

**A SURVEY ON THE FACTORS AFFECTING
THE WRITING ABILITY
OF PUPILS IN ENGLISH**

**A CASE STUDY OF PRIMARY SIX PUPILS OF
SK.ST.STEPHEN, BAU**

BY
NYOLET ABUN
2005669462

**This dissertation is submitted as a partial fulfillment for
Master in Education TESL**

ACKNOWLEDGEMENTS

I would like to thank my supervisor, Mr. Mikail Tan Abdullah for his suggestions, comments and assistance rendered to me through this research. Without his comments and words of advice and other form of encouragements, I may not be able to complete this dissertation.

My heartfelt gratitude also goes to Mr. John Dawi Nyaun, the Headmaster of SK.ST.STEPHEN, BAU, for allowing me to carry out my research in his school and also for providing access to materials and valuable information I need to complete this research. I would also like to thank the pupils of Year Six in that school for their cooperation given to me during the period of the study.

I would also like to extend my gratitude and appreciation to the staff of SK.ST.STEPHEN, BAU, especially the English Language teachers for their direct and indirect support and contribution.

DECLARATION

I would like to declare that piece of work is solely my own except for the resources and the quotations from earlier studies and has been acknowledged.



NYOLET ABUN
2005669462

Date: 19.08.2008

ABSTRACT

The ability to write well is not a naturally acquired skill. It is learned in formal instructional settings or other environments. Writing skills must be practiced and learned through experience. In second language writing class, learners are confronted by planned intervention through skills specified in the curriculum. Learners may feel comfortable writing in their first language but writing in the second language is not always favoured by learners. The system of the learners' first language, the medium they have grown up with always interfere in their writing ability. Kaplan, (1996) stated that the learners' native culture or predisposition of one's native language and the way they think do influence their competency when writing in the second language. Social and cognitive factors of a learner also affect the rate of second language learning which ultimately affect the writing ability. This Case Study investigates the factors that affect the writing ability of Year Six pupils in English. This study was carried out in a school where 95 percent of the class population who come from the same speech community and they share common problems pertaining to composition writing. The result showed that the factors that affect the pupils' ability to write in English were the interference of their first language that was brought into writing in English. There was also clear relationship between cognitive ability and language performance in English among the respondents.

CHAPTER 1

INTRODUCTION

1.0 Introduction

In Malaysia, English is taught as a second language alongside Malay, the national language. It is a compulsory subject in all schools as English is seen as an important language as it is the language globally used in the field of science and technology. It is of paramount importance then that Malaysian population to be competent in the language so that they can actively take part in the rapid advancement in science and technology. In view of the importance of English as an international language, the Ministry of Education (MOE) Malaysia, has put great emphasis on the mastery of the language and this seriousness is seen through the implementation of using the English language as a medium of instruction for learners in the first year in schooling for Mathematics and the Science subjects beginning in January 2003.

The above scenario pictures how serious Malaysian government is in ensuring that the younger citizens not to be just followers of scientific and technological advancement but to active race-takers in the field. Since English language is the main language used in the field, mastering it is deemed very necessary. Endless effort and programmes to upgrade the level of competence in all the four language skills that are listening, speaking, reading and writing but the perception by the learners that English language is foreign and difficult to learn prevails. There are numerous hurdles that English language teachers have to tolerate before fruitful result can be witnessed. Learning a second language does not always get the needed favourable response from the learners and this is the biggest obstacle that confronts the language teachers in trying to get their objectives achieved.

To enable one to be considered efficient language user, one has to learn and acquire a required level of competence and performance in all the four language skills mentioned earlier; listening, speaking, reading and writing. Listening and speaking