods that could be effective ways to help students become independent of teachers. Pornpilai (1990) indicates that her students had developed

their critical awareness of writing problems after practicing the method of self and peer correction. In addition, Liao Qiyi (1993) finds peer editing to be an effective way to help students improve their writing performance in the writing class. Qiyi's study may help HCU students to detect their mistakes and improve their writing skill. The self and peer-editing methods can also help to train students to become independent of teachers.

Self- and peer-editing methods would be useful in teaching writing at HCU, and these methods would assist teachers in training students to correct their own, or their peers' work at some levels. So my study aims to compare the effectiveness of the self and peer correction methods in the aspect of developing grammatical correctness which is crucial to understanding, and " an important characteristic of good writing" Singh and Chacko (1986).

Statement of the Problem

For many years HCU teachers have stated that the main problem in teaching writing is that students use incorrect grammatical structure. They consider grammar to be the most important part of English. The students frequently made grammar errors such as fragments, run-on sentences, and unnatural sentences. These problems are obstacles in communicating. As Singh and Chacko (1986) indicated, incorrect grammar may convey an ambiguous meaning.

Writing is difficult for both teachers and students. For teachers, it is the exhausting burden of correcting grammatical errors. For students, it takes too much time and effort to produce results. Even several times after correction, the same mistakes are produced again and again.

Teachers giving feedback to students' writing on grammar errors therefore does not seem to help develop their ability in writing. One factor to consider in trying to improve their writing ability is having them learn to identify their errors by themselves. However, the instructor should edit their final drafts.

As a result, it is reasonable to examine the effectiveness of the two methods of correcting the writing: self and peer editing. The result may be helpful to the teachers of English writing at HCU and help students to use correct language structure.

Purpose of the study

This study aims at comparing two methods of correcting students' grammatical errors in their written work, namely self and peer editing. The study attempts to answer three questions:

- Do any significant differences exist in grammatical ability between students in the self and peer editing groups?
- Which group of students will obtain the higher scores on the evaluation of grammatical skills?
- Which grammatical errors improve as a result of the implementation of the two methods of editing?

Significance of the study

At present when HCU teachers correct their students' papers, students sometimes are not clear about the recommendations given. The result of this study will provide teachers of English writing courses at HCU with an alternative method in correcting students' grammatical errors in essays. Furthermore, the teachers can also adapt the

method to be used in editing the contents, or mechanics of the essays. The result of the study may provide some useful information for EFL teachers who are engaged in improving writing skill.

Scope and Limitations of the Study

1. The scope of this research is limited to the third year English major students who are studying Intermediate English Writing (third of four courses), in the English Department at the Faculty of Liberal Arts, Huachiew Chalermprakiet University. These students have studied 2 prerequisite courses; Basic Writing Techniques in English I and II, in which the students studied paragraph development and short essay writing, and they need to learn how to edit their papers in the Intermediate Writing. Since the study is designed to compare the effects on achievement of third year students using self and peer revision and edition in teaching English writing, the limitations are as follows:

- 1.1 Due to time constraints, each group is taught 2 periods totaling 3 hours a week for 15 weeks in the normal teaching writing course. Fifteen weeks included both pre-test and post-test. The course used 10 lesson plans devised by the researcher throughout the first semester of the 1999 academic year.
- 1.2 Textbooks and supplementary materials in teaching both self and peer groups were the same. The textbook "The Communication Through Writing" covers 11 lessons with different styles of writing: narration, description, illustration, classification, cause and effect, comparison and contrast, definition, persuasion, and instructional process. Each lesson included 5 parts namely input, language focus, practice, revision and edition,

and reviewing technique. Supplementary materials were also used during the experiment. They cover example passages of each style of writing, explanations, and additional grammar exercises.

2. The variables are:

2.1 The independent variable is the revision and edition of the English writing essay by the self and the peer-editing methods.

2.2 The dependent variable is the students' ability in correcting grammatical mistakes in the essays.

Definition of Terms

Grammatical errors are the seven most serious problems of grammatical mistakes suggested by Byrd and Benson (1994). These seven problems are sentence fragments, verb tenses, subject-verb agreement, noun-pronoun agreement, run-on sentences, word order, and transition markers. The teacher or researcher will check on the 7 grammatical errors in the final draft.

Self-editing is a process which refers to the responsibility of students themselves in detecting and correcting their own grammatical errors. After they corrected their own essay, they rewrite it into the final draft. The final draft will be corrected again by the teacher.

Peer-editing is a process which refers to the responsibility of students in detecting and correcting their partners' grammatical errors. After they return the essays to the writer, the writer rewrites them into the final draft. The final draft will be corrected again by the teacher.

CHAPTER II

LITERATURE REVIEW AND RELATED RESEARCH

Since the study examined the effects of self and peer revising and editing methods for the correction of grammatical errors, it may be helpful to provide the reader with details of some relevant theoretical issues. The first part of this chapter describes the correcting methods used in teaching writing today. The second part conveys the components of writing from some well-known professors. The third part deals with process writing which is a widely used approach in writing today. The final part is devoted to the presentation of research and studies, either in L1 or L2, relating to self and peer revision and editing methods, which are pertinent to this study.

The Correcting Methods in Writing

Learner errors are significantly essential to both the teaching and the learning process. Teachers and students can derive some advantages from them. During the teaching process, learner errors provide feedback to the teacher about the effectiveness of their teaching materials and teaching techniques (Corder, 1973:265). For students, they can acquire the knowledge from the teacher's correction and they also obtain their new approach in improving their writing. Nancy Sommers (1982:149) makes an identical point concerning teacher's feedback to students that "comments create the motive for students to improve their work."

Revising and editing methods help the students see what reviewers found unclear in their essays. There are three kinds of revising and editing methods today: self-editing, teacher editing, and peer-editing. Self-editing is always used by students after they produced their written work before they hand it in. Teacher editing is done during the final check. Self-editing and teacher editing are normally used in language class today. That is students produce their work and reread it, then submit it to the teacher for final evaluation. Peer-editing is widely used in class now. It is students revising each other's work and the writers then rewrite it again. Focusing on the differences in the students' previous experience with reviewers might get different results in their final draft (Johnson: 1994). There are some classes that encourage students to do peer correction, but teachers are the ones who take the primary role in evaluating the students' writing. Teachers normally use peer-editing method in order to assist students' understanding and practicing in class (Tricia: 1988). She adds that in most classes, teachers usually assign writing tasks and then they themselves are the persons who indicate and correct all errors in students' papers. This makes the students see their teachers as the 'error pointer.' Tricia (1988) also adds that, "If teachers are not only the ones who are responsible for the correction, but also are the consultant, these will encourage the students to show little progress in their writing ability."

Nevertheless error correction is a form of feedback that the students receive on their language performance. Students take a lot of time and effort to produce their writing. When their tasks are returned to them marked with red ink, they feel discouraged. The reacting process such as revision and edition is essential to the improvement of written expression. Since errors are unavoidable, especially for

second language learners, teachers' corrections at all stages of the student composition do not seem to always help. So developing student's skills in revising and editing could help them to correct their own or their peer mistakes. While they are correcting, they practice and learn a new language. Edward D. Gagne (1985:273) indicates that revision is the searching and correcting method. Revision can make the work correct and complete. In addition, marking their mistakes assist students in learning the language.

Components of Writing

Writing is collecting and ordering thoughts into the written form, appropriate to each style of writing such as narrative, descriptive, illustrative, and comparative, and those styles must also be appropriate to the target reader. These factors make the writing complicated with many components as many scholars have stated.

✓ Christina Bratt Paulston and Marry Newman Bruder (1976:205) indicate that there are three important components of writing: the corrected language, punctuational mechanics, and logical content. The corrected language refers to the corrected grammar that they consider important to communicate in written work. Punctuational mechanics and logical content are another important components which make the perfect communication.

Thomas E. Kokanis and John Scally (1978:88) considered the grammatical knowledge such as combining sentences, transitions, and wording management like main idea, topic sentence, and supporting detail as the most important components in writing. In addition, Richard Swartz (1980) indicated that grammatical knowledge,

organizing knowledge, and knowledge of punctuation usage, including spelling as vital basic components in writing as well.

Jane B. Hughey *et al* (1983:3-6) state that there are two elements that comprise writing. The first element is to show the subject and organize the ideas that the writers need to consider carefully in order to communicate their thoughts and convey them to the reader the way that the writers want to say. Another important element is transferring thoughts in their own language into the form of their target language. Thus, both elements depend on three factors in terms of facilitating communication: intelligence, linguistics and psychology.

In brief, content, organization, vocabulary, grammar and mechanics are the essential elements in writing.

Process Writing

One approach of teaching writing which is widely used today is process writing. As the name suggests, this approach focuses on the process. There are some educators who present different processes and give different names to each process but the actual concepts are not so different. For example, Donald M. Murray (1978:83-103), Anna O. Gebhard (1983:6-8), and W. Ross Winterwood, and Patricia Y. Maray (1985:2) present three processes in writing essay. Murray uses prewriting for the pre-writing process in arranging the knowledge and thought before starting to write. His second process is vision in which the writers use their vision and then start to write. His third is revision which is the same as many others. Gebhard, Winterwood and Maray still use pre-writing for the first process. They use composing for collecting data and drafting as the second. Their third process is post-writing in which the

writers correct the language. Elizabeth Penfield (1985:5) divides the writing process into five steps that are more complex but the overall ideas are the same. Her first step in the process is invention which involves the thought about the subject and collecting data. Her second step is organization and development for drafting. The third step is finding a voice and checking the appropriateness to the reader's level. This is the same as the revision process, but focuses more on the reader's interest and the reader's level. Like the editing process, her fourth step is polishing. The fifth step is thinking ahead which is the analysis of the overall writing product.

Murray Suid and Wanda Lincoln (1989:31) divide the writing process into seven stages namely getting the ideas, planning, researching, drafting, editing, and publishing. Getting ideas is finding and selecting the subject. Planning is deciding on the objectives. Publishing is to type the final draft before submitting to the target person.

Process writing can be summarized into four main stages: prewriting, organizing and drafting, revising, and editing. Prewriting is the process in which the learners collect data concerning the subject about which they are going to write. Drafting is having the learners start arranging and writing the first draft. Revising is the process of adjusting the appropriateness of the content and correcting the language. Editing is the last process in which the essay is finally checked, printed, typed and copied or written out.

Revising and editing in the third and fourth stages relate to the present study which encourages students to review their essay before handing in. Revising and editing relate to each other and may occur every time the writers think, write, or prepare the final draft. Consequently, the writers have to use their knowledge, effort,

experience and expertise in revising and editing. There are many experts and professors of writing who give importance to the revising and correction of writing. For example, Richard L. Allwright (1975:96-109) says that learners would not obtain language learning unless they are involved in the revision and correction process; whether by the teacher or partners, or on their own. In addition, James M. Hendrickson (1978:387) found out that self and peer revision and correction takes an important role in developing the abilities of students.

Related Research and Studies

Studies concerned with self and peer or teachers' editing have been conducted both in Thailand and in other countries.

To begin with, Lilian S. Bridewell (1980:197-222) studied the effect of revising and editing grade 12 students' written work. The students' writings were focused on the transactional essay which students write an essay following the objective of their own. Students edited their writing three times by looking at mechanics: punctuation, capitalization, and spelling, including vocabulary, phrases, clauses, sentences, indentation, and content. The result revealed that mechanic and vocabulary were more developed. She also found that all mistakes and time devoted to writing influenced the writing ability of students.

Chaudron (1984) reported his study with intermediate and advanced university ESL students. In his study, students' improvement in revision of their composition was compared on the basis of the method of teacher comments or peer evaluations. The results showed that the peer and teacher feedback were not different in improvement. Adisa Teo (1986:88) found identical results in her study with Thai

university level students at King Mongkut University of Technology, Bangkok. She investigated the effectiveness of teacher and peer correction, including the students' attitudes towards these two methods. The result did not show a significant effect of peer correction but it enhanced the students' ability of self-correction. In addition, students showed a favorable attitude towards peer correction and it increased their attitudes towards writing skill.

Randall W. Stowe (1988:1083) compared the difference of time use in revision and correction towards the writing ability. The populations were two groups of grade 12 students. One group revised and corrected their expository essay in class while the other group revised and corrected the same after 4 days passed. The result showed that the revised written works of both groups were not significantly different in content, organization, language use and mechanic when calculated from 110 words they wrote. In addition, the mistakes of the language use and mechanics decreased significantly from the first draft. Revision and correction changed the styles of typing and changed the revising of the same message about 88%.

Michael Broome (1989:657-A) studied the effects of students' writing, comparing self revision and correction suggested by the teacher and self-revision and correction after participating in group activity. His study focused on three improvements: general improvement, content improvement, and attitudes towards writing skills. The population was 300 grade 11 and 12 students. The experiment lasted one semester. Data was collected from the first essay and the last essay before and after the experiment. There were two markers who followed the criteria established by Paul Diederich (1974). The findings showed that grade 12 students who participated in group activities in both levels improved their writing ability more

than the teacher correction groups. However, the students did not show general improvement in grammar and mechanics. Grade 12 students showed more improvement in content than grade 11 students. Moreover, the attitudes of the two groups exhibited more concern about their writing. Witbeck (1976) conducted an experiment with intermediate and advanced ESL classroom, in which four peer correction strategies were employed. Those strategies included whole class correction, immediate feedback and rewriting, problem-solving, and correction of modified and duplicated essays. Results demonstrated a mounting concern in students for more accurate and responsible written work and non-threatening educational setting for teaching the correctional aspects of composition.

Supasiri Honggrittiphun (1990:46-49) investigated the effects of the combination of self and peer correction on students' writing proficiency and their attitudes. The subjects were two groups of M.3 students studying at Demonstration School, Prince of Songkla University, Pattani. The control group was given only teacher correction as a treatment for their errors, while the experimental group was engaged in the self-correction and peer correction processes. The results revealed that self and peer correction combinations enabled students to increase their English writing proficiency. There was a statistically significant change from students' pre-test performance to their post-test performance at 0.001 level of confidence. In addition, the students showed a favorable attitude towards self and peer correction techniques.

Pornpilai Termsinsawat (1990) conducted research to find out whether the method of self and peer correction can help the students improve their writing. She found that the use of self and peer correction strategy could improve the students in the mechanics and content of the writing. These correction techniques also heighten

the students' critical awareness of their writing problems which refer to both content, and mechanics (capitalization, punctuation, and spelling). Similarly, Virunkiet Kongklang (1996) studied and compared the writing ability of Mattayom Suksa six students between self and peer revision. The result revealed that the writing ability of students who revised and corrected their peers' paper was higher than those who revised and corrected their own paper.

Myrene Hilderbrand (1992:2806-A) studied the revision of illustrative and expository writing of three groups of Grade 7 students. There were 2 experimental groups and one control group. Students in the control group were guided by teacher, while the two experimental groups were separated into a self-correction group and a peer-correction group and corrected their writing followed the given directive cards. This research differed from Supasiri's research in that the researcher kept a copy of the students' first draft. Then she gave the experimental groups the consultative cards which are necessary guideline questions about analytical and general components of writing. Group one had to use the card every time they finished the sentence. Group two had to use the card in each paragraph. After that, students had to use directive cards in order to examine if the writing revision was effective. The researcher then, compared the first draft and the final draft to find types and scores of the writing revision. The result showed that the three types of revising related to each other. However, Hilderbrand reveals that the scores identified students' inappropriate writing skill. Consultative cards influence the students' written work. The illustrative writing got higher scores. In addition, the writing abilities differ according to each style of writing. The conclusion is that the self- and the peer-editing methods improved the students' writing proficiency more than the teacher edition.

Liao Qiyi (1993) conducted peer editing in his writing class at Sichuan International Studies University. He used some useful procedures that he adapted from a development of Bruffees's approach (1980) which used collaborative group work, reading one's writing aloud, and peer criticism, in his advanced classes with descriptive, narrative, and mainly expository and argumentative writing. The results showed that students can comment on the quality of the samples, and describe their strengths and faults. Students can also point out and focus on specific problems, and make suggestions for improvement. In addition, a questionnaire revealed that a majority of the students (91%) find themselves more interested in the writing class than before, and 84% of the students think group editing helps them make greater gains in writing quality than does teacher evaluation. It seems that peer correcting method assists students improving in their writing ability more than the self-correction and teachers' correction. And the peer correction also makes students feel confident about their written works.

In my study, the self-editing method was used separately from the peer-editing method in order to point out which method is the best for improving the students' writing. However, the researcher is aware of the criticism that it might be difficult for the students to find their own or their peer's errors. The teacher is the guide or facilitator who encourages and gives them suggestions whenever they have problems. The importance of the teacher in determining the best pedagogy for his/her own class, whether self-, or peer-editing, or some other approaches must not be undervalued. The self-editing and peer editing used in this study aims to develop students' writing ability in terms of improving grammatical correctness to convey effective communication.

CHAPTER III

METHODOLOGY

This chapter is an explanation of the procedures used in the study. It summarizes information about the subjects, the materials employed, instructional procedures, the construction of the tests and the grammatical checklists. The description of the experimental procedure, the analysis of data, and the statistical procedure are also explained.

The Subjects

The experiment is classroom-based research involving forty third-year English major students at HCU study Intermediate Writing, the third course in the program. The reason for selecting Intermediate Writing is that third year students are at the appropriate writing level to revise and edit their own and their peers' essays. Two classes of twenty third-year HCU students were purposively selected under the condition of equivalence according to their previous semester grades. The forty students were divided into two groups by ranking the Basic Writing II scores of the previous semester, and classifying Group One as a self-editing group, Group Two as a peer-editing group. The self-editing group was assigned to revise and edit their own papers, and the peer-editing group was assigned to revise and edit their partner's paper. In addition, the scores obtained from the writing test which was administered

to the subjects prior the experiment was applied to consider the equivalence of the student groups ability as confirm by the result of a t-test in Table 1.

Table 1

Pre-test Mean Scores of the Experiment of Self and Peer-Editing Groups

Group	Mean	S.D.	T value	Two-tail Prob.
Self	60.83	9.09	-0.39	0.534
Peer	62.80	12.24		

N=20/Group

Table 1 demonstrates that there was no significant difference at the 0.05 level ($p > 0.5$) between the mean scores of the self- and peer-editing groups. This implies that the average writing ability of students in both groups was identical. Peer-editing group showed a little higher mean scores the self- editing group which means the peer group's writing ability was a bit higher.

Teaching Materials and Instruments

1). Textbooks:

The textbook used in the experiment is Communication Through Writing (Margaret Pogemiller Coffey; Prentice- Hall Regents, Inc, USA:1987) which includes 11 lessons (lesson 1 is an introduction to the writing process). Each lesson is for one style of writing included grammatical exercises, an example of a written style to analyze and an explanation, and tasks with steps of organizing information. The text

Grammar in Use (Raymond.Murphy; Cambridge University Press:1989) is used as a grammatical supplementary which was required for each style of writing, and covered all seven main grammatical problems.

2). Lesson plans:

The 10 lesson plans were written by the researcher (see Appendix A) and they were checked by two experienced teachers: Mrs. Cheryl K. Poister (experienced in teaching writing in Thailand for more than four years) and Assoc. Prof. Sonthida Keyuravong (experienced in teaching writing for 7 years). Each lesson plan includes 5 parts which are input, language focus (content, grammar, and cohesive device), practice, revision and edition, and reviewing technique.

3). The Writing Ability Tests and Grammatical Checklists:

The instruments used in the present study were writing proficiency essay tests and grammatical checklist tests. Both tests were administered as a pre-test and post-test for both self and peer editing groups.

- The writing proficiency essay test was intended to determine the students' writing ability. The writing proficiency test was subjective in which students had to write two essays from varied topics given in two styles of writing. The students had to write at least 150-200 words for each essay. Time limit for completion of this essay test was three hours. Every condition in the testing was the same. These essays were checked for the seven main points which are considered crucial to understanding or communicating: sentence fragments, verb tenses, subject-verb agreement, noun-pronoun agreement, run-on sentences, word order, and transition markers. The criteria of marking points ranged from excellent, good, average, and poor in each grammar with total 100 points were adapted from Jacobs *et al* (1981) (see page 26).

- Grammatical checklist was pre and post-test that was used to measure the average grammatical ability of students in both self-editing and peer-editing groups. The aim of the grammatical checklist was to analyze the grammatical knowledge of students in 7 main points: fragment sentences, subject-verb agreement, noun-pronoun agreement, verb tenses, run-on sentences, word orders, included transition markers. The students had to identify whether the given structure was correct or incorrect. If it was incorrect, they had to rewrite it as a correct sentence. There were 30 items in two parts. Time limit was 40 minutes.

Instructional Procedures

After selecting the two groups, both groups were presented with the same instruction on essay writing during the experimental period that took a whole semester of about fifteen weeks. These two groups were taught the writing processes of how to collect information, organize, revise, and write an essay. In each lesson, the procedures were initiated by giving the students an example of a passage to analyze. Then the teacher would continue the lesson by emphasizing on the language focus which included content, grammar, and cohesive devices. After that, the students practiced. Revision and edition came last before the assignments were returned.

Nevertheless, the procedure in revision and edition of their errors differed. That is there were self-edition and peer edition during regular class time in the same class period. Each edition varied in length from 15 minutes to 20 minutes. The teacher gave the students guided procedures as follows:

For self-group, each student was given these instructions to revise his/her own draft:

1. Read his/her own essay. Do not make any marks on the paper the first time he or she reads it. Just try to get the main point.
2. Reread to improve the content and write some suggestions to guide him/herself for improving the concept or the content of the essay.
3. Reread the paper. Underline any words, phrases, or expressions that don't seem grammatically correct, or that are difficult to understand.

For peer group, each student had to exchange his/her draft with his/her peers, then the peers edit the draft by;

1. Read the peers' essay. Do not make any marks on the paper the first time he or she reads it. Just try to get the main point.
2. Ask any questions about the content and grammar. Write some suggestions to the writer for improving the idea or the content of the essay.
3. Reread the paper. Underline any words, phrases, or expressions that don't seem grammatically correct, or that are difficult to understand.

The procedures of the construction and development of the Writing Proficiency and the Grammatical Checklist Tests:

The procedures of the construction and development of both tests followed these steps:

1. Study literature concerning with writing test.
2. The primary concern for the construction of the tests was to assess students' grammatical writing proficiency. The tests took into

consideration most serious grammatical errors suggested by Byrd and Benson (1994): sentence fragments, verb tenses, subject-verb agreement, noun-pronoun agreement, run-on sentences, word orders, and transition markers. In addition, the essay writing proficiency test will cover the same seven grammatical areas as the pre and post test, but it will be evaluated at the end of the study.

3. Construct with supervisors and check the language level.
4. Try out the pre-test.
5. Revise the test if necessary.
6. Distribute the revised test to both groups of students at the start and at the end of the experiment.

The pilot tests were checked by the supervisors and were carried out with another group of 30 third-year students about a week before they started their new semester (1/1999). There were 30 items on the grammatical checklist pre-test which covered seven main grammars within 40 minutes. The other pilot tests were essay writing proficiency. The students had to write two essays of two styles of writing from the various topics given. They had to write 150-200 words for each style within three hours.

The two tests were checked by the experienced teacher and researcher following the seven main grammars. For 30 items of grammatical checklist, each of them was analyzed to find the difficulty. Each essay of writing proficiency would be checked twice in order to calculate the reliability of the scores. The difficulty of 30 items and proficiency test were between 0.15 and -0.80, and the discriminatory power

ranged from 0.50 and 1.0. These showed that the difficulty and discriminatory power were in a suitable level.

Scoring the Test

Since the test was subjective because it involved essay writing, the criteria of ESL Composition Profile suggested by Jacobs *et al* (1981) was employed to evaluate the students' essay. The scoring of the subjective test needed to be checked many times by one supervisor and researcher in order to obtain reliable results.

Since this study focused on the grammatically corrected essay, so the criteria in evaluation was adapted from Jacob *et al* (1981) only in grammatical part as follows:

Table 2
Marking Criteria

Part	Scores	Ability	Criteria
GRAMMAR	80-100	Good-Excellent	Very good in complex sentences Slight mistakes on subject-verb agreement, verb tenses, noun-pronoun agreement, word order, articles, and prepositions A few mistakes on fragment or run-on sentences
	60-79	Average-Good	Use corrected simple sentences Slight mistakes on sentence structure A few more mistakes on subject-verb agreement, tenses, plural nouns, word orders, articles, pronouns, and prepositions which can convey the meaning
	35-59	Poor-Average	Many more mistakes in sentence structures A few more mistakes in using negative sentences, subject-verb agreements, tenses, plural nouns, word orders, articles, pronouns, and prepositions Numerous blanks for words unknown to writer More mistakes that are difficult to understand
	0-34	Very Poor	No sentence structure Cannot communicate Poorly evaluated data

Analysis of Data and Statistical Devices

- 1. Arithmetic Mean** was used to indicate the average scores on the pre-test and post-test writing proficiency tests of both groups of students. They covered the competence of seven points of grammatical correctness in the self and peer-editing groups. The mean was also used to calculate the reliability of the scores that were checked by two experienced teachers in order to obtain reliable results.
- 2. Deviation of Average Score** was used to analyze the average score and the deviation scores of the essays.
- 3. T-test** was used to determine whether there was any significant difference between the achievement of both experimental groups.
- 4. Item analysis** was employed to examine the difficulty of the essay writing ability test and the discriminatory power of the test constructed by the researcher.
- 5. Percentage** was employed to calculate the correction number on seven main grammatical problems in each set of student's grammatical checklists.

CHAPTER IV

FINDINGS

The writing performance of self and peer editing groups of the third-year English major HCU students is the focus of this study. The subjects in each group of twenty wrote pre-test and post-test essays for the purpose of checking on the comparative incidence of seven main grammatical errors. The results of the study, discussion, and conclusions related to the purposes of the study are presented in this chapter. Each result is based on the analysis of the information obtained from the instruments developed and explained in Chapter Three.

The details of the results in this chapter explain the findings from two instruments: pre-test and post-test essays, and the seven grammatical points checklist. Research question one and two are about the results from the pre-test and post-test essays. Research question three reveals the results from the seven grammatical checklists.

Research Question One: Do any significant differences exist in grammatical ability between students in the self and peer editing groups?

Result of Research Question One

In response to the first question, t-test comparisons were carried out to determine whether the change in the mean scores from the pre-test to the post-test of

the two experimental groups were significant. The results of both groups are shown in the following Table.

Table 3
Pre-test and Post-test Mean Scores of the Self-Editing Groups

Grammar	Mean		SD		T- Value CV=1.729*
	Pre-test	Post-test	Pre-test	Post-test	
Sentence Fragments	9.10	8.97	1.07	1.00	1.99
Verb Tenses	9.48	9.60	0.42	0.46	-2.03*
Sub. Verb Agreement	9.70	9.78	0.80	0.55	-0.50
Noun-Pron. Agreem.	9.53	10.18	0.65	0.59	-4.00*
Run-ons	9.68	10.05	0.73	0.60	-2.68*
Word Order	5.90	6.15	0.59	0.90	-1.16*
Transitional Markers	7.50	7.60	0.48	0.62	-0.81
Total=100	60.83	62.93	3.57	3.68	

N=20/Group

(*CV= critical value significant at $p < 0.05$)

The data in Table 3 indicate that there was a slight significant difference at the .004 level of confidence between the pre-test and the post-test mean scores of the self group. That was a few students improved their writing ability after practicing self-editing.

The same procedure was repeated with the mean scores of the peer-editing group in order to examine whether there was a significant change in performance of the peer-editing group. The results are summarized in Table 4.

Table 4
Pre-test and Post-test Mean Scores of the Peer-Editing Groups

Grammar	Mean		SD		T- Value CV*=1.729
	Pre-test	Post-test	Pre-test	Post-test	
Sentence Fragments	9.52	11.07	1.23	1.28	-7.03*
Verb Tenses	9.49	10.53	0.85	1.47	-4.31*
Sub. Verb Agreement	10.07	11.20	1.13	1.05	-5.25*
Noun-Pron. Agreem.	10.02	11.35	0.89	0.91	-6.87*
Run-ons	10.20	11.28	0.89	0.97	-5.48*
Word Order	6.08	7.15	0.87	0.85	-6.69*
Transitional Markers	7.42	8.23	0.58	0.47	-6.33*
Total	62.80	70.81	5.22	5.35	

N=20/Group

(*significant p<0.05)

The data from Table 4 show that the mean scores obtained in the pre-test and the post-test of the peer group were significantly different at the 0.001 level of confidence. This can be concluded that seven grammatical items improved after students practiced in peer-editing method.

Table 5

**Comparison of the T-test Performance Gains of the Experiment in the Post-tests
of Both Self and Peer-Editing Groups**

Grammar	Mean		T- Value CV= 2.093	Two-Tail Prob.
	Self Group	Peer Group		
Sentence Fragments	8.97	11.07	-6.19*	< 0.001
Verb Tenses	9.60	10.53	-5.04*	
Sub. Verb Agreement	9.78	11.20	-5.73*	
Noun-Pron. Agreement.	10.18	11.35	-6.86*	
Run-ons	10.05	11.28	-6.32*	
Word Order	6.15	7.15	-4.98*	
Transitional Markers	7.60	8.23	-5.31*	
Total Post Scores (100)	62.93	70.81		

N=20/Group

(*= significant $p < 0.05$)

The data from Table 5 show that there was a significant difference at the 0.001 level of confidence in students' post-test performance of both experimental self- and peer-editing groups. The results indicate that the peer-editing group improved more grammatical ability than the self-editing group.

Finding One

The statistics in Table 5 indicate that the peer groups outperformed those in the self-group in every one of the seven main grammatical problems. The grammatical

improvement of self-editing group and peer-editing group were different. The peer-editing group improved more on seven grammatical items than the self-editing group.

Research Question Two: Which group of students will obtain the higher scores on the evaluation of grammatical skills?

Result of Research Question Two

Table 6

The Different Range Scores Between Self- and Peer-Editing Groups

Grammar	Self-Editing Group			Peer-Editing Group		
	Pre-test Mean	Post-test Mean	d*	Pre-test Mean	Post-test Mean	d*
Sentence Fragments	9.10	8.97	-0.13	9.52	11.07	1.55
Verb Tenses	9.48	9.60	0.13	9.49	10.53	1.06
Sub. Verb Agreement	9.70	9.78	0.08	10.07	11.20	1.13
Noun-Pron. Agreement	9.53	10.18	0.65	10.02	11.35	1.33
Run-ons	9.68	10.65	0.38	10.20	11.28	1.08
Word Order	5.90	6.15	0.25	6.08	7.15	1.07
Transitional Markers	7.50	7.60	0.10	7.42	8.23	0.81
Total (100)	60.83	62.93	1.33	62.80	70.81	8.03

N=20/group

*d=Post-test mean -Pre-test mean
d= Performance Score

This study tried to determine which of the editing methods attained higher ability level in editing students' essay performance. To obtain the answer, the performance scores (post test- pre test scores) for each group were calculated. Then,

they were compared by means of a t-test. The results showed that the peer editing groups gain higher post-test scores than the self-editing groups.

Finding Two

The results show peer-editing group obtained higher scores on the evaluation of seven grammatical items. It can be interpreted that peer-editing method enhanced the students' writing ability more than the self-editing group. There were some scores of the items of grammar slightly decreased in the post result. This could be explained that the self-editing method seems too hard to detect on his/her own written works.

Research Question Three: Which grammatical errors are improved as a result of the implementation of the two methods of editing?

Result of Research Question Three

Since there are seven main serious problems concerning grammatical mistakes suggested by Byrd and Benson (1994), the improvement of grammar can be calculated in the percentage of the frequency of errors made by each set of students. Each of the seven grammatical errors are revealed in the Table 7:

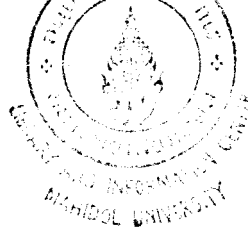


Table 7

Percentage of Frequency of Correct Responses in Seven

Main Grammatical Errors

Grammar	Self-editing Scores			Peer-editing Score		
	Pre-test	Post-test	d	Pre-test	Post-test	d
	%	%		%	%	
Sentence Fragments (3)	20.5	17.5	-3.0	28.3	34.0	5.7
Verb Tenses (3)	35.8	36.6	0.8	38.3	38.5	0.2
Sub. Verb Agreement (3)	37.5	37.5	0.0	37.5	40.8	3.3
Noun-Pron. Agreement (3)	39.1	35.8	-3.3	40.0	38.3	-1.7
Run-ons (3)	10.0	7.5	-2.5	21.6	21.9	0.3
WordOrder (3)	22.5	21.6	-0.9	30.0	30.8	0.8
Transitional Marker (3)*	34.1	30.8	-3.3	35.0	36.6	1.6

*3 scored item per grammatical error

N=20/group

*d=Post-test mean –Pre-test mean
d= Performance Score

The scores obtained from pre-tests and post-tests by a grammatical checklist of each error can be calculated as follows:

Sentence fragments

The percentage of pre-test and post-test scores of the self-groups were 20.5% and 17.5%. The post-test scores declined in sentence fragments, while the percentage scores of both pre and post-test in peer groups increased; 28.3 % and 34 %. These percentages revealed that the peer-editing group of students improved more in avoidance of sentence fragment errors than the self- groups.

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However, the percentages of the post-test in both self and peer groups were much different at 17.5 % and 34 %. Since the pre-tests of both groups were different, the peer-editing group showed higher scores than the self-editing group about 7.5% and the range of post-test scores was 16.5%. It is obvious that the peer-editing group was better students which could lead to doubly higher scores in sentences fragment avoidance. These scores on Table 6 also showed that the writing ability of peer-groups improved in the aspect of the sentences fragment grammatical problem.

Verb tense

The ability in correcting verb tense errors of the self-groups were slightly improved at 35.8 % and 36.6 % for the pre-test and post-test scores, whereas the percentages in the peer-groups were 38.3% and 38.5%. There was essentially no significance in peer-editing group scores, although the self-groups increased slightly more than the peer-editing group.

Subject-verb agreement

The ability in correcting subject-verb agreement errors of the self-groups were not different in the post-test scores. The percentage of the pre-test and post-test scores of the self groups were 37.5 % and 37.5 %. It revealed that there was no improvement on the part of the subject-verb agreement problem. For the peer group, the percentage of pre-test and post-test scores were 37.5 % and 40.8 %. The peer students improved a little more in correcting their subject-verb agreement at the end of the study.

The post-test scores of self- and peer-editing groups were different; 37.5% and 40.8%, which revealed more improvement of the peer group.

Noun-pronoun agreement

The pre-test and post-test scores in the self-editing groups were 39.1% and 35.8%. This indicated that there was no improvement on noun-pronoun agreement in their writing. The pre-test and post-test corrected scores of the peer-editing groups were 40% and 38.3%. This showed that the peer students' correcting performance was a bit lower, but both scores were higher than the self-editing group. In summary, both groups worsened in noun-pronoun agreement ability.

Run-on Sentences

The pre-test and post-test scores of run-on sentence in the self-groups were 10% and 7.5% while the peer group's scores were 21.6 % and 21.9%. The scores revealed that the ability in correcting run-on sentence of the pre and post-tests of the self-editing group declined while the peer-editing group remained identical.

Word Order

The ability in correcting word order of the pre-test and the post-test in the self-group was 22.5% and 21.6%. These results indicated that there was worsening in word order in the self-groups. The ability in correcting word order in the peer group was 30.0 % in the pre-test, and was 30.8% in the post-test scores. The peer-editing group slightly changed significant.

Transitional Markers

The ability in correcting transition markers in the pre-test and the post-test in the self-group was lower at the post-test: 34.1 % and 30.8 %. The percentage scores in the self-editing group were lower at the post-test. The percentage scores in peer groups were 35.0 % and 36.6% which were slightly higher at the post-test.

Table 8

Ranking Pre- and Post-Test of Ability in Editing Seven Grammatical Checklists of Self-Editing Group (Most Improved to Least Improved)

Grammar	Self-Editing Group		
	Pretest Mean Scores	Posttest Mean Scores	<i>d</i>
Verb Tenses (3)	2.30	2.45	0.15
Sub. Verb Agreement (3)	2.45	2.46	0.01
Word Order (3)	1.25	1.15	-0.10
Run-ons (3)	0.65	0.45	-0.20
Noun-Pron. Agreement (3)	2.70	2.40	-0.30
Sentence Fragments (3)	1.25	0.95	-0.30
Transitional markers (3)*	2.15	1.85	-0.30

*3 scored item per grammatical error

N=20/Group

* $d = \text{Post-test mean} - \text{Pre-test mean}$

$d = \text{Performance Score}$

Table 9

Ranking Pre- and Post-Test of Ability in Editing Seven Grammatical Checklists of Peer-Editing Group (Most Improved to Least Improved)

Grammar	Peer-Editing Group		
	Pretest Mean Scores	Posttest Mean Scores	<i>d</i>
Sentence Fragments (3)	1.75	2.45	0.90
Sub. Verb Agreement (3)	2.25	2.85	0.60
Transitional markers (3)	2.20	2.70	0.50
Word Order (3)	1.50	1.90	0.40
Run-ons (3)	1.40	1.55	0.15
Verb Tenses (3)	2.55	2.65	0.10
Noun-Pron. Agreement (3)*	2.60	2.60	0.00

*3 scored item per grammatical error

N=20/group

*d=Post-test mean –Pre-test mean

d= Performance Score

Table 8 and Table 9 demonstrated how self and peer-editing groups' grammatical problems were improved from the most improvement to the least improvement after the implementation of the two methods. For the peer-editing group, the improvements ranged from sentence fragments, subject-verb agreement, transitional markers, word order, run-on sentences, verb tenses, and noun-pronoun agreement. Students did not improve noun-pronoun agreement. For the self-editing group, the improvements extended from verb tenses and subject-verb agreement. The

rest of the five areas such as word order, run-on sentences, transitional markers, noun-pronoun agreement, and sentence fragment correction seemed to be problematic for the students.

Finding Three

The seven types of grammatical errors are ranked in order to find the least to the most difficult grammars which still problematic to students shown in Table 10 below:

Table 10
Summary of Ranked Grammatical Ability Results

SELF-EDITING GROUP	PEER-EDITING GROUP
1. Verb Tenses 2. Subject-Verb Agreement The other five grammatical errors seemed difficult to the self-editing students.	1. Sentence Fragments 2. Subject-Verb Agreement 3. Transitional Markers 4. Word Orders 5. Run-On Sentences 6. Verb Tenses Noun-Pronoun Agreement seemed to be problematic for peer-editing students.

Summary of the Findings

Three research questions concerning the self and peer editing methods were proposed in the present study. Based on the analyses and the interpretation of the collected data, the findings obtained were as follows:

1. There was a statistically significant difference between the pre-test and the post-test performance of students in the two experimental groups at a confidence level of 0.05. This implies the students could improve their grammar in writing through the practice of peer-editing method.

2. The peer group obtained the higher scores on the evaluation of grammatical items according to statistically significant improvement in test scores.

3. The seven main grammatical errors in writing varied in improvement from the most improvement to the least improvement according to the implementation of the two methods as follows:

- 3.1 Peer-editing group varied in improvement on sentence fragments, subject-verb agreement, transitional markers, word order, run-on sentences, verb tenses, and noun-pronoun agreement. The sentence fragments showed the most improvement among seven grammatical errors. The noun-pronoun agreement showed the least improvement among seven grammatical errors in the peer-editing groups.

- 3.2 Self-editing group improved on verb tenses and subject-verb agreement. The rest of the five, such as word order, run-on sentences,

transitional markers, noun-pronoun agreement, and sentence fragment correction were grammatical problems that did not improve according to these results.



CHAPTER V

DISCUSSION AND IMPLICATION

This chapter discusses findings from the results of this present study in correcting HCU English major students' seven main grammars in their writing. Another part follows by the implications of the obtained results for teaching writing ESL today.

Discussion of the Findings

The result of this study indicated that the peer-editing group had significantly higher writing proficiency than did the self-group through the use of the practice of the peer-editing method. The mean scores obtained from both tests indicates that the post-test scores of the peer group were higher than the self-group (see Table 3,4 and 5). A similar finding was obtained by Liao Qiyi (1993:30) who investigated peer-editing in his writing classroom of Chinese students majoring in English at the university. He found that peer editing was an effective way to help students overcome passivity in the writing class. He also said that his students think peer or group editing helps them make greater gains in writing quality than does the teacher's evaluation.

Findings

In Finding One, peer-editing group significantly improved after the duration of the treatment whereas the self- group's writing performance before and after duration

of the treatment was not found to be significantly different. This may be because the students relied on their own knowledge and thinking processes, they had no opportunity to activate their existing knowledge, while the peer-editing group did have a better chance to develop their skill from their peers. Michael Broom (1989:657-A) studied the effect of three revisions of students' writing and found out that the peer revision group improved their writing ability more than the self and teacher revision groups. His study confirmed that if students can discuss things on their own, they not only acquire new knowledge, but also develop skill for effectively utilizing what they have already known. Rebecca Marez and Ann Zepeda (1991:198) investigated the three writing revision techniques on first year students: teacher, self, and peer revision. Results showed that the peer-revising group had significantly higher writing proficiency than self and teacher revision groups. She found that students learned more from their peers than from themselves. However, this study concerned writing with grammatical correctness with emphasis on seven main grammatical errors. For the peer group, grammatical problems of the overall essay were significantly improved.

Nevertheless, Table 3, 4 and 5 show the scores of one grammar error that declined slightly in the post-test which indicates the students' lack of motivation while they were taking the test and the test discrimination. Some students accepted that some points of grammar such as pronouns make them confused when they attempt to use them. As stated above, even though a few parts of grammar were difficult for the peer-editing group, most grammar errors were improved after the process of peer-editing. In either the self- or peer-editing groups, it could be explained by the fact that teachers could give students more time to practice, and therefore

achieve a higher quality of writing. When the students participate in their peer group, it is important to note that they can point out specific problems, faults, and make the other suggestions for improvement.

Finding Two confirms Finding One on how much the peer group improved by comparing the post-test scores of both self and peer groups.

The results shown in Table 6 reflect the fact that the peer group gained higher scores than the self- group when comparing the post-test of both self and peer groups. However, there were some grammatical items that obtained a little lower score at the post results. It could be possible that post-test was a little more difficult than pre-test, and/or the students lacked enthusiasm when they were taking the test. But, the overall finding indicated that the peer student group obtained the higher scores and confirmed that the peer group improved more in their writing ability than the self-group.

In Finding Three, the detailed results in Table 7, 8, and 9 displayed the improvement of grammar as a result of the implementation of the two methods of self and peer editing in respect to the seven most serious grammatical problems of Byrd and Benson (1994). After the scores of the peer-editing group were calculated on percentage of the number of uncorrected and corrected answers, as shown in Appendix C, six of the grammatical errors improved fragment sentences, subject-verb agreement, transitional markers, word orders, run-on sentences, and verb tenses. Noun-pronoun agreement seemed to be one grammar difficulty which remain problematic for students.

During the experiment of correcting the fragments sentence, both groups wrote a fragment rather than a complete sentence. That was, some required part of the sentence is missing. However, after peer-editing practice, the sentence gradually improved. This can be seen that students can help each other to improve their existing problem, while self-editing students may find it hard to detect or to find their own error.

For peer-editing group, the development of correcting grammar such as subject-verb agreement, transitional markers, word orders, verb tenses, and run-on sentences were the same as sentence fragments. That is every of the six grammatical problems were improved, except noun-pronoun agreement. The pronoun form that students used did not agree with the noun that it referred to. It seemed that noun-pronoun was the problem for students in both self and peer editing groups. Some students accepted that it was very difficult when compared to Thai. Even their peers cannot correct or give them the corrected answer.

Implications of the Study

The results of the present study demonstrate the effect of the peer editing method on students' writing performance. Students made significantly greater gains by being involved in the peer editing correction process rather than by being in the self-editing group. Thus it can be concluded that the peer editing method assisted in correction of students' written errors. Based on the findings of this study and other related studies, the researcher considers these implications worthy of consideration in ESL today.

1. This study found the process of writing important in teaching writing. As summarized in research methodology, there are four steps in the writing process: pre-writing, drafting, revising, and editing. The teacher could encourage students to rely on those four steps. Students should understand that writing is not completed in one stage, but it is a process which involves collecting data, writing a rough draft, and revising the draft many times before getting their final drafts. For the revising process, they need to reread several times by themselves, their peers, or someone who is expert on the subject on which they are writing. These four steps would develop the students' writing if they know how to revise their work.

2. Since in peer editing it is the students' duty to help each other, the result is it has changed students' learning habits. They began to be less independent on teacher. It is true that they are usually dependent on their teachers because the teachers are the final arbiters. However, according to this study, the students were trained to reread their own task first and then peer edit their friends. The students should be trained progressively to take responsibility for their own and then their peers in the learning process. Teachers need to support them and guide them in the learning process. In this study, students needed support from their teacher because they lack confidence in doing peer editing at first. The teacher should correct them to make sure that they can do the appropriate things. As students develop confidence in using the process, they will gradually be less dependent on their teacher.

3. Time was limited and students were often rushed to finish all the lessons of the semester in time. As writing is a skill, it needs a lot of practice. To help students develop their writing ability, by any approach, it would seem necessary for the teachers to consider how much practice is adequate. Moreover, time to practice each

stage in class is essential. As self and peer editing is quite new to the students, some of them argued the first time it was presented to them that error correction is actually the teacher's duty, how could they know how to do the corrections. If the time permits, students could learn the correct form and use of grammar in each style of writing. It could be said that the teacher is the important person who observes their students' learning pace and provides them adequate time and practice. However, the students' knowledge should always be taken into account, whether or not the task is too difficult to their level.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS FOR FURTHER STUDY

This chapter presents the conclusion of the study, followed by recommendations for further study dealing with the self-editing and peer editing methods.

Conclusions

Writing deals with the learners' errors in relation to giving more benefit to students in both scores and error correction. It is accepted that not only the learner's errors are an inevitable part of the learner's performance but they are also a crucial part of learning. Corder (1981:65) pointed out that learner's errors are significant in the process of language learning in that they provide learners with performance feedback and inform both teachers and learners of the progress that they have made in the learning process.

Many studies were conducted to find an appropriate approach or method in correction in order to help students develop their writing skills. In addition, many researchers hoped that their new approach could be useful for both students' knowledge and scores. As a result, self-editing and peer editing are alternative methods of correcting students' written work in the classroom. Some teachers may believe that if the students can develop their own writing, they can also develop their

peers. Boon (1979:19) stated that peer correction is regarded as a good source of motivation for students to perform better in their work. However, most research found out that peer-correction is the best method to enhance the students' writing. As a result, Boon also noted that self-correction developed more confidence in the students' writing through the practice of their self-correction.

In spite of a lot of research studies conducted to determine the effectiveness of peer correction dealing with learners' errors, there are still no consensus. The researcher conducted this study to find out the effectiveness of self and peer editing methods for the correction of grammatical errors in essay writing at HCU. An experiment was conducted with 40 third year students at Huachiew Chalermprakiet University, who were purposively selected and assigned to two experimental groups. Each group received different correcting methods: self-editing and peer editing methods. After the experiment period of 15 weeks which included post-test, both pre-test and post-test scores were then administered resulting in the following findings:

1. There was a statistically significant difference between the pre-test and the post-test of students in both experimental groups at a confidence level of less than 0.001.

2. The peer group obtained higher scores on the evaluation of the grammatical writing according to statistically significant improvement in test scores from their original to their revised written work.

3. The seven main grammatical errors in writing varied from the most to the least improvement according to the two editing methods as follows:

- 3.1 The improvement of the peer group in correcting these grammatical errors was clearly demonstrated: sentence fragments, subject-verb agreement,

word order, run-on sentences, verb tenses, and transitions. Noun-pronoun agreement was not improved in comparing the pre-test and post-test scores. The post-test and pre-test are identical.

3.2 The self-group improved in verb tenses, transitions, and subject-verb agreement. The rest of the four grammatical problems, sentence fragments, run-on sentences, word order, and noun-pronoun agreement were not improved.

Recommendation for Further Study

1. As the present study endeavored to examine whether the students' grammatical ability would be more improved in relation to seven main grammatical errors, it could be worthwhile for subsequent studies to analyze the different types of errors such as content or organization. It would also be worthwhile to study the self or peer-editing methods through focus on each style of writing such as expository, informative, persuasive, or argumentative. It would also be useful to study the relationship of the revision method and each style of writing.

2. This study's data should be mined, perhaps in combination with data from other similar studies (i.e. correctness of content or mechanic, etc). Data mining may be done in terms of male-female, age-dependent, or socioeconomic differences in performance written the self-editing and peer-editing approaches.

It would be useful to use ANOVA analysis to determine differences in performance improvement of which students will gain high or low range scores.

3. Since the present study involves the two methods of correction; self and peer editing, a follow up study should be conducted with a larger group of students and with students of different levels to confirm the results.

4. Since this study showed students' capabilities in peer editing, students have a responsibility to revise or edit their peer's tasks. Following studies could focus on the teacher. Students should be involved in the revision process and learn and practice it by themselves. That is, a teacher should transfer the role of 'giver of correction' to his or her students. The teacher should make him/herself a consultant rather than the correcting teacher who is the only one who can give the appropriate correction.

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	<p><u>Grammar and Cohesive device</u> Which tense will be used in narrative writing? Yes, telling story should be something that occurred before we tell. So I recommend you to use past tense. However, if you want to tell a true story or habits, you can use present, or past perfect tense.</p> <p>In narrative writing, it is better to write in active voice. OK. Now, have a look at page 23. These are the sequence marker to illustrate time sequence and time relationships. (explain in details)</p> <p><u>Practice</u></p> <p>Turn to page 20 and do exercise 1. You have to list an event in a chronological order as a group of three. Then, share your story with the other groups. I'll give you 15 minutes to work on it.</p> <p>(Ask one student in each group to read the list from the beginning to the conclusion through the transparency)</p> <p>(10 minutes later)</p> <p>Now, I will choose one situation to write a paragraph. Everybody must help me to organize the paragraph. I'll write what you say on the board.</p> <p>(Write what they say)</p> <p>Ok, let's check each sentence we have. Do they stay on the topic and chronological order? (Teacher helps Ss in correcting the paragraph by asking these questions: Look at the sentence no. What would you like to change? Do you want to add some information? Do you think time sequence appropriate? ... etc.)</p>	<p>Past tense and present tense.</p> <p>(Do as to be told)</p> <p>(Do as to be told)</p> <p>Yes, we do.</p>	
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	<p>OK. Everybody gets your own paper and writes your own narration continues that paragraph. I'll give you 15 minutes to complete your essay.</p> <p>(After 15 minutes)</p> <p><u>Revision and Edition</u></p> <p>Self Group</p> <p>Finish? Now, I want you to revise your writing and try to improve it as much as possible. Do you remember the processes of revising that I told you?</p> <p>Good. Use a pencil to mark or correct any errors. Don't consult your friend. I'll give you 10 minutes to work on it. By yourself. Then, rewrite a final draft on a new sheet of paper. Don't forget to reread the final draft before you hand in. OK? After 10 minutes you have to submit the final draft.</p> <p>(20 minutes later)</p> <p>It's the time to submit your final draft.</p> <p>Peer Group</p> <p>Now. I want you to exchange your draft to your friend. When you get your friend essay, try to improve it as much as possible. I hope you remember the processes of revision that I told you last week. Use a pencil to mark any errors. Your friend doesn't have point for your draft, since there are some mistakes on it.</p> <p>(10 minutes later)</p> <p>Return the draft to the owner. When you get your draft back from your friend, rewrite the</p>	<p>(Read and revise their essay.)</p> <p>(Submit the final draft)</p> <p>(Revise and correct)</p>	
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	<p>Final draft on a new sheet of paper. I'll give you 15 minutes to rewrite it. Make sure that you reread your final draft before you hand it in.</p> <p>(15 minutes)</p> <p>It's the time to submit the final draft.</p> <p>(After a while)</p> <p>Turn to page 25 and have a look at ' Important punctuation: direct speech' (Tell the Ss when and how to use direct speech when they write a story Then ask them to do exercises and check their understanding).</p> <p><u>Reviewing Technique</u></p> <p>Your homework is to write a story in your own. There are strategy for gathering information on page 29 and 30 that can help you to write it.</p> <p>After gathering information, write your outline. Then start writing your first draft. We will revise and edit next time, OK? Any question?</p>	<p>(Rewrite the final draft)</p> <p>(Submit the final draft)</p>	
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<p><u>Terminal Objective</u></p> <p>At the end of the lesson, Ss would be able to write a description by:</p> <ul style="list-style-type: none"> - using objective details to describe factual information which based on five senses. - using subjective details to explain the reader's personal opinion. - using spatial order to describe details in a variety of nouns. 	<p><u>Lesson II. Description</u></p> <p><u>Input</u></p> <p>(Attend to the lesson)</p> <p>Before studying, I want you to read an example passage of the description. Then I will ask you to answer my questions about these passages. OK?</p> <p>(Give them the passage and 10 minutes to read)</p> <p>(Ask the questions to analyze the model of description, tense, sequence markers)</p> <p><u>Language Focus</u></p> <p><u>Content</u></p> <p>Ok, open your book on page 36. Let's see what description is. Description is to describe the subject very clearly. In describing subject, there are two kinds of details:</p> <ul style="list-style-type: none"> - Objective details - Subjective details <p>(Give them more details and examples)</p> <p><u>Grammar</u></p> <p>Present continuous tense is used to describe actions that are actually taking place at the present time and are temporary.</p> <p><u>Cohesive device</u></p> <p>Spatial order words and phrases are often prepositional phrases of location or position. They are used to show time order or to show spatial organization.</p> <p><u>Practice</u></p> <p>Ask Ss to do exercises 1 and 2. Exercise 1: SS have to add each noun with descriptive vocabulary to create a vivid picture.</p>	<p>(Do as to be told)</p>	
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	<p>Exercise 2: Ss have to work Individually by selecting one from five topics.</p> <p>Ask Ss to make lists of subjective and objective details on a sheet of paper. (Give them 15 minutes to do exercises)</p> <p><u>Revision and Edition</u></p> <p>Self Group Ask them to decide whether the details are subjective or objective. Tell them to ask if there is a problem. Then ask them to hand in their answer in order to check they understand or not.</p> <p>Peer Group Ask them to get into pairs and take turns reading their partner's list. Then decide whether the details are subjective or objective. They can discuss if there's a question. Then ask them to hand in what their partner has checked in order to check their understand.</p> <p>Exercise 3 and 4 is to practice spatial- order vocabulary. Assign the Ss to do as their homework. Ask them to write on a separate piece of paper.</p> <p>On page 41 is about Fragment and Run-on sentence, two kinds of sentence patterns Ss need to avoid. (Describe Fragment and Run-on in details including examples) Exercise 4 is about correcting fragment and run-on sentence. Do this exercise, I'll give you 15 minutes.</p>	<p>(Do as to be told)</p> <p>(Do as to be told)</p> <p>(Do as to be told)</p>	
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	<p>(Ask Ss to read each item and tell what it is fragment or run-on sentence and read the correct sentence to the whole class)</p> <p><u>Reviewing Techniques</u></p> <p>Ask Ss to pick up the given topic on page 52, then ask them to follow each step of process writing.</p> <p>(Describe step by step from the pre-writing through editing. Describe in details to gather information about object, person, and place by using the senses to tell how something looks, feels, smells, tastes and sounds.)</p>		
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<p><u>Terminal Objectives:</u></p> <p>At the end of the lesson, students should be able to write an illustration by supporting the general idea with specific statements</p> <p><u>Enabling Objectives:</u></p> <p>Students should be able to distinguish general and specific statement</p>	<p><u>Lesson III. Illustration</u></p> <p><u>Input</u></p> <p>Teacher describes what illustration is and gives the students an example passages.</p> <p>Teacher gives them some time to read and then ask the questions to analyze the model of illustration, cohesive devices, tense, and general idea.</p> <p><u>Language Focus</u></p> <p><u>Content:</u></p> <p>Illustration is writing a general point and supports it with specific information. Specific information can be examples, statistics, facts, or details. You support your general idea with strong specific statements, your point in order to make it clear.</p> <p><u>Grammar:</u></p> <p>Present simple tense is to explain the facts or details in the illustration.</p> <p>Simple sentence is the great deal with information.</p> <p>Complex and compound sentence joint 2 sentences with conjunction.</p> <p><u>Cohesive device</u></p> <p>Three different ways to organize the points</p> <ul style="list-style-type: none"> - Specific points having equal importance - Specific points listed from the least to the most important - Specific points listed from the most to the least important <p>(describe each in details with examples)</p>		
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	<p><u>Practice</u></p> <p>Ask the students to do exercises on the specific and the general statements.</p> <p>Ask them to create specific examples to support, prove, or explain general statements.</p> <p>(Give them 15 minutes to work, or ask them to do as a homework)</p> <p>The other exercises are practicing illustration vocabulary, making simple sentences and making compound sentences.</p> <p>For peer group, ask them to work as a group. Then revise their peer works.</p> <p>For self group, ask them to revise their own work.</p> <p>(Give them 30 minutes to work)</p> <p><u>Revision and Edition</u></p> <p>(Follow the steps of each group, and submit their final draft)</p> <p><u>Reviewing Techniques</u></p> <p>On page 65, ask the whole class to help teacher to make a list about different examples of when and why people have broken a rule. Then, students organize each example into a clear and concise illustration.</p> <p>Students start their composition.</p> <p>Paragraph 1- introduction to your illus.</p> <p>Paragraph 2- the first example to Support your illustration</p> <p>Paragraph 3- the second example to Support the illustration</p> <p>Paragraph 4- the conclusion</p> <p>(Give the 25 minutes to organize and write your rough draft)</p>		
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<p><u>Terminal Objectives:</u></p> <p>After students finish the lesson, they would be able to write an classification by</p> <ul style="list-style-type: none"> - categorizing topics for different purposes - distinguishing between good and poor classification topics. 	<p><u>Lesson IV. Classification</u></p> <p><u>Input</u></p> <p>Teacher describes what classification is and gives the students an example passages.</p> <p>Teacher gives them some time to read and then ask the questions to analyze the model of classification, cohesive devices, tense, and general idea.</p> <p>(Give the students an handouts of an example passages)</p> <p><u>Language focus</u></p> <p><u>Content</u></p> <p>Page 83. When you classify, you divide into groups, or classes, or categories. You break something that is similar ideas or items into more specific or distinct categories.</p> <p>Suppose that you want to organize the topic "Hotels in my City." You might want to organize them by their cost:</p> <ul style="list-style-type: none"> - expensive hotels - moderate-cost hotels - economy-rate hotels - cheap hotels <p>or you want to category them by their quality or accessibility.</p> <p><u>Grammar</u></p> <p>Grammar will be varied depends on the topic by using with some specific words, or phrases that commonly used in a classification.</p> <p><u>Cohesive devices</u></p> <p>Enumeration is used in classifying. That is you start from first step to last steps.</p>		
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	<p><u>Practice</u></p> <p>Do exercise 1 on page 83 to practice categorizing topics for different purposes</p> <p>Do exercise 2 on page 84 to practice reading and analyzing if each passage is or is not an example of classification.</p> <p>(Give them 10 minutes)</p> <p>Let them practice on punctuation: comma, colon. And then ask them to do exercise 4 and 5 on page 86 as their homework.</p> <p>(If time permits, practice on a piece of writing without any commas on the overhead projector.)</p> <p>Practice the students on the different to state classification.</p> <p>(Give them handouts)</p> <p>Students will see two different ways to state classification on pattern A and B. Teacher describes in details with examples.</p> <p>The other exercises about classification are statement of classification which include method of classification. The method of classifying is how-on what basis; students have to decide something into group. The method is often expressed with <i>according to</i>.</p> <p>(Give and describe them more about the example)</p> <p>(Give them 15 minutes to do exercise)</p> <p>Make sure that students understand how to state classification. Then ask them to choose their own topic and write an outline about what they're going to write.</p>	<p>Do as to be told)</p> <p>(Do as to be told)</p>	
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	<p>Ask them to look on page 93 if they want to find examples of the topic. (Teacher walks around the class to help them in writing outline.)</p> <p>(After a while) Ask them to write their first draft.</p> <p><u>Revision</u></p> <p>(Follow the step of each group)</p> <p><u>Reviewing Techniques</u></p> <ol style="list-style-type: none">1. Choose your topic2. Organize what information you will write in your essay.3. Write your first draft.4. Revise and rewrite the final draft.		
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<p><u>Terminal Objectives:</u></p> <p>At the end of the lesson, students would be able to write a cause and effect essay by</p> <ul style="list-style-type: none"> - creating their own cause and effect sentences - distinguishing causes and effects. 	<p><u>Lesson V. Cause and Effect</u></p> <p><u>Input</u></p> <p>Teacher describes what cause and effect is and gives the students an example passages.</p> <p>Teacher gives them some time to read and then ask the questions to analyze the model of cause and effect, cohesive devices, tense, and general idea.</p> <p><u>Language Focus</u></p> <p><u>Content</u></p> <p>Cause and effect writing is explaining why something happened (cause) or what the results were of something happening (effect). (Give them some examples)</p> <p><u>Grammar</u></p> <p>Past tense Present tense Present Perfect tense Complex sentence These tenses usually use with passive voices.</p> <p><u>Cohesive Device</u></p> <ul style="list-style-type: none"> - Chronological order - Transition Markers <p><u>Practice</u></p> <p>Four ways in organizing;</p> <ol style="list-style-type: none"> 1. one cause with one effect 2. many causes with one effect 3. one cause leading to many effects 4. many causes leading to many effects <p>(Describe each in details) Do exercise 1 to practice on four ways of cause and effect.</p>		
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	<p>Exercise 2 on page 96 is practicing cause and effect vocabulary (words and phrases).</p> <p>Assign them to do exercise 3 as their homework about using correct punctuation with cause and effect vocabulary.</p> <p>Students study and analyze the given passages. Then, try to figure out what is being analyzed, what the causes and effects, and try to look to see how the topic is being analyzed. Ask the students to write their conclusion to the questions follow each text.</p> <p>(Give them the time to read, answer the question and teacher explains.)</p> <p>Ask them to look on page 105 to see some guide topics that they have to choose. When they get their own topic, let them organize it and write their rough draft.</p> <p><u>Revision</u></p> <p>(Follow the step of each group)</p> <p><u>Reviewing Technique</u></p> <ol style="list-style-type: none"> 1. Choose your topic 2. Organize what information you will write in your essay. 3. Write your first draft. 4. Revise and rewrite the final draft. 		
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<p><u>Objectives</u></p> <p>At the end of the lesson, students should be able to write a process to explain how to do something.</p>	<p><u>Lesson 6. Instructional Process</u></p> <p><u>Input</u></p> <p>Ask students to read example passage "bath time" before starting to study the instructional process.</p> <p>Give them some time then, ask them some following questions about the passage;</p> <ul style="list-style-type: none"> - What is the topic? - What are the sequence words? - What is the verb tense? - Is it easy to understand to state step by step to do something? <p><u>Language Focus</u></p> <p>Content</p> <p>The process paper describes a series of actions or functions or directions step by step. You can explain a step by step of instructions on how to complete a particular task such as how to change a tire, how to bake a cake, and so on. An important point is that your set of directions should be clear and easy to follow.</p> <p>(Teacher gives students some suggestions to help to write easy-to-follow direction on page 72)</p> <p>Grammar</p> <p>Present facts use present simple: active or passive voices.</p> <p>Cohesive Device</p> <ul style="list-style-type: none"> - Expressions of time or time order - Repetition of key words - Pronoun reference <p>(explains in details and gives some examples)</p>		
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	<p><u>Practice</u></p> <p>Ask students to do exercises on page 75</p> <p>Exercise 1. Practice using expressions of time.</p> <p>Exercise 2. Practice using pronoun reference and expression of time. Then, ask students to choose their own topic on page 81.</p> <p>After that ask them to jot down some information. Then, let them organize their idea and write their rough draft</p> <p>(Give then 30 minutes to work)</p> <p>(Ask them to submit their first draft)</p> <p><u>Revision and Edition</u></p> <p>Now, ask them to revise and edit their first draft within 20 minutes. (Follow step of each group)</p> <p>(After 20 minutes, ask them to submit their final draft)</p> <p><u>Reviewing technique</u></p> <ol style="list-style-type: none"> 1. Choose your topic 2. Organize what information you will write in your essay. 3. Write your first draft. 4. Revise and rewrite the final draft. 	<p>(Do as to be told)</p> <p>Submit the first draft</p> <p>(Do as to be told)</p>	
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<p><u>Objective</u></p> <p>After studying this lesson, students should be able to compare on how two items are similar or how they are different by organizing;</p> <ul style="list-style-type: none"> - point approach - block approach 	<p><u>Lesson 7. Comparison & Contrast</u></p> <p><u>Input</u></p> <p>Give the students example passages of comparison and contrast. Give them 10 minutes to read and then ask them some questions concerning the paragraph; grammatical structure, sequence markers, and the comparison and contrast style.</p> <p><u>Language Focus</u></p> <p><u>Content</u></p> <p>Explain the comparison and contrast style in details.</p> <p><u>Grammar and Cohesive device</u></p> <p>Sentence combining:</p> <ul style="list-style-type: none"> - Subordinate Adverbial Clause - Linking Two Independent Clause - Prepositional Phrase <p><u>Practice</u></p> <p>Do exercises in the book and other additional exercises.</p> <p>Assign them to write an essay by explaining how to choose the topic. Give them an example of silly topic.</p> <p>(Give them 20 minutes to write their essay)</p> <p><u>Revision</u></p> <p>(Follow the step of each group)</p> <p><u>Reviewing technique</u></p> <ol style="list-style-type: none"> 1. Choose your topic 2. Organize what information you will write in your essay. 3. Write your first draft. 4. Revise and rewrite the final draft. 		
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<p><u>Objectives</u></p> <p>Students should be able to explain the reader what an unknown term or phrase mean by explaining</p> <ul style="list-style-type: none"> - short term definition - extended details 	<p><u>Lesson 8. Definition</u></p> <p><u>Input</u></p> <p>Analyze the example passage by asking the students discussion questions concerned the style, tense, sequence marker, and any other details (organizing the paragraph and the purpose of the essay)</p> <p><u>Language focus</u></p> <p>Content</p> <p>What is the definitive writing?</p> <ul style="list-style-type: none"> - A short definition - An extended definition <p>(Describe each in details)</p> <p>Grammar and Cohesive device</p> <p>Present tense Complex sentence Compound and complex sentence</p> <p><u>Practice</u></p> <p>Do exercise practicing write good short definitions with more extended details.</p> <p>Practice making complex sentences. Then practice compound – complex sentences.</p> <p><u>Revision</u></p> <p>(Follow the step of each group)</p> <p>Then return the essay to the owner and the owner rewrite the final draft and hand in.</p> <p><u>Reviewing technique</u></p> <ol style="list-style-type: none"> 1. Choose your topic 2. Organize what information you will write in your essay. 3. Write your first draft. 4. Revise and rewrite the final draft. 	<p>(Do as to be told)</p> <p>(Submit their final draft)</p>	
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<p><u>Objectives</u></p> <p>Students should be able to use facts, statistics, and examples to support their arguments and weakening.</p>	<p><u>Lesson 9. Persuasion</u></p> <p><u>Input</u></p> <p>Ask students to read example passage of persuasion before starting to study the persuasive writing. Give them some time then, ask them some following questions about the passage;</p> <p><u>Language Focus</u></p> <p>Content</p> <ul style="list-style-type: none"> - stating opposing arguments - giving credit to other people's information <p>Grammar and Cohesive device</p> <p>Present tense with compound – complex sentence Punctuation in citing sources in a persuasion essay</p> <p><u>Practice</u></p> <ul style="list-style-type: none"> - Guide students to practice on persuasive statement: appealing to logic or to emotions. - Ask students to practice in distinguishing between fault logic and sound logic. - Practice using correct punctuation when citing sources in a persuasion essay <p>Then ask students to choose one persuasion topic on page 164 and give them some time to write outline and rough draft.</p> <p>(Give them 30 minutes to work on it)</p>	<p>(Do as to be told)</p>	
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	<p><u>Revision</u></p> <p style="text-align: center;">Self Group</p> <p>Tell them to read and revise or edit their own essay before they rewrite the final draft.</p> <p style="text-align: center;">Peer Group</p> <p>Tell students to exchange their essay. Students revise and edit their peer's essays.</p> <p>Then return the essay to the owner and the owner rewrite the final draft and hand in.</p> <p><u>Reviewing technique</u></p> <ol style="list-style-type: none"> 1. Choose your topic 2. Organize what information you will write in your essay. 3. Write your first draft. 4. Revise and rewrite the final draft. 	<p>(Submit their final draft)</p>	
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APPENDIX B

RESEARCH INSTRUMENTS

WRITING ABILITY TEST

Pre-test Essay

Choose one in each two style of writing and write an essay related to the direction.

I. Classification Essay

(Choose only one topic)

A. Classify the types of books or magazines you read. Explain your classification.

B. Classify the types of music you like or don't like to listen to.

II. Cause and Effect Essay

(Choose only one topic)

A. Discuss the effects on society when the youth are poorly educated. You might want to look at direct on young people as well as both long-term and short-term effects to society

B. Think of one success in your life. Discuss the probable causes of why it happened. Also discuss effects it had on you.

Post-test Essay

Choose one in each two style of writing and write an essay related to the direction.

I. Persuasion Essay

(Choose only one topic)

- A. Imagine there is a job you really want. You were notified that the field of applicants has been narrowed to two people and you are one of them. Write an essay that will be read at your final interview by the people hiring you. Convince them that they should select you for the position.
- B. Communities should/should not have an 11:00 curfew (specific time they must be indoors according to the law) for people under twenty-one.

II. Problem Solving Essay

(Choose only one topic)

- A. Imagine that you have a friend who has a very low opinion of himself or herself due to an unhappy childhood. Write a paper in which you offer the best solution to help your friend get a strong self-image.
- B. Imagine that you have an abnormal fear of heights (or dark places, spiders, snakes, flying, or whatever). Write a paper in which you offer the best solution to this problem.

GRAMMATICAL EDITING CHECKLIST

PART I.

Direction: Make a tick (✓) in the box on the right if the underlined part is correct. Make a cross (X) if it is incorrect, and rewrite it as a correct sentence. You have 40 minutes.

<p>1. Jerry got very scared. <u>And run to hide behind the parked cars.</u></p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>2. Susan cannot stand to be near roses. <u>Being allergic to them.</u></p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>3. Marie completed her English studies very quickly. <u>After she became a serious student.</u></p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>4. I broke a plate last night. I was washing dish <u>when it slip out of my hand.</u></p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>5. <u>I had never worked as a cashier</u> until I got a job at the Robinson Department Store two years ago.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>6. <u>We use to live in a small village,</u> but now we live in Milan.</p> <p>_____</p> <p>_____</p>	<p>_____</p>

<p>7. Each student <u>are</u> studying American Literature now.</p> <p>_____</p>	<p>_____</p>
<p>8. Among the other committee members, <u>he believe</u> that this policy is ineffective.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>9. At the back of the room, <u>there is a small aquarium</u> and an enormous terrarium.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>10. When drivers have been drinking, <u>they are more likely to speed.</u></p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>11. My mother always cleans up <u>us</u> room after we get up in the morning.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>12. The reporter interviewed only two witnesses, the shopkeeper and <u>I</u>.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>13. I just learned my parents wants me to come home next summer, <u>why didn't they tell me when I talked to them two nights ago?</u></p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>14. The president made a twenty-minute speech. <u>Afterwards the reporters asked him questions.</u></p> <p>_____</p> <p>_____</p>	<p>_____</p>

<p>15. The fire department was called to a big fire <u>three</u> buildings were already burning when they arrived.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>16. Your boss asks you to 'say a few words' at the <u>sale</u> next meeting.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>17. Friday <u>always is</u> our busiest night.</p> <p>_____</p>	<p>_____</p>
<p>18. Ryan <u>played also soccer</u> on the city team.</p> <p>_____</p>	<p>_____</p>
<p>19. George studied until three o'clock last night, <u>but</u> he feels very tired today.</p> <p>_____</p> <p>_____</p>	<p>_____</p>
<p>20. I hate jogging. <u>Therefore</u>, I never do it.</p> <p>_____</p>	<p>_____</p>
<p>21. She was so careful. <u>Rather</u>, she frequently thought twice before she did everything.</p> <p>_____</p> <p>_____</p>	<p>_____</p>

PART II .

Change these underlined words into the corrected form.

Garlic and Tea

The power of garlic has been praise(1) for thousands of years. For Chinese and Japanese, it(2) have used garlic for centuries to treat high blood pressure. In fact, the Japanese food and drug administration officially names garlic as a treatment for this condition. But(3), the Japanese have also found evidence that garlic may be helpful in the treatment of stomach ulcers. Cloves of garlic are widely use(4) to fight infections and reduce the risk of heart attacks.

Tea is one of the most popular drinks all over the world. But it is also a strong medical herb(5). The Chinese have been drinking tea since 3000 B.C. and believed it help(6) digestion. Green tea, which is(7) popular in Japan, is rich in fluoride and can prevent tooth decay green tea has also been shown to fight skin and stomach cancer and help the immune system(8). Oolong tea is drunk in Korea and other Asian countries to reduce cholesterol levels after a meal fatty(9). Japanese research suggests that oolong tea may help lower blood pressure and limited(10) the risk of diseases of blood vessels.

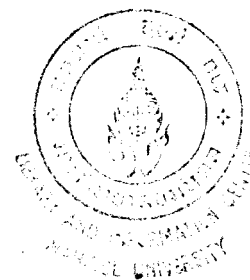
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

APPENDIX C

Percentages of the Corrected Seven Grammatical Problems

Grammar	Percents Scores of Pre-test		Percents Scores of Post-test	
	Self-editing	Peer-editing	Self-editing	Peer-editing
Sentence Fragments	1. 20 2. 17 =20.8 3. 25	1. 35 2. 17.5 =28.3 3. 32.5	1. 22.5 2. 17.5 =17.5 3. 12.5	1. 40 2. 25 =34 3. 37.5
Verb Tenses	4. 37.5 5. 30 =35.8 6. 40	4. 37.5 5. 40 =38.3 6. 37.5	4. 32.5 5. 37.5 =36.6 6. 40	4. 37.5 5. 40 =38.3 6. 37.5
Subject-verb Agreement	7. 40 8. 40 =37.5 9. 32.5	7. 40 8. 37.5 =37.5 9. 35	7. 40 8. 37.5 =37.5 9. 25	7. 42.5 8. 45 =40.8 9. 35
Noun-pronoun Agreement	10. 42.5 11. 35 =39.1 12. 40	10. 45 11. 27.5 =40 12. 47.5	10. 40 11. 32.5 =35.8 12. 35	10. 40 11. 35 =38.3 12. 40
Run-on Sentences	13. 5 14. 10 =10 15. 15	13. 15 14. 25 =21.6 15. 25	13. 7.5 14. 5 =7.5 15. 10	13. 12.5 14. 20.8 =21.6 15. 32.5
Word Order	16. 22.5 17. 20 =34.1 18. 25	16. 27.5 17. 30 =30 18. 32.5	16. 15 17. 22.5 =21.6 18. 27.5	16. 30 17. 25 =30.8 18. 37.5
Transitional Markers	19. 42.5 20. 35 =34.1 21. 25	19. 35 20. 35 =35 21. 35	19. 30 20. 37.5 =30.8 21. 25	19. 37.5 20. 42.5 =36.6 21. 30
All in Paragraph	22.	22.	22.	22.

BIOGRAPHY



NAME	Ms. Korawan Promnath
DATE OF BIRTH	12 March 1973
PLACE OF BIRTH	Sakonnakorn, Thailand
INSTITUTIONS ATTENDED	Huachiew Chalermprakiet University, 1992-1995: Bachelor of Arts (English) Mahidol University, 1997-2000 Master of Arts (Applied Linguistics)
POSITION & OFFICE	1996 -2000 Huachiew Chalermprakiet University, Samutprakarn, Thailand Position: Full-time Teacher