



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION**

DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE

**THE TEACHING OF WRITING IN GUDEYA JARE SECONDARY
SCHOOL: GRADE 9 IN FOCUS**

BY

TSEGAYE GOBENA GEDA

ADDIS ABABA

AUGUST, 2024



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ADVISOR

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**A THESIS SUBMITTED TO THE DEPARTMENT OF FOREIGN
LANGUAGES AND LITERATURE IN FULFILLMENT OF MASTER'S
DEGREE IN ENGLISH LANGUAGE TEACHING**

ADDIS ABABA

AUGUST, 2024

Declaration

I, Tsegaye Gobena Geda the undersigned, declare that this study entitled “THE TEACHING OF WRITING IN GUDEYA JARE SECONDARY SCHOOL: GRADE 9 IN FOCUS” is my own work. I have undertaken the research work independently with the guidance and support of my research advisor. This study has not been submitted for any program in this or any other institutions and that all sources of materials used for this thesis have been duly acknowledged.

Tsegaye Gobena Geda _____ _____

Signature

Date

Certification

This is to certify that the thesis entitled: entitled “THE TEACHING OF WRITING IN GUDEYA JARE SECONDARY SCHOOL: GRADE 9 IN FOCUS” submitted in partial Fulfillment of of Master’s Degree in English Language Teaching, Addis Ababa University is a record of original research carried out by Tsegaye Gobena Geda, under my supervision, and no part of the research has been submitted for any other degree or diploma. The assistance and help received during this investigation have been duly acknowledged. Therefore, I recommend it be accepted as fulfilling the thesis requirements.

GEREMEW LEMU (PHD)

Signature

Date

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*A Thesis Submitted To The Department Of Foreign Languages And Literature In
Fulfillment of of Master's Degree in English Language Teaching*

Approved by Board of Examiners

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External Examiner: _____ Signature: _____ Date: _____

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TABLE OF CONTENTS

Content	Page
ACKNOWLEDGEMENTS	i
LISTS OF TABLES	v
ACRONYMS AND ABBREVIATIONS	vi
ABSTRACT	vii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.3.1 General Objective	3
1.3.2 Specific Objectives	4
More specifically, this study was intended to:	4
1.4 Research Questions	4
1.5 Significance of the Study	4
1.6 Scope Of The Study	4
1.7 Limitation of the Study	5
1.8 Organization of the Study.....	5
CHAPTER TWO	6
REVIEW RELATED LITERATURE	6
2.1 What Is Writing?.....	6
2.2 The Nature and Purpose of Second Language Writing.....	6
2.2.1 The Nature of Writing	6

2.2.2 The Purpose of Writing	8
2.3 ASPECTS OF WRITING SKILL	9
2.4 Aspects of Effective Writing.....	10
2.5 Stages of Writing.....	11
2.6 Writing for Learning	11
2.7 Writing for Writing	12
2.8 Types of Writing Activities.....	12
2.9 Approaches to Teaching Writing	14
2.9.1 Product-Oriented Approach.....	15
2.9.2 Process-Oriented Approach.....	15
2.10 THE ELEMENTS OF A SUCCESSFUL WRITING LESSON.....	16
2.11 The Roles of Teacher in Writing.....	16
2.12 Correction.....	18
2.13 Teaching Spelling.....	19
2.14 Teaching Punctuation.....	19
2.15 Fluency or Accuracy	20
2.16 English Language Teachers Challenge in Teaching Writing.....	20
CHAPTER THREE	22
RESEARCH DESIGN AND METHODOLOGY	22
3.1 Research Design.....	22
3.2 The Research Setting.....	22
3.3 Sources Of Data	22
3.4 Population and Sampling Techniques.....	22
3.5 Data Gathering Instruments	23
3.5.1 Questionnaire.....	23

3.5.2 Interview	23
3.6 Data Collection Procedures	24
3.7 Data Analysis Procedure	24
CHAPTER FOUR.....	25
DATA ANALYSIS, FINDINGS AND DISCUSSION	25
4.1 Analysis of the Students' Questionnaire	25
4.2 Results of Teachers' Interview	29
4.3 Discussion	33
CHAPTER FIVE	38
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	38
5.1 Summary	38
5.2 Conclusions	38
5.3 Recommendations	39
REFERENCES.....	40
APPENDIXES	43

LISTS OF TABLES

	Page
Table 1: Teachers' teaching to focus on writing, in whole and aspects of writing, in particular.....	25
Table 2: Teachers' teaching paragraph writing and giving activities with correction.....	27
Table 3: Teachers' teaching of writing support students to take on more responsibilities	28

ACRONYMS AND ABBREVIATIONS

ESL:	English as a Second Language
ELT:	English Language Teaching
T1, T2, T3, T4:	Teacher1, Teacher2, Teacher3, Teacher4 who participated in the interview
L1:	First Language
L2:	Second Language
TEFL:	Teaching English as a Foreign Language
EFL:	English as a Foreign Language

ABSTRACT

The aim of this study was to investigate how writing is taught in Gudeya Jare Secondary School. In this study, questionnaires and interviews are the main tools used for data collection. The collected data were analyzed and described quantitatively and qualitatively. The data gathered through interview were qualitatively analyzed and described through discussions whereas the data obtained through questionnaire were analyzed quantitatively by using percentages. The results from the questionnaires and interviews pointed out that the process approach was being employed along with the product approach. The reason why the process approach is preferred from product approach is the process-oriented writing approach develops language skills and generates ideas and organizations. Finally, the conclusion drawn from the study is that English language teachers in Gudeya Jare Secondary School gave attention to the product aspects of teaching writing, teachers were not interested to teach the writing activities and the students also did not practice the writing skill in the lower grades .Lastly, I recommended that English language teachers the product and the process aspects of teaching writing and should have interest to teach the writing skills. And also, the students should be confidence and having interest to write in English as well as the students should be hard work and practice the writing skill.

Keywords: Teaching Writing, Gudeya Jare, Secondary School, Teaching Methodology

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Nowadays, the ability to write effectively is central to all disciplines whether one is in college or workplace (Condon & Kelly Killey, 2004). Consequently, developing competent writer is one of the main purposes of language teaching (Nude et al, 2010). Fulfilling this end necessitates adopting effective teaching technique which is contextualized, practical and motivating to minimize the problems related to EFL (English Foreign Language) writing in general and process based writing, in particular? Process writing is an approach to teaching writing that allows the teacher and the students to go through the process of producing a text together. In process writing, students had the chance to think drafts, revised, edited, and gave and received feedback on their work before coming up with the final version of the text. This implies the fact that instruction in writing is thus assuming an increasing role in foreign language education. Arguably, teachers should adopt effective techniques and approaches to facilitate learning. (Almugren, 2009)

Writing plays an important role in our personal and professional lives. Its multifarious pedagogical purposes range from reinforcement, training and imitation (generally in the early stages of instruction) to communication, fluency and learning (at intermediate and more advanced levels (A. Raimes 1983, 1987).

In spite of it roles, mastering writing is the most difficult tasks for first (L1) and foreign language learners. It is a complicated process since it involves a series of ahead and backward movements between the writer's ideas and the written text (Harris & Cunningham, 1994), and control (Murcia & Olshtain, 2000). Additionally, writing process is a form of problem solving which involves generating ideas, planning, goal setting, monitoring, and evaluating what has been composed (White & Arndt, 1991). In fact, writing is still deemed to be an arduous task for most first and foreign language learners (Ingels, 2006). There have been different approaches to teaching writing English Foreign Language classes but two most popular ones are product

approach and process one. Product approach can be the traditional method of writing which stresses the final of the outcome writing process as well as grammar, usage, form and mechanics of composition. (Tribble, 1996) Considering the role of writing as a tool for communication ideas, more focus has been given to the teaching-learning of writing in the context of secondary level, in Ethiopia.

Accordingly, as is stated in the current grade 9 English language books, the general aims of teaching and learning of writing is to help students develop a variety of skills and strategies which they need across other school subjects. In this sense, students learn to write for different purposes and practice a range of writing activities which involve the product and process approaches. Ultimately, the students are required to take notes, summarize texts, and prepare an essay of 2-5 paragraphs. Most importantly, students are expected to practice guided and free writing activities. Among these, summary of reading texts, notes from listening, sentence making activities are some of the guided writing tasks. Beyond this, the free writing tasks includes: writing a short survey and an opinion essay, descriptive paragraph, argumentative essay, an essay of 2-5 paragraphs, writing application and business letters, spontaneous and timed writing.

This being the case, however, it is common observing many secondary school students, and even students at the university level, struggling with their writing skills.

1.2 Statement of the Problem

Writing skills are crucial for success at high schools and colleges, the writing proficiency of Ethiopian students at secondary and preparatory schools seems low. Writing in English is a common problem among high school and preparatory students. From the researcher's experience as an English language teacher at Gudeya Jare Secondary School, the writing performance of students was low. The researcher observed that students showed some difficulties in their writing skills. For example, students are lack of confidence and interest to write in English, students did not practice writing and teachers did not give attention to teach the writing skills.

Researchers such as Alamirew (2005), Molla (2009), Desalegn (2011), Habtamu (2011), and Ebabu (2013), conducted research on this area, and they found different results for students' poor performances. For example, Molla (2009: 56-57) found that the major causes why English major

students at AbbiyiAddi College of Teacher Education had poor performance in writing skills were lack of practice the writing skills since lower grades, shortage of time given to students' writing teachers' focus on grammar and mechanics than on the content and organization of ideas when giving feedback, and less help from English language teachers. Ebabu (2013:233-234) 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 was the most difficult skill compared to the other skills). Teachers simply used lecture method to teach the writing skills. Concerning teachers' feedback, Alamirew (2005: *ibid*) observed that students were the class to what they had written, because teachers did not have time to correct students' errors because of large class. He also found that the writing tasks presented in the textbooks for grades 9-12 were few and were put at the end of each unit.

The above researchers tried to shed light or uncover students' writing problems in English, consequently, many students in secondary schools still show poor performance in English Foreign Language writing. Alamirew (2005) and Habtamu (2011) conducted their studies in preparatory schools. For example, Alamirew (2005) conducted his research on perception of writing, writing instruction, and students' writing performance whereas present study was conducted on the teaching of writing. Alamirew (2005) did not study the practice of teaching writing whereas the present researcher studied that the study of teaching writing. Habtamu studied students' beliefs about writing, the writing strategy use and writing performance. Therefore, this present study was conducted to bridge these gaps (three gaps): teaching writing. Generally, I studied my research conducted to bridge these gaps teaching writing in Gudeya Jare Secondary School grade 9 in focus the researcher to conduct this study so that investigate the gaps in the current teaching writing skills using the product approach and fill these gaps with new findings of this study. To fill the gaps investigating the writing performance of students was low.

1.3 Objectives of the Study

The proposed research has the following general and specific objectives.

1.3.1 General Objective

The general objective of this research was to study the teaching of writing in grade 9.

1.3.2 Specific Objectives

More specifically, this study was intended to:

- Identify how writing is taught in the classroom.
- Investigate teachers encourage the students to take on more responsibilities for their own learning of writing.
- Find out the challenges which teachers face in teaching writing.

1.4 Research Questions

This study attempts to answer the following research questions.

1. How do English language teachers in GudeyaJare Secondary School teach writing?
2. Do GudeyaJare Secondary School English language teachers encourage students to take on more responsibility for their own learning of writing?
3. What are the major challenges that teachers face in teaching writing?

1.5 Significance of the Study

Because this research was the study of teaching writing, the findings of this study are hoped to be useful for English language teachers and students. First, this study gives pedagogical advantage for the English language teachers, because this research suggests to teachers how to teach their students the writing skills. Second, as this study identified the major problems secondary school students faced in their attempt to write in English students might be able to take measures based on the research findings so as to develop their writing skills. Finally, regarding how writing skills are taught in secondary schools? I might decide to represent these stages in teaching writing: re-plan, re-draft, and re-edit them changing their mind and re-planning, drafting, or editing.

1.6 Scope of the Study

This study was conducted in one secondary school. It was addressed 4 English teachers' the teaching of writing with particular reference to GudeyaJare Secondary School. Hence the study examined teaching of writing, specially, the teachers' preferred approach in light of product and process of writing they focus to teaching writing. Moreover, the teachers' practice were analyzed in light of the roles they play to encourage the students.

1.7 Limitation of the Study

The researcher encountered some constraints at Gudeya Jare Secondary School conducting this study. First, some of the participants were not willing to take part, especially in the students' questionnaire. As of a result, the researcher spent lots of time to convince students.

1.8 Organization of the Study

The thesis is structured in to five chapters. It also justifies the need for the study, presents the objectives of the study, significance of the study, scope of the study, and limitation of the study. The second chapter presents review of related literature about teaching writing/writing. The third chapter deals with research design and methodology. In this chapter, research design, research setting, sample size and sampling techniques, data gathering instruments, data gathering procedures, data analysis techniques are specified. The fourth chapter discusses research findings and discussion. Under this chapter, data obtained from two data gathering instruments i.e. questionnaire and interview have been analyzed and discussed. Finally, the fifth chapter presents summary, conclusions and recommendations. In this chapter, the need for this study, objectives of this study, research methodology, findings and conclusions have been summarized, based on the findings conclusions have been drawn, and finally recommendations have been forwarded based on the find.

CHAPTER TWO

REVIEW RELATED LITERATURE

2.1 `What Is Writing?

Writing is a process of communication with others in which a writer sends his/ her ideas and thoughts in written forms to readers (Maria 2018:23). For Ehabu (2013:14): writing is coherent arrangement of words, sentences and paragraphs, structured according to a system of rules. It includes a number of sub-skills such as grammar, spelling, editing, text organization, and punctuation (Eman, 2014:14).

Writing is not something an innate that comes naturally, rather it can be learned and be improved through a lot of hard work and practice (Ali, 2017:63).

According to Carol (2000:6), there are two basic elements to any piece of writing. One is content: what the writer has to say. The other is form: the way the content or message is presented. Therefore, both content and form are inseparable in getting your message across through writing.

2.2 The Nature and Purpose of Second Language Writing

2.2.1 The Nature of Writing

Writing has its own unique nature unlike to other language skills. As stated by Bader (2007), writing follows some principles that are unique of all which relate letters to words and words to sentences which must be well organized to have a coherent whole called 'text'. This skill or means of communication is either innate or natural, it must be done and practiced a lot to be learn and make use of it and its rules; therefore, the writer does not write for himself but he writes for his reader, for that the writer must clearly stated his ideas to make himself understood (Bader,2007).

Regarding this, Hedge (1988) suggested that effective writing necessitates a number of things: a high degree of organization in the development of ideas and information, a high degree of accuracy so that there is no ambiguity of meaning, the use of complex grammatical devices for

focus and emphasis, and a careful choice of vocabulary, grammatical patterns, and sentence structures to create a style appropriate to the subject matter and the eventual readers. This implies that writing is an extremely complex cognitive activity for students to acquire and develop.

Bell & Burnaby (1984) explained writing as an extremely complex cognitive activity in which the writer is required to demonstrate control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts. In its physical appearance, writing is an individual activity, therefore, it is a social act that fulfills a set of communicative needs, and accomplishes particular purpose as Hyland (2003, p 27) puts it: Every act of writing happens in a sense of both personal and individual, and it is also international and social, expressing a culturally recognized purpose, reflecting particular kind of relationship and acknowledging an engagement in a given community. In terms of pedagogy, writing is a central element in the language teaching as students need to write down notes and to take written exams.

Yet, over the years it has seemed that writing has been as only a support system for learning grammar and vocabulary rather than a skill in its own right, however, trainers and methodologists have again at writing a foreign language classroom and acknowledged the importance of writing as vital skill for speakers of a foreign language as much as for every one using their first language (Harmer, 2004).

Moreover, it is possible to say that writing is a difficult activity both in first (L1) and second (L2) language learning. Lack of interaction and feedback provision between the writer the reader, lack of paralinguistic devices such as stress, intonation, gestures, and facial expressions are some of the writing difficulties which impose a great necessity for careful and precise completion, organization and connection of sentences (Byrne, 1988). Writing also requires formal and laborious instruction: we have to master the written form of language and to learn certain structures. So, it is a difficult and sophisticated social activity beside its importance to the academic achievement of foreign language learners.

In conclusion, the findings strongly suggest that the nature of writing should be accepted and addressed by those who deal with second language writers if these writers are to be treated fairly,

taught effectively, and thus given chance to succeed in their writing related to academic endeavors. In addition, the main purposes of the writing should also be very clear to both the teacher and the students.

2.2.2 The Purpose of Writing

There are different views regarding the purpose of writing. Traditionally, the purpose of writing evolved just as one of the macro skills with a purpose of engaging students with grammar, vocabulary and comprehension exercises as a means of activating students' skills in these areas. Recently, the purpose of writing is shifted to developing the composition skills in general (Ur, 1996; Hughey et. al., 1983; Byrne, 1988) have come up with several general and specific purposes for learning writing skills.

Writing has several general purposes for both second and foreign language learners. Hughey et. al. (1983) has set 4 (four) general purposes of teaching and learning writing skills. One of the main general purposes of writing is its use as a medium of communication. Written communication is one of the formal and the most communication styles all over the world. The second purpose of writing is its use as a means of bringing forward what we have kept in our hearts but could not verbalize. In this context, writing is taken as an instrument which helps us express our hidden knowledge and skill (Hughey et. al., 1983). Thirdly, writing is useful to judge our thoughts since it helps us critically evaluate our thoughts and understanding.

This can be done in line with the different stages of writing; as we write and rewrite, we will have the chance to think and rethink over our thoughts, which can finally result in judging and advancing out thought through writing (Hughey et. al., 1983). Finally, writing is used as a means of in escapable mirroring the self. This is to mean that as we keep writing, it gives us the chance to know and evaluate ourselves since the process of writing helps writers to see their overall performance in contrast to the rest of the world. Generally, the main purpose of teaching writing skills is to make learners competent in producing quality written text.

In addition to the above general purposes of writing, there are also specific purposes of writing that have various instructional benefits. Byrne (1988:6) identified four specific purposes of writing which have pedagogical implications. These are:

- Writing enables us to provide different learning styles and needs.
- Written work serves to provide the learners with tangible evidences that they are making progress in the language.
- Writing provides variety in classroom activities, servings as a break from oral work at the same time; it increases the amount of language contact through work that can be set out of class.
- Writing is often needed for formal and informal testing.
- Generally, it is good say that most of professional communications such as proposals, memos, reports, applications, e-mails, and part of the daily activities of college students are done in a means of writing. Even if students manage to learn the material in their college classes without knowing how to write well, they may not have the ability to express their knowledge to the people who are making the big decisions. Likewise, writing skill has various purposes to Ethiopian students in general and university English Foreign Language students in particular since all of the general and specific purposes of writing we reviewed so far have a strong implication to students of English Foreign Language in Ethiopia.

2.3 ASPECTS OF WRITING SKILL

Aspects of writing skill include firstly the micro and macro skills of writing, then mechanical components of writing and finally cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001:342-343) mentions a list of micro and macro skills for written communication which focuses on both the form of language and the function of language. Firstly, the micro skills of writing mentioned by Brown cover several important aspects. They are producing graphemes and orthographic pattern of English, producing writing at an efficient rate of speed to suit the purpose, producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and etc, expressing a particular meaning in different grammatical form, using cohesive devices in discourse and using the rhetorical forms and conventions of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and

connections between events and communicating such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification, and finally developing a battery of writing strategies that includes such as accurately in using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

To add Brown's ideas on the micro and macro skills of writing, it can be said that that writing involves several sub-skills. They involve spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using correct grammar correctly, and using paragraphs correctly. Thus the skills of writing must be introduced in every stage of writing composition. This will enable the students to get used to writing more effectively by using and obeying those skills of writing. Therefore, when the teachers want to make their students', writing works more accessible.

2.4 Aspects of Effective Writing

Before looking at how to teach writing skills, aspects of effective writing can be considered. Correctness and accuracy are needed in the following areas.

- a. Grammar: Grammar is important for writing. However, when we speak we are more likely to use simple grammar and it's easier to get away with incorrect sentences. In writing every grammar error stands out, which is why it is especially important to know the rules.
- b. Vocabulary: Being able to choose the most accurate words to express your thoughts in writing is the key to being understood.
- c. Spelling: There are few spelling rules in English, and the connection between how a word is spelt and how it is pronounced is less clear-cut than in many other languages. Our students need to learn the spelling of each word.
- d. Punctuation: This helps us understand written text the way intonation helps us understand another person's speech.
- e. Linking: Learners must consider linking ideas and information across sentences and paragraphs to develop a topic or argument.

2.5 Stages of Writing

According to G. Broughton, English teachers can use three stages of writing:

- a. Controlled writing
 - b. Guided writing
 - c. Free writing (Broughton 118)
- a. **Controlled writing:** It is sensible to distinguish between writing exercises in which the final product is linguistically determined by the teacher and exercises in which the final content is determined. Thus, by controlled writing G. Broughton understands. Example, exercises in which a paragraph with blank is to be filled in which picture prompts or memory of a model presented by the teacher, leads to reproducing more or less exactly the same final product as each other.
 - b. **Guided writing:** A composition in which the teacher provides the situation and helps the class to prepare the written work is guided writing.
 - c. **Free writing:** By free writing we understand a writing in which the title is provided and everything is done by the students.

Further, G. Broughton claims that to be successful in teaching writing skills it is necessary to make sure that the students start with controlled writing and when they become more confident in working with controlled exercises more and more guided writing exercises should be available. As we can see, G. Broughton suggests a good organization that can be practically used in mixed ability classes at a school; especially first two stages-controlled and guided writing, because the students need to be guided as they frequently have lack of vocabulary or grammar.

On the other hand, Jeremy Harmer in his book 'How to Teach Writing' distinguishes between writing for learning and writing for writing.

2.6 Writing for Learning

In writing for learning students write predominantly to spread their learning of grammar, vocabulary of the language and etc. Further Harmer (2004) divides writing for learning into reinforcement writing, preparation writing and activity writing.

Reinforcement writing: It is a simple form where students are asked to write sentences using grammar they have recently learnt, write paragraphs or longer compositions to practice recently

focused-on aspects of language. Students can also be asked to write a story about something that happened in the past (to practice past tenses); or to write a description of someone they know to use the character and physical description vocabulary. The aim of this phase is to give students opportunity to practice and remember new language they have learnt better. The act of writing these exercises makes them think about the new vocabulary or grammar.

Preparation writing: When learning second language sometimes it is more useful to use writing as preparation for some other activities. J. Harmer suggests using preparation writing for example, when students are asked to prepare discussion. Writing sentences “gives the students time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower level, find difficult and awkward.”

Activity writing: Writing is frequently used with activities that focus on something else such as language practice, acting out. Activity writing is used with activities in which students are asked to write their dialogue before they act it out. It is help for students to plan and write the dialogue before they act it out. Other types are questionnaire type activities. Groups of students design a questionnaire and then they circulate around the class asking their colleagues the questions they have prepared. They write down the answers and later students report what they have found out. The aim of activity writing is to use writing to help students to perform other activity but “students need to be able to write to do these activities, but the activities do not teach students to write.” (Harmer, 2004, 33)

2.7 Writing for Writing

In this phase of writing students are able to study written texts to become better writers. Writing for writing includes activities such are writing stories or poems. These tasks “force” students to express more personal and more complex thoughts. But this is not easy because most of students feel limited by knowledge of second language and they do not feel so ambitious and do not want to take risks

2.8 Types of Writing Activities

Various types of writing activities for the classroom are given below:

- a. Letters: Students can write to make complaints, thank, ask for and give information or advice, prepare job applications.
- b. Creative Writing: You can use pictures or begin a story and ask students to finish it. Or you can use a personal situation where the student was happy, sad, surprised, shocked etc.
- c. Diary: Ask your students to keep a diary.
- d. Dictation: A dictation can have a calming effect on young learners. It is also useful for teachers who have limited resources and need to dictate a text for a reading skills lesson. Alternatively, students can be asked to dictate to each other and to focus also on pronunciation and listening skills. Dictations are good for spelling as there is no direct link in English between the way words are written and the way they sound.
- e. Academic writing: Academic writing is the style of writing we use in the field of academics. Research projects, term papers, conference papers, essays, abstracts, reports, etc. in various disciplines are written in this style.

Academic writing is more formal and structured. Academic writing also has its own set of rules and structures. The target audience or the readers of academic writing is the scholars of the same discipline.

Academic writing is generally objective, concise, and impersonal. Punctuation and grammar should be strictly followed. Referencing and citations is another major different in academic writing. In academic writing, the writer is expected to support his argument by citing evidence by other sources. However, this evidence from other sources always has to be properly attributed according to an accepted style guide such as APA, MLA, Chicago and Harvard referencing.

Examples of Academic writing skills: Some examples of academic writing related skills include:

Time management: Time management is important for academic writing.

Formal and Unbiased: Academic writing aims to convey information in an impartial way. The goal is to base arguments on the evidence under consideration. All the claims should be supported with relevant evidence.

Clear and Precise: It is important to use and precise language to ensure that the reader knows exactly what you mean. This means being as specific as possible and avoiding vague language.

Focused and well structured: An academic text it needs to have a clear purpose. Start with a relevant research question or thesis statement, and use it to develop a focused argument.

In addition, English for Academic Purposes involve a primary focused on the nature of academic writing tasks, to help the students socialize into the academic context. Thus, as Horowitz (1986:789), EAP “ensures that student writing falls within ... the range ... of acceptable writing behaviors dictated by the academic community. English for Academic Purpose also emphasis on reading and writing, this is because reading and writing are the immediate purposes of many students in academic contexts.

2.9 Approaches to Teaching Writing

Raimes (1983:6) suggests that writers should deal with the following language items when writing:

Clear, fluent and effective communication of ideas

CONTENT: relevance, clarity, originality, logic etc

SYNTAX: sentence structure, sentence boundaries, stylistics etc

THE WRITER’S PROCESS: getting ideas, getting started, writing drafts, revising etc
AUDIENCE: the readers

PURPOSE: the reason for writing

WORD CHOICE: vocabulary, idiom, tone etc

GRAMMAR: rules for verbs, agreements, articles, pronouns etc

MECHANICS: handwriting, spelling, punctuation etc

ORGANIZATION: paragraphs, topic and support, cohesion and unity producing a piece of writing (Raimes 6).

The approaches are described in general and overlap as teachers tend to use more than one method to teach writing, depending on what knowledge is to be learnt.

2.9.1 Product-Oriented Approach

Product oriented approach has been applied by the English teacher many years ago in the process of teaching writing. The concern of this approach is on the correctness of final products of writing. The product –oriented approach to the teaching of writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar, and language devices. Brown (2004:335) says that in composing their works, students must obey three main requirements. Every composition must (1) meet certain standards of English rhetorical style, (2) use accurate grammar and (3) be organized based on the convention to make the audience find it easy to understand the text.

In this approach, students' writing works will be measured based on some criteria. The scoring criteria commonly involve content, organization, grammar, vocabulary and writing mechanics; for example spelling and punctuation.

2.9.2 Process-Oriented Approach

Unlike the product approach, focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them into effective writing works. Students are seen as the language creators in which they are given chances to try to organize and express their ideas clearly.

The activities are intentionally designed to facilitate the students become the language creators. Typical writing activities done by Brown (2004:335), (1) focus on the writing activity that leads to the final written products, (2) he students writers to understand their own composing, (3) help them to build repertoires of strategies for prewriting, drafting, and rewriting, (4) give students time to write and rewrite, (5) let students discover what they want to say as they write, (6) give students feedback throughout the composing as they attempt to bring their expression closer and closer to intention, (7) include individual conferences between teacher and student during the process of composition.

As an addition, Badger and White states that there are a number of stages that the students will experience in composing a piece of writing work namely prewriting, drafting, revising, and editing.

2.10 The Elements of a Successful Writing Lesson

To make the learning as easy as possible and to make learners successful, confident and willing to write the teacher should provide the students with:

- a. Information: It means that students have to be given clear and logical instruction what the teacher wants them to do and to be clear about the topic details.
- b. Language: If students need any specific language they should be given it before the activity so they will not be stuck.
- c. Ideas: Teachers need to be to suggest ideas to help students when they do not know how to start. “One of the skills of a good writing teacher is to be able to throw out suggestions without crowding out the individual students with too much oppressive detail.” (Harmer, 2004: 63).

A teacher should try to include written tasks in all his lessons, whether he is teaching grammar, vocabulary or communication skills. It's a good idea to practice all the four skills in a lesson. The actual writing part can be so time consuming that sometimes he may want to leave it for homework.

Written tasks performed in class can be made more interactive by getting students to write in pairs. Get one person to write with a pen and the other to help their partner correct mistakes and provide him or her with ideas.

2.11 The Roles of Teacher in Writing

Kimble and Garnezy in Brown (2000:7) states that learning is a permanent process of the change in behavioral tendency and a result reinforced practice. We infer that teaching is just a simple transferring knowledge activity since it is aimed at the behavioral change. Therefore, teachers have to make sure that their students learn something beneficial that permanently will contribute to their future.

Teachers are expected to realize the importance of their roles toward students' development in learning particularly in writing. Teachers are required to have various strategies and great interest when they are teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher's performance in helping them learn writing.

In relation to teacher's roles in the process of writing, Harmer (2004:41) also proposed some tasks that the teachers must perform before, during, and after the process of writing. They are demonstrating, motivating and provoking, supporting, responding and evaluating.

- a. **Demonstrating:** The first task that must be done by the teacher in the process of writing is demonstrating. It is a need for the students to be able to understanding writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attentions.
- b. **Motivating and provoking:** The second task done by the teacher in the process of writing is motivating and provoking the students. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to get the ideas and then persuading them to work on their writings.
- c. **Supporting:** Supporting the students are the third task that needs to be performed by the teachers. In the process of writing, teachers become the main supporters for the students when they are writing in the classroom, especially when the students face difficulties. They must be available and well prepared to help them solve the difficulties. Thus the students will be motivated in doing their writing.
- d. **Responding:** Then, the next task is responding to the students' writing works. Responding refers to how the teachers react to the students' writing works. Content and construction are the focus of this task. After looking at the writing works produced by the students, the teachers can give feedback or suggestions for the students' improvement in writing.
- e. **Evaluating:** The last task done by the teacher in the process of writing is evaluating the students' work. This task refers to how the teachers will evaluate the students' writing works and then grade them. This is done by the teachers to see the students' progress in writing. Finally, we can say that, the teachers are required to be able to perform those tasks in the process of writing. This will enable the students to be better writers, especially when they are hesitant to express the ideas.

2.12 Correction

By correcting J. Harmer means correcting syntax (word order), concord (grammar), collocation and word choice. Feedback is also very important here. When the teacher corrects, he actually plays several roles (Harmer, 2004, 109): students see the teacher as the examiner, in fact the teacher takes a role of audience (responds to the ideas), he can act as an assistant (helps students with writing, a resource (is available when students need information), an evaluator (says how well the students have done so far) and an editor (helps to select and rearrange the students' writing). The way the teacher corrects is also significant. Jeremy Harmer suggests seven ways of correction (Harmer 2004)

a. Selective Correction

Selective correction means that the teacher does not have to correct everything. The teacher can correct only punctuation, verb tenses, grammar or to concentrate on using appropriate level of formality, using correct paragraphs and so on. It is important to tell students before the writing that the teacher will use this approach.

b. Using Marking Scales

The idea of this approach is to give marks out of 10 for each category the teacher chooses for. Students (e.g. grammar, vocabulary or verb tenses), with indications of mistakes this scale helps students to focus on the particular area they need to improve.

c. Using Correction Symbols

Many teachers use correction symbols. The advantage of this method is that it encourages students think about the mistakes they have made, in fact, the students correct the mistakes themselves.

d. Reformulation

It is a way how the teacher can show the students to write something more correctly. The teacher shows how he would write the incorrect sentences or parts. The student then can compare his version with the teacher's one.

2.13 Teaching Spelling

In writing, to be able to spell correctly is significant. English spelling is considered to be quite difficult for learners at school. The best way how to teach students to spell correctly is to have them read as much as possible.

Extensive reading (example, reading short articles) help students to remember English spelling rules. But this is not the only way and teachers should be more proactive. He my give students word formation exercises, let them find out spelling rules or to use any other activities for helping students not only learn spelling but also improve it, so that they become more familiar with English spelling. J. Harmer suggests very interesting ideas to prepare enjoyable tasks for students for teaching spelling:

- a. To work out a rule by looking at the spelling of pair or groups of words.
- b. Dictionary activities are also suitable for students e.g. ask students to put a written list of words in alphabetical order, focus on the spelling of the initial letters of words.
- c. Dictations: there are many alternatives how to write dictation with students. The traditional way is to read a paragraph to the learners. Another version is to write words that students hear on a cassette or they can dictate to each other. Running dictation is ideal for spelling practice. Harmer suggests giving points for the correct spelling for each and every word.
- d. Cards- students can be given cards with letters (individual letters, digraphs etc.); students have to make words as many as possible from these cards. (Harmer 2004, 48).

Finally, we can state that, writing is a difficult skill to learn. We expect the learners to be able to spell correctly.

2.14 Teaching Punctuation

To be able to write with correct punctuation is an important skill. Very often we are judged by the quality of what is written. If capital letters, commas, paragraphs bounders, full stops are not used correctly in our writing, we can make a negative impression and our writing can be easily misunderstood. “If we want our students to be good writers in English we need to teach them how to use punctuation conventions correctly.”(Harmer, 2004, 49), It means to teach the system of writing at all types of school.

2.15 Fluency or Accuracy

When writing, we have to distinguish between accuracy and fluency. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, using correct punctuation, using correct layouts and choosing the right vocabulary. We also have to use grammar correctly, joining sentences correctly and using paragraphs correctly.

As it was mentioned earlier, when we write communicate a message. To communicate a message means: e.g. express somebody's experience, respond to greeting or invitation. Therefore, we can state, that both accuracy and fluency are very important in writing while teaching: we have to strongly focus on both of them. The goal of a language teacher is to enable students to produce fluent, understandable, accurate and appropriate written English. But this is a hard work for English teachers.

Besides, according to Hyland (2003b) cited in (Zheng, 2016: 142), ESL/EFL writing is simultaneously a cognitive, social, and intercultural activity. It requires knowledge of the content that the writer is to address, knowledge of the English language that is required for the construction of the text, knowledge of the process that concerns how to construct the text, and knowledge of the genre that the target belongs to.

2.16 English Language Teachers Challenge in Teaching Writing

Peer feedback (also peer correction, peer response or peer review) with its advantages can be a promising way which can be used to encourage students to read and give comments and suggestions together for enrichment of their peers' writings before the final versions of their products are submitted to their teachers. Peer correction works as a vital part in the process approach to teaching writing because it helps learners realize the learning level as well as their demands for enhancement of writing ability.

Despite its advantages, peer response has its own weakness. Its procedure requests the training and organization from the teacher, as well as it depends on students' ability of collaboration with peers. Many students give their partners too general and ambiguous. The writing ability, thus, seems to not improve (Tsui & Ng, 2000). However, they also admit that it is impossible for them

or any teacher to read and correct all the students <<compositions on writing lessons because “correcting written work is time-consuming>> (Ur, 1999, p 74), especially for large classes.

Consequently, language teachers and researchers have made an effort to know how they can do to help students be able to minimize their mistakes in their writing.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter discusses the research design, research setting, and sampling data gathering instruments, data collection procedures, and data analysis techniques.

3.1 Research Design

This research is descriptive research design. The researcher uses both quantitative and qualitative methods for data collection and analysis. According to John Creswell, “Mixed methods research is a research design (or methodology) in which the researcher collects, analyzes and mixes (integrates or connects) both quantitative and qualitative data in a single study or a multiphase program of inquiry.” Mixed method helps to analyze data in all possible ways. It provides a broader perspective of the study and helps the researcher to assemble a deeper understanding of the fact of interest. Therefore, the researcher used a mixed method approach to analyze data quantitatively and qualitatively.

3.2 The Research Setting

This research was conducted at Gudeya Jare Secondary School. The school was found at east Wollega zone in Gudeya Bila woreda.

3.3 Sources of Data

In trying to obtain the necessary data from the research participants, I employed primary sources. The primary sources included the teachers and students in selected school.

3.4 Population and Sampling Techniques

From 480 students, 40 students were chosen through simple random sampling technique. In these selection methods, all the individuals have an equal opportunity to participate in the study where selection process is entirely based on luck. Because to get equal information from the respondent participants. And from 4 English language teachers, 3 males and 1 female were teaching in Gudeya Jare Secondary School, and these 4 teachers were selected through comprehensive

sampling technique. Comprehensive sampling attempts to obtain data from individuals experiencing every possible condition.

The researcher used questionnaire and interview to collect data. Here the data gathered through students' questionnaire were analyzed quantitatively whereas the data obtained through teachers' interview were analyzed qualitatively.

3.5 Data Gathering Instruments

The researcher used two data gathering instruments to conduct this study. These data gathering instruments were: questionnaire and interview. These data gathering instruments were employed as follows:

3.5.1 Questionnaire

In the beginning, a paper-pencil questionnaire with 7 closed-ended items was prepared by the researcher for the purpose of collecting information from the participant students. The items in the questionnaire were on the review of related literature. The refined version of the questionnaire was handed to 40 students who were randomly chosen from grade 9. The purpose of the questionnaire was collecting information from the participants' students about their teachers in teaching writing. In general, closed-ended questionnaire is easier to collect and analyze data- it saves time and energy.

How did you prepare the questionnaire? How did you validate it?

The data for answering research questions number 1, 2 and 3 were collected through a study of the teaching of writing use survey questionnaires. Questions could be: I prepared the questionnaire closed-format questions that take the form of a multiple-choice question. The validity of the tool used in this study was prepared based on the existing literature reviewed in chapter two.

3.5.2 Interview

The interview was conducted comprehensively from the respondents who participated in the data collection process mainly through semi-structured interviews. It contains 5 open-ended items. The open-ended items were included to give respondents more opportunity to freely express their

views. The data collected through semi-structured interview was used to answer the last research questions what are the major challenges that you face in teaching writing?

3.6 Data Collection Procedures

On the basis of the objectives of this study the researcher designed two types of instruments (Questionnaire and Interview). Although the general goal of these instruments was to gather relevant data, they had their own particular shares or specific functions in the research. The survey questionnaire was, for example, about the issue of teaching writing and the methods/approaches used. On the other hand, the interview data was collected mainly through semi-structured interviews. A number of planned questions, but the interviewer has more freedom to modify the wording and order of questions.

3.7 Data Analysis Procedure

The collected data were analyzed quantitatively and qualitatively. Here the data gathered through interview were analyzed and described qualitatively through discussions whereas the data obtained through questionnaire were analyzed quantitatively by using percentage followed by discussions.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

This chapter deals with analyzing and discussing data obtained from the questionnaire and interview.

4.1 Analysis of the Students' Questionnaire

The students' questionnaire contains items that sought to address the question-how teachers teach writing skill- in terms of the extent the teachers treat the skill. The items also catered for a very crucial issue of teaching-learning of writing skills that is encouraging students to take on more responsibilities for their own learning of writing.

The results of the data analysis are presented as follows

Table 1: Teachers' teaching to focus on writing, in whole and aspects of writing, in particular

	Items	Response	No	%
1	How often does your English language teacher teach you writing skills?	mostly	6	15
		sometimes	7	17.5
		rarely	11	27.5
		not at all	16	40
Total			40	100
2	In the classroom, which aspects of writing does your teacher give more emphasis in teaching writing?	a, Grammar & vocabulary	13	32.5
		b, mechanics	11	27.5
		c, content & org.	7	17.5
		d, writing strategies	9	22.5
Total			40	100

A look at Table 1, regarding the extent to which the teachers teach writing, 16(40%) of them claim their teachers, do not at all, teach them the skill, the other 11(27.5%) of the students reported that their English language teachers rarely teach skill, but the remaining of 7(17.5%) and 6(15%) of them assured sometimes and mostly, respectively. The information from majority of the students is an indication as to how the teachers teach writing suggesting the teachers' tendencies to give minimum efforts in their writing teaching. Hence, it seems that students are not exposed to the writing activities. Therefore, there existed gaps in the teachers' teaching of writing skills to effectively achieve the general objectives set in curriculum.

In terms of teachers' focus of teaching writing, the maximum number of the respondent students, 13(32.5%) expressed grammar and vocabulary, and 11(27.5%) of them revealed mechanics. On the other hand, only 7(17.5%) of the students favored content and organization. But, 9(22.5%) of the students said that their English language teachers give attention to writing strategies still, the students' response concerning the emphasis and focus adopted by the teachers make it clear that teachers still follow traditional and outdated methods of teaching English writing. The important issue in the students' questionnaire is finding out what aspects of writing the teachers' put more emphasis on. It is then seem apparent that teachers do give more attention on grammar, vocabulary and mechanics the expense of writing strategies. They also exert little effort to content and organization in the teaching of writing. In general, based on the majority of the respondents in Table 1, it is clear how little the teachers are concerned about writing skills. They again adopt the product-based/ traditional method of teaching writing which doesn't give for the students to actively engage? Because students the ability to communicate in the target language is not a goal of second language learning in teaching learning process. Students learn about the vocabulary and grammar rules.

Table 2: Teachers' teaching paragraph writing and giving activities with correction

3	Does your teacher teach you paragraph writing?	Response	No	%
		a. Yes	13	32.5%
	A. by following pre-writing, writing and checking?	b. No	27	67.5%
		Total		40
	B. writing strategies- thinking, planning, writing and checking?	a. Yes	15	37.5%
		b. No	25	62.5%
	Total		40	100
	C. you practice activities and appropriate correction on your writing?	a. Yes	17	42.5%
		b. No	23	57.5%
	Total		40	100

In relation to the teachers' study of teaching paragraph writing, while 13(32.5%) of the respondent students explained that their teachers make use of the stages of pre-writing, writing and checking, 27(67.5%) of them said that the teachers don't do. Similarly, the students' response on their teachers use of writing strategies- thinking, planning, writing and checking, 15(37.5%) of the respondent students claimed that their teachers use these strategies to teach paragraph writing, but strikingly, a high percentage of the students 25(62.5%) said the opposite. The students' response as to whether or not their teachers given exercises and correction on their writing, 17(42.5%) of the respondent students stressed that their teachers give exercises and appropriate correction on their written work, yet the majority 23(57.5%) of them indicated that their teachers don't give them exercises and appropriate correction.

As we can see from Table 2 above with regard to the teachers teaching paragraph writing by using the stages and strategies of writing, high percentage of students' (67.5%, 62.5% and 57.5%) response indicated how poorly students are taught about paragraph writing this in turn reveals the extent to which the teachers withdraw from the current trend of teaching writing

(process approach) which accounts to the students' learning. This, I think partly contributes to the students' writing problems.

Table 3: Teachers' teaching of writing support students to take on more responsibilities

4	Items	Responses	No	%
	Does your English teacher encourage you to: A. practice paragraph writing and correct your own writing?	A. Yes	16	40
		B. No	24	60
	Total		40	100
	b. practices group writing and correcting each others' writing?	A. Yes	11	27.5
		B. No	29	72.5
	Total		40	100
	c. your confidence, attitude and interests towards writing?	A. Yes	16	40
		B. No	24	60
	Total		40	100

In case of the teachers' efforts of encouraging students, 16(40%) of the respondents stated that their teachers encourage them teach paragraph writing outside the classroom and self-correction. But, 24(60%) of them refuted this argument. As to whether teachers encourage students teach group writing and engaging them in peer correction, nearly 11(27.5%) of the students assured that their teachers make them teach group writing and peer correction, but the majority of them 29(72.5%) ascertained that they are not encouraged to engage in these kinds of activities. Finally, regarding the teachers' role students' develop their confidence, attitude and interests towards writing 16(40%) of them ascertained teachers teach writing in a way the students develop their confidence, attitude and interests towards writing, the majority of them, 24(60%) said their

teachers don't do this. Table 3 shows that students have little been encouraged to write the classroom and self-correct their errors. As for the teachers efforts of encouraging the students to group write and peer feedback.

Strikingly, only 27.5% of the students who claims their teachers encourage them to do so. Table 3 also depicts that 60% of the respondents refute the notion that teachers encourage students promote the confidence, attitude and interests towards writing. While the teachers are supposed to encourage students to spend extra time on free writing in activities and engage their students to cooperatively write and correct each others' works, the finding from Table 3, however, indicates how unluckily students have been missed those opportunities. In short, based on the above illustration, the researcher concludes that students have not been encouraged to the extent to which they can take on more responsibilities for their own learning of writing.

At the whole, the overall finding from the students' questionnaire discover how and which aspects of writing the more pay attention to. For example, the majority of the respondents in the Table 1 proved how little the teachers concerned have to writing skills. They again adopt product-based/traditional method of teaching writing which doesn't give room for the students to actively engage in teaching-learning process.

The finding from Table 2 above, high percentage of students' (67.5%, 62.5% and 57.5%) response indicated teachers teach of teaching the stages and strategies of paragraph writing indicating the teachers' withdrawal from process approach. Finally, Table 3 is the basis for the researcher's conclusion that students are not encouraged by English language teachers in taking on more responsibilities for their own learning writing.

4.2 Results of Teachers' Interview

In answering the research question set out in chapter one, semi-structured interview was used to collect information from 4 English teachers concerning their practiced teaching writing skills in the context of Gudeya Jare Secondary School. The teachers' interview questions (Appendix A) contain five items. The first part of the items is meant to elicit information about how teachers teach writing skills focusing on; their preferred approaches (product and/or process) and the aspects of writing which they pay more emphasis to teach the skill; the next item focuses

eliciting information on how these teachers encourage students to take on more responsibilities in writing. Finally, one question tries to find out challenges which the teachers face in teaching writing. The researcher adopted a one to one face to face interview and used field note recording the participants' responses.

How the teachers teach writing

The focus of first three items in the teachers' interview is meant to find out how they teach writing- Which writing approach prefer- product approach and/ or process approach and which aspects the teachers focus in their writing instruction. In this sense, the first research question can be answered.

T1, interviewed teacher reported that he favor that the process approach instead of the traditional-product approach. Similarly, he also added the idea that spelling, capitalization, unity, organization and are some of the usual aspects of writing which he pay more attention to. At this point, it is clear observing the mismatch between this teacher's preferred approach (process) and the aspects of writing which have been listed as for his focus of teaching writing (aspects product approach).

According to T2, regarding the how of teaching writing skill, he indicated that as to the approach to the teaching of writing, process approach is good. Concerning the focus of teaching of writing, spelling, capitalization, unity, organization, and grammar, and etc are my focus of teaching writing. Still, the response from this teacher supports the above finding which showed the existence of gap in matching the teacher's preferred approach (process approach) to the aspects of teaching writing (aspects of product approach).

T3, the common teaches in his writing class proved to be product approach, and he focuses on aspects of writing such as: spelling, capitalization, unity, organization, and grammar.

Finally, according to T4, the how of teaching of writing skill, she focused on grammar, vocabulary and starting from generating ideas.

At this point, the finding from the teachers' interview shows that the teachers give more concern to the product aspects of teaching writing. A further point from the interviews teachers'

misunderstanding of relating the process approach with the aspects teaching writing (product approach) for example, participant (T1 and T 2).

Teachers' efforts of encouraging students to take on more responsibilities for their own learning

With regard to the teachers' efforts of encouraging students to take on more responsibilities for their own learning of writing, the four teachers had varied degrees of understanding as to how students should be encouraged to develop their self regulation and autonomy towards the learning of writing skill. Accordingly, the indication from T1 and T2 interviewed teachers' response display the claim that students could be encouraged at best when they are told the value of well written texts.

As T3, opinion and understanding, the best ways encouraging students, to take more responsibilities for their own learning of writing should includes: presenting, relevant and interesting topics and tell them to write on the topics. He added the opinion that students need to be told to read and rewrite what they have learnt so far.

Finally, a look at T4 idea, she claims the opinion that students are best encouraged in the sense of teaching the importance of strategies in ways they promote their autonomy of writing. Most important, this idea is also illustrated and clearly elaborated on the current English textbooks.

In general, the interviews with the four teachers in this study discovered these teachers, ideally, preferred the process approach and in their writing instructions which again mismatch with their focus of teaching the skills. (For example, the first and the second teachers who participated in the interview). Moreover, the interviews also revealed the existence of differences among the teachers' ways of encouraging students to take on more responsibilities for their self-learning of writing skills.

What are the main problems GudeyaJare Secondary School students' grade 9 faced in their attempt to write in English?

T1, in my opinion, writing is the most difficult. So, it is not even easy to the teacher teach the writing skill. It is very challenging.

T2, students themselves are not good at writing. So, I think the main problem is poor background of the students, and as you know English is not their mother tongue. The other is the students are not interested in learning itself. They are learning reluctantly. These are some of the problems. In general, teachers forwarded the solutions for students' problems in writing.

- Students should be confident enough when writing.
- The teachers should provide learners with interesting topics.
- Teachers should help students to be rich in vocabulary.

T3, in my case, the central problems that students face in writing are: students have poor background in writing. At elementary level, the students are not provided with writing skills, they have not developed experience to write in English. The other point is that most of our students are too poor in vocabulary. This in turn, hinders them not to generate ideas which enable them to write. Teachers themselves are not interested in writing because most teachers do not provided their learners with interesting writing topics. This also hinders students not to write in English.

So according to T3, the main cause Gudeya Jare Secondary School students faced in their attempt to write in English might be poor background in writing shortage of vocabulary, and little help from teachers.

T4, I think as writing is the most difficult skill, especially when students try to write in English. They miss spelling, because in English some letters are written, but they are not pronounced. For this reason, when they always make mistakes. The other and the main problems is that do not have base in writing in lower grades. They have not practiced writing. So such kinds of problems may affect students' writing skills.

Concerning Complexity of the English language, Harmer (2006:225) explains that learners whose mother tongue writing system are very different from trouble with writing in English.

Therefore, T4, the main problems secondary school students faced in writing were lack of practice writing in the lower grades and the nature of the English language by itself.

In general, the teachers discussed the following points as main reasons why most of students were poor in writing:

- Poor background of students in writing.
- Students lack of interest and confidence to write in English.
- The students did not practice the writing skill in the lower grades.
- The nature of the language by itself is difficult.
- Teachers were not interested to teach the writing skill.

These findings were similar to previous findings of Ebabu (2013:233), Molla (2009:55-56). For example, Molla (2009:55-56) found that the major causes of writing problems of students at AbbiyiAddi College of Teacher Education were students' lack of practice writing from the lower grades, inadequate time given to students during writing and less help from English language teachers.

4.3 Discussion

In this section the data analysis results are discussed and interpreted in relation to research questions. Furthermore, the findings of the students' questionnaire and the teachers' interview are discussed.

How the teachers teach writing

One of the main objectives of this research was to find out how the teachers teach writing. Therefore, this can be analyzed from the teachers preferred approach and the teachers in teaching the skill.

Accordingly, this part of the paper presents the findings from the two data gathering instruments. To find out how the teachers teach writing in the context of GudeyaJare Secondary School, at grade 9, it is important to study the teachers' teach in terms of their preferred approach (product and process approach and the aspects of writing (product and process approach) the teachers focus more in teaching the skill.

Nowadays, communication of ideas through writing is central to all disciplines whether one is in college or the workplace (Condon Kelly Kelley, 2004). Consequently, developing competent writer is one of the main purposes of language teaching (Nude et al, 2010). Fulfilling this end necessitates adopting effective teaching technique which is contextualized, practical and motivating to minimize the problems related to English foreign language writing in general and

process based writing, in particular. Arguably, teachers should adopt effective techniques and approaches to facilitate learning ((Almugrem, 2009).

Concerning the teachers' preferences (product and/ process approach) and aspects of teaching writing, the finding from the teachers' interview, item 1 and 2, the teachers all but the third teacher, the first two teachers the first and the second teacher who participated in the interview reported that they tend to adopt process approach in their writing class. However, the two teachers reported accuracy (product aspects) as aspects of their focus in writing classes. In particular, they pay attention to spelling, capitalization, grammar, and etc in teaching writing. This imply the teachers' misunderstanding in relating the process approach with the aspects of teaching writing (product approach), for example, participant the first and the second teacher who participated in the interview.

Teachers' efforts of encouraging students to take on more responsibilities for their own learning of writing

Taken in to account the general aims of teaching and learning of writing is to help students develop a variety skills and strategies which they need across other school subjects; students learn to write for different purposes and practical range of writings, Hedge (1999) also assumed that writing is essentially a creative process, motivates, builds their confidence, gives them an opportunity to explore the language, to communicate and to look the best ways of self-expression. The teachers' role in this process in undoubtedly very important:

The teachers' role is to provide an environment in which students will learn about writing, get plenty of practice in writing, and receive help during the writing process. The teacher, being a facilitator, helper, motivator and advisor only then assessor, should help learners by organizing writing as series of stages Hedge (1999).

Given the significant roles which process approach plays to encourage students to take on more responsibilities for their own learning of writing, it is crucial seeing how teachers' put in to teach. According to the results from the teachers' interview, item 4, there existed differences among teachers' ways on how to encourage students to take on more responsibilities for their self-learning of writing skills. For example, while the first teacher expressed the opinion that

students are best encouraged when they are told the value of well written texts but he was examined utilizing product approach, dominating the class simply writing instead of telling students to do from the text book. The second as for the second teacher's understanding, when students are exposed to relevant and meaningful topic which leads them to write on, they can well be encouraged.

A look at the results from the students' questionnaire, Table 3, in case of the teachers' efforts of encouraging students to teach paragraph writing outside/inside the classroom and self-connection, 24(60%) of the respondents were against argument that their teachers encourage them. the same Table, item 4b, as to whether teachers encourage students train group writing and engaging them in peer correction, only nearly 11(27.5%) of the students assured that their teachers make them train group writing and peer correction, with the majority 29(72.5%) opposing this idea.

In short, based on the above illustration, the researcher concludes that students have not been encouraged to the extent to which they can take on more responsibilities for their own learning of writing.

Going back the research questions, it is necessary to check the findings highlighted in the above discussions answer the specific research question.

Firstly, it has been indicated that how teachers teach writing based on preference (product and/ process approach) and aspects of teaching writing, the finding from the teachers' interview, item 1 and 2, the teachers, indicated that the teachers prefer process approach and with a focus on accuracy (product aspects)as aspects in writing classes. This imply the teachers' misunderstanding in relating the process approach with the aspects teaching writing (product approach), for example, participant (T1 and T2). On the other hand, table 1 item 1, high percentage of respondents with 40% (not at all) and 27.5% (rarely) is an evidence as to how teachers not giving enough attention to writing. This fact, then, is consistent with Alamirew's (2005) cited in Eshetu et al 2012) finding that high school students do not learn writing effectively because English language teachers do not give attention to writing lessons.

The same table 1, as in item 2, majority of the respondents (32.5%) who said teachers focus more on grammar and vocabulary, support the result from the teachers' interview, item 1 and 2. This again shows the teachers' practices which do not give room to the other aspects in teaching writing. Specially, the small percentage of the respondents (22.5%) show how little attention the teachers give to writing strategies.

A further point noticed, from table 2, high percentage of students' who said teachers do not teach paragraph writing which make use of the stages of writing (67.5%), strategies of writing (62.5%). In the same table item c, more than a half percentage of the respondents (57.5%) who refute the idea that teachers give exercises and correction in writing classes. Generally, all this disclosed how little students have been exposed to paragraph writing activities. This in turn, reveals the extent to which the teachers withdrawal from the current trend of teaching writing (process approach) which accounts for the students' learning. Generally, teachers' interview item 1 and 2, as well as students' questionnaire, as in table 1 and 2, item 1 through 3, indicate that the way teachers teach writing is not up to the expected level, students response disclosed that only 15% and 17.5% said mostly and sometimes, respectively teachers teach writing. Most often, writing at high school level is either not covered t all or not taught effectively, since teachers perceive that writing is not as important as listening, speaking, reading, grammar and vocabulary Alamire's (2005) cited in Eshetu et al 2012). This problem can partly a scribed to teachers' failure to teach writing appropriately. Therefore, the above discussion and illustration from the two tools have evidenced teachers do not adequately encourage students to promote their self-learning of writing address the first question" do teachers encourage students to take on more responsibility for their own learning of writing?"

Considering the general aims of teaching and learning of writing is to help students develop a variety of skills and strategies in general, and the roles of process approach to encourage students' writing, the results from the teachers, interview, and item 4, disclosed there existed differences among teachers' ways on how to encourage students to take on more responsibilities for their self-learning of writing skills. Based on the students' questionnaire, table3, in the teachers' efforts of encouraging students to practice paragraph writing and self-correction, the percentage of respondents evidenced 24 (60%)

Teachers fail encourage students; same table, item 4b, with only nearly 11 (27.5%) the students assured that their teachers make them practice group writing and peer correction, and a high 60% of the respondents assured the opinion teachers don't encourage students promote the confidence, attitude and interests towards writing. The teachers are expected to provide an environment in which students will learn about writing but get plenty of practice in writing, and receive help during the writing process, and as being a facilitator, helper, promoter, motivator, advisor, and only then assessor, should help learners by organizing writing as a series of stages they fail to teach writing in ways students are able to take on responsibilities for their own writing. Secondly, the information from the two tools have evidenced teachers do not adequately encourage students promote their self-learning, confidence, attitude and interests towards writing, address the second question do teachers encourage students to take on more responsibility for their own learning of writing?

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This study was conducted to study the teaching of writing in Gudeya Jare Secondary School: grade 9 in focus.

The purposes of this study were to:

- Identify teaching strategies teachers currently use in teaching writing skills in English classes.
- See whether the teachers encourage the students to take on more responsibilities for their own learning of writing.
- Identify the challenges which teachers face in teaching writing.
- Identify the major problems secondary school students faced in their attempt to write in English.

The researcher used a mixed method approach to conduct this study, and analyzed the data quantitatively and qualitatively.

From 480 students, 40 students, (30 males and 10 females) were chosen through simple random sampling technique, and from 4 English language teachers, 3 males and 1 female were teaching in GudeyaJare Secondary School, and these 4 teachers were selected through comprehensive sampling technique.

The researcher used questionnaire and interview to collect data. Here the data gathered through students' questionnaire were analyzed quantitatively whereas the data obtained through teachers' interview were analyzed qualitatively.

5.2 Conclusions

Based on the above summaries, the following conclusions have been drawn.

- The findings of this study disclosed that teachers in GudeyaJare Secondary School do not give enough attention to teaching of writing and the way teachers teach writing is not up to the expected level. In addition, the teachers prefer process approach and with a focus

on accuracy (product aspects) as aspects evidenced their misunderstanding in relating the process approach with the aspects teaching writing (product approach).

- Moreover, teachers do not teach paragraph writing which make use of the stages and strategies of writing is a clear evidence for the teachers' withdrawal from the current trend of teaching writing (process approach) which accounts for the students' learning.

In general, students are not encouraged in way they could take on more responsibility for their own learning of writing, partly because their teachers partly because there existed differences among teachers ways on how to encourage students to take on more responsibilities for their self-learning of writing skills.

- The students' questionnaire results also revealed that the percentage of the students in paragraph writing was low. This may be caused mainly because of inappropriate teaching of the writing skill though there might be exist other contributions for students' low ability in writing. The students did not practice the writing skill in the lower grades.
- Teachers were not interested to teach the writing skill and also students were not interested and confidence to write in English.

5.3 Recommendations

Based on the findings and the conclusions made, the following recommendations were forwarded.

- Teachers should give attention on the product-oriented writing approach and the process-oriented writing approach).
- English language teachers should be supporting the students when they are writing in the Classroom.
- Students should be work hard and practice writing.

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APPENDIXES

Appendix A: Students' Questionnaire

Part One: Background Information

Age _____ Sex _____ Education Level _____

Please read the Items carefully and then put a tick (√) a response for each Item in the box:

I. Multiple-choice questions

1. How often does your English language teacher teach you writing skills? A. mostly
B. some times C. rarely D. not at all
2. In the classroom, which aspect/ part of writing does your teacher give more emphasis in teaching writing?
A. grammar and vocabulary C. content and organization
B. mechanics D. writing strategies
3. Does your teacher practice you paragraph writing through
a. following the stages pre-writing, writing and checking? A. Yes B. No
b. the use writing strategies- thinking, planning, writing and checking? A. Yes B. No
4. Does your English teacher encourage you to:
a. practice paragraph writing and correct your own writing? A. Yes B. No
b. practice group writing and correcting each others' writing? A. Yes B. No
c. to develop your confidence, attitude and interests towards writing? A. Yes B. No

Appendix B: Teachers' interview

Part One: Background Information

Age _____ Sex _____ Education _____

1. At this level, how do you teach writing?

2. Which writing approach you prefer in teaching writing? Product approach? Process approach?
3. Based on Q2, above which aspects you focus on in teaching writing? Linguistic knowledge or linguistic skills?
4. In your classroom, how do you encourage students to take on more responsibilities for their own learning of writing?
5. What are the major challenges that teachers face in teaching writing?

Appendix C: Students' questionnaire result

Table 1: Teachers' teaching to focus on writing, in whole and aspects of writing, in particular

	Items	Response	No	%
1	How often does your English language teacher teach you writing skills?	mostly	6	15
		sometimes	7	17.5
		rarely	11	27.5
		not at all	16	40
Total			40	100
2	In the classroom, which aspects of writing does your teacher give more emphasis in teaching writing?	a, Grammar & vocabulary	13	32.5
		b, mechanics	11	27.5
		c, content & org.	7	17.5
		d, writing strategies	9	22.5
Total			40	100

Table 2: Teachers’ teaching paragraph writing and giving activities with correction

3	Does your teacher teach you paragraph writing:	Response	No	%
		c. Yes	13	32.5%
	A. by following pre-writing, writing and checking?	d. No	27	67.5%
		Total		40
	B. writing strategies- thinking, planning, writing and checking?	c. Yes	15	37.5%
		d. No	25	62.5%
	Total		40	100
	C. you practice activities and appropriate correction on your writing?	c. Yes	17	42.5%
		d. No	23	57.5%
	Total		40	100

Table 3: Teachers’ teaching of writing support students to take on more responsibilities

4	Items	Responses	No	%	
	Does your English teacher support you to:	A. Yes	16	40	
		B. No	24	60	
	A. practice paragraph writing and correct your own writing?	Total		40	100
	b. practices group writing and correcting each others’ writing?	A. Yes	11	27.5	
		B. No	29	72.5	
	Total		40	100	
	c. your confidence, attitude and interests towards writing?	A. Yes	16	40	
		B. No	24	60	
	Total		40	100	

