USE OF PROCESS WRITING TO ENHANCE
WRITING ABILITIES AMONG YEAR 5 PUPILS

GURMINDER KAUR A/P HARI SINGH

UNIVERSITI TEKNOLOGI MALAYSIA
USE OF PROCESS WRITING TO ENHANCE STUDENTS’ ABILITIES

AMONG YEAR 5 PUPILS

GURMINDER KAUR A/P HARI SINGH

A thesis submitted in partial fulfilment of the requirements for the award of the
degree of Master in Education (TESL)

Faculty of Education

Universiti Teknologi Malaysia

23 JANUARY 2014
I dedicate this piece of work to my parents, Mr Hari Singh and Madam Sarjit Kaur, my loving and supporting husband, Mr Harminder Singh, my beloved children, Akashdeep Singh, Hashreena Kaur and Hashveena Kaur, my siblings and my friends for their love, motivation and support.
ACKNOWLEDGEMENT

First and foremost, I would like to thank God for the guidance, strength and unfailing love given to me to complete this study.

I would like to express my sincere gratitude to all those who have directly or indirectly contributed to the completion of this research report.

I am especially thankful to Dr Shanti Chandran Sandaran, my dedicated supervisor for giving me her precious time, guidance and support to complete this study.

I would like to express my appreciation to all my lecturers throughout my study in UTM. Thank for the input and knowledge imparted.

Last but not least, I thank my family, friends and colleagues for their encouragement and motivation.
Writing is often seen as a very difficult skill to master and teachers too find it a
difficult skill to teach. This study was to investigate the use of process writing to
enhance students’ writing abilities among Year 5 pupils. The study was carried out
on one group, the experimental group. Thirty Year 5 pupils from the national primary
school were the respondents of the study. The research instruments used were pre-
test, post-test and teachers’ interview questions. The study was administered for two
weeks during their English lessons. Five stages of treatments in the process writing
approach were administered including pre-writing, drafting, rewriting, editing and
publishing. The intervention was administered to the experimental group. A pre-test
was given before the intervention followed by a post-test after the intervention to the
experimental group. An external examiner was involved in marking the scripts to
retain the validity of the scores. The test scores were analysed using the SPSS and
the essays were analysed to determine the effectiveness of the treatment. Four
teachers were interviewed to find out some of the methods they use in teaching
writing and their views in using process writing in the classroom to teach writing.
The results indicated that the intervention was successfully carried out and the results
obtained were favourable. This shows that students if given to learn the process or
stages needed in writing will be able to write better and improve their writing skills.
The importance should be given more towards the steps in writing and not the final
product. Therefore teachers need to ensure that students are exposed to the different
stages in writing instead of the focusing on the final product.
ABSTRAK