

Abstract

The purpose of this study was to examine the effects of form-focused instruction on ESL student's writing. This research involved an English teacher and two classes of college foundation students.

The techniques / instruments used to collect data were questionnaire, interviews, teacher's journal, feedback form, teacher-fronted instruction, pre-test and post-test. In this study, the teacher-researcher did three cycles of study in order to confirm results as well as to improve her own practice. Six two-hour English lessons were used to conduct each cycle of the study.

There was some evidence that students have improved in their writing after intervention. Analysis of the data showed that students made fewer errors (or minimal errors) in verb tenses in their post writing task. The findings suggest that form-focused instruction, that is, explicit teaching of grammar items, helps students produce better L2 writing.

The findings of this study further support the hypothesis that form-focused instruction does have some positive effect on L2 learning and contributes to higher levels of linguistic knowledge and performance. Hence, the findings of this study can help L2 instructors to be aware of the potential that form-focused instruction has as a technique for communicative language teaching and it can also be served as a base for further research of such nature.

KESAN PENGAJARAN "FOKAS KEPADA TATABAHASA" TERHADAP TULISAN PELAJAR BAHASA KEDUA : PENGALAMAN SEORANG GURU

Abstrak

Tujuan kajian ini adalah untuk menyelidik kesan pengajaran "fokus kepada tatabahasa" terhadap penulisan pelajar Bahasa Inggeris Sebagai Bahasa Kedua. Kajian ini melibatkan seorang guru Bahasa Inggeris dan dua kelas pelajar tahun asas di sebuah kolej.

Teknik-teknik / alat-alat yang digunakan untuk mengumpul data terdiri daripada borang soal selidik, temu bual, borang maklum balas, jurnal guru, pengajaran guru, ujian sebelum dan ujian selepas intervensi. Dalam kajian ini, tiga pusingan kajian telah dilakukan oleh guru penyelidik untuk memastikan keputusan dan memperbaiki pengajaran dirinya sendiri. Enam sesi (setiap sesi selama 2 jam) telah diambil untuk melaksanakan setiap pusingan kajian.

Selepas intervensi, terdapat kesan bahawa mutu tulisan pelajar telah meningkat. Analisis data menunjukkan bahawa pelajar telah banyak mengurangkan kesalahan "verb tense" dalam tulisan mereka. Dapatan kajian ini menunjukkan bahawa pengajaran "fokus kepada tatabahasa", iaitu pengajaran item tatabahasa secara eksplisit, membantu pelajar bahasa kedua menghasilkan tulisan yang lebih bermutu.

Dapatan kajian ini menyokong hipotesis bahawa pengajaran "fokus kepada tatabahasa" ada kesan positif terhadap pembelajaran bahasa kedua serta menyum-