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Statement of Original Authorship

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THE COMPOSING PROCESSES IN THE WRITING

Title of Project Paper:

OF A FORM SIX ESL WRITER

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I confirm that the materials contained in this Project paper are my own work. Where the works of others have been drawn upon, whether published or unpublished (such as books, articles, or non-book materials in the form of video and audio recordings, electronic publications and the internet) due acknowledgements according to appropriate academic conventions have been given. I also hereby declare that the materials contained in this Project Paper have not been published before or presented for another programme or degree in any university.

Signed: Date: 15/3/1999

Thusa Rani Rajendra

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ABSTRACT

The research done on the composing processes of various stages and ages of writers are scant in Malaysia. As such, this study is intended to add on to this area of ESL focussing on the composing processes of a form six ESL writer and what are the pedagogical implications of this study on how writing should be taught in school.

The research instruments used were based on both process and product oriented data. This included direct observations, audio tapes protocols, interviews, questionnaires, multiple drafts and a standardised English proficiency test. The three stages of the composing processes which were looked into were the pre-drafting, drafting and revising stages. A modified version of Sondra Perl's coding scheme, triangulation of think aloud protocols, interviews, and the Cambridge level marking scheme for continuous writing were used for data analysis.

The study yielded a few insightful results. For one, contrary to what many teachers think, good students don't spend a lot of time on revising. A great deal of the time was spent on the drafting stage, and sometimes revising occurs during this stage. As proven by earlier researchers, the whole process is rather complex and extremely convoluted. The research also revealed that even good students do suffer from a writer's block. The study further discussed the pedagogical implications of the findings which might be able to help form six English Language teachers.

PROSES PENGGUBAHAN PENULISAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA SEORANG PENUNTUT TINGKATAN ENAM

Kertas projek ini bertujuan untuk menjawab beberapa persoalan penting di dalam aspek perubahan yang terlibat di dalam penulisan seseorang penulis. Aspek ini diberi perhatian memandangkan kajian di dalam bidang ini belum berleluasan di Malaysia. Setakat yang diketahui, hanya ada dua orang pengkaji Malaysia yang telah melopori bidang ini (Lee; 1989, Lee; 1992).

Kajian ini bertujuan menjawab dua persoalan yang penting iaitu apakah proses perubahan penulisan seseorang pelajar tingkatan enam di dalam Bahasa Inggeris. Hasil kajian ini diharapkan dapat membantu proses pengajaran dan pembelajaran Bahasa Inggeris di sekolah menengah. Kajian ini telah dijalankan ke atas seorang penuntut tingkatan enam di S.M.K. Methodist (L) Kuala Lumpur.

Kajian ini telah menggunakan kaedah wawancara, pemikiran bersuara ("think alouds") dan pemerhatian pengkaji ke atas murid. Data yang diperolehi telah dikod mengikut skema kod Perl dan sesi pemikiran bersuara telah dirakamkan dan kemudiannya ditranskripkan.

Tidak dapat dinafikan bahawa kajian ini berjaya mendedahkan beberapa penemuan dalam aspek pra-penderafan, penderafan serta tahap selepas penderafan pelajar tersebut. Implikasinya nyata dapat membantu dalam penyediaan sebuah situasi pembelajaran dan pengajaran yang lebih efektif.

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