

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

POSTGRADUATE PROGRAM

**INVESTIGATION INTO CLASSROOM FACTORS INFLUENCING THE
PRACTICE AND THE DEVELOPMENT OF GRADE TEN STUDENTS'
WRITING SKILLS: THE CASE OF HAMDA DIKSIS SECONDARY
SCHOOL.**

BY

NIGUSSIE LEGESSE

JUNE, 2015

ADAMA, ETHIOPIA

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JUNE, 2015

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DEDICATION

I dedicate this thesis to my darling spouse Fenaye Negash, my families, my niece Aynenesh Emayou and my friends who teach in Hamda Diksis Secondary School for their affection and dedicated partnership in the success of my life.

STATEMENT OF THE AUTHOR

First I announce that this thesis is my work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for MA degree in English at Adama Science and Technology University and is deposited at the University library to be made available to borrowers under the rule of the library. I assert solemnly that this thesis is not submitted to any other institutions for the award of any academic degree, diploma or certificate.

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BIOGRAPHICAL SKETCH

The author was born in Arsi Zone Diksis Woreda ,Oromia National Regional State on July 12,1972. He completed his primary and junior education at Bullalla and Secondary education (9-12) at Robe Didea Senior Secondary School in 1987 and 1991, respectively.

Then, after completing grade 12, he joined Bale Robe Teachers Training Institute in 1992. He was employed in Minister of Education in July, 1992 as primary school teacher. After teaching for 8 years, he joined Haramaya University in 2000 and completed and got diploma in 2004. In 2006 the author also joined Adama Science and Technology University for degree program and completed in 2010. Then, he joined School of Graduate Studies at Adama Science and Technology University in 2012 for masters' degree in teaching English as a Foreign Language in summer program. And he has been teaching English language at Hamda Diksis Secondary School since 2011.

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Lists of Acronyms and Abbreviations

- EFL: English as foreign language.
- ESL: English as a Second Language.
- P: Percentage.
- F: Frequency.
- Ques: Question.
- Que. No: Question Number.
- L₂: Second Language.
- L₁: First Language.
- EGSECE: Ethiopian General Secondary Education Certificate Exam.

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ABSTRACT

The main objective of this thesis was to investigate into classroom factors affecting the practice and development of grade ten students' writing skills, at Hamda Diksis Secondary School, and how these factors affect teachers' instructional practices and students' writing performance in the classroom, and as well what the teachers and students of the stated school and grade are doing to overcome the challenges posed by the identified factors. In general, the participants of the study were forty grade ten students who were selected using random sampling technique and six teachers who were teaching English language in grade ten in the academic year of 2014-2015. Accordingly, data were gathered through questionnaire, interview, classroom observation and textbook analysis. In order to answer the research questions, qualitative and quantitative methods of data analysis were employed. The study revealed that teachers should apply various techniques to identify and analyze classroom factors influencing the practice and the progress of grade ten students' writing skills at this School in general. It was primarily found out that the teachers and students related factors mainly affect students' writing skills together with some extent of task related related-factors. As a whole, the findings indicate that what the students and the teachers should do to overcome the difficulties of their related factors in the classroom to practice and improve writing skills. Thus, it is recommended that students ought to read and exercise extensively and comprehensively so as to develop their vocabulary knowledge, use the correct spelling and punctuations and as well use various techniques which are very important for the development of their writing skills and give equal emphasis for writing skills. In addition, teachers should motivate students to use a variety of strategies and techniques to practice and develop writing skills and make the students should be aware factors that impede the practice and improvement students' writing skills so as to minimize the problems.

CHAPTER ONE

1. INTRODUCTION

This introductory chapter sets the background for the study. It incorporates the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study and operational definition of key terms.

1.1 Background of the Study

In this era of globalization, English language has played an enormously vital role as the intermediate of communication in writing among people from different ESL speaking countries and also our country is no exception. For example, according to Foley(2005), English is no longer a simple subject to be taught in the classroom but a standard for social interactions and practical use in technology that is used by the most of world communities. Accordingly, investigating the problems of language learning in EFL class is very important to solve the problems so as for helping students to learn and teachers to teach effectively different language aspects of the target language and expose students to study the language. Exploring systematically and concisely how these language aspects and language skills, are learned so far is crucial for learners. This assists especially to learn English language as much as possible in the classroom and outside classroom. With regards to investigating learning English as a second language, researchers in language learning have come up with different theories in relation to how language is learnt and examined. For example, according to Homstad and Thorson study, the theories of second language education evolved from grammar translation to the audio-lingual methods to more proficiency development and the use of the EFL writing in the current world should be taught and also have changed. This is to say the use of EFL in writing starting from the beginning to the current time developed and its instructional process also transformed to systematic techniques. Besides this, writing has commonly been viewed as a support skill used to reinforce the acquisition of grammar, as in grammar translation method or support the memorization of language structure, as in the audio-lingual method. Until to the recent, even

communicative approach, with its emphasis on oral proficiency, has tended to de-emphasize writing, but ideas from writing to-learn, writing across curriculum, and writing for academic purposes for learning and teaching and English as second language movement have had an impact on thinking about the place of writing in second language education(1994,1). Homstad and Thorson have also added that, to learn a second language, much exciting and important work is yet to be done in exploring the relationship between the four modalities(listening, speaking, reading and writing) in second language acquisition as well as determining the relationship between the first language and second language literacy.

Therefore, the theoretical assumption shows that the historical development of the EFL learning is important with combination of various language aspect components, like language skills, vocabulary and grammar are essential to learn second language. This is crucial for effective teaching-learning and the use of various methodologies to meet the demand of learners to learn ESL inside and outside classroom.

Since the concern of this study is investigating into classroom factors that influence the practice and the development of students' writing skills, it is necessary to set the theoretical background by referring to important findings about writing skills as follows.

According to Brown (2001), Richard and Renandya (2002) (as cited in Fikri, 2013), among the four skills in the practice of teaching and learning English skills, which are reading, listening, speaking and writing, writing is acknowledged as the most difficult skill to learn and practice. According to Barras (2005) and Harmer (2004) (as cited in Fikri, 2013), writing difficulties lie from high level skills, such as planning and organizing ideas, to low level skills, such as spelling, punctuation, and word choice may be due to its difficulties to practice the EFL writings as mother tongue. Despite its difficulties, writing as a skill is important, and it is essential to master this skill, since examinations in academic settings require students to write in order to measure their understanding. Atkins et al.(1996) in the same fashion added that writing is one of the most important skills for the students who learn English for academic purposes. Writing is also a process of encoding (putting message into words) with the reader in mind (Byrne, 1988). Similarly, McDonough and shaw (1993) considered writing as a primary message oriented. Furthermore, writing is defined as a system of human intercommunication by means of visible

marks used conventionally and it involves the encoding of message of some kind: that is we translate our thoughts into language (Encyclopedia Britannica vol: 29). This is to say, writing is a systematic programming communication in which people design to put their message in to logical agreement.

On the other hand, writing has always been seen as an important skill in ESL classes. It is the ability in which learners are expected to be offered adequate time to develop their writing skill. Writing is certainly an important element of learning English as second or foreign language and it should require more attention in ESL classes in order to prepare learners to cope with the communicative demands of real life situations. Undoubtedly, the purpose of teaching writing skill is to prepare ESL learners to become better writers. This means exposing the learner to the writing process itself is then a better way for achieving this goal (Ismail, 2011:73-74). In this situation, writing can be developed when the learners' interests are recognized and when they are exposed to conditions where they can produce authentic piece of writing.

According to Zamel (1983), writers have to discover and formulate ideas as they go through the process of writing. The genuine task should place a learner in situations that require authentic use of language to communicate. In this way, writing is really seen as a process of discovery as the writers try to find their way while they are struggling to think, compose and put their ideas together.

To strengthen the above ideas, Kelly and Lawton (1988) describe that writing is also a means of exploration and discovery and today more than ever being able to write well is a vital skill: people all over the world communicate, exchange information and conduct business across the world [through writing]. In this case, writing is much more than production of graphic symbols, as speech is more than the production of sounds. The symbols have to be arranged according to certain convention to form words and words to be arranged to form sentences (Byrne, 1988).

From this the researcher can deduce and can analyze that how writing is a complex and requires high efforts in order to become a good writer by passing different steps and process for practicing writing skills. In this sense writing can be developed when learners' interests are

recognized and when they are exposed to situations where they can produce authentic piece of writing.

Although writing skill is important in academic world, its mastery (learning) is not as easy as we might think because of its nature and different steps pertaining to it. In relation to this as Cumming(2001), in his research explained that learning to write in a Second language involves three fundamental dimensions of second language writing. These are: first, feature of the text people produce in which learners at micro level have to improve the complexity and accuracy the syntax, lexis and morphology and at macro level the learners have to develop the cohesive devices and text structure. Second, the composing processes that learners use while they write in which learners at the micro level search for words and syntax and give attention to ideas and language concurrently and at macro level composing the strategies of planning and revising. Third, the socio-cultural contexts in which learners write that at micro level learning writing from the view point in process of individual development particular self image or identity and at macro level participants in discourse community with in writing.

Therefore, it can be deduced from the above discussion that writing is also a technology, a set of skills which must be practiced through experience by passing different steps and strategies.

Thus, in line with the above arguments, the present researcher has planned to identify the nature of learning and practicing writing skills in grade ten. The grade ten English textbook has twelve units, and in each unit, the writing activity is organized according to the type of the given topic. It is prepared in such a way that students have to be engaged in various types of writing skills in each unit. However, teachers do not address the practicing of different writing activities in the classroom and they even skip on writing exercises deliberately and unintentionally without practicing writing skills. This is to say that teachers do not give attention to writing skills; rather, they offer attentions mostly to vocabulary, grammar and reading, since they want to prepare the students for the National Exam. Even if a few teachers want to give writing practices, students perceive the writing activities as unimportant to get ready them for EGSEC and difficult to improve, so they give less concentration for writing activities.

Imran (2011), highlights also that most of the ESL or English as a second language learners do not feel at ease when they go through the different phases of development of English writing skills especially when they work grammatical structures, spellings, punctuations and lexical items. Imran also added that it was due to the traditional approach of teaching and learning that these learners commit a lot of mistakes and errors in their writing works. This means the traditional approach, which is not a student center, is dominated in the classroom at all.

In general, since writing is beneficial in the classroom and also outside the classroom, and it is widely used as a means of communication and so far a paramount advantages in academic and research studies, the preset researcher is motivated to investigate classroom factors influencing the practice and the progress of students' writing skills in English language with particular reference to grade ten students at Hamda Diksis Secondary School.

1.2. Statement of the Problem

Students and teachers require to use English for academic purposes, since most of the books are written in English in which teachers and students are exposed to read, take and make the note through writing. Moreover, the use of English as medium of instruction in Ethiopia requires students to be proficient in writing in target language. Then, writing is one of the most important ways of communication in learning and teaching process and it is also essential for the development of linguistic and communicative competence of learners in which it is a quite challenging task. The purpose of teaching writing skills, according to Byrne (1988), is primarily to develop students' writing skills of expressing themselves through graphic symbols and [conventions in which writing system is quite different from others language skills]. Byrne also pointed out different pedagogical purposes of teaching writing skills. The main pedagogical purposes of teaching writing skills are: providing learners with learning style and leading learners to the correct use of language, giving tangible evidence or clearly explaining the steps, and creating a variety of teaching methods in the classroom. These pedagogical principles are essential for students so as to practice and develop students' writing skills in every angle in the classroom and also outside the classroom.

Raimes (1983) also pointed out three important ideas on how writing helps students to learn. She explained that writing reinforces the grammatical structure, idioms, and vocabulary the teachers teach. When students practice writing exercises, they feel and have to control the language and take risk. Finally, when they write, they necessarily become involved with the new language. Thus, learners give attention when the teachers teach in the classroom and engage in various linguistic competencies by exercising the writing practices.

On other hand, in the school setting, writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating and revising text) to accomplish a variety of goals such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning a subject matter (keys, 2000; Sperling and Freed Man, 2001; Shanahan, 2004). This means that writing in the school is essential for the learners to express themselves and use it as instrument to learn a subject matter in the classroom.

Though writing is widely used as a means of communication in the classroom, media of instruction in Secondary schools and university and also employed and so far a paramount advantages in the research studies, **students of grade ten at Hamda Diksis Secondary School have difficulties in writing process; they have poor writing performances and many challenges hindering writing activities in the classroom.** Most teachers also have been complaining about students' poor ability of writing skills during the teaching learning process. As the researcher has four years experience in teaching grade ten at this school, he has observed many challenges in teaching and learning writing skills. In addition, the researcher has observed the poor writing skills of the students, their lack of familiarity to the stages of process writing and different procedures that help to develop skills of writing and teachers also delay teaching writing skills as it is indicated in the text book. These challenges may be the result of various factors which are addressed in the current study and which are assumed to have the effect in low writing performances of students. Tesfaye, Yonas, and Italo (as cited in Temesgen, 2008) have argued that writing cannot be improved in a single draft, and that, arguably, the poor quality of students' written work could be attributed to, among others, the way the students' written work is treated. Thus, the teachers have to identify and explore classroom factors hampering directly and

indirectly the practice and the progress of students' writing skills in the classroom to solve these problems.

In general, to investigate students' writing skills problems, a few local studies have been conducted. For example, Kefelegn (2003) study, entitled "students' academic writing in response to instructors' expectation of Addis Ababa University" is one of such studies. The findings of this study reveal that the major problems of the students in writing are lack of practicing writing skills and lack of good command of the target language in carrying out the writing tasks adequately.

In addition, Abebe (2003) conducted a study on the awareness of subject area instructors about their contribution to the development of students' writing skill at the Faculty of Education, Dilla College of Teachers Education and Health Science, and showed that above 50% of the respondents know that there are problems in students' writing, but they do not know how to help them to alleviate the problem and manage with the different technical and situational obstacles that compete with their action of helping of their students.

Even though the above and others researchers have conducted a research on students' writing problems in the language class, most of them have not addressed the concern of the present study, particularly classroom factors influencing the practice and the progress of students' writing skills. This study is different from the earlier studies in terms of the target population, focus, grade level, the setting of the study, the topic of the research, and the research methodology.

In addition, these researches were conducted at the university and at college level in which these students are paramount a great difference among each other with high school students in facilities of teaching and learning resources and knowledge of writing skills in English language. Furthermore, the researcher was interested in studying the problem on grade ten level because, to the best knowledge of the researcher, no study of this type has so far been done on this level. Therefore, the researcher has planned to conduct a study on this problem at Hamda Diksis Secondary School, which is found in Arsi Zone.

1.3. Objectives of the Study

1.3.1. General objective

The general objective of this study is to know and identify classroom factors influencing the practice and the progress or development of grade ten students' writing skills at Hamda Diksis Secondary School.

1.3.2. Specific objectives of the study

The specific objectives of the study are:

1. to identify and analyze classroom factors influencing the practice and progress of students in writing skills;
2. to examine the extent to which these factors affect students' practices of writing skills;
3. to find out teachers' and students' coping strategies with the challenges posed by the identified factors of writing skills.

1.4. Research Questions

The specific objectives of the study have been reformulated in the form of research questions as follows:

1. What are the key factors that influence the practice and progress of students in their writing skills?
2. To what extent do these factors affect students' practices of writing skills?
3. What coping strategies do teachers and students employ to minimize the challenges posed by different factors of writing skills?

1. 5 .Significance of the Study

The findings of this study are expected to have the following benefits. First, they may help the students to develop their writing skills. Second, they can assist English teachers to recognize the factors that impede the effectiveness of writing practice in their classrooms. Third, using these research findings, teachers may try to solve classroom factors hindering the practice of writing skills in the school under investigation. Finally, the findings can be useful foundation for other researchers who are interested to conduct further research in this area.

1. 6. Scope of the Study

The researcher believes that, to increase the number of participants in this study, it would have been better to conduct the research at the ‘woreda’ level by incorporating the tenth grades of all secondary schools within the district by taking sample representatives from each of the schools. However, to make the study manageable, to save time and money, to make data collection easy, and to observe students’ activities, the study was delimited to study only to grade ten students and English language teachers of Hamda Diksis Secondary School. The study was also delimited to assess classroom factors influencing the practice and progress of students’ writing skills and also coping strategies teachers and students employ to minimize the challenges posed by different factors of writing skills.

1.7. Limitations of the Study

The causes of the limitations of this study could be time constraint, lack of access to data, and lack of up-to-date literature to get more credible information in the area. Since, by its nature the study requires a lot of time, excess data, an up-to-date literature, the researcher has tried to make efforts to find up-to-date literature as well as to facilitate others opportunities in order to minimize this problem as much as possible. Furthermore, the instrument that were used to collect data mostly made boundary to study the classroom factors influencing the practice and development of students' writing skills. However, there might be another key factors that hamper students' writing skills.

1.8. Operational Definition of Key Terms used in the study

- Writing performance: process of functioning or accomplishing writing in to action.
- Factors affecting writing: a number of things or different problems that influence negatively writing skills.
- Coping strategies: The process of managing to solve personal and interpersonal problems by systematic, reasonable planning and conducting study.
- Second Language Learning: Accumulating and performing knowledge of second language.
- Linguistic Competence: The quality of sustaining aptitude particularly relating to general intellectual understanding of language.
- Pedagogical Purpose: Monitoring deductively learning an intended target objective based on planning lesson.
- Language Proficiency: An ability of having skill and competence in order to perform language.
- Population Size: The number participant that take part or do not take part in a particular study.
- Challenge: Factor that impedes the practice and development of writing skills.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the conceptual and empirical literature related to investigation into classroom factors influencing the practice and the progress of grade ten students' writing skills. It is also indicated some important and conceptualized related literature of the recent period which are based on theoretical and practical works on writing skills that tell us how to deal and to improve the already posted problem in grade ten at Hamda Diksis Secondary school.

2.1. Definitions of Writing

Writing is a method of communication in which people exchange their ideas each other. Writing is defined as "a system of human intercommunication" by means of visible marks used conventionally and it involves the encoding of message of some kind, that is, we translate our thoughts in to language, (Encyclopedia Britannica Vol: 29). According to Byrne(1988), writing is the process of encoding (putting message in to words) carried out with the reader in mind.

Hedge (1988) defines writing as "crafting, the way in which a writer puts together the pieces of text, developing ideas through sentences and paragraphs within an overall structure."

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged according to certain conventions, to form words and words have to be arranged to form sentences (Byrne, 1988). Similarly, White (1980) stated that writing involves more than just producing sentences. To write a piece of prose, we must be able to write a connected series of sentences which are grammatically and logically linked. According to Flower and Hays (1981) writing is a complex cognitive process involving the writers' long term memory where knowledge of the topic, audience and writing plans is stored.

Kelly (1998) also describes writing more specifically “a deliberate and more fully taught skill that needs practice and carefully crafted word by word for just the right effect”. This shows that writing is not only putting words on paper but also it has its own purpose and it needs more practice. Generally, writing is a complex and cognitive demanding skill that needs more attention and more practice in order to organize in systematic ways it is written so as to improve it.

2.2. The Need to Teaching Writing Skills

The purpose of teaching writing skills, according to (Byrne, 1988), is primarily to develop students’ skills of expressing themselves through graphics symbols. Byrne also writes down different pedagogical purposes of teaching writing skills. The main pedagogical purposes of teaching writing skills according to Byrne are: to provide learners with different learning styles, to get tangible evidence, to create variety in the classroom, to create independent learning and writing increase the amount of language contact through work that can be set out of class. Similarly, Raimes (1983) indicates three important ideas how writing helps students to learn. She asserts that writing reinforces the grammatical structures, idioms and vocabulary we teach and in addition, when students write, they feel, they control the language and take risk. This means unlike speaking writing can be learned most of the time through classroom instruction. Therefore, the need to teaching writing skills is essential in the classroom in order expose students to practice the activity.

2.3. Factors affecting in Learning Writing Skills

2.3.1. Writing anxiety

Anxiety is a psychological effect that causes fear towards a given activity. Writing anxiety is defined by Thompson (cited in Kurt and Atay 2006) as a fear of the writing process that over weights the projected gain from the ability to write. Kurt and Atay further explain by (citing Tusi 1996) that learning to write in the foreign language involves as much anxiety as learning the other skills because writing is predominantly product oriented and it requires individual work,

that students feel they are deprived of help and encouragement. According to Brown (1994) writing anxiety is considered one of the factors that impede the development of students writing skills when it is too much and too little. In other words, too much and too little anxiety may affect the process of successful second language learning, writing.

2.3.2. Attitude

Grander and Lambert's (1972) extensive studies were systematic attempts to examine the effect of attitude on language learning. They said that the attitude learners have towards the members of cultural group whom they are learning, affect negatively or positively their learning style. Positive attitudes towards self and the target language group enhance language learning and [teaching] (Brown, 1994). He adds that second language learners benefit from positive attitudes and that negative attitudes may lead to decrease motivation and in all likelihood because of decreased input and interaction to unsuccessful attainment proficiency. Therefore, to solve the problems of negative attitude towards a given language or task, teachers may have responsibilities. This means teachers need to be aware that everyone has positive and negative attitudes and motivate the learners to develop positive attitude towards the target language or task. The writer of this paper believes that if students develop positive attitudes towards the target language or the given activities, they can learn it easily. This means that attitude is one of the most important that determine the learning styles of students writing skill as it is indicated learners have different attitudes towards to process various activities. Therefore, analyzing and identifying the learner's outlook is essential on language learning, especially on writing skills.

2.3.3. Risk taking

Risk taking is the most important feeling in writing skills in which students give attention to generate their ideas and follow certain basics steps to avoid mistakes. Beebe (cited in Brown 1994), noted that fossilization, or the relatively permanent incorporation of certain patterns of error may be due to lack of willingness to take risk. According to Brown (1994) in a few uncommon cases overly high risk takers as they dominate the classroom with wild "gamble"

may need to be “tamed” a bit by the teachers. But most of the time our problem as teachers will be to encourage students to guess somewhat more willingly than the usual student is prone to do and to value them as person those risks that they take. This implies that teachers should motivate their students to develop risk taking, because risk taking is one of the factors that develops or hinders the improvement of a given skill. In short, if students have willingness to take risk for their error, they may improve their writing skills easily.

2. 4. Is Writing Difficult?

Writing skills are very difficult to be improved when it is compared to others skills like speaking and reading. Scholars seem to agree on the difficulty level of writing and class factors affecting the progress of students’ writing skills. For instance, Flower and Hays (1981), Byrne (1988) and Kelly (1988) describe how writing is complex and difficult.

For example, according Byrne (1988), there are three problems that make writing difficult. They are psychological, linguistic and cognitive problems. These problems may affect students motivations, possibility of discovering the language and also influence mental functions of the learners.

2.4.1. Psychological problems

Speech is the natural and normal medium of communication for us in most circumstances and accustoms us both to having someone physically present when we use language and to get feedback of some kind. Writing, on the other hand, is essentially a solitary activity which causes anxiety and the fact that we are required to write on our own without the possibility of interaction or the benefits of feedback, in itself makes the act of writing difficult (Byrne.1988). This is to say that when we compare writing and speaking we almost exposed to speaking every day and get comment from somebody rather than writing and writing is a self exercise in which it may cause psychiatry or lack of confidence and motivation.

2.4.2. Linguistic problems

Oral communication is sustained through process of interaction and except in special circumstances such as a lecture; the participants help to keep it going, because speech is normally spontaneous. We have little time to pay attention either to organizing our sentence structure or to connecting our sentences to some extent the latter is maintained through the process of interaction we repeat, back track, and expand and depending on how people react to what we say. Incomplete and even ungrammatical utterances usually pass unnoticed but in writing the writers do not expose interaction among people and challenges of linguistic elements only hurt the writers (Byrne, 1988). This is to mean that the linguistic competence and internalized knowledge of the rules of language are more essential in writing rather than oral speaking. Thus, in writing linguistic performance is crucial, since the writers depress for the readers.

2.4.3. Cognitive problems

We grow up learning to speak and in normal circumstances spend much of our time doing it. We also appear to speak without much conscious effort or thought and generally we talk because we want to talk about matters which are of interest or relevant to us socially or professionally. Writing on the other hand, is learned through a process of interaction and to master the written forms of the language and to learn certain structures which are less used in speech. Finally, writing is a task which is often imposed on us perhaps by circumstances. This not only has a psychological effect, it may also cause a problem in terms of content-what to say (Byrne, 1988). From the above explanation one can understand that writing skills required conscious effort and much practice and need some composite operation activity that affect mental content of process of thinking because it is a more complex skills rather than oral communication.

2.5. Pedagogical Purpose of Writing

Writing serves a variety of pedagogical purposes. For example, Byrne (1988:6-7) pointed out the following pedagogical purposes of writing. Firstly, some learners, especially, those who do not learn easily through oral practice alone, feel more secure if they are allowed to read and write in the language. For such students writing is likely to be an aid to retention or the power of recalling past experience, if only because they feel more at ease (move gently and carefully) and relaxed. Secondly, written work serves to provide the learners with some tangible evidence that they are making progress in the language...once again it satisfies a psychological need, and exposure to the foreign language through more than one medium, especially if skills are properly integrated, appears to be more effective than relying on a single medium alone. Moreover, writing provides variety in classroom activities, serving as a break from oral work. At the same time, it includes the amount of language contact through work that can be set out of class. Finally, writing is often needed for formal and informal testing in which learners can exercise in the classroom and also outside classroom in informal or free and easy manner situation.

2. 6. Stages of the Writing Process

Stages of the writing process is a method of expressing and performing particularly preparing and putting writing through prescribed procedure or series of acts especially of a practical or mechanical nature involved in a particular form of work. According to Soffos (as cited in Linse 2005:98), when teaching writing to young children, and must recognize the complexity of the process that the children easily approved. Learners need to know that a final piece of writing or the product such as a book has grown out of some stages which make up the process. In addition to this, Applebee (as cited in Kroll 1990) notes the process approach, “provides a way to think about writing in terms of what the writer does planning, revising and the like instead of in terms of the final products look like.”

2. 6 .1. Planning

Planning occurred throughout the writing process and those writers continually think write and write (Zamel,1983). In addition to this, Hedge (2000) indicates that planning involves thinking about the purpose of the writing. In this stage, there is no need to consider about form; students are guided to just depend on the content. The activities in the prewriting according to Parson (1985) includes drawing, talking, thinking, reading, listening to tapes and records, role playing, discussion, interviews, problem solving and decision making. This can be deduced that in writing process planning an act of formulating for a definite action and drawing up a layout for the writing project in which the cognitive process of thinking about what the writers will do in the given text in the next stage.

2. 6 .2. Drafting

In writing drafting is a first version to be filled out and polished later and a blue print as well as intended guide of writing. According to Kane (1988) drafting is an early version of a piece of writing. Most of us cannot compose anything well at first try. We must write and revise. These initial efforts are called drafts. As a rule, the more you draft the better the result. From the above definition of drafting, we can deduce that how this stage is very important to develop students' writing skills. In this stage, teachers should motivate learners to write multiple drafts.

2. 6 .3. Revising

Both drafting and revising are creative, but they differ in emphasis. Drafting is more spontaneous and active, revision, more thoughtful and critical. As a writer of a draft, you must keep going and not hung up on small problems. As a writer you change hats, becoming a demanding reader expecting perfection. When you revise you put yourself in the readers' place, of course, you cannot get completely outside your own mind, but you can think about what readers know and do not know, what they believed and consider important. You can ask yourself if what is clear to

you will be equal clear to them (Kane, 1988). According to Hedge (2000) revising take place throughout the process and generally involved many changes, for example, composing something new, deleting sentences and shifting paragraphs around and sometimes eliminating them. This implies that in revising there are many activities that the writer performs during the process. Therefore, it is advisable that language teachers should clearly explain what revising means and motivate their students to revise what they (students) have written in the classroom.

2. 6. 4. Editing

Editing is the final stage that requires examining ideas, details, spelling, grammar and punctuations within each sentence in the writing. In this stage, the emphasis is both correctness and clarity. In other words, during this stage writers improve word choice and sentence structure. According to Kroll and Vann (1981) editing is re-reading stage of a finished piece of writing in which the writer takes somewhat different personality role. In addition to this, Hedge (1988) indicates that it is a post writing stage which involves reading through the text by applying readers perspectives. Generally, to write a piece of text it is indispensable to pass through the above mentioned stages. These stages are important to develop one's writing and literary work ability.

2.7. The Writing Approaches

There are different approaches in writing that begin to deal with the advance intended verbal rhetorical and process of orthography or printed symbols. For the purpose of this study product and process approaches are reviewed below.

2.7.1. The product approach in teaching writing skills

According to Silva (1990) the product approach of writing highlights form and syntax or sentence structure and it emphasizes rhetorical drills. The product approach focuses on written product rather than on how the learner should approach the process of writing. In this approach,

writing concerns the knowledge about the structure of language and writing development is the result of the imitation of input (Badger and White, 2000). In addition, Arndt (1987) argues that the importance of imitation and a model in this approach are not only for imitation but also for exploration of analysis. Similarly, Myles (2002) confirms that if the students are not exposed to written model texts their errors in writing area more likely subsist. In fact, Jordan (1997) indicates that students are required to focus on a model form and duplication. In other words, students study model texts and attempt various exercises that motivate and enable them to draw attention to relevant features as a text and then replicate them in their own writing. One of the most explicit descriptions of the product approach is provided by Pincas (1982). She looks writing as primarily about linguistic knowledge with attention focused on the appropriate use of vocabulary, syntax and cohesive devices. In addition, Temesgen (2008) describes that this approach focuses on the end product of writing.

From the explanations of the above scholars we can understand that this approach gives particular attention for the product of the students' writing. In other words, it ignores the practice of students in different stages of writing. As a result, this approach may not motivate and help students in developing their writing skills ability. Leki (1994) says product approach makes students much obsessed to avoid errors and write very cautiously and conservatively. According to Richards (1995), the focus of product approach is essentially on the ability to produce correct texts or products. He also pointed out the following main assumptions and features of the product approach in teaching writing in the second language.

Learners have specific writing needs either for instructional writing or personal writing and the goal of a writing program is to teach students to be able to produce the kind of written texts, they will most frequently encounter in educational, institutional or personal context. Besides this, the rhetorical patterns and grammatical rules used in different kinds of texts are presented in model compositions which are constructed to display the rules that learners should be used in their own writing and correct sentence structure is an essential component of writing grammatical skills receive considerable emphasis in product approach. 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 and the mechanics of writing are also taught: handwriting, capitalization, punctuation and spelling (Richards, 1995).

The main limitations of product approach, firstly, it concentrates on ends rather than means. Secondly, it focuses on the form instead of how writers create writing that has form and structure and also ignores the composing process of good writers (Richards, 1995). These and other limitations challenged the product approach and encourage the change of view towards the process approach. Hedge (1988) explains this change as the shift from students' writing to the students' writer, preferring the process oriented approach.

2.7.2. The process approach in teaching writing skills

Process approach is defined as an approach of teaching of writing which stresses the creativity of the individual writer, and that pays attention to the development of good writing practices rather than the imitation of models (Tribble, 1996, 144). This approach mainly focuses on the process of writing rather than the end product. White and V Ardent (1991) explain process approach to writing as one that takes apprentice writers through various stages when producing a piece of written work. Similarly, Hyland (2003), indicates that the process approach focuses on how a text is rewritten instead of the final outcome. He also adds, the process approach has a major influence on understanding the nature of writing and the way writing is taught. Rivers (1981) also says that in this approach, you look at how to generate ideas how to organize ideas and how to express them. In addition, Atkins, et al (1996), said that this approach is concerned with helping students developing writing skills by focusing on the components of the writing process rather than just on the end product. 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 (Silva, 1990).

2.8. The Role of the Teacher in the Process Approach

According to Richards (1995), teachers act as facilitator, organizing strategies, an investigator of the writing process employed by the students using observation and discussion to identify successful approaches to different aspects of the writing process. Hughey, et al, (cited in Richards 1995), also present the following comprehensible list of roles for teachers in writing.

Firstly, keep the writing task clear, simple and straightforward. Secondly, teach the writing process and balance classroom activities, providing some for individuals and some for groups. Thirdly, move from the known to the unknown and utilize the student's previous knowledge. Finally, provide writing activities which reinforce reading, listening, and speaking skills.

2.9. The Role of the Learner in the Process Approach

Richards (1995), case studies of successful second and foreign language writing programs reveal that in a process focused classroom there is a shift from language focused activities to learner centered tasks in which students assume greater control over what they write, how they write it, and the evaluation of their own writing. Furthermore, Richards (1995) explained that students became engage in their own ethnographic research, collecting data from their own community and produce writing based on their analysis of this information. He adds their skills experiences and strengths became the basis for further instruction and responsibility for and control of learning shifted from teacher to students. From the above explanations, we can understand that in the process approach learners are more active participant and responsible for their learning. Therefore, one can say that process approach may help the students to improve their writing skills.

2.10. Types of Writing Tasks

Different types of writing tasks are used at different levels of teaching writing. These tasks may help the students in their effort to achieve effective writing by giving contextualized situations to practice writing. These tasks are divided into controlled, guided and free writing tasks (Picans, 1988, Raimes, 1983).

2.10.1. Controlled Writing Tasks

Controlled writing task is a system whereby the students' freedom of producing their own ideas is minimized so as to reduce the errors they make. They are writing activities where much of the information is given. Raimes (1983), defines controlled writing as: All writing your students do for which a great deal of the content and form is supplied. Similarly, Pincas (1982) defines controlled writing as follow:

Controlled exercises given writing practice and they are devised so as to students have virtually no freedom to make mistakes. This task may be easier for the students to write a lot without errors. In such types of task the teacher has complete control over what the students write. Concerning the importance of controlled writing tasks, Raimes (1988:95-6) says controlled writing tasks give students focused practice in getting words down on paper and in concentrating on one or two problems at a time; they are thus spared from tackling the full range of complexity that free writing entails. In essence in the controlled composition model writing functions as handmaid of the other skills (Silva, 1990). This means controlled writing does not take writing as a major skill to be developed. Similarly, Rivers, 1968 (as cited in Silva 1990), considered writing as a service activity rather than as an end in itself. In controlled composition the writer is simply a manipulator of previously learned language structures. The reader is the ESL teacher in the role of editor, not especially interested in quality of ideas or expression but primarily concerned with formal linguistic features. The text becomes a collection of sentences pattern and vocabulary items. In other words, it is a vehicle for language practice (Silva, 1990). Generally, the aim of this writing task is accuracy and there is little chance for making mistakes. Typically, controlled writing task involves coping sentences from a substitution table, or filling in blanks where only one answer is right (Atkins, et al, 1996).

2.10.2. Guided writing task

Regarding guided writing task, Raimes (1983) says: guided composition is an extension of controlled composition. It is less controlled than controlled composition in that it gives students

some but not all of the content and form of the sentence they will use. Similarly, Picans, (1982) says that guided writing stands as a bridge between controlled and free writing task. This writing task includes any writing task for which students are given assistance such as model to follow. The goal of guided writing task may still be accuracy there should be a higher tolerance of error.

2.10.3. Free writing task

The objective of writing lesson is to enable students to express their ideas through writing appropriately and independently (Picans, 1982). She adds, “Free writing is seen as the aim of specific set of writing exercises: the ability to write freely what has been taught not the ability to write anything at all. It means that the writing which has been practiced under control can at last, be accomplished without control. That is why advanced as well as elementary students need some familiarization, controlled and guided exercise before they attempt to write freely in whatever style or variety is being taught. At all levels, students must be taught what they have to write rather than being allowed to plunge in and left to sink or swim. That does not mean that all errors can be avoided. But they will be considerably lessened after good preparation. As the final stage of writing lesson, free writing is still a classroom exercise. Therefore, students still need to be assisted in getting started and in organizing their ideas. In real life, writing normally arises out of genuine need to communicate something to somebody but in the classroom that need has to be created in such a way that students do not have to rack their brains for something to write about but can concentrate on the actual writing itself.”

2.11. The Impact of Teachers’ Feedback on Students’ Writing Skills

Even though second language learners are positive towards their teachers’ written feedback, its advantages to the development of writing skill is not clear. Studies suggest that students may ignore, use it wrongly or misunderstand (Ferris,1997).The feedback when revising drafts or understanding the problems pointed out but are unable to come up with a suitable revision (Conrad and Goldstein, 1999). And this causes them to delete the offending text to avoid the issue raised (Hyland, 1998). Teachers may have responsibility to give ongoing feedback during

different stages of writing. The researcher believed that continuous feedback may have positive impact on the developments of students' writing skills in the classroom.

2.12. Techniques in Teaching Writing Skills

There are different techniques that are used for teaching writing skills. For example, using pictures includes: a) description, with the help of pictures students describe the label of the pictures b) comparison and contrast, looking at pictures students write similarities and difference between the pictures. c) Paragraph completion, this is done by preparing a paragraph about the picture and writing it on the board but omitting the ending. It is also possible to teach writing through reading. This includes copying and summarizing the reading text. In other words, we can teach writing by integrating with other language skills.

Techniques in teaching practical writing: Practical writing has a clear purpose, a specific audience, forms, lists, instruction and letters. From these practical writing, letters are the most widespread forms of written communication. Therefore, the English language teachers have to devote classroom time to teach letter writing. In addition to this, students should learn how to take a note because knowing how to take a note help them to take note from radio, lecture, and television and other speeches (Raimes, 1983 and Byrne, 1988).

2.13. Principles for Planning and Teaching Writing Skills

Writing skills should be practiced in class as well as at home. This means if students are to develop writing skills, they need to work on writing skills activities in class as well as out of class. Plan writing activities for students to work on in class that are interesting and motivating to do have a realistic purpose and instruction, contextualized, enables students to express their own ideas, suitable for discussion and writing in groups and encourage to draft again and again. It is also important to encourage students to work together where possible because collaboration on a writing task increases interest and motivation. Giving helpful and supportive feed back during monitoring, for example, identify students who are struggle and assist them. Praise and encourage as much as you can offer help, mark and comment on work as students write. Take an

interest in students' ideas and encourage them to express their ideas as clearly and as accurately as possible. As students increase in confidence and ability, it is important to plan free and controlled activities to challenge them. Generally, to develop confidence and ability in writing, the teacher must plan activities that focus on developing writing skills as well as activities that focus on reinforcing grammar and vocabulary (Atikins et al, 1996).

2.14. Foreign Researchers' Works on writing

Foreign research works are very important to investigate classroom factors influencing practice and the development of students' writing skills. Language is one of the most important areas of human development, since it is vital tools to help for communicating thought and ideas. For this the international language educators point out that language involves four basic skills, namely: listening, speaking, reading and writing. According to Tatal and Salem (2014), these skills are related to each other by the following two parameters: With the mode of communication and in direction of communication respectively. In relation to this mode of communication includes oral skills, such as listening and speaking and written skills embraces reading and writing. On other hand, with the direction of communication receptive skills includes listening and reading and the productive skills speaking and writing. Therefore, in order to have and accumulate the knowledge writing skills, these three skills are vital in paramount to practice and develop effectively writing skills directly and indirectly. Banat (2007) pointed out that this skill is invaluable for helping students communicate and understand how the parts of the language skills go together, adding that writing is one of the four major language skills that need to be mastered by the language learners through practices of these skills. In this manner, writing can be recognized as a complex and integrated set of processes that are interactive and recursive. Therefore, it is advised that practice by integrating the three skills is very crucial to practice and to develop the target language of writing skills in the classroom and outside classroom.

Hilderbrand (1985) in his case study also offered suggestions on how teachers might help their L2 students improve their writing. Her findings indicated that the subject's preferred writing mode-creative, personal writing conflicted with academic mode expected of her, thereby hindering her writing process once again and factors beyond the L2 writer's linguistic

competence were found to impede the students' composing process. In addition, Jones (1985) set out to investigate further factors that might constrain second language writers. He reported that monitoring does not lead to improved writing and maintained that monitoring was then, a factor constraining the L2 writing process. In addition, he speculated that monitor use among L2 learners might result from instructional methods. Therefore, it can be concluded that only monitoring to teach and to learn the foreign language does not improve the competence of L2 very well but the methodology the EFL teachers used in the classroom is decisive and influential to the learners to practice and to develop the second language of writing skills.

In line with this, Friedlander (1990), also provided the information about the role of first language use in generating content. His findings indicated that using the topic related language to plan resulted in better compositions. In addition, his data indicated that translating did not constrain writers, either in time or quality as they produced L2 text. According to Galvan (1985), in ethnographic study involved ten doctoral students of education in investigating the cultural and linguistic factors in composing process. Galvan drew that from interviews, direct observation and assessments of writing skills as well as level of bilingualism and biculturalism; he found that his participants' second language writing was generally influenced by both their first language thinking and culture and their L2 language thinking and culture. He stated that moving between two languages and two cultures caused his participants' composing processes to be full of pauses and doubts. These scholars want to indicate that even if the relationship between the L₂ and L₁ are very crucial to understand the concepts of two cultures, it is necessary to know the of L₂ details to use the language according its culture, customs and the way of the language dialects used in writing communication.

A research made by Al-khasawneh (2009) on academic writing problems of the Arab postgraduate students at university of Utara, Malaysia, additional revealed that the students faced problems in writing in relation to vocabulary, organization of ideas, register, grammar and spelling. In general, there are some difficulties such as capitalization, coherence repetition, using inappropriate cohesion and punctuation. This researcher wants to indicate that the writing difficulties lie from high level skills, such as planning and organizing ideas, to low level, such as spelling, punctuation, word choice etc...may be due to its difficulties to practice the EFL writings in the classroom. When it is said the high level skills such as planning, organizing, coherence in

general the process of writing activities needs advanced knowledge to the EFL writing, even though the writing exercises very is complex to perform. In contrary, the low level skills such as spelling and punctuations and word choice and others mechanics that do not need very advanced skill but to study its regulations and rules of the EFL. Therefore, it necessary to know the problems of the learners and help them to solve their difficulties.

2.15. Local Researchers' Works

Local research works are very important to investigate classroom factors influencing practice and the development of students' writing skills. Since, these research works tried to show the problems of academic writing of different areas of institutions based on Ethiopian students contexts. Kefelegn (2003) entitled "Students' academic writing in response to instructors expectation at Addis Ababa university" stated clearly that the major problems of the students in writing are lack of practicing writing skills, and lack of good command and comments of the target language in carrying out the writing tasks and adequately in which it emphasis on lack of students' language proficiency to practice target language. Therefore, most of the students in college and university are unable to exercise various writing texts to develop their writing performance as much as possible. Thus, teachers take a risk and these hazards in which they decrease the paramount deficiencies of the students and plan their pedagogical methodology to improve the writing skills, since writing is essential in every academic area of the study.

Wondifraw (2009) in his research, a comparative analysis of the effect of product and process approaches of teaching writing on the students' composing proficiency at Haramaya university disclosed that many of our students learn English language in general and writing skills in particular for more than a decade but few of the students could write academic texts and most of them do not identify the important elements of text organizations as they were not taught exactly and very well by their teachers. He adds the importance of writing for students at university level is paramount and studies provide that our students have great deficiencies on how writing could be emphasized. In fact, many students have problems in writing skills; there are a few students who have good writing skills ability. Therefore, it is important to understand the presence of individual difference among students. This is the teachers' pedagogical deductive activities and

mechanisms to bring students to improve writing skills in the classroom and outside classroom as needed.

Temesgen (2008) entitled “The effects of peer feedback on the EFL students’ writing performance and writing anxiety at Adama university” shows that peer feedback significantly improved the writing feature: mechanics, grammar and spelling the high order writing features these are (content, organization, cohesion and vocabulary). These mechanics were not addressed by peer feedback exchanges by students. This is to say that peer feedback discussions among students did not improve the practice and the development of students' writing skills. His research also shows that significant decreases of writing anxiety by the group that were treated with peer feedback. Therefore, to reduce writing anxiety, language teachers should train their students how to use peer feedback. The writer of this paper believed that it is the responsibility of the teacher to motivate learners how and when to use peer feedback properly.

Abebe (2003) “on the awareness of subject area instructors about their contributions to the developments of students writing skills,” clearly shows that above 50% of the respondents reveal that they know that there is a problem in students’ writings, but they do not know how to help them alleviate the problem and how to cope up with the different technical and situational obstacles that compete with their action of helping their students. This indicates that seminars and workshops should involve contextualized practices and should help the instructors’ reflection on them and their situations. This researcher want to indicate that subject teachers who may teach different subjects like History, Geography and others know the difficulties of the students in writing skills, however, they do not recognize the methodology how teach EFL to solve the problems. This shows us the subject area instructors or teachers should take seminars and workshops that help them to contribute to the areas of improvement of the students writing skills. However, it is not decisive and influential to offer a risk for the subject instructors or teachers for the development of EFL in the classroom but language specialists take more paramount responsibility of influencing for effective development of writing skills of students.

The above local researches especially point out that major problems of students writing are lack of practicing writing skills, linguistic competence, vocabulary, organization of ideas, spelling and punctuation. These researchers dominantly gave attention for the problems learners that

faced during teaching writing skills. However, they did not identify investigation into classroom factors influencing the practice and development of students' writing skills. The present study is different from the above studies in terms of focus, setting and grade level. In addition, these researches conducted at the university and college level on university and college students in which these students paramount a great difference among each other with high school students in facility of teaching and learning materials resources and knowledge of writing skills. The researcher's interest to study the problem on grade ten levels is for the reason that no similar study has so far been done on this level to the researcher's knowledge. Therefore, the researcher has been motivated to identify and analyze investigation into classroom factors influencing the practice and the development of students' writing skills in Arsi Zone, in grade ten at Hamda Diksis Secondary School.

CHAPTER THREE

3. METHODOLOGY OF THE STUDY

As noted in the above section, the aim of this study was to investigate classroom influences that inhibit the practice and progress of grade ten students' writing skills at Hamda Diksis Secondary School. This chapter presents the methodology that helped the researcher to manage the research process and yield intended results. It describes the research design, population of the study, sample and sampling technique, methods of data collection, procedures of data gathering and methods of data analysis.

3.1. The Research Design

According to Hancock(2006) neither quantitative nor qualitative is wrong or right , although one approach probably more suitable than the other depending on the fundamental nature of research objectives and questions. Then, to achieve the intended objectives of the study, a descriptive survey involving both qualitative and quantitative methods was used. Sharman (2000) describes that a descriptive survey is helpful to identify present conditions and point to the present needs. Qualitative research methods were used to help the researcher to obtain participants' comments and explanations which are useful in developing the quality of an aware of the research findings and a holistic picture of understanding of a problem, while quantitative methods were used to include a large number of data that help for describing sampling respondents in order to synthesize a numerous independent data pertaining to the numerical analysis. Therefore, the qualitative data were collected through interview, open-ended questionnaire and observation, and the quantitative data were gathered through close-ended questionnaire.

3.2. Population of the Study

As stated earlier, the purpose of this study was to investigate classroom factors hindering the practice and progress of grade ten students' writing skills at Hamda Diksis Secondary School in Diksis Woreda, Arsi Zone, Oromia Region. The target population of the study was grade ten students and English teachers who are teaching the language at this grade. Grade ten students were selected based on the following reasons. First, these students have been learning in the school since last year and, starting from grade nine and the researcher knows their problems of writing in the classroom. Second, most teachers complain about the poor writing skills of these students. Finally, the researcher believes that grade ten students would cooperate with him in providing him with authentic and enough data for the study. All English language teachers who teach in grade ten are also the subject of this study since it is believed that teachers know very well about classroom factors affecting the practice and the progress of students' writing skills.

3.3. The Sample and Sampling Techniques

The target school, Hamda Diksis Secondary School, was selected deliberately since the researcher works in this school and he considered that staying around the school would assist him in conducting consistent investigation.

In this School, there were eight sections of grade ten which comprise about three hundred students in the academic year of 2015/ 2007 E.C. According to Samy (2005), it is not possible to include all units of a population size in a study in order to arrive at valid conclusion. Moreover, the size of population is often so large in most of the educational phenomena that the study of all units would not only be expensive but also cumbersome and time consuming. Therefore, from the eight sections of grade ten, which consist of about three hundred students, five students from each section and, in a nutshell, forty students were selected using simple random sampling technique. The researcher used this technique because the procedure gives each element in the population an equal probability of being selected as a sample unit and all choices are independent of one another (Samy,2005). The researcher also tried to keep the proportional size of population in order to be realistic and reasonable according to the known scholars. For instance, Nunan, (1992:27) explained that sample is the subset of individuals from the given

populations. Nunan indicated that if the number of population size is more than 100, the sample can be set between 10% -25%. This means that according to Nunan if the sampling size could be set between 10% to 25%, it is enough so as to get sufficient information from the respondents. Therefore, based on the view of the scholar, the researcher selected 40 or 13.33% sample students out of the whole population size of three hundred students and all of the teachers, since a number of teachers are small in amount.

For the purpose of students' interview, the researcher used systematic probability sampling to select 10 students from the 40 students because it is difficult and time consuming to conduct interview with the entire sample. Using the comprehensive sampling technique, the 6 grade ten English language teachers were included in this study for the interview. This is based on the view that, when we find a small number of the members of a population possessing the required characteristics, we include all of them in the study (source).

3.4. Methods of Data Collection

In this study, data were generated using questionnaire, semi-structured interview, classroom observation and textbook analysis. These research instruments were used in this study because the researcher believes that these tools would be more effective in gathering information from the respondents about classroom factors affecting the practice and progress of grade ten students' writing skills at the school under investigation. For this reason, a combination of close-ended, open-ended questionnaire, semi-structured interview, classroom observation and students' textbook analysis were prepared.

The close-ended questionnaires were designed based on a Likert scale because this scale is the most common format that is used whenever respondents are asked to make a judgment in terms of sets of ordered categories such as strongly agree, agree, strongly disagree and disagree. These categories indicate the intensity of the particular judgment. The scaling were coded as strongly agree=4, agree=3, disagree=2, strongly disagree=1.

Some open-ended questions were also used along with the close-ended ones in order to take a clear information from the respondents in order to avoid some influences by pre-determined set of responses. All of these instruments were prepared based on the research questions. For the

interview, interview guides were planned, and for the classroom observation, a checklist was prepared in a tabular format. Students' textbook analysis was conducted through the use of some basic guidelines of assessment. Therefore, the data were gathered in these ways.

3.4.1. Questionnaire for the Students

The questionnaires for the students include both open-ended and close-ended items. Best and Kahn(2005), indicate that both kinds of items can be used in questionnaires. They also point out that the open-forms probably provide a greater depth of response. Therefore, the respondents would get the chance to reveal their frame of reference and give possible reasons for their response. In case of the close-ended items, they were used to elicit quantitative information from the students, and thus, the Likert scale was used.

Some open-ended questions were integrated into the close-ended ones, as necessary. To avoid doubts and misunderstandings, the questionnaires were prepared in Afan Oromo for the students, since most of students speak the language. The questionnaire for the students would have five parts. Part I refers to teacher-related factors impeding the development of students writing skills. Part II deals with student-related factors hindering the practice and the improvement of students' writing skills in the classroom. Part III of the questionnaire addresses task-related factors, and Part IV was about what students do to solve the difficulties posed by various factors. Finally, Part V was open-ended questionnaires which deal with factors that impede the practice and the development of students' writing skills, how these factors affect students writing performance in the classroom and how students try to solve these problems.

3.4.2. Semi-structured Interview for Students

A semi-structured interview was used to gather information from students about classroom factors hindering the practice and the progress of grade ten students' writing skills because semi-structured interview is flexible, allowing new questions to be brought up during the interview as the result of what the interviewee says. This gives chance for the researcher to ask additional questions rather than the prepared questions. Interview is used to elicit detailed information from

the students. The purpose of the interview is to obtain information by actually talking to the subject (Selinger and Shohamy 1989, McDonough and Shaw 1993). The semi-structured interview consisted in specific and detailed questions determined beforehand, but at the same time, it allowed some elaboration in the questions and answers (Nunan, 1992). Generally, the researcher prepared some interview guides which discuss the point to be explored. The aim of this interview was to investigate classroom factors affecting the practice and the progress of grade ten students' writing skills, to investigate what students face during carrying out the writing tasks in the classroom and to obtain information on how students solve the factors that affect the practice and the development of their writing skills. From forty students ten students were selected through systematic probability sampling. The interview was conducted through students' mother tongue because students cannot clearly express their ideas or answer the questions in English. For this reason, the interview was provided in Afan Oromo, since almost all students can communicate by using this language. These interview were done through video recording and taking notes in order to remind each response of the respondents.

3.4.3. Semi-structured Interview for Teachers

The six English language teachers who teach English in grade ten took part in this interview. This interview was held with the purpose of investigating classroom influences impeding the practice and progress of grade ten students' writing skills, how the identified factors affect teachers' instructional process in the writing class and obtaining information how teachers try to solve students' writing problem during teaching writing skills. Interview prevailed questions like, What are the challenges in the classroom that affect the practice and the development of your students writing skill ability? To obtain the required information from the teachers, a semi structured interview was used since semi structured interview allows to ask for clarification of the questions and it is helpful to investigate the classroom influences that affect the practice and the improvements of students' writing skills. Interview was made through video recording and note taking and it was interviewed in Afan Oromo and Amharic in order to make teachers to elicit the problems without any depression. All information from the respondents were written down and observed by the researcher.

3.4.4. Classroom Observation

Observation is one of the most important data gathering tools that help to investigate classroom influences that affect the practice and the improvements of students' writing skills. It helps not only to supplement but also to substantiate the data that are gained by questionnaire and interview and also help to check whether the responses that were given by two respondents through questionnaires and interview are consistent or not.

According to Best and Kahan (as cited in Alemayehu, 2008), observation gives firsthand account of situation under study and when combined with other data collecting tools, it allows for holistic interpretation of the situations which are being studied. Robson (2002) further states that data from direct observation contrast with and can be often usefully complement information obtained by other techniques. Based on this, the researcher prepared classroom observation checklist in order to collect additional information and substantiate the result obtained through questionnaires and interview. The checklist has 3 parts. Part one deals with general information. Part two and three refer to teachers' and students' activities during writing skills lesson. Using the checklist, three out of the eight sections were selected randomly and were observed three times. The observation was carried out after students' questionnaires had been administered and returned and after conducting the interviews with teachers and students. This helps the researcher to triangulate the data or to generate rich and reliable data using different methods of data collection. Conducting observation at the end also helps to know and check whether the respondents have given reliable responses during questionnaire and interviews.

3.4.5. Textbook Analysis

Grade ten textbook has twelve units and, in each unit, there are at least two or more writing exercises. Therefore, two units were selected through lottery probability sampling techniques and were evaluated to identify the relevance of the topic to the background knowledge of the learners. According to McDonough and Shaw, (as cited in Mulugeta 2008), at least two units of the book should be evaluated to get the general picture on the book [especially, to know and identify the text book related factors that affect students' writing skills]. This informs the researcher on the role of materials and curriculum on the learners' writing skills as resources in

the EFL classroom. It also helps the researcher to identify to which extent the textbook is difficult for the learners.

3.5. Procedures of Data Gathering

Using questionnaires, interview, class observation and content analysis of students' textbook helps to triangulate the data gathered through these methods. According to Seliger and Shohamy(1989), this helps to attain more reliable data. Therefore, according to the given schedule the close-ended and open-ended questionnaires and interviews were administered to the students and teachers respectively. Then, class observation and analysis of students' textbook were carried out at the end in order to evaluate classroom activities of the teachers and the students as well as to identify and analyze the relevance of the topic of textbook orderly.

3.6. Procedures of Data Analysis

In order to answer the research questions qualitative and quantitative analysis methods were used. First, the collected data were sorted, coded, categorized and tallied according to the research questions. Then, the categorized and tallied data which were gathered through interview, open ended questionnaire and observation were analyzed and interpreted qualitatively and categorized according to their compatible manner and with coincide in their characteristics, because data analysis in qualitative study basically involves word argumentations, discussions, advanced reason out by using tally methods and demonstrating the methodical process of logical reasoning than directly used numerical explanations. Textbook analysis also used textbook assessment checklist in order to analyze the topics of grade ten students textbook. Quantitative data was gathered through close-ended questionnaire and was analyzed and interpreted quantitatively. This includes tabulating and calculating the frequency in percentage. The data obtained through open-ended questionnaire, interviews and observation were analyzed simultaneously for comparative, for proportional as well as analytical purpose. The key findings were then, interpreted in light of appropriate theoretical and empirical or experimental scholars texts in details.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

In this chapter, an analysis and interpretation of the data was made. In the data analysis attempts have been made to organize, summarize and synthesize the data so as to arrive at the results and conclusions of the study (Selinger and Shohamy 1989). In the interpretation, attempts were made to describe the findings interpretatively to draw conclusions, show implications, and make recommendations. Therefore, data from different sources were treated together and integrated in various methods in order to arrive at suitable conclusions and recommendations. Thus, data from the questionnaires, interviews, class observations, and textbook analysis were interpreted and analyzed in the following ways.

4.1 Students' responses to the Questionnaire

As shown in the method of data collection, students' questionnaire is one of the instruments employed for data gathering. Accordingly, the participants were asked to show the degree of their agreement or disagreement to the various items in the closed-type questionnaire on a four-point Likert-scale as follows:

4= Strongly agree; 3=Agree; 2=Disagree; 1=Strongly disagree

Their responses to the various categories of items were presented, analyzed, and discussed in the following parts.

4.1.1 Teacher-related factors that hinder the Practice and the Development of Students' Writing skills

As it is indicated in Table 1 below, the main objective of this part is to identify teacher-related factors that may impede the practice and the development of students' writing skills in the classroom. To accomplish and realize this, the students were given six statements, which deal with whether their teacher often gives them to practice writing, receives comments on their (students)writing practice, focuses on form rather than meaningful communication in writing, if their teacher gives clear information, why they learn writing and how to develop ideas in to organized text. And they were asked to show their level of agreement to each statement using a four point Likert -scale. Thus, their responses were clearly summarized in Table 1 below.

Table 1: Teacher-related factors

NO	Items	Strongly agree		Agree		Disagree		Strongly disagree	
		F	P	F	P	F	P	F	P
1	Our teacher often gives us to practice writing in the classroom	7	17.5	8	20	14	35	11	27.5
2	Our teacher often gives us written comments on our writing practice.	5	12.5	9	22.5	14	35	12	30
3	Our teacher helps us practice using the steps of process writing method to develop writing skills.	8	20	8	20	13	32.5	11	27.5
4	Our teacher usually focuses on form such as grammar rule rather than meaningful communication in writing.	14	35	11	27.5	8	20	7	17.5
5	Our teacher gives us clear reason for learning writing exercises.	6	15	8	20	14	35	12	30
6	Our teacher helps us to practice how to develop ideas in to written text.	8	20	7	17.5	13	32.5	12	30

Item 1 in Table 1 was designed to investigate whether students were given writing practice in the classroom or not. As can be seen from the above table, 7(17.5%) of the students strongly agreed that their teacher often gives them to practice writing skills in the classroom. Similarly, a significant number, that is, 8(20%) of the respondents agreed with the above students' ideas very well. However, 14 (35%) of the students disagreed on the ideas and also 11(27.5%) also strongly disagreed that their teacher gives them practice in the classroom. In other words, they reported that their teacher does not give them practice in writing in the classroom. Therefore, it can be concluded that above half of the students believed that they were not offered practices in the classroom.

As indicated in Table 1, in item 2, students were asked whether their teacher gives them comments on their writing practice or not. In response to this, 5 (12.5%) of the students strongly agreed that they were given comments on their writing practice. Similarly, 9 (22.5%) of the respondents agreed with the idea of the above students. However, 14(35%) of the students disagreed with the statement. In other words, they responded that they were not given comments on their writing practice. Similarly, 12(30%) strongly disagreed with the statement, indicating that they are not given the comments. From the above data, it seems that the majority of the students were not given comments on their writing practice. Therefore, the researcher believes that lack of comments on students writing practice may affect the development of students' writing skills. Scholars seem to agree on the importance of comments or feedback. For example, Atikins et al, (1996) described that it is extremely important for high school English teachers to give helpful supportive [comments] feedback to students in order to support their learning.

Item 3 in Table 1, was prepared to investigate whether the teachers help students practice using the steps of process writing method to develop writing skills. According to Table 1, an equal number, that means 8 (20%) of the students strongly agreed and agreed that they were given steps of process writing method to develop writing skills. However, 13(32.5%) disagreed and 11(27.5) strongly disagreed that they were not given steps of process writing method to develop writing skills. Therefore, from the above data, it can be inferred that above half of the students agreed that they were not given steps of process writing method to develop writing skills.

Item 4 in the above table, was prepared to investigate whether teachers seem to focus on form rather than meaningful communication in writing. According to Table 1, 14(35%) of the students

strongly agreed and 11(27.5%) agreed that their teachers focus on form rather than meaningful communication in writing. In contrast, 8(20%) disagreed and 7(17.5%) strongly disagreed with the statement. Therefore, from the above data, we can infer that above half the students agreed that their teacher emphasizes on form. Thus, from these data, it seems that teachers give priority for grammar rather than meaningful communication in writing.

Item 5 in Table 1 was designed to investigate whether the teachers give the students clear reason for learning writing exercises. As it can be seen from the table, 6 (15%) of the respondents strongly agreed and 8(20%) agreed with the claim that their teachers give them a clear reason for learning writing exercises. On the contrary, 14 (35%) disagreed and 12(30%) of the students strongly disagreed with the statement, indicating that their teacher did not show them how to develop ideas in to written texts. Therefore, it is possible to say that not giving clear reason for students on how to learn writing practices may affect the development of students writing skills.

Item 6 in the above table was designed to explore whether the teachers help students to practice how to develop ideas into written texts. As shown in the table, 8(20%) of the students strongly agreed and 7(17.5%) of them agreed on the ideas. In contrary, 13(32,5%) disagreed and 12(30%) strongly disagreed to the item regarding whether the teachers assist their students to practice how to develop ideas into written texts. Therefore, it is possible to claim that most of the teachers do not assist their students to practice how to develop ideas into written texts. This implies that lack of knowledge and practice on how to develop ideas into written text may affect the development of students' writing skills in the classroom. Gersten and Baker (as cited in Wondifraw 2009), asserted that teaching students to write requires showing them how to develop and organize what they want to say and guide them in the process of getting it down on paper is indispensable in the writing instruction.

Overall, the results obtained from the responses of the students demonstrate that lack of comments on students' writing practice; lack of giving a clear reason for learning writing skills; giving low emphasis on meaningful communication in writing, and so far ignoring to help the students to practice using the steps of process writing method to develop writing skills, and lack of showing students how to develop ideas into written text were some of the teacher related factors that impede the development of students' writing skills in the classroom.

4.1.2. Student-related factors that impede the Practice and Development of Students'

Writing skills

In this part, the main objective of the questionnaire is to investigate student-related factors that may hinder the practice and the improvement of students' writing skills in the classroom. To this end, students were given nine statements which deal with various tasks and characteristics of students such as composing ideas into organized text; background knowledge about writing skills; vocabulary knowledge, changing what they think in their first language into English; using punctuation, writing words correctly, developing what others said into their own written note, and organizing their ideas into organized and coherent thoughts. Students were asked to show their level of agreement based on a four point Likert-scale. The responses of the students were summarized in Table 2 below.

Table 2: Student-related factors

No	Items	Strongly agree		Agree		Disagree		Strongly disagree	
		F	%	F	%	F	%	F	%
7	I have difficulty understanding how to compose ideas into organized and coherent written text.	10	25	21	52.5	7	17.5	2	5
8	I have poor background knowledge about writing in general and writing in English in particular.	16	40	12	30	8	20	4	10
9	Shortage of vocabulary is my serious problem in writing.	13	32.5	12	30	11	27.5	4	10
10	I have good writing skills and organizing information correctly.	8	20	6	15	13	32.5	13	32.5
11	I want to change what I think in my first language in to English but I usually fail to do so.	14	35	12	30	9	22.5	5	12.5
12	I have difficulty using punctuation correctly.	19	47.5	7	17.5	6	15	8	20
13	I have problems in spelling words correctly.	9	22.5	18	45	6	15	7	17.5
14	I cannot develop what other people have said in to my own written text through English.	15	37.5	14	35	5	12.5	6	15
15	I do not know what strategy to use to change my free idea in to organized and coherent written thoughts or ideas.	16	40	12	30	8	20	4	10

Item 7, in Table 2 was designed to know whether students have got difficulty of understanding how to compose ideas into organize written text. As it can be shown from table 2, 10(25%) of students strongly agreed and 21(52.5%) of the students agreed to the given ideas. In contrary,

7(17.5%) of the students disagreed and 2(5%) of the students strongly disagreed on the mentioned item above. From the indicated data, it could be possible to conclude that above half number of the students (52.5%) have problems of understanding how to compose ideas into organize written text.

In item 8, students were asked about their background knowledge of writing in general and writing English in particular in the classroom. As Table 2 shows, 16(40%) of the students strongly agreed that they had poor background knowledge about writing in general and English in particular, and also 12 (30%) of the respondents shared nearly the interest of the above students' idea. To the contrast, a number of the students 8(20%) disagreed and few of the students 4(10%) strongly disagreed. From the above data, it may be noted that the nearly half of the students, 16(40%) may have poor background knowledge in writing in general in English in particular. In general, the background knowledge of the students is essential and helps students to generate their actual concepts of writing techniques. Congjun, (as cited in Wondifraw 2009), stated that learners' enrichment with strategies of composing process is the major factor in the process approach of teaching/learning writing that is why explicit strategy development is taken as one major aspect of writing pedagogy. It is as a result, begins with building the students' background knowledge which enables them in composing process.

In item 9, students were asked whether their serious problem is shortage of vocabulary or not. As the data depicted in table 2, 13 (32.5%) of the students strongly replied that their serious problem is limited vocabulary knowledge. Correspondingly, 12 (30%) of the students supported the above students' idea. On the contrary, insignificant number 11 (17.5%) of the respondents disagreed few number of the students 4(10%) strongly disagreed. In other words, shortage of vocabulary is not a serious problem for them. Concerning this question, a number of the students 13 (32.5%) mentioned shortage of vocabulary as one serious problem. Therefore, from the above data it is possible to say that shortage of vocabulary was students' serious problem that affects the development of their writing skills in the classroom. This finding has similarity with the findings of Al-khasawneh (2009). His findings revealed that shortage of vocabulary is a problem of Arab students in which they are unable to develop writing skills. The present study also indicates that shortage of vocabulary is one of the factors that impede the practice and the development of students' writing skills in the classroom.

Item 10 in table 2, was designed to investigate whether students have good writing skills in organizing information correctly or not. As it can be seen from Table 2, 8 (20%) of the students strongly agreed and 6(15%) of the students agreed that they have good writing skills in organizing information correctly. In contrast, an equal number of the students 13(32.5) disagreed and strongly disagreed that students have poor writing skills in organizing information correctly.

As it can be shown from item 11 in Table 2, students want to change what they think in their first language in to English but they usually fail to do so. Thus, 14(35%) of the students strongly agreed and 12(30%) of the students agreed on the ideas. To the contrary, 9(22.5%) of the students disagreed and 5(12.5%) of the students strongly disagreed. This means that , they can change what they think in their first language in to English. In general, from the above data, it may be noted that the a number of the students , (35%) were unable to change what they think in their first language in to English. The researcher believed that these students may have lack of strategies in using their first language to develop their second language ability. According to Commins, (as cited in Eisterbold 1990), his claim is that there is underlying cognitive/academic proficiency that is common across languages which allows the transfer of literacy-related skill across language. This indicated that a cognitive knowledge is essential in the first to develop the second language proficiency.

In item 12, the students were asked whether they have difficulty using punctuation correctly or not. As it can be observed from the above table 2,19 (47.5%) of the students strongly agreed and 7(17.5%) of the students agreed that they have problems in using punctuation correctly while 6(15%) of the students disagreed and 8(20%) of the students strongly disagreed that students do not have difficulty in using punctuation correctly. From the above data, the researcher can infer that the majority 26 (65%) of the students had problems in using punctuation correctly. Therefore, the researcher believed that not using punctuation correctly may be one of the factors that affect the practice and improvement of students writing skills in the classroom.

In item 13 table 2, students were asked whether they have problems in spelling words correctly. As table 2 shows, 9(22.5%) of the respondents strongly agreed and at the time nearly half of the respondents18(45%) agreed on ideas already mentioned. Whereas, 6(15%) of the respondents disagreed and 7(17.5) of the respondents strongly disagreed on the item. Therefore, one can

deduce from the above data that majority 27(67.5%) of the students have a problem of spelling and they do not spell them correctly.

Item 14 was designed to explore why students cannot develop what other people have said in to their own written text through English. Regarding item 14 in table 2, 15(35.5%) of the respondents strongly agreed and 14(35%) of the respondents agreed that they have problems in developing what others have said into their own written note through English while insignificant number, 5 (12.5%) of students disagreed and 6(15%) of the respondents strongly disagreed on ideas, which means, they can develop what others have said into their own note.

From the above information, we can deduce that the majority, 29 (70.5%) of the students have problems in note taking and to develop what others have said into their own written note through the target language.

Item 15 was prepared to investigate whether students know strategies to change their free idea in to coherent thoughts or not. As it can be seen from table 2, 16 (40%) of the students strongly agreed and 12(30%) of the respondents agreed that they did not know any strategy to change their ideas into organized and coherent thought or ideas. In contrast, 8(20%) of the respondents and disagreed 4(10%) of the respondents strongly disagreed on the given item. From the above information one can infer that the majority 28 (70%) of the students have lack of writing strategy. The researcher believed that lack of writing strategy is one of the factors that may affect the development of students' writing skills in the classroom. Research indicates that more proficient L2 learners tend to have a wider range of strategies and employ them more often than less proficient learners (O'Malley and Chamot, 1990 and Oxford, 1990). Williams and Burden (1997) suggested that effective learning strategies require the learner to be more active than learner who is less strategically engaged. The language learner is seen as an active participant in the learning process using various mental strategies, in order to sort out the system of the language to be learned. Therefore, the language teachers should teach and encourage their students to use different kinds of strategies used for developing students' writing skills.

4.1.3 Students' Responses Regarding Task Related Factors that Impede the Practice and the Development of Students' Writing Skills.

In this topic, the main purpose is to identify task related factors that impede the practice and the development of students' writing skills in the classroom. Regarding this, students were given 3 statements which deal with writing task in the textbook and students were asked to show their level of agreement on the given statements based on a four point Likert scale. Then, their responses are summarized in Table 3 below.

Table 3. Task Related-factors that impede the development of Students' writing skills

No	Items	Strongly agree		Agree		Disagree		Strongly disagree	
		F	P	F	P	F	P	F	P
16	Written tasks (in the text book) need much time to process and organize thoughts.	16	40	13	32.5	6	15	5	12.5
17	The written tasks (in the textbook) lack guidelines for developing writing skills.	8	20	8	20	16	40	8	20
18	Tasks for writing lack relevance and less attractive to do well.	4	10	11	27.5	13	32.5	12	30

In item 16, the students were asked whether written tasks need much time to process and organize thoughts or ideas. As table 3 shows, 16 (40%) of the students strongly agreed and 13(32.5%) of the students agreed that written tasks need much time to solve and organize ideas. However, insignificant number 6(15%) of the be respondents disagreed and 5(12.5%) of the respondents strongly disagreed. From the above information, it can be deduced that written tasks that are available in the text book need much time to process, organize thoughts.

Item 17, was designed to investigate whether written tasks (in the textbook) lack guidelines for developing writing skills. As can be seen from Table 3, 8(20%) of the students strongly agreed and

8(20%) of the students agreed that written tasks lack guidelines for developing writing skills. On other hand, 16(40%) of the respondents disagreed and 8(20%) of the respondents strongly disagreed and it means that, written tasks in the text book have guidelines for developing writing skills. From the given data it can be concluded that written tasks (in the textbook)have clear guidelines for developing students' writing skills. Therefore, students follow the guidelines and can practice and develop writing skills.

In item 18, students were asked whether tasks for writing lack relevance and less attractive to do well or not. As it can be indicated from the above table 3, 4(10%) of the students strongly agreed and 11(27.5%) of the respondents agreed that the tasks that are given in the textbook lack relevance and less attractive. To the contrary, 13(32.5%) of the respondents disagreed and 12(30%) of the respondents strongly disagreed that the textbook does not have lack of relevance and less attractive.

From the above indicated data, it can be deduced that tasks that are given in the textbook were relevant and attractive, but may not have enough time to practice in the classroom. The researcher believed that teachers should have great responsibility to give more to give more practice on writing tasks.

4.1.4 What Students do to solve their Writing Problems

In this topic, the main objective of the questionnaire is to investigate and analyze what students were doing in order to solve the difficulty that they encounter during writing skills lesson. Regarding this, students were given 7 statements which refer to what students may do in classroom to solve their writing problems. Then, the students were asked to show their level of agreement on the given statements based on the four point Likert scale and their responses are summarized in Table 4 below.

Table 4 What Students do to solve their Writing Problems

N O	Items	Strongly agree		Agree		Disagree		Strongly disagree	
		F	P	F	P	F	P	F	P
19	I try to think first in my language and then try to compose my thoughts in to English.	5	12.5	3	7.5	23	57.5	9	22.5
20	I attempt to make my own notes in English in different subjects to improve writing skills.	5	12.5	2	5	15	37.5	18	45
21	I try to edit and proofread at the end of my writing in English texts.	1	2.5	3	7.5	23	57.5	13	32.5
22	I ask my teacher to see and comment on my composition.	6	15	4	10	19	47.5	11	27.5
23	I show what I have written to my classmates to improve and develop more writing skills.	5	12.5	6	15	15	37.5	14	35
24	I practice writing using the steps of process writing to develop writing skills.	2	5	7	17.5	14	35	17	42.5
25	I rewrite if my writing should be rewritten again for the seeking of improving writing.	4	10	5	12.5	15	37.5	16	40

In item 19, it was designed whether students try to think first in their language and then try to compose their thoughts in to English. As it is shown from the table 4 above, 5(12.5%) of the students strongly agreed and 3(7.5%) of the students agreed the ideas mentioned above. The remaining 23(57.5%) of the respondents disagreed and 9(22.5%) of the respondents strongly disagreed the ideas very well. From this one can understand that the majority,32 (80%) of the students try to use their first language as strategy.

Item 20 was designed to investigate whether students attempt to make their own notes in English or not. As it can be seen from table 4 above, 5(12.5%) of the students strongly agreed and 2(5%) of the students agreed that they attempted to make their own notes in English. However,

15(37.5%) of the students disagreed and 18(45%) of the students strongly disagreed on the ideas and this means, they do not much attempt to make their own note in English. From the above data it would be possible to say that the majority, 33(82.5%) of the students do not know how to make their own notes in English.

In item 21, the students were asked if students try to edit and proofread their writing English. As it can be seen above in table 4, 1(2.5%) of the respondents strongly agreed and 3(7.5%) of the respondents agreed on the item. On other hand, 23(57.5%) of the respondents disagreed and 13(32.5%) of the respondents strongly disagreed. In general, it can be concluded that almost all of (90%) of the students do not try to edit and proofread their writing English.

Item 22 was designed in order to investigate whether students ask their teacher to see and comment on their composition or not. According to table 4 above, 6(15%) of the students strongly agreed and 4(10%) of the students agreed on item. In contrast, 19(47.5%) of the students disagreed and 11(27.5%) of the students strongly disagreed on the ideas. What can be inferred from the result is that the majority of the students (75%) do not ask their teacher to see and comment on their composition.

Item 23 was designed to investigate whether the students show what they have written to their classmates. According to table 4 above, 5(12.5%) of the students strongly agreed and 6(15%) of the students agreed on the ideas. However, 15(37.5%) of the students disagreed and 14(35%) of the students strongly disagreed on the item. From this information, it may be noted that the majority of students do not show what they have written to their classmates and do not take feedback from their peers, even if peer feedback is essential and as one way of solving their writing problems. Peers feedback [comments] on students' written work appears to be the most common and the most predominant one (Temesgen, 2008). Therefore, as the researcher believed that even if students do not have the habits of showing their written texts to their classmates, it is important to advise the students to practice this habits.

Item 24 in table 4, was prepared to investigate if students practice writing using the steps of process writing to develop writing skills. According to table 4, 2(5%) of the students strongly agreed and 7(17.5%) of the students agreed as they practice writing using the steps of process writing, whereas 14(35%) of the students disagreed and 17(42.5%) of the students strongly

disagreed they do not practice writing using the steps of process writing to develop writing skills in the classroom. Therefore, the majority (77.5%) of the students do not practice writing using the steps of process writing to develop writing skills in the classroom.

Item 25 in table 4, was prepared to investigate if students rewrite their writing, it should be rewritten again or not. As it is indicated in table 4, 4, 4(10%) of the students strongly agreed and 5(12.5%) of the students agreed on ideas, but 15(37.5%) of the students disagreed and 16(40%) of the students strongly disagreed they do not rewrite their writing, it should not be rewritten again and they have a problem to write it for the second time. In general, it can be deduced that the majority (77.5%) of the students do not improve their writing through rewriting again.

The researcher believed that even though students do not have the practice of rewrite their writing again, they try to improve their writing through rewriting, since it is very essential for the learners for the opportunity of exploring their own ideas and developing writing skills. According to Raimes , as cited in Chavarria (2004) rewriting is more than an exercise marked “good” or “bad” it is a very important within writing process. Chenoweth, (as cited in Chavarria 2004), added that revision and rewriting give the learners the opportunity of investigating their own ideas and developing them in a more successful way. From the explanation of the above scholars, one can understand how rewriting is very important in developing students writing skills.

4.2 Students' Response to open-ended Questionnaires

The main objective of the open-ended questionnaires in this section is to identify and analyze various classroom factors influencing the practice and development of students' writing skills and in order to validate the data already gathered with close-ended questionnaires. It is believed that the information gathered through open-ended questionnaire would help the researcher to obtain enough and rich data from the sampling subjects and also help the researcher for the integration of various data collection methods of the findings during conclusion and recommendation. To this end, the sample students were given three open-ended questions about their classroom problems. These are:

1. Write three problems that hinder your practice and development in your English writing skills in the classroom.
2. How do the above problems affect your writing performance in the classroom?
3. How do you try to solve the above problems?

The students' responses for three questions are summarized and analyzed in the following ways.

4.2.1 The three main Problems that hinder Students' practice and development in their English Writing skills.

To answer this question the students' responses were categorized as much as possible as shown in appendix "c" in Table 3 and in appendix "d" in Table 4. In this way, the three major problems that hamper students' practice and development in their English writing skills are: Students have the shortage of vocabulary and also have lack of background knowledge in English in general and in writing in particular. Also, students do not have interest to practice and develop writing skills and most of students are afraid to write in English and assume that writing in English is very difficult for them. In addition, a number of students explained that they have difficulties in how to organize coherent ideas into writing texts, and they do not give attention to

use the correct punctuation and spelling in English writing texts. Concerning these problems, student 1 said:

I have three main problems. These are: I have the shortage of vocabulary and also have lack of background knowledge in writing in general and in English particular; I do not have interest to practice and develop writing skills and most of the time I'm afraid to write in English and assume as writing in English is very difficult for me.

In the same manner most of the students responded as student 1 said. Thus, from this response, it is believed that the students' related-factors are influencing students' writing skills in the classroom. It is possible to conclude that almost the majority of the students suggested that classroom problems influencing the practice and development of students' English writing skills almost certainly happened, due to students related-factors in which they have the shortage of vocabulary and also have lack of background knowledge in writing in general and in English particular; they do not have interest to practice and develop writing skills as well as most of them are afraid to write in English and assume that writing in English is very difficult for them.

4.2.2 How the above Problems affect Students' Writing Performance in the classroom

Attempts were made to organize and analyze students' responses to this issue as shown in appendix "c" in Table 3 and on appendix "d" in Table 4. With this line, the above problems affect students' writing performance in such way that students develop poor writing skills in English and they can be hindered to organize their ideas very well in English and unable to communicate in writing. In addition, the problems can affect the practice of writing in English and unable to develop writing skills and students do not use English spelling, punctuations correctly, and have shortage of vocabulary to organize the right grammar with target language. In this regard, student10 said:

I have developed poor writing skills, since I'm un able to write in English very well and also the problems hindered me to develop writing skills and I do not use English spelling, punctuations correctly, and have shortage of vocabulary to organize the right ideas with target language.

In the same way the majority of students responded as student 10 explained. Accordingly, it is concluded that students related-factors can result or lead to poor writing performance in English and are unable to organize their ideas in a good way and could not communicate in writing. Moreover, the learners do not use the correct mechanics such as spelling and punctuations and shortage of vocabulary to write the correct sentence structures with the target language

4.2.3 How Students try to solve the above Problems

Attempts were made to organize and analyze students' responses of the **third question**. Thus, the researcher tried to categorize the responses of the students as shown on appendix "c" in Table 3 and in appendix "d" in Table 4. The question is to check how do students try to solve the three main mentioned problems that responded for question 1 above. As the majority of the students responded, students try to use different strategies to practice and develop writing skills. Students practice more to improve the use of punctuations and spelling in English correctly and they are motivated to practice and develop English writing skills. In addition, a number of students said that teachers often focus on important communication of writing rather than giving students the grammar exercises and vocabulary terms. Indeed, students have to give attention to the practice of writing skills and are given different writing exercises to practice and to develop writing skills in the classroom. Emphasizing the importance of practicing, student 40 said:

I attempt to use different approaches to practice and develop writing skills, I have to practice more to improve the use of punctuations and spelling in English correctly and I'm motivated to practice and develop English writing skills.

Furthermore, Student 30 also indicated that he has to employ a variety of strategies to deal with his writing difficulties as follows:

I ought to employ various strategies to exercise and improve the skills especially writing; more practices are needed to improve the different mechanics correctly and EFL teachers motivate and expose the students to practice and develop writing skills.

This idea is the suggestions of almost the majority of all students. Therefore, it can be put forwarded that the students attempt to use different advanced strategies to practice and develop

writing skills; they should practice more to get better the use of punctuations and spelling in English correctly and teachers should motivate them to practice and develop English writing skills.

4.3 Students' Interview Responses

In this section, the intended objective of the interview questions is to identify and analyze various classroom factors influencing the practice and the development of students' writing skills and in order to triangulate data. To this point, a sample of students were given six interview questions to get responses from them about their classroom problems.

Therefore, based on students interview responses, the researcher identified the respondents' answers and revised them in the following parts.

To know students' English language ability, especially their writing skills ability, the researcher forwarded the first interview question to the sample students as go after.

Q1: How do you explain your English language ability, especially your writing skills ability?

It is crucial to indicate the language ability of the students, especially writing skills in order to summarize this item. As a case in point, it is important to show here how students' express their difficulties with English in general and with their writing abilities in particular. Student 10, for instance, has the following to say regarding the difficulties he is encountering in this regard:

I haven't background knowledge, since I get difficulties to express my ideas in writing, I have problems of using punctuations and spelling correctly and same time I do not often practice different advanced strategies that are important to write an organizing and coherent writing.

Furthermore, student 8 explained her multiple problems that she is facing in her efforts to develop her writing skills.

In similar ways, most of the students responded that, since they do not have background knowledge they have got difficulties to express their ideas in writing; they had a great problems to use punctuations and spelling correctly rather they mixed English spelling within Afan Oromo and they also do not often practice various advanced approaches in which they work out well to develop writing skills inside and outside classroom.

It can be concluded that student-related factors such as lack of background knowledge, inability to use various advanced approaches, and inability to use punctuations and spelling correctly are the major problems that influence students' writing skills.

To differentiate what problems the students face during their practice of writing lessons in English classes, the second interview question was provided for the sample students as follows:

Q2: What problems do you face during the students practice of writing lessons in English classes?

It is necessary to know the problems that the learners face during the practice of writing instruction in English classes to help students. As most of students responses one of the vital problem the students face in the practice of writing lessons in ESL could be deficient in confidence and were frightened to practice various activities with their peers inside and outside classroom and they did not develop the habits of constructing paragraph and essay based on process writing techniques.

For instance, Student 4 expresses his problems of writing in English as follows:

I have lack of confidence and I am afraid to exercise writing skills with my friends in the classroom; I hardly try to construct paragraph and essay according to their components of writing methods.

In the same way, Student 6 has reported her problems as indicated below:

I do not often try to build paragraph or any text according to the methods of process writing. I could not have self-confidence to exercise writing in English and I am often afraid to exercise writing texts.

It is suggested that the major of the students problems during practice of writing lessons in English classes can be lack of confidence and are mostly afraid to exercise writing skills with their friends in the classroom, infrequently try to construct paragraph and essay according to their constituents of writing techniques.

To know the students ideas and the causes of their problems in writing lesson, **third interview question** was provided for the sample students as follows:

Q3: What do you think are the causes of your problems in writing lesson?

Based on this Question, it is necessary to identify and analyze the sampling responses. Accordingly, as almost all of the respondents responded that as they had lack of background knowledge about writing in English and they were not often motivated during writing lesson in the classroom. It is revised as example by student 2 as follows:

I have poor background knowledge about writing in English, and I'm not motivated by the teachers to practice writing skills in the classroom.

Student 3 also added:

I have poor background to use the correct punctuations and spellings in writing, I have a problems to participate during writing lesson as few of my colleagues do.

It can be put forwarded that the causes of the problems of students during writing lesson could be the poor background knowledge about writing in English, and they are not motivated by the teachers to practice writing skills in the classroom.

To analyze and investigate how do these problems, means the problems that already discussed in question 2 above, and they(these problems) hinder students from learning or practicing their writing skills **fourth interview question** was provided for the sample respondents as follows:

Q4: How do these problems hinder you from learning or practicing your writing skills? (Or, to what extent do they affect you in your practice of writing skills?)

Based on this interview Question, almost all of the students responded as they developed very poor writing skills as the result they were hindered by these problems to practice and develop writing texts. In similar ways as example, two of the respondents pointed out the following ideas.

The problems hinder me to practice and develop writing skills, and I have developed poor writing skills and I often write choppy and unorganized texts(S5).

The problems often make me to develop poor writing skills in which I usually write the choppy and unorganized texts in English(S7).

It can be concluded that the problems often make the learners to build up poor writing skills in which they usually write the choppy, unorganized and unclear texts in English that do not include the components of paragraph or essay.

To know and identify the efforts or the strategies the students are making or dealing to minimize their writing and improve their writing ability in English, the **fifth interview question** was afforded for the sample respondents as follows:

Q5: What efforts are making to minimize your writing problems and improve your writing ability in English? (Or, what strategies are using to deal with your difficulties in writing and improve your ability of writing in English?)

One of the vital methods to maximize and to improve writing skills is making efforts to use various strategies to handle the difficulties of writing English. Consequently, as the most students responded that, learners should practice writing in English by incorporating a good paragraph or essay elements writing process in which the students have got the chance to include topic sentences... and supporting sentences in a high-quality manner.

For instance, student 1 also stated this idea as follows:

I have usually to practice writing in English by including a good paragraph or essay components writing methods such as including topic, title, topic sentence and supporting sentence; I often have to exercise and develop writing skills by using the steps of process writing procedures inside and outside classroom..

Thus, it can be put forwarded that the possibility of including all of paragraph and essay components and often practice every time the systematic process writing procedures can maximize students writing ability in English.

To identify and analyze how do student-related factors affect students' writing skills, the **sixth interview question** was presented for the sample respondents as go after:

Q6: How do student-related factors affect students' writing skills?

Student-related factors can influence students' writing skills, since they could not organize related and coherent ideas as the result students usually write the choppy sentences that do not relate to the topic. Accordingly, the majority of the students responded that students-related factors influence their writing skills, in such way that they develop poor writing performances in which the causes of students to write choppy and unclear categorizing logical idea.

Furthermore, student 8 added that as he often write choppy statements and unrelated organizing coherent idea, and he was unable to use the correct punctuation, and spelling in his writing texts.

It can be suggested that students related-factors influence to develop incredibly poor writing skills in which the written texts are logically unrelated and difficult to comprehend.

In general, from students interview it is possible to conclude that almost all of the problems or the causes the students that are unable to practice and develop writing skills due to the scarcity of background knowledge of the learners as the result they could not apply various strategies to improve writing skills of the target language. It is suggested that the possible solutions to solve students and teachers related factors can be; students should practice and make efforts to improve their writing skills by incorporating a varieties of a high-quality of paragraph or essay writing process techniques.

4.4 Teachers' Interview

The intended objective of this section is to identify and analyze various classroom factors influencing the practice and development of students' writing skills and in order to triangulate data with above data gathering tools. The researcher hoped that teachers interview elicit most of the classroom factors influencing the practice and the development of students' writing skills, since the researcher got the chance to ask teachers various factors that hinder students' writing skills in the classroom. To this end, the sample teachers were given eight interview questions to get responses from the teachers about their classroom problems.

Therefore, to identify and analyze the challenges that affect the development of students' writing skills the respondents were asked the **first interview question** as follows:

Q1: What are the challenges that affect the development of your students writing skills ability?

There may be various challenges that hinder the learners to practice and improve ESL in the classroom and as well as outside of the classroom. These can be psychological, cognitive and linguistic factors(Byrne, 1988). For instance, teacher 4 and teacher 3 stated their ideas as the following ways.

Students do not have background knowledge about writing skills, students are lack of confidence and are frightened to exercise English writing texts and students have the problems to use the correct punctuations and the correct spelling(T₄).

Students are lack of background about writing texts, lack of confidence an anxious to practice English writing texts and problems to use the correct punctuations and the correct spelling(T₃).

Therefore, by taking into consideration these responses, almost all of the teachers responded that as their students did not have background knowledge about writing skills, since their students are often lack of confidence and are frightened to exercise English writing texts. Moreover, learners have the problems to use the correct punctuations and the correct spelling.

It is believed that confidence is one the of the most important and essential for effective learning of EFL language and its skills. In relation to this, Williams and Burden (1997) suggested that effective learning strategies require the confident learner to be more active than learner who is less confident strategically engaged. The language learner is seen as an active participant in the learning process using various mental strategies, in order to sort out the system of the language to be learned. Therefore, the language teachers should teach and encourage their students to use different strategies used for developing students' writing skills. It can be deduced that lack of self-confidence, frightened to practice writing texts as well as the scarcity of background knowledge are the confront factors that affect the improvement of students' writing skills.

To identify and analyze how do these problems (above problems in question 1) affect teachers instruction practice and students writing performance, the respondents were asked the **second interview question** as follows:

Q2: How do these problems affect your instructional practice and your students writing performance?

Teachers' instructional practice is the most vital to develop students writing performance in the inside and outside classroom. However, with some causes there are various problems that affect teachers instructional practice and students writing performance. It is revised by teacher 1 as go after.

Students are unable to use different advanced approaches of writing exercises like the steps of process writing like drafting, revising, editing and proofreading as the result they develop poor writing skills and as the same time they do not express their in writing.

Accordingly, to this response, most of the teachers responded that students developed poor writing skills as the result of the teachers were unable to practice different strategies of writing exercises like the steps of process writing...that are often crucial to improve students' writing skills. For instance, teacher 1 added that as students were unable to use different advanced approaches of writing exercises like the steps of process writing like drafting, revising, editing and proofreading as the result they developed poor writing skills and as the same time they did not express their ideas in writing.

Likewise, these problems directly and indirectly influence teachers instructional practice especially, hinder the participation of students during teaching-learning process in the classroom.

It can be summarized that teachers instructional and students writing performance could be affected mostly as the results of students related-factors. These factors can be, students are unable to exercise the advanced process of writing methods, as the end they develop poor writing performances.

To identify and interpret whether the students give attention for writing lesson in the classroom or not, the respondents were asked the **third interview question** as follows:

Q3: Do your students give attention for writing lesson in the classroom? If not, why not?

Giving attention is one of the most important to treat and perform writing activity for more comprehending in details its theoretical and practical features. However, almost all of the respondents stated that as the students did not give more concentration for writing instructions, this is because of they had lack of background knowledge and lack of confidence and they were afraid to practice writing skills; they also assumed and concluded that English language writing is difficult for them. For example, teacher 2 stated his ideas as go after.

Most of the students do not give attention, since they lack of background knowledge and they lack of confidence and are afraid to practice writing skills, because they assumed and concluded that English language writing is difficult for them.

It is probable deduced that almost all of the students do not give emphasize for the writing lesson due to the scarcity of their background knowledge and lack of self-confidence and are frightened rather than practice the writing texts.

In order to identify and explore how teacher do think whether their students have adequate grammar and vocabulary knowledge that enable them to practice their writing skills or not, the respondents were asked the **fourth interview question** as go after:

Q4: Do you think your students have adequate grammar and vocabulary knowledge that enables them to practice their writing skills?

Grammar and vocabulary knowledge are needed for practicing the writing skills very well. To the contrary, all of the teachers responded that almost all of the students had the scarcity of enough vocabulary and grammar performance to work out writing texts in a good manner, since they did not have background knowledge in writing in general and in English particular. For instance, teacher 6 gave his response in the following ways.

No, most of the students do not have adequate knowledge of grammar and vocabulary to practice writing skills. since they do not background knowledge in writing in general and in English particular.

It is believed that lack of background knowledge about grammar and vocabulary may influence students writing skills in the classroom and also outside classroom. Regarding the importance of vocabulary knowledge, McCarthy (1992) pointed out that...no matter how well the students learn grammar, no matter how successful, the sound of L2 are mastered, without words to express a wider range of meanings and communication in L2 just cannot be happen in any meaningful way. And yet vocabulary often seems to be the last systematized and the least well catered for all aspects of learning a foreign language. Thus, in other words vocabulary more focus is the most important and essential that furnish and accommodate writing in general and English in particular to develop writing skills.

The **fifth interview question** was interviewed for the respondents (teachers); in general how do they (teachers) think their students background in English is influencing their writing ability and how the background affect students writing in the classroom as go after:

Q5: In general, do you think your students' background in English is influencing their writing ability? If you say 'yes', in what ways does it affect their writing skill lesson?

To offer response and analyze this item the researcher asked all of the respondents; surprisingly all of teachers said 'yes', students background knowledge in English is influencing their writing ability. For instance, students have the problems of using the correct punctuation marks and spelling as much as possible, and so far mixed English spelling with Afan Oromo and they have the shortage of vocabulary and cannot expand their ideas very well. Considering the complexity of spelling rules scholars seem to agree. For example, Barrass (2002) stated that some words are not spelt as they are pronounced, for instance, answer (anser), gauge (gage), island (iland), psychology (sycology), rough (ruff), sugar (shugar). You cannot therefore, spell all words as you pronounce them. Therefore, it is believed that teachers have the responsibility to make the students to give attention for the words pronunciation and spelling in EFL classes and students also have to develop the habits of searching different words pronunciations and spelling from the dictionary as much as possible.

The **sixth interview question** was requested for the respondents in such way that how do the teachers often deal with the challenges they (the teachers) and their students face in writing skills as follows:

Q6: How do you often deal with the challenges you and your students face in writing skills?

It is crucial for teachers to deal and solve with the challenges that their students face during writing skills, since, teachers are the frontiers to show direction for students the challenges of writing skills. Accordingly, all interviewees responded that the teachers made the students to practice writing skills by using the steps of process writing in the classroom and teachers had to know the basic problems of their students writing in English and helped them to improve the challenges. Moreover, teachers should motivate and should bring the self-confidence of the

students to take them to the practice of writing exercises. Accordingly, teacher 5 stated ideas as go after.

Teachers have to motivate and bring the self-confidence of the students to take them to the practice of writing exercises. Teachers should give different techniques that are crucial for the practices of writing texts inside and outside of the classroom.

It can be believed that teachers are the most crucial person in the classroom for the practicing and development of students writing skills. Therefore, the language teachers should teach and encourage their students to influence and make to use different strategies that are used for developing writing skills.

For **interview question 7**, teachers were requested how do they often make students practice and give feedback in writing activity in the classroom as go after:

Q7: How do you often make students practice and give feedback in writing activity in the classroom?

Feedback is one of the techniques that is very important to strengthen and improve writing texts of the learners. Accordingly, all of the teachers replied that 'yes.' As much as possible they responded that as they gave mechanics problems feedback such as spelling and punctuations and logical order of written texts, subject-verb agreement, tenses and using linking words problems feedback. Accordingly, teachers 3&6 stated ideas as go after.

I gave feedback on different mechanics problems such as spelling and punctuations. I gave comments on coherence problems and ideas organization problems(T₃).

I offered comments on logical order of written texts, subject-verb agreement, tenses and using linking words problems and problems of using different parts speech properly(T₆).

From the above information it is possible to comprehend that feedback is one of the teaching methods of writing skills in which students look and identify their errors and mistakes from the given comments. In developing students learning strategy teachers have responsibility to practice giving comments. Richards(as cited in Abebe, 2008) suggests that teachers are observers of students' learning behaviors. They are expected to give their own feedback that enable learners to use better strategies for various task. In addition, students also used teacher comment as one

way of solving their writing problems. Teachers' feedback [comments] on students' written work appears to be the most common and the most predominant one (Temesgen, 2008).

To identify and explore the item, teachers were inquired the next interview question whether the tasks they give for the students are mostly relevant for the students or not as follows:

Q8: Do the writing tasks you give for the students are mostly relevant for them? How?

Relevance of tasks are very important for the students, since they get the chance for incorporating and dealing their relatives background knowledge with the tasks. Thus, the majority of the respondents replied that some tasks not all in the textbook do not relevant to background knowledge of the students; a few tasks in the textbook were lack of guide lines for practicing and developing writing skills and some paragraph and essay titles in the textbook are needed modification and preparation. For instance, the sampling answer of teacher 4 was illustrated as the following ways.

Some paragraph and essay titles in the textbook are needed adaptation and modification and task designed is more preferable. Some tasks in the textbook do not relevant to background knowledge of the students.

It can be summarized that teachers have the responsibility to modify and prepare the topics that are irrelevant to the background knowledge of the students so as to make easy to be exercised by the learners.

In general, from teachers interview it is possible to bring to a close that almost all of the problems that already mentioned in students' interview have a very close integration and similarity in most cases to teachers responses. Accordingly, it can be concluded that the most crucial challenges students' writing skills problems would be lack of background knowledge about grammar, vocabulary and the scarcity of confidence, and so are frightened to practice well and develop their writing skills. The causes for the challenges as the teachers stated could be learners do not often give concentration as well lack of adequate vocabulary and grammar and so far away to use various strategies to practice exhaustively to improve writing skills of the target language. Therefore, for the better improvement of writing skills in English teachers take a risk to motivate students to use various approaches to exercise writing texts and moreover, give feedback on different mechanics to illustrate to the students their errors and mistakes.

4.5 Classroom Observations

This part includes observation of classroom conditions, classroom teacher activity and students activity. The intended objective of this section is to identify and analyze various classroom factors influencing the practice and development of students' writing skills and to triangulate data with above data gathering tools. It was believed that classroom observation is the most crucial which indicates the hidden and unmentioned factors that influencing students' writing skills. The researcher observed three classes three times each and he observed similar conditions in three classes. Therefore, he tested and observed the classes especially during the writing lessons, in terms of class conditions, classroom teacher activity and students activity.

4.5.1. Classroom Conditions

Classroom conditions is crucial for a proper learning-teaching process in which enough light, textbooks and desks are available, and a number of students are appropriate in the classroom to practice the EFL language especially writing skills.

In three times observation the classroom had enough light to teach and practice writing skills in the given class. There were also an adequate desks in the classroom but are unmovable as much as possible in the classroom. The number the students in the classroom were 35-40 in three times observation. According to Oromia Regional State High School Standard a number of students in one class may be appropriate but to practice different skills such as writing skills...and give feedback for each students of EFL class a number students in one class were not appropriate. To the contrary, the textbooks in the classroom were not enough to practice writing skills, since students often brought textbook in team rather than individual. This may hinder the practice of writing skills in the classroom as the result of insufficient textbooks in the class. The availability of enough textbooks in the classroom help the students to read the strategies and guidelines of the writing skills and quickly practice the writing skills very well as much as possible.

4.5.2. Classroom teacher activity

This part is intended to examine and analyze classroom activities of teacher that may be influencing the practice and development of students' writing skills and to triangulate data with the already applied data gathering tools.

As the researcher identified from observation in the classroom almost the majority of the teachers did not motivate students and did not give enough time for students during writing skills practices in the classroom. As the researcher analyzed this was because of inappropriate class size of the students in the classroom, volume of textbook and the time given for one period is not enough for proper practicing of the skills rather to say something about the topic of writing skills. Instead of giving comments on each of students writing texts, the teacher skipped on the writing exercises, since the time given for one period of EFL class is forty minutes. Therefore, teachers ran to cover the portions and more focused on vocabulary and grammar in order to prepare students for EGSEC Exam. Likewise, students were also forced to give attention on grammar and vocabulary, since the EGSEC Exam is mostly based on grammar, vocabulary and reading. Therefore, in this way practicing writing skills could be ignored.

In the other direction the researcher surveyed whether the teacher encourage multiple draft or not in the classroom. As the researcher observed in the class, all of the sampling class teachers did not encourage multiple drafts in the classroom. It is believed that multiple drafts is very important in order to practice and develop writing skills. According to Kane (1988), drafting is an early version of a piece of writing. Most of us cannot compose anything well at first try. We must write and revise. These initial efforts are called drafts. As a rule, the more you draft the better the result. From the above definition of drafting, it can deduced that how this stage is very important to develop students' writing skills. In this stage, teachers should motivate learners to write multiple drafts.

Similarly, from the observation in the class, all of teachers did not emphasize for the end product of writing and did not follow a clear steps of writing. It is believed that the end product of writing is crucial and the EFL teachers have to give more attentions in writing activities.

According to Kroll and Vann (1981) editing or ending is rereading stage of a finished piece of writing in which the writer takes somewhat different personality role. In addition to this, Hedge (1988) indicates that it is a post writing stage which involves reading through the text by applying readers perspectives. Generally, to write a piece of text it is necessary to pass through the stages of process writing such as planning, drafting, revising, editing and proofreading, since these stages are very important to develop one's writing ability. Thus, teachers should take the responsibility to exercise the students; the process writing methods to more improve writing skills.

Based on checklist that attached to appendix it is necessary, to observe whether teachers give variety of tasks for writing practice in the classroom or not. However, teachers did not give a variety of tasks for writing practice in the classroom. Variety of tasks are very important for the students in order to practice and develop writing skills in the classroom. For example, according to Picans(1988) and Raimes (1983), writing tasks can be controlled writing tasks, guided writing task and free writing tasks. These writing tasks are important and are used at different levels of teaching writing. These tasks may help the students in their effort to achieve effective writing by giving contextualized situations to practice writing. Thus, it is believed that teachers should use variety of tasks to bring the students to self confidence and also to enable students to express their ideas through writing appropriately and independently.

In addition, there were also a special key factors influencing the practice and development of students' writing skills. These are lack of participation of students in EFL language skills in general and in writing in particular; short of vocabulary to express their ideas during the practice of speaking and writing skills. Likewise, there was no any writing practice on students exercise book when the their exercise book was observed and as well using the correct spelling and punctuations was the big problems of most students. In general it is suggested that teachers try to make effort to help and motivate students in the classroom and students also should make effort during the EFL class to practice and to develop skills in general and writing in particular.

4.5.3 Students' Activity

In this part, the main objective of students' activity observation is to investigate students' related factors that may hinder the practice and the improvement of students' writing skills in the classroom. Therefore, the researcher prepared students' activity observation check list in order to find out some problems of students' writing skills in the classroom as it shown on appendix "F".

As it was observed, there were almost no students participation and practice of multiple drafts during writing skills lesson in the classroom. This was due to students lack of giving attention for writing skills and were afraid to practice writing skills and they assumed that practicing English language skills is very difficult. This may hinder the practice and development of writing exercises in the classroom and outside classroom.

In line with this, during class observation, almost all of the students did not take note about the steps process of writing that is very important for the practicing of writing skills in the classroom and outside the classroom. It is supposed that taking and making note can improve the writing ability in which students compose, organize, link ideas together and show their effort of writing during these activities. Thus, teachers should motivate and advice to bring the students to the habits of practicing note taking and note making in the class and outside the class as much as possible.

With other direction the researcher tried to observe whether there is a negative peer influence among students. From the view there was no peer negative influence during writing tasks among the students, instead they were ambiguous or tried to use various steps writing process to practice writing exercises when some times the teachers made the learners to exercise writing for few minutes.

In similar ways the researcher attempted to view whether the students show interest and effort to practice writing task or not. As examined from observation, almost all students did not show or interest and effort to exercise writing tasks except two or three students try to implement in each class. In relation to this students did not use different techniques such as process writing

techniques to minimize the challenge of writing during writing skill lesson. It is suggested that inability of showing an effort to practice writing tasks by most of students in the classroom and incapability of using various strategies to minimize the challenge of writing during writing skill lesson can seriously influence the practice and the improvement students' writing skills. Therefore, EFL teachers mainly have an accountability to come up with different strategies and to bring the students to perform an endeavor to practice writing tasks to reduce the challenge of writing skills. This means in developing students learning strategy teachers have responsibility. In relation to this, Richards (as cited in Endaweke, 2008) suggests that teachers are observers of students' learning behaviors. They are expected to give their own feedback that enable learners to use better strategies for various task and also make the students to bring an endeavor to exercise writing texts.

In contrast to the above, the researcher also attempted to observe whether there are other factors that may hamper the practice and development of learners' writing skills or not. From this observation, there were also other factors that hindered the practice and the development students' writing skills when the students exercise different activities of writing skills. These may be lack of their background knowledge; lack of peers or team organization of cooperative learning in the classroom; lack of students motivation in the class, and give more attention for contents EGSEC Exam such as grammar, vocabulary rather than practicing skills are the key factors that influence students' writing skills. It is believed that the teachers initiate and make the students to give equal focus for all of language aspects; organizing peers cooperative learning, and so making the students to present enough textbooks and improve the background knowledge of students to get better writing skills of the learners.

4.6 Textbook Analysis

The intended purpose of textbook analysis is to check whether, or not the textbook attracts the students to practice writing skills inside and also outside classroom; how the contents of textbook is related to students' back ground and to check whether the topics of writing activities incorporates guild lines for writing practices or not. Grade ten textbook has twelve units and in each unit there at least three or four writing exercises to be analyzed. But it may be tiresome and

complex to do so. According McDonough and Shaw as cited in Mulugeta (2008), indicates that at least two units of textbook should be evaluated to get the general picture on textbook. Therefore, the researcher selected two units, unit 1 about Sport and Fitness and unit 6 about Drugs, by using the following textbook analysis format to explore text book problems that may hinder the practice and the development of students' writing skills.

Table 5: Textbook evaluation checklist

NO	Text book evaluation check list	Unit 1: Sport & Fitness		Unit 6: Drugs	
		Yes	No	Yes	No
1	Do the topics of writing skills activity give any step for the learners?	x		x	
2	Do the topics of writing activities invite the students to generate their ideas?	x		x	
3	Are the topics of the writing exercises familiar to most students background knowledge?	x		x	
4	Does each topic writing exercise have variety of process of writing steps?	x		x	
5	Does the topics of text book include variety of different cultures or content of writing topics that most of the learners familiar to them?	x		x	
6	Do the units of the text book often give pre-writing activities or brain storms in each topic?		x		x
7	Do the units of the text book give while-writing and post-writing activities in each topic?		x		x
8	Does the writer show the model of written texts how students practice writing skills by themselves?		x		x
9	Are there different factors that affecting students' practice of writing skills in the topics of textbook?	x		x	

As illustrated above in table 5, it was needed to explore whether the topics of writing skills activity give any step for the learners and the topics of writing activities invite the students to generate their ideas. In both cases of unit 1 about Sport and Fitness and unit 6 about Drugs the topics of writing activities give steps for learners and writing activities and also invite the students to generate their ideas. For instance, in unit one the topic is about "students favorite sport" in which the writing exercises provide the students to use the seven stages of writing such as think about the topics, brainstorming, planning, drafting, checking, rewriting and proofreading to develop the text. In similar way also unit six, the topic is about "drugs in Ethiopia" that the writing practices compose the students to develop essay writing text based on the stages of writing exercises. Thus, it is suggested that the majority of the topics of writing practices of grade ten text book give step for the learners and invite the students to generate their ideas.

As indicated above in table 5, it was required to survey whether the topics of the writing exercises familiar to most students background knowledge and each topic writing exercise have variety of process of writing steps. In both unit one and six the writing topics are familiar to most students background knowledge and each topic writing exercise have variety of process of writing. Since, two of the topics, students favorite sport and drugs in Ethiopia are common for most of the students very well and each writing practice include variety of process of writing steps.

According to table 5 text book evaluation check list, it was required to assess whether the topics of text book include variety of different cultures or content of writing topics that most of the learners familiar to them. In both units, the topics of writing text incorporates common of various cultures in which most of the students are familiar to the background. This means that even if the topics of writing practices could not express definitely the cultures of each students, there are very common to their milieu that every society practices about sports and drugs. Therefore, it is recommended that a number of the topics writing exercises of grade ten textbook are common for various cultures that most of the students are familiar to their background.

Based on table 5 above, it was needed to survey the units of the text book often give pre-writing activities or brainstorming in each topic and as the same time to assess whether the units of the text book give while-writing and post-writing activities in each topic. In most cases of these two

units there were not clear and definite steps that show the pre-writing activities, and while-writing and post-writing activities but simply the general steps that help to practice writing text. Thus, it is proposed that a number of topics of grade ten textbook may lack, a clear and a definite steps of the pre-writing activities, and while-writing and post-writing activities.

As illustrated in table 5 above, it was required to explore whether the writer shows the model of written texts, how students practice writing skills by themselves and how different factors influencing students' practice of writing skills in the topics of the textbook. In both units the writer does not show the model of written texts, how students practice writing skills by themselves but only illustrate the steps of writing practices in which students follow to practice writing skills. There were also various factors influencing students' practice of writing skills in the topics of textbook. These are, shortage of vocabulary, students background knowledge, most common teachers related factors such as lack of giving feedback, failure to apply the steps of process *writing* to develop writing skills in the classroom, and their frequent focus on form rather than meaningful communication in writing were the foremost teachers problems and also most common students related factors for instance, lack various strategies to organize coherent written texts, failure to give attention for writing activities, their lack of interest in writing, and their fear to write in English in general are influencing the practice and improvement students' writing skills. In general it is suggested that the overall view of the units of the text book can be, most of the writing activities appropriate for the learners except some topics of the writing practice are lack of a clear and steps.

4.7 Discussion and Integration

To sum up, the discussion of research findings it is necessary to illustrate how the data that were already collected and interpreted through close-ended and open-ended questionnaire, students and teachers interview, classroom observation, and as well as textbook analysis could be integrated and also complemented each other. These data collection methods tools were primarily constructed based on the objectives of the research and also formulated from the research questions in relation to classroom factors influencing the practice and development of students' writing skills. In line with this, at the beginning the close-ended questionnaires

designed within relation to teachers, students and task related factors that impede students' writing skills and how these various related factors or problems could be solved by the teachers and students in the classroom. In the analyzed data of close-ended questionnaires, teachers related-factors that hamper the practice and development of students' writing skills could be their lack of provision of sufficient practices and comments or feedback for the learners; their failure to offer practices in the classroom; failure to apply the steps of process writing, and their frequent focus on form rather than meaningful communication in writing were reported by the majority of the participants as the major factors.

On other direction, students related-factors could also include their poor background knowledge about writing in general and writing in English in particular and their serious shortage of vocabulary knowledge, and lack various strategies to organize coherent written texts as illustrated by almost the majority of respondents. To some extent also task related factors affect students writing skills, since some tasks are needed modification, adaptation and preparation according to the background knowledge of the students. Then, the solution for the above problems could be students have to use different strategies to practice and develop writing skills and focus on different aspects of language skills mainly writing skills...and vocabulary, and grammar. Subsequently, students often practice more to improve the use of punctuations and spelling in English correctly in the classroom and outside classroom. Moreover, students are motivated to practice and develop English writing skills. In other direction, teachers should motivate and bring the self-confidence of the students to take them to the practice of writing exercises and give feedback for the writing texts of the students. In similar ways, in the data that were already interpreted and analyzed through open-ended questionnaire major problems that hamper students' practice and development in their English writing skills are: Students have the shortage of vocabulary and also have lack of background knowledge in English in general and in writing in particular. Also, students do not have interest to practice and develop writing skills and most of students are afraid to write in English and assume that writing in English is very difficult for them.

With this line, students and teachers related factors affect students' writing performance in such way that students develop poor writing skills in English and they can be hindered to organize their ideas very well in English and unable to communicate in writing. In addition, the problems

can affect the practice of writing in English and unable to develop writing skills and students do not use English spelling, punctuations correctly, and have shortage of vocabulary to organize the right grammar with target language.

On other hand, the ways how students and teachers should minimize their related factors could be students try to use different strategies to practice and develop writing skills. Students practice more to improve the use of punctuations and spelling in English correctly and they are motivated to practice and develop English writing skills. In addition, teachers often focus on important communication of writing rather than giving students the grammar exercises and vocabulary terms and students have to give attention to the practice of writing skills and are given different writing exercises to practice and to develop writing skills in the classroom.

Accordingly, students and teachers interview, classroom observation, and as well as textbook analysis directly and indirectly emphasized on the direction of teachers, students and task related factors that impede the practice and development of students' writing skills. Since, the questions raised on teachers and students interview and observation and textbook analysis checklists were formulated from objectives of the research and research questions data could be explicitly and implicitly integrated and assimilated each other. Therefore, for the seeking of validity and triangulation the researcher separately reported each data instrument without integration and complement each other. However, data that were interpreted and analyzed within close-ended and open-ended questionnaire, students and teachers interview, classroom observation, and as well as textbook analysis by their natures and as shown during interpretation and analysis should imply as they incorporated and combined as one another.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations of the study. First, the summary of the major research findings is made. Second, conclusions and implications are drawn from the major findings. Finally, the chapter is concluded with recommendations on the basis of the major findings of the study for further research.

5.1 Summary

This study was intended to identify and analyze classroom factors that influence the practice and development of students' writing skills at Hamda Diksis Secondary School.

In order to address this objective, the following research questions were formulated:

1. What are the key factors influencing the practice and progress of students in their writing skills?
2. To what extent these factors affect students' practices of writing skills?
3. What coping strategies do teachers and students employ to minimize the challenges posed by different factors of writing skills?

Accordingly, to implement or put into practice the objectives of the research and to get answer for the research questions, the participants of the study were 40 grade ten students and 6 English language teachers of the already mentioned school. In order to answer the research questions, four data gathering instruments, namely, questionnaire, interview, observation and textbook analysis were used. The data collected through these instruments were tallied, arranged, coded and categorized according to the research questions. Then, the categorized data which were gathered through interview, open ended questionnaire, observation and textbook analysis were assessed and interpreted qualitatively. On the contrary, data gathered through closed-ended

questionnaires were analyzed and interpreted quantitatively based on relevance of the related literature of the research.

The followings were the major findings with regard to factors which are believed to hinder the practice and the improvement of students' writing skills. As the study indicated, these were mainly two types of factors: teacher-related factors and student-related factors and, to some extent, task-related factors.

1. Teacher-related factors

- Teacher-related factors such as their lack of provision of sufficient practices and comments or feedback for the learners were reported by the majority of the participants as the major factors impeding their practice and development of their writing skills.
- The study indicated that teacher-related influences such as their failure to offer practices in the classroom; lack of giving feedback on students' writing practice; failure to apply the steps of process writing to develop writing skills in the classroom, and their frequent focus on form rather than meaningful communication in writing were the foremost negative impacts shown by the majority of the respondents as directly influencing their writing skills in the classroom.
- The study illustrated that teacher-related influences such as their lack of offering a clear reason for the students for learning writing and practicing writing exercises and the methodology the teachers used to develop ideas into written text were indicated by the majority of the respondents as factors that are likely to affect the development of students' writing skills.

2. Student-related factors

- The research has shown that student-related factors which create difficulties for them to understand how to compose ideas into organized and coherent written text include their poor background knowledge about writing in general and writing in English in particular and their serious shortage of vocabulary knowledge. These factors appear to be serious problems that could affect students' writing skills. Consequently, it was found that students lack simple organizational skills and generally good writing skills. They fail to

change what they think in English and have difficulty to use the correct punctuations and spellings.

- The findings also indicate that students lack various strategies to organize coherent written texts as illustrated by almost the majority respondents. This was reported as a factor that mainly influences, directly and indirectly, the practice and improvement of students' writing skills.
- Moreover, other student-related problems such as their failure to give attention for writing activities, their lack of interest in writing, and their fear to write in English were demonstrated by almost all of the students and the teachers as factors that impede students' writing practices in the classroom.

3. Task-related factors

- The study illustrated that, even if the written tasks (in the textbook) do have guidelines for developing writing skills and some tasks of writing are relevant and attractive to exercise writing skills in the classroom, most textbook tasks require much time to process and organize ideas. Therefore, tasks-related problems may influence students' writing skills; to some extent, since some tasks are needed modification and preparation according to the background knowledge of the students.

5.2 Conclusions

The aim of the present study was to identify and examine classroom factors influencing the practice and the progress of grade ten students' writing skills at Hamda Diksis Secondary School. It was intended to discover and analyze the key factors that influence the practice and progress of students in their writing skills, in relation to this to what extent do these factors affect students' and teachers' practices of writing skills and what the teachers and learners of the stated school and grade are doing to overcome the challenges posed by the identified factors. These were illustrated concisely and briefly in the discussion parts.

Therefore, as the discussion of data **implication** shown, nobody denies the use of effective writing strategy of teaching in EFL classroom can improve students' writing skills. Then, in this paper it possible to say that it is essential for the teachers to use different strategies that assist and provide practical writing approaches to facilitate the classroom atmosphere more interactive and accessible to encourage students. In line with this, active participation of the students and interactions often to writing practice is crucial. This helps to hinder psychological, linguistic and cognitive problems of the learners(Byrne, 1988). Otherwise, students are lack of confidence and motivation to practice and develop writing skills.

Thus, to validate the work on the basis of the results obtained from research instrument such as questionnaires, interview, classroom observation and textbook analysis were used, and based on results gained from these tools also the following conclusions were made and announced.

1. The findings of the study depicted that lack of giving comments on students writing practice, lack of giving clear reason for learning writing skills lesson, giving low emphasis for writing skills lesson and not showing how to develop ideas into written texts for the students were teachers related factors that impede the practice and the development of students' writing skills.
2. According to the findings of the study poor background knowledge about writing skills, limited vocabulary knowledge, lack of strategy how to compose ideas in to organized text, un able to use punctuation correctly, giving low emphasis for writing lesson and un able to spell words correctly were students related factors that affect the development of students' writing skills in the classroom.
3. The result of the findings showed that task related factors have no more significant effect on the development of students' writing skills but to some extent some tasks require much time to process and organize ideas and need modification and preparation.
4. The identified factors affect the writing performance of the students in different ways. For instance, according to the result of the findings because of limited vocabulary knowledge and poor background knowledge, lack of giving attentions and were afraid of writing in English, were unable to express themselves through writing and could not develop their own note during classroom discussion were the key factors influence students' writing performance.

5. The findings of the study also indicated that teacher instructional practice was also affected in the case of the identified factors. For example, students may not want to learn writing manuscripts because they believed that writing skills lesson is less important in line with passing the EGSEC Exam and therefore students gave more attentions on grammar structures and provided more concentrations how to comprehend reading texts.
6. According to the findings of the study students limited vocabulary knowledge, lack of motivation and interest, lack of concentration on writing skills, and unable to exploit the correct punctuations and spelling could be solved more through practices and activities, and students were motivated to use different strategies to exercise and develop writing skills and also students practice more to improve the use of punctuations and spelling in English correctly.
7. The findings of the study reveal that teachers do not seem to use different types of process writing techniques in order to solve their students writing problems and thus, it was assumed that teachers have to know the basic problems of their students writing in English and help them to improve the challenges as well, and teachers have to motivate and bring the self-confidence of the students to take them to the practice of writing exercises.
8. In general, from the discoveries it can be concluded that the gap between teachers and students and as well students themselves in inclusions influenced the practice and development of students' writing skills.

5.3. Recommendations

In light of the findings of the study, the following recommendations have been forwarded.

1. It is suggested that students ought to read extensively and exhaustively so as to develop their vocabulary knowledge which is very important for the development of their writing skills.
2. Teachers should be aware and identify the factors that impede the practice and the development of students' writing skills in the class room because if they are aware of the factors that affect the improvement of students writing skills, they may solve them easily.

3. It is advisable for the teachers to give equal emphasis for writing skills lesson in order to improve students writing skills problems.
4. Spelling and punctuation need special attention. It seems that these areas have not been given special attention; therefore, language teachers should give emphasis in this area in order to solve their students writing problems.
5. Teachers ought to encourage students to write multiple drafts to help learners to improve their writing skills.
6. Both primary and secondary school English teachers should establish discussion group and work together in order to improve students writing skills. The school should facilitate this discussion because it will have positive effect on the development of students' writing skills and also one cannot blame the other.
7. Teachers should train their students how to use different strategies that help them (students) to develop writing skills.
8. The present study is an attempt to identify and analysis the classroom factors that hamper the practice and the development of students' writing skills, therefore, further study is recommended for other researchers who are interested to conduct research in this area.

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APPENDIXES

Appendix A: Students' Questionnaires

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
POSTGRADUATE PROGRAM

a. Students' Questionnaire (English Version)

Dear student!

The purpose of this study is to find out key factors influencing your practice and development in your English language writing skills in the classroom, to investigate in what way these problems affect your writing performance, and to propose solutions to minimize them. The study is conducted as a partial fulfillment of the requirements for the Degree of Masters of Arts in English. The success of this study is entirely based on the quality of information you provide in this questionnaire. Therefore, you are kindly requested to read each item carefully and provide your sincere information. Since this is not a test or examination, you are free to answer each item based on your opinion. The researcher would like to assure you that the information you provide is used for the purpose of this research only, and it will be kept absolutely confidential. You are not required to write your name.

Thank you very much for your time and contribution!

Direction: Give your response by putting (x) in the appropriate column which indicates the extent to which you agree with the statement.

4 = Strongly Agree

3 = Agree

2 = Disagree

1 = Strongly Disagree

Table1: Students' Responses to Different Factors.

No	Items	Strongly agree	Agree	Disagree	Strongly disagree
I. Teacher-related factors					
1	Our teacher often gives us to practice writing in the classroom.				
2	Our teacher often gives us written comments on our writing practice.				
3	Our teacher helps us practice using the steps of process writing method to develop writing skills.				
4	Our teacher usually focuses on form such as grammar rule rather than meaningful communication in writing.				
5	Our teacher gives us clear reason for learning writing exercises.				
6	Our teacher helps us to practice how to develop ideas in to written text.				
II. Student-related factors					
7	I have difficulty understanding how to compose ideas into organize and coherent written text.				
8	I have poor background knowledge about writing in general and writing in English in particular.				
9	Shortage of vocabulary is my serious problem in writing.				
10	I have good writing skills and organizing				

No	Items	Strongly agree	Agree	Disagree	Strongly disagree
	information correctly.				
11	I want to change what I think in my first language in to English but I usually fail to do so.				
12	I have difficulty using punctuation correctly.				
13	I have problems in spelling words correctly.				
14	I cannot develop what other people have said in to my own written text through English.				
15	I do not know what strategy to use to change my free idea in to organized and coherent written thoughts.				
III. Task-related factors					
16	Written tasks (in the text book) need much time to process and organize thoughts or ideas.				
17	The written tasks (in the textbook) lack guidelines for developing writing skills.				
18	Tasks for writing lack relevance and less attractive to do well				
IV. what students do to overcome the difficulties					
19	I try to think first in my language and then try to compose my thoughts in to English.				
20	I attempts to make my own notes in English in different subjects to improve writing skills.				
21	I try to edit and proofread at the end of my				

No	Items	Strongly agree	Agree	Disagree	Strongly disagree
	writing in English texts.				
22	I ask my teacher to see and comment on my composition				
23	I show what I have written to my classmates to improve and develop more writing skills.				
24	I practice writing using the steps of process writing to develop writing skills.				
25	I rewrite if my writing should be rewritten again for the seeking of improving writing.				

Direction: Give short answer for the following Open-ended questions.

1. Write three problems that hinder your practice and development in your English writing skills in the classroom.

.....

.....

.....

.....

2. How do the above problems affect your writing performance in the classroom?

.....

.....

.....

.....

3. How do you try to solve the above problems?

.....

.....

.....

b. Students' Questionnaire (Afan Oromo Version)

Kabajamoo baraataa!

Kaayyon gaafiilee kanaa sababoota ijoo dagaagina dandheetii Afaan Ingiliffaatiin daree barnotaa keessatti shaakaluufi barreessuuf gufuuwwan isin qunname qu'achuu fi rakkooleen kunnin akkamitti gahumsa Afaan Ingiliffaatiin bareessuuf gufuu ta'anii fi furmaata barbaachisaa kennuun rakkoolee hir'suuf. Qu'annoon kun irra caalaa kan milkaa'uu danda'uu odeeffannoo qulqullinaa isin gaafiileef kennitan irratti hundaa'ee ta'a. Kanaafuu, isin kabajaan kan gaafataman tokko tokkoon gaafiilee ofeeggannoo dubbisuufi odeeffannoo amanamaa ta'e kennuudha. Kun qormaata yookaan battallee waan hintaaneeff, osoo hincinqamin tokko okkoon gaafiilee dubbisuun, yaada keetirratti hunda'uun deebii kenni. Qorataan kan isin ibsu barbaadu odeeffannoo isin kennitan dhimma kaayyoo qu'annoo kanaaf kan oolu qofa waan ta'eefi kun ofitti akka abdattan isin godha. Maqaa keessan barreessuun hinbarbaachisu.

Qajeelfama: Deebii kee kallattii roga himaa barbaachisaa ta'e jettee itti amantuutti mallattoo(x) jechuun kenni.

Furtuu: 4=baay'iseen itti amana 3=ittiin amana 2=itti hinamanu 1=gonkumaa itti hin amanu

Table 2 Afan Oromo Version Students Questionnaire Response about Different Factors.

T/L	Gaafiilee	Baay'iseen itti amana	Ittiin amana	Itti hin amanuu	Gonkuma itti hinamanuu
I. Rakkoolee Barsiisaan walqabatan					
1	Barsiisaan keenya yeroo hedduu daree keessatti Afaan Ingiliffattiin barresuu nu shaakalsiisu.				
2	Barsiisaan keenya yeroo hundaa shaakala barreeffamaa irratti yaada barreeffamaan nu ni kennu.				

T/L	Gaafiilee	Baay'iseen itti amana	Ittiin amana	Itti hin amanuu	Gonkuma itti hinamanuu
3	Barsiisaan kenya akka nuti tarkaanfiiwwan adeemsa barreeffamaa fayyadamuun dandeettii barreeffamaa guddifnu nu shaakalsiisu.				
4	Barsiisaan keenya mala barrefamaan yaada keenya akka ibsinu taasisuu irra yaad-rimme irrati xiyyaffata.?				
5	Barsiisan keenya barreeffama maalif akka barranu sababa ifa ta'e nuuf ni kennu.				
6	Barsiisaan keenya yaada shaakala akkamitti gara barreeffamaatti guddisuu akka dandeenyu nu gargaaru.				
II. Rakkoolee Barattoota walqabatan					
7	Yaada koo Afaan Ingiliffaatiin qindeessee gurmeesse barreeffamaan ibsuuf hanqina dandeetti nan qaba.				
8	Akkuma waligalaatti beekumsa barreeffama irratti keesattu Ingiliffaa irratti qabu gadi aanaa dha.				
9	Hanqinni jechoota Afaan Ingiliffaa rakkoo koo isa cimad dha.				
10	Ani Afaan Ingiliffaatiin yaada haalan qindeessee barreessuuf dandeetti koo gaarii dha.				
11	Afaan dhalootaatiin waanan yaade Afaan Inigiliffatiin jijjiiruuf barbaadullee yeroo hedduu hin danda'u.				
12	Afaan Ingiliffaa keessatti sirna xuqaalee sirii ta'etti fayyadammu un na rakkisa.				

T/L	Gaafiilee	Baay'iseen itti amana	Ittiin amana	Itti hin amanuu	Gonkuma itti hinamanuu
13	Jechoota Afaan Ingliffaa sirreessee qubeessuun na rakisa.				
14	Afaan inglifaatiin namoonni biro waan dubbatan yaadannoo barreeffammaan qabachuu hin danda'u				
15	Ani tarsiimoo akkamii akka fayyadamuufi yaada bifa qindaa'eefi yaada barreeffamaa kan walqabateen ibsachuu hinbeeku.				
III. Rakkoolee Qabiyyeen walqabatan					
16	Kitaaba barataa keesstti yaada barreeffame xiinxaluu fi qindeessuuf yeroo baay'ee fudhata, kanaaf shaakaluuf ni ulfaata.				
17	Qabiyyeen kitaaba barataa keessatti dhiyaatan dandeettii barreessuu dagaagsuuf hanqina qajeelfamaa qaba.				
18	Qabiyyeewwan barreessuu kitaaba barrataa keessatti dhiyaatan haala barbaadameen alaa fi hawwatummaan isaanii gadi aanaa dha.				
IV. Barattoonni Rakkoolee kana furuuf maal gochuu Qabu?					
19	Ani dura Afaan dhalootaa kootiin yaaduun sanaan booda yaada koo Afaan Ingliffaatiin nan qindeessa.				
20	Yaadannoo koo Afaan Ingiliffaatiin qabachuun nan yaala.				

T/L	Gaafiilee	Baay'iseen itti amana	Ittiin amana	Itti hin amanuu	Gonkuma itti hinamanuu
21	Ani barreeffama kiyya kan Afaan Ingiliffaa irra deebi'ee sirreessuufi dubbisuuf nan yaala,				
22	Barsiisaan koo kan Afaan Ingiliffaa barrefama koo ilaalanii yaada sirreefama akka naa kennan nan gaafadha.				
23	Waanan barreesse hiriyoota dareetti nan agrsiisa.				
24	Ani adeemsa tarkaaffiiwwan barreeffamaa fayyadamuun dandeettii barreeffamaa guddisuuf nan shaakala.				
25	Barreeffammni koo irra deebi'amee kan barreeffammuu yoo ta'e qabatamaan irra deebi'ee nan barreessa.				

Qajeelfama: Gaafiilee banaa armaan gadiitiif deebii gabaabaa kenni.

1. Rakkoolee dagaagina dandeettii Afaan Ingiliffaatiin barreessuuf ati qabdu keessaa sadii barreessi.-----

2. Rakkooleen armaan olitti eeraman daree keessatti akkamitti dandeetii barreessuu kee irratti dhiibbaa fidu? -----

3. Rakkoolee armaan olii furuuf akkamitti yaaltaa?-----

c. Table 3 Analysis of Open-ended Questionnaire Based on the Response Categories of most Students.

Q. N O	Questions Presented for the Sample Students	Response Category used by the Researcher
1	Write three problems that hinder your practice and development in your English writing skills in the classroom.	<p style="text-align: center;">Response Category 1</p> <p>.Students are not given different exercises to practice and develop writing skills in the classroom. .Teachers often focus on grammar and vocabulary rather than give the students important communication in writing.</p> <p style="text-align: center;">Response Category 2</p> <p>.Students have difficulties how to organize and coherent ideas into writing texts. . Students do not give attention to use the correct punctuation and spelling in English writing texts.</p> <p style="text-align: center;">Response Category 3</p> <p>. Students have the shortage of vocabulary and also have lack of background knowledge in writing in general and in English particular. .Students do not have interest to practice and develop writing skills. .Most students are afraid to write in English and assume that writing in English is very difficult.</p> <p style="text-align: center;">Response Category 4</p> <p>.No clear answer for the question.</p>
2	How do the above problems affect your writing performance in the classroom?	<p style="text-align: center;">Response Category 1</p> <p>.Students develop poor writing skills in English. .The problems can hinder the students to organize their ideas very well in English and unable to communicate in writing.</p> <p style="text-align: center;">Response Category 2</p> <p>.The problems can affect the practice of writing in English and unable to develop writing skills. . Students do not use English spelling, punctuations correctly and have shortage of vocabulary to organize the right grammar with target language.</p>

		<p style="text-align: center;">Response Category 3</p> <p>.Students do not follow or use different strategies such as process writing to practice and to develop writing skills.</p> <p>.students can have a shortage of vocabulary to express their ideas.</p> <p style="text-align: center;">Response Category 4</p> <p>.No clear answer for the question.</p>
3	How do you try to solve the above problems?	<p style="text-align: center;">Response Category 1</p> <p>.Students are given different writing exercises to practice and to develop writing skills in the classroom.</p> <p>.Teachers often focus on important communication of writing rather than give students the grammar exercises and vocabulary terms.</p> <p>.Students have to give attention for the practice of writing skills.</p> <p style="text-align: center;">Response Category 2</p> <p>.Students have to use different strategies to practice and develop writing skills.</p> <p>.Students practice more to improve the use of punctuations and spelling in English correctly.</p> <p>.Students are motivated to practice and develop English writing skills.</p> <p style="text-align: center;">Response Category 3</p> <p>.Some tasks in the textbook can be modified according to the students background knowledge by the teachers.</p> <p style="text-align: center;">Response Category 4</p> <p>. No clear answer for the question.</p>

d. Table 4 Data summary based on Response Category in Group of Sample Students.

Number of Sample Students in Number and Percentage	Selected Categories Question 1				Text Category with the highest frequency	Selected Categories Question 2				Text Category with the highest frequency	Selected Categories Question 3				Text Category with the highest frequency
	1	2	3	4		1	2	3	4		1	2	3	4	
Sample Students in Number	8	14	18	--	3	17	14	9	-	1	7	30	-	3	2
Sample Students in Percentage	20	35	45	--		42.5	35	22.5	-		17.5	75	-	7.5	

Appendix B: Students' Interview Guided Questions

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY SCHOOL OF HUMANITIES AND LAW DEPARTMENT OF ENGLISH

a. Students' Interview(English Version)

Dear student!

The purpose of this interview is to investigate classroom factors influencing the practice and the development of your English language writing skills ability. Therefore, your genuine responses would be very important for the success of this research. Consequently, I kindly request you to respond to all the questions. Be sure your responses will be kept secret.

Thank you very much!

1. How do you explain your English language ability, especially your writing skills ability?
2. What problems do you face during the students practice of writing lessons in English classes?
3. What do you think are the causes of your problems in writing lesson?
4. How do these problems hinder you from learning or practicing your writing skills? (Or, to what extent do they affect you in your practice of writing skills?)
5. What efforts are making to minimize your writing problems and improve your writing ability in English? (Or, what strategies are using to deal with your difficulties in writing and improve your ability of writing in English?)
6. How do student-related factors affect students' writing skills?

b. Students' Interview (Afan Oromo Version)

Kaayyoon gaaffiifi deebii kanaa rakkoolee barattootaa kutaa keessatti dandeettii Afaan Ingiliffaa shaakaluufi guddisuuf huban qorachuudha. Kanaaafuu, deebiin amanummaan isin

deebistan baay'ee barbaachisaafi qorannoo kana milkeessuuf kan gargaaruudha. Deebiin kee icciitiidhaan qabamuu mikaneeffadhu.

1. Dandeettii Afaan Ingiliffaa kee akkamitti ibsataa, kessattuu dandeettii kee kan barreeffamaa?
2. Yeroo barannoo barreeffamaa Ingiliffaa kutaa keessatti rakkoo akkamitu si muudata?
3. Rakkooleen shaakala barreeffamaa kutaa keessatti gochuuf gufuu ta'an maal fa'iidha?
4. Rakkooleen kunniin haala kamiin dandeettii barreeffamaa barachuu yookaan shaakala kee ittisu? Yookaan rakkoolee kunniin haala akkamitiin shaakala dandeettii barreeffamaa keetii hubu?
5. Rakkooleen barsiisaa waliin walqabatee akka fakkeenyaatti shaakalsiisu dhabuun barreeffamaa, adeemsa tarkaaffiiwwan barreeffamaa irratti hundaa'e haala akkamiitiin shaakalaa fi guddina dandeetti barreeffamaa barattootaa huba? Yookaan tarsiimoo akkamii yoo fayyadamtan rakkoolee barreeffamarrati isin muudatuufi dandeettii barreeffamaa Afaan Ingiliffaa keessanii fooyya'a?
6. Rakkooleen barataa waliin walqabatan haala kamiin shaakala dandeetti barreeffamaa barattootaa qancarsu?

Appendix C: Teachers' Interview Guided Questions

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH**

a. Teachers' Interview Guided Questions (English Version)

Dear teacher!

The purpose of this interview is to investigate classroom factors influencing practice and the development of your students writing skills ability. Therefore, your genuine responses would be

very important for the success of this research. Consequently, I kindly request you to respond to all the questions. Be sure your responses will be kept secret.

1. What are the classroom challenges that affect the development of your students writing skill ability?
2. How do these problems affect your instructional practice and your students writing performance?
3. Do your students give attention for writing lesson in the classroom? If not, why not?
4. Do you think your students have adequate grammar and vocabulary knowledge that enables them to practice their writing skills?
5. In general, do you think your students' background in English is influencing their writing ability? If you say 'yes', in what ways does it affect their writing skill lesson?
6. How do you often deal with the challenges you and your students face in writing skills?
7. How do you often make students practice and give feedback in writing activity in the classroom?
8. Do the writing tasks you give for the students are mostly relevant for them? How?

b. (Afan Oromo Version)

1. Kutaa keesstti dandeettii barreeffamaa barattootaa guddisuu fi rakkisaa kan ta'ee fi kan hubu maal fa'iidha?
2. Rakkoleen kunniin haala kamiin barnoota barsiisuufi dandeettii barattootaa hubuu danda'u?
3. Kutaa keessatti barattoonni barannoo barreeffamaatiif xiyyeeffannaa ni kennuu? yoo hinta'in maaliif hintaane?
4. Barattoonni seera-lugaa fi jechootan beekumsa gahaa ni qaban jettee ni yaaddaa?
5. Waay'ee beekumsi bu'uuraa barattootaa maal akka ta'e ni yaaddaa? Barattoonni kee durumaayyuu barannoo dandeettii barreeffamaa irratti beekumsa ni qabuu? Kanaaf ibsa kenni.
6. Ati akkamiitii yeroo hundaa rakkoolee siifi barattootaa kee muudatan sakkaatataa?
7. Ati yeroo baay'ee barattootaa keetiif akkamitti shaakala barreeffamaa yoo shaakalsiistuu duub-deebii kennita?
8. Shaaakalli barreeffamaa ati barattootaa keetiif kennitu beekumsa isaanii waliin walqabataa? Akkamittii?

c. (Amharic Version)

1. በክፍ ውስጥ የተማሪዎችህን የጽሁፍ ክህሎት ለማሳደግ አስቸገሪ የሆኑና የሚጎዱ ሁኔታዎች አናሳቸው?
2. እነዚህ ችግሮች የምታስተምረው ትምህርትና የተማሪዎችህ የጽሁፍ ብቃት እንዴት ይጎዳሉ?
3. በክፍል ውስጥ ተማሪዎችህ ለጽሁፍ ትምህርት ትኩረት ይሰጣሉ? ከልሆኑ ለምን አልሆኑም?
4. ተማሪዎችህ በቂ የስዋሰውና የቃላት እውቀት ይኖራቸዋል ብለህ ታስበለህ?
5. ስለተማሪዎችህ መሰረታዊ እውቀት ምን እንደሆነ ታስበህ? ተማሪዎችህ ቀድመውኑ በጽሁፍ ክህሎት ትምህርት ላይ እውቀት አላቸው? ለዚህ ገለጻ ስጥ::
6. አንተህ ተማሪዎችና ራስህን የሚያገጥሙ ችግሮችን እንዴት ትመረምረለህ?
7. አንተህ አብዛኛውን ጊዜ ተማሪዎችህን የጽሁፍ ልምምድ ስታላማምዳቸው በክፍል ውስጥ እንዴት ፍድባክ ትሳጠለህ?
8. አንተህ ለተማሪዎችህ የሚሰጣቸው የጽሁፍ ርዕሶች አብዛኞቹ ከተማሪዎችህ እውቀት ጋር ይዘመዳሉ? እንዴት?

Appendix D: Classroom Observation Checklist format

**ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITIES AND LAW
DEPARTMENT OF ENGLISH
POSTGRADUATE PROGRAM**

Part I

- Name of the observer.....
- Date of observation.....
- Name of the school
- Code of the teacher.....
- Grade and section.....
- Number of the students in classroom
- Total time of the lesson.....

Part II please mark(x) in the column provided that correspond list of items in which it is filled by researcher.

Table 5: Classroom Observation Checklist Based on Teachers and Students Activity

a. Classroom Conditions Observation format

No	Classroom conditions	Yes	No
1	Is there enough light in the classroom?		
2	Are there adequate desks in the classroom?		
3	The number students (class size) are appropriate.		
4	Are there enough text books in the classroom?		

b. Classroom teacher activity Observation format

No	Classroom teacher activity	Yes	No
1	Does the teacher motivate the students to practice writing in the classroom?		
2	Does the teacher give written comments on the students writing practice?		
3	Does the teacher encourage multiple drafts in the classroom?		
4	Does the teacher emphasis for the end product of writing?		
5	Does the teacher follow clear steps of writing which enable students to develop their writing skills?		
6	Does the teacher show different strategies to minimize the challenge of writing for the students?		
7	Does the teacher give enough time for writing skill lesson?		
8	Does the teacher use variety of tasks for writing practice in the classroom?		
9	Are there a special key factors that hindering the practice and the development students' writing skills when the teachers make the students exercise different activities of writing skills?		

c. Students' activity Observation format

No	Students activity	Yes	No
1	Do the students participate in the classroom during writing skill lesson?		
2	Do the students write multiple drafts in the classroom?		
3	Do the students take note of writing texts during writing skill lesson?		
4	Is there peer negative influence during writing lesson?		
5	Do the students show interest and effort to do writing task?		
6	Do the students use different strategies to minimize the challenge of writing during writing skill lesson?		
7	Are there a special key factors that hindering the practice and the development students' writing skills when the students exercise different activities of writing skills?		

1. Other comments, for example to what extent do these factors such as students-related factors and others affect students' and teachers' practices of writing skills?

.....

d. Classroom Conditions Observation Checklist filled by researcher

No	Classroom conditions	Three times Observation					
		First		Second		Third	
		Yes	No	Yes	No	Yes	No
1	Is there enough light in the classroom?	x		x		x	
2	Are there adequate desks in the classroom?	x		x		x	
3	The number students (class size) are appropriate.		x		x		x
4	Are there enough text books in the classroom?		x		x		x

e. Teacher's activity Observation checklist filled by researcher

No	Classroom teacher activity	Three times Observation					
		First		Second		Third	
		Yes	No	Yes	No	Yes	No
1	Does the teacher motivate the students to practice writing in the classroom?		x		x	x	
2	Does the teacher give written comments on the students writing practice?		x		x		x
3	Does the teacher encourage multiple drafts in the classroom?		x		x		x
4	Does the teacher emphasis for the end product of writing?		x		x		x
5	Does the teacher follow clear steps of writing which enable students to develop their writing skills?		x		x		x
6	Does the teacher show different strategies to minimize the challenge of writing for the students?		x		x		x
7	Does the teacher give enough time for writing skill lesson?		x		x	x	
8	Does the teacher use variety of tasks for writing practice in the classroom?		x		x		x
9	Are there a special key factors that hindering the practice and the development of students' writing skills when the teachers make the students exercise different activities of writing skills?	x		x		x	

f. Students' activity Observation Check list filled by researcher

No	Students activity	Three times Observation					
		First		Second		Third	
		Yes	No	Yes	No	Yes	No
1	Do the students participate in the classroom during writing skill lesson?		x		x		x
2	Do the students write multiple drafts in the classroom?		x		x		x
3	Do the students take note of writing texts during writing skill lesson?		x		x	x	
4	Is there peer negative influence during writing lesson?		x		x		x
5	Do the students show interest and effort to do writing task?		x		x		x
6	Do the students use different strategies to minimize the challenge of writing during writing skill lesson?		x		x		x
7	Are there a special key factors that hindering the practice and the development students' writing skills when the students exercise different activities of writing skills?	x			x	x	

Appendix E: Textbook Analysis Format

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

The purpose of textbook analysis is to check whether, or not the textbook invite the students to practice writing skills inside and also outside classroom and how the contents of textbook is related to students' back ground. Therefore, the researcher uses the following text book analysis format to explore text book problems that hinder the practice and the development of students' writing skills.

Table-6 Textbook Evaluation Checklist Format Based on the Relevance of Contents for Students.

No	Text book evaluation check list	Yes	No
1	Do the topics of writing skills activity give any step for the learners?		
2	Do the topics of writing activities invite the students to generate their ideas?		
3	Are the topics of the writing exercises familiar to most students background knowledge?		
4	Does each topic writing exercise have variety of process of writing steps?		
5	Does the text book include variety of different cultures or content of writing topics that most of the learners familiar to them?		
6	Does the text book often give pre-writing activities or brain storms in each topic?		
7	Does the text book give while-writing and post-writing activities in each topic?		
8	Does the writer show the model of written texts how students practice writing skills by themselves?		
9	Are there different factors that affecting students' practice of writing skills in the textbook?		

10. What is the overall view of text book about writing skills? -----

