

**STUDENTS – TEACHER CONFERENCE IN
THE EDITING PROCESS OF NARRATIVE WRITING**



ZAHRAH ZAITON BENJAMIN

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ZAHRAH ZAITON BENJAMIN

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UNIVERSITI MALAYSIA SABAH

**SCHOOL OF EDUCATION AND SOCIAL DEVELOPMENT
UNIVERSITY MALAYSIA SABAH
KOTA KINABALU SABAH
2007**

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THE EDITING PROCESS OF NARRATIVE WRITING**



ZAHRAH ZAITON BENJAMIN

UMS
UNIVERSITI MALAYSIA SABAH

**THIS DISSERTATION IS SUBMITTED TO FULFILL THE PARTIAL
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**SEKOLAH PENDIDIKAN DAN PEMBANGUNAN SOSIAL
UNIVERSITI MALAYSIA SABAH
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2007**

DECLARATION

I hereby declare that the work in this project paper is my own except for quotations and summaries which have been duly acknowledged.



15 SEPTEMBER 2007

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A handwritten signature in black ink, appearing to read "Zahrah Zaiton Benjamin", is written over the UMS text.

.....
ZAHRAH ZAITON BENJAMIN
(PS03-006(K)-010)

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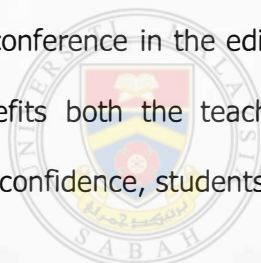
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ZAHRAH ZAITON BENJAMIN
SCHOOL OF EDUCATION AND SOSIAL DEVELOPMENT
UNIVERSITY MALAYSIA SABAH
KOTA KINABALU SABAH

ABSTRACT

This study describes the nature of students- teacher conferences in the editing stage of process writing. The study is carried out to investigate how students - teacher conferences benefits both students and teachers. The students concerned in this study are currently studying in the bachelor Education Preparatory Course (PPISMP) in the Gaya Teacher Training Institute in Kota Kinabalu. This case study involves five non English optionist students. This study adopts the qualitative approach whereby analysis of data is from reflections, interviews and observation. The findings of this study shows that students- teacher conference in the editing process of narrative writing is both important and benefits both the teachers and students in terms of their relationship, students confidence, students awareness and improvement of the editing skills.



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ABSTRAK

Kajian ini memerihalkan tentang perundingan pelajar – guru pada tahap penyuntingan dalam proses penulisan. Kajian ini dijalankan untuk melihat sejauh mana perundingan pelajar- guru dapat memberi menafaat kepada pelajar dan guru. kajian ini melibatkan pelajar-pelajar dari kalangan guru pelatih Program Pesediaan Ijazah Sarjana Muda (PPISMP) yang sedang belajar di Institut Perguruan Gaya, Kota Kinabalu. Ini adalah satu kajian kes yang melibatkan lima orang pelatih daripada opsyen pengajian bukan Bahasa Inggeris. Kajian ini menggunakan pendekatan kualitatif dimana data dianalisa daripada refleksi, temuramah dan pemerhatian. Dapatan kajian menunjukkan perundingan pelajar –guru dalam proses penyuntingan penulisan naratif adalah sangat penting dan memberi enaffat kepada guru dan juga pelajar dari segi perhubungan mereka, keyakinan dan kesedaran pelajar. Disamping itu ia juga membantu dalam memperbaiki kebolehan menyunting pelajar.

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LIST OF DIAGRAMS

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LIST OF APPENDICES

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Students' narrative essay student 1 to student 5

Interview questions



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CHAPTER ONE : INTRODUCTION

1.1 Introduction

Writing, unlike that of speaking, is not an easy task. Writing skills and abilities have to be consciously learned. An individual may be fluent in oral language (speaking, listening) and in reading but may still have difficulties when writing essays. The ability to write is a vital skill for speakers of a foreign language. Thus language instructors need to be aware that the teaching of writing is not merely giving writing task and title to students, it requires their care and attention. Writing must not be seen as a product but as a process by both teacher and students. However, in most second language classrooms, the traditional approach is still widely practiced including in the teachers' training institute. The unpopularity of the process approach is probably due because the approach is viewed as not practical, time consuming and not a good preparation for the examination.

1.2 Background of the study

1.2.1 The Process Approach

Writing is a process that takes place over time and through language. When producing a piece of writing for an audience, experienced writers use developed systems, usually an idiosyncratic combination of thinking, planning, drafting and revising that, for them, means "writing" something.. For most people, this process happens through language. In other words, writers use words to discover what, how, and why he/she believe.

Zamel's research (1983) reveals that composing is a non linear, explanatory and generative process where a writer discovers and reformulates his/her ideas, the writer will also backtrack and revise from the moment they start until the final draft is completed. In this approach, the written text is treated as part of a complex and recursive process. A topic requires students to come up with many drafts and teachers must give response to each draft. This is to ensure that the responses given by the teacher help students to improve their writing and in the end attain the best piece of writing. It is an on going process of drafting, responding by teacher and rewriting by students after taking into consideration the teacher's responses.

Research supports the adage "I don't know what I think until I read what I've said." One uses language to test, imagine, and create ideas during the process of articulation, whether in speech or writing. One don't just "have" ideas, one actually have language that are call ideas.

Gouty and Lid (2002) state that process writing is "writing instruction in which the teacher guides students through certain stages or steps to complete the writing piece". The concepts of process writing were developed by Graves and are referred to as the authoring cycle by educators and researchers. The authoring cycle is developed to guide teachers to observe students writing and the writing process. White and Arndt state that writing is more than mere learning and applying of linguistic and rhetorical rules.

1.2.2 The Traditional Approach

The traditional approach is a linear process which proceeds in a systematic way from the earlier stages of writing, to the revising stage and to the final draft. In the traditional approach, response is only given once and the text written by the students is the final product. The writer progress from the first stage to final stage

without backtracking nor submitting the drafts to the teachers for responses and comments. The teacher will then give mark to the end product of the students' work. The final product is considered his best piece of work and no further revision is done after the final product is handed in and marked by the teacher. The focus of this approach is on the final, coherent, error – free text

Nunan (1999) states that this approach which he called “reproductive language work” focuses on tasks in which the learners imitates, copies and transform models provided by the teacher and / or the text book. Nunan further state that the focus is very much on the building blocks of discourse, and that discourse is created by fitting on one building block on to the text. Such an approach according to Nunan, is consistent with

Sentence - level structuralist linguistic and bottom up processing. However, he further states that the traditional approach is not consistent with immersing ideas of discourse analysis.

1.2.3 The PPISMP Course

Kursus Program Persediaan Ijazah Sarjana Muda Pendidikan (PPISMP - Bachelor Education Preparatory Program Course) was first introduced by the Education Ministry as an effort to enhance the teachers the teaching training of primary school teachers at the first degree level in the teachers training institute.

The main aim for this course is to mould SPM school leavers with sufficient basic academic knowledge and skills in preparation for the primary school bachelor Education program. The curriculum preparatory program is designed to acknowledge the needs of broad base education elements. Students must take four academic subjects that will provide them with subject content knowledge that are relevant to their needs. One of which is English language Academic.

1.2.4 The English Language Preparatory Course (Academic)

The English Language Academic Preparatory course was introduced to provide students with English proficiency. It is a 13 credit course of 195 hours aimed prepare the PPISMP students a proficiency in English to enable to function in English in a variety of contexts. The needs to use English may be required to facilitate students in their studies.

The overall objectives of the English Language Academic preparatory course are not of STPM level. The objectives of the course are to enable students :-

- to acquire adequate language skills for personal and academic purposes
- to use English for academic and communicative purposes suitable for pre degree programmes

And

- to reflect critically on their personal learning experiences as a means of self improvement.

1.3 Statement of Problems

It has come to the researcher's attention after years of teaching writing both in schools and in the teachers training institute that most students narrative writing do not show evidence that they do corrections or edit their essays before handing in for marking to teachers. This can be seen through the gross errors made by the students namely writing convention errors, grammatical errors and coherence and cohesion of thoughts in the correct semantic structures. This is because the traditional approach in narrative writing is still widely used and favoured by teachers. Teachers need to put emphasis to the importance of process writing and assist students through the different stages of processes in narrative writing. Students- teacher conferencing in the editing stage of the narrative writing process must be given priority and emphasis. Hence, the researcher thinks that there is a need for students and teacher to confer with each other in the process of editing the students' narrative writing. Conferences between teacher and students will help students develop their skills in editing their narrative writing and thus improve their writings.

1.4 Aim of the study

The aim of this study is to look at whether students – teacher conference in the editing process of narratives essays can benefits students. This study seek to provide answers to how does students – teacher conferencing in the editing process of narrative essays benefit the students and can students – teacher conferencing in editing narrative essays help to improve students ability to edit their narrative writing ?

1.5 Objectives of the study

The objectives of the study are:-

- i. analyse how students - teacher conferencing in editing process of narrative essay benefit the students in terms of improving students confidence
- ii. to analyse how students-teacher conferencing in editing process can benefit the students in terms of their relationship with teacher.
- iii. to see whether student – teacher conferencing can help students edit their narrative writing.

1.6 Research questions

The study seeks to address the following research questions:-

- i. How will the use of students – teacher conferencing help improve student's confidence?
- ii. What are the benefits of students - teacher conference in the editing process of narrative for both students and teacher?
- iii. Does student – teacher conferencing in editing process contribute to improving students' ability to edit their narrative essays?

1.7 Significant of the study

This study is conducted with the main purpose of using students – teacher conferences in assisting the non – English optionist PPISMP students in the course of editing their narrative essays. Through the students – teacher conferencing in the editing process of the narrative essays, it is hope that both teachers and students realised that producing a piece of written essays requires a lot of attention and care. Students-teacher conferencing will provide teacher with more insights into students language ability and needs. It is hope that this study can be a step for further research on the needs for students – teacher

conferencing to address students writing needs. It is also hope that this study will help to further promote the importance of students- teacher conferencing in writing essays as part of the English language Curriculum in both schools and the higher learning institute.

1.8 Limitation of the study

This is a case study that is conducted on five non English option student studying in Gaya Teachers Training Institute in Kota Kinabalu, Sabah. Hence, the results may represent only the five particular students in the study case. The results may also be based on individual characteristics of each student. The sample group may not represent the situation nor characteristics of other non English option students in the other teachers training institute in Malaysia.

Another limitation to the study is students may be inconsistence in responding honestly in the interview due to uncontrolled factors. As the students involved in this case studies are non English options students, they may not be able to answer all the researcher questions due to the inability to comprehend the questions posed. Students' reflections and writings may content grammar and language structure errors. Whatever result gained

from the study cannot be used as a basis to generalise the responses of students in Malaysia. The findings will only be held true for the particular students involved in this study.



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