

UNIVERSITI TEKNOLOGI MARA

**ACADEMIC WRITING SUPPORT: EMPOWERING
UNDERGRADUATES' ACADEMIC WRITING**

SITI RUQAYYAH AS-SADIQ BT ABDUL RAHIM

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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.

Name of student	: Siti Ruqayyah As-Sadiq Binti Abdul Rahim
Student I.D. No.	: 2011246718
Programme	: Master of Education (TESL)
Faculty	: Education
Thesis/Dissertation	
Title	: Academic Writing Support: Empowering Undergraduates' Academic Writing
Signature of student	
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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

Kemahiran penulisan akademik yang diperlukan bagi sesuatu jurusan berbeza mengikut jurusan masing-masing. Hal ini dapat dilihat daripada ciri-ciri penulisan akademik di dalam sesuatu jurusan, cabaran dalam penulisan akademik yang dihadapi penulis dan sumber rujukan yang tersedia. Dalam usaha untuk melahirkan seseorang penulis yang berdaya upaya, sumber peruntukan yang cukup perlu disediakan mengikut keperluan penulis tersebut. Kajian ini menyelidik keperluan penulisan akademik dan keperluan sokongan penulisan akademik kepada mahasiswa dari tiga jurusan yang berbeza (TESL, Seni dan Sains) yang terdapat di dalam sebuah fakulti pendidikan di salah satu institusi pengajian awam di Malaysia. Universiti tersebut merupakan satu-satunya universiti yang mengamalkan polisi Bahasa Inggeris sebagai bahasa pengantar dalam pengajaran dan pembelajaran. Kajian ini mengaplikasikan model kajian metod campuran Plowright (2011), the Frameworks for an Integrated Methodology (FRaIM). Kajian ini melaporkan hasil analisis data pengangkaan daripada mahasiswa tahun tiga ($n=196$), dan hasil analisis naratif daripada akademia ($n=4$) dan mahasiswa ($n=8$) kedua-duanya. Hasil kajian menunjukkan ketiadaan sokongan penulisan akademik. Hasil penemuan menunjukkan bahawa walaupun ketiga-tiga jurusan berada di dalam satu fakulti yang sama, keperluan penulisan akademik bagi mahasiswa adalah sangat berbeza antara satu sama lain. Kajian ini mengusulkan supaya diadakan sokongan penulisan akademik di dalam bentuk sebuah pusat penulisan, yang mampu memenuhi keperluan penulisan akademik mahasiswa yang berbeza-beza di dalam fakulti.