UNIVERSITI TEKNOLOGI MARA

ACADEMIC WRITING SUPPORT: EMPOWERING UNDERGRADUATES' ACADEMIC WRITING

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Dissertation Submitted in partial fulfilment of the requirements for the degree of

Masters of Education

(TESL)

Faculty of Education

June 2013
AUTHOR'S DECLARATION

I hereby declare that the work in this thesis/dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as reference work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, declare that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ACKNOWLEDGEMENTS

In the name Of Allah the Most Gracious the Most Merciful.
Ramadhan Kareem. Alhamdulillah, the publication of this thesis finished in the month of Ramadhan 1434 is owed gratitude to first and foremost Allah the almighty and secondly, the gratitude is owed to the people I have been blessed with in my life. I am grateful to my family for their unconditional love, understanding and unwavering support. To my parents, Hj Abdul Rahim Ibrahim and Dr. Halimatun Hashim, my grandparents, my siblings: Muhammad Uwais As-Sadiq, Mifdhal Nu’aim As-Sadiq, Aqilah Alim As-Sadiq, and my uncles and aunts, the ‘barakah’ from your prayers has enabled this contribution of knowledge.
I would like to express my deepest gratitude to my supervisor, Dr. Shireena Abdul Rahman for being a constant source of encouragement and constructive feedback throughout my postgraduate experience. May Allah reward her in the best way.
I would like to thank Assoc. Prof Dr. Parmjit Singh A/L Aperapar Singh for his statistical advice and Dr. Lee Lai Fong for her insights and expertise in the field of writing and all the faculty members at the faculty of Education, who have generously, gave their guidance and support in this research.
I am thankful to the undergraduate students and faculty members that were involved in the study as participants. Their generosity with their time and resources as well as their genuine interest in this study made this a truly remarkable and rewarding experience.
I would also like to thank my friends, Nurliyana Baudin, Farihah Mazmi, Nadia Mohd Dani Goh, Zafirah Hanis, Ilham Alia, Nurul Hidayah, Nadiah; my classmates, and all my other course mates who were in the same quest for knowledge, for being supportive friends.
ABSTRACT

Academic writing skills needs differ from one discipline to another. This is reflected in the nature of academic writing of the discipline, the academic writing challenges writers face and the resources that are available. In seeking to develop an empowered writer, the right provision of support should be made available according to the needs of the writer. This study investigates the academic writing needs and the academic writing support needs of undergraduates from three various discipline (TESL, Art and Science) of one faculty of Education at a public university in Malaysia. This is the only university with a language policy where English is the medium of teaching and learning. This study applies the mix method design of Plowright (2011), the Frameworks for an Integrated Methodology (FRaIM). This study reports the findings of numerical data analysis generated from third year undergraduate students (n=196) and narrative data analysis from both academicians (n=4) and students (n=8). Findings indicated that there is an absence of academic writing support. The findings inform that although all three program disciplines are under the same faculty, their academic writing needs are distinctively different. This study proposes that an academic writing support in the form of a writing centre would be able to facilitate the varying academic writing needs of undergraduates in the faculty.
ABSTRAK