

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



**POST GRADUATE PROGRAM**

**MATHESIS ON**

**AN ASSESSEMENT ON PROBLEMS OF WRITING IN EFL  
CLASSROOM: DHERA PREPARATORY SCHOOL IN FOCUS**

**BY:**

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## DECLARATION

I declare that the research paper hereby submitted to Adama Science and Technology University for the degree of " masters of Arts in teaching English as a Foreign Language " has not been previously been submitted by me or anyone else at this university. I declare that it is my own work in design and execution and that all materials contained there have been duly acknowledged.

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**Date**

As this research advisor, I hereby certify that I have read and evaluated this thesis prepared, under my guidance, by Desta Sileshi entitled “on an Assessment of the Problems of Writing Skill in EFL Classroom: Dhera Preparatory School in focus” and recommended that it be accepted as fulfilling the thesis requirement for the degree of master of TEFL.

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## LISTS OF ACRONYMS

EFL ..... English as Foreign Language

L1 ..... First Language

L2..... Second Language

FL.....Foreign Language

## **ABSTRACT**

*The study aimed at assessing the problems of Grade 11 students in learning the EFL writing skill at Dhera Preparatory School found Arsi zone, Dodota Woreda Dhera Town. To conduct the study Objectives and research questions were designed. Based on the nature of the study problems and research questions and a mixed method were adopted to collect both qualitative and quantitative data. The study involved simple random sampling to obtain students questionnaire, letter writing test, document analysis and purposive sampling for teachers' interview. The data obtained was analyzed using descriptive analysis. The finding show that, the major writing problems identified were problems of grammar, spelling, idea organization, idea generation and punctuation respectively. The research also showed that in order to minimize the problems and hens improve the writing skill of the students, the need for the teachers to give several writing works both in the class room and at home and the need to give appropriate and sufficient feedbacks were stressed. Finally, based on the findings conclusions and recommendations were made.*

# CHAPTER ONE

## INTRODUCTION AND BACKGROUND

### 1.0 Introduction

This chapter presents the following points. First, it presents, background of the study and statement of the problem. Second, it presents research questions and objectives of the study. It also provides discussions about significance and limitation of the study. Finally, the chapter ends by providing the definition of terms and organization of the study.

### 1.1. Background of the Study

The history of the teaching of English in Ethiopia goes back to the beginning of the 20<sup>th</sup> century when the first public school was opened in Addis Ababa. By the time, English was thought as school subject. However, when Emperor Haileseilasie took the throne, English become the medium of instruction in schools in addition it has been given as a subject starting from grade three to university levels, besides English was thought as school subject (Anonymous, 2007).

The use of English language as a foreign language in Ethiopian education system becomes dominant beginning from primary schools. It was given as a compulsory subject and is used as medium of instruction from first primary grade (Bowen, 1976). When the Ethiopian government issued policy that allowed the use of imported curriculum and foreign teachers who come from English speaking countries, for example, India, America and others the prominence of the subject in the educational system become important. Moreover to improve the teaching and learning of English, the Ministry of Education (MoE,2005,2007) attempted to upgrade the educational levels of all primary school English teachers through having them attend distance learning, pre- and in-service training. This decision was made for all primary school teachers to have minimum of diploma in the subject they are teaching (MoE, 2007).This may indicate the undertaking to change old tradition.

In the era of globalization English language has plays extremely important role as the medium of communication among people from different English speaking countries including Ethiopia. English is no longer a mere subject to be learnt in the classroom but also a medium for social and practical uses (Foley, 2005).

According to the history of Ethiopian modern education, English language had been given as one of the school subject in elementary schools from grade 3-8 during Derg regime. At the same time, it is taught as a foreign language and was used as a medium of instruction in secondary and higher education institutions of Ethiopia till 1994(Bender et al,1976). However changes have been made in the curriculum of education and teaching English as a second language starting from grade one after the country formulated the new education and training policy (ETP) in 1994. English language has been thought and included in the Ethiopia modern education program and it has high place in the country's education systems. New findings and innovation can be published and distributed in English language either by paper print or by electronic media or by any other means.

Besides academic purpose, English language is used as a bread earning language, which means that it serves as an occupational language in various national and international organization that are available in Ethiopia. For example it is used in different diplomatic and foreign affairs, bank, in civil aviation, such as the Ethiopian Airlines, in tourism and in many other development sectors. It is also used as a science and technology language all over the world including Ethiopia.

Although English has been given such great position in the educational system, the English language competence of students is unsatisfactory for their level (Teshome, 2001). The poor performance of students in English language is attributed to verity of factors. These includes teachers methodology of teaching quality of teacher training, quality of curricular materials, the evaluation methods/process, lack of professional development and attitudes of both teachers and students are some of the factors that affect the performance of students (Richards and Rogers, 2001).

Being anon-native English as a foreign language teacher, I have faced innumerable challenges in assessing my learners writing skills. Out of those, learners' disliking writing tasks is the most common one. I have seen more than a half of a class often has blank syndrome (causes temporarily writ less).Moreover, there are many EFL teachers who give marks according to the faces rather than the texts their student have produced. (Cohen, 1994).

Wilson and Carlo (2004), notices developing writing skills do not only help to express one's idea more effectively, it will also help to achieve success in life. It is felt that our students need English language in general and English writing in particular to communicate with the other people and make progress in their real life situation, because English language has

become necessary all over the world. No doubt, learning English language requires mastering the four English language skills, listening, speaking, reading and writing. Writing requires, thinking and cognitive process to be produced it is considered the most complex skill because it goes through different stages. These are thinking, planning, writing and editing to reach the final product.

However, since proficiency in one's native language does not necessarily lead to proficiency in L2 writing; many researchers argued that writing is an art and writer as artist. From this point of view, the researcher believed that writing is not easy even for the native speakers, because many native speakers find the difficulties in mastering the writing skills.

## **1.2. Statement of the Problem**

Various causes may be accountable for students English language problem in general and to problems of the writing skill in particular. The following are the prominent ones. First, students may experience difficulties in the writing skill for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration (Anonymous, 2007). This shows that student's writing problems may differ from the other ones in their causes. One of the causes of writing problems of students can be lack of good reading experiences. As Krashen (1984) states, students' reading experience can influence their L2 writing ability. If a student reads well, he/she will have enough information to write about and will have good experience of structuring and will be motivated to write. However, one who is poor in reading experience may not have enough knowledge to write. Thus, writing problems are related to idea generation and structuring one's writing could result from lack of good reading experience.

Lauter and Nation (1995) and Putra (2009) identified that, writing problems of students are related to their vocabulary knowledge also. According to these researchers, students who are rich in vocabulary knowledge can perform good writing and the ones who are poor in vocabulary perform less in his /her writings. This means, the writing problems of students can be the results of less vocabulary capacity.

Hanson (2009) relates the writing difficulties of students are associated with their lack of self-confidence. He describes that teaching becomes more productive if the learners are provided stress free environment. In other words, students are engaged in stress while learning writing.

It may not be good to learn writing as students' lack of confidence when expected to be successful in the skill.

The other factor which can affect writing skill of students is lack of practicing. Ur (1991) states that a student learns to write through writing. This means practicing writing makes the learners good in performing writing tasks. Moreover, O'Malley and Chamot (1990) suggested that due to the complex process of writing in second language, learners often find it difficult to develop all aspects of the stage of writing simultaneously. As a result, selective use has been proceduralized. Ellis, (1994), and Slicker, (1992) stated that the interaction between students and teachers play an important role in the process of writing especially in classroom setting.

Thus, the writing weaknesses that the researchers saw among the students' of Dhra Preparatory School writing tasks indicate that students at different levels have English writing problems which may be attributed to many possible and practical factors

According to studies conducted, one of the major weaknesses of Ethiopian students at different level is writing in English language. The situation is worse in secondary school as English is the medium of instructions. For example, in the curriculum, high school students are expected to write summaries, paragraphs, reports, advertisements and biographies in English. A look at the new Grade 9 English text book also shows that students are asked to write 17 writing activities, which are all above sentence levels. Similarly, in the Grade 10 English text book there are 10 paragraph writing tasks. This shows that, grade 9 and 10 students are expected to write many articles or paragraphs. But the reality which the researcher observed in the writing assignment of this Grade does not much to the requirement of the curriculum. Some findings of research conducted in writing skill indicate that students at different levels have writing problem in English as given here under.

Zelege (2004) conducted a study on writing skills at Hawasa University Students. He focused on writing strategies rather than writing problems. So, it is different from this study. The researcher conclude that training in the learning strategies of writing has significant effects in improving students' writing skills with regard to discussing relevant contents, organizing contents appropriately, and using accurate grammar, vocabulary and correct mechanics.

Abiy (2013) also conducted a study on related topic at Bichena Preparatory School, East Gojam. The study aimed to investigate whether or not students' English grammar knowledge, reading ability and vocabulary significantly predict the development of their second language writing performance. The result showed that students' , who are good at English grammar reading, and vocabulary result were positively correlated with their second language scores. Even though the above studies raised related issues with the current one , there is a gap between them. The current study wants to assess the problems of writing skill which are not addressed by the above studies.

Ahmad ( 2007) has identified that short timing of English period and the overcrowded classroom affect the effectiveness of teaching and learning of English writing skills. According to Ellis (1994), the L1 can have a direct effect on Interlingua development by influencing the hypothesis that learners construct.

This situation is identified in Dhera Preparatory School to be investigated. During the teaching learning process in writing activity the majority of the students have the problem of writing. Therefore, the researcher is interested to investigate the basic writing problems in writing skills. Having these problems in mind , the researcher tried to study assessing the EFL students writing problems and to suggest some possible solutions which would help students writing skills.

### **1.3. Objectives of the Study**

The study tries to address the following broad and specific objectives during the course of the investigation.

#### **1.3.1 General objective**

The general objective of the study is:

- To assess the problems students face in learning the writing skill and the possible cause of the problems and to suggest possible solution.

#### **1.3.2. Specific objectives**

The specific objectives of the study are to:

- Identify the problems students have in learning the writing skill.
- Investigate what the causes could be to students' writing problems.
- Assess the impacts these problems have on students writing skill.

## **1.4 Research Questions**

1. What are the major problems which students face when they write in English?
2. What are the main reasons behind the writing problem in EFL classes?
3. What are the impacts these problems have on students learning writing skill?

## **1.5 Significance of the Study**

The finding from the study is expected to provide information, insight and ideas to EFL teachers, students, curriculum planners and researchers. First, the findings from the study is hoped to point out the common problems students make, and to adjust their teaching, to find solution to the problem. The findings also expected to indicate the areas to focus during their teaching.

Second, the study is also expected to indicate the material producers and the curriculum planners the areas students face problems in learning the writing skill and to focus on these problems when preparing EFL text book or EFL reference materials.

Third, the findings from the study can also sources for the researchers who want to make studies on similar topics, to use the study in the content.

## **1.6 Delimitation of the Study**

The study would have been of much important if it were carried out in compassing all preparatory school in Arsi Zone including both grade levels in Dhera Preparatory School. However, due to constraints, such as, time, budget and labor, the study will be delaminated to assessing the problems of grade 11 students have in learning the writing skill. Although students had problems in various areas of writing skill, the study was delimited to assessing problems of word, sentence and paragraph levels.

## **1.7 Operational Definitions of Terms**

This refers the key concepts of words which will be used through the study. These include.

- Assessing-refers to critical evaluation of students' problem in writing skills in EFL classroom
- Problem - a difficulty that has to be resolved or dealt with.
- Writing-the process of representing a language with symbols or letters.
- Skills- to have personal or practical knowledge of be versed or practiced, be expert

- Word- different symbols, written or spoken, arranged together in unique sequence that approximate a thought in person's mind.
- Paragraph-a passage in text is about a different subject from the proceeding text.

### **1.8 Organization of the study**

The study is organized by five unites. Unit one contains introduction, background of the study, statement of the problem, objective of the study, delimitation of the study, and provides the operational definition of terms. Chapter two provides review of related literature. It includes introduction, definition of writing, the importance of writing, problems of developing English writing, fostering students writing skill, types of stages of writing, and different types of paragraph writings. Chapter three deals with, research design and methodology. It discusses design of the study, sampling techniques, the study instruments, data collection procedures and data analysis. Chapter four also provides data analysis and discussion of findings. It mainly refers on data analysis and interpretation on student questionnaire, document analysis, teacher's interview and letter writing test. Chapter five contains summary, conclusion and recommendation.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURES

#### 2.0 Introduction

This chapter tries to present scholarly studies related to the teaching and learning of English and the writing skills. In so doing the first, section presents the definition and the importance of writing. Second, it also expresses problems of developing writing skills, and writing problems. Finally, it addresses the stages of writing, such as, controlled writing ,guided writing and free writing.

#### 2.1. What is writing?

Writing involves the encoding of a message of some kind , that is ,we translate our thoughts in interpretation of the message. We, thus, write for a reader, who is not physically present, accepts those occasions when we write for ourselves. And in some cases our readers may not be known to use. So, we have to insure that what can be understood without any further help from us.

The universal world reference Encyclopedia (Vol. 5 1964) defined that writing is the art of recording symbols by hand on paper, wood or other suitable materials for the purpose of communicating and preserving ideas. According to this definition, we use graphic symbols when writing i.e. letters combination of letters which relate to the sounds we make when we speak.

Byne (1979) explain that, writing is already much more than graphic symbols just as speech is more than the production of sounds. The symbols have to be arranged according to certain convention to form words and words have to be arranged to form sentences. As, a rule, Byrne (1979) explains" We do not write just one sentence or even a number of unrelated sentences rather we produce" he adds "a sequence of sentence arranged in a particular order and linked together in a certain ways" he also argues that " writing is neither an easy nor a spontaneous activity" To explain his view it requires some consequence mental efforts, thinking out our sentences and considers various ways of combining them, reading what is written as stimulus to further writing some common practices in writing are making notes, drafting and revising. Writing several version of a text before the writer is satisfied with the result.

Picas, (1989) on the other hand say that “writing is an instrument of both communication and self-expression .Most people however use it primarily to communicate with other members of the wider world”.

The idea of communication and self-expression, which are double functions of writing as skill i.e. writing enables individual to communicate with members of other groups to express themselves and produce ideas in an interaction.

Writing in actual life is the ways of communicating a certain need to the audience whose feedback plays a role of the fulfillment of the need. Hedge (1988), stat that “Most of the writing we do in real life is written in the reader mind, a friend knowing who the reader provides the writer with a context without which it is difficult to know exactly what to write”.

As to the above expert, to whom students intended to write influences their selection of the appropriate content and style. Therefore, teachers read to prepare tasks or activities that initiate students to write for various audiences and to develop their skills of communicating through writing.

Reims(1983) state that learning how to communicate in the absence of the audience , listener or reader who may attend on the writer’s words and may follow his physical gesture and facial expression is a central part of participating completely in a new cultural setting. The absence of reader or listener while communicating in writing is a gap that needs practice. So Rimes (1983) explanation addresses to teachers and other scholars to trained students overcome such an obstruction and gap created.

By the absence of the audience and lack of an immediate feedback, so that students can communicate with interrupting of message. White (1981:11) recommended the following strategy.

“Students are invited to exchange their composition so that they become readers of other work. This is an important part of the writing experience, because it is by responding as a reader that students will develop awareness of the fact that a writer is producing something to read by someone else”.

Generally the art of writing allows us to make an expected connection among ideas and language as we write, thought emerge and inter connect in ways un available the physical act of writing began (Simon and Schuster, 1990).

Abu- Grahamand A. (1998) stated that writing is the logical organization and arrangement of the written sentence within a paragraph and paragraphs with in the units of discourse. All writing systems have in common in that they have been created in order to provide a visual representation of language (except Braille.)They allow writers to translate ideas in to words on the page which have a degree of relative permanence than talking (Foley, 2006).

Writing is a powerful instrument for transmitting culture from generation to generation. It plays crucial role in the development and continuation of complex civilizations, with their elaborate codes of law and other specializations, each with its own body of knowledge to be preserved and transmitted . Thus, unlike spoken language, writing is advantageous as it stores in formation of many types.

## **2.2. The Importance of English Writing**

Santos (2000) explains, three reasons that make English writing increasingly essential. These are, 1) More international linguists are promoting writing as their field of specialization.2) More articles and journals are being published in English and 3) More international students are pursuing degrees in English speaking countries. Besides,Chen (2007) state that owing to the age of globalization the world seems to be smaller because of the participation of unlimited communication. As a result, all members of global constitutions, for their benefits in terms of education and business cooperation have connected with each other and English is a widely used than any other language.

In order to comprehensibly express thoughts and opinions apart from oral interaction, writing is considered crucial

Writing, as one of the skills of the language, it helps the user to communicate and interact in some aspects of human life that may not be possible using the other skills. Therefore, writing skill has some special advantages over the other skill for the user of the language. As Ur (1991) higher standards of language are normally demanded in writing than in speech, more careful constructions, more precise and varied vocabulary or correctness of expression in general. Developing one witting skill will not only help to express oneself more effectively, it will also help someone to achieve success in life. Being strong writer will help someone to do well in school and it will serve well in a wide range of occupations. Thus, it is believed that writing is already an important part of our everyday life.

Exchanging mail message writing notes, preparing cards, writing letters and stories are parts of our daily activities which can be possible through writing skill.

In the countries where English language is used as a second or a foreign language, the writing skill of the language has significant role in various activities of the people. Similar to this Sharman( 2013) explained that, the domain in which writing is very important includes business and commerce , academics , culture and diplomatic exchange. In addition to communication and interaction writing is also used to convey factual information with a view to persuading, convening and informing the readers.

### **2.3. Problems of Developing Writing Skills**

As Nation (2009) shows, some learners are able to say what they want to write. But have difficulty in putting it into written form. That is, they have problems in translating their idea into text. Some learners will find problems even in saying what they want to write. Broughton et al (2003) also points out the following four kinds of problems related to developing English writing skills. These include mechanical problems, problems of accuracy of English grammar and lexis, problems relating the style of writing to the demands of a particular situation and problems of developing ease and comfort in expressing what needs to be said . As Pearsall and Cunningham (1988) and Emmons (2003) advocate, writing is definitely a hard work.

Therefore, it is evidently true that writing processes a number of problems to students, because it is a skill that is difficult to master. Writing is a highly demanding process, it requires a number of skills and conversations like organization in the development of ideas and information, a high degree of accuracy in choosing the right word so that there is no ambiguity of meaning and also the right use of complex grammatical devices to focus and emphasize ideas . In addition to this, writing demands the writer to have careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structure that is appropriate to the subject nature. Unlike speaking and listening which seems to be acquired naturally, “Writing tends to be learned initially only with the aid of formal and systematic instruction Eming (1997)

The task of writing makes a unique demand on the writer because as Vygotsky (1992) also has noted, writing is considerably more conscious and is produced more deliberately than oral speech.

As Eming (1997) puts, of all four language skills, writing seems to be the most complex since it involves originating and creating a unique verbal product that is graphically recorded. This means students may experience difficulties in writing for a variety of reasons. These difficulties may vary in cause, nature, intensity and duration. Anonymous (2007) a cause for difficulty of writing for some students may not have any impact for others. The nature as well as the intensity of difficulty of writing for some groups of student maybe completely different duration of difficulty of writing for urban area students may be longer or shorter than those in the rural area. These difficulties may arise from difficulty of communicating ideas, events and experiences due to limited repertoire of spoken and written English. Others may arise from difficulties with the mechanical speech of writing, such as hand writing, punctuation and spelling. This shows that problems of students, writings are various in type and these different problems should be treated in various methods accordingly.

### **2.3.1 Barriers to writing**

Researchers such as Laufer and Nation (1995) and Putra (2009) asserted that students' vocabulary knowledge and writing performance correlate significantly. That means, a student who has rich vocabulary knowledge can perform good in writing and the one who is weaker in vocabulary performs lesser in his or her writings. In other words, vocabulary knowledge is one barrier of students' writings.

As Krashen (1984) noted, students' reading experience can influence their L2 writing ability. A person who reads well will have enough information to write about and will have good experience of structuring ideas. In other words a student who is poor in reading experience may not have enough knowledge to write about and the one with less exposure to reading may benefit less in the way things and situations are expressed which can be barriers to writing.

The other barrier could also be frustration when attempting to write because of difficulties with spelling, punctuation, and handwriting. It is obvious that students who have poor hand writing or those who have difficulty in spelling and punctuation are not free of frustration. For such students, building confidence and providing effective writing instruction plays a great roll in avoiding their frustration. If one has frustration to do even something that is easy and well known action, it could be difficult for that person to be successful in performing it.

This shows that, unless students avoid frustration, their writings cannot be successful, Anonymous (2007).

### **2.3.2 Lack of confidence**

Focusing on removing anxiety and building confidence in students that they will be successful as writers is very important. Hanson (2009) describes, teaching becomes more productive if the learners are provided stress free environment. Providing clear models and scaffolds, explicit feedback and guidance and many opportunities for writing helps students to experience success with writing. Group activities for writing can help students to remove anxiety and build confidence. In groups students can share knowledge about the topic and brainstorm ideas, discuss vocabulary choices, sentences and paragraph structures and participate in a joint construction of a particular type of text.

### **2.3.3 The interference of students' L1 on their writings in L2**

It is common that writing in one's second language is affected by the writer's first language. This is so because when a writer writes in languages other than his/her first language, he/she refers to his/her first language in one way or another. As Silva (1993) suggests, second language is usually different from the first language strategically, rhetorically and linguistically. These differences may lead L1 to interfere in L2 writing in one way or the other. In relation to this, Ben Nui (2008) also found that the chronic writing problem exhibited in students' writing was caused by the interference of their L1. Ito (2009) also convinced that the transfer from L1 to L2 writing skills was short-circuited by limited L2 proficiency. Thus, the above quoted ideas show that, the interference of the first language is also common in second language writings.

The interference of the first language in to the writing skill of the EFL and ESL students could be one affecting factor to the writing skill of the students. Watcher Punya Wong and Usaha (2013) explain that, in the last decade, large number of studies has proved that the interference of the mother tongue is a severe problem in EFL and ESL writing contexts. They further outline, of the three elements of writing; context, organization and language it is fair to say that language has been considered the most problematic difficulty for L2writers due to their limited language proficiency or limited linguistic knowledge. Some EFL students cannot do an effective writing due to inadequacy of syntactic and lexical competency, which at time makes them confused with the system of the target language they are learning. It is

impossible for L2 learners to write in a second language to write properly without adequate linguistic knowledge regarding grammar and vocabulary. L2 students are so dependent on their L1 syntactic properties that they translate L1 grammatical rules in their L2 writing which eventually cause such errors as grammar, vocabulary, spelling, structure, syntactic and lexical competency which are perceived to be the principal problems obstructing the effectiveness of the writing of EFL/ESL learners, because they are dominated by the rules of their first language.

#### **2.3.4 The need to practice writing**

Winter (1961) in his book entitled “Learning to Write” states that, to write and speak well is in the hands of the individual. No matter how feebly an individual writes now, he/she can learn to write strongly and effectively if he/she tries hard enough and tries often enough. Learning to write resolves itself entirely in to a matter of how far one is willing to try. As Ur (1991) also puts you learn to write through writing. This shows us, to be a good writer; one has to try again and again so many times. But in most occasions people consider writing as the most routine and boring task. As a result, they do not make frequent practice. (Wilson and Carol, 2004) says that, one of the biggest mistakes that some people make when they think about writing is to consider it to be a routine and boring task. Having this idea in their mind, most people are avoiding of trying to write. This feeling highly affects the writing skill of people including students.

#### **2.4. Writing problems**

Broughton et al ( 2003) pointed out that, developing English writing skill can be affected by one or all of the following problems which indicates mechanical problems with the script of English, problems of accuracy of English grammar and lexis, problems relating to the style of writing to the demands of particular situation and problem of developing ease and comfort in expressing what needs to be said

The aim of teaching writing is to equip students with the knowledge and skills to write effectively for a range of purposes and in a variety of context. As Clark, (2003) learners must be taught writing process which enables them to write in any situation. There are three dimensions that represent classroom and assessment practices which are linked to improved students learning outcomes .These are increasing Intellectual quality, making writing significant to students and creating quality learning environment.

### **2.4.1 Increasing intellectual quality**

This refers to pedagogy focused on producing deep understanding of important substantive concepts, skills and ideas. Such pedagogy treats knowledge as something that requires active construction and requires students to engage in higher-order thinking and to communicate substantively about what they are learning. Suggestions given to ease writing problems include- choosing authentic texts to deliver key concepts, skills and ideas, being explicit about the purpose and audience for the writing and how language works at the whole text level, sentence level and word level, constructing samples of different types of writings, teaching students the effects of manipulating knowledge and language for different types of writings, engaging with and reflecting on, the changes and operations of writing in different contexts, planning for sufficient time for writing to be sustained and substantial helping students to talk about and evaluate their writings with peers, teachers and parents and discussing explicitly the way language works to make meaning in the students' writings.

### **2.4.2 Making writing significant to students**

Generating significance by connecting students with the intellectual demands of their work helps to make learning more meaningful and important to students. It also draws clear connections with students' prior knowledge and identities, with contexts outside the classroom, and with multiple ways of knowing. Suggestions given to make writing lessons suitable for learners include: building writing by starting with students' background knowledge and prior school knowledge, recognizing and valuing the cultural knowledge and practices of diverse social groups, giving students opportunities for their writing to influence an audience beyond the school, recognizing and using multiple stories (for example, biographies, documentaries, personal accounts) to enrich students' understanding of the key concepts to be addressed in their writing, selecting topics for writing that connect with contexts outside the school and using identified prior school knowledge in the class as content for writing.

### **2.4.3 Creating quality learning environment**

As Hanson (2009) puts, teaching becomes more effective if the learners are provided stress free environment. Dr. Robert Sylvester (1995) cited in Hanson (2009) also says that, mind works at its best when the environment is secure and disciplined. This shows that, quality learning environment plays a great roll in any teaching learning activity. Such pedagogy sets high and explicit expectations and develops positive relationships between teachers and

students and among students themselves. Progress for all students relies on a positive and stimulating environment where the writing tasks are seen as real and purposeful and the teacher provides support through explicit teaching. Suggestions for assuring quality learning environment include, referring students regularly to the stage, appropriate outcome they are working towards, making activities purposeful and interesting with clear goals, respecting every learner's personal best, having high expectations for all students but setting realistic outcomes to be achieved, making explicit what a quality performance or product looks like to students, encouraging students to reflect on and modify their writing by using consistent criteria, clarifying what the teacher wants the students to do and how well he/she expects them to do it, using exemplars and work samples that illustrate high and quality student performance, identifying the prior learning of students and monitor their progress to support the development of appropriately challenging work for all students, celebrating successes in appropriate ways, recognizing and valuing diverse cultures in meaningful ways, establishing time for daily writing and developing links between home and school so that writing is shared and valued.

## **2.5 Fostering students learning writing skill**

Students learning should be fostered by making teaching principles based, by evaluating the teaching of writing and the writing sections. The following principles can be used to evaluate teaching and learning activities so that the best are chosen for. The principles can also be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning, Nation (2009).

### **2.5.1 Learning-focused input**

The inputs one provides to teach writing have great impact in the effectiveness of the learners' learning. Here learners should bring experience and knowledge to their writing. Writing is most likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language, Nation (2009).

### **2.5.2 Meaning-focused output**

Here learners should do lots of writing and lots of different kinds of writing. There are many elements of writing skill which are peculiar to writing and so time spent in writing provides

useful practice for these elements. As most writing should be done with the aim of communicating a message to the reader, learners should write with a message- focused purpose. Writing should interest learners and draw on their interests and learners should experience a feeling of success in most of their writing. What is left here is, learners should use writing to increase their language knowledge and writing instruction should be based on a careful need analysis which considers what the learners need to be able to do with writing, what they can do now, and what they want to do Nation (2009).

### **2.5.3 Language- focused learning**

Here learners should know about the parts of the writing process and should be able to discuss them in relation to their own and others' writing. Learners should have conscious strategies for dealing with parts of the writing process. In addition, spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing and teachers should give a range of feedbacks that encourage and improve writing, Nation (2009).

### **2.5.4 Fluency development**

Here learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working easy and familiar materials. Nation (2009). This idea informs us the chronological order of doing things, beginning from simple and going to the stronger ones, and about the need to exercise writing in order to achieve fluency in a skill and also the need to increase speed of doing things.

## **2.6. Types of Writing**

There are a range of activities that can be used at different types of writing. They are divided into three levels of difficulty. These are controlled, guided and free writing (Adinew, 2002).

### **2.6.1. Controlled Writing**

Controlled writing is a type of writing in which the teacher has a complete control over what the student writes. Pincas (1982:129) stated that controlled writing is writing in which students follow exact instruction so as to produce correct written work: Fill in the blank space, sentence combinations etc. From this statement we understand that students do not add any idea of their own. In support of Pincas, Byrne (1987) claimed that controlled writing would not allow much, if any creativity is there on the part of the writer. Byrne (1987) also

says that common type of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. For example they may be asked to change all present verbs to past. Thus, what the students to write is, limited by the teacher.

### **2.6.2. Guided Writing**

Guided writing is a type of writing in which students are given some guidance, ideas, notes in relation to the content of writing and left to write in their own.

An example of the guided writing tasks, which allows for a wider range text construction than controlled tasks is to ask students to produce a short text by answering direct open ended questions which provide a rhetorical structure for a student generated text. Olsen(1999) suggests that guided procedure is called a “deco-comp” combination of dictation and composition using this techniques the teacher first reads aloud a passage at normal speed by putting some of the key vocabulary items from the text down from their memory using the key words.

### **2.5. Free Writing**

The point of free writing is to get in sub conscious. It must be totally an restricted , as the name implies (Neman ,1995:66) state that free writing tasks as students produce complete text in response to a variety of writing stimuli, such as pictures, texts which have been read. Free writing can also be encouraged without under regard as to the correctness of grammar or it form at by having a student’s keeping a journal ( Brown 1994:334).

Generally writing is an ongoing process of considering alternatives and making choice the better we understand the writing process, the better we will write and the more we can enjoy writing.

Therefore, writing has the following process.

**Planning** calls for ideas together and thinking about a focus.

**Shaping** enables us to consider ways to organize our material

**Drafting** Helps us to write our ideas in a sentence and paragraph

**Editing** Helps us to check the technical correctness of our grammar, spelling, punctuation and mechanics.

## **2.6. Stages of Writing**

Writing is a process done in different stages; prewriting, drafting, revising/editing, proof reading and presenting, Anonymous (2002). In line with this, Wilson and Carol (2004) says writing is a process that begins with the exploration of ideas and ends with the presentation of a final draft. Accordingly, the stages of writing process include prewriting, drafting, revising, editing (proof reading) and publishing or presenting.

### **2.6.1 Prewriting**

Prewriting acts as a preparation for writing by helping to flex and stretch one's creative muscles, just as athletes' warm-up activities help prepare them for a meet or competition, prewriting serves as a mental warm-up. The activities and strategies in prewriting process are choosing the topic, narrowing the topic, considering audience and purpose and gathering details. During prewriting, one decides what one wants to write about by exploring ideas, feelings and memories. Choosing and exploring the topic, collecting information, identifying purpose and audience and arranging (organizing) ideas are the whole process of the prewriting stage, Anonymous (2002). Generally, prewriting is a stage that the writer fulfills preconditions for his or her writing.

### **2.6.2 Drafting**

The drafting stage of the process of writing is concerned with organizing the facts detailed in unified paragraphs. It is the process of turning the writer's ideas in to paragraph forms. This can be done by shaping one's writing and providing elaboration Anonymous (2002).

### **2.6.3 Revising**

The purpose of writing is to make sure that one's writing is clear and well organized that it accomplishes the goals and reaches the audience. It includes activities like revising the overall structure, paragraphs, sentences and word choice, Anonymous (2002).

### **2.6.4 Proof reading (Editing)**

Editing, is not to be confused with revising, focuses on the format, sentence structure, grammar and spelling of the draft, (Anderrson, 2005; Angelillo, 2002). Proof reading is done with the purposes of being sure that the writer has spelled all words correctly and wrote the sentences grammatically correct. It helps the writer to correct spelling, pronunciation and capitalization errors, Anonymous (2002).

### **2.6.5 Publishing and presenting**

This is the last stage of the writing process by which the writer shares the work with others. Here the material is ready to be submitted to the evaluator or the reader. Generally, writing processes cross certain stages. These stages are not linear processes, rather they are recursive. In line with this Ur (1991) states that, "The three stages (pre writing, while writing and post writing) are interconnected and they are nonlinear in that they may overlap and may occur repeatedly without any fixed sequence or order." Accordingly, the following figure summarizes the process of writing.

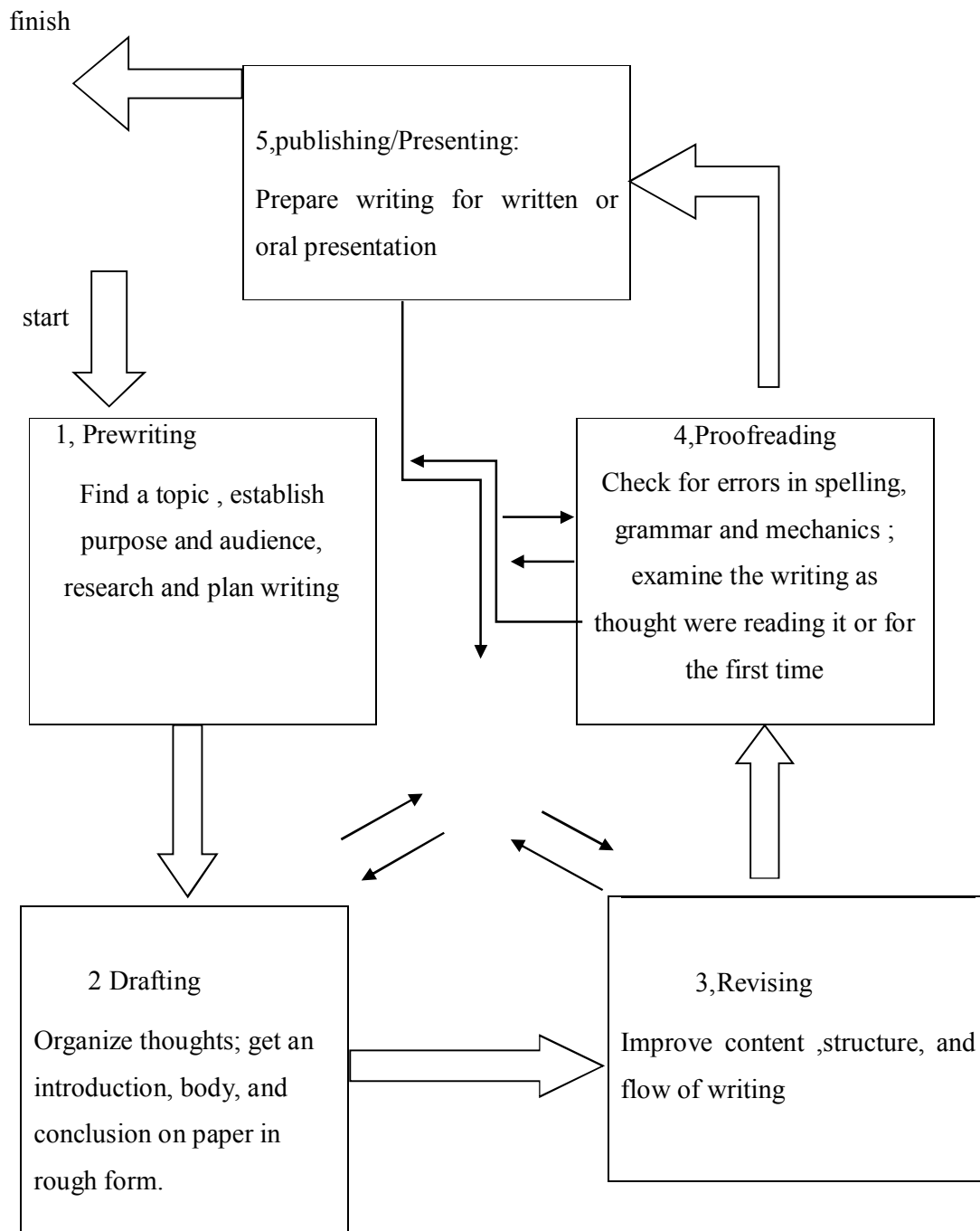


Fig.2.1. The writing process (Glencoe Language Arts, 2002:433)

## **2.7 Types of Writing**

Based on various criteria, writing can be divided into many types. Based on to whom it is targeted, writing can be divided as Reflexive Writing and Extensive Writing. The former one refers to a writing written for the writer alone and is not shared with an outside audience. Extensive Writing, on the other hand, is writing for which you are giving a subject or a range of subjects. Writing extensively results in sharing the writing with an audience – often one’s teacher, Wilson and Carroll (2004). Based on mood (form) purpose, writing is commonly divided in to four, being descriptive writing, narrative writing, expository writing and purposive writing.

### **2.7.1 Descriptive writing**

The goal of descriptive writing is to help the reader experience the subject described. Descriptive writing is common in advertisements, stories, newspapers, travel guides, scientific journals and in many others. It is important to appeal to as many senses as possible, allowing the audience to appreciate the subject fully. Observing and taking notes, establishing vantage point, establishing order, identifying topic sentence of each paragraph, using descriptive language, using analogies and creating moods are the major points to be focused in descriptive writing, Wilson and Carroll (2004).

### **2.7.2 Narrative writing**

A narrative, by its meaning, is a story of an event. Narrative writing can be personal, allowing the author to focus on event on his/her life; historical, capturing a moment from the past and presenting it in a story format; or fictional, using imagination to produce a short story, Wilson and Carroll (2004). The basic elements of a narrative writing are: Plot (the story’s action and event, it has a conflict resolution), Characters (people, animals or main actors in the plot) and Setting (the time and place in which the events of a narrative occur). Finding a story, developing characters, setting the scene, communicating the theme and choosing point of view are the major activities that the narrative writing writer has to be engaged in.

### **2.7.3 Expository writing**

Expository writing is a writing prepared to inform the audiences or explain something to them. Giving direction, explaining an idea or a term, comparing one thing with another, and

explaining how to do something are all forms of expository writing, Wilson and Carroll (2004).

#### **2.7.4 Persuasive writing**

Persuasive writing is a type of writing used to motivate readers to change their mind about a given issue/topic. Persuasive writing is commonly used in advertisements on television, radio and billboards. Politicians use persuasive writing during campaigns. Choosing a topic, knowing the audience, supporting arguments and organizing the arguments are the major works to be carried out by a persuasive writing.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0. Introduction**

This chapter presents the steps and the technique used to determine the research design and methodology. It also presents the sampling procedure used to determine the study site and participants. Then, it discusses instruments and procedure used for data collection and analysis. Finally, it presents, the procedures used for the final report writing.

#### **3.1. Design of the Study**

As it has been discussed in chapter one, the purpose of this study is to identify the problems students make in learning EFL writing skills. So, to identify the problems and its causes, collecting data using different methods is useful. Cress Well, (2007) notes that, the use of different methods of data collection helps to address the problems, than using only one method. Because data collected using different methods can help to avoid the problems one method has with another. Moreover, when different methods are used for data collection, they help to show the problems clearly and suggest ways to address the problems.

As a result, in this study to collect both qualitative and quantitative data, the research design used was mixed method. This method was used because it helps to collect both quantitative (numeric) and qualitative data using different research methods. That is, to collect quantitative data research methods like questionnaire and test were used .But to collect qualitative data document analysis and interview were used.

Moreover, the type of the mixed method used in the study was concurrent. This was mainly because both quantitative and qualitative were collected at the same time or in one phase of the study (Creswell, 2007). The use of concurrent mixed method has the benefits of providing data from various sources for triangulation and to avoid bias.

#### **3.2. Sampling Techniques**

To obtain the study sight (school), classrooms, teachers and students sample, the following sampling technique were used.

### **3.2.1 The Study Site**

To place the study in context, the site for the study was determined based on the felt problem students were showing in leaning EFL writing skill. Thus, from the non-probability sampling category, convince sampling was used to place the study in Oromia Regional State, Arsi Zone, Dodota Woreda, Dhera town. Next, to select the grade level for the study, the only preparatory school in Dera town was sampled using purposive sampling techniques from the non-probability sampling category.

However, to select the grade level (grade 11 or 12), simple random sampling was used to place the study in grade 11. Finally, to determine the classroom for the study, the available section of Grade 11 from A-D were used purposively.

### **3.2.2 Participants of the Study**

To determine the sample size of the teachers and the students, the population for each was taken and then the samples were selected using these techniques. First, to obtain teacher samples for the study comprehensive sampling was used to take all EFL teachers in the school for the study. The number of EFL teachers of Dhra Preparatory School, as of the 2008 EC academic teaching both in grade 11&12 were Four. Of these samples all of them males. Thus, the EFL teachers sampled for the study were used to provide data for the interview. Next to obtain the students sample; all 167 students of grade 11 learning in section A to D were the sample frame. From these sample frame 30% of them were taken using quota sampling were 10% of the sample frame were taken from each section. To do so, by taking the name list of students from each section 10 % were equals to 17 students were taken from each class using simple random sampling. As a result, of the total 167 students of Grade 11, 50 student's samples were obtained; of them 27 were males and 23 were females for student questionnaire. Finally, 12 students' samples were used for the test and document analysis. In this way, the participants of the study were 4 EFL teachers and 50 students.

### **3.3. Instrument**

As per the concurrent mixed design method of the study, instruments useful to collect both qualitative and quantitative data were used. Quantitative data was collected using questioner and test. On the other hand, qualitative data were collected using interview and document analysis.

### **3.3.1 Quantitative Data collecting instruments**

In the study two types of quantitative data collecting instruments, namely questionnaire and writing test were used.

#### **3.3.1.1. Questionnaire**

The type of questionnaire survey used in the study was structure. It was structured because all items used in it were close ended .The questionnaire had Four sections and 20 questions all in all. The first section dealt with instructions and respondents back ground data. The second and third sections focused on the type and amount of writing activities students interest on writing skill and other related ideas. Section four is about areas of students writing problem. To prepare these instrument ideas were taken from related literature, the research question and the objective of the study. The questionnaire prepared in such a way was filled out by students. Questionnaire was used because of the assumption that it is appropriate for the descriptive research with large sample population. The questionnaire was translated in to the student's mother tongue (Amharic and Afanoromo)and the English version was used for analysis.

#### **3.3.1.2. Test**

For the study two types of writing test were prepared to assess students writing problems. Both tests had one items dealing with words, sentences and paragraphs to be done in writing letters. The aim of the tests was, to assess students, spelling, grammar, punctuation, Idea generation and idea organization problems.

The first test was administered 15 days before the second test was given .The test was given to the sampled 12 students and the problem students have or made was used as a data for the study.

### **3.3.2 Qualitative Data Collecting Instrument**

In the study two types of qualitative data instrument were used. They were Document analysis and Interview

#### **3.3.2.1 Document analysis**

In addition to the questioner and test, document analysiswas used to support, prove or triangulate the data obtained from the other instrument. To conduct the Document Analysis, the exercises books of 12 students were taken and observed for errors of spelling,

punctuation, grammar, idea organization and generation. Then, students exercise book which were marked checked based on the checklist prepared on the problems of students were marked and the data were recorded for data analysis.

### **3.3.2.2 Interview**

The instrument for collecting qualitative data was semi structured interview. In the interview items selected to assess the problems and the purpose of the study was included. Thus, the data from respondents were recorded using audio recording. Then the data was transcribed.

Moreover, when designing these research instruments due attention was made to include similar items in each instrument. If similar items are used in each of the four instruments, the data to be collected were of same nature and this helps the data analyzing procedure also.

### **3.4. Data Collection Procedures**

To collect the data from respondents, the following procedures were undertaken. First, permission was asked from the school authorities to conduct the study. Next, both teachers and students respondents were informed about the purpose of the study and then their agreement was secured to provide data. Third, after subject's agreed to provide data, the qualitative data was collected using questionnaire and test. Next, the interview and document analysis data was collected using quantitatively. Finally, the data, that place and the venue to collect the data was arranged by discussing with the school authorities, teachers and students.

### **3.5. Data Analysis**

The procedure for data analysis followed several stages. First, the data from each instrument was checked for proper completion and collection. Then, the data from each instrument was changed in to frequency and percentage to obtain the mean score. Third, the data from each of the four instruments on similar issues or problems of the study was put in several tables for descriptive analysis. That is, by taking each problem at a time, the data from the four instruments were analyzed using frequency and percentage and the data was discussed using statements for comparison and contrast. The data collected from letter writing test and a questionnaire were analyzed qualitatively in words. For data triangulation, the data from each instrument were compared and contrasted. Then, based on the data analysis of the study, the findings were arranged at by merging, the data from all instrument. Finally based on the findings, conclusion and recommendations were drawn.

## **CHAPTER FOUR**

### **DATA ANALYSIS & PRESENTATION**

#### **4.0 Introduction**

In this chapter the data collected using different instruments are analyzed and the findings are discussed. First, the data collected using students questionnaire, teacher interview, document analysis and student test are presented. In second section discussions are given on the data analyzed to arrive at interpretation of the data to provide the finding of the study

#### **4.1 Data Analysis**

In this sub section, the data obtained from the different instruments are given in the following order. First, the data from student questionnaire is analyzed. Next, the data from teacher interview and document analysis is given. Finally, the data from students test is presented

##### **4.1.1 Analysis of Student Questionnaire Data**

The students Questionnaire had four parts consisting items to collect data on students back ground on the practice of the writing skill, on teachers support to students to learn the skill and students problems on the writing skill. In this section the data for these for sections are given.

To begin with, the data on student's background were collected using five questions. They are presented and analyzed as follows.

**Table 4.1 Items on students Background Information**

RN	Details of Items	Responses in frequency and percent									
		1	Student's sex	Male				Female			
Fr	%			Fr	%	Fr	%	Fr	%	Fr	%
27	54			23	46	50	100				
2	Grade Level	Grade 11			Grade 12			Total			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
		50	100	-	-	50	100				
3	Sections	Section A		Section B		Section C		Total			
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
		21	42	13	26	16	32	50	100		
4	Students interest to learn English	Very high		High		Low		Very low		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
		41	82	7	14	2	4	-	-	50	100
5	Students interest to learn writing skill	33	66	12	24	5	10	-	-	50	100

As given in Table 4.1 above, students were asked five questions to get idea about their background information. Thus, from the responses they gave, it was found out that 27(54%) of them were males while 23(46%) of the respondents were females. Second, it was also found out that all the respondents 100% were from Grade 11 but 21(42%) were from section A, 13 (26%) from section B and 16 (32%) were from section C. Third, students were asked two questions to show the interest they have to learn the subject English and the writing skill in English. As result, when they were asked about their interest to learn English 41(82%) and 7(14%) of them indicated that they have very high and high interest to learn English while only 2(4%) of students indicated that they have low interest to learn English. Finally, when they were asked about their interest to learn writing in English 33(66%) and 12(24%) of them showed that they have very high and high interest to learn writing in English respectively but only 5(10%) of them indicated that they have low interest

To sum up, the data from five questions on their background showed these results. First, since for the study both sexes were selected, data were collected from both sexes equally. Second, that data were collected from Grade 11 and that all section of the grade level were represented in the study. Third, it was found out that students have very high and high interests to learn the subject English and to learn the writing skill in English

**Table 4.2 Items on writing practice given**

R.N	Items on writing practice. How often do you... ?	Responses in frequency and percent									
		Always		Often		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	work on writing tasks in class	10	20	22	24	10	20	8	16	50	100
2	work on writing home work	11	22	17	34	12	24	10	20	50	100
3	work on different writing task	12	24	10	20	14	28	14	28	50	100
4	try to check on the writing tasks in groups	9	18	7	14	15	30	19	38	50	100
5	Using guide lines to learn the writing skills	8	16	10	20	20	40	12	24	50	100

In Table 4.2 above, first students were asked how often they would be given activities to work on in class. Thus, 10(20%) and 22(44%) of the students said that they are given activities always and often respectively whereas 10(20%) and 8(16%) of them said that they are given activities rarely and never respectively. Second, they were asked how often they were given activities for homework. As a result, a total of 28 (56%) of them indicated that they were given activities always and often while a total of 22 (44%) indicated that they were given activities for homework rarely and never. Third, subjects were asked how often they would be given different activities for writing practice, to this question, a total of 22 (44%) respondents claimed that, they were given different writing activities always and often, however, a total of 28 (56%) of them indicated that they were given different writing activities rarely and never. Fourth, when subjects were asked if they would check on their writing tasks in groups,9(18 %) of them showed that they would do so always and 7 (14%) of the subjects claimed that they would check in groups often. But a total of 34 (68%) of the students indicated that they would check on their work in groups rarely and never. Finally, students were asked if they would use the writing guide lines to learn the skill. Thus 8 (16 %) and 10 (20%) of them respectively showed they used guide lines always and often while 32(64 %) of the respondents said that they rarely and never used guide lines to learn the skill.

To conclude, when the data on students writing practice from table 4.2 above were analyzed, these results were found by taking the highest responses for “always” and “often” together and by taking by the responses “rarely” and “never” together.

First, the highest score for doing on writing activities in class was 32 (64 %) and for doing writing tasks as home work was 27( 54%). This confirms that the majority of the students were doing writing activities in class and at home

However, when it comes to working on different writing activities 28 (16 %) checking on writing activities in group 34 (68 %) and on using writing guide lines 32 (64%) showed that the majority of students never and rarely did these practices. the practices were not present.

Thus, the results were that students were doing writing activities in class and at home but they never did in deferent writing tasks, never checked activities in groups and never used writing guide lines.

**Table 4.3Teacher Support to Students**

R.N	Items on teacher’s support to students.	Responses in frequency and percent									
	How often do Your teacher.....?	Always		Often		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	give you writing exercise in class	10	20	22	44	11	22	7	14	50	100
2	give you correction on writing exercise	11	22	17	34	12	24	10	20	50	100
3	give you feed back to writing exercise	12	24	18	36	14	28	6	12	50	100
4	help you on problems of the writing skill	9	18	17	34	15	30	9	18	50	100
5	encourage you to learn the writing skill	9	18	13	26	17	34	11	22	50	100

As given in the Table 4.3 above, attempts were made to assess the help and support EFL teachers made to students to learn the writing skill and to obtain information, First, when students were asked how often teachers gave them writing exercise in class, 10 (20%) and 22 (44%) of them claimed respectively that they were given activities for class work always and often but 11(22%) and 7 (14%) of them showed that they were given class activities rarely and never respectively. Second, subjects were asked how often they were given correction on writing tasks. Thus a total of 28 (56%) of them said that they were given corrections always

and often were as a total of 24(48%) of them showed they were given correction rarely and never. Third, students were also asked how often they would get feedback on writing activities. So, a total of 30 (60%) of the respondents not tell that feed backs were given always and often .In spite of this, a total of 20 (40%) of them subjects indicated that feedback were given rarely and never. Forth, the respondents were asked how often teachers would help them on writing problems, 9(18%) and 17 (34%) of them agreed that they got help always and often respectively while 15 (30 %) and 9 (18 %) of them showed that they got help rarely and never respectively. Fifth, subjects were also asked how often their EFL teachers would encourage them while learning the writing skill. Thus, a total of 22 (44%) of the subjects and that they were always and often encouraged but a total of 28 (56%) of the respondents claimed that they were encouraged rarely and never.

To conclude the data analysis from the five questions showed these results when the responses for “ always “ and “often “ were taken as the presence of teachers support and when taking ‘rarely’ and ‘never’ as the a absence of teachers support

First, the data analysis on giving writing exercise in class 32(64%), giving correction 28(56%) giving feedback, 30(60%)giving help on problem and 26(52%), showed that teachers were giving support to students. But when the data for encouraging students was analyzed, it was found that teachers were not encouraging students.

**Table 4.4 Items on Students Writing Skill Problems**

R.N	Items on students writing problem	Responses in frequency and percent									
		Very high		High		Low		Very low		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Spelling	12	24	19	38	10	20	9	18	50	100
2	Punctuation	17	34	20	40	6	12	7	14	50	100
3	Grammar	13	26	20	40	10	20	7	14	50	100
4	Idea generation	14	28	21	42	9	18	6	12	50	100
5	Idea organization	18	36	22	44	6	12	4	8	50	100

As given in Table 4.4 above, students were asked to show the level of difficulty on problems they have in learning the sub-skills considered useful for writing in English such as spelling, punctuation, grammar, idea generation and organization. Thus the data obtained were presented and analyzed as follows.

First, when students were asked to show their spelling problems, 12 (24) and 19(38%) of them showed very high and high problems whereas 10(20%) and 9(18%)of them showed their problems were low and very low respectively. Second, they were asked to rate their punctuation problems, a total of 37(74%) of them indicted that their problems were very high and high and 13 (26 %) of them indicated that their punctuation problem were law and very low respectively. Third, when they were asked to show the level of their grammar problem, a total of 33(66%) of them respondents said that they have very high and high problems while a total of 17 (34%) of the subjects said they have the problems at low and very low level respectively. Fourth, considering idea organization problem a total of 35 (70%) of the subject noted that they have very high and high problems but a total of 15 (30%)said their problem was low and very low. Fifth, when it comes to idea organization problems, 40 (80%) claimed that the problems were very high and high, while a total of 10 (20%) of the subjects showed that the level of the problem was low and very low respectively.

To sum up, when the data from subjects on the five sub skills needed in learning the writing skill in English were considered, the following results showed on the five sub- skills were reviewed by taking the “very high” and “high” responses on one side and the responses for very high and high were more than those of low and very low for all sub-skills. That is the problems for idea organization were 40 (80%) for punctuation 37(74%) for idea generation 35(70%) for grammar 33(66%) and for spelling 31 (62%) from the highest to the lowest problem. This shows that since the majority of the students showed that, they have the problem at very high and high levels so, it can be possible to say that the problems widely exist among students.

#### **4.1.2. Analysis of Teacher interview Data**

The data from teacher interview was analyzed using two techniques. First, the data from the interview were sorted for analysis using tables where the responses for each practice were given using frequencies like always, some time, rarely or not at all. Second, for the data where narratives are given, the emerging items were used to provide discussions using statements.

In order to get idea on student's problems in learning the writing skill, eight questions were presented to teacher subjects using structured face - to-face interview. Then, by taking the responses teachers gave to the interview, the data obtained are presented and analyzed as follows.

**Table 4.5 Offering writing Activities**

R.No	Question Item	Responses in frequency & percent							
		Always		Sometimes		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%
1	How often do you give writing activities in class?	1	25	3	75	-	-	4	100

First, teachers were asked how often they give writing activities to students for class work. All of them indicated that they give activities for class work based on the text book. However, one teacher 1(25%) said that he gives activities frequently or always and 3(75%) said that they give writing activities in class sometimes. Thus, what was clear from the interview was that teacher were giving classroom writing activities sometimes.

**Table 4.6 Students major wring problems**

R.No	Question Item	Responses in frequency & percent							
		Grammar		Spelling		Sentence construction		Diction	
		Fr	%	Fr	%	Fr	%	Fr	%
2	What are your students major writing problems?	3	75	4	100	4	100	3	75

As given in table 4.6 above, teachers were asked to tell what their students' major writing problems. As a result, 3(75%) said that they had grammar problem. But all 4(100%) of them indicated that students have spelling and sentence construction problems respectively. Next, 3(75%) also said that students had diction problems. For instance, one teacher said that students had English background and fear of making mistake problems. Another teacher also noted that students had problems related to lack of making practice. As a result, the data from the interview showed that students had problems of grammar, spelling, constructing sentence and diction. This again confirms that students had problems of writing in general.

**Table 4.7 Teachers help to students**

R.No	Question Item	Responses in frequency & percent					
		I help		I don't help		Total	
		Fr	%	Fr	%	Fr	%
3	Do you help students when they face problems and how?	4	100	-	-	4	100

As given in table 4.7 above, teachers were asked whether or not they would help students when they face problems and how they would help them. First, all the respondents, that is, 4(100%) of them confirmed that they provided help to students when they ask them for help and when they saw them facing problem and nobody said that they did not help. Next, when they were asked how they help students, for example, one teacher pointed out that he would give tutorials. Others said that they would select activities for homework to be done and still other said that they would assign students in groups of mixed ability to help each other.

Thus, the above data confirmed that teachers were willing to help students when they face problem and that they used different techniques to help students.

**Table 4.8 On teacher feedback and Encouragement**

R.No	Question Item	Responses in frequency & percent							
		Always		Sometimes		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%
4	How often do you give feedback and correction and what techniques do you use?	3	75	1	25	-	-	4	100
5	How often do you encourage students and what methods do you use?	4	100	-	-	-	-	4	100

As can be seen in table 4.8 above, the data from the two questions, that is, on how often teachers give feedback and how often they encourage students on learning the writing skill are summarized and given as follows. First, when teachers were asked how often they would give correction and feedback all 4(100%) of them claimed that they always gave feedback and correction on students' writing activities. But when they were asked what mechanism

they used to give correction and feedback, one teacher noted that he used peers and his own feedback and correction. Another teacher said that he gave correction and feedback only on grammar, spelling, punctuation and cohesion. In spite of these, all of them indicated that they gave correction and feedback after the lesson or at the end of exercises.

Second, teachers were also asked (table 4.8, item 5) if they encouraged students so that they would be motivated to work on activities. As a result, all of them 4(100%) agreed that they always encouraged their students while they were doing on writing activities. They also asked what methods they would use to encourage students, they indicated that they would use verbal remarks, such as, praising words.

Hence, from the two questions asked about feedback and encouragement, it was possible to learn that teachers were always giving correction and feedbacks. It was also possible to learn that teachers were encouraging students always when writing activities were given. However, it was possible to see that teachers were using different techniques to give correction and feedback and encouragement to students.

**Table 4.9 On using students textbook**

R.No	Question Item	Responses in frequency & percent					
		Yes I do		No, I don't		Total	
		Fr	%	Fr	%	Fr	%
6	Do you follow the student textbook to give writing activities, why/ why not?	1	25	3	75	4	100

As can be seen in Table 4.9 above, teachers were asked if they would follow the students' text-books or not to give writing activities. Thus, the majority 3(75%) of them showed that they did not follow students' textbook to give writing activities but, 1(25%) said he would strictly follow the textbook. To those who didn't follow the text, they were asked to give their reasons.

Accordingly, they indicated that the writing tasks in the textbook were not familiar to students and to their language knowledge level. So, they noted that they would skip most of these activities. But one teacher said that he would completely follow the textbook to give exercise. Thus, from the responses given, it was possible to conclude that teachers were not

following the textbook to give writing tasks and they would either use some and brings exercise from other texts.

### **Question item 7**

What do you think the reasons behind your students writing problems?

As can be seen in Que.7 teachers were asked to suggest their possible reasons to students writing problems. As a result, the responses teachers gave can be grouped into two as given here under.

The first group was related to teachers. That is, as teachers had lack of training, subject matter knowledge and lack of interest to the profession, they did not give much attention to students learning. This could have impact on students paying attention to the skill.

The second one was related to students themselves such as, lack of practice, lack of English knowledge, idea generation, word problems and others. Thus, the data from the seventh question revealed that both teachers and students were the sources of the problems one way or the other. Eighth, teachers were also asked to suggest possible solutions to avoid or to minimize the problem. Thus, all of them were indicated that teacher have to expose students to practical work, encourage students, give class and homework, give correction and feedback . Some also indicated that teachers have to help students till students are free from the problem.

In sum , all teacher respondents showed interest to help students to improve their writing skill, the students have problems in learning the writing skill and the problems ever of different types . They also claimed that , because students back ground knowledge is poor that they skipped writing tasks from the text book, although they free queenly give either class or home take assignment..

The respondents also indicated that the reasons for students writing problems are both teachers and students. Finally, they also suggested ways such as giving more practice, support feedback and encouragement to students.

### 4.1.3. Document Analysis

For document analysis, the exercise books of 12 students, who were randomly selected from three sections, were taken. The exercise books of these 12 students were then reviewed for the sub-skills of writing, such as, spelling, punctuation, grammar, idea generation and idea organization errors from one chapter. Next, the problems were rated very high for 8-10 errors, high 5-7 errors, little 3-4 errors and very little 0-2 errors. Finally, the amount of errors on each skill is given in the frequency and present in table 4-10 below for analysis.

**Table 4.10 Items on Areas of Student Writing Problem**

No	Details of students writing problems	Problems in frequency and percent									
		Very high		High		Little		Very little		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	Spelling	5	42	3	25	2	17	2	17	12	100
2	Punctuation	3	25	1	8	5	42	3	25	12	100
3	Grammar	6	50	3	25	2	17	4	8	12	100
4	Idea generation	4	33	4	33	4	33	-	-	12	100
5	Idea organization	3	25	4	33	2	17	3	25	12	100

As it has been showed in Table 4.10 above, attempts were made to review students writing problems by taking five-sub skills needed for the skill. Accordingly, first, when students spelling problems were checked a total of 8(67%) of the subjects had the problem on a very high and high level while 4(34%) of them showed the problem on little and very little level. Second, the exercise book review of students' on punctuation problem levels that a total 4(37%) of the subjects exhibited the problem on high level where as a total of 8(67%) of them exhibited the problem on small level. Third, coming to grammar problem, a total of 9(75%) of the students showed the problem on high level while 3(25%) of them had the problem on small level. Fourth, with respect to students idea generation problem 8(67%) of the students showed the problem on a small or little scale. Finally, coming to idea organization skill, the data showed that 7(58%) of the subject had the problem while 5(42%) of them had the problem on a little level.

To conclude, the areas of students writing problem from document analysis shows these results. According to the assessment made the highest area of students' writing and idea generation problems 8(67%) for each. The third problem area was idea organization showed by 7(58%). However, when it comes to students punctuation skill, the data shows that only a small minority of the subjects 4(33%) of them had the problem but not the majority. This confirms the students didn't have the problem area in large scale.

#### 4.1.4 Analysis of Writing Test Data

As it has been given in Table 4.11 below, the two time writing tests of ten students, who were randomly selected from three sections of grade11, were corrected out of 100% for various activities needed in writing. The writing activities were marked for spelling and punctuation out of 30% for each, for grammar out of 20 and for idea organization and idea generation 10% for each, by taking the results of the two tests.

Next, as per the rating scale out lined by the ministry of Education (MoE), the total scores students got for the five sub-skills of writing were added to obtain a sum of 100%. Then, those scores which were 50% and above were rated as pass while those scores which were below 50% were rated as "fail". Table 4.11 below shows students' scores for the two tests for the five sub-skills of writing.

**Table 4.11 Students writing test scores**

Students	Over all Test Results of Students on Writing																	
	Spelling 30%			Punctuation 30%			Grammar 20%			Ide. ge 10%			Idea or. 10%			Total 100%		
	CR	W	T	CR	W	T	CR	W	T	CR	W	T	CR	W	T	CR	W	T
Ss 1	16	14	30	15	15	30	11	9	20	6	4	10	5	5	10	53	47	100
Ss 2	13	17	30	13	17	30	8	12	20	3	7	10	6	4	10	43	57	100
Ss 3	16	14	30	18	12	30	11	9	20	4	6	10	8	2	10	57	43	100
Ss 4	12	18	30	16	14	30	7	13	20	6	4	10	7	3	10	48	52	100
Ss 5	13	17	30	17	13	30	8	12	20	3	7	10	4	6	10	45	55	100
Ss 6	12	18	30	13	17	30	7	13	20	6	4	10	3	7	10	41	59	100
Ss 7	13	17	30	14	16	30	8	12	20	3	7	10	2	8	10	40	60	100
Ss 8	15	15	30	12	18	30	10	10	20	3	7	10	3	7	10	43	57	100
Ss 9	17	13	30	16	14	30	12	8	20	4	6	10	5	5	10	54	46	100
Ss 10	12	18	30	13	17	30	7	13	20	3	7	10	6	4	10	41	59	100

To analyze students test result, the data for each test (spelling, punctuation, grammar, idea generation and idea organization) were taken and were put in a separate table. Then, in each table, the scores for each test were put for correct and wrong answers including the sum of the two scores (correct plus wrong) to show whether the students scored below or above the pass mark of 50% .Moreover, the correct and wrong answers of students were also given out of 100% to show their final achievements of the two tests. So, in the following sections the analysis of the scores of students test results for each test including the sum of all test are given.

**Table 4.12 Spelling test result**

R.No	Test participants	Range of score in frequency & percent							
		0-14		15		16-30		Total	
		Fr	%	Fr	%	Fr	%	Fr	%
1	Students	6	60	1	10	3	30	10	100

As given in Table 4.12 above, the spelling test of two times were added by taking the correct and wrong answers out of 30% there by these whether their scores were above or below the pass mark of 15% first, when students' scores for correct answers was reviewed 4(40%) of them got above 15% while 6 (60%) of then scored below 15%. This shows that of the total 10 (100%) students who took the test only 4 (40%) of them got correct answers 15(50%) and above while 6(60%) got correct answers below 15 (50%) Hence, it is possible to conclude that less than half 4 (40%) of the students passed the test whereas more than half 6 (60%) of them were unable to pass.

**Table 4.13 Punctuation test results**

R.No	Test participant	Range of score in frequency & percent							
		0-14		15		16-30		Total	
		Fr	%	Fr	%	Fr	%	Fr	%
2	Students	5	50	1	10	4	40	10	100

Table 4.13 above shows students' punctuation test result of two times marked out of 30% and their scores were given for equal to, below or above 15 (50%). Thus, first when the results of students for correct answers which are below the pass mark of 15 (50%) was considered, half of them, that is, 5 (50%) got below the pass mark. However, half of the students test is 5

(50%) of them scored 15 (50%) and above. This implies that 5(50%) of them passed the test while the same amount of 5 (50%) were unable to get pass marks.

**Table 4.14 Grammar test results**

R.No	Test participant	Range of score in frequency & percent							
		0-9		10		11-2		Total	
		Fr	%	Fr	%	Fr	%	Fr	%
3	Students	6	60	1	10	3	30	10	100

As it is given in table 4.14 students two times tests were corrected out of 20% where their test results were reviewed for pass and fail by taking the scores above and below the midpoint of 10 (50%) out of the total of 20 (100%). Thus, first, when subjects correct grammar was reviewed, 4 (40%) of the total scored equal to and above 50% while 6 (60%) of the test takers scored below 50%. From these results, it was possible to observe that 4 (40%) of the students passed the test whereas the majority 6 (60%) of them couldn't pass

**Table 4.15 Idea generation test results**

R.No	Test participant	Range of score in frequency & percent							
		0-4		5		6-10		Total	
		Fr	%	Fr	%	Fr	%	Fr	%
4	Students	7	70	-	-	3	30	10	100

Table 4.15 above shows the two time score of students on idea generation in a writing test and which were marked out of 10%. First, when their total test scores were reviewed for pass and fail by taking the average scores of 5(50%) and above, it was only 3(30%) of the total who were able to make it. But since the majority of test takers, 7(70%) of the total scored less than the pass mark, they were unable to pass. Hence, from the total results it can be concluded that only third of the subjects did correctly on the test whereas twice the amount of those who did in correctly in the test were unable to do so.

**Table 4.16 Idea organization test result**

R.No	Test participants	Range of score in frequency & percent							
		0-4		5		6-10		Total	
		Fr	%	Fr	%	Fr	%	Fr	%
5	Students	4	40	2	20	4	40	10	100

As can be seen in Table 4.16 above, students were assessed for idea organization using two tests. And the two time assessment results were added to obtain 10% mark out of the total two tests. In this way, as per the attempt made to see whether students got a pass mark or not, it was found out that 4(40%) of the respondents scored less than the pass mark of (50%). While 2(20%) of them scored 50% and the other 4(40%) scored little above the pass mark.

Thus, when the pass mark for the test 50% was considered, it was possible to find that since those 2(20%) and 4(40%) of the students had scored equal to and above the 50% and this makes the total 6(60%) of the test takers to pass while 4(40%) of the rest not to pass in the test.

**Table 4.17 Summary of overall writing test result**

Over all writing test results of students	Total test results 100%							
	0-49		50		51-100		Total	
	Fr	%	Fr	%	Fr	%	Fr	%
Correct Answers	7	70	-	-	3	30	10	100
Wrong answers	3	30	-	-	7	70	10	100

In table 4.17 above efforts are made to review students' over all writing skills on spelling, punctuation, grammar, idea generation and idea organization by bringing the scores they got together from the all tables (Table 4.13-4.17). This was made to see whether students were able to pass or fail in the test from the total of 100% which was set as a standard regulation for pass and fail in a test or an exam by MoE. In so doing, students test scores were rated as pass for obtaining marks of 50% and above while as "fail" for obtaining marks less than 50%.

To this end, as given in table 4.17 above 3(30%) of the students were able to score a total of 50% and above on the five text types. However 7(70-%) of the test takers scored below 50%

that is as 7(70%) of the students scored between 40-48% out of the total of 100%. So they were unable to achieve pass marks in the tests.

In spite of this as 3(30%) students scored marks between 53% and 57% they were able to get pass marks. However, since the students who were able to get pass marks from the total of 100%, were within the ranges of 53.5% it could not be taken as a good or remarkable performance in the test.

In general, when the students test results on the five sub-skill of writing are since, the following results were obtained. First, when it comes to the test types where at least half the samples were able to scores pass marks; we get the punctuation and idea organization test. This was because 5(50%) of the testes were scored more than half the total test mark on each. That is, half the samples got above 15% out of the total of 30% in the idea organization test out of the total of 10%.

Second, when it comes to the spelling grammar and idea generation tests more than half the test takers scored below the pass mark set. That is, since 6(60%) of the samples each got below the pass mark of 50% on spelling and grammar test and 7(70%) of the test takers scored below the pass mark of 50%, it was possible to perceive that students were weaker in these three tests than the other two tests

In general, although more students had scored more than 50%in the two tests (punctuation and idea organization), it was possible to found out that the students were efficient in these skill. But since more students had scored below 50% in the three testes (grammar, spelling and idea generation), it could be ruled out that the majority were weaker or were unable to pass.

Finally, as the majority of the student failed in three of the five sub skill tests it was possible to conclude that they were not efficient in the skill. Moreover, even as the scores they got in the tests those passed were between 52%and 58%, it could not be taken as a good result since no one has got above 60% in the tests.

## **4.2 Discussion of Findings**

As revealed in various parts of this thesis, the aim of the study was to assess the problems students have in learning the writing skills in EFL classes. Thus, data were collected using students questionnaire, teacher's interview, and document analysis and student test. In section 4.1 of the study is the data obtained using each instrument was presented and analyzed. In this section the data from the four instruments which were analyzed are brought together for discussion and interpretation to provide the findings on the major variables of the study

As a result, the findings of the data analysis are given on the following three major points of the objectives, the research question and on problems of the research.

### **4.2.1. Students effort to learn the writing skill**

According to the findings of the data analysis made on the different instruments, it was found out that students have high interest to learn English and to learn the writing skill. It was also found out that students were making efforts to learn the writing skill in class and at home. This result was also supported by teachers' interview data in that they were giving them writing exercises for both class and home works.

However, the finding showed that students were not making practices on different kinds of the writing skill, they were not checking on their works and they were not using guidelines to learn the writing skill. Despite this, they were obtaining support and help and they were also getting encouragement and feedback from teachers. In general, although students have the interest, and make effort to learn the writing skill, they were unable to do extensively on the writing task

. This could have resulted in their failure to learn the skill.

### **4.2.2. Teachers practice in teaching the writing skill**

According to the data analysis for teachers practice to teach the writing skill, the data analysis showed that teachers were doing things properly to make their students efficient in the writing skill. The data from the student questionnaire and the interview showed that teachers were always giving writing practices for class and home works, they were giving feedback and correction on exercises, were also helping and encouraging students to become effective in the writing skill. The finding also showed that although teachers were not using the writing exercises from the text, they might have used exercises from other sources. Finally, all these

efforts of teachers were positive and were useful when it comes to help students become successful.

#### **4.2.3 Students problems of the writing skill**

According to the data analysis on students writing problems, the finding from the four instruments data showed that students were having problems related to the EFL writing skill. Thus, first, the finding from student's questionnaire showed that students had idea organization, punctuation, idea generation, grammar and spelling problems from the highest to the least in the order given respectively.

Second, the data analysis for teacher's interview showed that students had grammar, spelling and sentence construction problems.

Third, the data analysis for document analysis showed that students had problems of grammar, spelling, idea generation, idea organization and punctuation from the highest to the least in the order given respectively.

Fourth, the data from the test scores showed that students failed in the grammar, spelling and idea generation. As a result, when the findings from all instruments for students writing problems were put together, the problems students had been were:-

- Grammar
- Spelling
- Idea generation.

These problems were supported by the findings of the data analysis from the questionnaire, the interview, the document analysis and the test results.

In general, these problems were the results of the overall data analysis students also had problems related to punctuation and idea organization to some extents. The possible causes of the problems were students' English background knowledge, lack of practice and teacher's lack of training and lack of interest to teach the skill.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATION**

This part of the research presents summary, conclusion and recommendation drawn. In so doing first, it presents the summary of the research procedures. The second section presents the conclusion of the study. The third section presents recommendation based on the findings.

#### **5.1 Summary**

The research was intended to assess the English writing problems of grade 11 students at Dhera Preparatory School in 2016 academic year. More specifically, the research investigated the English writing problems and the problems that affected the development of the English writing skill of the students.

To investigate the problems effectively, the researcher raised the following leading research questions. These were:

- What are the major problems which students face when they write in English?
- What are the main reasons behind the writing problems of students in EFL classes?
- What are the impacts these problems have on students writing skill?

Having these research questions in mind, the researcher designed the research methodologies. Accordingly, from the total of 167 grades 11 students who participated in the research, 50 students (30% of the total population) were selected for a questionnaire and 12 students (24%) for a letter writing test. Teachers' interview also held between four EFL teachers. Document Analysis was made by 12 students to involve in the provision of the necessary data. Finally, the data collected through the four data gathering tools (a questionnaire, Writing test, teacher's interview and Document Analysis) were analyzed and interpreted both quantitatively and qualitatively.

#### **5.2 Conclusions**

This research has looked at the writing problems; the reasons behind the problems, and the possible remedial solutions to be taken in action of EFL students. Based on the findings of the research the following conclusions were drawn.

The findings of the research proved that the grade 11 students at Dhera Preparatory School in 2015/16 academic year had no good English writing skill that could match with their grade level.

A. The major writing problems identified were:

- Problems of grammar
- Problems of spelling
- Problems of idea generation
- Problem of idea organization
- Problem of punctuation

The other writing problem found out were:

- Problem of relating the style of writing to the demands of a particular writing, and
- Problem of developing ease and comfort in expressing what and how to write.

B. The result of the research identified that the English writing skill of the students were affected by the following major reason.

- Lack of sufficient writing practice. The findings proved that the students did not have sufficient writing practices in the English language .
- Limitations of the English language teachers to cover every sections of the text books or giving less place and emphasis for the writing sections. This was attributed partly with the backwash effect of national exams (pressure from school principals and parents for the students' result) and partly with inadequacy of the allotted time to cover all the contents of the text books. This made the teachers not to give equal attention (emphasis) as the other sections (lessons) of the text books.
- Absence of proper follow up and commenting the writing tasks. The findings indicated that the writing problems of the students were partly the result of absence of proper follow up, feedbacks and corrections to the writing works of the students by their English language teachers.
- Lack of participation of the students in regular writing activities. The findings of the research showed that the development of the students' English writing skill was partly affected by the limitation of participation of most students in group as well as in individual writing activities (tasks).

### **5.3 Recommendations**

Although it is difficult to draw general recommendations based on the findings of this study that investigated a small group of participants, the results offer significant insights in relation to:

1. It was identified that some of writing problems of students were related with the absence of follow up and comments by their English language teachers. Thus, to overcome or alleviate the problems in line with this, their preparatory English language teachers have to set remedial (tutorial) programs as much as possible. Furthermore, the teachers have to encourage and closely follow the students to attend and do each and every writing task in their current grade levels.
2. The other hindering factor which affected the English writing skill of the students was attributed with the students themselves. Unless they practice and do writing tasks most of the time, the skill could not be developed and this could have long lasting impact in the students' university education as well as in their future career. Therefore, teachers have to clearly show the roll of writing has in the university education and also help their students develop self confidence in writing skill by making them do each writing activities by themselves and give continuous follow ups and feedbacks.
3. Though the text books in grade 11 has given good coverage for writing sections, the subject teachers had not given equal attention as they did for the other sections. Thus, the teachers of the English language need to cover all the writing sections by teaching even out of the regular time. They have also been committed and needs to be enthusiastic to make students do writing exercises and comment and make valuable feedback for each and every writing task of the learners.
4. The other affecting factor of the writing skill of the students was the wash back effect of examinations. Both the teachers and the students have to understand that writing skill has more than academic values. Thus, the department heads and school principals need to discuss about the issue with the language teachers to give due attention in the preparation of questions of tests to include writing questions and hence give emphasis to the teaching of writing.

5. As the students showed shortage of make-up and tutorial classes, Principals of the Woreda education bureau and the directors need to do their best for supportive programs. There should also be open and continuous discussions with the English language teachers to overcome at least the problem of spelling of common words and sentences.

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## **APPENDIX-A**

### **Students Questionnaire**

Dear students:-

This questionnaire is prepared for an educational study. Its main aim is together relevant information on the problems students have in learning the writing skill in English at Dhera preparatory school of grade 11 students. Its aim is also to suggest possible solutions to minimize the problems students face in learning the writing skill in English. Thus, the information you provide to the questionnaire has very much importance to the study. The questionnaire has four parts and twenty questions on 2 pages. So, you are kindly asked to provide your answers by reading each question carefully and make the appropriate marks to give your answers. That is you can give answers by making “√” or “x” marks under the number of your choice in each box.

Since the information you give to this study is for educational purpose, it will be used only for the study and your information will also be kept confidential. More over to the cooperation you will make to the study will be acknowledged in the final thesis.

**Thank you in advance**

## **PART ONE-RESPONDENTS BACK GROUND INFORMATION**

1. Respondents Sex \_\_\_\_\_  
A. Male  B. Female
2. Respondents Grade level \_\_\_\_\_  
A. Grade 11  B. Grade 12
3. Respondents section \_\_\_\_\_
4. Students interest to learn English \_\_\_\_\_  
A. Very high  B. High  C. Low  D. very low
5. Students interest to learn writing in English \_\_\_\_\_  
A. very high  B. High  C. Low  D. Very low

## **PART TWO- ITEMS ON STUDENTS' LEARNING WRITING**

1. How often do you work on writing activities in class?  
A. Always  B. often  C. rarely  D. Never
2. How often do you work on writing activities as homework?  
A. Always  B. often  C. rarely  D. never
3. How often do you work on different writing activities in class?  
A. Always  B. often  C. rarely  D. never
4. How often do you try to check on writing activities in groups?  
A. always  B. often  C. rarely  D. never
5. How often do you use guide lines to improve your writing skill in English?  
A. always  B. often  C. rarely  D. never

## **PART THREE:- TEACHERS SUPPORT TO STUDENTS IN THE TEACHING AND LEARNING OF WRITING**

1. How often does your teacher give writing exercise in class?  
A. Always  B. often  C. rarely  D. Never
2. How often does your teacher give correction to writing activities?  
A. Always  B. often  C. rarely  D. Never
3. How often does your teacher give feed back to your writing activities?  
A. Always  B. often  C. rarely  D. Never

4. How often does your teacher help you when you face problem in learning the writing skill?  
 A. Always  B. often  C. rarely  D. Never
5. How often does your teacher encourage you to improve your writing skill?  
 A. Always  B. often  C. rarely  D. Never

**PART FOUR:- AREAS OF STUDENTS WRING SKILL PROBLEM**

**Please indicate the problems you have for each of these writing sub-skills.**

R.No	Writing sub.-skills	Rate/ amount of problems			
		Very high	High	Low	Very low
1	Spelling				
2	Punctuation				
3	Grammar				
4	Idea generation				
5	Idea organization				

## APPENDIX B

### Teacher Interview Agreement Form

Dear Teachers

I would like to inform you that I am conducting an educational research on problems students face in learning the writing skill in EFL classroom at Dera preparatory school at Grade 11.

Thus , I have selected you as a respondent to provide information for a face – to – face interview , and you have agreed to give me responses to the interview and to be recorded .

I want to assure you that your responses will be used only for educational purpose and your information will be kept confidential. I want also to assure you that you can stop giving information any time you wanted to do so.

Thank you so much

Interviewer sign \_\_\_\_\_ Interviewee sign \_\_\_\_\_

Date \_\_\_\_\_ Date \_\_\_\_\_

## **APPENDIX C**

### **TEACHRS INTERVIEW GUIDE**

- 1 How often do you give writing activities in class?
- 2 Can you please tell me the major's problems your students have in learning the writing skill?
- 3 Tell me how you will help students when they face problems in learning the writing skill?
- 4 Please tell me how often you will give correction feedback and the techniques you use?
- 5 How often do you encourage students and what techniques do you use?
- 6 Do you follow the student's text book to give writing activities why and why not?
- 7 What do you think are the reasons behind your students writing problems?
- 8 Do you have any questions or suggestion to make?

## APPENDIX D

### TEACHER INTERVIEW RESPONSES

The following are Teachers interview responses based on the questions which are asked by the researcher .Four teachers were selected purposively for the interview and their responses was presented as follows

#### TEACHER ONE

1. I teach writing activities practically according to the order they are given in the textbook.
2. The following problems occur in English language classroom while students practice writing.
  - they do not have enough background knowledge about writing
  - they can't use the seven steps of writing like brainstorming ideas , selecting points, Making a plan, writing , checking & editing , asking some are else to read if , writing an eat, final version
  - They are poor at choosing words (diction) That means they do not know whether right wordsare chosen or not. In other words their piece of writing is full of spelling and grammar mistakes
    - They do not practice writing of home.
    - They a afraid of making a mistake
    - Large class size
    - Willing to learn writing theoretically.
3. I help my students by
  - Selecting writing activities that relate to their life.
  - Making them learn the skill practically rather than theoretically
  - Dividing them into three based on their performance.
  - Teaching writing by integrating with other language skills.
4. Yes, I give feedback for my students in English writing activities. First I teach them how to write. After that I make them write by giving a suitable topic. When they finish writing I make them interchange their exercise book so that the students correct each other . Just after the peer correction is over, I try to see their work and give comment. But the problem here is that you cannot give feedback to all students' activities in one period since the number of students in a class is large
5. Usually encourage my students 'writing activity. When they do not participate actively in writing activities I try to study reason being this. For example, if they are not familiar with the topic, I select the topic which they are familiar with. Also, before making them write, I try to give the model on which they depend and compose their work. Furthermore, I encourage

my students to practice writing outside school. We do not write only for academic purpose but also for other purposes like writing for academic purpose but also for other purposes like writing for entertainment which consists of writing stories poems & etc. .In addition I encourage my students' writing activities by integrating writing with other skill like reading. This is done by making students first read and then write. For example, before making students write job application letter, you should make students reader attest about job application letter.

Last but not least, you can encourage your students' writing activities by praising students work . For example when a student writes sister and presents to the class, you should give morale to that student.

6. I don't follow all the tasks of writing activities in the students textbook. There are some tasks of writing activities that students are not familiar with. This means, some topics in the textbook do not related to students' real life situation. Instead of these topics try to look for topics related to students 'real life situation. Instead of these topics try to look for topics related to students' real life situation since students write a lot when the given task is familiar with them.

7. The main reasons behind students writing skill problems are listed below. These are:-

- Most students like learning just theoretically
- Most students join grade 11 without having enough practice in their writing skill.
- Teachers do not have enough time to give feedback on students 'writing activities since there are so many students in one class.
- Teachers themselves don't have enough skill to teach the skill.
- Students do not practice writing outside the school
- Integrating writing without her skills is not known inthe school.
- When writing assignment is given, students just copy from each other andsubmit to the teacher.

The teacher doesn't make them present what the student have composed.

8 To minimize the students 'problem in writing skill in English classroom the following actions should be taken. These are

- Teachers should make students write practically.
- Teachers ought to assess students' writing skill by making them write in a class rather than giving as assignment .
- Teachers should up- grade them selves
- Students should practice writing outside the school

- Teachers should make sure that students write by following the seven steps of writing.
- Teacher, should teach writing by integrating with other skills like reading.
- The number of students in one class should be reduced.
- Activities should relate to students real life situation
- To enhance their writing skill students should use modern technology.

## **TEACHER TWO**

1. How often do you teach the writing skill activity practically? Depending on the content of the test book and the unit

I frequently teach writing skill activities

2. What are the major problems your students have in writing English?  
English is a foreign language in Ethiopia. As a result of this our students have many problems in writing English for example ,
  - Capitalization
  - punctuation
  - Grammar
  - Paragraphing
  - Marginalizing
  - Sentence construction
  - Spelling
  - Lack of flow of idea, etc.
3. How do you help your students' writing problems in EFL class rooms?  
To solve my students' writing problems , I give them different writing activity exercises different writing activity exercises .
  - individual work
  - pair or group work
 The activities may in clue:
  - Note taking
  - Summarizing
  - Paragraph writing
  - With writing etc.
  - Writing spelling games etc.
4. Do you give feedbacks in writing eng.
  - of course yes , because is one of the best ways in learning and teaching process .
  - Through feedback students learn more and correct their problems such as:
    - Grammar
    - Spelling
    - Punctuations
    - Coherence
    - Tenses etc.

5. How often do you encourage your students writing activities ?  
 -I always encourage my students in writing in every period I teach English.  
 Writing is frequently when active during eng. Period .For example, at least they write
  - A topic of the lesson
  - Class work
  - Home work
  - Short note
  - Summary, etc. therefore they are frequently encouraged in such exercises
6. Do you follow all the tasks of writing activities in the text?  
 Actually no because I sometimes pass certain topics when I think that the topic seems difficult and when I have no enough time
7. What are the main reasons behind the students writing problems  
 I think the students have many problems in writing for example
  - Lack of flow of idea
  - Lack of coherence or constructing their ideas
  - Lack of grammar knowledge
  - Spelling problems
  - Lack of interest
  - Hopelessness , etc.
8. What are the possible solutions needed to minimize students, writing problems?  
  - The possible solutions to improve the students writing are.
  - To expose the learners to different writing activities
  - Simple exercises should be given socio, culture , life status , back ground knowledge and others should be considered in writing activities
  - In general to get enough time for four language skills the volume and content of the text books should be highly minimized

### **TEACHER THREE**

1. Not more , which means sometimes I try to give to my students as practice to develop their skills of writing and keep or understand the regulation as well. In addition their text book also includes at end of every topic , therefore, every student should take as a sub lesson of his / her text, then whether he needs or not should try to make writing practice twice or three times in individual topic lessons.
2. There are different problems found in students as I have seen as a teacher of them .  
 Some of the problems are as follow
  - Lack of correct spellings.
  - Shortage of good arrangements of sentences
  - Disagreement of subject with the verbs that used .
  - Less know how of tenses with their constructions of sentences , etc.....  
 and other problems also exist.
3. By giving some tutor classes fill they get the correct regulations of writing , and till they improve or become good writers till end the year or academic semester .

4. By giving different files or topics that help them to develop their skill of writing as class activities or as home works because when they repeat so many times they show progress.
5. Through my teaching process I encourage my class students to become skill full in every directions of learning activities to be winners and successful.
6. Yes of course , not only for writing , but also for all skills of language of English because English is necessary or base for all subjects .
7. Some main reasons that make them weak
  - -Lack of interest of learning in their time.
  - Less understanding of vocabularies meanings.
  - -They don't obey/ haven't / Acceptance to the learning and teaching process.
  - -they don't know how to use reference books.
8. Every teacher should able to help his / her class students till they become knowledgeable or improve his / her mistakes of understanding in his rest time

#### **TEACHER FOUR**

1. I teach writing skills according to grade 11 English language student's text book. In other words , I teach based on the curriculum designed for the given grade . And I usually teach the skill in each units.
2. The major problems of the students on writing in English is primarily grammar. Regarding this students are unable to use the correct form of grammar that is needed for their writing purpose , types of writing , objective of their writing and so on.  
The other problem is that shortage of words . Students have lack of words . so they are unable to express what they want to describe or write. Furthermore, spelling error is also the major problem of the students
  - Keeping coherence & cohesion of ideas in writing is one of the problems that is seen in students writing skills in English
3. I try to help students in all aspects such as, in how to use grammar , spelling organizing the text.
4. Yes , I give feedback to students after writing skill activities on usage of grammar , coherence & cohesion of ideas spelling , purpose of writing and the lives .
5. I encourage my students whenever there is writing skills activities and when they learn listen skill . I ordered them to write what they listen or what they feel about what they listen.
6. of course not because the volume of the student's textbook and the number of students within a class block m.c dot to apply all the tasks of writing skills which all found in the text book.
7. The main reasons behind the students writing skill problems can be:-
8. Students background knowledge. That means since writing skill is one of productive language skills , it is very difficult for students
9. The curriculum itself mostly to courses on communicative and it discourages them not to do more on writing

10. Each students can 't get the change of getting feedback personally from the teacher in a class.
11. Absence of exposition for the target language and the likes are the reasons that can hinder students writing skills.
12. The possible solutions that can minimize the existing problems of students' writing skill will
13. be : more encouragement and support should be given to students
  - Sustainable writing activities should be given
  - writing skills activities should be integrated with other language skills
  - individual work should take more consideration than group works
  - Teacher ( English language ) should give more concentration on the skill.

## APPENDIX E

### DOCUMENT ANALYSIS FORMAT

- School \_\_\_\_\_ Academic year \_\_\_\_\_
- Semester \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_ Section \_\_\_\_\_
- students name \_\_\_\_\_
- Document analyzer \_\_\_\_\_
- chapter of the lesson \_\_\_\_\_
- Types of exercises analyzed 1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_

Rating scales used to analyze students writing problems in each exercise

- A. very high 8-10                      C. Little 3-4  
B. High 5-7                                D. Very little 0-2

R.No	Areas of students writing problems	Amount of problem			
		Very high	High	Low	Very low
1	Spelling				
2	Punctuation				
3	Grammar				
4	Idea generation				
5	Idea organization				



# APPENDIX G

## Student's questionnaire Amharic version

### የተማሪዎች መጠይቅ

ውድተማሪዎች:-

የዚህ መጠይቅ አብይ ተግባር በእንግሊዘኛ ትምህርት ላይ ጥናትና ምርምር ለማካሄድ ሲሆን ተማሪዎች እንግሊዘኛ ትምህርት የመጻፍ ክህሎት ላይ ያላቸውን ችግሮች ነቅሶ በማውጣትና አግባብነት ያላቸውን መረጃዎች ከመሰብሰብ ውጪ ሌላ ምንም ዓላማ የለውም።

ይህ ጥናት የሚያተኩረው በዴራ ከፍተኛ ትምህርት መስናዶት/ቤት የ11ኛ ክፍል እንግሊዘኛ ትምህርት ላይሆኖ ተማሪዎች እንግሊዘኛን ሲማሩ የመጻፍ ክህሎት ችግሮቻቸው ምን ስንደሆነ በመለየት ለችግሮቻቸው የመፍትሔ ሀሳብ በማስቀመጥ የተማሪዎችን መጻፍ ክህሎት ችግር ለመቀነስ ነው።

ስለዚህ እናንተ በቅንነትና በራስ መተማመን ለዚህ መጠይቅ የምትሰጡት መልስ/መረጃ ለጥናቱ እጅግ ጠቃሚ ነው።

መጠይቁ አራት የተለያዩ ክፍሎች ያሉት ሲሆን እያንዳንዱ ክፍል የየራሱ መመሪያ አለው። ስለዚህ በየክፍሉ ያሉን መመሪያዎችና ጥያቄዎች በጥንቃቄ በማንበብ ተሰጠው ተራ ቁጥር አንፃር (✓) ምልክት በመጠቀም አግባብነት ያለው መልስ (መረጃ) እንድትሰጡ በትኩረት እየጠየቅሁ ስለትብብራችሁ በቅድሚያ አመሰግናለሁ።

**መመሪያ አንድ:** የመላሽ የህይወት ልምድ

- 1. ጾታ:-                      ሀ. ወንድ                       ለ. ሴት
- 2. የትምህርት ደረጃ:- ሀ. 11ኛ ክፍል                       ለ. 12ኛ ክፍል
- 3. የመማሪያ ክፍል: \_\_\_\_\_
- 4. እንግሊዘኛ ትምህርት ያለህ (ሽ) ፍላጎት:
  - ሀ. በጣም ከፍተኛ                       ሐ. ዝቅተኛ
  - ለ. ከፍተኛ                       መ. በጣም ዝቅተኛ
- 5. በእንግሊዘኛ መጻፍ መማር ያለህ (ሽ) ፍላጎት:-
  - ሀ. በጣም ከፍተኛ                       ሐ. ዝቅተኛ
  - ለ. ከፍተኛ                       መ. በጣም ዝቅተኛ

**ክፍል ሁለት:** የተማሪዎች ጽሑፍ የመማሪያ ጊዜ

- 1. በክፍል ውስጥ ምን ያህል ጊዜ የጽሑፍ ስራ ትማራላችሁ?
  - ሀ. ሁል ጊዜ       ለ. ብዙ ጊዜ       ሐ. አልፎ አልፎ  መ. ፈፅሞ
- 2. ምን ያህል ጊዜ የጽሑፍ ሥራ የቤት ሥራ ትሠራላችሁ?
  - ሀ. ሁል ጊዜ       ለ. ብዙ ጊዜ       ሐ. አልፎ አልፎ  መ. ፈፅሞ
- 3. የተለያዩ የጽሑፍ ሥራዎችን ምን ያህል ጊዜ ትሰራላችሁ?
  - ሀ. ሁል ጊዜ       ለ. ብዙ ጊዜ       ሐ. አልፎ አልፎ  መ. ፈፅሞ

4. በቡድን በመሆን የጽሑፍ ሥራ ምን ያህል ጊዜ ታርግላችሁ?  
 ሀ. ሁል ጊዜ  ለ. ብዙ ጊዜ  ሐ. አልፎ አልፎ  መ. ፈፅሞ
5. የመጻፍ ክህሎትን (ሽ) ለማዳበር ተጨማሪ መረጃ መጻፍትን ምን ያህል ጊዜ ተጠቅሞ ላችሁ?  
 ሀ. ሁል ጊዜ  ለ. ብዙ ጊዜ  ሐ. አልፎ አልፎ  መ. ፈፅሞ

**ክፍል ሦስት:- የተማሪዎች የመጻፍ ክህሎት ለማዳበር የመምህራን እገዛ**

1. መምህራችሁ ምን ያህል ጊዜ የክፍል የጽሑፍ መልመጃ ይሰጧችኋል?  
 ሀ. ሁል ጊዜ  ለ. ብዙ ጊዜ  ሐ. አልፎ አልፎ  መ. ፈጽሞ የለም
2. መምህራችሁ ምን ያህል ጊዜ የጽሑፍ ማስተካከያ እርማት ይሰጣሉ?  
 ሀ. ሁል ጊዜ  ለ. ብዙ ጊዜ  ሐ. አልፎ አልፎ  መ. ፈጽሞ የለም
3. መምህራችሁ ምን ያህል ጊዜ የጽሑፍ ሥራችሁ ላይ ግብረ-መልስ ይሰጣሉ?  
 ሀ. ሁል ጊዜ  ለ. ብዙ ጊዜ  ሐ. አልፎ አልፎ  መ. ፈጽሞ የለም
4. የመጻፍ ክህሎታችሁን እንደ ታዳብሩ መምህራችሁ ምን ያህል እገዛ ያደርጉ ላችኋል?  
 ሀ. ሁል ጊዜ  ለ. ብዙ ጊዜ  ሐ. አልፎ አልፎ  መ. ፈጽሞ የለም
5. የመጻፍ ክህሎታችሁን እንደ ታዳብሩ መምህራችሁ ምን ያህል ያበረታታችኋል?  
 ሀ. ሁል ጊዜ  ለ. ብዙ ጊዜ  ሐ. አልፎ አልፎ  መ. ፈጽሞ የለም

**ክፍል አራት:**

የተማሪዎች የመጻፍ ክህሎትን በተመለከተ ተማሪዎች እባካችሁ ያላባችሁን የመጻፍ ክህሎት ግርባር ቀጥሎ በተሰጠው ሠንጠረዥ መሠረት አመልክቱ

ተ/ቁ	ንኡሣን የመጻፍ ክህሎት	የችግሮች ብዛት / መጠን			
		በጣም ከፍተኛ	ከፍተኛ	ዝቅተኛ	በጣም ዝቅተኛ
1	ፊደላት / ሆሄያት				
2	ሥርዓተ-ነጥብ				
3	ሰዋሰው				
4	ሀሳብ ማመንጨት / ማፍለቅ				
5	ሀሳብ ማጠናቀር				

## APPENDIX-H

### Students questionnaire Afan Oromo version

#### GaafannooBarattootaaf

Gaafannoonkunkanqophaa'eqo'annoobaranootafi.

Kaayyoonisaaainnisuddaanragaabarattootnikutaa 11ffaa m/b

qophaa'inadheeralandeettibarreessuuirrattiqabaafunaanufikaayyoonisaakaabiroonimmooyaad

afurmaataarakkodandeettibarreessuuIngiliffaayunnamuka'uudha.Kanaafu,

oddeeffannoonisingaaffileefkennitanqo'annichaafbaayyeemurteessaadha.Gaafannichikutaafu

riifsaafilee 20 fuula 2

qaba.Kanaafgaafileenundaanubannoondubbisuundeebiisirriakkakennitankabajaangaa fanna.D

eebiikeemallattoo "✓" ykn "x" ka'uunfilannosanduqaasiifkennamekeessattiguuti.

Odeeffannoonatiqo'annookanaafkennitukaninniooluufdhimmabarnootafqofa.

Kaninnioolusdhimmaqo'annoofwaanta'ee fodeeffannoonkonniteicitiinisaanieegama.

Dabalataan, gargaarsatiyootudhamaqo'annichaairrattinigalateefama.

Galatoomi

Kutaatokko: odeeffannonamadeebisuu

1. Saaladeebisaa \_\_\_\_\_ A. Dhiira B. Dubara
2. KutaaDeebisaa \_\_\_\_\_ A. Kutaa 11 B. kutaa 12
3. Dareedeebisaa \_\_\_\_\_
4. FedhiibarataaIngiliffaabarachuufqabu  
A. Daranol'aanaa B. ol'aanaa C. gadiaanaa D. daraangadiaanaa
5. FedhiibarataanIngiliffabarreessubarachuufqabu  
A. Daranol'aana B. ol'aanaa C. Gadiaanaa D. Daransadiaanaa

Kutaa Lama: Gaafannoobarreessubarachuubarattootaa

1. Dareekeessattibarreessuushaakaluu fhammamhojjata?  
A. Yeroohunda B. Yeroobaayyee C. Xiqqooxiqqoo D. Gonkumaa
2. Akkahon-maneettihammambarreessuushaakalta?  
A. Yeroohunda B. yroobaayyee C. xiqqooxiqqoo D. Gonkumaa
3. Dareettihammambarreefamagaragaraashaakalta?  
A. Yeroohunda B. yroobaayyee C. xiqqooxiqqoo D. Gonkumaa
4. Hammambarreefamaharkaakeeirradeebiteegareenilaalta?  
A. Yeroohunda B. yroobaayyee C. xiqqooxiqqoo D. Gonkumaa

5. Dandeettibarreesuu Ingiliffa fooyessuu fammanqajeelfamoota fayyadamata?  
 A. Yeroohunda B. yeroobaayyee C. xiqqooxiqqoo D. Gonkumaa

Kutaa Sadi: Gargaarsabarsiisonnibaruu fbarsiisnubarreefamairrattibaratoofgodhan.

1. Barsiisaankeessanhammamgilgalabarreefamadareettiisiniifkenna?  
 A. Yeroohundaa B. yeroobaayyee C. Darbeedarbee D. Gonkumaa
2. Barreesuu irrattibarsiisaankehammansirreefamaisiniifkenna?  
 A. Yeroohundaa B. yeroobaayyee C. darbeedarbee D. Gonkumaa
3. Shaakalabarreefamaairrattibarsiisaankeehammanduub-deebiikenna?  
 A. Yeroohundaa B. yeroobayyee C. Darbeedarbee D. bonkumaa
4. Yeroodandeettibarreesuu shaakaltukakkonyoosiquunnamebarsiisaankeehammansigargaara.  
 A. Yeroohunda B. yeroobaayyee C. darbeedarbee D. Gonkumaa
5. Dandantiibarreesuu akka fooye fatuu fbarsiisankeehammansigargaara?  
 A. Yeroohunda B. yeroobaayyee C. darbeedarbee D. gonkumaa

Kutaa Afur:

Naannoorakkin adandeettibarreesuu barattootaarakkin abarreessuu irratti qabdukan armaangadii keessaf iladhu.

T.L	Dandeettibarreesuu	Sadarkaa/ hangarakkoo			
		Daranol'aana	Ol'aanaa	Gadiaanaa	Duran gadiaanaa
1	Qubeessuu				
2	Sirnatuqaalee				
3	Ser-luga				
4	Yaadaburqisiisuu				
5	Yaadagurmeessuu				