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**INTEGRATING PROCESS WRITING APPROACH
WITH SCAFFOLDING STRATEGIES
IN DEVELOPING ESL WRITING SKILL:
TOWARDS A PEDAGOGICAL MODEL**



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**DOCTOR OF PHILOSOPHY
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Abstrak

Terdapat banyak bukti menunjukkan bahawa kekurangan kemahiran penulisan akademik bahasa Inggeris sebagai bahasa kedua (ESL) dalam kalangan pelajar universiti telah menjejaskan secara keseluruhan prestasi akademik mereka. Pelajar ESL peringkat pengajian tinggi sering mendapati penulisan esei akademik adalah proses yang rumit dan mengakibatkan pelajar menghadapi kesukaran dalam penulisan esei akademik kerana isu konvensyen yang berkaitan dengan penulisan akademik. Dengan menggunakan lensa metodologi Kaedah Campuran Penjelasan Berturutan, kajian dua-fasa ini bertujuan untuk memahami tingkah laku dan punca di sebalik masalah penulisan akademik. Fasa pertama kajian bertujuan untuk mendapatkan cara penulisan sebenar pelajar ESL dengan mengumpulkan pengalaman dan amalan yang berkesan dan tidak berkesan melalui data kuantitatif hasil maklum balas soal selidik daripada 1800 prasiswazah. Fasa kedua kajian ini melibatkan intervensi pengajaran Penulisan Akademik Bahasa Inggeris sebagai bahasa kedua. Pelbagai amalan penulisan baik yang telah dikenal pasti dalam Fasa Satu penyelidikan telah dijalin dengan Pendekatan Penulisan Proses serta disokong oleh model esei, input nahu bahasa dan pengetahuan mengenai konvensi penulisan. Modul Intervensi Penulisan Akademik ini telah diaplikasi kepada 30 orang pelajar prasiswazah yang mempunyai skor MUET Tahap 1 dan 2 selama 14 minggu. Melalui Pemodelan Persamaan Struktural, dapatan menunjukkan bahawa sikap penulisan, tingkah laku penulisan, dan kesukaran penulisan secara kolektif menjelaskan kepelbagaian (varians) dalam skor MUET para pelajar. Dapatan dari fasa kedua melalui analisis ujian pra, ujian pos, ujian pos tertangguh, sampel penulisan dan diari pelajar menunjukkan pendekatan penulisan proses sokongan telah berjaya menggalakkan para pelajar mengguna pakai strategi penulisan proses, mengurangkan Semakan Permukaan dan secara signifikan telah meningkatkan Semakan Pengekalan Maksud. Di samping memberi kefahaman mengenai penulisan akademik, penyelidikan ini juga menyumbang kepada bidang ilmu yang membentuk serta memandu bidang penulisan akademik ESL dengan mempertingkatkan kesedaran tentang elemen-elemen penting yang perlu dimasukkan dalam membentuk modul pengajaran penulisan akademik ESL yang lebih berkesan di Institut Pengajian Tinggi Malaysia.

Kata kunci: Penulisan Akademik ESL, Pendekatan Penulisan Proses, Intervensi, Sokongan, Perubahan Permukaan, Perubahan Makna

Abstract

There has been growing evidence that the lack of academic writing skill among university students who learn English as a Second Language (ESL) affects their overall academic performance. Higher education ESL students often find writing academic essays a complex process and hence struggle with academic writing convention issues. Using the lenses of Explanatory Sequential Mixed Methods, this two-phase study aimed to investigate the students' behaviours and the reasons behind their academic writing problems. In the first phase of the research, quantitative data from questionnaire responses of 1800 undergraduates were interpreted and the experiences and practices of successful and non-successful Malaysian undergraduate writers were gathered and analysed to elicit the Malaysian ESL students' behaviours during writing engagement. The second phase of the research involved a teaching intervention of ESL Academic Writing. Good writing practices identified in the first part of the research were woven together and scaffolded with the Process Writing Approach, essay models, language input and knowledge on the conventions of academic writing. The intervention module was utilized with 30 MUET band 1 and 2 undergraduates for 14 weeks. Findings employing Structural Equation Modelling approaches indicated that writing attitude, writing behaviour, and writing difficulties do collectively explain the variance in the students' MUET results. Findings of the second phase of the research from the analysis of the pre-test, post-test, delayed post-test, students' writing samples and diaries, indicated that the scaffolded process approach was successful in encouraging the students to adopt writing strategies, reducing the number of Surface Level Revisions and significantly increasing their Meaning Preserving Revisions. Besides informing scholarly practices of academic writing, this research would contribute to the field of ESL Academic Writing as it highlights the crucial elements that need to be incorporated in an effective ESL Academic Writing module at Malaysian higher education institutions.

Keywords: ESL Academic Writing, Process Writing Approach, Intervention, Scaffolding, Surface Changes, Meaning Changes

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Dedication

My dissertation is dedicated to my family. You are my joy, my inspiration, and the driving force for all that I do. To my children, Muhammad Amirul Ashraf, Qhatrunnada, Ameera Irdana and Muhammad Zydane Zacquan, I look forward and cherish the thought of watching all of you grow into the amazing people that I already know you will become. I hope someday this effort will serve as an inspiration to you when you pursue your higher education. To my soul partner, Associate Professor Dr. Suyansah Swanto, you have loved, encouraged and supported me through all the many years of pursuing my educational goals and, now, in reaching this milestone doctoral degree, I want to give you my utmost sincere thank you. You have always been my inspiration in so many ways and I am extremely grateful to you. Thank you for your strength. Thank you for your compassion. Thank you for your understanding. Thank you for being the most wonderful husband and friend any woman could ask for. Without a doubt, I could not have successfully persevered and met the dream of completing my doctoral degree without your support. I know these few years were tough on all of us but without your endless support, sacrifices and prayers, I could not have completed this study.

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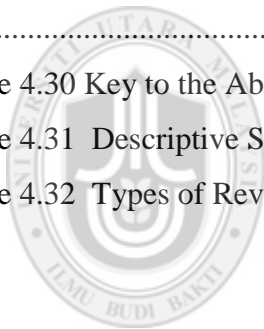
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CHAPTER ONE

INTRODUCTION

1.1 Focus of the Study

This chapter starts by describing the practice of teaching English as a Second Language (ESL) writing skills in Malaysia in general and at University Malaysia Sabah (UMS) in particular. In so doing, it looks at the developments that have influenced the evolution of that practice and the problems arising from it. Next, the chapter discusses the work reported in this thesis.

The focus of this research is on the integration of process approach with scaffolded writing strategies in the teaching and learning of English as a second language (ESL) in the writing classroom at tertiary level. This was explored from a sociocultural perspective whereby learning and a change in practice are viewed as a developmental social process. The focus of this research is in line with the researcher academic background, teaching experience and research interests. Additionally, the researcher is interested in expanding English language competency among learners at Malaysian higher institutions and believes that expanding and improving ESL competency could be achieved through such integration. As a teacher educator, the researcher also would like to explore the use of this teaching writing intervention and how it could be integrated into the existing educational system in ways that would be useful for teacher training purposes. Hence, the main purpose of this study is to understand and further explore ways of integrating scaffolded writing strategies and process approach, specifically at tertiary level, into the teaching and learning of ESL writing and to investigate how this integration could promote positive teaching writing

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