

UNIVERSITY OF STIRLING
CENTRE FOR ENGLISH LANGUAGE TEACHING

**MSc IN TESOL
COOPERATIVE PROGRAMME**

**WITH
INSTITUT TEKNOLOGI MARA
DISSERTATION**

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HTLE:
PEER-GROUPS VS INDIVIDUAL IN ESSAY WRITING

In partial fulfilment of the requirement
for the MSc in TESOL

Submission date:
1 October 1997

Acknowledgements

I would like to thank Datin Dr. Habibah Salleh for all her valuable comments and guidance. I also thank the head of Pusat Baliasa ITM for all his encouragement. Lastly, I also thank the students of CHRS in the School of Hotel Catering ITM (Terengganu) for their cooperation. Thank you.

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CHAPTER 1

INTRODUCTION

1.1 Statement of the problem.

In any language course, the focus on teaching the language is on listening, speaking, reading and writing. Generally, however, the teaching of writing stands out as a major activity in the ESL classroom. This focus on writing is largely because writing appears to be the most difficult skill to teach. According to Richards, (1990 : 100), learning to write in any language is one of the most difficult tasks a learner encounters and one that few people can be said to fully master. This is especially true for the ITM students for whom writing is a problematic skill. The main problem seems to be that students cannot organize their facts and ideas accordingly. So, for students weak in English, writing is an uphill task.

Writing is a skill that needs to be formally taught. (Raimes, 1983:5). In the classroom, one normally teaches writing in composition or essay tasks. Hairston (1982) proposed a new paradigm for the teaching of composition or essay writing. In this paradigm, there is an overall focus on the "process" in writing essays. According to Hairston (1982) a principled process approach always pays appropriate attention to the end-product. Process-centered approaches to essay writing help students to understand their own composing processes and to build their repertoires for prewriting, (gathering, exploring and organizing raw materials), drafting (structuring ideas into a piece of linear discourse), and rewriting (revising, editing and proofreading).