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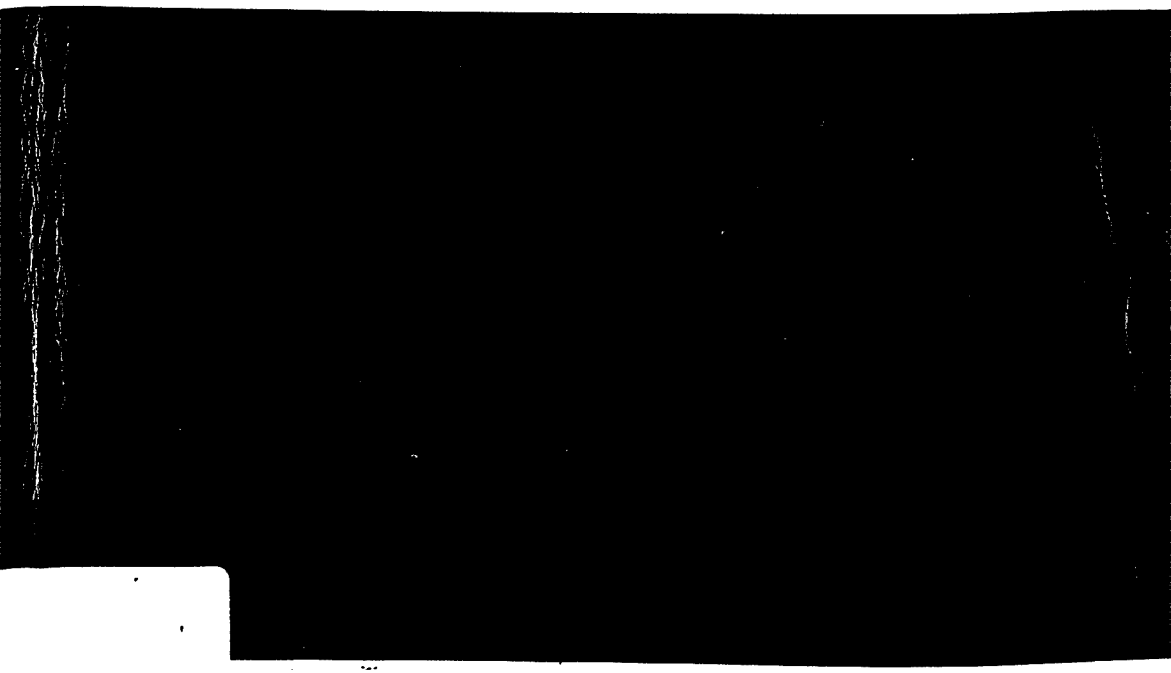

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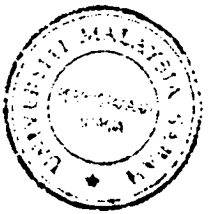

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Hakcipta terpelihara. Tiada bahagian daripada terbitan ini boleh diterbitkan semula, disimpan untuk pengeluaran atau dikeluarkan ke dalam sebarang bentuk atau dengan sebarang alat juga pun, sama ada dengan cara elektronik, gambar serta rakaman dan sebagainya tanpa kebenaraan bertulis daripada Pusat Penataran Ilmu dan Bahasa, Universiti Malaysia Sabah.

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PREFACE

Writing is one of the four modes of the system of human communication that we call language. Any act of writing will normally involve the basic parameters such as aim, audience, content and mode. To optimize the opportunities for improving the quality and effectiveness of children's primary school writing, these parameters and their inter-relationships will demand continuing scrutiny.

This paper, therefore, attempts to set the development of children's writing within a perspective which includes language and curriculum issues. The first chapter presents the situation of writing within the broad context of the Malaysian English syllabus, the writer's aim and rationale for pursuing this project. Chapter two reviews the nature of writing, its importance, the two main approaches of teaching writing, and finally the importance of evaluating and assessing writing. Chapter 3 presents a brief description of the investigation of the pupils' writing skills. It reveals the description of the sample population, writing tasks, procedure for analysing the data, and the interpretation of the analysis. Chapter four draws a number of issues together in a set of recommendations with implications for improvement of practise and suggests some possible ways of assessing pupils' writing and helping them to improve it. The final chapter draws together final thoughts on what has emerged from the project.

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Mohd. Yusoff Awang, my husband, assumed the greatest burden of responsibility for the success of this project. Not only did he provide unfailing support but in my darkest moments of self-doubt, he also gave me the confidence to pursue my dream to the end. My children Nur Iliyana, Nur Shaira, Nur Lisa, Muhammad Izz Irfan, Nur Hannah Batrisyia and Muhammad Haikal Anwar were respectful of my time. Thanks also to my mum and the rest of the family for their unfailing love, encouragement and support.

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This study was part of the author's professional project research to qualify for the award of the degree of Bachelor in Education (Honours) TESOL. This study was designed to investigate the nature of composing process and raised questions about the ways to the teaching of writing in the selected primary school. Recent research on composition and the classroom practices has provided an awareness of the ways in which contextual factors impinge on the development of students as writers. Writing continues to be taught according to the traditional methods, perhaps because of time constraint, space, and resources, as well as conflicts between the approach and method the teachers are attempting and other school- or district wide demands. This documentation hopes to challenge traditional practices and imply pedagogy that establishes a supportive environment in which pupils are acknowledged as writers, encouraged to take risks, and engaged in creating meaning.

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