



UNIVERSITI TEKNOLOGI MARA

**THE PROBLEMS FACED BY STUDENTS IN WRITING
ENGLISH COMPOSITION IN RURAL PRIMARY SCHOOL. A
CASE STUDY AT S.K. RANTAU PANJANG, BATU KAWA,
KUCHING.**

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ABSTRACT

This study aims to identify what are the problems faced by the students in rural primary school in writing English composition with reference to S.K. Rantau Panjang, Batu Kawa, Kuching. There were 26 Primary Six students involved in this study. The instruments employed in this study were the questionnaire, interviews, observation and random samplings. Data collected from the questionnaires were analyzed using Statistical Package of Social Sciences (SPSS) Version 11.5. The findings from interviews, observations and random samplings were discussed descriptively. The findings indicate that majority of the students do not know how to write, to organize ideas and to comprehend the questions. Besides that the students also faced problems on the usage of grammar and scared to make mistakes in writing English composition. The time allocated for the learning of writing English composition was insufficient and no extra writing activities planned by ESL teachers and the school in helping to overcome the problems faced by the students. Towards the end of the study, some suggestions to overcome the problems are presented.

CHAPTER 1

INTRODUCTION

1.1 Introduction.

Writing skill is one of the important skills that should be mastered by the students after they had gone through six years of their learning process in the primary school stage. Writing plays a very important role in the learning process and it serves the purpose to enable the students to write what are in their minds, emotions and experiences that they had come across in their everyday life. Lee (1992) claims that writing is thinking and communicating meaning; we may write simply to discover what we want to say, to clarify our thoughts, to understand better our feelings (communicating with the self).

According to the *Sukatan Pelajaran Sekolah Rendah* (1983) in its rationale says;

“In line with the National Education policy, English is to be taught as an effective second language in Malaysian Schools. By the end of the Primary School the programme aims to equip the pupils with the ability to communicate accurately and effectively, both orally and in *writing*, in the teaching-learning activities.”

CHAPTER 2

REVIEW OF RELATED LITERATURE

The purpose of writing in the classroom is to enable the students to write what are in their minds, emotions and experiences that they had come across in their everyday life. As Bereiter and Scardamalia (1983:21) say, we do not want our children “to succeed in writing poorly”, we need to provide them with opportunities not only to write for others but also for themselves. We need to provide them with writing tasks that duplicate the composing process as closely as possible. The need to write is felt greatest when they are made to realize that writing is a way of advancing their thinking, of discovering what they mean; in short, writing helps in the development of the “self”.

Writing is one way for the students to express their thinking and at the same time able to understand and interpret what he or she had written. Besides that the students should be given freedom to write on what they think, discover and from their own experiences. By doing so, their knowledge in writing will improve from time to time. As Graves (1981) claims that “It is only when students write on their own that the new knowledge begin to work through, and they really come to know the materials.”