



UNIVERSITI TEKNOLOGI MARA

**TEACHING WRITING WITH THE INTEGRATION OF GRAMMAR
(SUBJECT-VERB AGREEMENT) INSTRUCTION TO HELP PUPILS TO
WRITE.**

**AN EXPERIMENTAL STUDY OF TEN YEAR 4B PUPILS OF SEKOLAH
KEBANGSAAN TELAGUS/JEROK, SIMUNJAN,
SARAWAK.**

By

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CHAPTER 3

3.0	METHODOLOGY	12
3.1	Subjects/Target Group.....	12
3.2	Duration	13
3.3	The Teaching Procedure	13
3.3.1	Examples of Tasks.....	16
3.3.2	Test results and analysis	19
3.4	Data Collection and Analysis	25

CHAPTER 4

4.0	FINDINGS	27
4.1	Improvement in Pupils' Writing (Controlled Group).....	28
4.2	Improvement in Pupils' Writing (Experimental Group).....	30
4.3	Correction of Errors	31
4.4	Pupils' Attitude Towards the Teaching of Grammar	32
4.5	OTHER FINDINGS	33

CHAPTER 5

5.0	SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	34
5.1	Summary	34
5.2	Conclusion	36
5.3	Recommendations	38

ABSTRACT

The purpose of this experimental study is to find out if there are improvements among the ten Year 4B pupils of SK. Telagus/Jerok, Simunjan after integrating grammar instruction. The teaching of grammar instruction(subject-verb agreement) can improve some of these pupils' writing. Somehow, little is known as to how to integrate grammar instruction in the writing process. Many researchers have made studies in many parts of the world and found that the teaching of writing with the integration of grammar workable as the integration of grammar instruction were done for longer duration. But for my case, it is just done or conducted within three weeks only and it is quite difficult for the pupils in the experimental group to achieve satisfactory results. However, this study seeks to find out the extent to which the integration of grammar instruction in the writing process helps improve pupils' writing. There are several strategies and techniques of integration carried out to help pupils improve their writing. Towards the end of the study, the pupils are interviewed to find out their opinions about the teaching of grammar. Recommendations for teachers and further research are also discussed.

TEACHING WRITING WITH THE INTEGRATION OF GRAMMAR (SUBJECT-VERB AGREEMENT) INSTRUCTION TO HELP IMPROVE PUPILS TO WRITE .

CHAPTER 1

1.0 INTRODUCTION

In Malaysia, the process approach to the process of the teaching of writing has now been introduced to both secondary and primary school students. The nature of our ESL learners in Malaysia is very much different from the nature of ESL writers described in Raimes's (1985) and Zamel's (1983).

The ESL learners in Malaysia, especially the weaker ones seem to face problem in writing due to the lack of exposure to the second language. To write an essay, the learners need to know the skills of writing a "logical paragraph and grammatical sentences" (Taylor 1976: 309). Raimes (1978 b) stresses that ESL learners have not mastered the second language.

CHAPTER 2

2 LITERATURE REVIEW

2.1 Integration of Grammar and Writing

Researchers have different views about the place of grammar in the writing process. Grammar, however, seems to have an appropriate place in the writing process for the ESL learners. Zamel (1985) in her study of ESL teachers' reaction on students writing concludes that the teachers still emphasize grammar or correctness.

In the ESL situation, in the Malaysian context, learners face problems in writing because they have not acquired the aspects of the English Language. As Raimes (1978b, 1985) suggests, we cannot treat the ESL learners as we treat native speakers of the language. Here, in Malaysia, teachers have to deal with writers who face grammatical problems besides the rhetorical structure of the form of language. Since the learners are of different backgrounds or schema knowledge of the second language, these should be taken into account by the teachers.