



UNIVERSITI TEKNOLOGI MARA

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**WEAKNESSES IN ENGLISH WRITING SKILLS
IN S.K KAMPUNG BALAN DALAT
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Abstract

This paper aims to present the findings of a research on weaknesses in English Language in the SK Kampung Balan, Dalat pupils focuses on writing skills. The focus of analysis is divided into three aspects, namely, language used, discourse and conceptualization. In language used, the focus is on sentences structure, dialect usage and punctuation while discourse looks at interesting phrases. The ideas in the writing are evaluated holistically by looking at the clarity, maturity and relevance of ideas presented. The respondents of this research are selected collectively from questionnaire, one essay writing, self evaluation of pupils. These methodologies are used to find out pupil's weakness in writing skills. In conclusion, this research will find out the factors that influence pupil's writing skills and their poor presentation in their writing test. The total number of respondents is 38 pupils. Generally, the finding of the research show that the writing weakness of the pupils is at dissatisfactory level. There is a statistically significant different between the pupils achievement. Highest mean of 17.68 and only mean of 12.42 shows pupil's lack of interest in learning to write. These results suggest that writing achievement in English Language are at the unsatisfactory level and need a lot of effort to overcome the problems both to pupils and teachers. Although this study was limited in its scope, the results do suggest that considerable investment in all areas should be verified without any delay to overcome the pupil's weakness in the language concern.

CHAPTER 1

INTRODUCTION

This research main interest is to examine the state of English language teaching (ELT) in primary schools. In particular researcher want to understand why the pupils still face difficulties in learning the language as specially in writing.

This research begin with the ELT scenario in SK Kampung Balan,Dalat where research portray the reality of ELT as shown by this case study this schools. Next research look into the policy context of ELT, in particular the status given to English language in Malaysia. Research examine the current primary English language syllabus in the primary schools: its structure, aims and organization, the stated, which has been mandated to ESL teachers to implement in the classroom. Research explore the possible issues of conceptualizing to teaching to the test phenomenon in those primary schools. Research set out to find a way reconciling the dilemmas research discovered in the ELT agenda; but research found that could not do this without a total shaping up of the expectation of the Malaysian community towards ELT.

In the process of developing the students, the schools become the main medium to disseminate all the knowledge and skills to the students. Within the schooling system, the teachers are the people who execute the policies from the ministry of education and carrying out the curriculum set by ministry by the mean of teaching. The teachers are clearly can be concluded as the medium; who are responsible in shaping the students since they are the people who directly teach the students. All the policies,

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The importance of English is acknowledged as being crucial because in most cases, it is the language of dissemination of ideas and knowledge (**Sharifah Maimunah, 2003**).

English plays important roles in the modern world, the government had implemented Science and Mathematics must be taught in English. To master these two subjects, pupils must master the writing skills in English beforehand.

Writing is an integral part of the curriculum in secondary schools; indeed, written expression is the primary medium pupils use to demonstrate conceptual knowledge and communicate their thoughts, feelings and beliefs (**Graham, 1982**). Within an accountability system, pupils in primary school are often expected to compose narrative, persuasive and informational essays for state-and district-level assessments. Moreover, displaying a minimum level of competence exams is increasingly becoming a mandatory requirement for pupils. Unfortunately, students often have difficulty developing writing skills sufficient to satisfy these crucial benchmarks. Pupils often experience difficulty when asked to plan, write and revise an essay. Generating content for an essay typically begins with brainstorming. During this pre-writing phase, writers take time to reflect on their topic, select an audience