



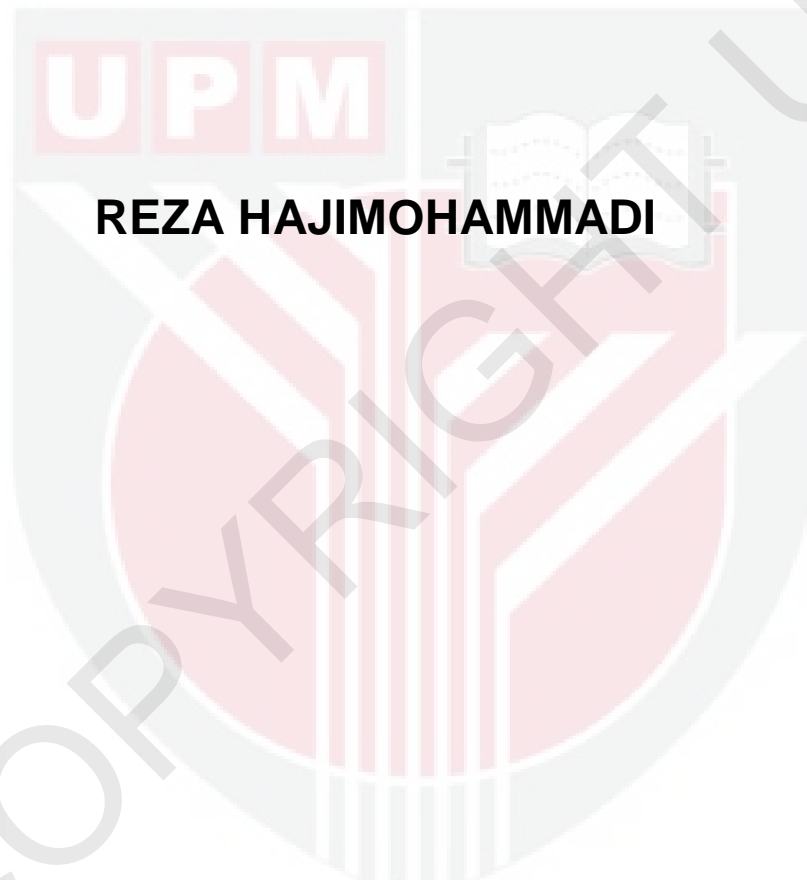
**UNIVERSITI PUTRA MALAYSIA**

**IMPACT OF SELF-CORRECTION ON EXTROVERT AND INTROVERT  
STUDENTS IN THE EFL WRITING PROGRESS**

**REZA HAJIMOHAMMADI**

**FPP 2012 11**

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**REZA HAJIMOHAMMADI**

**DOCTOR OF PHILOSOPHY  
UNIVERSITI PUTRA MALAYSIA**

**2012**

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STUDENTS IN THE EFL WRITING PROGRESS**

**By**

**REZA HAJIMOHAMMADI**

**Thesis Submitted to the School of Graduate Studies, Universiti  
Putra Malaysia, in Fulfillment of the Requirements for the Degree  
of Doctor of Philosophy**



**January 2012**

**To My Late Mother,  
My Supportive Wife Pooya, and  
My Cute Son Eliya**



**Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy**

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**By**

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**January 2012**

**Chair: Professor Jayakaran A/L A.P.Mukundan, PhD**

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Personalities of individuals have undeniable effects on second language acquisition and learning. Some studies indicate that personality traits have different types of effects on the learners' second language development (Wang, 2004; Zhang, 2008). In addition, many studies show that corrective feedback in the classroom situation is needed for improving students' writings (Ferris, 2001). There are not many studies that show effective error correction techniques in writing with regard to different personality traits of the language learners.

The treatment of errors in writing has undergone many changes over the last decade. The previous approaches of English as a Second Language (ESL) writing involves teachers mainly underlining students' errors. The more recent

approaches are comparatively task-based where students are responsible for correcting their own errors. The emphasis has also changed from attending to errors that may hinder communication (Byrne, 1988; Power, 2002; Terrell, 1985; Van Houten, 1980). Teachers are expected to provide feedback to learners on the quality of the learners writing so that the necessary corrections can be made. To investigate the impact of self-correction method and to evaluate the impact of personality traits of Extroversion/Introversion on the writing progress of the pre-intermediate learners in the morphological, lexical, syntactic, and mechanical categories of errors, the quantitative and qualitative methods with regard to the following null hypotheses that have been proposed:

1. The self-correction method and the teacher-correction method are not significantly different in affecting students' writing progress.
2. Self-correction does not affect the writing progress of EFL students who are extroverts and introverts.
3. There is no significant difference in the morphological category of errors committed during the writing progress between EFL students who are extroverts and introverts.
4. There is no significant difference in the lexical category of errors committed during the writing progress between EFL students who are extroverts and introverts.

5. There is no significant difference in the syntactic category of errors committed during the writing progress between EFL students who are extroverts and introverts.

6. There is no significant difference in the mechanical category of errors committed during the writing progress between EFL students who are extroverts and introverts.

In addition, the research question in the qualitative method is focused on:

1) How do extroverted and introverted EFL students perceive their roles as editors in self-correction groups?

One hundred and twenty (120) pre-intermediate Iranian female of English as a Foreign Language (EFL) students were selected for the quantitative method by employing the Nelson English Language Test (NELT) and the Eysenck Personality Questionnaire (EPQ). They were assigned to four different groups: two groups were extroverts and two groups were introverts. Subsequently, they were given five expository topics to write about in a five-week period. When one extroverted and one introverted group used self-correction method, the teacher corrected the writings of the other two extroverted and introverted groups. Besides that, three extrovert and three introvert students were selected for the qualitative method. They were students of different universities in different

disciplines of study. The information documented from participant structured in-depth interviews. There were 6 sessions of interviews done in 6 weeks. These interview sessions included asking questions, listening to students, and documenting students' responses.

The results obtained showed that personality types had no significant effect on learners' progress in writing. Self-correction method showed to be significant at .05. Consequently, the first null-Hypothesis was rejected in the present study while the second and third null-Hypotheses were supported. According to the results of the Repeated Measure ANOVA, the third, fourth, fifth, and sixth null-Hypotheses were rejected. Finally, the result of students' perceptions indicated that they believed teacher correction feedback is necessary and the teacher is the most reliable person in giving feedback; without the teacher correction feedback they could not correct and improve their writing.





**Abstrak thesis yang dikemukakan kepada Senat Universiti Putra Malaysia  
sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah.**

**IMPAK PEMBETULAN-SENDIRI PELAJAR EKSTROVERT DAN INTROVERT  
DALAM KEMAJUAN PENULISAN EFL**

Oleh

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Personaliti merupakan salah satu perbezaan individu yang diketahui dapat melahirkan hasil pembelajaran secara umumnya dan khususnya dalam hasil pembelajaran bahasa kedua. Didapati bahawa ciri-ciri personaliti melahirkan jenis-jenis keputusan yang berbeza dalam pembelajaran bahasa pelajar. Selain itu, banyak projek kajian telah menunjukkan bahawa maklum balas pembedahan dalam pembelajaran di kelas amatlah diperlukan. Walau bagaimanapun, hanya sebilangan kecil hasil kajian yang telah dijalankan untuk menunjukkan teknik pembedahan kesalahan adalah lebih berkesan berhubungan dengan ciri-ciri personaliti pelajar yang berbeza.

Maklum balas terhadap kesalahan pelajar telah mengalami perubahan yang

besar. Sebelum ini, pendekatan dalam penulisan Bahasa Inggeris Sebagai Bahasa Kedua (ESL) menggariskan pembetulan kesalahan oleh guru, namun, pendekatan yang paling terkini, dalam penumpuan aktiviti berdasarkan tugas, pelajar sendiri yang bertanggungjawab untuk membetulkan kesalahan yang dilakukan oleh diri mereka sendiri. Stres telah berubah, tentunya, hanya terhadap kesalahan-kesalahan yang menghalang komunikasi (Byrne, 1988; Power 2002; Terrell, 1985; Van Houten, 1980). Namun, guru perlu memaklumkan kepada pelajar mengenai kualiti penulisan mereka. Untuk menyiasat kesan kaedah pembetulan-sendiri sebagai satu alternatif kepada kaedah pembetulan tradisional yang dilakukan oleh guru, dan untuk menilai kesan daripada ciri-ciri personaliti introvert/ ekstrovert dalam kemajuan penulisan pelajar tahap pra-sederhana dalam kategori kesalahan yang dilakukan dalam bidang morfologi, sintaksis, leksikal, dan mekanik, kaedah kuantitatif dan kualitatif yang berkaitan dengan hipotesis berikut adalah seperti yang dicadangkan:

1. Kedua-dua kaedah pembetulan sendiri dan pembetulan oleh guru tidak mempunyai perbezaan yang signifikan dalam mempengaruhi kemajuan penulisan pelajar.
2. Tidak ada kesan antara ekroversi dan introverskemajuan penulisan pelajar.
3. Tidak ada perbezaan yang signifikan dengan mengambil kira jenis personaliti masing-masing dalam kemajuan kategori kesalahan dalam bidang morfologi kepada penulisan kumpulan pelajar tersebut.

4. Tidak ada perbezaan yang signifikan dengan mengambil kira jenis personaliti masing-masing dalam kemajuan kategori kesalahan dalam bidang leksikal kepada penulisan kumpulan pelajar tersebut.

5. Tidak ada perbezaan yang signifikan dengan mengambil kira jenis personaliti masing-masing dalam kemajuan kategori kesalahan dalam bidang sintaksis kepada penulisan kumpulan pelajar tersebut.

6. Tidak ada perbezaan yang signifikan dengan mengambil kira jenis personaliti masing-masing dalam kemajuan kategori kesalahan dalam bidang mekanik kepada penulisan kumpulan pelajar tersebut.

Tambahan pula, kedua-satu soalan kajian dalam kaedah kualitatif adalah:

1. Bagaimana pelajar ekstrovert dan introvert melihat peranan mereka sebagai editor di dalam kumpulan pembetulan sendiri?

Oleh yang demikian, 120 pelajar perempuan Iran dari kumpulan kemahiran pra-sederhana yang merupakan pelajar pengajaran bahasa Inggeris Sebagai Bahasa Asing (EFL) telah dipilih dengan menggunakan Ujian Bahasa Inggeris Nelson (NELT) dan Eysenck Personality Questionnaire (EPQ) untuk kaedah kuantitatif. Mereka dibahagikan kepada empat kumpulan –dua kumpulan yang melibatkan ekstrovert and dua kumpulan lain yang melibatkan introvert. Selanjutnya, mereka diberi lima topik penulisan untuk ditulis dalam tempoh lima minggu. Sementara dua kumpulan itu-satu kumpulan ekstrovert dan satu

kumpulan introvert yang mengamalkan pembetulan sendiri, guru membetulkan penulisan dua kumpulan yang lain. Pada masa yang sama, 3 pelajar introvert dan 3 pelajar ekstrovert telah dipilih untuk tujuan kaedah kualitatif.

Keputusan yang diperoleh menunjukkan bahawa jenis personaliti tidak mempunyai kesan yang signifikan terhadap kemajuan penulisan pelajar. Namun demikian, kaedah pembetulan sendiri pelajar menunjukkan kesan yang signifikan pada tahap .05. Oleh itu, null-hipotesis yang pertama telah ditolak dalam kajian ini manakala null-hipotesis yang kedua dan yang ketiga disokong. Pada masa yang sama, berdasarkan keputusan Repeated Measure ANOVA, null-hipotesis yang ketiga, ke-empat, ke-lima, ke-enam telah ditolak. Akhirnya, hasil daripada analisis persepsi pelajar menunjukkan bahawa pelajar percaya ada keperluan untuk mendapatkan pembetulan daripada maklum balas guru dan guru adalah asas yang paling boleh dipercayai untuk mendapatkan maklum balas pembetulan kerana tanpa guru, penulisan tidak dapat diperbaiki dan dibetulkan.



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I certify that a Thesis Examination Committee has met on 13 January 2012 to conduct the final examination of Reza Haji mohammadi on his thesis entitled “The Impact of Self-correction on Extrovert and Introvert Students in the EFL Writing Progress” in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The committee recommends that the student be awarded the Doctor of Philosophy.

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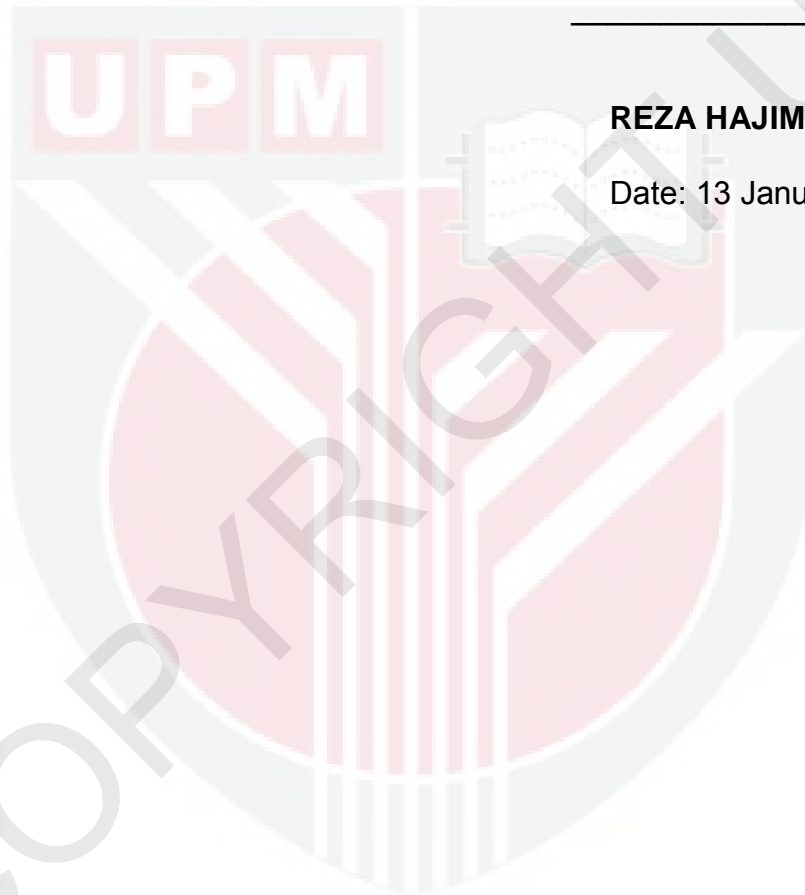
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Date:

## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. 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.



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**REZA HAJIMOHAMMADI**

Date: 13 January 2012





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