

**THE DIFFICULTIES DIPLOMA STUDENTS FACE
IN WRITING
IN ENGLISH AS A SECOND LANGUAGE**

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**FACULTY OF LANGUAGES AND LINGUISTICS
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ORIGINAL LITERARY WORK DECLARATION

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Title of Research Report ("this Work"):

The Difficulties Diploma Students Face in Writing in English as a Second language

Field of Study: **Second Language Acquisition**

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ABSTRACT

The purpose of this study is to gather information on the problematic areas faced by diploma students in writing in English as a second language. Sixty English compositions written by the students were scored according to the ESL Composition Profile. The profile has four levels of competence and looks at content, organisation, vocabulary, language use and mechanics. Nearly half or more students only scored 'Fair to Poor' in all areas except for mechanics. Among all areas, a significantly high percentage of students performed badly in language use.

Questionnaires were also distributed to teachers and students to learn about their perceptions of the most problematic areas in English writing. Both parties regard grammar, content, spelling and vocabulary as their main concerns. The results from this study provide evidence that students and teachers' perception are in line with students' writing. Areas that are perceived as problems for both teacher and students are reflected in students' work.

ABSTRAK

Tujuan kajian ini adalah untuk mengumpul maklumat mengenai masalah yang dihadapi oleh pelajar-pelajar diploma secara bertulis dalam bahasa Inggeris sebagai bahasa kedua. Enam puluh komposisi Bahasa Inggeris yang ditulis oleh pelajar yang dinilai mengikut Profil Komposisi ESL. Profil mempunyai empat tahap kecekapan dan melihat kandungan, organisasi, perbendaharaan kata, penggunaan bahasa dan mekanik. Pelajar hampir separuh atau lebih hanya mendapat 'lemah' dalam semua bidang kecuali mekanik. Antara semua bidang, peratusan pelajar yang ketara tinggi prestasi yang buruk dalam penggunaan bahasa.

Soal selidik juga diedarkan kepada guru dan murid untuk mengenalpasti persepsi mereka terhadap masalah dalam penulisan Bahasa Inggeris. Kedua-dua pihak menganggap tata bahasa, kandungan, ejaan dan kosa kata sebagai kebimbangan utama mereka. Keputusan daripada kajian ini memberikan bukti bahawa pelajar dan persepsi guru adalah selaras dengan 'penulisan pelajar. Bidang yang dianggap sebagai masalah bagi kedua-dua guru dan pelajar dapat dilihat di dalam hasil penulisan pelajar.

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