

UNIVERSITI TEKNOLOGI MARA

**EXPLORING TEACHING WRITING TECHNIQUES
AND STRATEGIES OF SECONDARY SCHOOL
ENGLISH TEACHERS: A CASE STUDY**

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AUTHOR'S DECLARATION

I declare that the work in this 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 referenced work. This dissertation has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge 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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ABSTRACT

This study aimed at investigating teaching techniques and strategies followed by the English language teachers in a secondary school concerning writing practice inside the classroom. It also aimed at identifying the problems faced by the English language teachers in teaching writing. Previous researches have reported that most first year students at the local universities do not meet the requirement for writing skills in the English language. Despite the eleven years of formal teaching and learning of the English language in both primary and secondary schools, the students still do not master the required skills to help them at the university level. So, the study attempts to investigate the real situations in the secondary writing classrooms. The sample of the study consisted of four English language teachers who teach Form Four and Form Five students in a secondary school chosen to fit the purpose of the study. The instruments of the study were teacher interviews and classroom observations of writing lessons. Also, a set of questionnaire was developed based on a similar previous study for data triangulation purposes. Findings from the study show that process writing is the most dominant teaching writing technique demonstrated by the respondents. Shared task, on the other hand, is the most preferred teaching writing strategies among the teachers. Recommendations were also drawn out at the end of the study.

ABSTRAK

Kajian ini bertujuan untuk meneliti teknik dan strategi pengajaran kemahiran menulis dalam bahasa Inggeris oleh guru-guru bahasa Inggeris di sebuah sekolah menengah. Kajian ini juga dijalankan untuk mengkaji masalah-masalah yang dihadapi oleh guru-guru bahasa Inggeris dalam proses pengajaran kemahiran menulis di dalam kelas. Kajian-kajian sebelum ini menunjukkan bahawa kebanyakan pelajar tahun satu di universiti tempatan tidak mencapai tahap kemahiran menulis dalam bahasa Inggeris yang diperlukan di peringkat universiti. Walaupun bahasa Inggeris telah diajar secara rasmi selama sebelas tahun di peringkat sekolah rendah dan sekolah menengah, para pelajar masih tidak menguasai kemahiran menulis pada tahap yang diperlukan untuk berjaya diperingkat universiti. Justeru, melalui kajian ini, penyelidik cuba untuk meneliti situasi sebenar yang berlaku di dalam kelas sewaktu pengajaran kemahiran menulis dalam bahasa Inggeris di peringkat sekolah menengah. Sampel kajian ini adalah empat orang guru bahasa Inggeris yang mengajar kelas Tingkatan Empat dan Tingkatan Lima di sebuah sekolah. Mereka dipilih secara teliti supaya menepati kriteria kajian yang telah ditetapkan. Kaedah kajian ini adalah temubual dan juga pemerhatian di bilik darjah. Selain itu, satu borang soal selidik juga telah diolah berdasarkan satu kajian yang hampir sama yang telah dijalankan sebelum ini. Ini adalah bertujuan untuk triangulasi hasil dapatan daripada tiga sumber yang berbeza. Hasil kajian menunjukkan bahawa teknik mengajar kemahiran menulis yang paling dominan di kalangan guru-guru tersebut adalah “proses menulis”. Manakala, strategi mengajar kemahiran menulis yang paling digemari oleh guru-guru adalah “tugas secara berkumpulan”. Beberapa cadangan untuk kajian pada masa hadapan juga diselitkan di akhir laporan kajian ini.