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EFFECTS OF CONTENT AND AUDIENCE AWARENESS GOALS FOR REVISION ON EFL LEARNERS' WRITING PERFORMANCE

HADIS PIYA

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EFFECTS OF CONTENT AND AUDIENCE AWARENESS GOALS FOR REVISION ON EFL LEARNERS' WRITING PERFORMANCE

By

HADIS PIYA

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Master of Science

March 2010

To My Parents for their unfailing love and support

And

To Mojtaba, who continues to astonish me with his resilience, patience, and love.

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Master of Science

EFFECTS OF CONTENT AND AUDIENCE AWARENESS GOALS FOR REVISION ON EFL LEARNERS' WRITING PERFORMANCE

By

HADIS PIYA

March 2010

Chair: Associated Professor Mohd Sahandri Gani bin Hamzah, PhD

Faculty: Educational Studies

The process of revision and its essential role in the writing process is universally known. However, students have continuous problem in writing and especially in revising. Practitioners believe that the main problem is lack of instructional attention on revision strategies focused on content and audience awareness in classrooms, and students' not setting any clear goals to follow while writing and revising although they are both described as goal-directed process in cognitive model of composition writing.

The purpose of this study was to figure out the effects of revising goals focused on content and audience awareness on aspects of essay writing (i.e., Task

Response (TR), Cohesion and Coherence (CC), Lexical Resource (LR), and Grammar Range and Accuracy (GRA)), and overall writing performance of EFL learners. Based on their writing performance in the pretest, all 26 students were systematically assigned to two different goal conditions: a General Goal (GG, that was to improve the essay in general); and a Content plus Audience Awareness Goal (C*AG, that was to improve the essay focusing on content and organization of ideas, and communication with the intended audience). After six treatment sessions (within six weeks), they were given a writing test as the posttest. Final drafts of essays in both pretest and posttest were scored for aspects of essay writing and for overall writing performance.

As a result of the treatment, students in C*AG condition managed to write essays with significantly higher quality compared to students in GG condition ($t = 2.137$, $p = .043$). Moreover, those in C*AG condition improved their essays significantly in all aspects of essay writing ($t = 6.503$, 5.894, 6.936, 5.744, and $p = .000$ for TR, CC, LR, and GRA respectively) while students' essays in GG condition scored higher in terms of TR ($t = 2.930$, $p = .013$) and GRA ($t = 2.713$, $p = .019$) only. Based on the results, it is recommended for English writing teachers to consider revision strategies that focus on content and audience

awareness in teaching writing and revising since such strategies can lead students to better performance in all aspects of essay writing.

Abstrak tesis yang dikemukakan kepada Senate Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master of Science

KESAN KESEDARAN PENONTON FAEDAH PUAS GOL UNTUK SEMAKAN PADA EFL PENULISAN PELAJAR PRESTASI

Oleh

HADIS PIYA

Mac 2010

Pengerusi: **Professor Madya Mohd Sahandri Gani bin Hamzah, PhD**

Fakulti: **Pengajian Pendidikan**

Peranan proses semakan dan kepentingannya dalam penulisan sedia diketahui umum. Bagaimanapun, pelajar menghadapi masalah yang berterusan dalam penulisan, terutamanya ketika membuat penyemakan. Para pengamal percaya bahawa faktor utama yang menyumbang kepada masalah penulisan ialah kurangnya perhatian terhadap strategi penyemakan yang mana tertumpu kepada tahap isi kandungan dan kesedaran peserta dalam bilik darjah serta pelajar tidak menetapkan matlamat yang jelas semasa menulis dan menyemak walaupun kedua-dua perkara ini dianggap sebagai proses penting dalam model penulisan kognitif.

Tujuan kajian ini adalah untuk menyelidik kesan matlamat penyemakan yang menjurus kepada kandungan dan kesedaran peserta terhadap aspek-aspek penulisan esei (i.e Task Response (TR), Cohesion and Coherence (CC), Lexical Resource (LR), and Grammar Range and Accuracy (GRA)) dan penulisan secara

keseluruhan dalam Bahasa Inggeris sebagai Bahasa Asing. Berdasarkan penilaian prestasi dalam ujian awal, sejumlah 26 pelajar telah didedahkan kepada dua situasi matlamat yang berbeza iaitu Matlamat Am (GG, untuk meningkatkan mutu esei secara am); dan matlamat isi kandungan serta kesedaran peserta (C*AG, untuk meningkatkan mutu esei dengan tertumpu kepada kandungan dan aturan idea serta komunikasi dengan bakal peserta). Selepas 6 sesi pemulihan, mereka telah diberikan satu ujian penulisan sebagai ujian akhir. Draf- draf esei di dalam ujian awal dan akhir telah diberi skor berdasarkan prestasi penulisan keseluruhan.

Dapatan kajian menunjukkan pelajar dalam keadaan C*AG dapat menulis esei dengan kualiti yang lebih tinggi secara signifikan berbanding pelajar GG ($t=2.137$, $p=.043$). Manakala , peningkatan penulisan pelajar dalam keadaan C*AG pula menunjukkan secara signifikan dalam semua aspek penulisan ($t=6.503,5.894,6.936,5.744$ dan $p=.000$ untuk TR, CC, LR, dan GRA masing-masing). Sementara itu, para pelajar daripada keadaan GG mendapat markah lebih tinggi dalam TR ($t=2.930$, $p=.013$) dan GRA ($t=2.713$, $p=.019$). Berdasarkan dapatan ini, dicadangkan supaya pengajaran penulisan Bahasa Inggeris oleh guru lebih menitik beratkan kepada strategi penyemakan dan berfokus kepada

isi kandungan serta kesedaran peserta supaya prestasi penulisan esei dalam kesemua aspek dapat ditingkatkan.

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I would like to give my special thanks to my beloved Mojtaba whose support and patient love enabled me to complete this work.

For the others who have directly or indirectly helped me in the completion of my work, I thank you all.

I certified that an examination committee has met on 4th March 2010 to conduct the final examination of Hadis Piya on her Master thesis entitled "Effects of content plus audience awareness goal for revision on ESL/EFL learners' writing performance" in accordance with Universiti Pertanian Malaysia (Higher Degree) Act 1980 and University Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the student be awarded the Master degree.

Members of the examination committee were as follows:

Ismi Arif Ismail, PhD
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Fauziah Hassan,PhD
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Jayakaran a/l A.P. Mukundan
Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Aizan Yaacob, PhD
UUM College of Arts and Sciences
Universiti Utara Malaysia
Malaysia
(External Examiner)

_____

SHAMSUDDIN SULAIMAN, PhD
Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysai

Date:

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of Supervisory Committee were as follows:

Mohd Sahandri Gani bin Hamzah, PhD
Associated Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Arshad bin Abd. Samad, PhD
Associated Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

_____

HASANAH MOHD. GHAZALI, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledge. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.

_____

HADIS PIYA

Date:

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