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

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FACULTY OF LANGUAGES AND LINGUISTICS UNIVERSITY OF MALAYA KUALA LUMPUR

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

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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.

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