



**THE IMPACT OF IMPLICIT AND EXPLICIT CORRECTIVE FEEDBACK IN
IMPROVING MALAYSIAN ESL STUDENTS' L2 GRAMMAR IN WRITING TASKS.**

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Sarmin Darshini Mogan

APPROVAL SHEET

This research paper attached hereto, entitled The Impact of Implicit and Explicit Corrective Feedback in Improving Malaysian ESL Students' L2 Grammar in Writing Tasks prepared and submitted by Sarmin Darshini Mogan in partial fulfilment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

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ABSTRACT

In recent years, there has been much discussion about the value and impact of both explicit and implicit corrective feedback on second language writing. Researchers in second language writing are investigating whether written implicit corrective feedback aids in the acquisition of linguistic features. L2 writing researchers, on the other hand, generally focus on whether implicit and explicit corrective feedback tends to help 30 students enhance their composing texts and decrease language errors. Acknowledging these distinctions is critical because it informs English language writing educators about effective methods to provide feedback to student writers. Upper primary school students of in this research study received implicit and explicit corrective feedback as the students were divided into two groups. Participants were also interviewed to learn about their perspectives on teacher implicit written feedback and their reactions to it. The findings of this study indicated that teacher explicit corrective feedback assisted in the correction of certain grammatical errors, although the other group of errors necessitated the interference of teacher in giving implicit feedback.

Keywords: Implicit Corrective Feedback, Explicit Corrective Feedback, Writing Process, Grammar Errors.

DECLARATION

I declare that the material being carried in this paper is the end result of my own work and that due acknowledgement had been given in the bibliography and references to ALL sources be it printed, electronic or personal.

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

English is a worldwide language broadly diagnosed as one of the world's maximum essential verbal exchange languages, and it is visible as a precious asset for development and information (Rao, 2019). Discussion of the perception of mistakes and formative assessment is a controversial topic, with a long and rich history of research on the subject. The main reason seems to be that such two phrases are ambiguous and have been defined differently. In Malaysian schools it is required to teach English as a second language. Moreover, it is a compulsory subject in the Malaysian syllabus. (Darmi & Albion, 2013).

According to the Malaysian Education System, Primary schools are nevertheless the establishment category, following the MTC, Malaysian National Curriculum (Clark, 2018). The curriculum syllabus follows *Bahasa Melayu* as the first language and *English* as a second language. (Clark, 2018). Therefore, followed by the lower- secondary level, Form 1 to Form 3. Students study a minimum of eight subjects. One of the core subjects is *English*. The next stage is Form 4 and Form 5 which is the upper secondary level. Still *English* is a core subject. In my research I will be emphasizing on the lower- secondary students.

There are four important skills that are emphasized in our language learning, which are "Listening, Speaking, Writing, and Reading". The role that language performs is enormous, due to the fact time boarded. Acknowledged, the four requirements in language or typically referred to as the four capabilities- Reading, writing, listening, and speaking performs an important function

in any language getting to know mission (Sadiku,2015). The four capabilities are the summits of language in order to take you to extra altitudes. They are separate but certain collectively with an inextricable connection.

Therefore Listening and speaking are the types of talents that are notably interconnected and portraits synchronously in actual life circumstances (Sadiku,2015). As a result, the combination of the two goals for developing powerful verbal language (Sadiku,2015). Such an assimilation will ensure real-world and beneficial interaction. Learning to write, on the other hand, form a strong correlation with every difference in abilities (Sadiku,2015). They are tools for producing an effective writing process. Understudies want opportunities to improve their academic and writing skills. Developing students' early literacy abilities necessitates exposing them to increasingly difficult study materials and composing tasks. The goal is for students to be capable of writing effectively(Sadiku,2015).

According to (Weiner, 1990), in (Petchprasert, 2012) Feedback is a key principle for most teaching methods, even though it is attentively related to achievement. Extrinsic motivation and rewards are frequently discussed in behavioral theories. (Petchprasert, 2012). Various types of remarks may be provided to students during language learning and teaching. Remarks that inspire students' language learning must be given careful consideration, just as they are in other disciplines (Petchprasert, 2012). For a range of factors, inspirational remarks and linguistic adjustment are important topics for educational practitioners. Based on the work of Hattie and Timperley (2007) work, feedback is defined as “information provided by an agent with respect to one’s performance or understanding”.

There are two types of feedback, “*Feedback for Motivation*” and “*Corrective Feedback*”. Motivation Based on The feedback, Gass and Selinker (2001) found that intrinsic motivation in

L2 is indeed a sociocultural cognitive state as well as a determinant of achievement, Gass and Selinker (2001) said further, “It makes experience that folks who are motivated will study any other language quicker and to an extra degree” (p. 349). Since several researches have provided proof that suggest styles of comments to inspire language studying, comments are consequently taken into consideration as a way to inspire students` studying specially in L2 studying.

Moving on, experts suggest that CF (corrective feedback) is linked to L2 proficiency because it causes students to recognise L2 types (Bitchener & Knoch, 2010; Loewen & Erlam, 2006; Lyster & Mori, 2006; Varnosfadrani & Basturkmen, 2009). The presence of CF can be either direct or indirect. One way to classify comments would be to differentiate among "input-providing CF (corrective feedback) and output-pushing CF" (Ellis, 2006). Input-providing CF, for instance, offers a comprehensive restructuring via corrective feedback; outcome CF, but from the other hand, does not, forgoes the correct restructuring and encourages students' self-repair via prompts (Lyster, 2002, 2007; Lyster & Mori, 2006, 2008; Ranta & Lyster, 2007). These types of feedback will be covered in subsequent sections.

However, this research will be based on the Writing Skill. Writing is one of the most important skills in learning English. Academic skills are important, but they are also important skills that can be used in any career area. Huy, N. T. (2015, February). However, many secondary school students do not realize the importance of writing skills and quantity, Huy, N. T. (2015, February). Secondary school students who are good at writing are too small. Many other Students' writing errors are due to their low concentration on writing skills of the majority of students.

According to (Bitchener & Ferris, 2012) whereas a writer's composition will affect the knowledge of the readers, they should write correctly, coordinate their literary material, and decrease the incidence of worded errors. Writing is one of the most critical aspects of learning the grammatical or semantic rules of the language more than just as it requires English language proficiency that students must master.

According to Boggs (2019) as cited in (Khadawardi, 2020), all through the history of teaching there is an endurance among the linguistic educators in terms of formative assessment in improving students' writing. The difficulties students face with English language writing errors are most likely due to the lack of feedback. The key factor differentiating these two types of corrective feedback is the student's engagement in the correction process. With this research, I aim to identify whether Implicit and Explicit Corrective Feedback assist Malaysian ESL Students' in correcting L2 Grammar in Writing Tasks and to identify which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks.

1.2 Statement of Problem

According to (Ellis et al., 2006), Schmidt (1994) asserted that “implicit and explicit *learning* and implicit and explicit *knowledge* are related but distinct concepts that need to be separated”. (Khadawardi, 2020), stated that there is still a degree of ambiguity about just what type of comprehensible input must be used while attempting to teach Language learning in writing. There is plenty of research done on examining both the Implicit and Explicit Corrective Feedback in general for International Students.

According to (Ferris, 2003) Teachers believe it is essential to assist students in understanding their language constraints. Most argued statement through favor of it is if an educator states out such a typo, he must have created a student as well as give the appropriate structure, whether explicitly or implicitly, the high schooler will then acquire knowledge out from errors. In addition, your writing skills will benefit. It is often generally understood that if educators do not really rectify their own students' grammar mistakes, "petrification" would then arise, making it extremely difficult to remove such mistakes. (Gray, 2004).

Therefore, the reason for choosing lower secondary students to do research is because of their cognitive development. Ages 12- 18 years old is called adolescence. Students from lower secondary school are around the age of 13-15 years old. Students around this age are specifically chosen because they start to have complex thinking. They are basically aware of the act of thought process. So, testing the impact of implicit and explicit feedback on lower secondary students will be more effective.

However, there is very little research done on Implicit and Explicit Corrective Feedbacks for Malaysian lower secondary school students as it is often done on students in their upper secondary school or tertiary education. Some research tends to focus on only one corrective feedback, either Implicit or Explicit. Moreover, there is very little research that has identified possible solutions to improve grammatical structure in writing tasks from the students' perspective.

The purpose of this research is to identify whether Implicit and Explicit Corrective Feedback assist Primary School Students in correcting L2 Grammar in Writing Tasks. Since Implicit and Explicit Corrective Feedback are the primary elements impacting the writing, the research will focus on these two feedbacks only. This research will also identify which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks.

1.3 Research Question(s)

This research is conducted to answer two main questions, with one sub-question:

- 1) Does Implicit and Explicit Corrective Feedback assist Malaysian ESL Students in correcting L2 Grammar in Writing Tasks?
- 2) Which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks?
- 3) What are the Malaysian ESL Students' view about using Implicit and Explicit Corrective Feedback in improving their L2 Grammar in Writing Task?

1.4 Research Objective(s)

The objective of this research is:

1. To identify whether Implicit and Explicit Corrective Feedback assist Malaysian ESL Students' in correcting L2 Grammar in Writing Tasks.
2. To identify which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks.
3. To identify the views of Malaysian Students about using Implicit and Explicit Corrective Feedback in improving their L2 Grammar in Writing Tasks.

1.5 Hypothesis

1. Corrective Feedback is positively related to students' improvement in writing tasks.
2. Students who receive corrective feedback such as Implicit and Explicit Feedback are more likely to enhance the errors that have been corrected by giving feedback.

1.6 Significance of research

The significance of this proposed study is to determine whether Implicit and Explicit Corrective Feedback assist Malaysian ESL Students in correcting L2 Grammar in Writing Tasks and which corrective feedback improves L2 Grammar in Writing Tasks the most. The findings of this study will shed light on the factors that influence Implicit and Explicit Corrective Feedback in Malaysian ESL Students' L2 Grammar in Writing Tasks. This research will help teachers and

educational organizations understand the impact of implicit and explicit corrective feedback on students' English writing in grammar. Furthermore, the research will examine the suggestions made by students to improve their English language writing proficiency with fewer grammatical errors. This will allow teachers to put the suggestions to use in the future to improve English-writing lessons. It will also assist educational institutions in implementing the suggestions and, if necessary, making significant changes to their syllabus and curriculum.

Moving on, the Ministry of Higher Education (MOHE) seeks to improve equity in access to high-quality, effective, and efficient education and skills training. The Ministry of Higher Education (MOHE) will benefit from this research because it will provide insights into the implicit and explicit feedback that influence students' English language writing proficiency in using correct grammars, as well as suggestions from students to assist in its improvement. This could help many to revise one 's existing policies on using implicit and explicit corrective feedback in English language having to learn lessons. This study would provide important learning materials as well as research scholars on Implicit and Explicit feedback using English language writing proficiency, as well as suggestions for improvement.

1.7 Theoretical Framework

The theoretical framework of the study is based on the sociocultural learning theory of Vygotsky (1978), according to which the process of language acquisition is divided into teachers and students through the concept of scaffolding. Teachers promote writing skill learning by recognizing understudies' current as well as unspoken writing ideas and developing appropriate feedback based on this. Students use formative assessment in conjunction to one 's advanced system or thinking patterns to generate new knowledge and adjust their writing style accordingly.

1.8 Limitations of Study

The latest research, just like all the others, has constraints that must be acknowledged. Given the current pandemic situation's constraints, this study will collect data using both quantitative and qualitative methods. As a result, the quantitative research method may be constrained in its order to pursue accurate, statistical inferences, causing researchers to overlook key themes and connections. There is indeed a risk of overlooking important and valuable knowledge that will enable the study. In contrast, qualitative research can yield precise results with high statistical significance. The factors are only scrutinized based on the students' writing and grammar abilities.

1.9 Operative Definitions of Key Terms

1.9.1 Implicit Corrective Feedback

Implicit error correction is implied by correctly repeating the error without explicitly explaining or explaining the fix (Ellis et al., 2006). Translating the mispronounced phrase into the correct usage will implicitly correct the error. Students usually internalize these modifications for later use, and they often revise immediately by iterating over the revised version. Implicit error correction is often the fastest form of feedback, so use the least invasive method (Ellis et al., 2006). Correcting someone by repeating the correct use of the word should be done when solving the problem of minimal misunderstanding. Otherwise, it could undermine the credibility of new language learners.

1.9.2 Explicit Corrective Feedback

Explicit corrections are articulated through intentional correction feedback and are more commonly used in developing written language (Ellis et al., 2006). For example, in a writing assignment, a teacher who corrects grammar and dictionaries has an opportunity to explain what went wrong and why the other choices should be more accurate.

1.10 Summary

In this research the focus is to analyze and observe the impact of Implicit and Explicit Corrective Feedback in Improving Malaysian ESL Students' L2 Grammar in Writing Tasks. By doing so, there will be a benefit in understanding which type of feedback could really help students to improve their errors in writing tasks by using the proper grammatical structure. Hence, this research might be a great help to the teachers to implement in their ESL classes.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This research is situated in the context of encouraging educators and lower secondary students to comprehend the impact of Implicit and Explicit Corrective Feedback in Improving Malaysian ESL Students' L2 Grammar in Writing Tasks. This chapter will mainly focus on existing literature related impact of Implicit and Explicit Corrective Feedback in grammar in writing tasks. impact of Implicit and Explicit Corrective Feedback. The main topics covered in this review are The Effect of Implicit Corrective Feedback on English Writing of International Second Language Learners, The Role of Implicit & Explicit Corrective Feedback in Persian Speaking EFL Learners' Awareness of and Accuracy in English Grammar, and the comparative effect of direct written corrective feedback and metalinguistic explanation on learners' explicit and implicit knowledge of the English indefinite article.

2.2 Theories Related to the Research

2.2.1 The Writing Process

The term writing process has long been debated in ESL classrooms. It is an approach to the writing process that is applied in the teaching of writing. To plan effective, performance-oriented teaching, students should be methodically taught the problem-solving skills associated with the writing process.

The process of writing as a classroom activity includes the four fundamental phases of writing which are planning, drafting, revising, and editing. On the other hand, the other three stages

are enacted from outside on the students by the teachers which are responding, evaluating and post-writing.

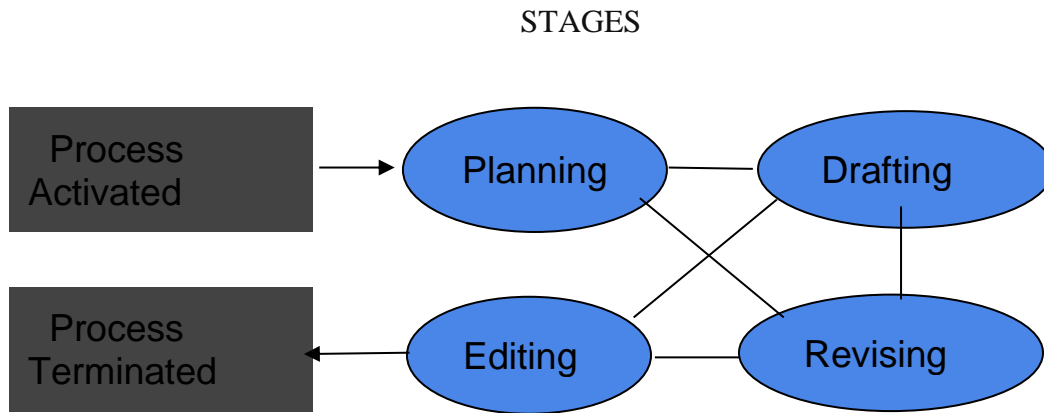


Figure 1 The Writing Process

Since there are 4 components, the process of writing is repetitive as in context such a writer plans, a writer plans, drafts, edits / revises then re-plans, re-drafts, re-edits prior to actually subsequently having the final hard graft. There is, however, "Method Activated from Process Terminated" and the "Process Wheel" by Hammer, 2004.

THE PROCESS WHEEL

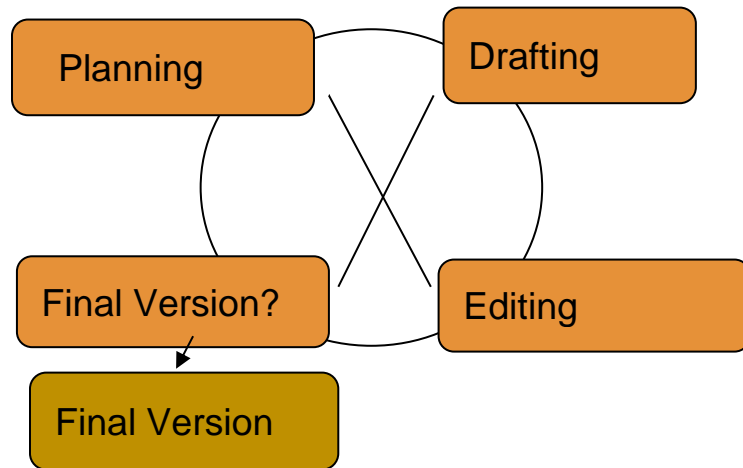


Figure 2

2.2.2 Grammatical Error

Mistakes are very well as "morphometric, syntactic, and lexicogrammatically deviance out from linguistic rules of the target language that contradict native communicators' preconceptions." The types of mistakes students make in their second language may be influenced by the structure of their L1 as well as their prior experience learning English. In contrast to such errors of native speakers tend to be different from L2 writer's grammatical errors. This is because the L2 writers have definite difficulties with verbs such as tenses, modal auxiliary verbs, passive construction, subject/verb agreement, nouns, prepositions, and sometimes spelling.

2.2.3 Feedbacks (Implicit Corrective Feedback Vs Explicit Corrective Feedback)

Feedback is any process used by instructors to inform inexperienced people to see if an educational answer has been correct or incorrect (Kulhavy, 1997), as well as any students' response to the author which provides data or simply responds. Teacher comments on scholar

writing are a significant difficulty associated with grammatical errors in writing. Feedback can be about the writing's content, idiomatic expressions, syntax, or a combination of the three.

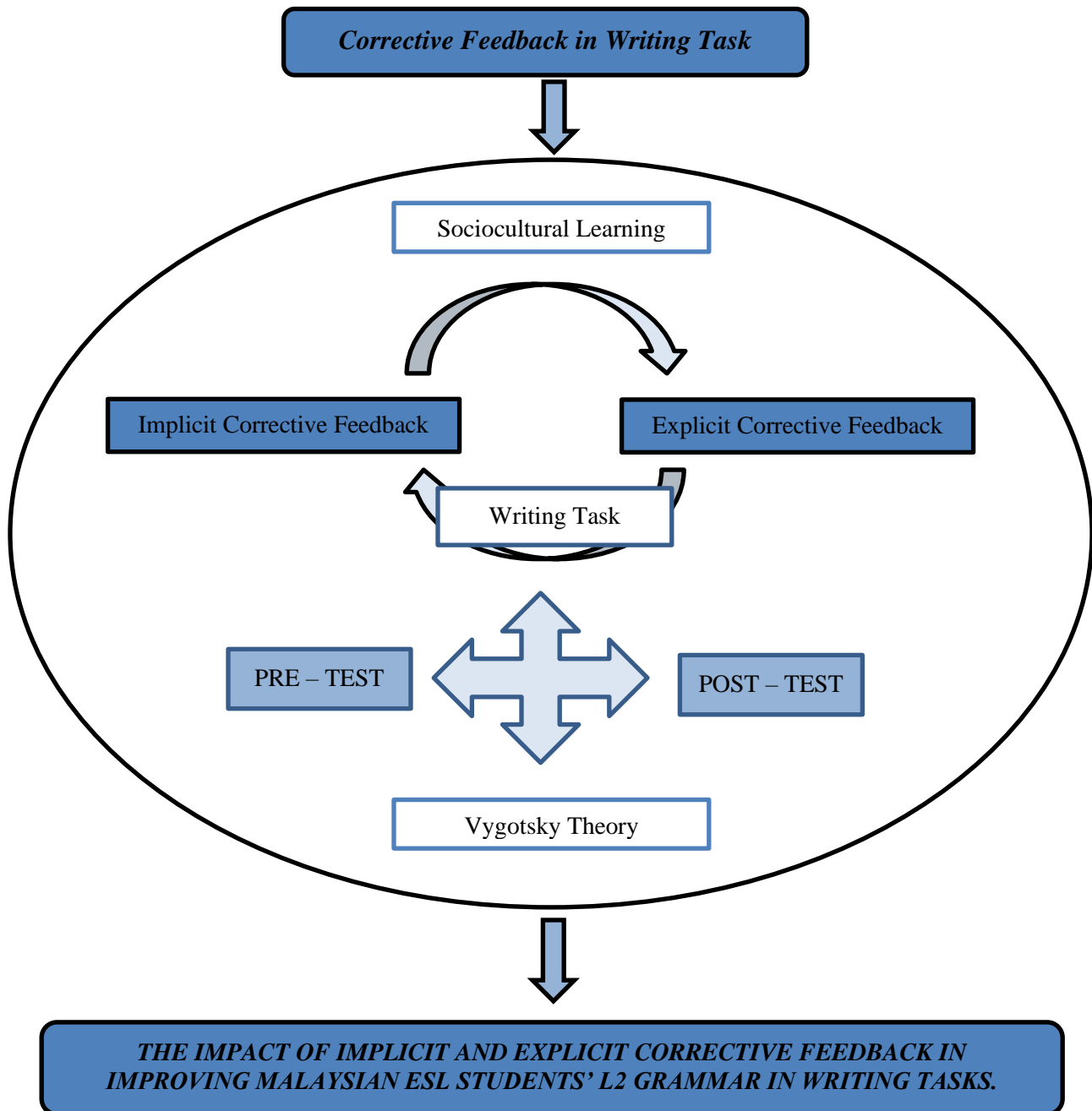
Error correction and corrective comments are an important component of writing conversational interaction. Of the various types of corrective comments, each can be placed in the implicit or explicit category. While explicit feedback implies that an error has appeared in a sentence by highlighting it, implicit feedback, usually by recasting, allows the teacher to state the correct form aloud.

Type of Corrective Feedback	Description
Explicit Corrective Feedback	Identifying the error and providing the precise form of correction.
Implicit Corrective Feedback	Indicating the error by using error codes. For example, circling the wrong answer.

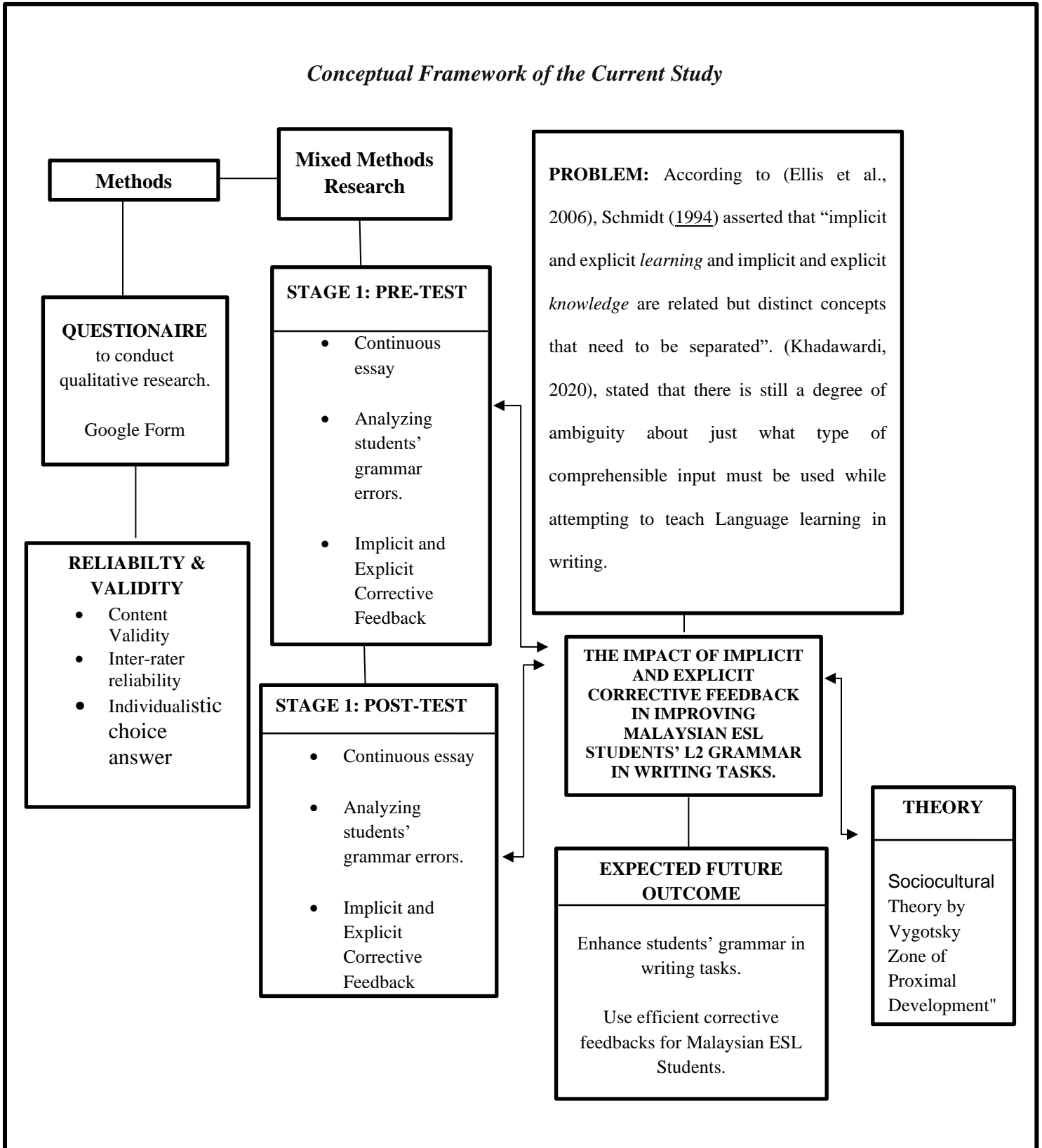
Table 1

2.3 Theoretical Framework of Current Study

Theoretical Framework of the Current Study



2.4 Conceptual Framework of the Current Study



2.5 Gap in the Literature

According to (Ellis et al., 2006), Schmidt (1994) asserted that “implicit and explicit *learning* and implicit and explicit *knowledge* are related but distinct concepts that need to be separated”. (Khadawardi, 2020), stated that a lot of uncertainty remains in what type of corrective feedback should be employed in teaching L2 Writing.

There is plenty of research done on examining both the Implicit and Explicit Corrective Feedback in general for International Students. However, there is very little research done on Implicit and Explicit Corrective Feedbacks for Malaysian lower secondary school students as it is often done on students in their upper secondary school or tertiary education. Some research tends to focus on only one corrective feedback, either Implicit or Explicit. Moreover, there is very little research that has identified possible solutions to improve grammatical structure in writing tasks from the students’ perspective.

This research is to identify whether Implicit and Explicit Corrective Feedback assist Malaysian ESL Students’ in correcting L2 Grammar in Writing Tasks. This research will also identify which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks.

2.6 Other Studies Conducted

Research by (Ganapathy et al., 2020), found that Malaysian Upper Secondary School standardizing feedback procedures in schools are important, Malaysia's enrollment is diverse in terms of social, ethnic, and linguistic backgrounds. Furthermore, the research reflects the initiative to improve the writing processes of high school students while teaching English. to enable teachers to revise their Written Corrective Feedback (WCF) to students' needs. Thus, it is important to conduct the study in Malaysia Lower Secondary School.

Study by (Zohrabi & Ehsani, 2015), revealed that after receiving corrective feedback, Iranian EFL learners of English enhanced one's grammar precision and creation of knowledge of English grammar. The findings show that students pay attention to the type of corrective guidance given by one's educators and then use that to enhance their efficiency. change their performances. Therefore, it is necessary to conduct this study in Writing tasks.

A study by (Khadawardi, 2020), on how teacher implicit feedback given by using code affects the International Second language students in identifying the errors. Therefore, it has a significant effect in improving students' writing in a short period. This study only focused on implicit corrective feedback; however, it is important to research explicit feedback.

Research by (Koshima & Farid, 2016), 39 Iranian senior English Literature students were tested on their Writing. This study indicates that written explicit and implicit corrective feedback does not recommend EFL writers the chances to notice the gaps in their developing foreign language system. Nevertheless, solutions may differ depending on students' attitudes and level of education (primary, secondary, tertiary). As a result, it is critical to conduct studies on various levels of education.

2.7 Summary

Corrective Feedback endorses for educators of being familiar with the various types of Corrective Feedbacks available and to integrate the relevant option in to their classroom practice. So even though educators are indeed ensuring adequate corrections just like favored by one's students, they should be open to alternative pedagogical approaches that could have a beneficial effect on one's sentence structures, develop their skills, and drafting effectiveness. Normalization of response processes across education is essential, and yet Malaysia's English learning number of students is diverse in terms of ethnic and cultural groups.

CHAPTER 3

METHODOLOGY

3.0 Introduction

This chapter will go over the methodology that was used in this study. This report will go over the multiple elements of data collection and data analysis, such as the research design, sampling technique, participants, instruments, data collection and analysis, and overall research procedure.

3.1 Research Site

The research will be carried out in a primary school. Furthermore, the study will be conducted in Perak state. This study will be carried out in a primary school because of the chosen age group. Hence there is a possibility to observe and obtain all the data and information needed for this study.

3.2 Research Design

The purpose of this study is to investigate the impact of Implicit and Explicit Corrective Feedback in Improving Malaysian ESL Students' L2 Grammar in Writing Tasks. It also identifies the impact of implicit and explicit corrective feedback by the students. This study will employ a mixed method of research involving both quantitative and qualitative research.

Firstly, the technique which will be used to collect data will be by giving a writing task to the participants. Firstly, the participants will be divided into two groups, the Implicit and Explicit

group given 15 participants for each group. The target will be the grammatical structure in the writing tasks. The task will be divided into two sections, the Pre-Test and the Post-Test. The Pre-Test will be conducted before the feedback. Whereas the Post-Test will be conducted after the feedback.

For this study the targeted structure for this study, the target grammatical structure is past tenses such as past simple, past continuous, past perfect, and past perfect continuous. Tenses used while speaking cannot be applied in writing as well. Students often make this mistake in relating both speaking and writing. This however leads to a major grammar error.

For the second section, a questionnaire will be given to the two groups of students to find the views of the students on the Implicit and Explicit Corrective Feedback given to ensure the Implicit and Explicit Corrective Feedback helps the students in improving their Grammar in the writing tasks

3.3 Sampling Procedures

A systematic sampling will be used for this research to select the students. Systematic sampling cannot be underestimated, being one of the widely used sampling methods in preparation due to its eye-catching simplicity (Iachan, 1982, p. 293).

Whereas a purposive / convenience sample will be used to select the participating school. Form 1 students will be the chosen group for this research as they will be fresh students and it will be effective to test on them. Whereas I will be collecting the data during my teaching practice which makes it convenient in looking for participants.

3.4 Participants Involved in the Research

The participants chosen for this research will be upper primary school students who are currently studying in a secondary school. It is said that writing is an essential skill for job skills. Intelligence could be judged as writing is a primary skill. Moreover, for an academic test score, writing skill is important to keep up with good grades (Taghizadeh et al., 2013, p. xx). The rationale for selecting this group of students is because upper primary students are easier to develop as they are new. Shaping them from their errors would be easier and it could help them to improve a lot in their writing. A proper grammar usage is a key to quality writing. Forming students from the start will be a successful technique. A mix method research design is chosen for this research as it best allows the researcher to collect data and answer the research questions. Participants involved in this research would be 30 Malaysian lower secondary school students who are from form 1 to be tested on their writing skill with appropriate grammar usage.

3.5 Sources of Data and Procedures of Data Collection

3.5.1 Qualitative Research

The source of data collection will be mix method research including quantitative and qualitative research methods. Firstly, the students will be given an essay topic "*My Last Vacation.*" Then they will be divided into two groups, the Implicit and Explicit group given 15 participants for each group. They are to write a 250-word continuous essay. Before these tasks they were taught about all the past tenses as the target will be the grammatical structure "Past Tenses" in the writing tasks.

The task will be divided into two sections, the Pre-Test and the Post-Test. The Pre-Test will be conducted before the feedback. A Pre-Test is a test that will be conducted with the prior knowledge of the Past tenses. Unfortunately, it will be conducted without any feedback given such as Implicit and Explicit feedback. The Pre-Test will be given 40 minutes to be completed. The students will be required to use their knowledge of past tenses in their essay writing. Then, the students will be corrected on their essay. As for the implicit group, the errors were circled, but for the implicit group, the incorrect words and structures were underlined. Moreover, they were given the correct form of answers to their errors.

Post-Test is a test that will be conducted after the pre-Test. This test is conducted to test students impact from the feedback given. Therefore, this Post-Test will indicate the best feedback which is Implicit or Explicit Feedback. Whereas the Post-Test will be conducted one week after the feedback is given. The topic given this time will be "*Scouts Camp Day*". The same method is applicable is the Post-Test as well. Participants will be given 40 minutes to complete their 250 words essay. Participants will be evaluated by the usage of grammatical structure past tenses such as past simple, past continuous, past perfect, and past perfect continuous.

3.5.2 Quantitative Research

For the second section, a questionnaire will be given to the two groups of students to find the views of the students on the Implicit and Explicit Corrective Feedback given to ensure the Implicit and Explicit Corrective Feedback helps the students in improving their Grammar in the writing tasks. Each group of student will be only selected 6 students for the interview. The questionnaire questions are indeed modified out of a research article related to the study Ganapathy

et al., 2020). The questions have been adapted to fit the criterion and become more important in testing the hypotheses in this study.

The questionnaire will be using a 4-point Likert scale, multiple choice selection, and written responses for questions that require more specific information. The Implicit and Explicit groups will each receive two different questionnaires based on the areas that have been studied. The very first step throughout the research is to generate the survey questionnaire questions using Google Form. The Google Form survey questionnaire would be distributed to 30 participants who had taken the Pre-Test and Post-Test.

3.6 Data Analysis Procedures

3.6.1 Qualitative Data

Again, when the qualitative data has been gathered, it will also be analyzed in Microsoft Excel. The information will be gathered and categorized using descriptive statistics such as frequency and percentage to assist in the observation. Based on the descriptive statistic, the data will be observed in analyzing the impact of Implicit and Explicit Corrective Feedback in Improving Malaysian ESL Students' L2 Grammar in Writing Tasks. Moreover, using this data, the corrective feedback that shows more improvement in correcting L2 Grammar in Writing Tasks will be analyzed.

3.6.2 Quantitative Data

Moving on to the quantitative data, it will be also analyzed by using Microsoft Excel. The data will be collected and categorized into statistical data as demographic data. The statistics will show the needed data that is required to observe the views of Malaysian Students about using

Implicit and Explicit Corrective Feedback in improving their L2 Grammar in Writing Tasks. As stated earlier, there will be two different questionnaires for both the Implicit and Explicit group. Each questionnaire will consist of 5 questions. The questions are answered based on a 4-point likert scale. The result of the Implicit group section will be transferred to a graph. Whereas the results of the Explicit group will be transferred to a pie chart. The data will be analyzed and observed detailly to answer all three research questions of this study.

3.7 Validity and Reliability

Reliability and validity are ideas that evaluate the standard of research. It indicates a clear method, technique and helps to take a look at measures. Whereas reliability is regarding the stability of a measure, and validity is about the precision of a measure. Validity and reliability in qualitative research are more about credibility, transferability, dependability and confirmability. Therefore, validity and reliability in quantitative research is more about internal and external validity, reliability and objective.

The qualitative research of this study is a content validity. According to (Edwin, 2019), validity validity is a range of instruments that measure the false measures. According to Bollen (1989), as cited in Drost (201) in (Edwin, 2019), Content validity is a qualitative type of research in which the area of study is properly understood and reviewed to see whether it accurately represents the field of study. For instance, in this research two essay topics were created for both pre-test and post-test and the 30 participants were divided into two groups, which are Implicit and Explicit groups. The participants will be tested on grammatical structure past tenses such as past simple, past continuous, past perfect, and past perfect continuous which they have been taught earlier before the research is conducted.

Moving on to quantitative research, this research is based on inter-rater reliability. Inter-rater reliability is when the same test or questions are answered by different people. The answer is individualistic choice however the same questions will be answered by different people and the answers could be the same (Edwin, 2019). For instance, to answer the third research question of this study, the participants will be given a questionnaire based on a 4-point likert scale. However, more than one student could answer the same.

3.8 Triangulation of Data

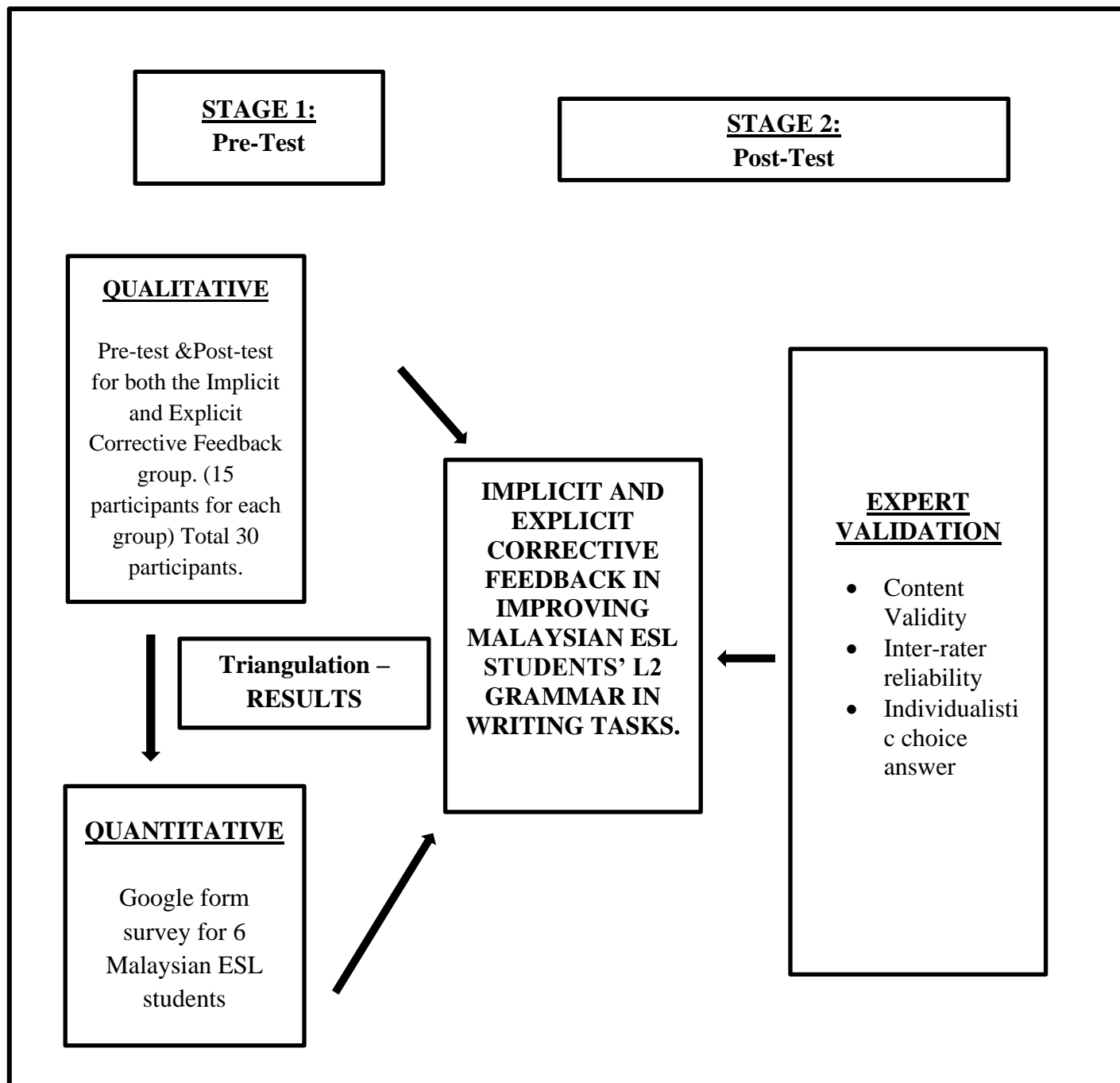


Figure 5

3.9 Summary

This methodology has focused on the research design as well as the methods which will be used to carry out this research. Mix method research will be used in order to complete the study. Qualitative research will be conducted to answer the research question 1&2. Whereas quantitative research will be used to answer the research question 3. There will be 30 participants from the age group of 13 years old. The technique which will be used to collect data will be by giving a writing task to the participants. Firstly, the participants will be divided into two groups, the Implicit and Explicit group given 15 participants for each group. The target will be the grammatical structure in the writing tasks. The task will be divided into two sections, the Pre-Test and the Post-Test. The Pre-Test will be conducted before the feedback. Whereas the Post-Test will be conducted after the feedback. For the second section, a questionnaire will be given to the two groups of students to find the views of the students on the Implicit and Explicit Corrective Feedback given to ensure the Implicit and Explicit Corrective Feedback helps the students in improving their Grammar in the writing tasks. The data collected will then be observed by transferring it into descriptive statistics. The quantitative data will be observed by transferring through Microsoft Excel. The data will be observed, and the research questions of the study will be answered accordingly.

CHAPTER 4 FINDINGS AND DISCUSSION

4.0 Introduction

This chapter describes the data collection procedure for the research and the method for the quantitative data analysis. The findings of all three research questions will be analysed in this section. This segment presents the findings of an investigation into the advantages of using teacher implicit written feedback. To begin with, evaluating students' writings prior to receiving teacher feedback discovered that nearly all students made the same types of errors. That is, students had problems with verb tense agreement, incorrect wording, incorrect spellings, word form, inaccurate interpretation, punctuation, capital letters, and vocabulary.

4.1 Research Question 1

Research question 1 is a qualitative method. The research is conducted using the stages, the “Pre-test” and the “Post-test.” The Pre- test and Post-test are the same format questions, both the test consist of two section “Section A” and “Section B.” Section A is a fill in the blanks type of activity but as it is a continuous essay, the fill in the blanks was in the introduction of the given essay. Then, students will have to fill in the correct past tenses. Section B, is the continuous essay writing task. Students were mainly corrected on their usage of past tenses. The implied corrective feedback was “*Implicit*” and “*Explicit*.”

However, the Pre-test and Post-test consist of two different essay titles. This is because, the research focuses on the impact of implicit and explicit corrective feedback on students. It is important to test the students on implying their knowledge that they have receive through the feedback to analyse if students could infer it on different topics.

4.1.1 Explicit Group's Demographic Data

Demographic Data	Frequency	Percentage (%)
Gender:		
I. Male	7	46.7
II. Female	8	53.3
	Total: 15	
Age:		
I. 10 years old	5	33.3
II. 11 years old	4	26.7
III. 12 years old	6	40
Race:		
I. Chinese	0	0
II. Malay	3	20
III. Indian	12	80

Table 2: Explicit Group Demographic Data

The tabularized data above demonstrates the total number of students who have received ***explicit corrective feedback***. Based on the data above, there are a total of 15 students where 7 of the students are male and 8 of the students are female students in the explicit group. Besides that, the majority of students are from the age of 12 years old showing the percentage of 40%. Then, the percentage of 26.7% falls under the age of 11 years old and 33.3% falls under the age of 10 years old. Which indicates that the least number of students are from the age of 11 years old. Also, from the data above, it has been analysed that the quantity of Indian race is more than the Malay race by a solid difference of 60%.

4.1.2 Implicit Group's Demographic Data

Demographic Data	Frequency	Percentage (%)
Gender:		
III. Male	8	53.3
IV. Female	7	46.7
	Total: 15	
Age:		
IV. 10 years old	5	33.3
V. 11 years old	4	26.7
VI. 12 years old	6	40
Race:		
IV. Chinese	0	0
V. Malay	6	40
VI. Indian	9	60

Table 3: Implicit Group Demographic Data

The tabularized data above demonstrates the total number of students who have received *implicit corrective feedback*. Based on the data above, there are also a total of 15 students where 8 of the students are male and 7 of the students are female students in the explicit group. Besides that, the majority of students are from the age of 12 years old showing the percentage of 40%. Then, the percentage of 26.7% falls under the age of 11 years old and 33.3% falls under the age of 10 years old. Which indicates that the least number of students are from the age of 11 years old. Also, from the data above, it has been analysed that the quantity of Indian race is more than the Malay race by only a difference of 20%.

4.1.3 Comparison of Grades between Pre-test and Post-test

<i>BEFORE EXPLICIT CORRECTIVE FEEDBACK (PRE-TEST)</i>					
NO	NAME OF STUDENTS	MARKS (SECTION A) 20%	MARKS (SECTION B) 80%	TOTAL MARKS 100%	GRADE
1.	Saktheswari	2%	20%	22%	F
2.	Ieman	6%	20%	26%	F
3.	Yogendran	6%	20%	26%	F
4.	Jenciya Irani	12%	20%	32%	D
5.	Sharmita	12%	20%	32%	D
6.	Vetri	8%	28%	36%	D
7.	Uzma	16%	30%	46%	C
8.	Hariharan	10%	36%	46%	C
9.	Nur Raudhah	16%	40%	56%	C
10.	Yashordev	8%	48%	56%	C
11.	Khavinesh	14%	48%	62%	B
12.	Kristyn Kirba	18%	60%	78%	B
13.	Zerlinda Anna	16%	68%	84%	A
14.	Vidyashreelaxmy	20%	70%	90%	A
15.	Jasveerjeet Singh	18%	78%	98%	A

Table 4: Explicit Group (PRE-TEST) Results

The above table shows the **Pre-Test** marks of students from the **explicit group**. The table shows both the mark of **Section A** and **Section B**. From the above table it has been analysed that students have struggled answering the Pre-Test. Section A, a student named Saktheswari scored the lowest mark which is 2 out of 20 percentage. Then, two students scored 6% following 8% scored by two students as well. The highest mark that was scored in section A was 20% which is the full mark by a student named Vidhyashreelaxmy.

Moving on to the Section B of the Pre-Test, students really struggled writing sentences using correct usage of grammar and past tenses. Besides that, 5 out of 15 students got only 20% out of 80% of total mark. One of the students manage to score 78% out of 80%. Whereas another student scored 70%.

BEFORE IMPLICIT CORRECTIVE FEEDBACK (PRE-TEST)					
NO	NAME OF STUDENTS	MARKS (SECTION A) 20%	MARKS (SECTION B) 80%	TOTAL MARKS 100%	GRADE
1.	Daniel	2%	20%	22%	F
2.	Shahaizey	6%	20%	26%	F
3.	Kathiresan	6%	20%	26%	F
4.	Nur Aleesha	10%	18%	28%	F
5.	Priya	12%	20%	32%	D
6.	Durga Sree	16%	20%	36%	D
7.	Shanjenna Sree	16%	25%	41%	C
8.	Desanraj	14%	35%	46%	C
9.	Faizal	20%	30%	50%	C
10.	Nur Syasya Witra	18%	38%	56%	C
11.	Syazwan	18%	38%	56%	C
12.	Reshma	18%	32%	58%	C
13.	Shareen	12%	48%	60%	B
14.	Sarvesh Naidu	16%	45%	61%	B
15.	Jaivenraj	12%	72%	84%	A

Table 5: Implicit Group (PRE-TEST) Results

The above table analyses the **Implicit Groups Pre-Test** results. From the table above, the highest score in Section A is by Faizal who scored the full mark which is 20%. Whereas, the lowest score was 2% out of 20%. Moving on to Section B, the highest mark was scored by Javienraj which is 72% out of 80%. Apart from that, a student named Nur Aleesha only scored 18% out of 80% which indicates the lowest mark obtained.

AFTER EXPLICIT CORRECTIVE FEEDBACK (POST-TEST)					
NO	NAME OF STUDENTS	MARKS (SECTION A) 20%	MARKS (SECTION B) 80%	TOTAL MARKS 100%	GRADE
1.	Saktheswari	20%	45%	65%	B
2.	Ieman	16%	50%	66%	B
3.	Yogendran	18%	60%	78%	B
4.	Jenciya Irani	20%	60%	80%	A
5.	Sharmita	18%	65%	83%	A
6.	Vetri	20%	68%	88%	A
7.	Uzma	20%	70%	90%	A
8.	Hariharan	18%	74%	92%	A
9.	Nur Raudhah	20%	72%	92%	A
10.	Yashordev	18%	75%	93%	A
11.	Khavinessh	20%	73%	93%	A

12.	Kristyn Kirba	20%	76%	96%	A
13.	Zerlinda Anna	20%	78%	98%	A
14.	Vidyashreelaxmy	20%	78%	98%	A
15.	Jasveerjeet Singh	18%	80%	98%	A

Table 6: Explicit Group (POST-TEST) Results

The table above analyses the **Post-Test by the Explicit Group**. Out of the 15 students 9 of the students managed to score the full mark of 20% in Section A. The lowest mark was 16% out of 20%. Moving on to Section B, a student named Jasveerjeet Singh scored a solid 80% and obtained the full mark. The least mark was scored by one student named Saktheswari by scoring 45% out of 80%.

AFTER IMPLICIT CORRECTIVE FEEDBACK (POST-TEST)					
NO	NAME OF STUDENTS	MARKS (SECTION A) 20%	MARKS (SECTION B) 80%	TOTAL MARKS 100%	GRADE
1.	Daniel	16%	30%	46%	C
2.	Shahaizey	14%	35%	49%	C
3.	Kathiresan	16%	38%	54%	C
4.	Nur Aleesha	16%	42%	58%	C
5.	Priya	18%	43%	61%	B
6.	Durga Sree	20%	41%	61%	B
7.	Shanjenna Sree	20%	42%	62%	B
8.	Desanraj	18%	45%	63%	B
9.	Faizal	20%	50%	70%	B
10.	Nur Syasya Witra	18%	55%	73%	B
11.	Syazwan	16%	60%	76%	B
12.	Reshma	20%	60%	80%	A
13.	Shareen	20%	66%	86%	A
14.	Sarvesh Naidu	20%	75%	95%	A
15.	Jaivenraj	20%	78%	98%	A

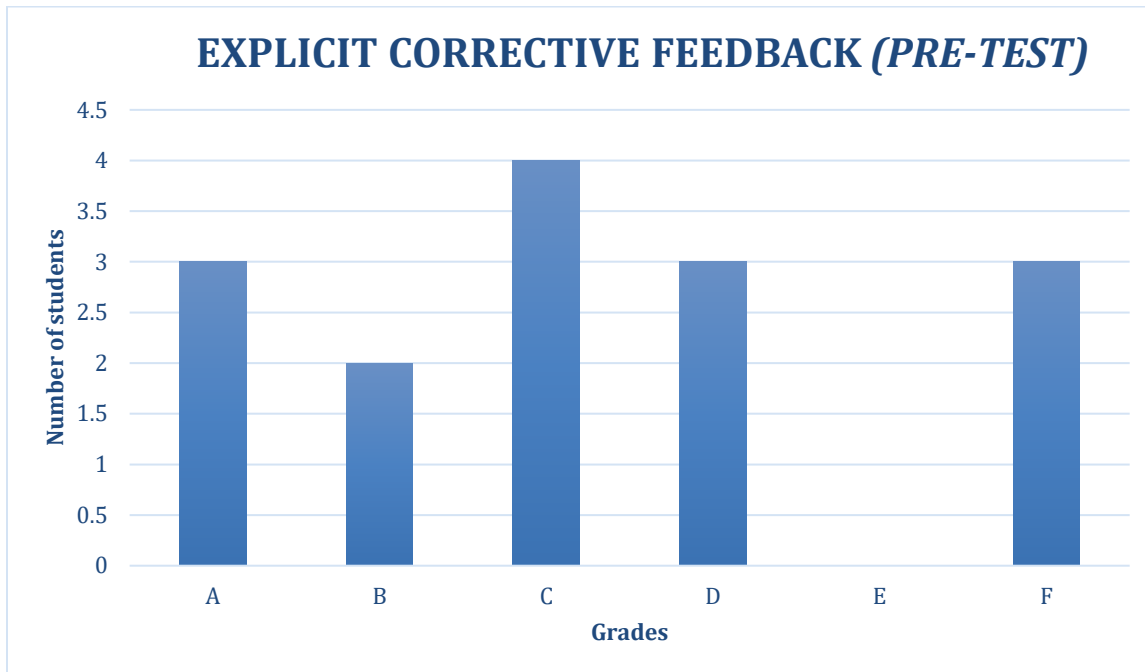
Table 7: Implicit Group (POST-TEST) Results

Table 5 shows the data collection **Implicit Group of the Post-Test** result. Looking at Section A, 7 out of 15 students managed to score full marks by scoring 20%. Moreover, the lowest

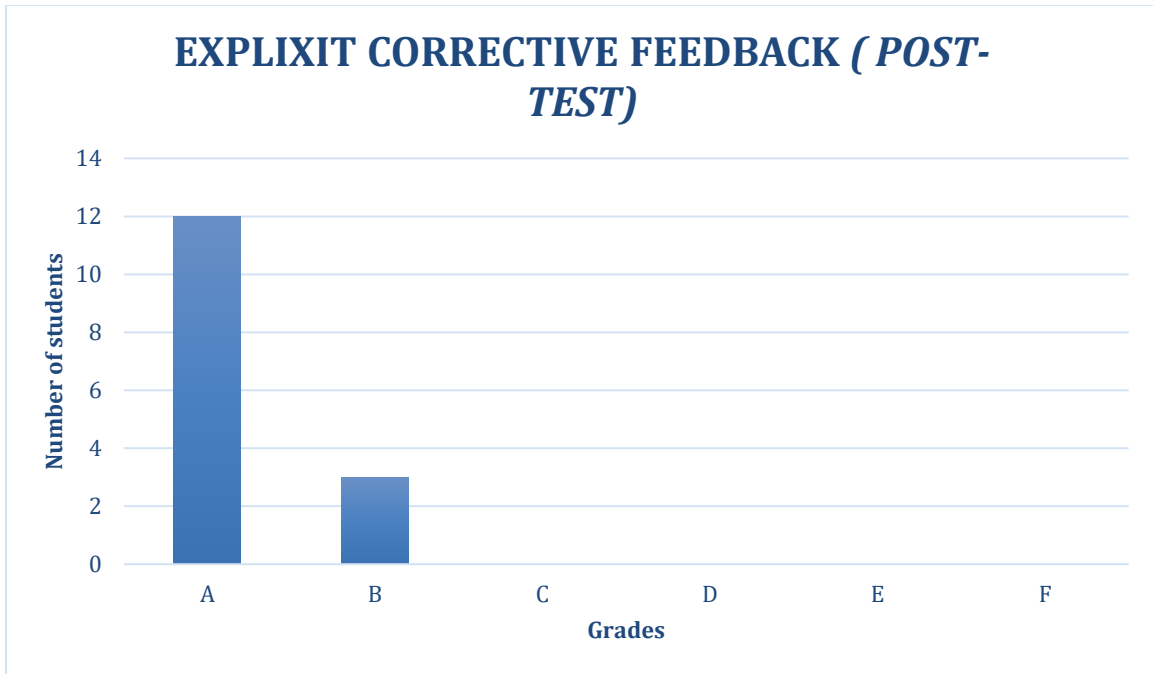
mark was only 14% which is an average score. Moving on to section B, the highest score was 78%. The lowest score was 30%.

4.2 Research Question 2

4.2.1 Improvement of Explicit Corrective Feedback (*PRE-TEST* and *POST-TEST*)



Graph 1: Explicit Corrective Feedback (PRE-TEST)

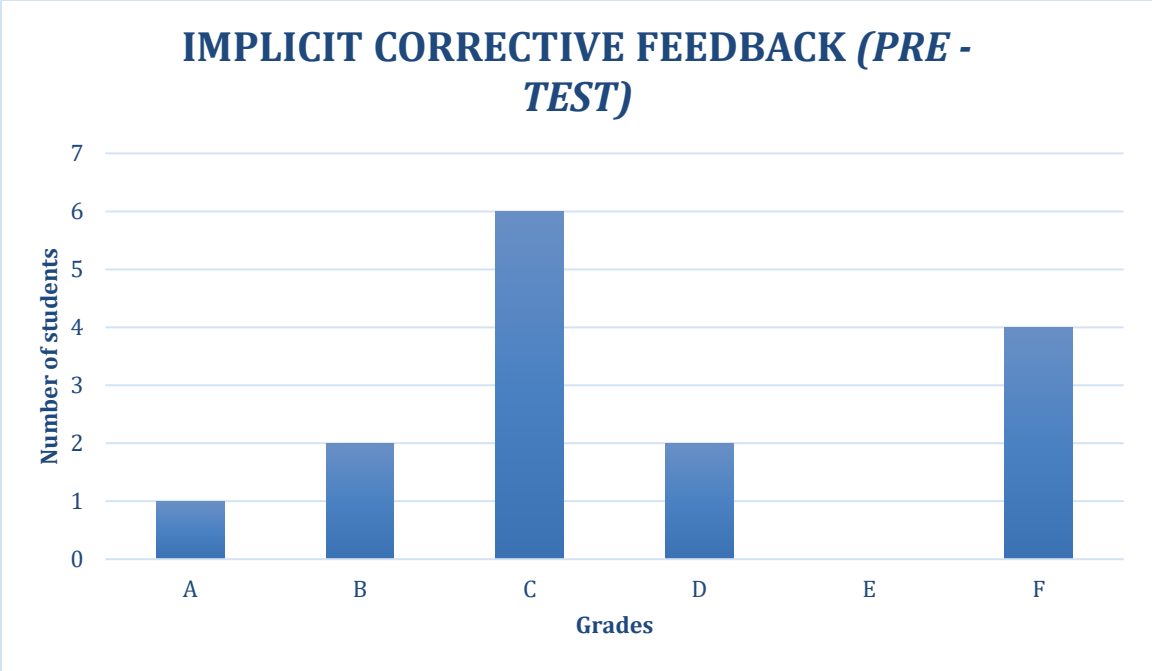


Graph 2: Implicit Corrective Feedback (POST-TEST)

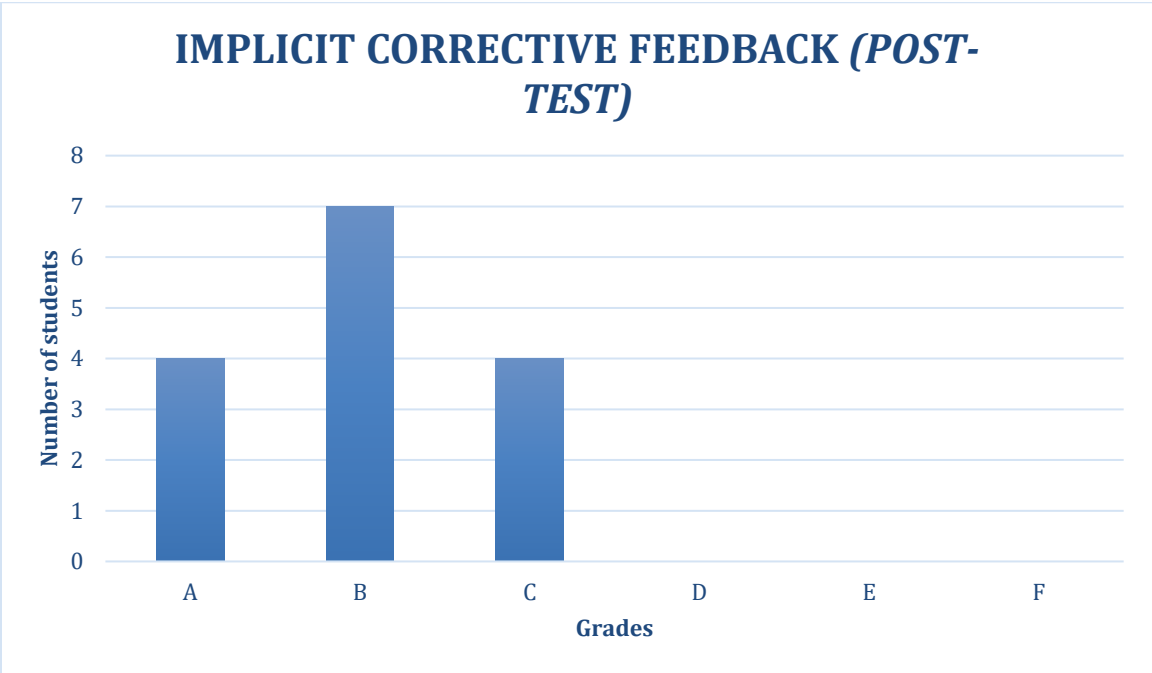
The above graphs, graph 1 and graph 2 analyses the improvement of students writing tasks. Graph 1, shows students with the grade of A, B, C, D, F. A total of 15 students were participated. In the pre-test 3 students manage to score showing a percentage of 20%. 13.3% was able to score a B which indicates only 2 students. Grade C was scored by 4 students reading 26.7%. Moving on, grade D was scored by 3 students with a percentage of 20%. A total percentage of 20% with 3 students failed the pre-test.

The post test shows the improvement after the explicit corrective feedback received by the same group of students. A total of 80% of students with a frequency of 12 students scored an A for their post-test. Then, 20% of students with a frequency of 3 scored B for their post-test. No students scored C, D, E and F in their Post-Test.

4.2.2 Improvement of Implicit Corrective Feedback (PRE-TEST and POST-TEST)



Graph 3: Implicit Corrective Feedback (PRE-TEST)



Graph 4: Implicit Corrective Feedback (POST-TEST)

The bar graph 3 above reads the Implicit Corrective Feedback Pre-test. The majority students scored grade C with a frequency of 6 out of 15 following the percentage of 40%. The

second most scored grade is a F with a frequency of 4 students through a percentage of 26.7%. The average scored by the grade of both B and D with a frequency of each 2 lead to 4 students with a percentage of 13.3%, total of 26.6%. Moreover, only 1 student manage to get 6.7%.

Moving on to the Post-test, the improvement was good. Students scored a grade of A, B and C. The majority of students got a grade of B with a frequency of 7 by a percentage of 46.7%. 4 of the students got an A following grade of C by 4 students by a percentage of 26.7% each.

4.3 Research Question 3

4.3.1 Students' view about using Explicit Corrective Feedback in improving their L2 Grammar in Writing Task.

Gender
6 responses

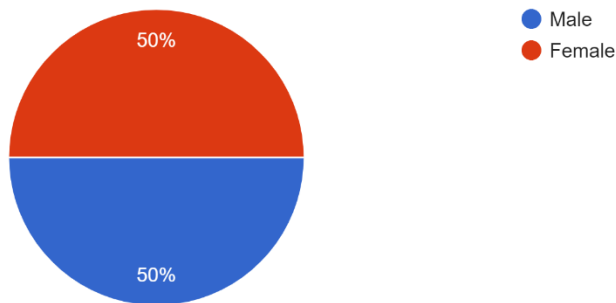


Figure 6

Age

6 responses

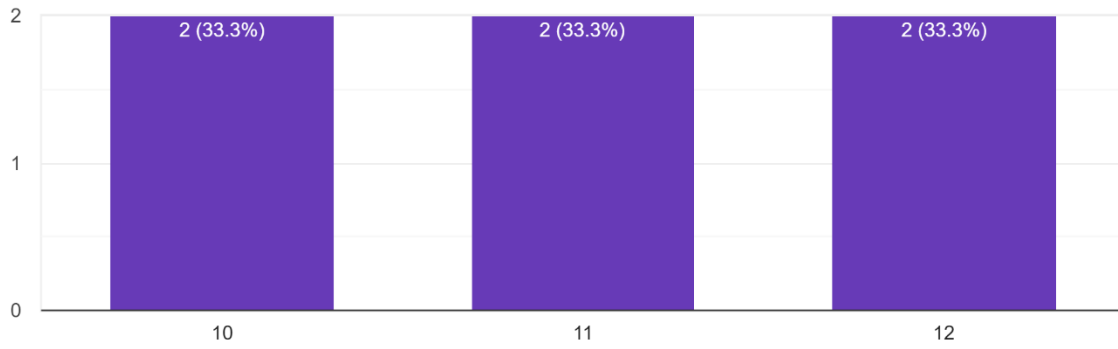


Figure 7

School

6 responses

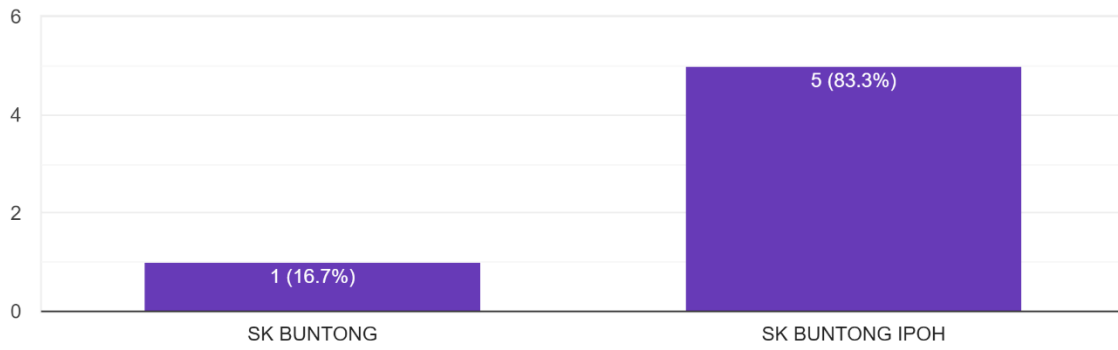


Figure 8

Have you taken both the Writing Pre-Test and Post Test previously?

6 responses

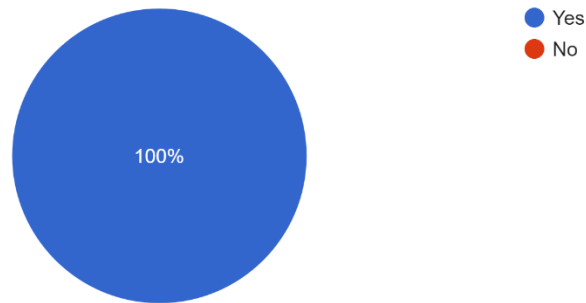


Figure 9

The three figures above analyse the personal data of all **6 students** that were chosen to answer this interview from the **Explicit Corrective Feedback group**. The data collected was the student's gender, age, and school. The gender percentage was 50% each with leads 3 students from each gender. Furthermore, age was equally divided into the age of 10 years old, 11 years old, and 12 years old. The percentage of the age was equally with a 33.3%. All the students were from SK Buntong, Ipoh. Also, all the students have taken both the Pre-Test and Post Test before answering this interview questionnaire

I prefer when my teacher gives feedback on the grammar of writing.

6 responses

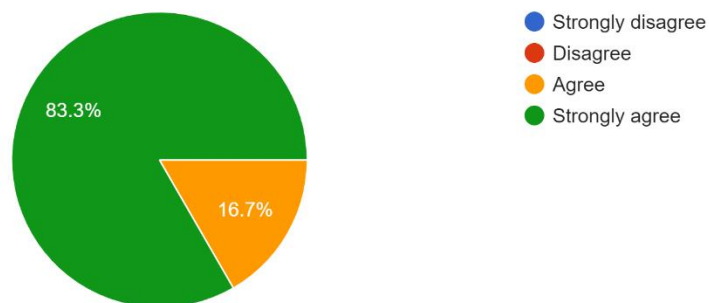


Figure 10

I prefer my teacher to provide feedback on all the errors in my writing.

6 responses

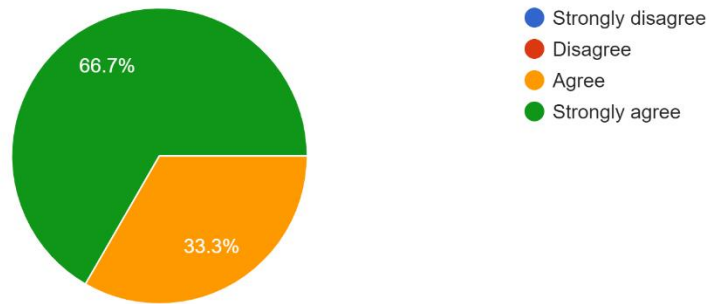


Figure 11

Explicit corrective feedback helps me to organize the structure of my writing with correct grammars.

6 responses

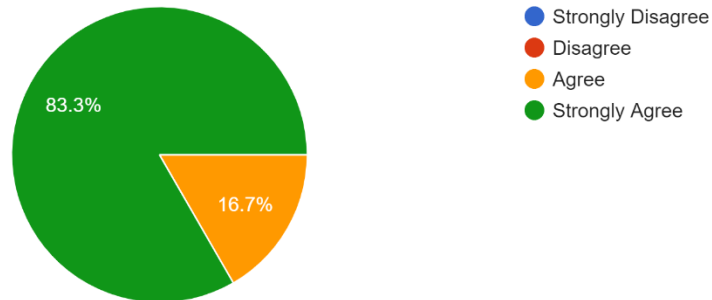


Figure 12

I personally prefer Explicit Feedback as it helps me to improve my grammar usage in my writing.
6 responses

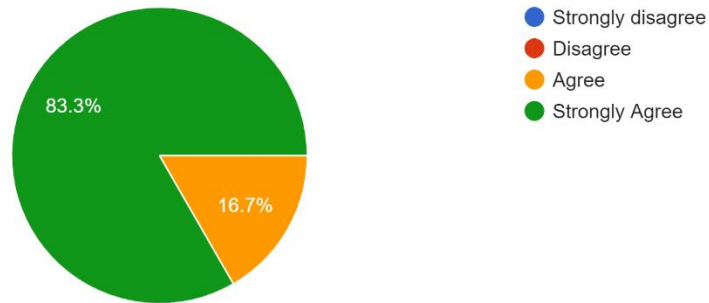


Figure 13

It is important that teachers provide Explicit Corrective Feedback in Students' Grammar errors.
6 responses

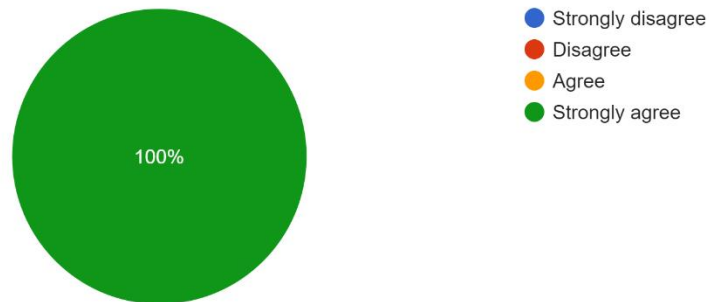


Figure 14

No	Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.	I prefer when my teacher gives feedback on the grammar of writing	5	83.3	1	16.7	0	0	0	0
2.	I prefer my teacher to provide feedback								

	on all the errors in my writing.	4	66.7	2	33.3	0	0	0	0
3.	Explicit corrective feedback helps me to organize the structure of my writing with correct grammars.	5	83.3	1	16.7	0	0	0	0
4.	I personally prefer Explicit Feedback as it helps me to improve my grammar usage in my writing.	5	83.3	1	16.7	0	0	0	0
5.	It is important that teachers provide Explicit Corrective Feedback in Students' Grammar errors.	6	100	0	0	0	0	0	0

Table 7: Views of Explicit group students on Explicit Corrective Feedback

The table above shows the data collection on Views of Malaysian ESL Students' L2 Grammar in Writing Tasks in Explicit Corrective Feedback. Most of the students strongly agreed to all the views. **Item 1-** (83.3%), 5 students strongly agreed that they prefer when their teacher gives feedback on the grammar of writing while 1 student (16.7%) only agreed to the item. **Item 3 and Item 4**, read the same frequency and percentage as item 1. Moving on to, **Item 2** – (66.7%), 4 students strongly agreed that they prefer when the teacher to provide feedback on all the errors in my writing. Eventually 2 students with a percentage of (33.3%) just agreed to the statement. All the students, (100%), strongly agreed to **Item 5**, that it is important that teachers provide Explicit Corrective Feedback in Students' Grammar errors.

4.3.2 Students' view about using Implicit Corrective Feedback in improving their L2 Grammar in Writing Task.

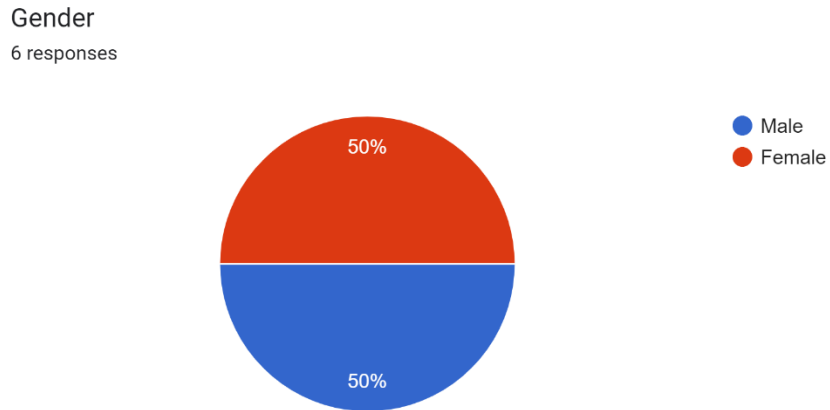


Figure 15

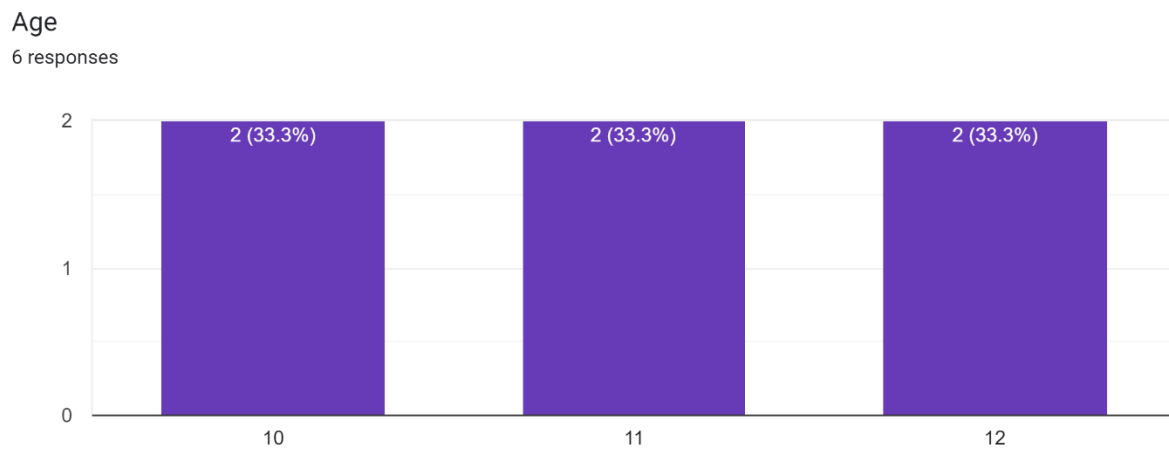


Figure 16

School
6 responses

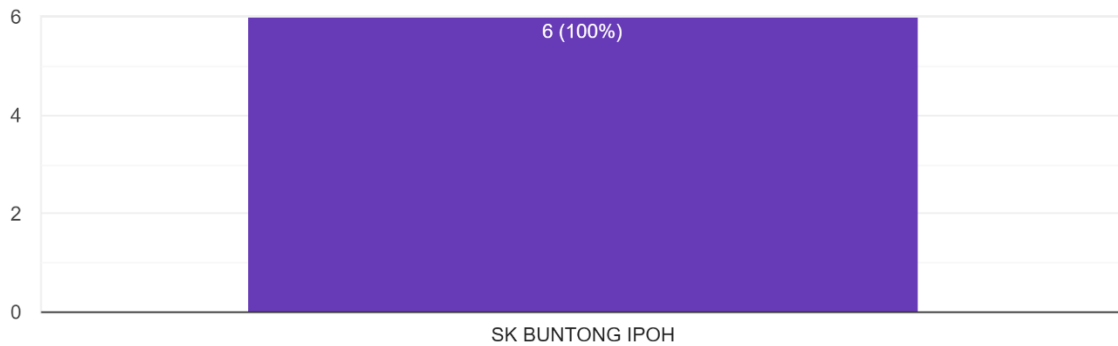


Figure 17

Have you taken both the Writing Pre-Test and Post Test previously?
6 responses

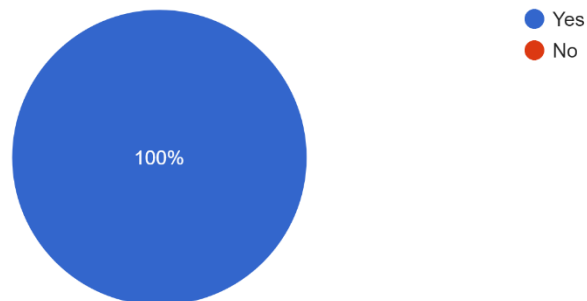


Figure 18

The three figures above analyse the personal data of all **6 students** that were chosen to answer this interview from the **Implicit Corrective Feedback group**. The data collected was the student's gender, age, and school. The gender percentage was 50% each with leads 3 students from each gender. Furthermore, age was equally divided into the age of 10 years old, 11 years old, and 12 years old. The percentage of the age was equally with a 33.3%. All the students were from SK Buntong, Ipoh. Also, all the students, 100% have taken both the Pre-Test and Post Test before answering this interview questionnaire.

I prefer when my teacher gives feedback on the grammar of writing.

6 responses

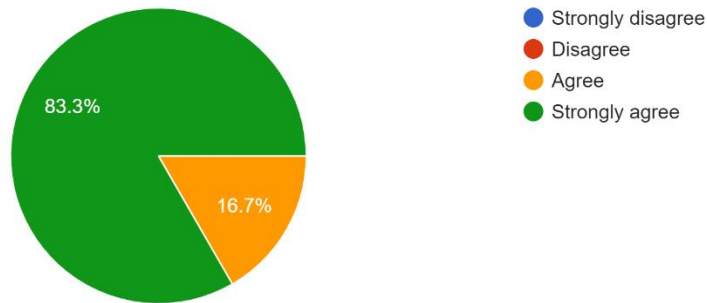


Figure 19

I prefer my teacher to provide feedback on all the errors in my writing.

6 responses

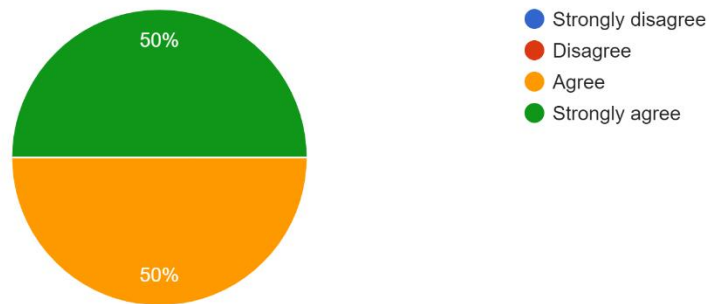


Figure 20

Implicit corrective feedback helps me to organize the structure of my writing with correct grammars.

6 responses

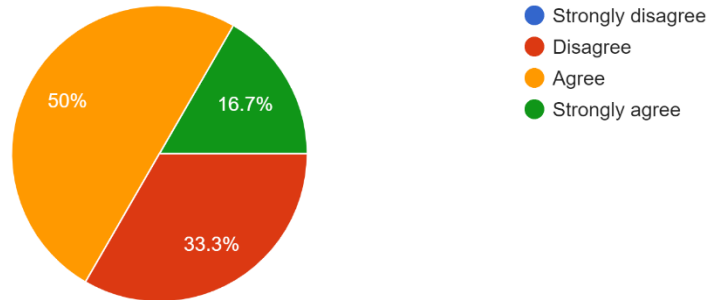


Figure 21

I personally prefer Implicit Feedback as it helps me to improve my grammar usage in my writing.

6 responses

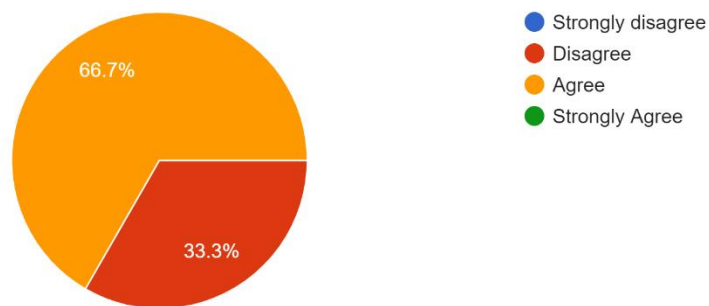


Figure 22

It is important that teachers provide Implicit Corrective Feedback in Students' Grammar errors.

6 responses

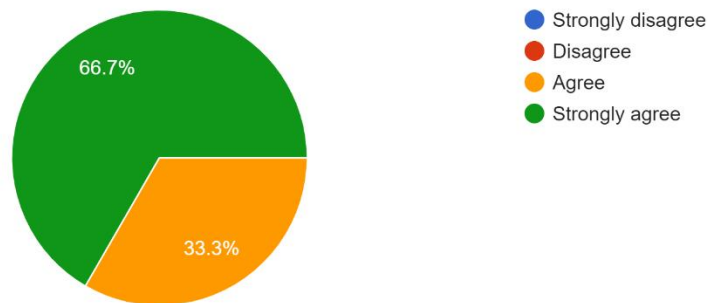


Figure 23

No	Item	Strongly Agree		Agree		Disagree		Strongly Disagree	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.	I prefer when my teacher gives feedback on the grammar of writing	5	83.3	1	16.7	0	0	0	0
2.	I prefer my teacher to provide feedback on all the errors in my writing.	3	50	3	50	0	0	0	0
3.	Implicit corrective feedback helps me to organize the structure of my writing with correct grammars.	1	16.7	3	50	2	33.3	0	0
4.	I personally prefer Implicit								

	Feedback as it helps me to improve my grammar usage in my writing.	0	0	4	66.7	2	33.3	0	0
5.	It is important that teachers provide Implicit Corrective Feedback in Students' Grammar errors.	4	66.7	2	33.3	0	0	0	0

Table 8: Views of Implicit group students on Implicit Corrective Feedback

The table 8 above shows the view of Views of Malaysian ESL Students' L2 Grammar in Writing Tasks in Implicit Corrective Feedback. A total number of 6 students were chosen as participants for this interview. All the students were from the Implicit group. By analysing the data, **Item 2** is the only item that all students strongly agreed and agreed equally by having a (50%) for each strongly agreed and agreed category. Moving on to **Item 1**, 5 (83.3%) students strongly agreed whereas 1 (16.7%) student only agreed on the statement that they prefer when their teacher gives feedback on the grammar of writing. Moreover, **Item 3** shows a frequency of 1(16.7%) student who strongly agree, 3 (50%) students who just agree and 2 (33.3%) other students who disagree on the statement “Implicit corrective feedback helps me to organize the structure of my writing with correct grammars.” Then **Item 4** – shows that 4 (66.7%) students agree on the statement that they “personally prefer Implicit Feedback as it helps me to improve my grammar usage in my writing” whereas 2 (33.3%) students disagree on the statement. Finally, 4 (66.7%) students strongly agree and 2 (33.3%) students just agreed on **Item 5**, that “It is important that teachers provide Implicit Corrective Feedback in Students' Grammar errors.”.

4.4 Summary of Findings

This chapter has deliberated the data collection for all three research questions. Research question 1 is “Does Implicit and Explicit Corrective Feedback assist Malaysian ESL Students in correcting L2 Grammar in Writing Tasks?”. Firstly, 30 students were divided in to two groups “Implicit Corrective Feedback Group” and “Explicit Corrective Feedback Group” with a total of 15 students in each group. Then, students were given a Pre-Test and Post-Test to analyse if the Implicit and Explicit Corrective Feedback assist the students in correcting L2 Grammar in Writing Tasks. It can be concluded that the implicit corrective feedback and explicit corrective feedback have assist students in correcting L2 grammar in Writing Tasks. Therefore, it also concludes the research question 2 where both the Implicit and Explicit corrective feedback improves students’ grammar in writing. However, explicit corrective feedback has the better improvement the most by scoring the greatest number of grade A. This also answers the research question 2 on which corrective feedback improves students L2 grammar in writing. The grammar that focuses in the research is past tenses. Moving on to research question 3, analyses the students view on improving both Implicit and Explicit Corrective Feedback. The analysis shows that the majority students agree that it is important that teachers provide Explicit Corrective Feedback in Students’ Grammar errors. Whereas, the implicit group students 4 students strongly agree and 2 students agreed that it is important that teachers provide Implicit Corrective Feedback in Students’ Grammar errors.

CHAPTER 5

SUMMARY, IMPLICATIONS AND CONCLUSION

5.1 Introduction

This chapter presents a discussion based on the acquired findings, the implications of the research, the limitations of the research, ideas, and implications on how to improve in future similar research, as well as the overall conclusions of the study.

5.2 Discussion of key findings

5.2.1 Research question 1

As for the research objective 1 “To identify whether Implicit and Explicit Corrective Feedback assist Malaysian ESL Students’ in correcting L2 Grammar in Writing Tasks.” It was found that both the Implicit and Explicit Corrective Feedback do assist Malaysian ESL students in correcting L2 Grammar in Writing tasks. The grammar that was focused in this study was the past tenses.

Firstly, the students were given a Pre-Test to test their ability to answer the writing task. The Pre-Test was divided into two sections. The writing task was a continuous essay. So, the section A was basically filling in the blanks with the correct past tenses such as this Last year “I **spent (spend)** my vacation at the Pangkor Island. I **travelled (travel)** with my friends. We **arrived (arrive)** at the island around 8:30 AM. Once we **reached (reach)** our destination, we **decided**

(decide) to have our breakfast first.” Moving on to Section B, students were instructed to write the continuous essay using past tenses because the title of the essay was “*My Last Vacation.*”

Secondly, the students were given a Post-Test to conclude on which of the two Implicit and Explicit Feedback assist Malaysian ESL students in the writing task. The writing task was similar as the post-Test. Nevertheless, the title of the continuous essay was different. This was because if students were given the same title, it will not be effective to analyse if both the Implicit and Explicit Corrective Feedback assist the students in their writing task. Some students could just remember the exact feedback and write the that again if the title is same and that would not help students to imply the correct usage of grammar in their future writing tasks. The title of this continuous essay was “Scouts Camp Day.” The students were required to write the essay using past tenses because the given Section A, “Last month, the scouts of SK Buntong **had** (have) a camping trip to jungle. The jungle had a waterfall nearby. There **were** (was) 13 scouts and four teachers who **accompanied** (accompany) us during the camp. It was a three days two nights camping. We **took** (take) a bus from the school to reach our destination.”

Explicit Corrective Feedback students were assisted by corrected in a writing task by teacher. Teacher corrects grammar and spellings. Teacher also explained what went wrong and why the other choices should be more accurate.

Implicit Corrective Feedback students were assisted by underlining the wrong answers and mostly writing a question mark. Also, the teacher just writes the correct answer for the students. They did not really get metalinguistic feedback.

Moving on to **Section A** findings on **Explicit Corrective Feedback** for **Pre-Test**, a frequency of 1 student got the lowest mark which is 2% out of 20%. That means she only got 1 correct answer from 10 fill in the blanks questions as 1 fill in the blanks consist of 2 marks.

Following with the mark of 6% and 8% by 2 students each. Then, 10% by 1 student, 12% by 2 students, 14% by. Then, the majority of students scored which is, 3 students 16%. Following by 18% by 2 students. Whereas, the highest mark was scored by 1 student by scoring a solid 20% which is the full mark for section A.

Section A findings on **Implicit Corrective Feedback** for the **Pre-Test**, a frequency of 1 student got the lowest mark which is 2% out of 20%. That means she only got 1 correct answer from 10 fill in the blanks questions as 1 fill in the blanks consist of 2 marks. Following with the mark of 6% by 2 students each. Then, 1 student scored 12%, 12% was scored by 3 students, 14% was scored by 1 student and 16% was scored by 3 students. The second highest mark scored was 18% by 3 students. Finally, 1 student manage to score the full mark with a solid 20%.

Therefore, **Section A, Post-Test** for the **Explicit corrective feedback**, a majority of students of 9 scored a percentage of 18%. One student got a percentage of 16% which marks the lowest for this post-test, section A. The highest mark was scored by 5 students with a solid full mark 20%. This have showed that and Explicit Corrective Feedback did assist Malaysian ESL Students in correcting L2 Grammar in Writing Tasks.

Moreover, **Section A**, for the **Post-test** for the **Implicit corrective feedback** students manage to increase their marks. One student scored 14%, which was analysed as the lowest. Moving on to the, the next score in leading which is 16% scored by 4 students and following 18% by 3 students. The highest mark scored was the full mark which is 20% by 6 students.

Section B, is mainly tested on students writing and the usage of grammar of past tenses. The **Explicit Corrective Feedback Group (Pre-test)**, had 6 students carrying the lowest mark which was 20% out of 80%. Following with 28%, 30%, 36%, 40%, 48%, 60%, 70%, and 78%.

The highest mark was scored by only 1 student which 78/80 percentage. Then, for the **Post-test**, the lowest score was 45% which was a great improvement as the previous lowest mark was 20%, only 1 student scored 45%. The other students managed to score the marks of 50%, 60%, 65%, 68%, 70%,72%,73%,74%,75%,76%,78% and 80%. One student manages to score a full mark of 80% by managing to get all his usage of past tenses correctly, punctuation and grammar with all correct capitalization which allows him to score a full mark.

Moving on to the **Section B** of the **Implicit Corrective Feedback Group**, in the **Pre-Test** the lowest mark scored was by 1 student by scoring 22% out of 80%. Following with 26%,28%,32%,36%,41%,46%,50%,56%,60%,61%, and 74%. The highest mark was scored by 1 student with the percentage of 74%. Then, for the Post-Test, the lowest score was 30% and highest was 78% by 1 student each as well. The other marks obtained by students are 35%,38%,41%,42%,43%,45%,50%,55%,60%,66%,75%, and 78%.

All in all, the data analysis has shown how the feedback impacts assisting students in both Implicit and Explicit Corrective Feedback in L2 Grammar. Hence, it is proven that students who receive corrective feedback such as Implicit and Explicit Feedback are more likely to enhance the errors that have been corrected by giving feedback.

Teachers can gain insight into the zone of proximal development in sociocultural theory by Vygotsky. Teachers may evaluate students in the class to ascertain one 's existing level of skill. Teachers can however provide guidance that pushes every diverse set of skills to the point of confinement.

4.3.3 Research question 2

This part of the research discusses the research question 2 by answering “Which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks?” Focused on the second objective, both processes discovered that explicit written feedback is effective in allowing students to resolve verb tense, punctuation, capitalization, prepositions, and article usage. Language spelling mistakes, such as grammatical structures and choice of words, requires a distinct comments and feedback to be rectified. In terms of either, the research discovered that students require both implicit written feedback and direct oral feedback in order to understand all errors, their causes, and how to correct them. However, both the Implicit and Corrective feedback have shown a great improvement. Nevertheless, the explicit feedback has the better improvement compared to implicit corrective feedback by analysing the grades of both groups Pre-test and Post-test. Hence, students who receive corrective feedback such as Implicit and Explicit Feedback are more likely to enhance the errors that have been corrected by giving feedback.

4.3.4 Research question 3

In addition to the next research objective and the aim, both procedures found that explicit written feedback is effective in allowing students to fix verb tense, punctuation, capitalization, proper nouns, and article usage while focusing on the second goal. Language misspellings, such as grammatical constructions and choice of words, necessarily require specific reviews and opinions to be corrected. The study discovered that students require respectively implicit written feedback and direct oral feedback to comprehend all mistakes, their causes, as well as how to rectify them.

However, it has analysed that implicit corrective feedback also received almost the same views from students. Some students do not prefer the Implicit corrective Feedback as they feel that they do not have enough feedback given.

All in all, it has proven that explicit corrective feedback Students who receive corrective feedback such as Implicit and Explicit Feedback are more likely to enhance the errors that have been corrected by giving feedback. This type of "explicit feedback" is validated by studies based on cognitive-interactionist theories, which show that it is significantly efficient than implicit feedback (Ellis et al., 2006).

5.3 Implications

As mentioned in previous chapters, the term writing process has long been debated in ESL classrooms. It is an approach to the writing process that is applied in the teaching of writing. To plan effective, performance-oriented teaching, students should be methodically taught the problem-solving skills associated with the writing process.

The process of writing as a classroom activity includes the four fundamental phases of writing which are planning, drafting, revising, and editing. On the other hand, the other three stages are enacted from outside on the students by the teachers which are responding, evaluating and post-writing.

Also, the comparatively low impact discovered by either type of feedback on grammatically incorrect sentence fragments in the verbal reasoning test reflects the reality that the students endowed the explicit knowledge needed for evaluating of this kind sentences as from

beginning, as demonstrated by one 's elevated from pre - test scores to post-test scored on the grammaticality findings.

The sociocultural perspective emphasises feedback's social and dialectic existence (Aljaafreh & Lantolf, 1994). Bitchener (2009) expressed a comparable consideration, suggesting that studies on CF should incorporate a sociocultural perspective in their models in order to study personal compatibility problems. Feedback is most effective in such a framework towards the large extend that agreement and constructive transactions are founded in between students and the teachers, since the scaffolding in literature enables the teacher to discover what Vygotsky (1978) referred to as the learners' "Zone of Proximal Development" (ZPD) and adapt the feedback accordingly (Ahmadian & Tajabadi, 2014). Most importantly, both the implicit and explicit corrective feedback have shown great impact on improving students L2 Grammar

5.4 Suggestion for future research

Firstly, researches should prepare questions according to students' level of knowledge. In a class there will be students with good background of proficiency and some students will be from preliterate category. Researches should analyse the student's capability of the writing skills in order to conduct successful research. By doing this, the researchers will be able to get a well-organized data collection.

Then, researchers can offer error detection and correction across all functional usage of the focused framework Often these studies that focused on one type of error. For an example,

verb, passive sentences etc. as most of the researches only focuses in certain grammatical structure and did not cover all of the functional uses of that linguistic structure.

5.5 Conclusion

The result of the study has analysed and able to conclude that all three objectives has successfully achieved This study emphasises the importance of teachers being aware of the various types of written corrective feedback and integrating the relevant option into one 's teaching methods. Even though teachers had been ensuring adequate WCF as desired by their students, they ought to be conscious of both Implicit and Explicit Corrective Feedback that can have a optimistic impact on their writing processes, advance students assistance, and writing eminence.

Normalization of feedback methods all over education is important, but Malaysia's ESL number of students is diverse in terms of ethnic and cultural backgrounds. The findings of the research are designed to benefit ESL teachers in secondary education, whether in public or private secondary schools, by providing them with impactful Implicit and Explicit Corrective Feedback in the specific context. Agreed that students are mandatory to pass the English language in order to graduate from school. This study suggests that the need for Malaysian ESL writing to incorporate different types of corrective feedback, implicit otherwise explicit corrective feedback. Thus, a detailed description of teaching practices in the classroom and taking them into account Pros and cons of each.

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[emotional-concept-LOVE-in-literary-texts.pdf#page=57](https://www.researchgate.net/profile/Nataliya-Panasenko/publication/349280169_Linguistic_markers_of_emotional_concept_LOVE_in_literary_texts/links/6027cb84a6fdcc37a8222d8d/Linguistic-markers-of-emotional-concept-LOVE-in-literary-texts.pdf#page=57)

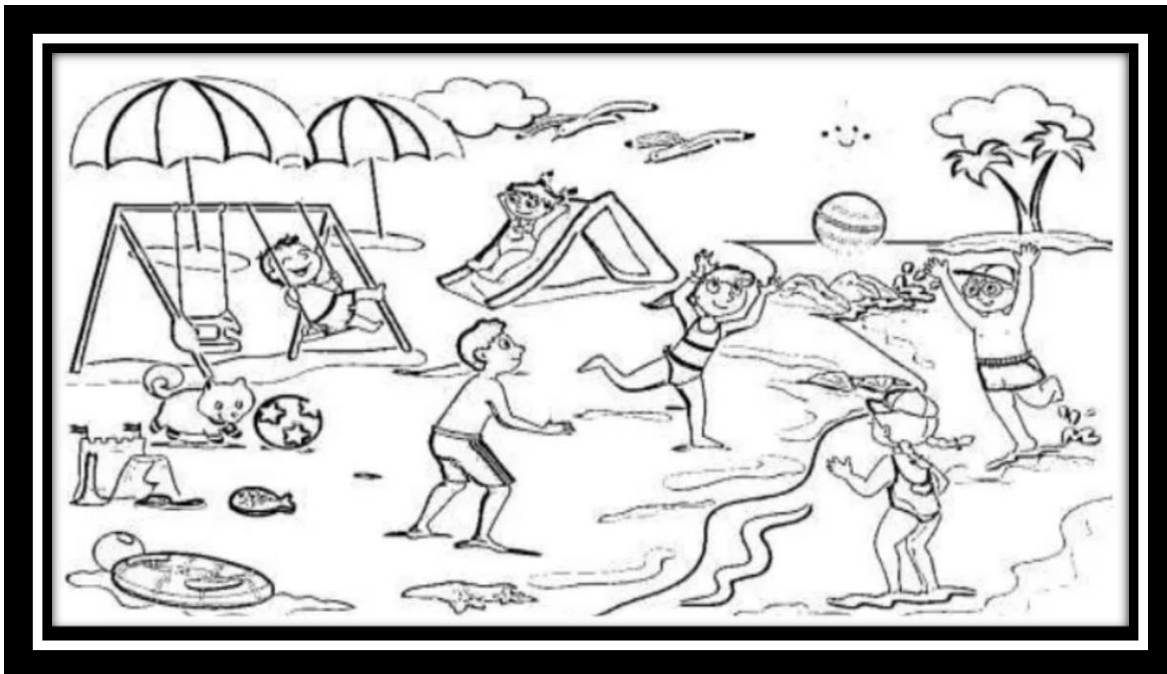
APPENDICES

APPENDIX 1

PRE-TEST- GRAMMAR IN WRITING: CONTINUOUS ESSAY

PAST TENSE

Complete the sentences by filling in the correct past tenses in the blanks provided.

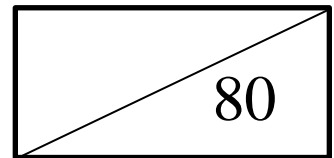


fun	happy	sunny	sand castle	beach ball	float
slide	coconut tress	friends	umbrellas	girls	swam

Last year I _____ (spend) my vacation at the Pangkor Island. I _____ (travel) with my friends. We _____ (arrive) at the island around 8:30 AM. Once we _____ (reach) our destination, we _____ (decide) to have our breakfast first. My mother _____ (make) some nasi lemak for us. One of my friends _____ (bring) some sandwiches. So, we _____ (eat) that before going for a swim. We _____ (sit) under a big tree and _____ (eat) our nasi lemak.

After having our breakfast... ..

20

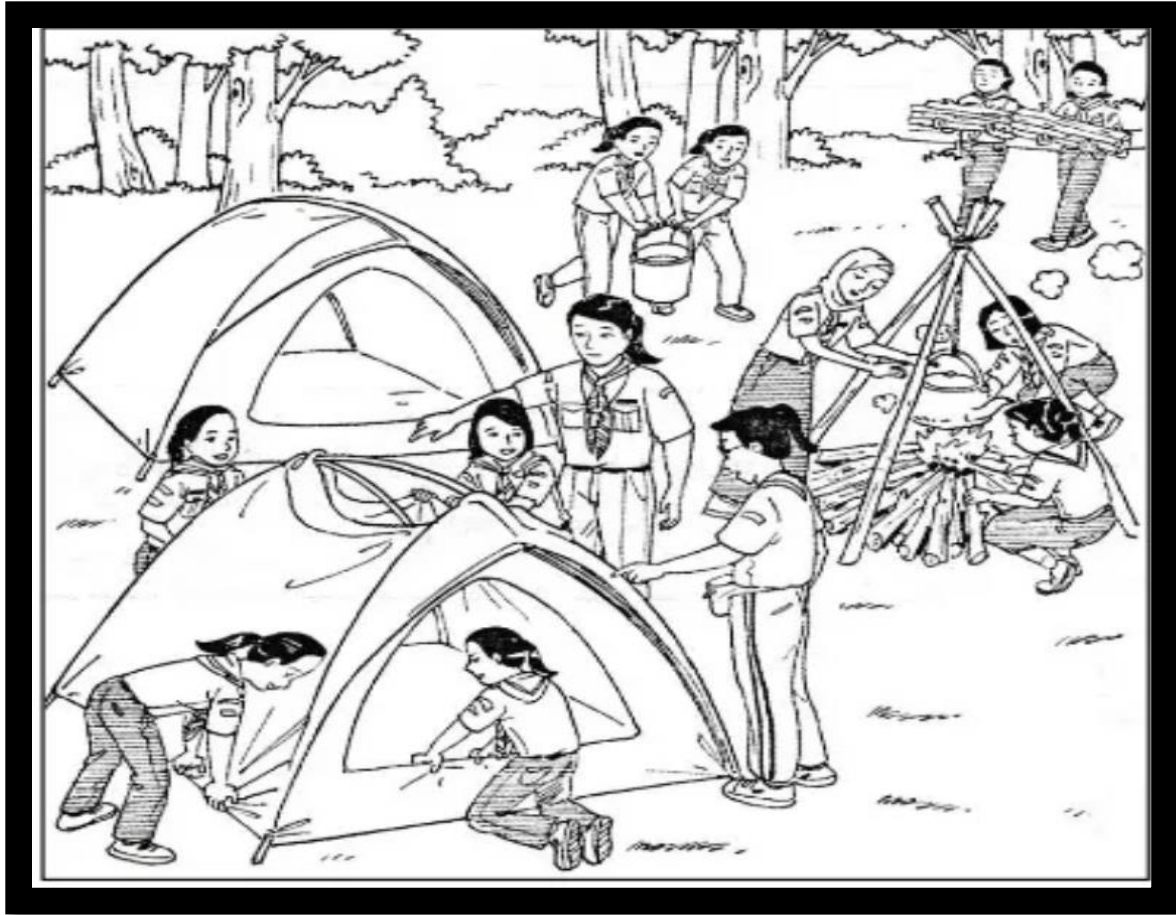


APPENDIX 2

POST TEST – GRAMMAR WRITING : CONTINUOUS ESSAY

PAST TENSE

Complete the sentences by filling in the correct past tenses in the blanks provided.

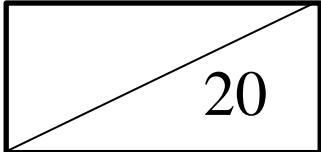


jungle	three days	teamwork	boiled	campfire	happy
camped	activities	pitch tent	firewood	tired	certificate

Last month, the scouts of SK Buntong _____ (**have**) a camping trip to jungle. The jungle had a waterfall nearby. There _____ (**was**) 13 scouts and four teachers who _____ (**accompany**) us during the camp. It was a three days two nights camping. We _____ (**take**) a bus from the school to reach our destination. We were very _____ (**exciting**) as it was our first time to go for camping. Our teachers

_____ (make) some sandwiches for breakfast. One of our friends _____
(bring) nasi lemak for us. We _____ (eat) it in the bus to save time.

After we _____ (arrive), a group of five girls were _____ (ask) to
pitch the tents.....



**Expand the following story by using past tenses. You may use the guided words
to complete your story. Use your imagination. Write 100-120 words.**

80

Copy of questionnaire of Views of Malaysian ESL Students' L2 Grammar in Writing Tasks in Implicit Corrective Feedback.

Google form link: <https://forms.gle/EHTm6Ey2oyR9CJ9A7>

Views of Malaysian ESL Students' L2 Grammar in Writing Tasks in Implicit Corrective Feedback

Dear Respondents,

I am Sarmin Darshini Mogan from English Education (ED), currently doing my Final Year Project at UTAR. This survey aims to collect data for our research on the impact of Implicit and Explicit Corrective Feedback in Improving Malaysian ESL Students' L2 Grammar in Writing Tasks.

The purpose of this research is to look into which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks.

Procedures and Confidentiality

All of the information provided will strictly be kept and remain as private and confidential. This research is completely anonymous, no personal information will be taken. The information given for this study will only be used for data analysis with no identifying information and for scholarly purposes only. Your participant in this research is voluntary and we really appreciate your effort.

Thank you for in advance for your time off to participate in this research.

If you encounter any problems regarding this research, please do not hesitate to contact the researcher.

Email: darshinisarmin98@1utar.my

* Required

1. Gender *

Mark only one oval.

Male

Femalr

2. Age *

3. School *

4. Have you taken both the Writing Pre-Test and Post Test previously? *

Mark only one oval.

- Yes
 No

Implicit
Feedback

Based on the statement below, which activity do you prefer the most? Please rate how strongly you agree or disagree with each of the statements.

5. I prefer when my teacher gives feedback on the grammar of writing. *

Mark only one oval.

- Strongly disagree
 Disagree
 Agree
 Strongly agree

6. I prefer my teacher to provide feedback on all the errors in my writing. *

Mark only one oval.

- Strongly disagree
 Disagree
 Agree
 Strongly agree

Copy of questionnaire of Views of Malaysian ESL Students' L2 Grammar in Writing Tasks in Explicit Corrective Feedback.

Google form link: <https://forms.gle/9ofKgYmZiBhP5vPv8>

4/18/22, 12:29 AM

Views of Malaysian ESL Students' L2 Grammar in Writing Tasks in Explicit Corrective Feedback

Views of Malaysian ESL Students' L2 Grammar in Writing Tasks in Explicit Corrective Feedback

Dear Respondents,

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The purpose of this research is to look into which corrective feedback shows more improvement in correcting L2 Grammar in Writing Tasks.

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Thank you for in advance for your time off to participate in this research.

If you encounter any problems regarding this research, please do not hesitate to contact the researcher.

Email: darshinisarmin98@utar.my

* Required

1. Gender *

Mark only one oval.

Male

Female

2. Age *

3. School *

1

https://docs.google.com/forms/d/1xBf3ZzQ8ZC9WSCw-jsJ6PDKy9X5xk_Y-8f4c3kWSI9M/edit

1/3

4. Have you taken both the Writing Pre-Test and Post Test previously? *

Mark only one oval.

- Yes
 No

Explicit
Feedback

Based on the statement below, which activity do you prefer the most? Please rate how strongly you agree or disagree with each of the statements.

5. I prefer when my teacher gives feedback on the grammar of writing. *

Mark only one oval.

- Strongly disagree
 Disagree
 Agree
 Strongly agree

6. I prefer my teacher to provide feedback on all the errors in my writing. *

Mark only one oval.

- Strongly disagree
 Disagree
 Agree
 Strongly agree