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Exploring the Practice of Grade Nine Teaching Writing Skill In EFL

Class :Gogh High School In Focus.

By

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ADAMA

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Abstract

The main objective of this study was to explore the practice of teaching writing skill in EFL classes. Teaching writing skill is a method of teaching that can help for the students to build a confidence for any type of subject where the instruction media is English language that involves the active engagement of teachers and students in the learning teaching process.

The participants of the study were all grade nine English teachers and 98 grade nine students included. To collect data for the study questionnaire, interview and observation were employed. On the other hand the result of the study showed that; students were not practice writing skill, English teachers also were not use various methods to teach writing skill at EFL class, using instructional material, assessing their pupils' performance in English language writing , they were not follow students activities and not give appropriate feedback as well as correction.

In addition, most of the teachers teach only one section, and they did not know their students' reflection on the writing skill as well as they have not a clear know-how on what way their students are beneficiary from writing skill in EFL classes. Because the school is found at the boundary of our country teachers did not permanently stay at this school. Those who live there, also run for politics.

Hence, to bridge up the gap between teachers should be given awareness on teaching writing skill in EFL classes, and teachers should broaden their horizon by taking trainings on different teaching method as much as possible in order to improve students' writing skill in EFL.

Students should also know without writing skill it is impossible to achieve their goal in learning teaching process in their future life.

CHAPTER ONE

1. 1 Background of the Study

English language has an enormous importance in the world. It has become a common global language in: education, industry, communication, and trade. The growing importance of English language as an international language is observed in all countries of the world. Among these countries Ethiopia is the state which recognized the growing importance of teaching English as a foreign language. So it is taught at all levels of the schools, starting from kindergarten up to university level.

However, all the importance and the position of English language in the country's educational system, still it has a limitation. This limitation has been addressed by different researcher. (Gupta &Woldemariam, 2011, as cited in Areej, 2012:240) conducted a study examining the influence of motivation and attitude used on writing strategy on under graduate students at Jimma University. They concluded that strong motivation demonstrated high level of enjoyment and confidence with writing skill. Other researcher also forwarded about the significance of writing skill.

Furthermore, from the researcher observation the problem is increased through time to time in GOH HIGH SCHOOL with the failure of English language writing skill if the investigation has been attached to issues like cultural back ground of students, lack of well trained teachers, and number of students in one class.

On the other hand, teaching English foreign language within its four skills are very complex process especially the writing skill. And when teaching this skill teachers follow a certain order. Starting it with, listening, speaking, reading, and writing. (Hedge, 2000, as cited in Naciras' unpublished PhD dissertation, 2010:1). "Adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing". Writing placed at the end of four skills this indicates that its complexity and difficulty to master it not only for second language learners but also native speakers.

(Grabe& Kaplan, 1996:87) point out "probably half of the world's population does not know how to write adequately and effectively" and again (Nunan, 1989:12) agreed that "It is easier to learn to speak than to write no matter if it is second language or first language". From these scholars point of view, if any language is practiced through time it is easy to communicate, but

for most of the teachers and students writing needs daily practice because of its complexity and productive nature.

Mastering writing skill is so difficult; it requires ample of time. (Richards & Renandya, 2003:303) argued that “There is no doubt that writing is the most difficult skill for second language to master”. According to this author, from four skills for instance, listening, speaking, and reading, particularly for second language learners writing activities are the most complex skill that cannot be mastered at once. On the other hand, the majorities of students assume that knowing grammar rules are sufficient to write a good English language production and forgot other activities which help them to develop writing skill in EFL class (Leki, 1997).

According to (Harmer, 2007:4)

Writing is a process, that is, the stage the writer goes through in order to produce something in its final form. This process maybe affected by the content of writing the type of written and the medium it is written ... this process has four main elements: planning, drafting, editing, and final drafting.

Nunan (2000:21) also states that “it is enormous challenge to produce a coherent, fluent, extend piece of writing in L2”. Lack of appropriate method of teaching writing skill, interest, legible hand writing, reading and so on are the obstacles of poor performance of writing skill.

Therefore, the researcher has been teaching English at GOH HIGH SCHOOL at South Ari Wereda in South Omo Zone for three years. While the researcher has been teaching in GOH HIGH SCHOOL, he has observed many problems in his short experience in teaching and learning EFL classes. As researcher have been observing one of the leading problem of learning and teaching in this school is writing skill in EFL. As a result of this the researcher wants to EXPLORE THE PRACTICE of GRADE NINE TEACHING WRITING SKILL in EFL class.

1.2 Statement of the Problem

As mentioned earlier in the introduction part of this proposal, writing skill play a great role in the world but in our country's context still it has a limitation in teaching and learning EFL. A number of studies were investigated by researcher on the writing skill in EFL. (Nicara, 2010) conclude in his PhD dissertation “that the most important invention in human history is writing”. It plays a paramount role in students' future life.

Moreover, writing skill in EFL play a great role on sharing their opinion, to record what they read and listen, to communicate with other partner, to build their confidence, to develop their thinking ability on their education which is the instruction media is English language. For teachers also, to teach their students effectively and to upgrade their knowledge writing skill in EFL has share a lion part. Even if writing skill has endless significances, a number of limitations are observed in teaching and learning writing skill in EFL class.

The actual problem was observed among grade nine students and teachers those who teach and learn EFL at GOH HIGH SCHOOL. Normally, grade nine students were expected to know both the grammatical rules and in general the process of writing skill in EFL. Commonly in GOH HIGH SCHOOL from its complexity and number of students in one class writing skill is not practiced outside the school, so what is practiced inside the class has little chance to develop. Because, the researcher has been observed through his three years teaching experience at GOH HIGH SCHOOL, the majority of the students struggle when they need to write a paragraph and sentence. This will result meaningless written work product.

In addition to this, the researcher has also observed students written work which consists too many mistakes related to grammar, spelling, punctuation, and capitalization.

According to (Bailey, 2000:1) “Learners at schools must master the academic writing which was needed in writing essays and paragraph or assignment for exam”.

Despite this fact, the majority of grade nine students face the difficulties of writing skill during English language class at GOH HIGH SCHOOL as widely observed. The above mentioned problems are motivating the researcher to investigating this issue to look it in depth from personal interest in the field of education in GOH HIGH SCHOOL.

GOH HIGH SCHOOL is found in southern Nation Nationalities State in South Omo zone at south Ari Wereda, which is 750 km far away from ADAMA SCIENCE and TECHNOLOGY UNIVERSTY. The school was established in 1985 E.C. Throughout its long age in this school still any studies have not been done to improve the learning and teaching EFL as a foreign language. Therefore, the researcher through his short experience has observed a number of problem which hinder the learning and teaching EFL specially the writing skill.

The main reasons, the researcher will carry out the study accommodates three basic issues:

Grade nine students are expected to know grammar rules and mechanics of writing. With the case of writing skill students may have fail from their achievement and success.

Teachers at GOH HIGH SCHOOL those who teach EFL in this school have a skill gap in teaching writing skill in EFL class

1.3 Objective of the Study

1.3.1 General Objective of the Study

The general objective of the study is to explore the practice of grade nine teaching writing skill at Goh High School.

1.3.2 Specific Objectives of the Study

The specific objectives are to:

1. Look into students' participation in learning writing skill.
2. See through the suitability of the techniques employed by teachers in teaching writing skill.
3. Explore issues related to the practice of teaching writing skill.
4. Examine the effect of writing skill on the student's achievement.

1.4.3 Research questions

From the above mentioned specific objectives the following research questions are derived.

How do students participate during EFL writing class?

To what extent do students practice writing skill?

How effective is the teacher's method of teaching writing skill?

What major problems do teachers face during teaching writing skill?

1.5 Significance of the Study

The effectiveness of teaching and learning for any language depends on the understanding of the problems that limits its successful accomplishment. Thus, the researcher should be aware the problem that affects teaching and learning process and this is possible only by conducting a study on the issue. Therefore, it is hoped that the result of this study will be important for the following bodies.

The result of this study primarily, Explore the practice of teaching and learning writing skill for teachers and students.

The study also gives information for the teachers to make necessary change for the improvement of teaching and writing skill in EFL class.

It is also expected that the result of this study may attract other researchers in the area. In addition to this, other researchers could use it as a source of reference.

1.6 Scope of the Study

The scope of this study is restricted to GOH HIGH SCHOOL which is found in southern nation nationalities state in south Omo zone at south Ari Wereda. The research is conducted only one government high school because SOUTH ARI Wereda has only one high school and no private schools are there found. The study is delimited to only teachers those who teach grade nine EFL and it includes grade nine students.

1.7 Limitation

The researcher of this research study will expect a number of limitations. Some of them are as lack of updated reference, lack of facilities, and shortage of data source to get the appropriate answer for questionnaires' that intended for the research.

1.8 Definition of Important Terms and Acronyms

Exploring: to discover what it is like.

Practice: to do something repeatedly in order to improve performance.

EFL: English as a foreign language

CHAPTER TWO

Review of Related Literature

2.1 History OF Writing

In the history of human being activity the development of writing is the recent phenomenon. Many scholars forwarded about the development of writing based on different findings. According to (Harmer ,2007:1) “human activity of writing is a fairly recent development in the evaluation of men and women ... some of the earliest writing found so far dates from about 5500 years ago”. (Yule, 2010: 212) claimed that “human beings started to write some 20000 to 25000 years ago”. From these scholars point of view the early men and women were not wrote their opinion and feelings perfectly by using letters or graphical representation of words. From human activities history the earliest forms of writing were pointing of animals and writing in their shelter for example, writing in the cave is the best example. Gradually, primitive culture, according to (Crystal, 1999:18) they were creates a type of letter which is called “petro glyphs” or “pictograms”. In the ancient time humans were use a picture as a letter to write words. Theywere transmitting their message by using these pictures.

This picture might be used as a form of sun and moon. These pictures have developed to wards’ ‘ideograms’ or ‘hieroglyphs’ which are considered as a part of letters. Ancient Egyptians were play a great role the emergency of writing.

After Egyptian hieroglyph, Phoenicians also develop another type of letter which is help for writing purpose. Then, early Greek civilization also played a great role for the emergency of alphabets. Finally, modern alphabet letter was developed by Roman who was different from their early civilization countries writing system graphic representations. These letters are very easy and understand by each.

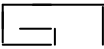
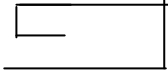
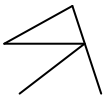
Egyptian	Phoenician	Early Greek	Roman
			B
			M
			S

Table 1.1 Development of writing (Yule, 2010:217)

The modern development of writing summarized by (O' Grady & Katamba, 1996: 620) as the following. The development of writing has been of humanity's greatest intellectual achievements.

From pictograms and logograms, the graphic representation of language has developed through syllabic writing to the alphabet. This was achieved through the discovery that the sounds of language can be associated with the arbitrary graphic symbols. Eventually, this was followed by another discovery that a small number of symbols is sufficient to represent language in written form.

2.3 The Definition of Writing

Writing means putting letters or using symbols to reproduce in a written form of words which has been meaningful, heard and readable with another person. Writing is more complex because it involves meaningful and well organized ideas which carry a message in the language skill. (Widdowson, 2001:62) stated that "writing is the use of visual medium to manifest the graphological and grammatical system of the language. That is to say writing in one sense is the production of sentences in sentence usage"

Thus, the writer must know the rule of the language and the mechanism of the language how to produce new written production. On the other hand, students are fail to practice EFL because writing is the most difficult and complex skill. It is the process of discovery. Another definition was also given by (Crystal, 1999: 214) who was stated that "writing is not merely mechanical task, a simple matter of putting speech down on paper. It is an exploration in the use of graphic potential of language_ a creative process_ an act of discovery".

Writing is a form of communication which helps the students to express their feelings, confidence and in general their ability in written mode. Writing may be the work of individual, personal and social end over. According to (Miller, 2001, as cited in Richards, 2003: 25) “even though the writing production is an expression of one’s individual and personality, it is important to remember that writing is also a social end over, a way of communication with people”.

(Pincas, 1992: 125) claims that “writing is a system of graphic symbols, i. e, letters or combination of letters which relate the sounds, we produce while speaking”. Writing can be defined as the combination of graphic symbols or letters which can be give a meaningful sense for the reader.

These words are arranged in to the form of sentence to make paragraphs and essays. Writing skill consists several process as (Richard, 2002: 529) states that, “ writing is viewed as a result of complex processes of planning, drafting, reviewing and revising”. That is to say, the final product is the result various operation.

(Hedge, 2000: 302) explain writing as follow:

“Writing is the result of employing strategies to manage the composing process . . . it involves number of activities: setting goals, generating information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process”.

Writing skill cannot achieved without coherence between words, sentences or paragraphs which are arranged in a particular order and linked together in a meaningful way.

Moreover, writing in EFL is the ability to know the rule of language, the ability to use the language and graphic representation in any type of writing situation. (Lodo, 2000: 248) “We mean by writing in a foreign language the ability to use structures, the lexical items, and their conventional representation in ordinary matter-of-fact writing”.

Furthermore, writing is the whole process which goes through different steps. It is also a tool for learning and teaching. To develop writing skill it takes a lengthy of time. (Kate, 2003: 1480) who stated “writing is a process of exploring one’s thought and learning from the act of writing itself from what thought are”. A similar point is stated by (Grabe& Kaplan, 1996:65) “probably half of the world’s population does not know how to write adequately and effectively”.

In this respect, Hedge (2000) had completely investigated this issue and came with a conclusion “all the time spent in communicative activities, adults devote 45% of their energies to listening, 30% to speaking, 16% to reading, and 9% to writing”. This is the reason why the majority of students feel stress which prevents them from developing writing skill in EFL.

2.4 The Importance of Teaching Writing Skill

The main target of teaching writing as one of the four language skills is to facilitate students' learning, skill in any subject, and their daily communication. Writing helps as a psychological need in the sense that it provides learners with evidence that they are making progress (Takrouiri, 2002). Writing also makes language learning more effective and authentic through creating a variety of activities inside and outside the classroom.

Writing is considered as significant language skill that should be developed at an early stage of learning the foreign language .Yet, writing is a skill that should not be learned in an isolated form, it should be taught interactively with other language skills, Listening, speaking, and reading.

Learning writing has many importance aspects. It helps for the students more relax and confidence to record their day to day activity. For teachers also, writing play a great role, without the knowledge of writing skill it is impossible to teach any subject. According to (Mc Arthur, et al, 2008: 1) “writing provides an importance means to personal self expression”.

Anyone can not doubt about the importance of writing. (Ibd) “The power of writing is so strong that writing about one’s feelings and experiences can be beneficial psychologically a psychologically because it can reduce depression, lower blood pressure, and boost the immune system”. From this definition it is clear that a person who always try writing, he or she entertain himself with the action of writing. The writer thinks about how to produce something in its final product for their reader.

Beside its importance, there is a considerable point about writing capabilities of writer age or children and youth. In this respect, anyone can not neglect the importance of writing skill

teaching or learning English as a foreign language. Because writing express social relationships which exist due to the individuals' creation.

According to (Hylland, 2003: 69) “writing is one of the main ways that use a coherent social reality through engaging with other”

In addition to this, teaching writing skill has different styles especially for those who find it difficult through oral skill. It means that students feel comfort rather than worry about writing when they deal it through oral practice. Moreover, writing provides varieties of classroom activities, such as grammar and writing mechanism in general.

However, some learners of English do not agree with the importance assigned to writing skill pointed out by (Doff, 1995:148).

If we think only long_ term of needs, writing is probably the list importance of the four skills for many Students, they are more likely to need for writing is most likely to read, and speak English than to write it. Their need for writing is most likely to be for study purposes and also as an examination skill.

In the school writing plays a paramount role. Without the skill of writing teachers and the learners are not achieve their success. It has its own strategy to accomplish certain goals. For example, writing a report and opinion. It is a skill which consist sub_ skills and processes such as hand writing and spelling, a rich knowledge of vocabulary, punctuation, capitalization, grammar, and word usage. All the above mentioned elements are very important for the production of well developed written work. In addition to this, writing is a means for the development of student's knowledge in any subject matter.

2.5 Difference between Writing and Speaking

Writing and speaking are productive skills in teaching writing EFL, they are so different. And writing is the most difficult and complex skill in EFL teaching. (O'Grady et al, 1996: 591) argued that:

Speaking and writing are different in both origin and practice spoken language is acquired without specific formal instruction, whereas writing must be taught and learnt through deliberate effort . . . there are many people who are unable to write. While spoken language comes naturally to human beings, writing does not.

Another scholar Raimes (1994) shared the same idea that we learn to speak our first language naturally without any instruction hearing it from our family. But, most of the people are taught how to write in their L1 buy using their own or their first language letters. In contrast, speaking and writing are discussed by (Robins, 2000: 95) as “two modes of linguistic communication”. This means both of them help us for communication or to deliberate our message for our audience. on the other hand (Rings,1992: 21) stated that “spoken discourse not only utilizes different phonology morphology ,syntax, lexicon ,and speech among other elements, but also a different textual interactional structure from that found in formal written discourse” .

Therefore, speaking and writing are different ways of using language. Knowing their difference between them is an important part of teaching writing skill in EFL. A similar point is discussed by (Yule, 1983: 28) who that explained the major difference between spoken and written language is that “the elaborated and dense pack of information at the structure and the text level in written language, i.e., the use of heavy grammar structures, connectors , syntax, etc., whereas spoken language is more simple and therefore less elaborated”.

Spoken language is to some degree structured and complex especially if it is second language for one speaker. Speaking is unplanned and writing is still characterized by its complexity because, it is used at the clause or at the sentence level including mechanisms of writing.

Writing is planned and requires more time and the ability of knowledge to produce it. But, like writing, speaking for EFL student especially at kindergarten, elementary, high school, can be acquired through learning where the students have to master spoken form of a language within its different elements. EFL students will speak and listen correctly but, not like native speakers. Despite the fact, what is said above, but still more attention is paid to writing rather than speaking as.

According to (Brookes, A., Grundy, P. 2001:1 2) who stated that “we pay more attention to writing since we are more aware of what we are doing and consequently we give more emphasis to correctness”.

According to (Harris, 1993: 3) who stated that “there are three ways of looking at the differences between speeches and writing which are situation, grammatical choices, and lexical density”. This means a person who speaks for another person, he may be jump over some words or final letters if the listener understands him did not bring any change on the language. But, in the written language all sentences should be organized logically and meaningful

2. 6 Lack of Approach to Teach Writing Skill

Teaching writing skill in EFL is very important especially in our country Ethiopia. In the past EFL WAS thought in our country to know about the grammar rule. But today it is thought starting from kindergarten as a medium of instruction for all subjects. Therefore since all subjects are thought in EFL appropriate approach to teaching writing skill is plays a significance role in the teaching learning process. Many scholars agree that still there is no one answer how to teach writing skill. It depends according to the style of teachers and learners. This is due to writing is the process of exploring one’s and learning from the act of teaching writing itself.

Raime (1994) conclude the following diagram with the importance of teaching writing skill and elements of activated when producing a piece of write. Teaching writing skill has different features such as syntax, content, grammar, word choice, purpose, audience, mechanics, and organization. These elements are important for the approach of teaching writing skill in EFL class.

2 .6.1 Controlled Writing Approach

In this approach learners are allowed to write what the teacher’s order to write. Also, the mastery of writing mechanics has a great importance. According to, (Raimes, 1994:10) “a speech was primary and writing served to reinforce speech in that it stressed mastery of grammatical and syntactic forms”. From this scholar point of view students are not creator completely they practice what they are ordered to by their teachers. They completely practice grammar exercise.

(Leki,1992:8) who claims that, “the writing is carefully controlled that the students see only correct language and practice grammar structure that they have learned”. Students are focus on accuracy rather than fluency in this approach of teaching EFL writing skill. Teachers also control or advice the learner to write or practice only a grammatical composition. Students are worry about their mistake which is made related to the content and the form of the language.

2.6.2 Free Writing Approach

In this approach, teaching writing EFL teachers advice the learner to stress on the content and fluency rather than accuracy of the language. When the students are practice this approach they are free from any mistake which is done on content and form. After the learner put their idea on the paper, the organization, mechanics of writing, and the rest will follow through time.

This approach is revolves around the subjects that the learners want to write. According to, Raimes(1994) in the controlled writing approach teachers play a great role but, in free writing approach, the role of the teachers are very limited. Sometimes teachers are read the production of the students’ work and making comments on the written production.

2.6.3 Paragraph Pattern Approach

Unlike the previous approaches of teaching writing skills, the paragraph pattern approach stresses another future. It is the organization of language rather than accuracy of grammar or fluency of content. Moreover, at lower grade students always devote their time to write paragraph pattern approach.

Because, the paragraph contains the sentence structure, the supporting ideas, topic sentences, cohesion, and unity are the most important. Sometimes must given scrambled sentence to put it into coherent paragraph, to identify general statements or topic sentence.

A paragraph may describe a particular sense, ideas or develop an argument (Richard, 1986). In one paragraph we can get the same elements that treat one topic sentence or share much similar idea.

2.6.4 Grammar Organization Approach

Under this approach, teachers stress the need to work on more one feature, mentioned in the diagram. According to (Raimes 1994:13), “writing cannot be seen as composed of separate skills which are learned one by one”.This means that students should pay attention to, simultaneously,

organization and at the same time work on grammar and syntax which are necessary to carry out the writing tasks.

2.6.5 Product Approach

This point explores the product approach to writing briefly given the small amount of information and attention it receives. It is also compared to the process approach. Some characteristics of this process to highlight features of the product approach.

Generally speaking, the product approach to writing focuses on the end product. A particular feature of this approach is its attention to correctness. As it is reported by (Nunan,1989: 36) "the teacher who adopts a product- approach makes sure that the end product is grammatically correct".(McDonough&Shaw, 1993: 43) argued that it is a traditional way to teach writing whose focuses are on accuracy and consolidation of grammar.

Moreover, the teacher becomes a judge of the finished product. (Tribble, 1997: 20-22) also said that "teachers see errors as something that they must correct and eliminate given the importance accurate language has". In fact, for some teachers, the most important is a readable accurate piece of writing since language competence is the aim of this approach. Moreover, learners are given writing models to construct sentences, develop paragraphs, and sentences out of these models.

According to (Richards1992, as cited in Sadek, 2007: 231), "the product approach leads to practice in the structure and organization of different kinds of paragraphs and texts". Accordingly, the main features of this approach are:

- Learners have specific writing needs, either for institutional writing or personal writing.
- The goals of a writing program are to teach students to be able to produce the kinds of written texts they will most frequently encounter in educational, institutional, and/or personal contexts. The writing program will focus on the patterns and forms

used in different kinds of written text (e.g., differences between descriptive, narrative, expository, and persuasive writing, formats need to present information in an essay or report; different ways of organizing information in paragraphs).

- The grammatical patterns and grammatical rules used in different kinds of texts are presented in model composition, which are constructed to display the rules that learners should use in their own writing.
- Correct sentence structure is the main aspect of writing, grammatical skill receives considerable emphasis.
- Errors in writing are avoided by providing learners with models to follow by guiding and controlling what learners write to prevent them from making errors. Thus the primary emphasis is on providing practice in different kinds of texts.

Furthermore, the overall emphasis of this approach, regardless of who are the learners, “is on the form of the final product that the students produce rather than on the process of writing” (Sadek, 2007: 232). In sum, the main goal of the product approach to writing is accuracy rather than communication.

2.6.6 Process Approach

So far, the researcher has previously states, writing has been associated with accuracy and traditional teaching. Teachers ask students to write for language improvement and for the development of grammar items then, the final product serves only for correcting aspects of the language.

Despite the fact that, more recent approaches to writing have stressed that learning to write does not involve asking learners something on a given topic without a purpose and audience in mind. Learning to write is a process which contains a series of steps writers go through to arrive at the final product.

Although, the process approach has emerged as a reaction against the product approach where (Silva 1993, as cited in Sadek, 2007: 232) pointed out that “this approach calls for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing process”.

For this reason, teachers’ role is to help students to develop valuable strategies for getting started. Those strategies are “finding the topics, generating ideas and information, focusing, and planning structure and procedure” (Ibid).

This means that teachers should become facilitators rather than assessors helping students to develop those strategies mentioned above easily.

For instance: drafting means writing several multiple drafts, revising means adding, deleting, modifying and rearranging ideas, and editing means looking at vocabulary, sentence structure, grammar, and writing mechanics.

In fact, the teacher’s goal is to present writing as a stimulating process (White & Arndt, 1991). (Hedge, 2000: 302) saw this approach as follows:

The process view of writing sees it as thinking, as discovery. Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and process which are neither easy nor spontaneous for many L2 writers.

From the nature of writing as a process, (Grabe and Kaplan, 1996: 48) stated that the process approach encourages learners to:

- 1, Write on relevant topics or topics learners find interesting rather than having the teacher who assigning the topic.
2. Plan their writing having a purpose in mind and a context to base the written text on rather than write freely without having anything to say.

3. Be creative and imaginative using pre-writing activities, different drafts and feedback rather than immediately putting pen to paper without previous planning and revision
4. Get feedback from real audience either from peers, small groups or the teacher through formative evaluation.
5. Focus on content and personal expression rather than the final copy, grammar and usage.
6. Look at writing as recursive rather than a linear process since repetition of activities and steps are relevant and necessary.
7. Be, aware of the writing process and the issues relevant to it such as audience, planning, etc., rather than teach students to write without a suitable method.

According to, the process approach is considered as a positive reinforcement which enables both teachers and students to interact more meaningfully with a purpose of writing. Beside this, it is important to make student aware of how to get started by encouraging them to start think and produce ideas. In addition, allowing time for the process is essential as well as feedback so that students can discover new ideas, sentences and words as they plan and work through the initial drafts. This shows that the process of writing is a way of creating, discovering, and extending meaning.

Furthermore, another characteristic of using the process approach in writing is pointed out by (Silva 1993, as cited in Sadek, 2007: 233) “The process approach is seen as non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning”. The process approach has been generally important. Because, the process approach invite students to practice more writing skill without any fear.

2.7 Lack of Adequate Techniques of Teaching

Teachers’ main activity is choosing the best classroom technique to teach EFL writing skill. Any decision teacher’s make- such as providing students with a first sentence or not, or correcting all errors or only a selecting few-is a decision about teaching technique. Selecting these techniques depend on their suitability with class, students’ levels, and the approach underlying the

curriculum and teaching. These issues are not confined to any one of the approaches outlined before.

Accordingly,(Raimes 1994:15-30) proposed seven basic questions that must be asked by any teacher before class namely:

1. “How can writing help my students learn their second or foreign language?
2. How can I find enough topics?
3. How can I help to make the subject matter meaningful?
4. Who will read what my students write?
5. How are the students going to work together in the classroom?
6. How much time should I give my students for their writing?
7. What do I do about errors?”

In addition, he prepared different techniques that have presented successfully in the classroom among them:

2.7.1 Using Picture Technique

Pictures can be a valuable resource that provides a shared experience for students in class, a common base that leads to a variety of language activities.

Using pictures, all students after close observation of the material, will immediately need the appropriate vocabulary, idiom, sentence structure, words choice. To discuss and translate what they see into graphic symbols.

Also they provide for the use of a common vocabulary and common language forms. In addition, a picture can be used only for another task, also as ranging from fairly mechanic all controlled compositions, sentence exercises, sequencing of sentences, to write dialogs, letters, reports, and essays.

Finally, pictures use, in the classroom, stimulates students’ attention and also create a concrete real world in the classroom. So, it is importance resource as claimed by Raimes (1994, 31-32):

1. “a shared experience in the classroom,
2. a need for common language forms to use in the classroom,
3. a variety of tasks, and
4. a focus of interest for student.

2.7.2 Using Reading Technique

Teachers must be aware that reading can be a useful tool to improve their students’ poor writing. Hence, a short story, a news paper, a letter, or a piece of student’s writing can work the same way as a picture to provide shared content in the classroom. Reading can also create an information gap that pave the way to different communicative activities.

When a teacher encourages his/her students to read, they engage with the new language and culture, new vocabulary, new ideas, and so on. In the same vein, (Raimes ,1994:36) reported “the more our students and the more they become familiar with the vocabulary, idiom, sentence patterns, organizational flow, and cultural assumptions of the native speakers of the language”. This technique includes many activities which fall into two broad categories:

The first one is Students can write from the text. The second one is Students can write either with the text or from the text. The first means that the students copy the writer’s choice of specific linguistic and logical features such as punctuation, grammar, sentence arrangement, and organization.

2.7.3 Giving Feedback

Feedback means correcting mistakes of a student’s written performance on issues such as syntax, grammar, and collocation. When teachers’ intervention is designed to help students edit and move to another new draft, responding is more appropriate than correcting. This means that our task, as teachers, is not to say what wrong or right, but to ask questions, make suggestions, and indicate where the student could improve his writing either in the content or in the manner of his expression. This type of feedback will improve the students’ level of writing skill in EFL.

2.7.4 Lack of Motivation to Write

Not only for education, for any activity motivation has a great role for the success and achievement. Accordingly, (Harmer, 2006a: 3) claimed that:

People involved in language teaching often say that students who really want to learn will succeed whatever circumstances in which they study. They succeed despite using methods which experts consider unsatisfactory. In the phase of such a phenomenon, it seems reasonable to suggest that the motivation that students bring to class is the biggest simple factor affecting their success”.

This indicates that motivation is highly related to achievement. Especially for the students’ and teachers’ motivation makes the work very easy and pleasant. Learners fear about their writing but, teachers must motivate their students’. The majority of the learners’ fear making mistakes when they practice writing skill in EFL class. Sometimes students’ do not show their hand writing for their friends’. But, teachers should motivate their students’ make work more enjoyable.

Wikipedia (2009) defined motivation as the internal condition that activates behavior and gives it direction; energizes and directs goal- oriented behavior. Generally to say, motivation is closely related to the learning process. It can help us plan to achieve to objectives we desire. Implementing specific activities can make the achievement of these objectives slow but effective.

2.8 Lack of Reading

Reading is a useful tool to improve hand writing. Without reading to achieve hand writing is so difficult. Both of them go through hand by hand. (Byrne, 1991:22) argued “reading, of course, can be the goal in itself and in any case is likely to be a more important one than writing, but the two skills can and should be developed in close collaboration”. In this respect, many scholars are done their research on the relationship between reading and writing. (Eisterhold, 1997: 88) stated “better writers tends to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more tactically nature writing than poorer reader”. This means

that, a teacher or a student who read more can write well than who did not read any second or foreign language.

Learning writing skill concerns the directionality of the skills transfer. The most obvious direction is from reading to writing, although some studies (Kroll, 1997; Sadek, 2007) show that writing activities can be useful for improving reading comprehension and retention of information. Each of these models has different relationship between the development of reading and writing skills. This issue is further complicated when we consider the second language learner who is already master in a first language.

Evidence suggests that after a certain threshold of language proficiency has been attained, first language literacy may have a positive effect on the development of second language skills. Teachers can help their students use their first language skills in learning a second or a foreign language by making clear the interrelationship between reading and writing (Eisterhold, 1997: 88-101).

Furthermore, reading in the classroom is understood as the appropriate input for the acquisition of writing skills for it is generally assumed that reading passages will somehow function as primary models for which writing can be learned or at least inferred. Accordingly, "it is reading that gives the writer the feel for the look and texture of reader based prose" (Kroll, 1997: 88). That is why (Raimes, 1994:60) emphasized the use of reading technique when teaching writing to the students because "readings can do far more in the teachings of writing than simply provide subject matter for discussion and for comprehension topics". This means that, when the students read, they engage actively with the new language and culture.

In other words, reading is a pre-condition for writing because it plays an important role in its development. One cannot improve writing if he does not read frequently.

In any case the two skills go hand-in-hand, and one cannot function without manipulating the second. We often read to get the information we need to include in our writing.

CHAPTER THREE

Research Methodologies

3.1 Research Design

In order to answer the questions raised under research questions section, the researcher designed mixed method approach. Mixed method research, both quantitative and qualitative method are important to draw from the strengths and minimize the weaknesses of both in single research studies and across studies. When the researcher brings together both quantitative and qualitative research, the strength of both approaches is combined, leading to a better understanding of research problem than one approach alone.

Qualitative research design will be employed in order to have a valid data for the study or to gain a better picture of the reality of the issue on the research question and its objectives in a natural way. The methods used to collect qualitative data will be classroom observation and interview. The method used to collect quantitative data will be questionnaires. This enables the researcher will utilize a system of triangulating questionnaires, classroom observation, and interview.

3.2 Subjects

The population for this study is teachers and students who were currently teaching and learning English language, grade nine in Goh High School at Southern Nation Nationalities and Peoples Region, in South Omo Zone, at South Ari Wereda. The school is selected purposively because the wereda has no other high school private school. Of the total eight teachers seven of them are degree holder and one is diploma holder who did not complete pedagogy course.

All the teachers were taken because their number is few. From eight teachers one is female. The students who were participating in this study are grade nine students who were currently learning at GOH HIGH SCHOOL. From these population the researcher would be expect to find out a better insight of their views towards the PRACTICE OF GRADE NINE TEACHING WRITING SKILL IN EFL CLASS.

3.4 Sampling Technique and the Sample Size

The school is selected purposively from the setting of the study because of the fact that the researcher works in this wereda where GOH HIGH SCHOOL is found and the researcher had also been a member of this staff. These help the researcher to observe the practice of teaching writing skill in EFL and collect the data easily. Purposive sampling was used for this study since

the aim of the study is to explore the universe and understanding the participants. There will be two targeted groups in this study.

The first group will be all GOH HIGH SCHOOL English language teachers those who teach grade nine because they were few in numbers and easy to manage. There are eight teachers. Three of them teach grade nine; they have 15 periods per week. Two of them are vice director for the school but they have 5 period per week. Three of them have 5 periods per week and in addition they teach grade ten.

The second targeted group would be grade nine students. The school has 14 sections of grade nine; each section has 50-53 students. Out of the total students, 98 students would be selected through random sampling by the helping of their English teachers for questionnaires to get their opinion. Random sampling is relevant for this study since it gives equal chance for the population and free from biases.

Data Gathering Instruments

3.3.1 Questionnaires

The researcher used a questionnaire for the purpose of collecting data regarding the practice of teaching grade nine in EFL class at GOH HIGH SCHOOL. This tool was chosen because it enables to gather data from a large number of people in a short time. The questionnaire consisted of closed-ended questions, teacher interview and observation items.

It has different parts towards the practice of teaching writing skill in EFL class. In addition, respondents were expected to reply the extent of their agreement and disagreement by using yes or no and multiple choice items were all adopted from the review literature.

3.3.2. Interview

Interview is a very useful instrument to understand reasons the why and how things happen. Semi-structured interview was designed in a way that enables the researcher to obtain data on their belief about the practice of teaching writing skill in EFL classes in GOH HIGH SCHOOL. The researcher believes that knowing their belief is one of the most important means to

know the degree to teach writing. If someone has a wrong perception on something, it will lead him/her to wrong practices. Therefore, items that helps to know their belief on Teaching writing skill in EFL class was included.

3.3.3 Classroom Observation

For this study observation was used to collect the necessary data in the class interaction. Observation helps to make open recording as factual as possible. The researcher has no any comment on grade nine English textbook because, the book is well prepared.

Here the observer can note key points about the lesson. For observation only 2 teachers were involved, both of them those who teach 15 period peer week. Teachers' performances in their EFL classes were observed to get data on how they practice teaching writing in EFL class. As a result, the researcher has made 8 observations using a check list.

3.4 Method of Data Analysis

To analyze the collected data, descriptive quantitative and qualitative methods such as percentage were employed, so as to obtain data which were analyzed in detail and followed by the discussion of the results. Lastly, conclusions and recommendations are made based on the findings.

3.5 Data Collection Procedure

First, before administering the questionnaire to students and teachers, a short explanation was given on the purpose of the questionnaire. The data from the questionnaire were collected in one day after it was administered.

Secondly, 4 teachers were selected using random sampling techniques from those who teach 15 periods per week three teachers, one who teach 5 per week.

Thirdly, two teachers were observed and two of them were interviewed. The interview was recorded using a tape recorder.

3.6 Data Analysis Procedure

This section briefly investigates the data analysis procedure to be employed in the study. The qualitative data and quantitative data will be analyzed by the using different mode of analysis

(method of triangulation).draw appropriate interpretations and conclusion. Then the qualitative results will be used to verify the analysis of data from the questionnaires.

The finding will be discussed in order to investigate and report the result as possible as clearly teachers' and students' view towards the PRACTICE of GRADE NINE TEACHING WRITING SKILL in EFL class. Finally, conclusions will be drawn and recommendation will forward at the end.

CHAPTER FOUR

4.1 Analysis and Interpretation of the Data

The main objective of this study, as mentioned in chapter one was EXPLORING THE PRACTICE OF GRADE NINE WRITING SKILL IN TEACHING EFL class at GOH HIGH SCHOOL. To meet this ends, the data collection methods mentioned in chapter three were employed. The result of the study is presented as in the following analyses via quantitative, qualitative and percentage.

4.2Teacher's Response to Wards Their Personal Information

Most of the teachers in this study are not experienced in teaching English language in the high school. For instance, from the respondents 75% from one _ five years, 25% from six_ ten years have thought English language at HIGH SCHOOL. Concerning their educational back ground except one teacher all of them have BA degree in English language. In addition, six of them are male and two of them are female. None of them engage in doing their masters program in any field to improve their fields of study. As the researcher observes most of the teacher not want to stay a long year in this school because the WEREDA has no light and infrastructure. The majority of the teachers have low work load peer week at grade nine.

From eight teachers those who teach grade nine five of the have only one section. Three of them have three section. Three of them teach grade ten and two of them are a vice director. This indicates except three teachers those who teach three sections the rest have ample time teach not only writing skill but also other skill.

The average number of students in a class is from fifty to fifty two. Nevertheless educator believes that in such a large number of classes difficult to teach any skill in EFL class.

Table 4.1 teacher's educational information.

Sex	Teachers distribution by qualification, grade taught				
	Diploma	1 st Degree	2 nd Degree	Grade9	Grade 10
Male	1	5	—	6	3
Female	—	2	—	2	----
Total	1	7	—	8	3

4.3 Teachers' Response to the Close_ Ended Questions

This sub-section is devoted to presenting the statistical findings that shows about their believes teaching writing in EFL classes.

In this part, the responses of teachers towards fourteen objective questions are discussed.

Table 4.2 teachers' response with item and number.

No	Items	Responses in	
		No	%
1	Are you motivated to practice writing skill in EFL?	yes	8
		No	—
		Total	8
2	If "yes" what do you like to write?	letters	2
		Dairies	1
		Sentence	3
		Paragraph	—
		Daily	—
		Activity	1
		All	1
		total	8
3	In your opinion which one is the most important skill?	listening	—
	Speaking	—	—
		Reading	—
		writing	-
		-	-
		all total	8
4	Of the following which one is difficult for the students?	listening	—
		Speaking	—
	Reading	—	—
	Writing	5	72.5
	all	3	37.5
	Total	8	100

5	From these two skills which one do students prefer to use? Reading Writing all	Reading	5	72.5
			1	12.5
			2	25
		total	8	100
6	Which approach do you use to teach writing?	Product	2	25
		process	2	25
		both	2	25
		total	4	50
7	Do students feel free when they practice writing in EFL?	Yes	2	25
		no	6	75
		total	8	100
8	If “yes” how often do they practice?	Every day	—	—
		Some time	8	100
		Not at all	—	—
		Total	8	100
9	Do students find difficulties when they write in EFL?	yes	8	100
		No	—	—
		Total	8	100
10	If “ yes” this difficulty is due to:	lack of teacher	3	12.5
		Lack of practice	4	37.5
		Lack of interest	4	50
		total		100
11	Do you assess your student’s performance?	Yes no	8	100
		total	—	—
			8	100

12	If “yes” on what you focus?	Hand writing	—	—
		spelling	—	—
		punctuation	—	—
		grammar	—	—
		all	8	100
		total	8	100
13	Do you exploit reading techniques?	Yes	8	100
		No	—	—
		total	8	100
14	How do you evaluate students writing skill?	Very good	—	—
		good	6	75
		poor	2	25
		I do not know	—	—
		total	8	100

Item 1 was designed to know if teachers were motivated the learners because motivation has a paramount role and the first requirement for any activities. All the respondents 100% declared that motivation is the vital for writing in EFL classes. That is true motivation is essential for the success and achievement of our daily practice. Most researchers found that “motivation is one thing that initially what the student’s appetite with appropriate motivational techniques” (Drnyei, 1005:72). It is extremely necessary for students in order to carry out their writing tasks and achieve a satisfactory level in English language.

Item 2 was designed to know if students are motivated by their teachers they have their own attitude. According to the data displayed letters 12.5%, dairies 12.5%, sentence 25%, and paragraph 12.5%, all activities 12.5%. This indicates that most of the time students were kill their time by practicing only writing sentence. Item 3 was designed to know the importance of four

skills. All the respondents 100% declared that all skills are importance. But most researcher agreed that writing is the most important from four skills. For instance, (Mc Arthur, et al. 2008 :11) “The power of writing is so strong that writing about one’s feeling and experiences can be beneficial psychologically and physiologically because it can reduce depression, lower blood pressure, and boost the immune system”.

Item 4 is designed to explore and determine the difficulties students encounter when writing in English by asking our informants whether or not their students find difficulties in writing in English. The respondents stated that listening 12.5%, speaking 12.5%, reading 12.5%. Writing 62.5% are difficult. From the data displayed writing takes the first place this idea is supported by many researcher (Harmer 2007b: 251) pointed out that “there are a number of reasons why students find language production difficult”. Writing and learning to write has always been one of the most complex language skills.

Item 5 is designed to know teachers’ opinion from two skills which onestudentsprefer to use. All respondents 100% agreed that students want to use reading skill. Item 6 is designed to know the approach of teaching mechanism of teachers. To teach writing skill, various approaches are used. The process and the product approaches are employed. Their use either separately or combined depends on the situations and needs.

Accordingly, the analysis of the result indicates that 75% favored the use of both approaches. However, 12.5% claimed the use of product approach. The other, 12.5% teacher considered that the process approach to be useful when teaching writing skill.

Item 7 is designed teachers opinion if the learners feel free to when they practice to write in EFL classes. All most all respondents 87.5 % agreed that students are not feel free when they write in EFL classes. Only a minority feel confidence 12,5% to use writing in some formal situation because it is difficult skill to acquire. Writing provides an importance mean to personal self expression. Item 8 was designed to know teachers opinion if students find difficulty when they write in EFL. Indeed 100% of the respondents declared the fact those GOH HIGH SCHOOL grade nine students found difficulties in writing EFL.

Item 9 was designed to know teachers opinion the cause of students difficulty writing in EFL. From the respondents, 12.5% teacher, 12.5% learner, 12.5% lack of practice, 37.5%, 37.5% lack of interest. The above mentioned elements were the reason of student's poor performance of writing skill. From teacher's work of lode and teaching experience in teaching HIGH SCHOOL were indicators of student's weak performance in writing EFL. In addition to this the researcher class observation has been seen that some students were not punctual for their class and they did not bring their text book in the class.

Item 10 wasdesigned to know if teachers were give feedback for the students writing activities in EFL class. All respondents reveal that they gave feedback for the students. It is important to make students aware of how to get started think, produce and allowing time for the process is essential as well as students produces new ideas, words, and sentences. But from the researcher observation teachers did not give feedback by observing students mistake rather than telling their error in general by writing on the blackboard.

Item 13 was designed to know if teachers use reading technique in teaching writing skill in EFL classes at GOH HIGH SCHOOL. All respondents 100% were use reading technique in teaching writing skill in EFL class. But teachers must be aware that reading can be a useful tool to improve the students writing skill. But from the researcher observation teachers did not use short story, news, letter to read in the classroom.

Item 14 was designed to see if teachers were satisfied with their student level of writing skill at GOH HIGH SCHOOL. All the respondents 100% declared that they were not satisfied with students writing skill in EFL class.

Generally, even if most of them were aware of the above point, there are also teachers that were not aware of the fact. Therefore, there were activities expected from teachers to teach writing skill in EFL classes.

4.4 Transcription of the Interview

1, what are the prerequisites for writing?

Teacher 1 “I believe the prerequisites to teach writing skill in EFL effectively the first one is interest of the teacher. If the teacher is interested he can motivate students and try to teach by using different mechanisms and methods”.

Teacher 2 “in my opinion the prerequisites are practicing in date to date activity. When students practice it in their activity they can develop their hand writing, grammar, vocabulary, and then they can write effectively”

2, what are the major problems that can hinder to teach writing in EFL class?

Teacher 1 “in my opinion lack of interest for writing skill, lack of motivation , lack of practice, lack of back ground knowledge, lack of reading materials to develop writing skill”.

Teacher 2 “I believe the major problems are over population of students, lack of well trained teachers, and lack of materials”

3, Do you think in outnumbered class possible to writing skill in EFL class?

Teacher 1 “ no, because, it needs to asses individual work daily in all manner, due to this, in large class teaching in writing skill is impossible. In addition writing skill a productive skill”

Teacher 2 “definitely, it needs assessing daily activities it the class is large it very difficult to follow and giving feedback for students written work”.

4, Do you think teaching writing skill helpful for the students language ability?

Teacher 1, “yes, because when students write they read different materials for effective writing skill. At this time they can minimize the language problem like punctuation and general mechanism of writing”

Teacher 2, “yes, when they learn writing skill they can learn different skills together”

5, What do you think should be done for the success of teaching writing skill?

Teacher 1, “in my opinion as possible as the class size should be minimize, give freedom for the students to practice writing skill, check their own free writing”

Teacher 2, “I would like to give advice for free writing practice. Enhance them equally. Intensive training should be given for teachers so as to teach writing skill.

6, How can you help your students to improve their writing skill?

Teacher 1, “in my believe, appreciating their error, checking their work daily and giving feedback for their work”

Teacher 2, “all stakes should work together to improve students writing skill. In addition, teachers should have a positive attitude towards their profession”

4.5 Students' Response Their Believe about Teaching writing skill

Table 4.3 student's response about their beliefs the practice of teaching grade nine writing skill in EFL in GOH HIGH SCHOOL.

No	Items	Responses	
		No	%
1	Is your teacher motivate you to write in EFL?		
		Yes	88
		no	10
		total	98
2	If "yes" what do you like to write?		
		Letters	17
		sentence	32
		paragraph	14
		daily activity	11
		dairies	24
		total	98
4	In your opinion which one is difficult for you?		
		Listening	25
		Speaking	19
		reading	16
		writing	38
		total	98
5	From two skills which one do you prefer?		
		Reading	70
		writing	28
		total	98
6	Do you feel free when you express your idea in writing?		
		Yes	39
		no	59
		total	98

7	If “yes” how often do you practice?	Every day	33	33.7
		Some times	60	61,2
		Not at all	-	-
		Total	95	94. 9
8	Do you find difficulty when you practice writing?	Yes	70	71.4
		no	28	28.6
		total	98	100
9	If “yes” this difficulty is due to:	teacher	22	22.5
		student	18	18.4
		lack of practice	21	21.4
		lack of interest	25	25.5
		all	12	12.2
		total	98	100
10	Is your teachers asses your writing skill?	Yes	78	79.6
		no	20	20.4
		total	98	100
11	Is your teacher use reading technique when he/s teach writing?	Yes	32	32.7
		no	62	63.3
		total	95	96
12	How do you evaluate your writing skill in EFL?	Very good	18	18.4
		Good	45	45.9
		I do not know	35	35.7
		Total	98	100

As presented in table 4.3 item 1 is designed to know whether their teacher motivate them to write any activity in EFL. As shown in the data 89.6% agreed that their teacher motivate them and 10.2% did not agree. Item 2 is designed if their teacher motivates to write in EFL to know their

attitude what they want to write. As shown from the data those who want to write letter 17.3%, sentence 32.6%, paragraph 14.2%, daily activities 24.5% and diaries 11.2%. This indicates that most of the time the students are use a lot of time to write a paragraph because they afraid it appear in the exam. Item 3 is designed to know which skill is the most important for them in learning writing skill in EFL class. Writing 28.6%, listening 18.4%, speaking 15.3%, reading 8.5% from this description writing is the most difficult.

Item 4 is designed to know the difficult skill for the participants. From the respondents 21.4 % listening, 19.4% speaking, 17.3% reading, 39.8% writing and 3.1% participants were not decided. Item 5 was designed to know if the participants practice writing skill in their daily activities. From two skills the respondents declared that 59.2% reading, 25.5 writing prefer to practice in their activity. Item 6 was designed if the participants feel free when they express their idea in writing. 27.6% agreed and 60.2% disagreed expressing their idea in writing EFL. Item 7 was designed to know how often students practice writing skill. From the respondents 33.7% ever day, 64.3% sometimes they were practice writing skill in EFL and 3.1% undecided. Item 8 was designed to check if the learners find difficulties. 71.4% declared agree and 28.6% disagree. Item 9 was designed to know the cause of student's difficulty. 25.5% teachers, 18.4% learner, 21.4% lack of practice and 25.5% lack of interest and 10.2% were undecided. Item 10 was designed to know if the teacher asses the students writing skill. from respondents 32.7% agreed, and 63.3 disagreed Item 11 was designed if the teacher exploits reading technique in teaching writing skill. From the respondents 32.7% agreed and 63.3% disagree and 4.1% undecided. Item 12 was designed to know if the participants evaluate their writing skill in EFL. From the respondents 18.4% declared very good, 45.9% good, 35.7% did not evaluate their hand writing.

4.6 Analysis and Interpretation of Data Collected from Classroom Observation

Check list for class observation 1

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 1 date 21 / 11 / 2014 Topic dictation

Section 9th No of students 43 period 4th

No	Activities done by the students	Availability of the lesson	
		Yes	No
1	Individual writing practice in EFL class		✓
2	Pair work writing practice in EFL class		✓
3	Students punctuality in EFL class		✓
4	Seating in their group in the class		✓
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill		✓
7	Introducing the new lesson		✓
8	Telling the objectives of the lesson	✓	
9	Arranging students seating in their group		✓
10	Giving writing activities		✓
11	Using appropriate teaching method		✓
12	Using different instructional material		✓
13	Giving feedback	✓	

Major constraints that exist on the lesson those embed /obstacles for the successful teaching writing skill in the class in EFL class?

✓The teacher did not write anything on the black board rather than talking.

✓The atmosphere of the classroom was so boring.

Check list for class observation2

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 2 date 27/ 11/ 2014 Topic punctuation

Section 9th No of students 42period2nd

No	Activities done by the students	Availability of the lesson	
		yes	No
1	Individual writing practice in EFL class		
2	Pair work writing practice in EFL class		✓
3	Students punctuality in EFL class		✓
4	Seating in their group in the class		✓
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill		✓
7	Introducing the new lesson	✓	
8	Telling the objectives of the lesson		✓
9	Arranging students seating in their group		✓
10	Giving writing activities		✓
11	Using appropriate teaching method		✓
12	Using different instructional material		✓
13	Giving feedback	✓	

Major constraints that exist on the lesson those embed /obstacles for the successful teaching writing skill in EFL class?

✓The teacher did not give more attention.

Check list for class observation 3

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 1 date 4 / 12 / 2014 Topic statics for HIV/AIDS

Section 9th No of students 43 periods 4th

No	Activities done by the students	Availability of the lesson	
		Yes	No
1	Individual writing practice in EFL class		✓
2	Pair work writing practice in EFL class		✓
3	Students punctuality in EFL class		✓
4	Seating in their group in the class		✓
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill		✓
7	Introducing the new lesson		✓
8	Telling the objectives of the lesson	✓	
9	Arranging students seating in their group		✓
10	Giving writing activities	✓	
11	Using appropriate teaching method		✓
12	Using different instructional material		✓
13	Giving feedback	✓	

Major constraints that exist on the lesson those embed /obstacles for the successful teaching writing skill in EFL class?

✓The teacher was interfering students to give correction when they made mistakes.

Check list for class observation 4

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 2 date 4/ 12 / 2015Topic write story

Section 9th No of students 47 period 2nd

No	Activities done by the students	Availability of the lesson	
		Yes	No
1	Individual writing practice in EFL class	✓	
2	Pair writing practice in EFL class		✓
3	Students punctuality in EFL class		✓
4	Seating in their group in the class		✓
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill	✓	
7	Introducing the new lesson		✓
8	Telling the objectives of the lesson	✓	
9	Arranging students seating in their group		✓
10	Giving writing activities		✓
11	Using appropriate teaching method		✓
12	Using different instructional material		✓
13	Giving feedback	✓	

Major constraints that exist on the lesson those embed /obstacles for the successful to teach writing skill in EFL class?

✓The teacher was dominated the teaching learning process.

✓The teacher was not well prepared to teach writing skill in his class.

Check list for class observation 5

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 2 date 31 / 12 / 2015 Topic Biographies

Section 9th No of students 38 period 6th

No	Activities done by the students	Availability of the lesson	
		yes	No
1	Individual writing practice in EFL class	✓	
2	Pair writing practice in EFL class		✓
3	Students punctuality in EFL class		✓
4	Seating in their group in the class		✓
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill		✓
7	Introducing the new lesson	✓	
8	Telling the objectives of the lesson	✓	
9	Arranging students seating in their group		✓
10	Giving writing activities	✓	
11	Using appropriate teaching method		✓
12	Using different instructional material		✓
13	Giving feedback		✓

Major constraints that exist on the lesson those embed /obstacles for the successful teaching writing skill in EFL class?

✓The teacher was dependent on the textbook

Check list for class observation 6

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 2 date 9 / 1 / 2015 Topic making a news

Section 9th No of students 38 period 1

No	Activities done by the students	Availability of the lesson	
		yes	No
1	Individual writing practice in EFL class	✓	
2	Pair work writing practice in EFL class		✓
3	Students punctuality in EFL class	✓	
4	Seating in their group in the class	✓	
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill		✓
7	Introducing the new lesson		✓
8	Telling the objectives of the lesson	✓	
9	Arranging students seating in their group	✓	
10	Giving writing activities		✓
11	Using appropriate teaching method	✓	
12	Using different instructional material	✓	
13	Giving feedback		✓

Major constraints that exist on the lesson those embed /obstacles for the successful of teaching writing skill in EFL class?

✓ Students were not brought their text book.

Check list for class observation 7

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 1 date 5 /1 / 2015 Topic programme

Section 9th No of students 39 period 6th

No	Activities done by the students	Availability of the lesson	
		yes	No
1	Individual writing practice in EFL class	✓	
2	Pair work writing practice in EFL class		✓
3	Students punctuality in EFL class	✓	
4	Seating in their group in the class	✓	
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill		✓
7	Introducing the new lesson		✓
8	Telling the objectives of the lesson	✓	
9	Arranging students seating in their group	✓	
10	Giving writing activities		✓
11	Using appropriate teaching method	✓	
12	Using different instructional material	✓	
13	Giving feedback	✓	

Major constraints that exist on the lesson those embed /obstacles for the successful of teaching writing skill in EFL class?

✓ The teacher din not give pair work.

Check list for class observation 8

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 2 date 10 /11/ 2015Topic an essay introduction

Section 9th No of students 49 period 3rd

No	Activities done by the students	Availability of the lesson	
		yes	No
1	Individual writing practice in EFL class	✓	
2	Pair work writing practice in EFL class		✓
3	Students punctuality in EFL class		✓
4	Seating in their group in the class		✓
5	Having their exercise book and text book		✓
Activities made by teachers			
6	He carefully select the activities that match with writing skill	✓	
7	Introducing the new lesson		✓
8	Telling the objectives of the lesson		✓
9	Arranging students seating in their group		✓
10	Giving writing activities		✓
11	Using appropriate teaching method		✓
12	Using different instructional material		✓
12	giving feedback		✓

Major constraints that exist on the lesson those embed /obstacles for the successful of teaching writing skill in EFL class?

✓ The teacher was not punctual.

The researcher has mentioned earlier that each classroom was observed four times. During the observation all the things that happened in the class were found to be the same. Thus to reduce redundancy and not to be bored readers researcher have presented main points.

From the data, frequently teachers were give individual writing activities. They did not give pair writing activities. Mostly, students were not punctual for their class and they sat as they want teachers did not arrange them. The big problem what the researcher was observed most of the students were not brought their text book in the classroom. Without text book it is so difficult to teach EFL.

In both section teachers were not use appropriate teaching method of writing skill and they did not use instructional materials to improve students writing skill. Teachers' were not frequently providing feedback for students writing activities rather than telling them and simply writing on the blackboard. This is a big problem for the students. Because if students are not told in each mistake, that will not help for the development of writing skill in EFL.

CHAPTER FIVE:

Conclusion and Recommendation

5.1 General Conclusion

This study tried to explore grade nine students the practice of teaching writing skill in EFL class at GOH HIGH SCHOOL. In addition, it aimed to know teachers' awareness to what extent they make their students to practice writing skill on teaching learning process of EFL. And to explore student's writing skill in English language.

The major problem that can impede the effective practice of teaching writing skill in EFL class at GOH HIGH SCHOOL were, low load of teachers peer weak period, lack of well educated teachers especially from Ari nation, lack of awareness of students for English language, over population of students in one class, unsettled of teachers, giving correct feedback were the main problem.

In this respect, writing well is a process that must be learned and practiced. This mean, taking time over writing, doing a lot of readings, practicing it is absolutely essential parts of writing. This latter is a complex skill and entails a series of difficulties. Learning to write accurately is more difficult for grade nine students, in different academic settings. Students find writing skill at GOH HIGH SCHOOL difficult to master and; therefore, failed to produce acceptable sentence, paragraphs and essays.

For instance, in the learning teaching processes in the student's academic level any measurement is not taken to improve the writing skill in GOH HIGH SCHOOL. It is possible for classroom teachers to overcome the problem by raising the awareness about the problems they face and challenge to answer about writing skill in EFL class.

This helps not only learners, but also to teachers to call for their potentialities and try to better their teaching and learning environment to develop the skill of writing.

As far as the teacher is concerned, the results show that the majority of the teachers associate these difficulties to lack of student's interest an appropriate approach and technique to teach writing, lack of an adequate teachers' reaction based on the mechanisms of students written productions. The findings revealed that the majority of the teachers assume that lack of reading, interest, and practice result in students' poor performances in writing skill in EFL. They added that these difficulties occur at sentence, paragraph, and essay levels.

However, the findings indicated that it is possible at least minimize these difficulties in writing is possible. This can happen only if the teachers adapt appropriate approach and technique, good strategies, and the most important things are thought for the students to solve the problem of writing skill in EFL classes.

To improve students writing skill the researcher have already suggested on some useful techniques and method of teaching writing skill that will serve both teachers and students in the future in the literature review.

Finally, the researcher also believe this work to be equally beneficial to teachers of all English language and more specifically to improve their ways in teaching and learning writing skill.

5.2 Recommendation

✓ Teachers need to broaden their horizon about the teaching writing skill in EFL class. Teaching writing skill plays a great role and need more attention because, without writing it is impossible to achieve the learning teaching process. When teachers teach writing skill skills, they should use different methods and mechanisms that they employ in their English class room. From the data gathered and the researcher observation there were no teachers who used mechanism of writing for the development of students writing skill. For successful teaching writing skill, teachers need to provide different activities and tasks using variety of method on an ongoing and regular basis. This might need a motivation and commitment from teachers. As a result, teachers should be helped through attractive salary and encouraged to be adequately aid both attitudinally and professionally.

✓ In order to bring a better improvement in writing skill in EFL class, the concerned bodies need to alleviate the problems such as problem of large class size, lack of student's motivation, availability of sufficient materials. In addition, students should be active participants in the teaching learning process. The researcher believes if these things are fulfilled, it is possible to contribute something in increasing students' knowledge in writing skill.

✓ Teachers also are expected to have adequate knowledge or experience towards giving feedback and correction for their students. Most teachers were observed providing correction simply by telling highlight on students written work; however, this is not recommended by educators. Therefore, teachers should give a great consideration to feedback as an indispensable component of assessment.

✓ The other thing the researcher would like to recommend is that teachers currently have not positive attitude towards teaching profession. For this reason, especially in south Ari Wereda after the teachers were hold their first degree in teaching profession they were run for politics this brings falarety in teaching learning process. Any stakeholder should create a better awareness for teachers who need to change their negative attitude. A negative attitude leads to low performance in teaching learning process.

✓ The results from interview and questionnaire revealed teachers lackadequate understanding the ways their students can benefit from thedeployment of writing skill in EFL classes. Consequently, teachers should havesufficient awareness in what ways their students can get benefit from writing skill in EFL classes.

✓ Finally, teachers also need to have a uniform view in regard to how bring best performances in writing skill.

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APPENDIX 1
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
ENGLISH LANGUAGE DEPARTMENT
POST GRADUATE IN TEACHING ENGLISH FOREIGN LANGUAGE (MA in TEFL)

Dear teacher

This questionnaire is designed to collect information on the practice of teaching writing skill in EFL class grade nine (9) at GOH HIGH school. This questionnaire is one of the instruments which the researcher uses to gather the necessary data for his MA thesis in the teaching English as a foreign language (TEFL). Thus, the researcher kindly requests you

To give the required information provided. For the researcher your contribution is highly important for the success of the study. The researcher would like to assure you that all the response you give will be kept safely according to the details on consent form that is given to you on the separate signed sheet. Your name is not necessary in this information.

Thank you in advance for your cooperation.

Berhanu Shumi

Part 1: Personal Information

Direction 1: Please give information about yourself for each of the categories below. Put a tick (✓) mark in the appropriate box where necessary.

1. Name of the school you work Goh High school
2. Age A) 20-29 ☐ B) 30-39 ☐ C) 40-49 ☐ D) 50 and above ☐
3. Sex A) Male ☐ B) Female ☐
4. Field of study: Major _____ Minor _____
5. Qualification: a) BA ☐ b) MA ☐ c) TTC ☐
6. Total years of teaching experience at high school level: A, 1-5 ☐
B) 6-10 years ☐ C) 11-20 years ☐ D) More than 20 years ☐
7. Your teaching load in period per week A) 5-10 ☐
B) 10_15 ☐ C) 15_20 ☐
8. Average number of students in one classes A) 40 and less than 40 ☐
B) 41_45 C) 46-50 D) 51-60 E) above

Part 2: choice your beliefs about the practice of learning and teaching of writing skill in English language in grade nine where you teach. Put a thick (✓) in the appropriate box.

1. Do you motivate your student to practice writing skill outside? A, Yes ☐ B, No ☐
2. From the following four skills which one is the most importance?
A listening ☐ B, speaking ☐ C. reading ☐ D, writing ☐
3. If “Yes” what they like to write: A, letters ☐ B, diaries ☐ C, every day activities ☐
4. In your opinion which one is most difficult? Listening☐ speaking☐ Reading ☐ Writing☐
Of the following which one is difficult for the students? Listening☐ Speaking☐
Reading☐
Writing☐
Which approaches do use to teach writing? Product approach☐ process approach☐
Do students feel free when they practice writing? Yes☐ No☐
8. If “yes” how often they practice? Every day☐ sometimes☐Not at all☐
9. Do your students find difficulties when they write in EFL? Yes☐No ☐
10. If “yes” this difficulties is due to: teacher ☐ learner ☐
lack of interest ☐ lack of reading ☐ lack of practice ☐
11. Do you assess your students writing skill? Yes ☐ No☐
12. If “yes” you assess your student’s performance, on what you focus?
A, hand writing☐ spelling ☐ punctuation☐ grammar☐
- 13 Do you exploit reading technique? Yes ☐ No☐
14. Do you evaluate students’ writing skill? Very good☐good☐ poor☐ I do not know ☐

APPENDIX 2

4.4TRANSCRIPTION OF THE INTERVIEW WITH TEACHERS

1, what are the prerequisites for writing?

Teacher 1 “I believe the prerequisites to teach writing skill in EFL effectively the first one is interest of the teacher. If the teacher is interested he can motivate students and try to teach by using different mechanisms and methods”.

Teacher 2 “in my opinion the prerequisites are practicing in date to date activity. When students practice it in their activity they can develop their hand writing, grammar, vocabulary, and then they can write effectively”

2, what are the major problems that can hinder to teach writing in EFL class?

Teacher 1 “in my opinion lack of interest for writing skill, lack of motivation , lack of practice, lack of back ground knowledge, lack of reading materials to develop writing skill”.

Teacher 2 “ I believe the major problems are over population of students, lack of well trained teachers, lack of materials”

3 , Do you think in outnumbered class possible to writing skill in EFL class?

Teacher 1 “ no, because, it needs to asses individual work daily in all manner, due to this, in large class teaching in writing skill is impossible. In addition writing skill a productive skill”

Teacher 2 “definitely, it needs assessing daily activities it the class is large it very difficult to follow and giving feedback for students written work”.

4, Do you think teaching writing skill helpful for the students language ability?

Teacher 1, “yes, because when students write they read different materials for effective writing skill. At this time they can minimize the language problem like punctuation and general mechanism of writing”

Teacher 2, “yes, when they learn writing skill they can learn different skills together”

5, What do you think should be done for the success of teaching writing skill?

Teacher 1, “in my opinion as possible as the class size should be minimize, give freedom for the students to practice writing skill, check their own free writing”

Teacher 2, “I would like to give advice for free writing practice. Enhance them equally. Intensive training should be given for teachers so as to teach writing skill.

6, How can you help your students to improve their writing skill?

Teacher 1, “in my believe, appreciating their error, checking their work daily and giving feedback for their work”

Teacher 2, “all stakes should work together to improve students writing skill. In addition, teachers should have a positive attitude towards their profession”

APPENDIX 3

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

ENGLISH LANGUAGE DEPARTMENT (MASTER PROGRAMME IN FOREIGN LANGUAGE)

Dear students

This questionnaire is designed to collect information on the practice of teaching writing skill in EFL class grade nine (9) at GOH HIGH school. This questionnaire is one of the instruments which the researchers use to gather the necessary data for his MA thesis the teaching TEFL. Thus, the researcher kindly requests you to give the required information provided. Your contribution is highly important for the success of this study. The researcher would like to assure you that all the response you give will be confidential and kept safely according to the details on consent form that is given to you on the separate signed sheet. Your name is not necessary in this information.

Thank you in advance for your cooperation

Berhanushumi

Part 1 personal information

Direction 1: please give information about yourself for each of the categories below. Put a tick

(✓) work in the appropriate box.

1, Name of your school GOH HIGH school

2, Age A, 13_18 ☐ B, 19__24 ☐ C, above 25☐

3, Sex A, male☐ B, female☐

4, Grade _____

5, section _____

5, Average number of the students in your class. A, 40_45 ☐ B, 46__50 ☐ C, Above 50_55☐

Part 2 choice your beliefs about the practice of learning and teaching of writing skill in English language in your class. Put a tick (✓) in the appropriate box.

1. Is your teacher motivates you to write in EFL? Yes☐ no☐

2.If “yes” what do like to write? A, letters ☐ B, ☐ C, paragraph☐ D, Every day activities ☐

3. In your opinion which one is the most important for you? Listening ☐ reading ☐ speaking ☐
Writing ☐
4. In your opinion which one is difficult for you? Listening ☐ speaking ☐ reading ☐ writing ☐
5. From two skills which one is difficult to you? Reading ☐ writing ☐
6. Do you feel free when you express your ideas in English? A, yes ☐ B, no ☐
7. If “yes” how often do you practice writing? Everyday ☐ some time ☐ not at all ☐
8. Do you find difficulties when you practice? A, yes ☐ B, No ☐
9. If “yes” this difficulty is due to your lack of: teacher ☐ student’s ☐ lack of interest ☐
10. Is your teacher assesses your writing? Yes ☐ no ☐
11. Is your teacher use reading technique when he/s teach writing skill? Yes ☐ no ☐
12. How do you evaluate your writing skill? Very good ☐ good ☐ I do not know ☐

APPENDIX 4

Check list for class observation 1

Some selected check lists points out for observations. It helps for the researcher to have some data concerning the practice of teaching and learning writing skill grade nine (9) students and English language teachers at GOH HIGH school.

Teachers name Teacher 1 date 21 / 11 / 2014 Topic dictation

Section 9th No of students 43 period 4th

No	Activities done by the students	Availability of the lesson	
		Yes	No
1	Individual writing practice in EFL class		✓
2	Pair work writing practice in EFL class		✓
3	Students punctuality in EFL class		✓
4	Seating in their group in the class		✓
5	Having their exercise book and text book		✓
	Activities made by teachers		
6	He carefully select the activities that match with writing skill		✓
7	Introducing the new lesson		✓
8	Telling the objectives of the lesson	✓	
9	Arranging students seating in their group		✓
10	Giving writing activities		✓
11	Using appropriate teaching method		✓
12	Using different instructional material		✓
13	Giving feedback	✓	