



**UNIVERSITI TEKNOLOGI MARA**  
**KAMPUS SAMARAHAN**

**ERRORS IN L2 WRITING**

**A Study On Form Four Students Of SMK Bandar Kuching No.1**

**BY**

**SUSIE AK PAWOD**

**B.Ed (Hons) TESL**  
**FACULTY OF EDUCATION**  
**UNIVERSITY TEKNOLOGI MARA**  
**KOTA SAMARAHAN**

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## ABSTRACT

Essay Writing requires conscious effort and much practice in composing, developing, and analyzing ideas. Students writings in a second language are affected by social and cognitive challenges related to second language acquisition. In addition, L1 model of writing instruction and research on composing processes have been the theoretical basis for using the process approach in L2 writing pedagogy. However language proficiency and competence underlies the ability to write in the L2 in a fundamental way. Therefore, L2 teachers should take into account both strategy development and language skill development when working with students. This study explores error in writing in relation to particular aspects of second language acquisition. It is therefore hoped that through error analysis, a teacher can make it a useful tool to develop students' writing ability. With focus on linguistic development together with sufficient and effective feedback with regards to their errors in writing, the objective can be fairly achieved. In conducting this study, 44 students were chosen to complete the questions and also to write a sample essay each. A survey was conducted to find out common errors in students' writing. Based on the finding, it was discovered that grammatical errors appeared to be the most common one. This was followed by errors in vacobulary, spelling, sentence structure and punctuation. As a consequent, the researcher felt that appropriate feedback and response were necessary in order to help students overcome the problems and also to enhance students' writing skills.

## Chapter 1

### 1.0 Introduction

Writing is thinking put on paper. It is one of the four skills taught in schools. At the early stage, students are taught the very basic writing skills such as simple as writing A,B,C. As their skills develop, then they proceed to writing words, sentences and finally they should acquire the skill of writing in paragraphs to from an essay.

In the upper secondary level (Form Four and Form Five), students are taught various kinds of writing which, later they need to adopt in their Paper 1 SPM examination. These types of writing include narrative writing, descriptive writing, expository writing and argumentative writing. At this stage, they need to be able to responds to the question appropriately in order for them to score both sections (section A, directed writing and section B, continuous writing) in Paper 1.

As writing involves a lot of skills and processes, most students cannot write successfully. Indeed, there are a lot of factors that underlie students' failure in producing complete, contextualized pieces of writing. Among these are students' failure to identify their purposes of writing, lost of sense of audience and lack of grammatical and discorsal accuracy. At this level(Form Four), students therefore need to be exposed as much as possible to the art of crafting, considering all these aspects into it in order to provide a more comprehensive and sensitive treatment of writing aspect.