



SCHOOL OF GRADUATE STUDIES

**EFL TEACHERS' PRACTICE OF TEACHING WRITING STRATEGIES
STUDENTS' RESPONSE TO THE PRACTICE AND CHALLENGES BOTH
TEACHERS AND STUDENTS ENCOUNTER: THE CASE OF GRADE 10 OF
HOLLE SECONDARY SCHOOL IN FOCUS**

MA THESIS

MIFTA AWEL

JUNE 2024

WOLKITE, ETHIOPIA

Wolkite University

School of Graduate Studies

EFL teachers' Practice of Teaching Writing Strategies, students response to the practice and challenges both teachers and students encounter: The Case of Grade 10 of Holle Secondary School in focus

A Thesis Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirement for MA in Teaching English as a Foreign Language (TEFL)

By Mifta Awel

Major Advisor: Dr. Anteneh K . (PhD)

Co-Advisor: Dr Teshale A. (PhD)

June 2024

Wolkite, Ethiopia

DECLARATION

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical principles the process conducting the research, data collection, data analysis and completion of the thesis. I affirm that I have cited and referenced all sources used in this document. I have worked to avoid plagiarism and other mistakes in the preparation of this work.

This is submitted in partial fulfillment of the requirement for degree of master from the school of graduate studies at Wolkite University. The thesis is deposited in Wolkite University library and is made available to borrowers under the rules of the library. I also declare that this thesis is not submitted to any other institution and other person for the aware of any academic degree, diploma or certificate.

Name of the student: **Mifta Awel**

Signature.....

Date:15 June, 2024

ACKNOWLEDGEMENTS

First and foremost, I praise Almighty God who gave me strength and made me stand firm during my research work.

I would like extend my profound and heartfelt gratitude to my principal advisor, Dr. Anteneh for his unreserved professional advice and critical comments contributed to shape and complete the different stages of my study. Without his sound advice, amiable approach, and exquisite patience, my venture of accomplishing the work would have remained impossible.

My paramount gratitude also goes to my co-advisor Teshale (PhD) for his resourceful advice and critical comments.

In addition, Holle Secondary School teachers, especially English language teachers and grade ten students, are duly acknowledged for their participation in the study sparing their valuable time and energy.

The other individual I would like to thank is Dr. Tofik. He has been teaching in Werabe University, who was my icon in the program and constructive support until my final work.

Moreover, I would like to thank my friends Ermias Dea, Genet Birhanu and Desalegn Getu who were too fervent to see the completion of my work and the fruits of my success.

Last but not least, would like to express my deep indebtedness and love to my family for their impressive moral and material support. They have usually been acting as the driving force behind my academic endeavors as of my undergraduate studies till now. And to those I have not mentioned here, I say many thanks.

ACRONYMS

L2- Second Language

ESL- English as a Second Language

EFL- English as a Foreign Language

GSS- General Secondary School

PTWS- practice of teaching writing strategies

MoE - Ministry of Education

Table of Contents

APPROVAL SHEET	III
DECLARATION	IV
ACKNOWLEDGEMENTS	V
ACRONYMS	VI
ABSTRACT	IX
1. INTRODUCTION	1
2. REVIEW OF RELATED LITRATURE	9
2.1. INTRODUCTION.....	9
2.2. THE MEANING AND NATURE OF THE WRITING SKILL.....	9
2.3 WHAT MAKES WRITING A DIFFICULT SKILL.....	10
2.4 THE NEED TO TEACH WRITING SKILL.....	10
2.5 DEFINITION OF WRITING.....	11
2.6 APPROACHES TO TEACHING WRITING SKILLS.....	13
2.7 CHALLENGES THAT AFFECT THE (“PRACTICE OF TEACHING WRITING STRATEGIES”)	19
2.8 TEACHING WRITING STRATEGIES.....	20
2.9 TEACHING WRITING STRATEGIES.....	21
3. RESEARCH METHODOLOGY	25
3.1 INTRODUCTION.....	25
3.2. RESEARCH DESIGN.....	25
3.3. RESEARCH APPROACH.....	25
3.4. THE STUDY AREA AND POPULATION.....	26
3.5. SAMPLING TECHNIQUES.....	26
3.6 DATA GATHERING INSTRUMENTS.....	27
3.7 DATA GATHERING INSTRUMENTS.....	27
3.8 METHOD OF DATA ANALYSIS.....	29
3.9 RELIABILITY OF INSTRUMENTS.....	29
3.10 PROCEDURES OF DATA COLLECTION.....	30
3.11. ETHICAL CONSIDERATION.....	31
4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION	32
4.1. STUDENTS’ RESPONSE RELATED TO THE NATURE OF WRITING SKILLS.....	32
4.2 RESULTS OF THE TEACHER'S QUESTIONNAIRE.....	46
4.3. RESULTS OF CLASSROOM OBSERVATION.....	52
4.4. ANALYSIS OF DATA GATHERED THROUGH TEACHERS’ INTERVIEW.....	54
4.5. CHALLENGES THAT AFFECT THE IMPLEMENTATION OF TEACHING WRITING STRATEGIES.....	58
4.6.CHALLENGES THAT AFFECTING THE PRACTICE OF TEACHING WRITING STRATEGIES.....	62

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	66
5.1. SUMMARY.....	66
5.2. CONCLUSION.....	68
5.3. RECOMMENDATIONS.....	69
REFERENCES	71
APPENDIX A	76
APPENDIX B	77
APPENDIX C	80
APPENDIX D	83

List of Tables

TABLE 1:STUDENTS’ RESPONSE RELATED TO THE NATURE OF WRITING SKILLS	32
TABLE 2:STUDENTS’ RESPONSE RELATED TO THE TEACHING OF WRITING	33
TABLE 3:STUDENTS’ RESPONSE ON MOTIVATION TO LEARN WRITING	35
TABLE 4:STUDENTS’ RESPONSE ON THE REQUIREMENTS TO IMPROVE WRITING	36
TABLE 5:STUDENTS’ RESPONSE ON THE MATERIALS USED TO LEARN WRITING	37
TABLE 6:STUDENTS’ RESPONSE TESTS RELATED TO WRITING	38
TABLE 7:CHALLENGES RELATED TO THE LEARNER	39
TABLE 8:CHALLENGES RELATED TO THE TEACHER	42
TABLE 9: CHALLENGES RELATED TO WRITING TASKS	43
TABLE 10: CHALLENGES RELATED TO TESTING	43
TABLE 11:CHALLENGES RELATED TO CULTURE	44
TABLE 12:CHALLENGES RELATED TO TIME	45

ABSTRACT

The purpose of this study was to investigate the practice of teaching writing strategies. The study was conducted in Holle Secondary School in Abeshge Woreda Gurage Zone. Descriptive survey research design was employed in the study because it is more appropriate to collect adequate information from various participants. Using simple random sampling and comprehensive techniques, 7 teachers and 105 students of grade 10 were selected as the subjects of the study. The data were collected through questionnaire, observation and interview. Then, the data were analyzed quantitatively and qualitatively. The finding of the study revealed that students lack of awareness of writing strategies, and they were challenged how to perceive learning writing strategies. Another finding indicated that the practice of teaching writing strategies were not implemented in the school and far less to meet the objectives in the textbook and the syllabus. Additionally, the findings of the study showed that students poor reading habits, large class-size, students poor background knowledge, the insufficient time for continuous practice, low motivation of students, mother tongue interference, the styles of teaching, lack of trainings for teachers, and the nature of writing activities in the textbooks were challenges that affect the implementation of the practice of teaching writing strategies. From this, we can conclude that students do not get opportunity to practice writing strategies. This study suggest that English language syllabus designers should incorporate various writing strategies in the text book. In addition, teachers should be trained to use various writing strategies to teach EFL classes. Moreover, teachers should do their best in order to overcome the challenges of practice of writing strategies implementation.

Keywords :writing, strategies , writing strategies, teaching writing strategies

CHAPTER ONE

1. INTRODUCTION

This chapter describes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, significance of the study, delimitation of the study, limitation of the study, and operational definition of key terms

1.1 Background of the Study

Without any doubt language is our primary means of communication. It's the method through which we share our ideas and thoughts with others. Some scholars even say that language is what separates us from animals and makes us human (Yule, 2006). Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. Some languages are spoken by many people, for example, English is the language which is spoken by a lot of speakers.

English is also essential to the field of education. This days in many countries, learners are taught and encouraged to learn English as a second or foreign language. Starting from pre-school to university level, students in many countries attend their schooling in English. Basically, the main reason that the need of teaching English language to students is for developing the four language skills: listening, speaking, reading and writing. Developing the language skills would enable students to share thoughts in English. Learners can carry out various tasks in and outside the class with their teachers and exchange notions after mastering these skills.

Writing skill was regarded as being somewhat lesser form of the other language skills. Besides, the focus of teaching writing was mainly on the achievement of linguistic knowledge for the approach was accuracy oriented (White, 1987). Therefore, attempts to teaching writing were carried out by merely giving students a topic of some kind and asking them to produce a composition 'without further help (Nunan, 1989).

Even though pupils learn the language as a subject matter starting from grade pre-school level, their competence is poor. As the researcher's teaching experience, the same was true at Holle

Junior Secondary School that most students were poor at writing in academic requirements. When they were given tasks, they faced a massive challenge in producing a certain text they were asked to do at the secondary school level.

Currently, writing skill is one of the most demanding skills in the world of academy that students should cope up with it. Although it is the most difficult skill to master easily, in learning to write students need a great deal of encouragement from their teachers. According to Heaton (1991) writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery of grammar but also sharing the information and writing elements. In addition, Richard and Renandya (2010) explain that “writing is the most difficult skill for learners to master”. The difficulty is in addition to generating and organizing ideas, translating the ideas into readable text as well.

Writing which need various approaches by teacher in teaching English as a second language is an important skill for English learners in learning the target language. (Cheung, 2014). This is more difficult skill than others for the students. Commonly, students get difficulties in arranging ideas. There is the idea but they feel difficult to deliver it become a good text. (Dewi, 2015) Writing process need time and concentration. There are six steps of writing process such as 1) choose a topic, 2) get the idea, 3) organize the idea, and 4) write the paragraph or text until finish. It is suggested to use note in organizing the draft. 5) Review structure and content of the text, and 6) revise, proofread, and make final corrections. (Zemach & Rumisek, 2005). The writing process needs a development process. A minimum requirement is avoiding ambiguous meaning by expressing written ideas semantically and grammatically (Kristiyani, 2013).

Strategy is part of the process used by the teacher to carry out teaching activities. It aims to carry out ideas, plans, goals in a period time. In the world of education, strategy can be defined as a plan, method, or a series of activities designed to achieve specific educational goals (Lestari et al., 2020). Teaching strategy needs what is meant by planning. Teaching strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals (Albon et al., 2016). Teaching strategies are general patterns of student activities in realizing learning activities to achieve the goals outlined.

Teaching writing strategies Cashwel & Mahler (2003:3) said teaching writing strategies provides

opportunities for students to develop clear thinking of writing strategies. Teaching writing strategy is a process to make the students have ability to write an English sentence, paragraph, and text correctly. It is also as a process of making the students have critical thinking in writing

According to many studies conducted in Ethiopia, (Alamirew, 2005, Molla, 2009, Desalegn, 2011, Habtamu, 2011, and Ebabu, 2013, acquiring writing skill seems to be laborious and demanding for many Ethiopian students. As a result, students have low writing ability in relation to what is expected of them. And also, Atkins et al (1996) suggested that if learners are likely to develop writing skills, they need to work on writing skill tasks in class under the teachers' supervision as well as out of class.

The reason why the researcher was motivated to conduct this study is writing strategy is one of the significant areas of expressing oneself, and it is powerful means of making sense of experience and constructing meaning. Therefore, the the practice of EFL teachers' writing strategies might contribute something significant to improve the teaching and learning process in EFL class room.

1.2 Statement of the problem

English language writing skill, as a basic language skill for second/foreign language learners, needs close attention. As Banat (2007) points out that this skill is invaluable for helping students communicate and understand how the parts of language go together and writing is one of the four major skills that need to be mastered by language learners. Similarly, Harmer (1998) states that the writing skills have been finally recognized as an important skill for language learning. That is why writing skill is one of the most important for language learners, especially for secondary school students in Ethiopia. Students use writing skill for different purposes; for instance, to answer exam questions, to write essays (paragraphs), to do different written assignments, to communicate or transfer their message in a written form, and soon.

Hence, the current researcher intended to assess EFL teachers' practice of teaching writing strategies and challenges they face when teaching writing strategies at Holle Senior Secondary School in Gurage Zone Abeshge Woreda. The researcher observed from his teaching experience the practice of teachers in teaching writing strategies and the practice of students' writing skills in the classroom was low. That means, when learners produced sentences,

paragraphs/written texts which might not meet the required standard when they did class work, assignments, examinations and other discourses. Since the problem was serious, it needs special attention. When there are challenges during the practice of writing skill, it is difficult to improve the learner's writing skill. As a result, teachers should take appropriate measures to alleviate the challenges that are faced by teachers and learners during teaching and learning writing skills. Different foreign and local studies related to present study, are presented as follows, for instance, Bilal, et al (2013) conducted research on investigating the problems faced by teachers in developing English writing skills . The researchers found out that students' poor English background, lack of audio-visual materials, large class size and lack of practice in writing skill are the problems faced by teachers.

In addition, Nacira (2010) studied on identification and analysis of some factors behind students' poor writing productions the case of third year English major university students. She found out that lack of appropriate approach and technique to teach writing, low motivation, effects of L1, and lack of reading. Benard (2014), investigated on Challenges students face in learning essay writing skills in English language in secondary schools in Manga District in Kenya. He found out that incorrect use of grammar and L1 interference, and inappropriate use of learning strategies are the most challenges that learners' face in learning essay writing skills.

Also, Amin Ali (2016), studied on exploring the problems faced by the teachers in developing English writing skills for the students in Saudi Arabia. He found that students poor language proficiency, mother tongue interference, shortage of time to teach writing exercises, and Lack of motivation. In this study, the researcher gave more attention for challenges of teachers developing writing skill. So, there is gap in this situation.

On the other hand, some local researchers conducted related to this research, and they found different results for students poor writing performances. For example, Alamirew (2005), in his PhD dissertation studied teachers' and students' perception of writing instruction, and the writing performances of grade 12 government school students. This study revealed that the writing lessons through the plasma television are not effective. Both teachers and students have a positive attitude towards teaching/learning writing, but practically they give less attention to writing lessons. As a result, students have low writing performances (Alamirew,2005).

Molla, (2009) found that the major causes why students at Abbiyi Addi College of Teacher Education had poor performance in writing skills were lack of practice in writing skills since lower grades, shortage of time given to students' writing, teachers' focus on grammar and mechanics than on content and organization of ideas when giving feedback, and less help from English language teachers.

Ebabu (2013) also found that the causes for students' poor writing abilities were shortage of time, inappropriate use of methodology by English language teachers, and psychological factors (students believed that writing was the most difficult skill compared to the other skills).

Habtamu (2011) also conducted his research on ELT teachers' beliefs of writing skills and their classroom practices. Here, the researcher did not see EFL teachers' writing awareness in teaching students' paragraph writing.

The above local researchers also tried to shed light and uncover students' writing problems in English. However; many students in secondary schools still show poor performance in EFL writing. So, this study was conducted in senior high school to investigate the in EFL teachers' writing strategies, students response to the practice and challenges both teachers and students encountered.

Both Alamirew (2005) and Habtamu (2011) conducted their studies in preparatory schools, this study is different from their studies in the grade level. And also the other differences are as follows.

Alamirew (2005) conducted his research on perception of writing, writing instruction, and students' writing performance. Habtamu (2011) also conducted his research on ELT teachers' beliefs of writing skills and their classroom practices. Whereas, the present study was conducted on in EFL teachers' writing strategies, students response to the practice and challenges both teachers and students encountered.

Here, Alamirew (2005) and Habtamu (2011) did not study the in EFL teaching writing strategies, students response to the practice and challenges both teachers and students encountered where as the present researcher investigated in EFL teaching writing strategies,

students response to the practice and challenge encountered.

Generally, this study was conducted within the contexts given in the previous sections to add knowledge on the existing one.

Therefore, the present study was conducted to bridge these gaps by exploring in EFL teachers' writing strategies, students response to practice and challenges encountered in Holle Secondary school. The study would also suggest situations and teaching writing strategies to minimize challenges of providing students' ability and skills on it.

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of the study was to investigate EFL teachers' practice of teaching writing strategies, students' response to the practice and the challenges both students and teachers encountered.

1.3.2. Specific Objectives

The specific objectives of the study were to:

- identify EFL teachers' practice of teaching writing strategies to grade students of Holle secondary school
- find out Holle Secondary School grade ten students' response to the practical implementation of teaching writing strategies
- inspect the challenges both students and EFL teachers of Holle Secondary School encounter when teaching and learning writing strategies

1.4 Research Questions

The study was attempted to answer the following research questions:

- How do EFL teachers practice teaching writing strategies in English classroom?
- What are the responses of students to the practice of teaching writing strategies in classroom?
- What are the challenges that both students and teachers encounter in learning and teaching

strategies?

1.5 The Significance of the Study

The findings of this study are expected to have the following significances: to provide methodological insights for EFL teachers and information to the practice of teaching writing strategies which are helpful for students to implement different skills like reading, listening, speaking and vocabulary learning strategies appropriately; to raise students' awareness of the existence of diversified strategies that they could use to meet their specific needs of learning in written information transmission; to raise students awareness of the existence, to familiarize the strategies to learn the concept and context of writing words: to create ways in which the learner interacts and actively uses the word meaning; to provide pedagogical contributions and serve those who wish to develop curriculum and design ELT materials as a reference to incorporate writing strategies with the actual classroom activities.

1.6 Scope of the Study

Certainly, it would have been preferable to have more grades and more secondary schools in this study. But due to time and financial constraints, the study was limited to one secondary school, eight English teachers and 105 students. Although there are different language skills in which teachers and students may find themselves in language teaching-learning process, studying all the language skills simultaneously is difficult. Thus, the study was limited to the practice of teaching writing strategies. Furthermore, for the purpose of making the study manageable in terms of time and energy, this study was conducted on one government school namely Holle Secondary School, found in Gurage Zone, Abeshge Woreda which is 170 kilometers far from Addis Ababa.

1.7 Limitations of the Study

The researcher encountered some constraints during the course of conducting this study. The challenges that encountered during the study were: unclear responses that may be made by some students in considering every question as competency measurement and give unnecessary response Respondent students were absent from school to the expected data gathering appointment; sufficient to generalize the findings of this study to all high schools in Ethiopia without reference to the findings of other studies in other Ethiopian high schools. It would be best to generate data in a climate where a large number of high schools exist, from which a larger

number of participants even if I faced those various challenges, I attempted to manage it by convincing respondents to come on the opposite shift. But, by giving timely and necessarily solutions for the problems, at the end the study was successful as it was intended.

1.8 Operational Definition of Terms

Practice: is the actual application or use of an idea, belief, or method, opposed to theories relating to it.

Strategy: a general plan or set of plans teachers make to achieve a goal.

Writing Strategy: involves tactics EFL teachers use to ensure students' writing meets the goals have set for it.

Teaching writing Strategies: The tools or means utilized in the task of discovering acquiring new writing teaching system in the target language.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviewed the literature related to the present study. The conceptual, theoretical and empirical literature related to the practice of teaching writing was discussed with reference to relevant literature. First, the definition, approaches and techniques, then after, teaching writing strategy, finally, the factors that affect the practice of teaching writing was discussed.

2.2. The Meaning and Nature of the Writing Skill

Writing is one of the main language skills that students need to develop. The question what is writing can be answered from different and complex natures it enfolds. The definition of writing depends either on the level and purpose underlying it or the types of information it is required to transform or on how graphic symbols are set on surface. The Encyclopedia of Americana (1985), for example, defines writing as, "... the communication of idea, by means of conventional symbols that are traced, incised, drawn or otherwise formed on surface of some material such as paper." This very general definition gives writing a unique nature which makes it different from the rest language skills.

More specifically, Kelly (1998) describes writing as, "... a deliberate and more fully thought skill that needs precise and carefully crafted word by word for just the right effect." Here writing is not only putting information on surface but it is also the art of making it purposeful with the right effect intended to have on the reader. Lyons and Heasley (1984) also propose to define writing as "A communicative occurrence between a writer and an intended reader in which the writer creates a discourse with the imagined reader and derives from this a text by which an actual reader may approximate to the original discourse." Others still define writing in relation to what it constitutes. For example, Harmer (1991) describes writing as convention of text formation manifested by handwriting (or other means), spelling and layout, and punctuation. This in turn implies the knowledge and control of the structure of a written medium. To determine the definition and the nature of writing, one way is to distinguish writing that involves composing from that which doesn't involve composing. Sometimes the nature of writing is also studied in relation to its counterpart, speaking, since both are believed to be productive skills.

As a result of this, it is termed to be a complex and difficult skill (Byrne, 1988, Hedge, 1988, 2000, Grabe and Kaplan, 1996).

2.3 What Makes Writing a Difficult Skill

In every description of writing, scholars seem to agree on the fact that writing is a complex process. It is a complex process because it requires the mastery of grammatical devices, conceptual (thinking) and judgmental (having purpose and acting) elements (Heaton, 1990, Byrne 1988, Grabe and Kaplan, 1996, Kelly, 1998). Byrne (1988) classifies the above complexities into psychological, linguistic and cognitive problems. Regarding the complexities of writing, Grabe and Kaplan, (1996)? say "... writing is a technology, a set of skills which must be practiced and learned through experience. "Since the skills required do not come naturally as stated earlier, but rather are gained through conscious effort and much practice, writing is a more complex skill. This is why it is said that writing causes great problems for students. These all help one to infer that the process of learning and teaching the writing skill requires developing sense of collaborative effort and the need to have interest to achieve it. What so ever difficult and complex will this skill be, it is still the most important skill needed to be taught in school curriculum.

2.4 The Need to Teach Writing Skill

As stated earlier, writing is one of the major and different ways of communication. The purpose of teaching writing skills, according to Byrne (1988), is primarily to develop the students' skills of expressing themselves through graphics. Byrne also jots down different pedagogical purposes of teaching writing skills. The main pedagogical purposes of teaching writing skills, according to Byrne, are to provide learners with different learning style, tangible evidence, create variety in the classroom and create independent learning (p. 6-7). Added to these, Raimes (1983) points out three important ideas how writing helps students to learn. She says, writing reinforces the grammatical structures, idioms and vocabulary we teach and secondly, when students write, they feel they control the language and take risk and thirdly, when they write, they necessarily become very involved with the new language.

Unlike its counterpart, speaking, writing can be mastered only through instruction that calls for much attention in its teaching. Besides, writing is an important language skill that plays a significant role in the process of acquiring knowledge. For instance, Troyka (1996) mentions

the following advantages that a learner can get from writing. First, “writing is a way of thinking and learning”. By this he means that it gives the learner an opportunity to explore ideas and understand information. Second, ‘writing is a way of discovering’, which is the central part of communicative language teaching (CLT). Third, ‘writing creates reading’. Troyka restates that, ‘writing creates permanent, visible, record of one’s ideas for others to read’. From these and many other benefits of writing, we can see that teachers need to help their students in any way possible to learn thoroughly how to express themselves through this skill. They must be confident of this skill as one of the important means of communication.

2.5 Definition of Writing

Scholars define writing in many different ways. Writing is among the most complex human activities that involve the development of a design idea, the capture of mental representations of knowledge, and experience with subjects (Jozsef, 2001). As Kirby and Crovitz (2013) definition, writing is a skill which enables human beings communicate through language to express emotions, feelings, attitudes, beliefs, perceptions through the graphic symbols or recording. According to this definition, writing is a type of written communication through graphic symbols to convey ones thoughts or ideas.

The second definition given by Trimmer (1995) writing is a complicated activity which involves producing meaningful segments to carry a message in the language. It is recognized as a complex and integrated set of processes that are interactive and recursive involving the creation of ideas as well as the ability to express them logically and coherently in which the writer moves backwards and forwards between drafting and revising (AlSouqi, Abu-Jaleel, 2001 cited in Alodwan & Ibnian,2014). As Widdowson (2001) sees it, writing is the use of visual medium to manifest the graph logical and grammatical system of the language. When we see the definition given to writing by Miller (2001, as cited in Richards) writing is a personal expression, it is also important to remember that writing is also is a social endeavor, a way of communicating with people.

Research on L2 writing has grown exponentially over the last 40 years and during the last 1980s and the early 1990s, second language writing began to involve in to inter disciplinary field of inquiry Matsuda (2003). The other definition is by Crystal (1999) define it as follows: Writing is a creative process which involves idea generation, organization, drafting and developing the final draft in the

course of meaning discovery. The role of writing to learn and learning to write are interdependent. For this reason, it is recommended that English teachers use content area texts to teach writing skill and that content-area teachers provide instruction and practice in discipline specific writing .Using writing tasks to learn content offers students opportunities to expand their abilities; to strength the planning, evaluating and revising; and to practice, spelling, punctuation, grammar and technical writing, if students are to learn, they must write (Graham & Perin, 2007). Based on the above definitions, we can summarize the definition of writing as still may go beyond the definitions since if writing is growing in different context (Desalegn, 2021).

2.5.1. Cognitive Process Theory of Writing

Writing is a thinking process. To write, a writer needs to use the mental process such as brainstorming, planning and organizing and it needs creativity. Therefore, cognitive wring process aims to teach students to use mental processing in producing a piece of writing. It is a popular than other writing theories as it has many benefits. This theory was introduced by Flower and Hayes (1981, p.366), through observations of students writing and made effort to introduce theory of cognitive processes involved in composing and to lay groundwork for more detailed study of thinking processes in writing. The four elements highlighted by Flower and Hayes in this theory are \writers to go through a process of thinking before writing, a higher order of organizational structure takes place. During these procedures, composing involves setting objectives, and authors generate macro and micro-objectives to finish the writing task (Flower and Hayes 1981, p .366).

2.5.2. Socio cultural Theory of Writing

Socio cultural theory of writing was coined by Vygotsky which giving importance to motivation, affect, and social influences as components of writing as they cite from (Hodges, 2017). In other words, it explains human learning as a social process and how human intelligence originates in society or culture. Another key point in this theory is socializing or interaction is crucial in developing the mental action or process to acquire knowledge. Vygotsky introduced Zone of Proximay Development (ZPD) which explains that students need help and socializing to develop themselves (Vygotsky 1978). Therefore, in ESL writing classrooms students need collaboration with peers and scaffolding from the teachers as well as peers.

2.5.3. Social Cognitive Theory and Self-efficacy in Writing

Social cognitive theory in writing refers to how cognitive, behavioral, personal, and environmental factors interact to determine motivation and behavior (Bandura 1993). This theory emphasizes in 3 main elements which are observational learning, imitation and modeling. On the other hand, self-efficacy refers to writers' belief in accomplishing a writing task given and able to accept any challenges. On the other hand, self-efficiency reference to writer's belief in accomplishing a writing task given and able to accept any challenges. This theory explains that, students always developed their perception by looking at the past production. Thus, they will choose a task where they have self - efficiency and evade task with low efficiency (Bandura, 2001). Four generation keys pointed out self-efficacy observation, self-evaluation, and self - reaction and self- efficacy. Therefore, in writing classroom students' cognitive ability and self- belief that is to meet challenges assists in writing instructions.

2.5.4. Ecological Theory

Ecological theory was proposed by Cooper (1986, p.368) described it as an ecology of writing encompasses much more than the individual writer and her immediate context. The students in the writing class interact with one another to create systems that means all the students or the product of writing both regulate and they are regulated by other students writing in their own environment. One of the significant characteristics of this theory is all the characteristics of any individual writer or piece of writing both determine and are determined by the characteristics of all other writers and writings in the systems. As important characteristics of ecological systems is that they are fundamentally flexible. Although the structures and contents may be defined at a particular time, they are continually evolving in actual time.

2.6 Approaches to Teaching Writing Skills

Writing approaches are essential in every writing lesson. ESL teachers should determine the approach need to be applied in one particular lesson for a few reasons. Identifying the correct approach in a writing classroom is crucial to see an effective outcome. Choosing a non-ideal approach will simply make the lessons daunting to the ESL learners and cause disappointment to the teachers after so much of handwork put in the planning and teaching. In other words, it will demotivate the teachers as well as the students. Next, adapting an appropriate approach in the classroom is important depending on the goal set by the teacher. For instance, beginners with very

limited proficiency should be exposed to product-based approach as they need model or examples to begin their writing journey. Without an approach, the writing classroom will move in multiple directions thus the goal set for the particular lesson will not be achievable. Hence, writing approaches are important to meet the goals of the writing (Scott 1996). Furthermore, implying different types of approaches enables students exposed to various types of methods. This will give opportunity to students to identify and use the correct approach in future writing based on their writing purpose. Students who are aware of the approaches produce a quality piece of writing. (Selvaraj, & Aziz, 2019:453-). For ESL learners such as product, process, genre approach process genre approaches, guided approach, free approach, controlled approach and academic approach will be discussed below.

2.6.1. The Product-Based Approach

This approach is grounded on behaviorist principles and relates language teaching to linguistic form, discrete linguistics skills and habit formation. It is claimed that language consists of parts, which should be learned and mastered separately in a graded manner. The learner's role is to receive and follow the teacher's instruction; an example of these approaches is the audio-lingual approach (Turuk, 2008). According to this approach, the teaching of writing focuses on the production of texts by individual students, often under time constraints and usually in silence.

Tribble (2009) claims that product approach, in which the focus is on form, is a traditional, text-based approach which is still used in many materials today. In this approach, the teacher often presents authoritative texts for students to imitate or adapt. Errors are considered as something that should be corrected, or, if possible, eliminated. The teacher's main role is to instill notions of correctness and conformity. Pincas (1982) sees writing in product approach as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices.

Steele (2004 as cited in Hasan and Muhammad 2010) and Pincas (1982) in White and Richard, (2000) clarify that Product Approach consists of four stages. Stage one (Familiarization) is the stage where students study model texts and then the features of the genre are highlighted. For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. Stage two (Controlled writing): This stage consists of

controlled practice of the highlighted features, usually in isolation. If students are studying a formal letter, they may be asked to practice the language used to make formal requests. Stage three (Guided writing): This is the most important stage where the ideas are organized. The organization of ideas is more important than the ideas themselves and as important as the control of language. Stage four (Free writing) is the end product of the learning process. Students choose from the choice of comparable writing tasks.

To show what they can be as fluent and competent users of the language, students individually use the skills, structures and vocabulary they have been taught to produce the product, such as a letter, story or essay. From the explanation above, it can be concluded that the weaknesses of product approaches are that process skills, such as planning, drafting, revising, etc. are given a relatively small role, so that the knowledge and skills that learners bring to the classroom are undervalued. The strengths are that they recognize the need for learners to be given linguistic knowledge about texts, and they understand that imitation is one way in which people learn (Badger and White 2000) cited in Genet (2021).

From the above explanations, we understand that product approach to teaching writing emphasis mechanical aspects of writing, such as focusing on grammatical and syntactical structure and imitating models. Moreover, it is primarily concerned with correctness and form of the final product. Furthermore, this approach fails to recognize that people write for an audience and for a purpose and that, ideas are created and formulated during the process of writing.

2.6.2. The Process-Based Approach

The process-based approach gives great importance to the process of getting the end product. There are four processes involved in the writing process; planning, drafting, revising and editing. Kroll (2001, p.221) explains drafting and receiving feedback on their drafts, be it from peers and/or from the teacher, followed by revision of their evolving texts is one of the crucial steps in the process-based approach. Adopting this approach enables writers to move back and forth to improve their writing. It also promotes creativity when the writers create their own composition. Thus, it is seen as a dynamic approach as recursive process takes place. Process approach is popular due to its benefits. Students can enhance their writing abilities in the classroom as scaffolding occurs. Other than that, feedback is given by teachers and peer, so it gives opportunity for students to become a better writer.

It stresses on thinking process; this will promote creativity. Despite all the advantages, process-based approach has its disadvantages, it consumes a lot of time, focuses on the process instead of structures and grammar.

According to Richards and Rogers (2001), the process approach emphasizes that writing itself is a developmental process that creates self-discovery and meaning. While the mechanical aspects of writing are important, they should not interfere with the composing process. This composing process requires much revision and rewriting. The teacher intervenes and guides students during the emphasis on correctness and the final product comes only toward the very end of the writing process.

2.6.3. The Genre-Based Approach

Genre approach looks at writing as predominantly linguistic but, emphasizes that writing varies with the social context in which it is produced producing texts based on social context (Badger, 2000). Genre based approach gives importance to various types of writing and text types and intertwined with social needs. It has some advantages as such as students learn variety of sentence structures for different text types. The objective of this approach is knowledge and certain genre and the communicative reason which will enable writers to communicate with the community (Tangpermpoon, 2008). There are some advantages of this approach as it exposes students to different types of text types or genre.

Learners should be exposed to many examples of the same genre to develop their ability to write a particular genre (Elashri, 2013). In addition, genre-based approach concerns with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing, as every writing has its purposes to the readers (Tuan, 2011). Other than that, genre approach is suitable for beginners as model text is given to assist learning, this will reduce the anxiety among the learners. Above all, it scaffolds writing. Some limitations of this approach are students lack in knowledge of language structure and grammar to reach the target audience and learners basically focus on the product rather than the process and it underestimates the student's ability.

2.6.4. Process-Genre Based Approach

Consequently, process genre-based approach is a combination of all the three above, it focuses on the process of writing, taking account knowledge of social context and purposes of text in genre writing and observes features of texts as in product-based approach (Rhalmi, 2018). Currently, process writing is given much emphasizes in ESL classrooms. It helps students to produce and kinds of writing by employing the four steps. Besides employing these approaches, teachers also employ different types of strategies to make the teaching and learning writing in second language classroom in fruitful. Some of the popular strategies include modeling, shared writing, guided writing, and interactive writing. (Lan et al. 2011, p.148). This approach has its plus points, that is, it is more suitable to students in secondary schools. Its limitations are, it needs careful and tedious planning, it consumes a lot of time in planning and teaching.

2.6.5. Academic Writing Approach

In previous and recent experiences academic writing is commonly defined as any writing assignment given in an academic setting. It includes essay paper, research paper, term paper, argumentative paper and assignment paper, etc. Academic writing is essential to make once work clear and understand to whoever is reading and marking it. Academic writing does many of the things that personal writing does not: it has its own set of rules and practice. These rules and practice may be organized around a formal order or structure in which to present ideas in addition to ensuring that ideas are supported by author citation in the literature. Academic writing is different because it deals the underlining theories and causes governing process and practice in everyday life.

2.6.5.1. Guided Writing Approach

It is common that in guided writing approach the main focuses of teaching English as second language is to analyze and study the structural and grammatical rule of the language. For example, it assists in preventing errors that apparently occur from first language interference and reinforces proper use of second language pattern. As Hylad (2003) explains it mainly focuses on use of grammar features, vocabulary choices, syntax, punctuation, cohesive devices, and spelling.

Guided writing incorporated writing as sentence level structure and accurate use of language so that helps to provide an additional supporting step towards in independent writing. Its aim is to provide supporting students writing and to work with increasing independence. By learning the features of

language students enable to use foreign language for specific purpose such as writing letters, messages, memos, templates, acronyms, notes, invitations, directions and filling in application forms. Raimes 1983) also states in this approach students improve the ability of imitating, rewrite the story, combining sentences, completing sentences, and arrange sentences into chronological order. Here, the teacher knows the answer, question, or language which the students going to produce. There is only one correct answer that is acceptable when exercising the guided writing activities. This also focuses on the question how does language function as a kind of meaning machine. Therefore, guided writing is very important for acquisition of second language writing based on forms and structure of language.

2.6.5.2. Free-Writing Approach

Free writing is the transitional stage from the controlled and guided writing. This kind of writing includes writing essay at the paragraph level or beyond the paragraph level which consists of two or more than two paragraphs. In this writing, teachers expected to stress content and fluency. when the students are engaged in writing ,they do not have to worry about form .Once the ideas are on paper ,grammatical accuracy ,organization and the rest will gradually follow concern for audience and content will be seen as important in this types of writing, especially where free writings often revolves around subjects that the students will be interested in, and make the basis for other more focused tasks (Raimes,1994).Contrary to the controlled approach, the role of the teacher is limited to reading the students productions and sometimes making comments on the expressed ideas (Desalegn , 2021).

4.6.5.3. Controlled Writing Approach

Controlled writing is a kind of writing in which students are not given freedom to produce their writing. In other words, this writing has one types of product approach. The purpose of this writing is to develop accuracy in students writing. It includes activities such as gap-filling reordering words to form a sentences, substitution, and jumbled sentences to construct a paragraph (Doff,1988) and (Atikns, Hailom, and Nuru 1996). These types of writing activity are focused on minimizing errors as it is highly controlled by the teachers. According to Raimes (1994) speech is primary and writing served to reinforce speech in that it will be stressed mastery of grammatical and syntactic forms. Hence the students are not creators; they just write grammar exercises the writing is carefully controlled so that the students see only correct language and practice grammar structures that they

have learned (Desalegn, 2021).

2.7 Challenges that Affect the (“Practice of Teaching Writing Strategies”)

Writing is one of the productive language skills that might be a complex problem for all teachers and students, since there are several aspects that should be gained. According to Heaton (1991:135), the writing skill is a complex skill and sometimes difficult to be learned, the learners should require not only mastery grammar but also sharing the information and writing elements. In addition, Richard and Renandya (2010:303) explain that writing is the most difficult skill for learners to master. The difficulty is not only in generating and organizing ideas, but also in translation the ideas into readable text. In short, writing seems hard to be implemented because of some factors.

The students’ writing skill is much or less influenced by the factors in learning English: Two factors of the affective domain of second language acquisition: the first of these is the intrinsic side of affective: personality factors within a person that contribute in some way to the success of language learning. The second factor within encompasses extrinsic factors-social cultural variables that emerge as the second language learner brings not just two languages into contact but two cultures, and in some sense must learn a second culture along with second language. Brown (2000:14)

Personality factor, these factors come from the students themselves that consist of physiological aspect such the affective domain, motivation, then neuro biology of affect, and measuring affective factors (Brown 2000: 143-167). First, the affective domain is the emotional side of human behavior as self-esteem, inhibition, risk-taking, anxiety, empathy, and extroversion. Second, motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task such as instrumental and integrative orientation, and intrinsic and extrinsic motivation. Third, the neurobiology of affect includes neuroanatomy, neuro chemistry, and neurophysiology (Schumann in Brown, 2000: 166). It informs several areas of interest for language acquisition studies, for example, plasticity, affect, memory, and learning. The last, the measurement of affective factors has for many decades posed a perplexing problem.

Social cultural factors, these factors consist of social and environmental such as attitudes, second culture acquisition, social distance, and culture in the classroom (Brown, 2000:180-189). Firstly, attitudes like all aspects of the development of cognition and affect in human beings. These attitudes form a part of one’s perception of self, of others, and of culture in which one is living. Secondly,

second culture acquisition means that culture is a deeply ingrained part of the very fiber of our being, but language is the means for communication among members of a culture.

Culture is the most visible available expression of that culture. Thirdly, Social Distance means the concept of social distance emerged as an affective construct to give explanatory power to the place of culture learning in second language learning. Lastly, culture in the classroom means who used different conceptual categories to study the cultural norms of fifty different countries such as individualism, power distance, uncertainty avoidance, and masculinity or femininity (Geert Hofstede in Brown, 2000: 190).

2.8 Teaching writing Strategies

Improving students writing skills helps them succeed inside and outside the classroom. Effective writing is a vital component of students' literacy achievement, and writing is a critical communication tool for students to convey thoughts and opinions, describe ideas and events, and analyze information. Indeed, writing is a life-long skill that plays a key role in postsecondary success across academic and vocational disciplines (Graham, S. et al, 2016:1).

On the other hand, to planning to teach effective writing for students who need additional support, it is useful to consider the circular activities as the following as figurative detailed in NSW Department of Education and Training (2007: p 9-10) NSW Quality Teaching model as; What do I want the students to learn? Consider: Syllabus requirements what the students already know, understand and can do, how well do I expect them to do it? Like High expectations for student performance and/or product, what am I going to get the students to do or produce? Teaching strategies such as Learning processes, Products and Classroom organization.

Effective writing instruction by citing from Graham, Harris and Larsen (2001) as;

... there is little doubt that children's success as writers is ultimately tied to the quality of instruction. Other researchers have identified factors in effective classroom writing instruction that apply across the range of learners and the range of classroom contexts.

They also put Steps in delivering effective instruction was outlined by Rosenshine and Stevens (1986). *You mentioned here 'Some of The Teaching Writing Strategies'.*

2.8.1. Review Previously Taught Skills

Review previously taught skills to ensure that students have learned and remembered them. This gives students more practice and allows the teacher to check whether they are having any problems. The teacher can correct any errors immediately and show or model again how the task is done correctly. Skills can be re-taught and different strategies may need to be used.

2.8.2. Present the new Writing Task

A short statement of the specific nature of the writing task, its purpose or expectations, occurs first. The teacher models the skills or concepts to be taught using the think aloud strategy. Students experiencing difficulties will often learn more easily if the writing task is presented in small manageable steps. Step by step instruction may need to be given. A combination of scaffold instruction individual, content, material and task as determined by the needs of the students can best support these students during the critical stage of initial learning. Frequent checking of students understanding is necessary and a lively pace will maintain students' interest.

2.8.3. Provide Guided Practice

In guided practice the teacher guides or leads students through some examples of the skill or concept modeled. A common language is used to provide continuous feedback about the effectiveness, meaning, and accuracy of students writing. This ongoing monitoring is important to ensure that students avoid practicing errors and can demonstrate success.

2.8.4. Provide Independent Practice

In independent practice students learn to use the new skills or information with a minimum of direct assistance from the teacher until new information is merged with what is already known. Homework activities can be used for independent practice of skills. To avoid frustration, material set for homework needs to be set at an independent level. Teachers need to provide a range of contexts so that students can generalize skills.

2.9 Teaching Writing strategies

Development (SRSD) Paz and Graham (2012) argued that concerns about students' writing have led to calls for improvements in the teaching of writing. This is a particularly challenging task as skilled

writing requires the acquisition and coordination of strategies for regulating the writing process (e.g., strategies for planning, monitoring, evaluating, and revising), skills for producing text (e.g. handwriting, spelling, sentence construction), and knowledge about specific genres, writing conventions, and so forth. Thus, efforts aimed at improving writing instruction need to help students develop the strategies, skills, and knowledge needed to write effectively.

Paz and Graham (2012) reported the present study that examined the effectiveness of an instructional program designed to improve the writing performance of middle school students. This strategy is called SRSD (Self-Regulated Strategy Development). Although the program primarily focused on teaching students' strategies for planning, drafting, and revising text, the knowledge and skills needed to support these processes were also emphasized. This emphasis included knowledge about the characteristics of good writing, criteria for evaluating writing, and the structure of expository essays that involved explanation and persuasion (the writing task emphasized in this study). Writing skills that were addressed included constructing a thesis statement and using mature vocabulary, transition words, and different types of sentences. These skills are not only important in constructing a good essay but were also stressed on a state-wide writing competency exam taken by students.

2.9.2 Shared Writing Strategy

In addition to the points discussed above, Booth and Swartz (2004) point out a set of strategies for teaching writing called the Shared Writing Strategy. Shared Writing strategy offers an opportunity that allows the teacher to model good writing for his/her students. Shared Writing is a joint writing strategy in which both tutor and learners contribute to the plan, the ideas, and the language of the text they construct together (Tertiary Education Commission, 2009). The teacher begins the teaching by gathering the students around an easel and starting a discussion about a shared experience. The Shared Writing strategy facilitates students to model good writing from the teacher. It establishes an activity in which students are gathered around an easel and start a discussion about the shared experience that they are studying now or have ever experienced before. Students can benefit from practicing writing about the result of their research, as well as expressing their own feeling and experiences (Wijayanti, 2014).

2.9.3 Animated Story

Furthermore, Agusta (2015) proposes a writing strategy called animated stories. Animated stories are stories which are presented in the form of animation. It means that the stories are displayed in moving pictures to help the viewer's understand the stories. Using animation as a tool to encourage and develop children's learning is not only fun but effective. It means that the students will enjoy the teaching-learning process when the teacher uses animation because it is more interesting. Agusta also states that by using animation, children develop skills and competencies in storytelling, visual communication, cognition, emotional, ethical and aesthetic aspects, observation, and sensory aspects, concentration, problem-solving and innovative aspects.

2.9.4 Cooperative Writing

Ikaningrum (2015) explains that cooperative learning is one of the techniques of writing that is very interesting for the students. By using cooperative learning, the students will get the idea easily, enjoy the teaching learning process and become interested in learning English especially to develop their writing skills. Besides that, the students will also be motivated in learning English and get more enthusiasm to learn English. They can enhance many life skills through teamwork. One of the strategies in cooperative learning is Gallery Walk. According to Alber (2018), the Gallery Walk technique allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts.

Chain Writing is an effective way of promoting writing performance. According to Fitriyani (2019), Chain Writing is a method in which stories are written by a group of students by trying to connect sentence by sentence to make a good story. Syathariah (2009) in Saragih and Rabbani (2017), explains that the Chain Writing method is a method which requires students to be active in the learning process and which gives them a chain to write a certain topic together with their classmates. It is used to help students in language learning especially in writing because they will take turns writing sentence by sentence until they become a passage.

2.9.5 Imaginary Strategy

Imaginary strategy is a strategy that is easy to apply in class when teaching descriptive writing. In implementing this strategy, the teacher gave an example of a story, but the teacher did not fully use the English language, because it was feared that the students would not understand the meaning of the story. After that, the teacher asked the students to write the theme. In this strategy, students can imagine something they like in their lives, and this will make students more independent to write. According to Ulfa & Rusdi (2014), the Imaginary Strategy is a strategy that can encourage students' writing skills. In addition, students will easily develop their imagination and ideas in writing a paragraph. The Imaginary Strategy shows that students can produce creative writing, especially descriptive ones. It can be concluded that this strategy can make it easier for students to collect ideas for writing. So, this strategy is very suitable and effective to apply in writing classes.

2.9.6 Showing Picture

Showing Pictures is one of the activities or strategies that can be carried out in the teaching and learning process. According to Solahudin (2009), showing or describing pictures is useful for training students in imagination and story- retelling. The use of pictures must be appropriate to the student's level and the pictures must be visible to t h e students, Harmer (2007). In implementing this strategy, the instructor prepares some pictures, for instance, the zoo pictures. Then the instructor asks the students to write according to the actions they see in the pictures. So, it can be concluded this strategy is effective and suitable when it is used to teach writing because it can develop students' ideas.

2.9.7 Scaffolding

Holton and Clarke (2006) state that scaffolding is a teaching strategy that supports direct construction knowledge by students and provide the basis for future independent individual study. It means, that the scaffolding strategy can support knowledge and develop students' ideas in independent learning. In implementing this strategy, the teacher explains the descriptive text material, gives some examples of descriptive text and ensures that all students understand. After that the teacher asked the students to write based on their work.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research Methodology: research design, research approach, population, sampling techniques, data gathering instruments, validity and reliability of instruments, method of data analysis, and procedures of data collection

3.2. Research Design

The research design is a master plan specifying the methods and procedures for collection and analyzing the needed information (William, 2006). The main objective of this study was to investigate the practice of teaching writing strategies of grade 10 students in EFL Classroom to improve the students' writing skills.

For this purpose, descriptive survey research design was employed as it is suitable for the collection of intended data. According to Creswell (2006), descriptive survey design presents facts about the nature and status of a situation as it exists at the time of the study; it also concerns with the practices that are ongoing and trends that are developing. Descriptive survey research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984).

Holle Secondary School was selected using purposive sampling technique due to it is one of the largest secondary schools in the study area. This helped the researcher to get adequate information. However; English teachers were selected using comprehensive sampling technique because their number was small. All teachers (7 English language teachers) participated in this study. The reason why, the number of teachers was not only manageable, but was too small to draw a sample, and thus the number of participants was insufficient to generalize the results of this study.

3.3. Research Approach

Due to resource constraint, however, it was difficult to interview all students. In addition, it was impractical to conduct in-depth information in face-to-face interviews with many students due to the participants' interests, financial problems, time limitations and energy. Thus, a 30% sample (which

was used as a conventional rule thumb to determine a representative sample size in many studies) of students were taken to conduct the study. The students were selected for this study using a simple random sampling technique. More specifically, 30% of the total number of grade 10 students (which is $350 \times 30\% = 105$) were selected randomly to take part in the study by using lottery method. Therefore, the total number of 7 English teachers and 105 students were the participants of this study.

The students were selected for this study using a simple random sampling technique as it provides equal chance for each population to be a part of the study and it reduces the sampling bias in terms of population element (Cohen et al, 2000).

In a simple random sampling technique, lottery method was used to select sample respondents in the following ways: Firstly, pieces of papers were prepared and the tickets were numbered from one to the end and thoroughly mixed. Finally, the pieces of papers were put in a bowl and was taken randomly without looking at them. The members of the population who contained the numbers drawn were selected to be samples for the study

3.4. The Study Area and Population

This study was conducted at Gurage Zone Abeshge woreda Hole secondary school grade 10 students in focus. The target population for this study was grade 10 students and English teachers at Hole Secondary School. The school was chosen because of its suitability of the researcher. Grade 10 students and teachers were chosen for the study because the researcher had long experience of teaching grade 10 students which contributed for the deep analysis of the research problem.

According to the 2023 enrollment statistics of Hole Secondary School, there were 7 sections in Grade 10 with a total of 350 students of which 200 of them were male and the rest 150 were females. There were 7 English language teachers.

3.5. Sampling Techniques

Holle Secondary School was selected using purposive sampling technique due to it is one of the largest secondary schools in the study area. This helped the researcher to get adequate information. However; English teachers were selected using comprehensive sampling technique because their number was small. All teachers (7 English language teachers) participated in this study. The reason why, the number of teachers was not only manageable, but was too small to draw a sample, and thus

the number of participants was insufficient to generalize the results of this study.

Due to resource constraint, however, it was difficult to interview all students. In addition, it was impractical to conduct in-depth information in face-to-face interviews with many students due to the participants' interests, financial problems, time limitations and energy. Thus, a 30% sample (which was used as a conventional rule thumb to determine a representative sample size in many studies) of students were taken to conduct the study. The students were selected for this study using a simple random sampling technique. More specifically, 30% of the total number of grade 10 students (which is $350 \times 30\% = 105$) were selected randomly to take part in the study by using lottery method. Therefore, the total number of 7 English teachers and 105 students were the participants of this study.

The students were selected for this study using a simple random sampling technique as it provides equal chance for each population to be a part of the study and it reduces the sampling bias in terms of population element (Cohen et al, 2000).

In a simple random sampling technique, lottery method was used to select sample respondents in the following ways: Firstly, pieces of papers were prepared and the tickets were numbered form one to the end and thoroughly mixed. Finally, the pieces of papers were put in a bowl and was taken randomly without looking at them. The members of the population who contained the numbers drawn were selected to be samples for the study

3.6 Data Gathering Instruments

As methods of collecting data for the input of the study, questionnaire, interview and classroom observation were exclusively employed.

3.7 Data Gathering Instruments

As methods of collecting data for the input of the study, questionnaire, interview and classroom observation were exclusively employed.

3.7.1 Questionnaire

Questionnaire is one of the data collections tools used for getting pertinent information for the study. It is one of the primary sources of obtaining data in any research endeavor (Rechards and Schmidt 2002: 438). It is also used to access the large population of the students and teachers easily, Rugg and Peter (2007). In this study, two questionnaires were employed: students' questionnaire and

teachers' questionnaire. The questionnaire contained both open-ended and close - ended questions. The open - ended form of questionnaires provided a great depth of response. Close - ended questionnaires help respondents to choose from a selection of numbers representing feelings or attitudes. The main purpose of this study was to investigate the practice of teaching writing strategy. To ensure thus, questionnaires were designed for teachers in the target language and for students in vernacular language. The questionnaires were prepared using a five - point Likert scale ranging from 5 (strongly agree) to 1 (strongly disagree) and from always to never

3.7.2 Interview

To get further information the researcher employed semi-structured interview. Denscombe (2007:177) suggests that with semi-structured interview, the interviewer is prepared to be flexible in terms of the order in which the topics are considered, and perhaps more significantly to let the interviewee develop ideas and speak more widely on the issue raised by the researcher.

Of 350 students, 8 high achiever student interviewees (4 male and 4 female students) were selected purposively based on their assessment results on the English subject and of 7 English teachers, 6 senior English teachers (who were the most experienced in and achieved highest education level in EFL teaching) were purposely selected for the interview session. Highest score students and experienced teachers were preferred for the interviews. The conversation was recorded using tape - recorder. The interview lasted 10-15 minutes per respondent. In conducting this interview, an interview guide and field notes were used. Finally, the data was transcribed, analyzed and interpreted by the researcher.

3.7.3 Classroom Observation

Observation is one method of data collection and it is a systematic, purposeful, and selective way of watching and listening to an interactive phenomenon as it occurs (Kumar, 2005). So, observation as a research method has a number of clear advantages for the researcher so as to gather data about the physical environment and about human behavior that can be recorded directly by the researcher without having to rely on the retrospect or anticipatory accounts of others. In other words, observation enables the researcher to note down what the researcher see as it occurs, and the observational data are often more accurate (Best and Kahan, 1989). The researcher employed overt observation. Overt observation is where those being observed are aware of that the observation is taking place. This was employed when the teacher was teaching writing strategies according to his/ her plan. Due to the time constraints and work load, the researcher observed three times each English

classroom, when the lesson took place. Totally 21 classrooms were observed during writing instructions.

The focus of observation was to see how teachers and students practice writing strategies. The researcher prepared classroom checklist to observe the actual setting in EFL classes. Accordingly, 14 items were included focusing to observe the practices of teaching writing strategies in EFL classes and finally students' role during writing instruction.

3.8 Method of Data Analysis

The data collected through observation, questionnaire and interview were analyzed and interpreted in their order of administration. First the data collected through questionnaire were analyzed and interpreted quantitatively using descriptive statistics employing percentage value. Each item of the observation checklist was interpreted according to its realization and implementation in the actual classroom by taking participants (teachers) into accounts in the realization of the checklist. Other additional observed phenomena related to the study were recorded and registered carefully and then stated explicitly as well as analyzed and interpreted qualitatively since the observed phenomena did not have similarity for each class or teachers to interpret and analyze in percentage.

Secondly, the data obtained by questionnaire were analyzed and interpreted quantitatively relying on the checklist. Each item of the checklist was analyzed and interpreted separately according to its order by changing the responses collected from teachers and students into percentage. Since the questionnaire of teachers administered first, it was calculated and done, then students' response followed. The additional response obtained using open-ended questions in the questionnaire was analyzed and interpreted qualitatively because of unlike responses among the teachers for interpreting the collected data qualitatively in the form of percentage.

At last, the interview analysis was employed. The questionnaire which was taken from students and teachers was analyzed and interpreted based on the items of the checklist in a qualitative manner of interpretation and analyzing.

3.9 Reliability of Instruments

In this study, the tools were prepared based on the literature review. Then, the researcher's principal advisor and co-advisor validated the tools. They commented on the content and face validities of the tools. Not only that, they also commented on format specifications, items, applicability to participants, and the extent to which data collection tools measure what the researcher really intends

to measure. Finally, the researcher modified and revised the tools based on the comments by advisors.

A pilot study was conducted on 14 grade 10 section A students at Holle secondary school for purposes related to data collection tools. First, it was utilized to try out the data collection tools (a questionnaire, classroom observation, and interview). This helped the researcher to make minor revisions (wordings, spellings and sentence construction) on the data collection tools to ensure easy communication with respondents during the main data collection. Second, it also enabled the researcher to predict the problems that may be encountered during the main data collection. For instance, the researcher noted that long and unclear sentences need to be avoided from the data collection tools. The interview time also needs to be chosen to be convenient for the interviewee. Teachers in particular did not like to be interviewed when they are busiest with classes or other activities. The researcher solved these problems by editing the tools and consulting respondents to make appointments for interviews.

To ensure the reliability of classroom observation, the researcher recorded while teaching and learning process in the classroom with the permission of the English teacher in the actual classroom and took notes while the teachers were teaching. To maintain the credibility of the interview data, the researcher conducted one-to-one communication with the interviewees.

3.10 Procedures of Data Collection

Once data collection tools were validated and the pilot study was conducted, the data collection tools were adjusted according to the feedbacks from the pilot study, if any, and finally duplicated according to the number of participants for each tool. Then, 105 students were selected using simple random sampling technique from grade 10th students at Holle Secondary School. The questionnaire for students were administered with each of the selected students to obtain the required student side data. 7 teachers at Holle Secondary School were selected using purposive sampling technique, and the questionnaire for teachers was administered by the researcher to obtain the required data from the perspective of teachers. Classroom observations were conducted in 3 consecutive writing classes for each section of grade 10th students at Holle Secondary School (a total of 21 writing classes). To ensure the classroom observations; the researcher used the classroom observation checklist to cross-check what happened in the writing class. Also, the researcher took notes taken from classrooms.

Finally, the data drawn from each lesson was codified and classified by the researcher to assess teachers' and learners' activities on the categories.

Finally, interview was conducted with teachers and students. The selection of teacher interviewees was based on teaching experience on the subject and students interviewees was based on their high achievement. Six senior English teachers and 8 high achiever students were selected the interview sessions. To maintain the trustworthiness of the interview data, the researcher conducted face-to-face communication with the interviewees. This also supported the researcher to get adequate information about the practice of teaching writing strategies .Furthermore, the interview data were transcribed word for word. Then, the data categorized by the researcher to increase the trustworthiness of the data further.

3.11. Ethical Consideration

Every ethical consideration was made throughout the process of this study. To this effect, the consent of all participants in this study was asked, and they confirmed their willingness before data were collected. The anonymity and confidentiality of the information of the respondents have been secured. A codification was also used to represent responses as Strongly Agree (5) Agree (4) Undecided (3) Disagree (2) Strongly Disagree (1) and Always (5) Usually (4) Sometimes (3) Rarely (2) Never (1).

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Students' response related to the Nature of Writing skills

Table 1: Students' response related to the Nature of Writing skills

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

No	Items	Responses										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
1.	Writing is as challenging and demanding as any other language skill.	4	3.8	10	9.5	19	18.1	55	52.4	17	16.2	2.3
2.	Writing is a more challenging language skill than the other language skills.	26	24.8	48	45.7	17	16.2	9	8.6	5	4.7	3.8
Grand Mean												3.1

The mean value of item 1 in the above table was 2.3 as for responding to writing as challenging and demanding as any other language skills ,55 (52.4%) and 16 (17.2%), disagreed and strongly disagreed respectively to the item and were of the view that writing is not as challenging and demanding as any other language skill such as reading, listening, and speaking. Whereas, 4 (3.8%) of the respondents stated their strong agreement and 10 (9.5%) stated their agreement. 19(18.1%) of the respondents on the item was undecided.

The mean value of item 2 was 3.8. On the contrary, 26 (24.8%) and 48 (45.7%) of the respondents strongly agreed and agreed respectively stated that writing is a more challenging language skill than other language skills. However, 9(8.6%) of the respondents stated their disagreement and 5(4.7%) of them stated their strong disagreement.

This view is supported by Nunan (1989) who points out that “writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. Accordingly, there are studies which claim that writing and learning to write has always been one of the most complex language skills.

Nunan (1989) states “it is easier to learn to speak than to write no matter if it is a first or second language”. Moreover, it can be related to psychological, linguistic, and cognitive factors; this applies to writing L1, L2, and FL.

Langan (1987) and Gunning (1998) also agree that writing is difficult. They state that writing is both more complex and more abstract than talking. Moreover, Parker (1993) supports this view when he states that writing could be a torment to students. In addition, Pearsall and Cunningham (1988) advocate that writing is definitely “hard work”. Therefore, it is evidently true that writing poses a number of problems to the students, as it is a skill that is difficult to master.

Table 2: Students’ response related to the Teaching of Writing

No	Items	I										Mean	
		5		4		3		2		1		F	%
	Practice related to the Teaching of Writing	F	%	F	%	F	%	F	%	F	%		
3.	The teacher makes learning writing stimulating and enjoyable.	4	3.8	12	11.5	18	17.1	51	48.6	20	19	2.3	
4.	The teacher motivates me to write in English outside the classroom.	6	5.7	18	17.1	21	20	44	42	16	15.2	2.6	
5.	The teacher’s way of feedback on my writing tasks motivates me.	10	9.5	15	14.3	42	40	28	26.7	10	9.5	2.9	

6.	The teacher's method of teaching writing skills is convenient to me.	3	2.9	8	7.6	22	20.9	60	57.1	12	11.5	2.3
Grand mean										2.5		

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

As can be understood from the responses given to item number 3 in the table above with mean value of 2.3 , 51 (48.6%) and 20 (19%) of the respondents respectively disagreed and strongly disagreed to the item. 18 (17.1%) of the respondents could not decide whether their teachers made learning writing stimulating and enjoyable or not. Nonetheless, few number of the respondents, 4(3.8%) 12 (11.5%), strongly agreed and agreed to the same item.

Its mean value was 2.6 regarding motivation to practice writing outside the classroom, 44 (42%) and 16 (15.2%) respectively, stated their disagreement and strong disagreement to item number 4 in the table above showed that their teachers do not motivate them to practice writing outside the classroom. 6(5.7%) of the respondents strongly agreed and 18 (17.1%) of them agreed to the item. Whereas, 21 (20%) of the respondents were stated to be undecided.

The researcher of this study believes that the teaching and learning of language should not be confined only to the classroom practices but also to the realities outside the classroom where teachers are expected to motivate their students to use the language in the real world after the class.

As shown in the table above under item number 5 with mean value of 2.9, 10(9.5%) and 15 (14.3%) of the respondents stated that their teachers way of feedback on their writing tasks motivate them. 42 (40%) of the respondents stated undecided to the item; these respondents were of the view that they do not identify whether their teachers' way of feedback motivate them or not. It implicitly reveals that the students are lacking the awareness on the motivating nature of feedback in general and their teachers system of doing so in particular. In contrast, 28 (26.7%) and 10 (10.5%) of the respondents disagreed and strongly disagreed respectively to the item showed that their teachers way of giving feedback on their writing works do not motivate them.

As can be seen from the table above under item number 6 with mean value of 2.3, majority of the students, 60(57.1%) and 12 (11.5%), disagreed and strongly disagreed respectively and were of the perception that their teachers' method of teaching writing in their school is not convenient to them 20 (20.9%) of the respondents' responses to the item was undecided. Few number of the respondents 3 (2.9%) strongly agreed and 8 (7.6%) agreed to the item.

Based on the above results, thus, it is possible to understand that the majority, 72 (62.6%), of the respondents were of the responses that the teaching method in their school is not suitable to achieve success in their writing ability. And also the mean and the grand value are 2.3 and 2.5 respectively. The researcher himself cross -check during observation session the teachers' way of teaching methodology was not convenient to the students and it was confused to them the way how the teachers teach. Even they asked them, their reply were not in a good way.

Table 3:Students' Response on Motivation to Learn Writing

No	Items	Responses										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
7.	Writing in English is something I like to do.	3	2.9	11	10.5	24	22.8	58	55.2	9	8.6	2.4
8.	I am motivated to learn writing.	5	4.7	8	7.6	18	17.1	62	59.1	12	11.5	2.4
9.	I am motivated to write outside the classroom.	6	5.7	11	10.5	9	8.6	75	71.4	3	2.9	2.4
10.	I feel relaxed when expressing my ideas through writing.	3	2.9	8	7.6	24	22.8	66	62.9	4	3.8	2.4

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

As can be seen from the above table 7 with mean and grand value of 2.4, 58 (55.2%) and 9 (8.6%) of the respondents stated their disagreement and strong disagreement to item number 7 and were of the responses that writing in English is something they do not like to do. 24 (22.8%) of the respondents remained undecided. Few number, 11 (10.5%) agreed and 3 (2.9%) strongly agreed, of respondents stated that writing in English is something they like to do.

As can be seen from the table above under item number 8 with mean value of 2.4, majority of the respondents, 62 (59.1%) and 12 (11.5%), stated their disagreement and strong disagreement to the item and were of the responses that they are not motivated to learn writing. In conjunction with

this, as can be seen in the table above under item number 9, majority of the respondents, 75 (71.4%), disagreed and were of the responses that they are not motivated to write outside the classroom. The mean and the grand value was also 2.4. In conjunction with this, as can be seen under item number 10 with mean value of 2.4, 66(62.9%) of the respondents stated that they do not feel relaxed when expressing their ideas through writing. On the other hand, 22 (22.8%) of the respondents were of the view that they could not decide on whether they felt relaxed when expressing their ideas through writing or not.

Byrne (1991, p. 10) states that “Some learners feel secure if they are allowed to write. For such students, writing is likely to be an aid to retention, if only because they feel more at ease and relaxed”. Nevertheless, the responses of the majority of the students show that they do not feel relaxed when expressing their ideas through writing.

In sum, based on the data above the researcher of this study believes that learning writing at secondary school is at stake for the students’ motivation to learn and practice writing is very low.

Table 4: Students’ Response on the Requirements to Improve Writing

No	Items	Responses										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
10.	The habit of reading helps to develop my writing ability so I read a lot.	-	-	12	11.5	23	21.5	63	60	7	6.6	2.4
11.	When I start writing, my priority is to concentrate on grammatical, spelling, and punctuation errors.	33	31.4	40	38.1	13	12.4	13	12.4	6	5.7	3.8
Grand Mean												3.1

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

As shown in the table above under item number 10 with the mean value of 2.4, 63 (60%) and 7 (6.6%) of the respondents replied disagreed and strongly disagreed respectively to the item. Whereas,

23 (21.5%) of the respondents remained undecided and 12 (11.5 %) of them agreed to the item. It can be inferred that majority of the students have no habit of reading and they cannot see the benefits of reading on their writing ability. "Reading habit is best formed at a young impressionable age in school, but once formed it can last one's life time" (Green, 2001). Gardner (2015) stated that reading habit could stimulate learners' productivity and creativity.

As shown in the table above in item number 11, 33 (31.4%) of the respondents replied strongly agreed and 40 (38.1%) of them agreed to the item. 13 (12.4%) of the respondents stated their responses to the item as undecided. Nevertheless, 13 (12.4%) of the respondents disagreed and 6 (5.7%) of them strongly disagreed to the item. The mean value and grand value was 3.8 and 3.1 respectively.

The researcher's experience, as well as the informal discussions made with some secondary school teachers, confirms that in order to learn and improve writing skills, most secondary school students prefer good command of grammar to the ability to write.

Table 5:Students' Response on the Materials Used to Learn Writing

No	Items	Responses										Mean
		5		4		3		2		1		
	Materials Used to Learn Writing	F	%	F	%	F	%	F	%	F	%	
12.	The writing tasks in the textbook help me think more about my writing because they are related to things I do outside the classroom.	1	1	2	1.9	32	30.5	54	51.4	16	15.2	2.2

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

The mean value for item 12 was 2.2 concerning the writing tasks in the text book, 54 (51.4%) and 16 (15.2%) of the respondents replied disagreed and strongly disagreed respectively to the item and were of the responses that the writing tasks in the textbook do not help them think more about their writing for they are not related to things they do outside the classroom. Whereas, 32

(30.5%) of the respondents remained undecided, which might imply that these respondents did not go through the textbook.

This response implicitly indicates that the writing tasks in the textbook are not feasible to think more about life outside the classroom and happen to be lacking authenticity. This result further suggests that the writing tasks in the textbook need a sort of modification in order to make the students benefit and acquaint their learning with the real life situation.

Table 6: Students' Response Tests Related to Writing

No	Items	Responses										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
13.	The testing system in my school encourages me to develop writing skills.	4	3.8	8	7.6	18	17.1	49	46.7	26	24.8	2.2

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

In responding to the nature of tests related to writing as stated under item number 13 in the table above, 49 (46.7%) and 26 (24.8%) of the respondents were the responses that the testing system in their school do not encourage them to develop their writing . 18 (17.1%) of the respondents stated their responses to the item as undecided. Nevertheless, 8 (7.6%) of the respondents disagreed and 4 (3.8%) of them strongly disagreed to the item. And also the mean value was 2.2.

This imply, the testing system which is implemented in their school lack writing skills and this makes them do not encourage to develop their writing ability. Therefore, the testing system should be made encourage them so as to develop their writing ability.

4.2. The challenges /factors that affecting the practice of teaching writing strategies.

In this section, the students' responses on the challenges/ factors that affecting the practice of teaching writing strategies. The results are, then, discussed and interpreted below.

Table 7:Challenges related to the Learner

No	Items	Responses										Mean
		5		4		3		2		1		
Challenges Related to the Learner		F	%	F	%	F	%	F	%	F	%	
1.	I face difficulty in generating and organizing ideas for my writing topic.	22	21	55	52.4	18	17.1	6	5.7	4	3.8	3.8
2.	Lack of sufficient vocabulary impedes learning writing.	38	36.2	44	41.9	13	12.4	6	5.7	4	3.8	4.0
3.	Lack of reading habit hampers the development of my writing ability.	24	22.9	45	42.8	25	23.8	9	8.6	2	1.9	3.8
4.	Lack of motivation in learning writing hinders learning writing.	22	21	64	60.9	16	15.2	3	2.9	-	-	4.0
5.	My background knowledge on the practice of writing strategies affects the development of my writing ability.	20	19	47	44.8	25	23.8	9	8.6	4	3.8	3.7
6.	My first language has an obstacle that hinders my ability to correctly write in English.	20	19	52	49.6	16	15.2	8	7.6	9	8.6	3.6

7.	The fear of making mistakes on my writing works affects learning writing strategies successfully.	25	23.8	60	57.2	15	14.3	5	4.7	-	-	4.0
Grand Mean											3.8	

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

As it can be seen in table 1 with the mean and grand mean value of 3.8 , 55 (52.4%) of the respondents replied agree and 22 (21%) of them replied strongly agreed as well that they face difficulty in generating and organizing ideas for their writing. 6 (5.7%) and 4 (3.8%) of the respondents replied disagree and strongly disagreed respectively to the item.

The researcher believes that the students' difficulty in generating ideas may be attributed to their lack of sufficient vocabulary level as it is also stated in the table above under item number 2. The difficulty related to idea organization is most likely attributed to the method of teaching in which the students are supposed to be acquainted with. Hence, the students' level of vocabulary and teaching the strategies on organization of ideas for writing should be underscored.

As it can be seen from the table above under item number 2, 38 (36.2%) of the respondents strongly agreed and 44 (41.9%) agreed that lack of sufficient vocabulary impedes learning writing. The mean value was 4.0. Here in the data shows that lack of vocabulary is a serious problem that secondary school students have in learning writing.

According to the responses to this item and the results from the interview, the researcher concludes that lack of vocabulary is the biggest problem that most secondary school students have when learning writing. This later affects their study result and generates many difficulties in effectively learning writing and developing their writing ability.

The mean value of item number 3 in the above table was 3.8 as for responding reading habit hampers the development of writing ability, 45 (42.8%) of the respondents agreed to the item and 24 (22.4%) of them strongly agreed stated that lack of reading hampers the development of their writing ability. 6 (4.5%) and 4 (3.8%) of the respondents disagreed and strongly disagreed respectively to the item.

As seen in the data above, majority of secondary school students neglect the relationship between reading and writing. It should be noted that the two skills go hand-in-hand, and one can better function owing to the manipulation of the second.

According to the responses to item number 4, majority of the respondents, 64 (60.9%) and 22 (21%), responses show that lack of motivation in learning writing hinders the learning of writing in secondary school. 16 (15.2%) of the respondents stated disagreed to the item as undecided. Whereas 3 (2.9%) of the respondents stated disagreed to the item. The mean value was also 4.0. Since

motivation is strongly related to achievement, students' motivation makes the teaching and learning easier and more pleasant for both teachers and students. Motivation is thought to make the learning of writing pleasant and enjoyable.

This is to mean that, the teaching and learning of language was confined only to the classroom practices but the teachers did not motivate their students to use the language in the real world outside the classroom. As stated by Ruesch et al. (2012), motivation is the methods of assessing the target language proficiency and sustaining students' eagerness for learning. It is the main factor influencing students' behavior in learning the target language (Lee& Lin, 2022).

As it indicated the data on the table above under item number 5 with the mean value of 3.7, 47 (44.8%) of the respondents agreed that their background knowledge on the practice of writing skills affected the development of their writing ability. Moreover, 20 (19%) of the respondents strongly agreed that their background knowledge causes a problem in the development of the skill. However, 25 (23.8%) of the respondents responses show that they did not decide on the item. 9 (8.6 %) and 4 (3.8 %) of the respondents responses show that disagree and strongly disagree consequently.

Since writing is a productive skill, it needs a great sort of practicing but the students' responses show that they lack good practice on the skill.

The mean for item number 6 was 3.6. To the question first language has an obstacle that hinders ability to correctly write in English, 52 (49.6%) of the respondents agreed that their first language hinders them to correctly write in English 20 (19 %) of the respondents strongly agree and 16 (15.2%) of the respondents remain undecided. However, a few numbers 8 (7.6%) and 9 (8.6%) of the respondents disagree and strongly disagree.

The influence of first language on the learning of second or foreign language is the main concern of many researchers such as Harmer (2006b); Kroll (1997); Sadek (2007); Stark, (2005), and Ghodbane (2010). Generally, foreign language teachers emphasize the need for EFL writers to think and write as far as possible in English. Friedlander (1997) reports, "Writers do any of their work in their first language" (p.109). It means that this way of writing will inhibit acquisition of English due to transfer of structures and vocabulary from first language in an incorrect way. Moreover, Friedlander's (1997, p.109) study indicates that "writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language."

As it is shown in the table above in item number 7, 25 (23.8%) of the respondents strongly agreed and 60 (57.2%) of the respondents agreed and were of the view that the fear of making mistakes on their writing affects the successful learning of writing. 15 (14.3%) of the respondents were stated to be undecided. Nevertheless, 5 (4.7%) of the respondents stated disagreed to the item. The mean value was 4.0

As it can be inferred from the responses, the students are not of the view that mistakes are signs of learning. The researcher of this study believes that, all secondary school teachers should aware their students the negative impacts of fear of making mistake and make them to practice continuously to

avoid the problem.

Table 8:Challenges Related to the Teacher

No	Items	5		4		3		2		1	Mean
		F	%	F	%	F	%	F	%	%	
8.	The teaching method in my school impedes the learning of writing.	29	26.7	50	47.6	14	13.3	12	11.5	0.9	3.9
9.	The teacher's way of giving feedback on my written works hampers the learning of writing.	10	9.5	42	40	30	28.5	17	16.2	5.7	3.3
Grand Mean											3.6

As can be seen from the above table under item number 8 the mean value of 3.9, 50 (47.6%) of the respondents agreed and 29 (26.7%) of them strongly agreed that the teaching method in their secondary school impedes learning writing. In contrast, few, 12(11.5%) and 1 (0.9%), of the respondents stated their disagreement and strong disagreement respectively. 14 (13.3%) of the respondents were stated to be undecided to the same item. The mean value for item 9 was 3.3 concerning the teacher's way of feedback hampers learning of writing, 42 (40%) and 10 (9.5%) stated their agreement and strongly agreement respectively show that their teachers' way of giving feedback on their written works hampers their learning of writing. Whereas, 30 (28.6%) of the respondents remained undecided. Few numbers, 17 (16.2%) and 6 (5.7%) of the respondents stated their disagreement and strongly disagreement respectively to the item.

Here it can be inferred that teachers of secondary school should be aware of the effective use of feedback/comments to develop their students writing ability.

Table 9: Challenges Related to Writing Tasks

No	Items	Responses										Mean
		5		4		3		2		1		
		F	%	F	%	F	%	F	%	F	%	
10.	The nature of writing tasks in the textbook impedes the development of my writing ability.	11	10.5	58	55.2	17	16.2	8	7.6	11	10.5	3.5

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

The responses given to item number 10 in the above table show that 58 (52.2%) of the respondents agreed and 11 (10.5%) of them strongly agreed that the nature of writing tasks in their textbook impedes their learning of writing. In contrast, 8 (7.6%) of the respondents disagreed and 11 (10.5%) of them strongly disagreed to the item. And also the mean value was 3.5. Teaching materials have their own influences on the successfulness of teaching and learning process.

Based on the above data, it can be concluded that the writing tasks in the student’s textbook are not suitable to develop their writing ability. This result further suggests that the nature of the writing tasks on the students textbook need amendment in order to make more suitable to practice the skill and make the students more proficient in writing.

Table 10: Challenges Related to Testing

	Challenges Related to Testing	5		4		3		2		1		Mean
		F	%	F	%	F	%	F	%	F	%	
11	The testing system in my school hinders the development of my writing ability.	9	8.6	72	68.6	15	14.3	7	6.6	2	1.9	3.8

12	The nature of the University Entrance Exam impedes the development of my writing ability.	8	7.6	68	64.8	19	18.1	7	6.6	3	2.9	3.7
Grand Mean											3.8	

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

The testing system of most secondary school is emphasizing testing the language items which have strong connection with the nature of the National Examination. Teachers need to know how to give tests that are motivating to the students. Tests need to have thematic relevance, that is, they need to aim at checking what students have learned and whether they can apply it to real-life tasks. In addition, tests that are more demanding or challenging than anything practiced in class will have negative effects on the students' learning. Also, tests should be based on course objectives.

As it is shown in the table above in item number 11 with mean value of 3.8, 72 (68.6%) and 9 (8.6%) respondents stated their agreement and strongly agreement respectively. Whereas, 7 (6.6%) of the respondents remained undecided. Few numbers, 8 (7.6%) of the respondents disagreed and 2 (1.9%) of them strongly disagreed to the item.

As it is shown in the table above in item number 12, 68 (64.8%) and 8 (7.6%) of the respondents agreed and strongly agreed respectively .19 (18.1%) of the respondents remained undecided. Few numbers, 7 (6.6%) agreed and 3 (2.9%) strongly disagreed. The mean value was also 7.

It can be inferred from the above data that the nature of tests in the secondary school and the National Examination meant to be factors which make secondary school students reluctant to deal with writing seriously. Since all of the items in the National Examination were multiple question type, it would be difficult for students to be engaged in the development of their writing ability. Had it not been for the nature of the testing system, the students' writing proficiency, either at paragraph or essay level would have been upgraded.

Table 11:Challenges Related to Culture

No	Items	Responses										Mean
		5		4		3		2		1		
	Challenges Related Culture	F	%	F	%	F	%	F	%	F	%	

13	Writing culture in the society impedes learning writing which later hampers the development of my writing ability.	28	26.7	54	51.4	16	15.2	7	6.6	-	-	4.0
14	My school's culture on the teaching and learning of writing impedes the learning of writing.	4	3.8	67	63.8	20	19.1	14	13.3	-	-	3.6
												3.8

As it can be seen from the above table under item number 13, majority of the respondents, 54 (51.4%) agreed and 28(26.7%) strongly agreed, responses reveal that the writing culture in their society impedes the development of their writing ability. The mean value was also 4.0. However, 7 (6.6%) of the respondents stated their disagreement to the item. As mentioned by the respondents, it can be inferred that the writing culture of the community affects the development of their writing ability. As it can be seen from the above table under item number 14 with the mean value of 3.6, 67 (63.8%) of the respondents responses show that their schools' culture on the teaching and learning of writing impedes their learning of writing. 20(19.1%) of the respondents could not decide on whether their schools' culture has an impact on learning writing or not. In contrast, 14 (13.3%) of the respondents stated their disagreement to the item.

Table 12:Challenges Related to Time

No	Items	Responses										Mean
		5		4		3		2		1		
	Challenges Related to Time	F	%	F	%	F	%	F	%	F	%	
15.	The time allotted for writing class is not enough to practice writing and hampers the learning of writing.	3	2.9	71	67.6	14	13.3	13	12.4	4	3.8	3.5

Strongly Agree= 5 Agree=4 Undecided= 3 Disagree=2 Strongly Disagree=1

As it is shown in the table above in item number 15, 3 (2.9%) of the respondents strongly agreed, 71 (67.6%) agreed, 14 (13.3%) stated undecided, 13 (12.4%) disagreed, and 4 (3.8%) strongly disagreed to the item. According to the data, majority of the students' responses show that the time allotted for writing class in secondary schools is not sufficient to practice writing.

In fact, secondary school students only have one period for writing every week irrespective to the objectives of the syllabus and both the student's and the teacher's textbooks. Unless the students' do have enough time for learning and practicing writing in the class and the teachers' do have enough time to teach their students writing in effective ways, it is very unlikely to expect an encouraging output of the teaching and learning of writing.

Generally, the factors behind secondary school students' poor performances on writing are endless. However, the researcher of this study limited himself to the major ones. The majority of our secondary school students are not motivated to write and learn writing; they are not interested in reading which is the most appropriate input to improve their writing; they have lack of sufficient vocabulary to effectively practice writing; they suffer from language transfer, where they commonly use their L1 while writing in English; they suffer from the fear of making mistakes, which hinders the effective practice of writing; factors related to the students' background knowledge, method of teaching, feedback related to their written works, the nature of writing tasks, the testing system, writing culture, and insufficient time to practice affect the learning of writing and the development of their writing ability.

4.2 Results of the Teacher's Questionnaire

This section reviewed, the teachers' responses on their practices of the teaching of writing strategies and challenges affecting their teaching of writing.

4.2.1. Teachers' Practices on Teaching Writing Strategies

In this sub-section, the teachers' responses on their practices of the teaching of writing strategies like practices related to techniques to teach writing, teach writing, materials and tasks, f and values on written works, testing, objectives of writing skills, and writing classes. were discussed and interpreted below.

Teachers were asked related to techniques or strategies to teach writing, the large number of the respondents said that they didn't use a variety of techniques or strategies to teach writing. The remaining 1 of the respondents said that they sometimes use a variety of techniques or strategies

while teaching writing.

Integrate writing skills with other language skills, 6 of the respondents said that they rarely implement Integrate writing skills with other language skills. 1 of the respondents stated that sometimes he integrates writing skills with the other language skills.

The researcher of this study believes that the above responses of the teachers could impede the development of the students' writing. Teachers need to think of ways to integrate one of the language skills with the others with the aim of enhancing the students' language proficiency in general and the writing skills in particular.

Teachers were asked provide classroom writing tasks; 2 of the respondents said that they sometimes provide classroom tasks. Majority of teachers said that they didn't provide classroom writing tasks and rather they simply teach the lesson and leave the class without providing any activities about writing.

Regarding to provide home-take writing tasks, majority of teachers said that they didn't provide home - take activities and the remaining of 1 teacher said that he sometimes provide home - take activities.

in their writing classes encouraging students to plan, draft, and proof-read their written tasks; majority of teachers said that they didn't get teaching materials in their writing classes encouraging students to plan, draft, and proof-read their written tasks. They said that when they want any supportive materials to teach writing they couldn't get in the school. Even they asked to the director of the school, he didn't reply positive answer. The remaining of 1 teacher said that sometimes he gets the materials encouraging student. to plan, draft, and proof-read their written tasks.

Here it can be inferred that the nature of teaching materials teachers used in their writing classes need a great sort of amendment with the intention to encourage students to plan, draft and proof-read their written tasks.

Concerning provide values for their students written works,5 of teacher said that they didn't provide values for their students written works. 1 teacher said that he usually provide give value for their students written work. 2 of them said that they sometimes give value for their students. The researcher believes that if the students' written works had been valued, their motivation to practice

writing and the development of their writing ability would have been promoted.

Concerning give feedback on their students' written works, majority of teachers respondents said that they didn't give feedback on their students' written works. In contrast, 2 of the respondents said that they sometimes give feedback on their student's written works.

In response to correct and comment on each other's work, the large number of 6 of the respondents said that they never let their students correct and comment on each other's work and only 1 of teacher respondents said that he rarely do so. This implies that almost all the respondents have no practice of letting their students correct and comment on each other's work. Even though the majority of secondary school students are interested in marks and nothing else, but feedback-comments reinforce students to improve their writing level. Feedback /comments are meant to highlight weaknesses and/or strengths.

Related to include writing tasks in their exams; 5 of teachers respondents said that they rarely include writing tasks in their exams and 1 of the respondents' said that he sometimes include writing tasks in his exams and 1 of the respondents never include writing tasks in his exams.

However, the majority of the respondents practice shows that they do not include writing tasks in their exams deviating from both the syllabus and course objectives of that particular grade level. Trugman (2007) states that teachers need to know how to give tests that have thematic value. Besides that, tests should be based on the course objectives.

Owing to the researcher's experience along with the results of the questionnaire above, the nature of examination items requested both at school and national level do not enable the teachers to incorporate writing tasks in their exams.

In the response of address the benefits of writing in English to their students; the majority teachers respondents said that they sometimes address the benefits of writing English to their students and one respondent said that he usually address the benefits of writing in English to their students. Only one respondent said that he rarely address the benefits of writing English to their students.

Concerning abiding by the objectives of the student's textbook 2 of the respondents said that they sometimes abide by the objectives. Nonetheless, majority of the respondents said that they rarely

abide by the objectives on the student's textbook and the remaining of 1 respondent said that he never abide by the objectives

Hence, it can be inferred that the teaching of writing in secondary school deviated from the objective that is set to promote the teaching and learning of writing.

Based on the teaching writing to their students; 2 of teachers respondents said that they sometimes teach writing. The remaining of 5 respondents said that they rarely teach writing to their students.

Concerning the practice of encouraging students to practice writing ; 1 of teacher respondent said that he usually encourages his students to practice writing and 1 of the respondent said that he sometimes encourages to practice writing. In contrast, 4 respondents said that they rarely practice encouragement and the remaining of 1 respondent said that he never do so.

4.2.2.Challenges that Affecting Teaching Writing Strategies

In this sub-section, the teachers' responses on the challenges affecting the teaching of writing strategies were discussed and interpreted below.

Concerning teaching of writing is affected by the students' lack of interest in learning writing, majority of the respondents 5 of them said that the teaching of writing affected by lack of students interest. However, 2 of the respondents said that their teaching of writing is not affected by their students' lack of interest.

If students lack the interest to learn a subject in general and a productive skill, which needs a continuous practice, like writing in particular, the success of the students will most likely be at a stake.

Concerning students' level of vocabulary impedes the teaching of writing; the majority of respondents said that students' level of vocabulary impedes the teaching of writing.

Based on the responses above and the students' questionnaire and interview on challenges affecting learning writing, it can be inferred that many students have limitations of vocabulary; this may be because the students' do not know any effective ways to study vocabulary. The data implied that another reason that affects teaching writing in secondary school due to students' lack of vocabulary

may be because the students spend little time on studying vocabulary; they might rarely look for dictionary, and they might usually ignore new words and do not look up meaning as well as the way to use them.

Related to students prior knowledge on writing affects the teaching of writing; all most all of teachers respondents said that students' prior knowledge on writing affects the teaching of writing. From the results above, it can be inferred that most secondary school students were not exposed for practicing writing skills in their previous grades.

Concerning lack of good command the grammar affects the teaching of writing. majority of the respondents said that students' lack of good command of the grammar affects the teaching of writing. However, 2 of the respondents said that the students' lack of good command of the grammar do not affect the teaching of writing.

Responses to reading habit affects their teaching of writing ; 6 respondents said that their students' reading habit affected the teaching of writing. Nonetheless, 1 of the respondents nothing said whether affected or not.

Here, it can further be explained that good writing is the result of good reading because well-read people are mostly critical thinkers.

Related to lack of the experience on teaching writing affected their current teaching of the skill; 5 of the respondents said that lack of experience on teaching writing didn't affect their current teaching skill. However, 2 of the respondents said that lack of the experience on teaching writing affected their current teaching of the skill.

Concerning lack of training on teaching writing hampers their teaching; all teachers respondents said that lack of training on teaching writing hampers their teaching. Here it implies that the teachers need to be equipped with appropriate training to acquaint them with the changing nature of the world and the teaching. This is also seen in the observation time that majority of the teachers were applying teacher-centered method of teaching which hardly helps students promote their knowledge and skill.

One of the problems teachers usually encounter in our secondary school, when teaching English, is lack of reference materials. This has been influencing the teaching and learning process in

general and the students' success in particular.

The responses absence of reference materials in their schools on writing hinders the teaching of writing; 5 of teachers respondents said that lack or absence of reference materials in their schools on writing hinders the teaching of writing. In contrast, 2 of them said that the teachers teaching on writing wasn't affected by lack or absence of reference materials.

A close observation on the above data reveals that majority of the respondents, that is, said that lack or absence of reference materials on writing in their school hinders the teaching of writing in secondary school. If the contents of the writing lesson in the textbook and the activities there in are not timely and relevant to life, they have the chance to alleviate the effectiveness of the teaching and learning process. As such, teachers should emphasize the links between real life and school subjects, design assignments, and experiments that use everyday materials and situations, and use personal anecdotes. (Palmer, 2007) Tasks that are meaningful to the students' real life motivate them. (Frey and Fisher, 2010)

Concerning the nature of writing activities in the text book impedes the teaching of writing ; 5 of the respondents said that the teaching of writing in their school is affected by the nature of writing activities in the textbook. Whereas, 1 of the respondents said that the teaching of writing in their school is not affected by the nature of writing activities in the text book.

This result further suggested that the nature of writing activities in the textbook need amendment in order to make them largely benefiting.

Open-ended question was provided them whether they think there were other challenges that impede the implementation writing strategies. They listed down the following factors. Respondents 3, 4 ,5 and 7 responded that when they were given writing assignments home works, the students were not willing to do at home. Respondents 1 and 2 replied that their family's educational background doesn't allow helping at home.

Respondent 6 stated that they were not being given any training to brush up their writing strategies. They added that no attention for writing skills from lower grade level up to university. The other challenges that impede the implementation of writing strategies almost all the respondents replied that in the lower-grade the subject was being taught by non-subject teachers.

Accordingly, the researcher of this study believes that families should give especial attention for their students and the skills should be given starting from the lower grade. He further added that the subject should be taught by the subject teacher and writing strategies should be given for English language teachers as much as possible.

4.3. Results of Classroom Observation

Based on the observation checklist; 3 of the observed teachers' topics on writing were found to be familiar to the students. However, 4 of the observed teachers were lacking topics of familiarity. Researcher as observer, he observed that the teachers prepared the topic to teach writing wasn't familiar to the students. As a result, they were confusing during writing classes. And also the topic that the teachers designed was not more of real life situation.

Concerning letting their students plan for the task they were going to do; Base on the checklist all most all teachers did not let their students plan for the task they were going to do. In this part of the lesson, majority of the teachers were observed warning the students not to disturb the class. "Keep silent!" was the expression which was repeatedly uttered. It is believed that students should be treated to plan for the tasks they are going to do.

Based on the checklist indicated that 2 of the teachers were teaching writing strategies to their students in writing classes. Nonetheless, more than half (5) of them were not teaching any writing strategies to their students during the observation sessions.

Related to sample written tasks to demonstrate a wide range of writing styles; there was no observation session in which the teachers' used sample written tasks to demonstrate a wide range of writing styles. As the researcher observed, the whole teachers didn't apply sample written tasks to demonstrate a wide range of writing styles. Rather they simply lecture them and let them to write the shot note.

As it indicated observation checklist and as they were observed by the researcher writing classes, 2 of teachers were delivering less than half of the writing classes having the students' engaged in the writing. Whereas, 5 of teachers were not engaging their students in the writing.

According to the data of the observation checklist look interested or motivated while doing the tasks; majority of the students were being observed less interested in doing the tasks and less motivated in

interacting with each other on the topics. However, few in number of the classes were found to have looking interested or motivated while doing the tasks given by their teachers.

Based on the researcher's informal discussions with some students of the observed classes, they stated that a large number of the students are not interested in learning English let alone learning writing, which they think far less useful. They added that they are missing most of the writing classes and either going to the libraries or hunting for other subject teachers' classes.

Concerning encourage the students to write independently; 2 of the observed teachers encouraged their students to write independently. In contrast, 5 of the teachers did not encourage the students to write independently. Though they were answering correctly, their teachers didn't say any thing about encouragement rather they keep silent. Here it is believed that encouraging the students their works in the class enhance their motivation towards the learning of writing.

General comments to the students written works as a whole; no teacher was seen giving general comments to the students' written works as a whole. In many of the observed classes, the teachers began the period going around the class and checking whether the home tasks were done or not, but did not give any comment and feedback. Since it is giving general comments to the students in their works in the class helps them know their mistakes and rewrite what they missed. Therefore, it should be given general comments to the students and also teachers should give especial attention for giving general comments in writing classes.

Related to given guidelines to help learners evaluate the standard of their writing; none of the teachers observed had given guidelines to help learners evaluate the standard of their writing. During the classroom observation, the researcher didn't see any types of guidelines to evaluate the students the standard of their writing.

The observation checklist indicated that there was no occasion in which the students were made to comment on each other's written works. And also, the researcher made informl discussion with the students they were not made to comment on each other' written works.

Concerning creating non-threatening environment in which students' experienced writing ; some of the observation sessions had non-threatening environment in which students' experienced writing. In contrast, many of the periods observed were failed to create a non-threatening environment in which

students could experience writing.

Time provided letting the students; some of the observation sessions had sufficient time to do the tasks. However, many of the observed classes ran out of time and the students did not finish the tasks they were made to do in the classes. In these classes it was observed that the class time management was very poor.

The researcher of this study believes that students should be given sufficient time to finish the tasks and to practice freely. He further suggests that teachers should use their time properly and as much as possible make precondition the students to practice at large out of the normal class.

Incorporating writing skills in their daily /weekly lesson plan; 3 of teachers incorporated writing skills in their daily/weekly lesson plan. However, the rest 4 of the teachers did not incorporate writing skills in their lesson plans. The researcher of this study believes that English language teachers of secondary school should incorporate writing skills in their lesson plans to improve their student's writing ability.

Follow the objectives of the writing lesson stated in the syllabus and the textbook; few of the observation sessions were found to be having the teachers following the writing lesson stated in the syllabus and the textbook. Whereas, many of the observation sessions failed to follow the objectives of the writing lesson stated in the syllabus and the textbook.

Here it can be inferred that deviating from the objectives in both the syllabus and the textbooks can hamper the effective implementation of teaching writing. So, it is believed that teachers should follow the syllabus and the text book when they stated the objective of the writing.

4.4. Analysis of data gathered through teachers' interview

The results are discussed and interpreted below. Eight teachers those who had completed the questionnaires were interviewed. The interview was recorded to be heard repeatedly and analyzed later. The results of teachers' interviews were analyzed and discussed below.

4.4.1. Writing strategies Teachers use to Helping Grade 10 Students Become Effective in the Writing Skills

Interviewees were asked to answer whether they use writing strategies to help students. To this question, Respondents 2, 4, 5, and 6 pointed out:

They did not use writing strategies or techniques frequently. Respondent 3 responded he uses the strategies in rarely, they didn't use most of the strategies or techniques rather few of them.

Respondent 3 responded

He never used writing strategies or techniques to teach writing. He added that he mainly focuses on only grammatical structure and even he completely ignores writing in English classroom.

Respondent 1 stated that:

“I attempted to use the strategies or techniques.” As he stated that he used the strategies with in few minutes and this is not this much sufficient to say teaching writing using different strategies or techniques in English class.

As he replied, the reasons for not using or practicing the strategies are students background knowledge, time limitations, the content of the text book, number of class size and teacher's methodology, and teacher's background knowledge

4.4.2. Practice of Teaching Writing Strategies Look Like.

Based on to what extent they practice of teaching writing strategies, all interviewees replied their reason in the following way:

All of the respondents stated that stated that their practice of teaching writing was not good and the effort they made in teaching the skill was not good too. Here in below, the researcher mentioned some of the respondents' views:

Respondent 2 stated that:

I did not have a good practice in teaching writing and I was totally devoting my time in preparing the students for the National Examination. Moreover, I had no sufficient time to practice writing while making the students prepared for the University Entrance Examination. I didn't make any effort in teaching writing.

His practice of teaching writing varies from time to time and he sometimes teaches the skill and writing is a cumulative effect of the other language skills; he was trying to integrate writing with the other language skills in his teaching. He was exerting his effort in enhancing the students' proficiency in writing though his students had with many limitations in the skill.

Respondents 3, 5 and 6 pointed out:

Their practice of teaching writing strategies was not good though they had their individual ability to teach the skill. Respondent 4 stated that his practice of teaching writing was through giving exercises in the form of activities like paragraphs and letters.

As he stated that he was giving exercises on writing in order to let their students develop their ability in writing. From this one can suggest that the practice of teaching writing strategies at secondary school is not sufficient and the effort the teachers make need to be enhanced.

4.4.3. The Teaching Meets the Objectives of the Writing Skills both in the Syllabus and the Textbook

The teachers were interviewed on whether their teaching of writing skills met the objectives set both in the English language syllabus and the textbook.

Respondents 2 and 4 responded that their major objective was to enable the students for the University Entrance Examination. Hence, turn by turn they stated that their teaching did not meet the objectives at all.

Respondent 1 stated that she had never used the textbook to teach writing and the other major skills except for some parts of the grammar in which she even made modification. Her response reveals that she did not deal with the objectives both on the syllabus and the textbook. Moreover, respondent 6 stated that his teaching did not meet the objectives. He stated that the nature of his students' knowledge on writing impeded him to meet the objectives and the textbook also lacked feasible contents for teaching writing. However, respondents 3 stated that his teaching sometimes met the objectives. Respondent 5 stated that he was in doubt whether his teaching met the objectives or not.

Writing experts like Cunningsworth (1995) are of the belief that objectives are blue prints which guide teachers how to go about their teaching performance and where their destination is. He briefly remarks that a teacher without valid and tangible objective is like a pilot without a compass.

According to the responses to the interview, more than half of the them stated that their practice of teaching writing does not abide by the objectives of the syllabus and the textbook as well. The researcher of this study believes that objectives have strong influence in determining the method of teaching that teachers employ in their writing classes.

4.4.4. The Teaching of Writing Strategies Teachers Use to Improve the Students' Writing Ability.

Teachers were asked on whether their teaching of writing is sufficient to improve students' writing ability. To this question, only two of the respondents 6 and 4 stated that the teaching of writing in their school is sufficient to improve the students' writing ability. Moreover, respondent 3 stated that the teaching of writing in the school is fairly sufficient to promote the students' writing ability and explained that writing could not be achieved within short period of time.

However, most of the respondents stated that the teaching of writing in their school is quite insufficient to improve the students' writing ability. For example, respondent 1 stated that the teaching of writing in her school was below standard. She added that the insufficiency of the teaching of writing could possibly result in most students' failure in the skill. She even added that most of the students could not score good result in school as well as Entrance Examinations of their level that would contain writing part. Furthermore, respondents 2, and 5 stated that the teaching of writing in their school is insufficient to improve the students' writing ability. More than half of the respondents replied that he teaching of writing in the school is found to be insufficient.

The researcher believes that English teachers should teach writing sufficiently to enhance the students' writing ability.

4.4.5. Comments on Writing Activities in the Student Textbook

The teachers were asked to comment on writing activities in the student textbook. To this question, all but one of the respondents were of a similar view that the writing activities in the textbook are not made to effectively teach and learn writing. According to the respondent 5, 6, and 3 replies, the writing activities in the textbook are not interesting in teaching and learning of writing; the activities did not let the students practice the skill. Furthermore, respondent 1 and 2 stated that majority of the activities are designed for the sake of formality rather than intending the effective teaching and learning of writing; the activities do not let the students practice the skill. Furthermore, respondent 1

and 2 stated that majority of the activities are designed for the sake of formality rather than intending the effective teaching and learning of writing.

He further added that all most all the exercises are grammar oriented. However, respondent 4 replied that the writing activities in the text book are sufficient to improve writing ability. He added that the writing activities in the text book are interesting to teach and learning writing ability. This researcher suggested that the writing activities in the textbook need to be treated seriously if the intention is to help the students benefit from it.

4.5. Challenges that Affect the Implementation of Teaching Writing Strategies

On this topic, the researcher asked the interviewees to react on the challenges that affect the implementation of writing strategies. There are different factors that hamper the teaching of writing strategies in secondary school. The major factors the respondents mentioned were presented below.

Accordingly, T2 replied: The teaching of writing in his school is affected by students' poor background knowledge on writing. Accordingly, Mesfin (2013), states that writing is a cumulative effect of several years of experience. What is learnt at lower level has either positive or negative impact on the current teaching or learning practices.

In the same issue respondent 3 replied:

Large class-size is a severe factor that affects the teaching of writing in secondary school. He also noted that it has become difficult to address each student while dealing with his or her written works due to the large class-size.

The same issue was raised to the respondent 4 and he replied:

The nature of University Entrance Examination as major factor affecting the teaching of writing strategies in secondary school. As he added further all the Entrance Examinations are grammar oriented and this makes them not to practice and not to focus writing at large.

According to the respondent 5, the other factor that affects the teaching of writing in secondary school is the cultural reflection of the community towards writing. The respondent viewed that the writing culture of the community does not encourage and promote writing. In conjunction with this, there are many research findings that support the responses of the teachers on the cultural influence towards writing. For example, Mesfin (2013) revealed in his study that most Ethiopians are used to

coming together, discussing their issues, and departing, which later discourages the culture of writing. He also noted that writing journals, keeping diary, and recording personal experiences are not the inherent behaviors of most Ethiopians.

Poor teaching in lower grades affects the students' proficiency in the secondary school in general and the writing in particular. They also noted that majority of the teachers do not consider teaching writing and poor background knowledge about how to teach writing.

Moreover, Respondent 6 stated that the students' interest in learning writing affects their teaching of writing.

Based on the researcher's experience and what was seen during the observation, the teaching of writing is strongly affected by large class-size, which does not let the students practice the skill effectively. Besides this, most of the teachers' command of the English language is found to be poor that the researcher of this study believes to have a contribution in the impediment of the teaching of writing in secondary school.

In responding to the question related to what they did to overcome the difficulties they face when they start writing, respondents 3 and 5 stated:

Changing the nature of the National Examinations would promote the teaching and learning of writing in secondary school. In conjunction with this, respondent 1 remarked that the National Examinations should come away from the ABCD, objective type.

The teaching of writing skills in universities has to be changed. They noted that teachers' who are graduates from universities have little time in exhibiting their skill in writing because of small number of practical courses in writing. Hence, teachers graduating from universities should be taught the skill exhaustively during their enrollment if a change in secondary school is to be pursued.

To this question, respondent 6 stated:

Creating awareness on the importance of writing to the stakeholders and teaching the language skills in integrated form are what they think to be done in order to promote the teaching and learning of writing strategies in secondary school.

Accordingly, the researcher of this study also shares the same view with the teachers' responses and he believes that there are lots of things to be done to promote the teaching and learning of writing strategies in secondary school.

All of the respondents stated their agreement to the argument. Some of the opinions the respondents mentioned are the following:

Respondent 2, and 3 stated that writing is a cumulative effect of different language skills and it needs patience to teach and learn.

Respondent 5 and 4 stated:

The greatest difficulty was checking the students' works and giving feedback afterwards. He further noted that listening skill was at a stake too. Respondent 1, and 6 forwarded their opinions that the problem rooted due to the poor teaching method, which was still more of a traditional method of teaching.

It is believed that teachers of secondary school tried to teach writing the students by other skills interactively. The researcher further suggests that teachers should follow traditional method of teaching to teach writing strategies occasionally.

4.7 Analysis of data gathered through students' interview

The interview was conducted to support data for the results obtained through questionnaire and classroom observation. The researcher developed five semi-structured interview questions to gather data on practices of learning writing and to identify factors affecting their teaching of writing. The results are discussed and interpreted below.

4.5.1. Students Learn Writing Strategies /Techniques

Students were asked on whether they learn writing strategies /techniques, the respondents 6 and 8 replied: They learn writing when their teachers write some articles or paragraphs and translate into their mother tongue. They further added that they don't have any opportunity to practice and to write in the classroom.

Furthermore, when the same question was raised. And the respondent 7 and 5 replied that they learned writing through reading and listening. As they noted that they learned simply reading more

of the period and again also they simply listened what their friends read some passage or article.

In similar issue, the respondents 1 and 2 stated that they learned writing most of the time when the teachers give them titles to write on. These respondents stated that the titles for writing are chosen by the teachers. As the respondents further stated that the titles their teachers give in the classroom, to develop writing tasks, either lack authenticity or become monotonous to write in.

However, 3 and 4 respondents replied that they have not got opportunity in learning writing. They added that their teachers do not teach them writing at all; instead, they spend much of the class time in teaching the language items which are familiar to both the class examinations and the University Entrance Examination.

The researcher of this study also believes that it will be better if the students get opportunities in choosing their own writing titles in certain occasions. He feels that providing the opportunity for free writing would undoubtedly arouse the students' interest and motivation towards learning writing. Besides, it can be inferred from the students' responses above and the observation session, almost all of secondary school teachers' style of teaching writing strategies / techniques needs to be improved.

4.5.2. Writing Tasks in the Textbook

Responding to their perceptions on the writing tasks in their textbook, respondents 4, 6, and 8 were viewed that the writing activities in the textbook are easy and not challenging at all. On account of this, they stated that not only they deviate from the text book but also their teachers do

To this question, respondent 2 stated that he could not see much difference in the activities in his current textbook with that of his previous grades. He added that he finds most of the activities in the textbook redundant. Nevertheless, respondents 5, and 7 stated that they do not use the textbook at all and their teachers totally deviate from the textbook in teaching writing.

Similar issue was raised to the respondents 1 and 3. based on this they replied that, they found the writing activities in the textbook very useful and of their academic level. However, one of these respondents suggested that the activities would be of a prominent value if they were made being more interactive.

According to the researcher's personal experience on using the textbook while teaching the grade

levels along with the survey he made on while conducting this study confirm that most of the writing activities in the textbook lacked topics of interest and authenticity.

This researcher believes that English teachers should prepared the topics mainly and give due attention to the interest of their students and authenticity based.

4.5.3. Writing in School than out of School

Interviewees were asked on whether they learn writing in school than out of school, respondents 2, 4, 6, 7 and 8 reply; the students stated the identical response which showed that they preferred writing outside the school to writing at the school. They forwarded the reasons they were thought for opting to write outside the classroom. Respondent 3 prefer both settings to practice writing. They added that their preference is determined upon the circumstances; if there are needs to write at school, they take the chance if they are to write outside the school, similarly they go on writing there.

Respondents 1 and 5 stated that; they had the experience of writing neither at school nor outside the school.

Here it can be inferred that the classroom setting to practice writing has to be made more convenient and the researcher believes that providing home-take written works in a regular basis can help majority of secondary school students promote their writing ability because of their preference in practicing writing outside the school to that of a school.

4.6.Challenges that Affecting the Practice of Teaching Writing Strategies

On this topic, the researcher asked the interviewees to react on the challenges that affect the implementation of teaching writing strategies. The major factors the respondents mentioned were presented below.

Responding to this question, six respondents stated that they face difficulties when they start writing. Nonetheless, the remaining respondents stated that they do not face any difficulty when they start writing.

Almost all of the respondents forwarded the following areas as difficulties they face when they start writing. These were: spelling, lack of sufficient vocabulary, problem in selecting appropriate word for their writing, lack of reading culture, problems related to coherence, having poor grammar, and

lack of practice.

In responding to the question related to what they do to overcome the difficulties they face when they start writing, the interviewees 3, 5 and 7 responded that, they tried to practice the habit of reading in order to overcome the difficulties they face. Majority of the respondents added that they refer to dictionaries and ask their closer friends and teachers to overcome the problems they commonly face.

Respondent 8 stated that he helps himself when facing difficulties. Besides, he stated that he does not ask someone else for help. In contrast, respondent 4 stated that he could get no one to help him though he was in need. The remaining, three, respondents 1, 2 and 6 did not reply to this question.

In conjunction with this, most students were seen in the observation session asking meanings of words for their writing. Here it can be implied that the students need to be taught the strategies to overcome the problems they face when they start writing. In doing so, the researcher believes that the teachers can help them a lot.

Interviewees were inquired to answer whether they agreed or not about the research findings students at secondary schools have difficulty in expressing themselves in writing.

In response to the question, almost all, six, of the respondents stated their agreement to the findings of the researches. In contrast, two respondents disagreed to the question and stated as it is difficult to generalize the findings of the researches and noted that most of their friends and they can write well and have no big problem in writing and expressing themselves through writing. Thus, they were against the findings of the researches.

Responding to the major factors that hamper the development of secondary school students' writing ability, respondents 5, and 6 stated that lack of practice is the major factor for the decline of secondary students' writing ability.

According to the respondent 4, the view that people did not regard writing as a culture and the social perception towards writing plays a major role. This is why the decline of secondary school students' writing ability in particular and majority of Ethiopians at large. Moreover, respondent 8 stated that they have no prior knowledge on writing and they did not learn it in their previous grades which they thought would have helped them get rid of problems related to writing at secondary schools.

According to the view of respondent 1, the fear of making mistakes while writing impedes the development of writing ability; respondents 3 stated that they lacked interest in learning writing

In connection to this, respondents 7 stated that the poor teaching of writing in particular and the teaching of English language in general at their schools are the prominent factors for the deterioration of their writing ability. They also added that they could not get any teacher to help. Respondent 2 in particular further added his view that the teaching of English language in Ethiopia gave due emphasis on the speaking skill than that of the writing. And students were considered efficient when they speak in English better than they write in English no matter how better they are at writing. Whereas, respondent 5 added that the less attention given to writing in her school impedes the development of the students' writing ability.

Accordingly, it can be inferred that the responses of the students' interview to this question and the results of the questionnaires show that most secondary school students have difficulty in expressing themselves in writing. Furthermore, the researcher has been experiencing secondary school students' difficulties in expressing themselves through writing. Hence, he believes that the influence of first language on the learning of second or foreign language is the main concern of many researchers such as Harmer (2006b); Kroll (1997); Sadek (2007); Stark, (2005), and Ghodbane (2010). Generally, foreign language teachers emphasize the need for EFL writers to think and write as far as possible in English. Friedlander (1997) reports, "Writers do any of their work in their first language" (p.109). It means that this way of writing will inhibit acquisition of English due to transfer of structures and vocabulary from first language in an incorrect way. Moreover, Friedlander's (1997, p.109) study indicates that "writers will transfer writing abilities and strategies, whether good or deficient, from their first language to their second or third language. The factors thought to be affecting need to be treated considerably." The results of the student's questionnaire on their learning writing in secondary school show that More than half of the students, 48 (45.7%) and 26 (24.8%), perceive writing as a more challenging language skill. Furthermore, more than half of the students, 51 (48.6%) and 20 (19%), perceive the teaching and learning of writing in their school not stimulating and enjoyable. More than half of the respondents', 72 (68.5%), did not regard the testing system in their school helping them promote their writing ability. Even though writing is one of the indispensable things in studying English, the result of the students' questionnaire shows that many secondary school students are not aware of the importance of learning writing; this is also witnessed in the

interview with the students.

The findings of the questionnaire on the practices of teaching writing strategies in secondary school showed that more than half (75%) of the teachers, rarely use variety of techniques/strategies in teaching writing. Furthermore, almost all of the teachers do not let their students correct and comment on each other's work. The teachers' practice on commenting students' works and giving feedback is found to be very low. More than half of the teachers, 16 (72.7%), rarely integrate writing skill with the other language skills in their teaching. The teachers practice on abiding by the objectives of writing skills is almost neglected. Most of the teachers do not incorporate writing both in their class tests and examinations.

Moreover, the results of the data from the observation sessions depict that majority of the teaching phases lack the appropriate implementation in teaching writing. Almost all the teachers' time management was at a stake and their classroom management needs a careful attention. No teacher was observed encouraging the students to write independently, and 18 (75%) of the teachers dominated the classes. This has resulted in the English classroom scenario to be largely teacher-centered which did not foster students 'interest and motivation for effectively learning writing or promoting their ability in writing skill. On the basis of the responses obtained from the teachers through the interview, almost all of the teachers' practice of teaching writing strategies and the effort they made in teaching the skill is not good which the researcher believes to hamper the teaching of writing in secondary school. Majority of the teachers teaching of writing did not meet the objectives of the writing skill both in the syllabus and the textbook.

Based on the major findings related to factors affecting the teaching of writing, the results of the teachers' questionnaire and the interview show that their teaching is strongly affected by a number of factors but the major ones are students lack of interest in learning writing, students poor background knowledge, large class-size, the nature of University Entrance Examination, lack of in-service training, lack of reference materials, cultural reflection towards writing and, lack of competent teacher.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

All the subjects of this study were students and English language teachers in the selected school. In conducting this study, the researcher used different research tools such as questionnaire distributed to 105 students and 7 English language teachers, classroom observations which were conducted with seven English language teachers writing classes for twenty- one periods, and semi-structured interviews were conducted with six English language teachers and eight students who filled in the questionnaire.

The results of the student's questionnaire on their learning writing in secondary school showed that majority of the students, 48 (45.7%) and 26(24.8%), perceive writing as a more challenging language skill. Furthermore, more than half of the students, 51(48.6%) and 20(19%), perceive the teaching and learning of writing in their school not stimulating and enjoyable. More than half of the respondents 72(68.5%), did not regard the testing system in their school helping them promote their writing ability. Even though writing is one of the indispensable things in studying English, the result of the students' questionnaire showed that many secondary school students are not aware of the importance of learning writing; this is also witnessed in the interview with the students.

The findings of the teachers' questionnaire on the practices of teaching writing strategies in secondary school showed that more than half of the teachers, rarely use variety of techniques/strategies in teaching writing. Furthermore, almost all of the teachers didn't let their students correct and comment on each other work. The teachers practice on commenting students' works and giving feedback is found to be very low. More than half of the teachers rarely integrate writing strategies with the other language skills in their teaching. The teachers practice on abiding by the objectives of writing strategies is almost neglected. Most of the teachers didn't incorporate writing both in their class tests and examinations.

To incorporate more data and upgrade its dependability a few things related in their embodiment to those in the poll to the students were likewise sent to the EFL teachers. However, the data from the teachers' part were generated through semi-structured interview

items.

The semi-structured questionnaire was forwarded to each interviewee with the personal opinion whether they teach their students appropriately or not in the classroom. In response to this, all the interviewees basically considered it an issue of the practice of writing strategies. They indicated that they see it as a concern of the practice of writing strategies due to various reasons which are large class size, and other unfavorable condition like: arrangement of seats, difficult to assess their works because students have lots of problems like lack of words to construct sentences, their writing competency of linguistic skill and coherence, unity of idea, flow of idea in the sentence, difficulty of assessment due to students' poor handwriting, shortage of time were some of the challenges that affect the practice of teaching writing skills.

Based on the major findings related to challenges affecting the learning of writing, the results of the students' questionnaire and the interview showed that first language interference, poor reading habit, insufficient vocabulary, lack of motivation to practice writing, the fear of making mistakes in their writing, the style of teaching, the difficulty nature of writing, and the nature of writing activities in the textbooks were the major challenges.

In responding to the item of the open-ended item of the questionnaire, majority of the respondents listed the following challenges as constraints that affected the teaching /learning of writing strategies: First, all of them stated that time scarcity was the dominant hindrance to practice writing as frequently as possible. Many more respondents witnessed that they did not learn writing as one of the language skills when they were at primary level. The third challenge was lack of interest. Most students openly witnessed that they had fear for writing having the belief that writing is not an achievable skill unless the person is gifted. The fourth constraint was weak grammar skill of students. Almost all of them confirmed that they had grammar problem to express their ideas in clear sentences.

Moreover, the results of the data from the observation sessions depicted that more than half of the teaching phases lacked the appropriate implementation in teaching writing strategies. Almost all the teachers time management was at a stake and their classroom management needs a careful attention. No teacher was observed encouraging the students to write independently, and 18 (75%) of the teachers dominated the classes. On the basis of the responses obtained from the teachers through the

interview, almost all of the teachers practice of teaching writing strategies and the effort they made in teaching the skill is not good which the researcher believes to hamper the teaching of writing in secondary school. Majority of the teachers teaching of writing strategies did not meet the objectives of the writing skill both in the syllabus and the textbook.

5.2.Conclusion

The purpose of this study was to investigate in EFL teaching writing strategies, students response to the practice and challenges both teachers and students encountered in grade 10 EFL writing classes at Holle Secondary School.

The following conclusions were drawn based on the results of this study.

According to the results, the use of students writing ability maximized after the practice of teaching writing strategies were employed. It was discovered that teachers used inadequate teaching writing strategies to develop students' writing ability.

The effectiveness of the existing teaching writing strategies being used in grade 10 EFL writing classes was also evaluated. Students noted that their learning writing in secondary school showed that perceive writing as a more challenging language skill. Furthermore, students perceive the teaching and learning of writing in their school not stimulating and enjoyable. More than half of the respondents did not regard the testing system in their school helping them promote their writing ability. Even though writing is one of the indispensable things in studying English, the result of the students' questionnaire showed that many secondary school students are not aware of the importance of learning writing; this is also witnessed in the interview with the students.

The findings clearly suggest that EFL teachers' teaching writing strategies in the school couldn't adequately help to install their supports to enhance the motivation of grade 10 students to improve writing skills. The writing strategies used by English teachers in the target schools in their writing classes were insignificant and incomplete.

It was observed that classroom writing strategies were not fully implemented in the Grade 10 EFL writing class at Holle Secondary School. The application of teaching writing strategies is bottlenecked by a number of hindering factors for the classroom implementation of writing

strategies in grade 10 EFL writing classes are ; language interference, poor reading habit, insufficient vocabulary, lack of motivation to practice writing, the fear of making mistakes in their writing, the style of teaching, the difficulty nature of writing, and the nature of writing activities in the textbooks were the major challenges.

5.3. Recommendations

Based on the conclusions of the study, the following recommendations have been made:

- Teachers of secondary schools should let the students feel free and comfortable when learning writing strategies and encourage them to write.
- Teachers of secondary schools should incorporate the writing strategies in their assessments in a regular basis.
- Teachers of secondary schools should seriously inform the benefits of writing strategies to their students.
- Secondary schools should also consider outsourcing part-time EFL Teachers as a short-term solution so teachers can have more time to practice writing strategies in their EFL writing courses.
- poor grammar and vocabulary consumes so much time of the writing classes that could otherwise be used for teaching and learning specialized EFL writing techniques. In this regard, the secondary schools should consider tutorial programs aimed at improving the students' knowledge of grammar and vocabulary.
- Schools should focus on raising students' awareness of the benefits of English writing skills to their personal studies and lives.
- Teachers of secondary schools should try to make writing tasks and activities meaningful for the students.
- The woreda Education office should facilitate the provision of training for English language teachers in terms of using various writing strategies
- School administrators should think of reducing the number of students in each class.
- Text book writers should incorporate writing strategies in the text books.

REFERENCES

- Ayua, G. A. (2017). Effective Teaching Strategies. *Optometric Education*, 20(1), 19–20. <https://doi.org/10.13140/RG.2.2.34147.09765>
- Abayneh (2015), A Study on Grade 12 English Teachers' Practices in Assessing the Addis Ababa University. (Unpublished M.A. thesis)
- Agusta, D. (2015). Improving students' ability in writing narrative text using short animated
- Alamirew, G (2005). *Study on the Perception of Writing, Writing and Humanities* 238{244.
- Albon, S. P., Iqbal, I., & Pearson, M. L. (2016). Strategic Planning in an Educational Development Centre: Motivation, Management, and Messiness.
- Amin (2013) English language teaching methods and reforms in English curriculum in Iraq
- Aripin, N., & Rahmat, N. H. (2021). Metacognitive writing strategies model used by ESL writers in the writing process: A study across gender. *International Journal of Asian Social Science*, 11(1), 1–9. <https://doi.org/10.18488/journal.1.2021.111.1.9>
- Atik, U., Utami, W., & Anik, N. W. (2022). EFL University students' self-regulated writing strategies: The role of individual differences. *Journal of Language and Education*, 8(4), 182–193. <https://doi.org/10.17323/jle.2022.13339>
- Bai, B., & Guo, W. (2018). Influences of self-regulated learning strategy use on self-efficacy in primary school students' English writing in Hong Kong. *Reading & Writing Quarterly*, 34(6), 523–536. <https://doi.org/10.1080/10573569.2018.1499058>
- Bai, B., Shen, B., & Mei, H. (2020). Hong Kong primary students' self-regulated writing strategy use: Influences of gender, writing proficiency, and grade level. *Studies in Educational Evaluation*, 65(1), 1–11. <https://doi.org/10.1016/j.stueduc.2020.100839>
- Banat, s. (2007). The effect of program based on the process approach and learning style on developing EFL writing skills among Jordanian secondary stage students. Amman, Jordan.
- Bilal, Norudi, Latif, & Anjum, (2013). Investigating the problems faced by the teachers in developing English writing skills. *Asian Journal of Social Sciences and Humanities*, 2 (3),

Byrne, D. (1988). *Teaching Writing Skills*. London & New York: Longman.
Cambridge University Press Cambridge, CB2 8EA, United Kingdom. Cheung, Y.
Charles Whitaker (nd), *Best Practices in Teaching Writing*. Emelie Ahlsén and Communication.

Curriculum Studies and *Instruction, and Students' Writing Performance*

DOI:10.13140/RG.2.2.21467.62242; <http://www.researchgate.net/publication/329715052>.

Cheung, Y. L. (2014). Teaching writing. *Teaching Language Skills*, March,
113–134. <https://doi.org/10.1007/978-3-319-38834-2Learning and Teaching>,
9, 207. <https://doi.org/10.22329/celt.v9i0.4427>

Dewi, R. S. (2015). Teaching Writing Through Dictogloss. *IJEE (Indonesian Journal
of English Education)*, 1(1), 65–76. <https://doi.org/10.15408/ijee.v1i1.1195>

Ebabu Tefera (2013). *A Study on Writing: Student Perception and Performance (Unpublished)*
Educ. Sci. 2021, 11, 795. Licensee MDPI, Basel, Switzerland. Educational Issues

Elementary English Language Learners; Chinese American Educational Research and Development
Association Annual Conference April 15-16, 2015 in Chicago, IL

file:///E:/ARTIKEL%20COOPERATIVE%20WRITING%201.pdf. Retrieved Mart 2022

El Mortaji, L. (2019). Insight into gender effect on EFL writing strategies in the narrative and
expository genres: A case study of multilingual college students in Morocco. *International Education
Studies*, 12(1), 136–145. <https://doi.org/10.5539/ies.v12n1p136>

Fajrina, D., Everatt, J., & Sadeghi, A. (2021). Writing strategies used by Indonesian EFL students
with different English proficiency. *Language Teaching Research Quarterly*, 21, 1–15.
<https://doi.org/10.32038/ltrq.2021.21.01>

Fitriyani, P. (2019). The Effect of Using Chain Writing Method on Students' Writing

Florida Department of Education (2018), *Proven Instructional Practices for high school*

from <https://www.researchgate.net/publication/232427627>.

Habtamu (2011) ELT Teachers' Beliefs of Writing Skills and their Classroom Observations.

Harmer, J. (2007). *The Practice of English Language Teaching*. New York: Longman Ltd.

<http://doi.org/10.3390/educsci11120795>Institute of Education Department of

<http://www.tec.govt.nz/Documents/Publications/LearningProgression-Listen-Speak.pdf>.

Heaton (1991) an analysis on factors influencing the students writing skill

Ikaningrum, R.E. (2015). *Teaching Writing through Cooperative Writing*. Script at

In Partial Fulfillment Of The Requirements For Master Of Arts In TEFL; Jimma, Ethiopia

ISSN 2377-2263 2015, Vol. 1, No. *EFL Writing and Their Practice of Teaching*

Jang, Y., & Lee, J. (2019). The effects of ideal and ought-to L2 selves on Korean EFL learners' writing strategy use and writing quality. *Reading and Writing*, 32(5), 1129–1148.

<https://doi.org/10.1007/s11145-018-9903-0>

Jenny Cole and Jay Feng (2015), *Effective Strategies for Improving Writing Skills of*

Journal of Criminal Justice Education, 24:2,218-234, DOI:

Kattekola Kashinath (2020), *Techniques and Strategies For Improving Writing Skills*

learning problems develop as writers. *Elementary School Journal*, 94, 169 –181.

learning progressions 29. Retrieved November 18, 2021 from

Majors at AbbiyiAddi College of Teacher Education (Unpublished M.A.

Mart Universities SCD, (2004), *Strategies for Teaching Writing*.

Kelly, W. J. and Lawton, D. L. (1998). *Odyssey: A Guide to Better Writing*. New York: Cambridge University Press.

Khan, R. M. I., & Kumar, T. (2023). Metacognitive strategies use in fostering EFL learners' writing skill during remote learning. *International Journal of Innovation and Learning*, 33(2), 252–268.

<https://doi.org/10.1504/IJIL.2023.128872>

Kristiyani, C. (2013). *Developing Basic Writing Skills*

Lestari, R., Astuti, B., & Bhakti, C. P. (2020). A comprehensive teacher strategy

- for successful online learning process. *International Journal on Education Insight*, 1(1), 1. <https://doi.org/10.12928/ije.v1i1.2064>
- L. (2014). Teaching writing. *Teaching Language Skills*, March, 113–134. <https://doi.org/10.1007/978-3-319-38834-2Learning and Teaching, 9, 207>. <https://doi.org/10.22329/celt.v9i0.4427>
- McDonough, J. and Shaw, C. (1993). *Materials and Methods in ELT: A Teacher's Guide. Methodology*, Published by John Wiley & Sons, Inc., Hoboken, New Jersey.
- Molla Asmare (2009). *Some Causes of Writing Problems of Second Year English*
- Nacira (2010), Identification and analysis of some factors behind students
- Nathalie Lundh (2007), *Teaching Writing in Theory and Practice*, Stockholm
New York London The Guilford Press, A Division of Guilford Publications, Inc.370 Seventh Avenue, Suite 1200, New York, NY 10001, www.guilford.com.
- Ngubane, N.I., Ntombela, B. & Govender, S., 2020, *Writing approaches and strategies used by teachers in selected South African English First Additional Language Classroom Reading & Writing* 11(1), a261. <https://doi.org/10.4102/rw.v11i1.261>
- NSW Department of Education and Training (2007); *Writing and Spelling Strategies; Assisting students who have additional learning support needs*. Patricia Wilcox Peterson (2003), *Writing Skills Practice Book for EFL Beginning/Intermediate Level*, Office of English Language Programs United States Department of State Washington, DC.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press.
Sciences And Languages Vellore Institute of Technology, Vellore, Tamilnadu, India
Oxford: Blackwell. Open University
- Paragraph Writing Errors: The Case of Chora Secondary School Grade 10; A Thesis Submitted*
- Paz, L.D.S, and Graham, S. (2012). Explicitly teaching strategies, skills, and knowledge: Performance of Recount Text, A quasi-Experimental Study at Second Grade of MTsN 2

Ph.D. Dissertation): Addis Ababa University
Phil Williams (2018), *Advanced Writing Skills for Students of English*, Published by English Lessons Brighton, an imprint of Rumian Publishing *Practice in Using Process*

poor writing production.

Professional Writing Skills, Internationalis Verlag der Wissenschaften Frankfurt am Main 2016, DOI 10.3726/978-3-653-04973-2; Peter Lang – Frankfurt am Main · Bern Bruxelles New York · Oxford Warszawa Wien.

Qualifications A guide for teachers, The Triangle Building, Shaftesbury Road, *Quality Writing*: Division of Public Schools. Desalegn (2021) *EFL Teachers*

Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov> Indira Gandhi National

Research Methods-Oxford University Press. P; 12

Richard and Renandya (2010) *Methodology in language teaching*-Cambridge

Salim Razi (1992), *Introduction to Advanced Reading and Writing Skills I*, Canakkale Onsekiz

Selvaraj, M., & Aziz, A. A. (2019). *Systematic Review: Approaches in Teaching Writing Skill in ESL Classrooms*. International Journal of Academic Research in Progressive Education and Development, 8(4), 450–473.

Steve Graham and Amy Gillespie (n. d), Adapted from Evidence-based practices for teaching writing Vanderbilt University. *Strategy use of under graduate EFL students. Students writing skills*

Sundari, H., & Febriyanti, R. H. (2022). How do EFL university student-writers prepare their draft? An analysis of writing strategy use in EFL writing instruction. *Englisia: Journal of Language, Education, and Humanities*, 9(2), 60–73. <https://doi.org/10.22373/ej.v9i2.10374>

Susanne Göpferich/Imke Neumann (2016), *Developing and Assessing Academic and*

Tangerang. Script. Faculty of Educational Sciences of Syarif Hidayatullah State Islamic teachers in developing English writing skills. *Asian Journal of Social Sciences*

Teaching Writing Skills And Challenges They Face: Wolkite Secondary Schools In Focus;
Thesis Submitted In Partial Fulfillment Of The Requirements For Master Of Arts In TEFL;
Jimma, Ethiopia

Tekle, Endalfer and Ebabu (2012), *A descriptive Survey on Teachers Perception of*

Tesfaye (2018), *Research Methodology*, University of South Africa, PHD Thesis.

Thesis): Addis Ababa University.

to Junior High School Students. 2(2):96-101

Ulfa, F, and Rusdi, N. (2014). Using Imaginary Strategy in Teaching Writing a Descriptive Text

University Jakarta in Scholaria: Journal Pendidikan dan Kebudayaan, Vol 7 No.3

University press Selinger, H and Shohamy E. 1989. Second Language

Virginia Department of Education (2004), *English Standards of Learning Enhanced. Scope And
Sequence, K-5 Writing Strategies*

White, R. (1989). *Writing Advanced*. Oxford: Oxford University Press.

Wijayanti, R.D. (2014). Shared writing strategy in teaching writing. Sanata dharma. university

Writing instruction in middle school classrooms. Retrieved May 14, 2022

Writing: Preparatory Schools in Jimma Zone in Focus.

Yi, Jyi-yeon. (2009). *Defining writing ability for classroom writing assessment in high schools,*

Journal of Pan-Pacific Association of Applied Linguistics, 13(1), 53-69.

Yogyakarta.

Yule, G. (2006) *the study of language*. 3rd edition. Cambridge university press

*Zemel (1983) writing is a process through which its can explore and discover their thoughts and
ideal, make than visible and concert.*

Appendix A: Students' Interview and Questionnaire

Wolkite University

College of Social Sciences and Humanities

Department of English Language and Literature

Dear student:

The purpose of this questionnaire is to gather data which would be analyzed and incorporated in to M.A thesis. The major objective of this questionnaire is to investigate the practice of teaching writing strategies used to improve writing skill of grade 10 student of Holle secondary school. Accordingly, your willingness to provide genuine and accurate response determines the quality of the ultimate findings of this research.

I thank you in advance!

Demography

Please fill the gaps about your personal information

School Name: _____ Grade: _____ Sex: _____

Students' interview

Do you learn writing strategies /techniques in EFL classroom?

What are your perceptions on the writing tasks in their textbook?

Do you learn writing in school than out of school?

4. Many research findings state that most students at secondary schools have difficulty in expressing themselves in writing. In your opinion, what do you think are the major factors?

5. What are the challenges that affect the implementation of teaching writing strategies?

Instruction: Below are questionnaire items on the Practice of teaching writing Strategies. Read each of the items carefully and then put a tick (√) in the grid using the sale below.

Appendix B

ወልቁጤ የንሽርሲቲ

የህብረተሰብ ሳይንስ አትም የሰብ ኮሌጅ

የእንግሊዝኛ ቋንቋ አትም የሰነ - ጡፍ ክፍል

የተማሪዎች ይጠይቁ የጡፍ መጠየቅ

ወድ የኸርሁ ተማሪ:

የዝ የጡፍ ጥያቄ ርባዳታ መረጃ ይስበስዩዎታህ ተሀንቄታ የሀተኛ ድግየሪ ጥናት የተንትን የህር ቲኸር :: የዝ የጡፍ መጠየቅ ቡር እርባዳታ ጡፍ የዋስተምር ዘዴ በምሬነት ይትገቡሪ ኸማ ቦሀር የሆሌ ሁተኛ ደረጃ ትምርት ቤት ያስረኛ ክፍል ተማሪ የጡፍ ሀለቶህና የዋትረቁ ::

የኸሬም ያሁ ፍቃድ አትም ተደሊያሁ ምርም ታትፈጥሮ ምላሽ ዋዎታሁ የጥናትዎ የመጨረሻ ዉጤት በትክክል ወቶቶ የሀር ያጊየጊር::

ይንሞሆና የጡፍ መጠየቅ መረጃ መልስ ትትዠብሮ ወተሳኤነብሁ አር ቢረብር ተደናሁ ያትሜነት ወስረፍ ኤያስፈልግ :: የኸሬም ሸማሁ ወጣፍ ኤትቅየብሁ ::

ታመሮኒ እንም ትብብር ንቃር ተደሊየና አምሰግንሁ ::

የራሳሁ መረጃ በደገሬ ባነ ክፍት መደር ትመሮ ኸማ በሸቧቸ ጠየቅኩም

ሸማሁ : ----- ክፍለሁ : ----- ያታሁ : -----

ክፍል 1

መመሪያ 1 : በደገሬ የጡፍ የዋስተምር ዘዴ መምር ይትገቡሪ ኸማ የነወቃር የጡፍ መጠየቅ ነረዎ :: የኸሬም ተደሊያሁ ባነበብሁጊ የሸበትይ ምልሳሁ የራይት ምልክት ተጠቀሞታና ዘብሮ ::

Key : ንቃር ጸስማማ : 5 ጸስማማ : 4 ምላሽ ኤኔ : 3 አስማማ : 2 ንቃር አስማማ : 1

No	Items			ምላሽ	
	የጡፍ የዋስተምር ዘዴ ይትገቡሪ ኸማ በትምላከተ	(5)		(4)	
		(3)			
		F	%	F	%

1.	ጡፍ ልክ የንጎዶህና የቋንቋ ሀላኝነት ምርመራ					
2.	ትንጎዶህና የቋንቋ ሀላኝ ቲያዢ ጡፍ ንቃር ምርመራ					
3.	አስተማሪዎች የጡፍ ትምህርት የዘናኔ ኸማ አትም ፍላጎት ይረብሬ ኸማ አመነታነ ጽትመር ኸማ ያመዬ					
4.	ጡፍ ተክፍል ዉጤ ጽጠፍ ኸማ ያርሳሴ					
5.	በጡፍ ሜናና ትንጠፍ ግዝየ አስተማሪዎች ይቤ አስተያየት የጡፍ ፍላጎተና ይደብር ኸማ ያመዬ					
6.	አስተማሪዎች ያሰተምርወ የጡፍ ዘዴ ንቃር ይትመች					
7.	በእንግሊዝኛ ወጣፍ፣ ደስ ይብሬ					
8.	ጡፍ የወትማር ተነሳሽነት ነሬ					
9.	ተክፍል ዉጤ ኸረምታነ የጣፍ ተነሳሽነት ነሬ					
10.	የንባብ ልማድና የጡፍ አዕመና ንዕ ይኸር ኸማ ይረዴ የኸሬም ንቃር አነብ					
11.	ጡፍ ወጣፍ ትንቀርስ ንቅ መደር ቦዋብ አተኩርዎ የነ ሰዋሰዉ : ስፔሌንግ አትም የሰርአተ - ነጥብ ወሳሳትሮ ::					
12.	በመጣፍዌ ደን ያነዎ የጡፍ ጥያቄ ጡፈና ንቃር አሰብ ኸማ ያግዜ :: ምክኒያተታ ተክፍል ዉጤ ትንቸትኖ ሜና ይትግናኘዎ የኸሬዉሽ ::					
13.	በትምርቤት ደኔ ያዝጓጂ የነ የፈተና ኤነት የጡፍ ሀላተና አትረቅ ኸማ ያትርሳጸፈሴ ::					

ክፍል II

መመሪያ : በደገሬ ያነዎ የጡፍ መጠየቅ ቲኸሮ ጡፍ ኤትገቡሪ ኸማ ያመሮ ጅጓረ በሆሌ ሁተኛ ደረጃ ትምህርት ቤት ቲኸር ተደኒያሁ ባነበብሁ ጊየሽበተሁይ ሌምለሻሁ የራይት ምልክት ተጠቀሞታነ ዘብሮ ::

Key : ንቃር ጸሎት : 5 ጸሎት : 4 ምላሽ ኤጌ : 3 አሰማማ : 2 ንቃር አሰማማ : 1

No	Items	ምላሽ							
		(5)				(4)		(3)	
		F	%	F	%	F	%	F	%
	ጡፍ ወትማር ኤትገቡሪ ኸማ ያመሮ ጅጓ ረ በሆሌ ሁተኛ ደረጃ ተምርት ቤት ምርይመስር ኸማ ዮሀሩ								
1.	ጸጠፈንዌ ጡፍ ሀሳብ ወሄቃር ዮዋመንጭም ኸረም ዮዋደራጅ ጅጓረ ይገጥሜ ::								
2.	በኢ የሸረ አዳዲስ ቃላት ያለውሀር ጡፍ ኤት ሞሪ ኸማ ጅጓረ ይኸር ::								
3.	የጡፍ ልማድ ኤጌ የኸሬ የጡፍ አዕመና አናትረቅ ኸማ ጅጓረ ኸረቢም ::								
4.	ዮትማር ተርሳሶት ኤጌ የ ኸሬ ጡፍ ዮትማር ጅጓረ ኸረቢም ::								
5.	የዝ ኢፍቴ የረበረ የጡፍ ተግብሮት እዉቀተና የጡፍ አዕመና አናትረቅ ኸማ ጅጓረ ኸረቢም ::								
6.	አፍ የፈታሁወ ቋንቋ በእንግሊዝኛ በትክክል አንጠፍ ኸማ ጅጓረ ኸረቢም ::								
7.	ብንፀፈን ጡፍ ሰህተት ጸኞቴ ባሁታነ ወሰበና ጡፍ በትሽከተ ኤነት ጸትመር አትመር ኸማ ::								
8.	የትምርትቤትዌ ያስተሙርቦ ኤማ በጡፍ ወትማረና ተፅኖ አመነቢም::								
9.	አስተማሪዌ ይቤያነ የጡፈና ሜና ኤነት ብንትሞን የጡፍ ትምርት ተፅኖ ያሜቢ::								
10.	በመጣፍ ያነዎ የጥቁዌ ኤነት በጡፍ አትረቅ ኸማ ተፅኖ አመነቢም ::								
11.	በትምርት ቤት ያዝጓጂ የነ የፈተና ኤነት በጡፍ እድገት አዕመና ተፅኖ አመነቢም::								
12.	የዩኒቨርሲቲ ይገወቦ ፈተና ኤነት በጡፍ እድገት አዕመና ተፅኖ አመነቢም ::								

13.	ጡፍ የትልላማመድ ይዋ ሰአት መጠነታ በኢ አለውህረታ ጡፍ የትማር ተፅዕኖ አመነቢም ::											
-----	--	--	--	--	--	--	--	--	--	--	--	--

ተዝ ወጤ እንጎድ የጡፍ ዘዴ ኤትገቡሪኸማ ያመረዎ ጅጓረ በረበረ ወዘርዘር ትችሎ ::

Appendix C: Teachers’ Interview and Questionnaire

Dear Teacher:

The purpose of this questionnaire is to gather data which would be analyzed and incorporated in to M.A thesis. The major objective of this questionnaire is to investigate the practice of teaching writing strategies used to improve writing skill of grade 10 student of Holle secondary school. Accordingly, your willingness to provide genuine and accurate response determines the quality of the ultimate findings of this research.

Note that any information you give to each item of the questionnaire is kept confidential. For this reason, you are not required to write your name.

I thank you in advance!

Mifta Awel

Remember: No need to write your name

Give your personal information

School name: _____

Experience in teaching English: _____

Qualification: _____ Sex: _____

Teachers’ interview

1.Do you often use some writing strategies helping Grade 10 students become effective in the writing skills? If yes, would you mention the teaching techniques you employ in the writing class? If no, the reason, please?

2 .To what extent do you use the practice of teaching writing strategies?

3. Does your teaching meet the objectives of the writing skills both in the syllabus and the text book?

4.Does your teaching of writing improve the students’ writing ability?

5. What is your comments on writing activities in the student textbook?

5. Many international and local researches depict that many students at secondary schools have difficulty in expressing themselves in writing. What is your opinion on this?

6.What are the challenges that affect the implementation of writing strategies?

Instruction: Below are questionnaire items on practices of teaching writing strategies in Holle secondary school. Read each of the items carefully and then put a tick (√) in the grid using the scale below.

Key: Always: 5 Usually: 4 Sometimes: 3 Rarely: 2 Never: 1

No	Items	Responses										M	G		
		5		4		3		2		1				e	r
		F	%	F	%	F	%	F	%	F	%				
1	How often do you use different techniques/strategies to teach writing?														
2	How often do you integrate writing skills with the other language skills?														
Practices Related to Writing Materials and Tasks															
3	How often do you provide classroom writing tasks?														
4	How often do you provide home-take writing tasks like portfolios, journals, and others?														
5	How often do you the teaching materials you use in your writing classes encourage students to plan, draft and proof- read their written tasks?														
Practices Related to Feedback on Written Works															
6.	How often do you provide values for your students' written works?														
7.	How often do you give feedback on your students’ written works?														

8.	How often do you let your students correct and comment on each other's work?																		
Practices Related to Testing																			
9	How often do you include writing tasks in your exams?																		
Practices Related to Objectives of Writing skills																			
10	How often do you address the benefits of writing in English to your students?																		
11.	How often do you abide by the objectives on the student's textbook?																		
Practices Related to Writing Classes																			
12	How often do you teach writing?																		
13.	How often do you encourage your students to practice writing?																		
Challenges Related to the Learner																			
14	Students' lack of interest in learning writing impedes the teaching of writing.																		
15	The students' stock of vocabulary impedes the teaching of writing.																		
16	The students' lack of prior knowledge on writing affects the teaching of writing.																		
17	Students' poor command of the grammar affects the teaching of writing.																		
18	The students reading habit affects the teaching of writing.																		
Challenges Related to the Teacher																			
19	Lack of experience in teaching writing hampers the teaching of writing.																		
20	Lack of training on teaching writing hampers my teaching.																		
Challenges Related to Writing Materials																			
21	Lack/absence of reference materials on writing hinders the teaching of writing.																		
22	The nature of writing activities in the textbook impedes the teaching of writing.																		
Challenges Related to Testing																			
23	The nature of the University Entrance																		

	Examination affects the teaching of writing.														
Challenges Related to the Nature of Writing															
24	The complex or challenging nature of writing skills affects the teaching of writing.														
Challenges related to schools															
25	The class size impedes the teaching of writing as effectively as possible.														
26	The number of periods or the time allotted to teach writing affects the teaching of writing skills.														
27	The number of periods or the time allotted to teach writing affects the teaching of writing skills.														

If you think there are other factors that impede the implementation of writing strategies, please list down.

Appendix D: Classroom Observation Checklist

Guidelines		Cumulative of three observations			
No.	Pre-teaching Phase	Yes		No	
1.	Is the topic for the writing task familiar to the students?				
2.	Are the students made to plan for the task they are going to do?				
While-teaching phase					
3	Does the teacher teach the students writing strategies?				
4	Does the teacher use sample writing tasks to demonstrate a wide range of writing styles?				
5	Are the majority of the students engaged in the writing?				
6	Do the majority of the students look interested or motivated while doing the tasks?				
7	Does the teacher encourage the students to write independently?				

8	Table 28: Post-teaching phase				
9	Does the teacher give general comments to the students as a whole?				
10	Does the teacher give guidelines to help learners evaluate the standard of their writing?				
11	Are the students made to comment on each other's work?				
Classroom Situation					
12	Does the teacher create non-threatening environment in which the students experience writing?				
13	Is the time provided for letting the students develop the writing task sufficient?				
	Practices related to writing skills objectives				
14	Does the teacher incorporate writing skills in the daily/weekly lesson plan?				
15	Does the teacher follow the objectives of the writing lesson stated in the syllabus and the textbook?				