



UNIVERSITI PUTRA MALAYSIA

***TEACHING STRATEGIES EMPLOYED
BY SELECTED ESL WRITING TEACHERS IN THE
KLANG VALLEY, MALAYSIA***

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BY SELECTED ESL WRITING TEACHERS IN THE
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By

NORAIZZAH BINTI ZAKARIA

**Thesis Submitted to the School of Graduate Studies,
Universiti Putra Malaysia, in Fulfilment of the
Requirements for the Degree of Doctor of Philosophy**

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DEDICATION

For my father, Zakaria bin Mahmud and my late mother, Halimah Binti Abdullah. To my children Nursyafiqah, Muhammad Syabil, Muhammad Syahmi and Muhammad Syakir, Mama dedicates this to all of you and hope this will inspire you to excel in life.





Abstract of thesis presented to the Senate of the Universiti Putra Malaysia in fulfillment of the requirement for the degree of Doctor of Philosophy

TEACHING STRATEGIES EMPLOYED BY SELECTED ESL WRITING TEACHERS IN THE KLANG VALLEY, MALAYSIA

By

NORAIZZAH BINTI ZAKARIA

July 2013

Chairman: Ghazali Bin Mustapha, Ph.D.
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The main purpose of this study was to investigate the situational context in selected ESL writing classrooms in Klang district, Selangor DarulEhsan. These teaching strategies employed by teachers are significant in teaching writing in the Malaysian context with the hope that by the end of eleven years in learning English, students would be able to write essay with confidence according to the required standard.

This study was carried out through the detailed investigation of three research questions. They include: (1) What are the strategies used by teachers in ESL writing classrooms? (2) How do the strategies employed by teachers differ in high achievers' and low achievers' classrooms (3) What factors contribute to the teaching strategies used in teaching composition writing to ESL learners? These questions were vigorously addressed throughout the study with the specific concern of determining their relations to strategies employed by teachers in ESL writing classrooms.

The qualitative case study research methodology was selected since it was deemed the most appropriate for the study of this nature. Data were gathered and generated from seven ESL teachers in government schools. The participants were selected from teachers who were willing to participate in this study with more than five years experience in teaching English. The data collection method employed to achieve the purpose of this study were mainly classroom observations, and in depth interviews with the participants. Each

observation lasted between one hour to about one and a half hours, was taped recorded, transcribed verbatim and analyzed according to different types of teaching strategies. The interviews were also interviewed to verify the data based on observations in the classrooms. Thematic analysis was used to derive themes from the data. The rigor and trustworthiness of the study were further ensured through member checks, peer examination and maintenance of an audit trail.

The findings yielded the various strategies in teaching writing namely; memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies and social strategies. Strategies used by teachers in high achievers' classrooms were also used by teachers in low achievers' classrooms and vice versa. The teacher-factor and student-factor were salient in this study. Teachers are recommended to use teaching strategies that will provide favourable input which will lead to student-centred environment in the classrooms. Specific recommendations for further research were also suggested.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

STRATEGI-STRATEGI PENGAJARAN YANG DIGUNAKAN OLEH GURU-GURU PENULISAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA DI LEMBAH KLANG, MALAYSIA

Oleh

NORAIZZAH BINTI ZAKARIA

Julai 2013

Pengerusi: Ghazali Bin Mustapha, Ph.D.
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Kajian ini bertujuan untuk mengkaji konteks pengajaran di dalam kelas-kelas Bahasa Inggeris yang terpilih didalam penulisan karangan sebagai Bahasa kedua di daerah Klang, Selangor Darul Ehsan. Strategi-strategi yang digunakan oleh guru-guru adalah amat penting di dalam pengajaran penulisan karangan di dalam konteks Malaysia dengan harapan di akhir sebelas tahun mempelajari Bahasa Inggeris, pelajar-pelajar boleh menulis karangan dengan yakin bersesuaian dengan tahap penulisan yang ditetapkan.

Kajian ini telah dilaksanakan dengan erperinci melalui tiga persoalan kajian iaitu: (1) Apakakah strategi-strategi yang digunakan oleh guru-guru Bahasa Inggeris sewaktu mengajar penulisan karangan? (2) Bagaimanakah strategi-strategi yang digunakan oleh guru berbeza di antara guru-guru yang mengajar dikelas yang tinggi pencapaian dan kelas-kelas yang rendah pencapaian akademiknya? (3) Apakah faktor-faktor yang mempengaruhi strategi-strategi pengajaran guru di dalam kelas penulisan Bahasa Inggeris? Persoalan-persoalan kajian adalah berkaitan dengan strategi-strategi pengajaran yang digunakan di dalam pengajaran BahasaInggeris sebagai Bahasa kedua.

Kaedah penyelidikan kualitatif telah dipilih memandangkan pendekatan ini paling sesuai digunakan untuk mengkaji situasi begini. Data telah dikumpul dan dijanakan dari tujuh orang guru di sekolah kerajaan. Sumber utama di dalam perolehan data adalah melalui pemerhatian di dalam bilik darjah dan juga temubual. Setiap pemerhatian telah berlangsung selama satu hingga satu jam

setengah dan ianya dirakam dan dianalisa mengikut kepelbagaian strategi-strategi pengajaran guru-guru. Kebolehpercayaan kajian telah disahkan melalui semakan peserta kajian, pemeriksaan rakan penyelidikan dan penyelia, serta laluan audit. Analisis secara tematik telah digunakan untuk memperolehi tema daripada data.

Dapatan kajian telah menunjukkan guru-guru ini menggunakan strategi-strategi seperti Strategi-strategi Memori, Strategi-strategi Kognitif, Strategi-strategi Kompensasi, Strategi-strategi Metakognitif, Strategi-strategi Afektif dan Strategi-strategi Sosial. Strategi-strategi guru-guru yang digunakan di dalam kelas yang tinggi pencapaian digunakan juga di kelas-kelas yang rendah pencapaian dan sebaliknya. Faktor pelajar dan faktor guru didapati mempengaruhi strategi guru. Cadangan dan implikasi kajian juga telah dibentangkan agar tindakan sewajarnya dapat diambil.

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I certify that a Thesis Examination Committee has met on 11 July 2013 to conduct the final examination of NoraizzahbintiZakaria on her thesis entitled “Teaching Strategies Employed By Selected ESL Writing Teachers in the Klang Valley, Malaysia” in accordance with Universities and University Colleges Act 1971 and the Constitution of the UniversitiPutra Malaysia[P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

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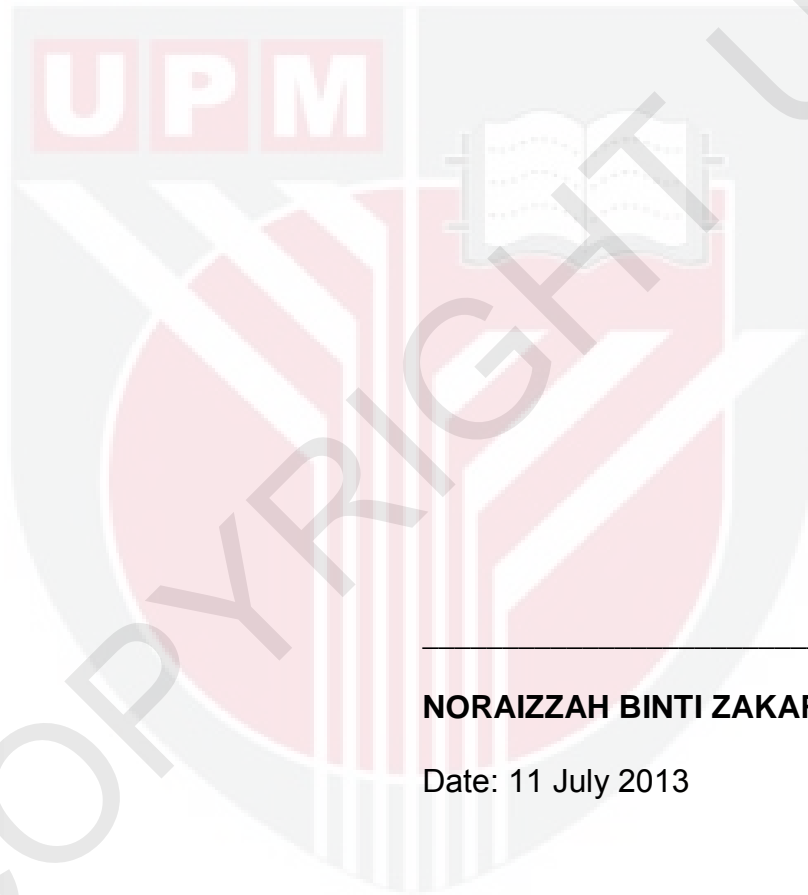
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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any degree at Universiti Putra Malaysia or other institutions.



NORAIZZAH BINTI ZAKARIA

Date: 11 July 2013

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