

**JIMMA UNIVERSITY**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**  
**MA IN TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)**  
**GRAGUATE PROGRAMME**

**AN INVESTIGATION OF STUDENTS' MOTIVATION  
PROBLEMS TOWARD LEARNING EFL WRITING SKILLS IN  
ENGLISH LANGUAGE CLASSROOM: THE CAUSE OF GRADE  
TEN STUDENTS AT WAKA SECONDARY SCHOOL**

**BY**  
**DERIBEW TESHAYE**

**A thesis submitted in partial fulfillment of the requirements for the degree of master  
of arts in teaching English as a foreign language(TEFL)**

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**JUNE, 2017**  
**JIMMA ,ETHIOPIA**

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**JUNE, 2017**

# DECLARATION, CONFIRMATION, APPROVAL AND EVALUATION

## Declaration

As thesis research advisors, we hereby certify that we have read and evaluated this thesis prepared, under our guidance, by Deribew Tesfaye entitled “an investigation of students’ motivation problems toward learning EFL writing skills in English language classroom: the cause of grade ten students at waka secondary school” and recommended that it accepted as fulfilling the thesis requirement for the degree of Master of arts in TEFL.

_____	_____	_____
Name	Signature	Date

## Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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_____	_____	_____
Chairperson	Signature	Date



## **DEDICATION**

I dedicate this thesis manuscript to my family for nursing me with affection and love and for their dedicated partnership in the success of my life and shaped me to be the person I am today.

## **STATEMENT OF THE AUTHOR**

I declare that this thesis is my own work and I certify that all the material in this study which is not my own works has been identified and acknowledged.

This thesis has been submitted in partial fulfillment of the requirements for and advanced M.A. degree at Jimma University and is deposited at the University Library to be borrowers under rules of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic certificate, diploma, degree, or master degree.

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Place: Jimma University, Jimma.

Date of submission: \_\_\_\_\_

## **BIOGRAPHICAL SKETCH**

The author was born on May 13,1975 in Waka town,Dawro Zone,in the Southern Regional State. He attended his elementary education in Model Elementary School and high school education in Waka Comprehensive High School, in Dawro. In 2002, he joined Arba minch University and graduated with B.ED in English in October 23, 2006. He has been teaching English for eleven years: six years at primary and five years at high schools. In 2008, he joined School of Graduate Studies in Jimma University to pursue his M.A. Degree in TEFL.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

FL - Foreign Language

L1 - First language

L2 - Second Language

ESL - English as a Second Language

EFL -English as a foreign language

TEFL-Teaching English as foreign language

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## **ABSTRACT**

*The purpose of this study was to investigate students' motivation problems towards learning EFL writing skill at Waka secondary school .The study attempted to find out students' motivation problems towards writing. To achieve the objectives of this research descriptive research design has been used. This helped the researcher to employ both quantitative and qualitative methods of data collection. The participants of the study were 6 teachers who were selected using purposive sampling and 75 students who were selected by simple random sampling. The six teachers were purposively selected because the researcher believed that they can provide enough and clear information. Also, students were sampled by using simple random sampling because the population seemed similar in many characteristics except in their gender. Data required for the study were collected through questionnaire, interview and textbook analysis. Among these, questionnaire and interview were principal tools, and were supplemented by textbook analysis. First, one-to-one interview was conducted with EFL teachers in the target school. Then, students were interviewed in the similar way. In order to provide supportive data, grade ten textbook was analyzed. The data from the above sources were synthesized and analyzed both qualitatively and quantitatively, using interpretations and percentile, which in turn were supported by the responses of the selected participants. The results of the study revealed that students might lack motivation mainly due to the following possible reasons: wrong perception towards the importance of writing, poor knowledge of the English language, lack of goal orientation, lack of interest, wrong attitude towards the role of teachers, wrong attitude towards the writing tasks, teachers' method of teaching and difference between learning materials and need of the ,learners. It was also found that most teachers were not using strategies of teaching writing appropriately. The major conclusions are students have poor language background, wrong perceptions towards the importance of writing skills, and inadequate motivation from the teachers and lack of appreciation . Based on the above mentioned findings and conclusions, appropriate recommendations have been forwarded.*

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# CHAPTER ONE

## INTRODUCTION

### 1.1 BACKGROUND OF THE STUDY

English has become the language that links the world all together. Language learning mainly focuses on the mastery of the four language skills. It calls for well-designed teaching procedures and techniques to enable students at different levels to make use of the target language appropriately Casanave (2004). It is the medium through which technological, social, political and cultural information has been transmitted. A recent shift to the emergence of new academic world considerably requires the writing skills Hedge (1988:5). In Ethiopia an attempt has been made to make learners to improve English language. But, most high school students have poor background and command of the targeted language because of various reasons. So, in order to ponder learners in the writing tasks, motivation has ample role. According to Raimes(1985) proposed interactive model, motivation is a kind of cognitive and emotional force which consists of four sections: the desire of action and decision, the energy devoted to the activities the interest shown in activities, involvement and sustaining of interest. As cited in Maslow(1954), Grabe, and Kaplan(1996) stated that motivation is composed of three constituents: individual efforts, desire to achieve learning objectives and positive attitude towards language learning. In a current highly civilized world, writing is not only most important in case of teaching and learning, but also in a day to day life of human being. Furthermore social media, which is the result of modernization, is highly connected with the skill of writing. Because of this writing skill is very important. The most important role of writing as a medium of learning in subject area courses is that it helps learners organize their picture of the world, they live in and promote their thinking. For this to occur, the learners of those courses should feel they are learning to be able to communicate in a real world situation. Teachers of the courses can help this happen by providing a variety of real audiences and purposes, and by organizing authentic response from the audience. A sense of audience and purpose adversely affects the power and style of subject area students' writings. However, writing is not easy for most students, especially for non-native speakers; it is more difficult for students who have different cultural backgrounds, educational backgrounds and linguistic backgrounds

(Casanove&Hyland(2003). Hence, even though students have to struggle with resolving the difficulties in writing of English language, they cannot successfully do it because of this; they lose their courage and motivation (Thesen, 1997). According to Casanave (2004), writing is a social practice requiring deep engagement with readings and other writers. Thus, as can be seen from above statement, writing is not solitary task rather it requires the writers' interaction and reaction with another written documents and other writers. In addition to this, learners need to take teacher and peers so as to enhance practicing of writing tasks. However, writing is still a challenging cognitive task since it requires critical thinking Grabe(1996). Thus, to sow the initiative motive in the learners to cope up with this critical task, teacher may have an ample responsibility.

According to (Kelly 1997), writing is also a great journey voyage through the world of ideas. He states that writing begins with the idea jotted on paper, on typed across a computer screen, and ends jotted on paper on typed across a computer screen, and ends with a complete piece of writing that express those ideas on simple clear and correct traffic light through the way of systematic arrangement of the letters, words and sentences to arrive at destination. (Kelly,1997), put this idea as the journey, begins in to contact with the world as we exchange information and react to what we learn from other. Writing requires both relatively and sound criteria things. Good writing is the sum of engaging content and form (kelly ,1997). Writing is recreating One's own experiences for readers in an ambiguous manner; He says that lack of correct words to convey a message effectively is common effect of second language learners. Writing is a process that you need to go through some stages to write effectively.

Writing plays a major role in expressing one's ideas, thoughts, opinion, and attitudes. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. People may write for personal enjoyment or for some other purpose. They may address an audience of one person or more persons. The audience may be known or unknown. One important reason is that: writing helps learners to learn. It helps them have a chance to adventure with the language, to go beyond what they have learned. Hedge (1988:5) also states that a good deal of writing in the English language classroom is undertaken as an aid to learning; for example, to consolidate the learning of new structures or vocabulary or to help students remember.



Writing is one of the four Macro skill of English language which had to express one's idea's by using different symbols. On the other hand, there are many ways in which writing is used every day for communication, the letters delivered by the post man are one example, News paper, magazine and book make use of writing.(J.Kelly,1997). English language has a great role in Ethiopia. It goes medium of instruction beginning from junior level in some regions and high school level at all parts of the country, and territory level. It delivers as a subject starting from grade one. A considerable number of local researchers conducted a research about writing skills. For example, Abebe Mengesha (2003) conducted research on writing skills on awareness of subject area instructors about their contributions to the development of motivating students' writing skills. In his research he found out that many subject area instructors are not aware of their contributions to the development of students' writing skill. Another researcher (KefelegnTefera ,2003) studied on students' academic writing in the perspective of their instructors' expectations. He found out that significant number of students did not perform academic writing in a level that their instructors expect. Yelay Brihan (2012) studied on assessing the qualities of academic writing. He obtained the following factors that affect teachers' motivation towards facilitating learners' writing: societal underestimation towards teachers, low income of the teacher and, students' low interest towards the language.

## **1.2 Statement of the problem**

This study conducts in the area of English language writing skills in order to identify the problem of learners' writing skills toward motivation. It focuses only on the dimension of students' academic writing in the perspective of their instructors' expectations. Abebe (2003) conducted research on awareness of subject area instructors about their contributions to the development of students' writing skills. Still he did not give space for motivational role in writing practices. Moreover, another local researcher, Yelay (2012) conducted research on assessing the qualities of academic writing. In his research he focused only an academic aspect of writing and he has not overtly tried to study about the role of motivation. In this research underestimation towards students' low interest to learning the language is the factors which affect the students' motivation towards writing skill.

Writing skill is not given attention in our world for the development of science and technology (worldbook encyclopedia).This study was focused on the investigation of students' motivation

toward academic writing in the perspective of their instructors' expectations. Also, Abebe (2003) conducted research on awareness of subject area instructors about their contributions to the development of students' writing skills. Still he did not give space for motivational role in writing practices.

Moreover, another local researcher, Yelay (2012) conducted research on assessing the qualities of academic writing. In his research he focused only an academic aspect of writing and he has not overtly tried to study about the role of motivation. Still another researcher, Tesfaye Mammo,(2000)conducted a research on “Assessing the motivation of teachers to assess learners’ performance continuously.”He found out that a considerable number of teachers were not motivated to assess learners’ performance continuously because of the constraints like time, energy and large class size. The problem which realized by the researcher is that students of EFL have lack of motivation to engage themselves in the writing tasks when they are told to write. Also, other English teachers complain about students’ lack of motivation and poor proficiency in writing tasks in the school at which the current study is conducted. And the researcher did not know why they lack of motivation in order to practice writing. Of course, the researcher is assuming that one of the possible reasons why they have less motivation to do their writing tasks, may be their focus is on University Entrance Examination at which usually no practical writing tasks appear. However, thorough investigation is conducted so that actual cause(s) and inter linked impact (s) up on students’ practical motivation to practice writing will be investigated.

### **1.3 Objective of the study**

#### **1.3.1 General objective**

The main objective of this study is to investigate students’ motivation problems towards learning EFL writing skill at waka secondary school and it was recommended to achieve better English language writing skill.

#### **1.3. 2 Specific objective of the study**

- To identify the problem that students have in learning EFL writing skills effectively.
- To find out the problems that hinders the students motivation toward writing skill.
- To investigate teacher's attitude, design and willingness towards teaching EFL writing skills
- To examine how teachers help and motivate their students.

-To investigate and analyze text book toward motivational problems.

### **1.4 Research Questions**

The study attempted to answer the following basic research questions:

1. What is learners' problem toward motivation of writing?
2. What is the teachers' role to develop motivation toward students writing skill?
3. Do the students need help to develop their writing skill?
4. Do the text book tasks motivate students toward wring skill?
5. What is the cause of lack of interest toward writing skill?
6. How can develop practical motivation toward writing?

### **1.5 Scope of the Study**

The study will take place at Waka secondary school in Waka town which is found at 17Km from Tarcha Zone and 446 Km south west of Addis Ababa. The study will focus on grade ten students.

### **1.6 Significance of the study**

The study was investigated students' motivation problems toward writing skill in English classroom in grade ten, Waka secondary school in focus. It may show the extend attitude of students writing skill.

- It might help English language teachers to know the writing skill level of the student.
- It might be the bench mark for other research studies on this area.

### **1.7 Limitation of the study**

Conducting effective research requires many things. The time, money and relevant information for instance, are the basic requirements. In addition the study area is far from Jimma University. And it may be lack of network service might be another problem. As result the researcher feel discomfort to contact the advisor when necessary.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 BASIC CONCEPT OF THE WRITING**

Symbols should be arranged in meaningful way to form words and organized paragraph (Byrne D. 1998). According to Kelly (1997), writing is also a great voyage through the world of ideas. He states that writing begins with the idea dotted on typed across a computer screen and ends jotted on paper typed across computer screen and ends with a complete piece writing that express those idea on a simple clear and correct traffic light through the way of systematic arrangement of the letters. World and sentence to arrive at destination, Kelly puts ideas the journey beings in to consent with the world as we exchange information and react to what we learn from the others. Writing requires both relative sound critical thinking. Good writing is the sum total of engaging content and form ,(Kelly 1997) states that lack of correct words to pass a message effectively is common effect of second language learners while writing. In general writing is not only transferring message using visible marks. Writing is a form of human communication by means of assets of visible marks that are related.

#### **2.2. Definition of Motivation in the Context of Writing Skills**

Writing is a cognitive process that involves different mental operations. Anderson's (1985) model of language production, which can be applied to both speaking and writing in a second language, divides writing into three stages: construction, transformation, and execution. Construction refers to how the writer plans what he or she is going to write, by using strategies such as brainstorming, using mind maps, or making outlines. Transformation involves the application of rules to transform intended meanings into the form of a message during the process of composition and revision, and execution involves the actual writing process. Several researchers have highlighted the links between first and second language writing (Raimes, 1985), while some studies have revealed that second language writers employ many of the strategies that they use for writing in their native language to assist them when writing in a second language.(Zamel, 1985). In his overview of research on the second language writing process, (Leki, I.,1999) concluded that the lack of competence in writing in a second language results more from lack of competence in composing rather than a lack of linguistic competence. Similarly, students who have not developed good strategies for writing in their first language will

not have appropriate strategies to transfer to their second language. Besides, writing is a process which involves some vital steps: thinking, planning, drafting, writing, editing and final writing(Leki, I.,1999). During the stage of thinking, the idea is produced for planning. In planning stage, the outlining and brainstorming are the main tasks, but the first composing is proficiently and freely writing stage whereas, organizing and developing the thoughts are done in the writing stage. The mechanical, semantic and syntactic aspects of the language are corrected in editing stage. Finally, the neat written product can be resulted. On other hand, different scholars define motivation in various ways. All of them emphasize different activities and processes when they define the same concept. For example, (Raimes, A.1985) defines motivation as an energizing force that stimulates arousal, direction and persistence of behavior. Another important element from this definition can be contextualized that arousal, direction and persistence of writing skills practicing behavior which relies on energizing force should be vitally applied on the practice of writing skill to enhance the skill. Another influential scholar is Lie,G., (2010) who defined that motivation is the force that initiates, guides and maintains goal oriented behavior. The forces that lie beneath motivation can be biological, social, emotional or cognitive in nature. From this the researcher can understand that if the learner is goal directed /focused/, possibly to be a good writer, one can initiatively /enthusiastically/ guide and maintain oneself to the practice in writing tasks. However, the following definition resulted from the general conscious since it was gleaned from a variety of physiology textbooks in easily understandable manner. So, motivation is an internal state or condition that serves to activate or energize behavior and give it direction. Kefelegn,Tefera,(2003) . Thus, when it is contextualized to the current study, the energizing internal state of the learner is vital for initiative (enthusiastic) and courageous practicing of the writing skills.

### 2.3. Theories of Motivation in Relation to Writing Skills

Numerous cross disciplinary theories have been postulated to explain motivation. Each of these theories has some truth but no single theory seems to adequately explain all human motivation.

A student who feels hungry or thirsty can get difficulty to be motivated to practice learning tasks. On other hand, the cognitivists like Maslow,A.(1954)stated that students with a high sense of academic efficacy display greater persistence, effort and intrinsic interest in their academic learning and performance. In turn, behaviorists like B.F. Skinner (1954) emphasize that the teachers' praise, students grades and the smile or frown face of the teacher can either motivate or de-motivate the learners depending on their interpretations of the teacher's behavior. Finally, the Achievement motivation theory rests on the belief that most persons want to achieve and experience levels of aspiration. The concept of level of aspiration stresses that people tend to want in order to succeed at the highest possible level while at the same time avoiding the possibility of failure. Biehler,(1993). Among visible mark and spelling rules and capitalization are some of the important point to be considered. The reason is that their presence or absence influences our writing message. It is acceptable fact that writing is a very difficult skill to learn and to teach easily. One of the main reasons given by educator in the field is that writing skill involves the use new structure and mechanics which we may not normally use in speaking. This indicates when a person writes he/she always has to think about his/her research. In addition to this writing is difficult because it requires mastery of many and varied component skill. Biehler,(1993)that the main reason for the difficult nature of teaching the writing skill is that it requires the knowledge of the grammatical and theoretical devices. He also put forward the following general components of writing skill.

Language use: the ability to write correct and in apportion at sentence.

Mechanics skills: the ability to use correctly those conventions peculiar to the written language.

Stylistic: the ability to manipulate sentence and paragraph and use language effectively.

Judgment skill: the ability to write in an appropriate manner for particular advertence in mind together with able to select organizing and other relevant information.

However selections and designing task based activities on the component for teaching the write skill are influenced by, many factors specially the kind language learns weather they are students at ESL or first language learners are point to which course design and teacher should give attention. In relation to mechanics teacher should also narrow down the practice needed for most ESL class room purpose.

## **2.4. Features of good writing**

According to karoll (1990) effective writing requires a number of things to be include in order to create meaning full communication between the in code and the decode. For example high degree of organization in the development of idea and information carefully selected word grammatical pattern high degree of accuracy so that there is no ambiguity and miss understanding of ideas and concepts, carefully selection of consent are some of the important elements of the art of good writing.

She further stressed that; good writing is one that in compass coherency, sequential arrangement and structural between sentences by the absence of this element results in communication breakdown, which is common problem of second language learners.

### **2.4.1 Using correct spelling**

Correct spelling like correct speaking is more than single person's education. It helps student's communication through writing. So other will know quickly and easily what it means (the world book enc. Vo.80332). This idea says that the putting correctly also help the readers understand the message easily. There for the help students develop writing skill in class during English lesson teaching students readily needed to make their writing accurate to becomes successful one has to know a sentence significance to understanding of disciplinary fields of art and bound up to questions identify authority and urgency. As word are formed from letters and sentences are formed from word using in correct letter to build words are not using the creates meaning variation. If we fail to convey message our aim of fails, different scholars define the spelling advantage of using correct spelling and some student's difficulties in the area.

Different scholars define spelling deferentially according to the perception and life experience to deal with some of them.

- Spelling is away we combine letters to write words correctly.
- Spelling is the simple method of writing letters for spoken sounds.

Spelling is just the use of letter to form word more specifically the term spelling and its synonym usual imply that is the letters are not combined letter to greatly word has no meaning. English dictionary for advanced learner by (John 2001:499) defined as it is the ability to spell word in correct way and also an adept to write words correctly.

#### **2.4.2. Improving spellings difficulties**

Correct spelling of English word is major requirement of Standard English. It is often suggested that the best reedy to improve spelling difficulties is to keep spelling record of difficult and ne word and study them at regular times. Cohen, A.1994 has also proposed the following solutions:

A, pronounce words correctly

B, complete your own spelling list review daily for a few weeks look at each world then shut your eyes and see if you can spell correctly.

D, write misspelled words correctly several times of that you can visualize their correct spelling in your mind.

#### **2.5 Capitalization**

Capitalization is also another mechanical issue to motivate towards in writing skill. For same students to another massage throng writing he/she should be able to understand where and how to capital letters, because capital letters have their own functions in word or sentence.

There are different circumstances in which we use capital letter in writing.

Johan, (2003.428) listed down the following man use of capital letters

1. The first letter of the first word in a sentence of direct question
2. Name of person and the word "I"
3. Name of particular places
4. Names of days of the week
5. Title of book, magazine and films
6. Name of commercial products.



## **2.6.Punctuation**

Punctuation is one of the part of mechanics that comprise difficult that convention which used frequently in written text. This includes comma, question mark, semicolons, colons period, exclamation mark and hyphen.

All forms of punctuation became standardized with printing but early punctuation was more related to speaking than the reading theatrics as the stage of speech needed marks to indicate when the speaker should pause to give phase and was what early punctuation was based on rather being related to logical of structure of the written statement, in the elementary school. We still often learn how to punctuation is used by thinking of how a sentence is spoken (thus, the injection to use comma when you pause. After the invention or printing grammarians developed a theory of punctuation related to structure rather punctuation however is slower than change in word use.

## **2.7 Second language (L2) writing**

Writing is a time when students produce their own texts which are based on their previously acquired skills and knowledge. The study of L2 writing in TSL has its origin in the studies of first language (L1) writing (Hyland, 2003: 11); however the complexity of L2 writing goes far beyond the L1 territory. Kroll describes the domain of L2 writing as follows: "Second language writing is uniquely characterized specialty area that has ties to but does not completely overlap with the fields of first language writing instruction, second language acquisition, or second language pedagogy" (Kroll, 2003: 11). In order to understand the nature of L2 writing, it seems worthwhile to provide a brief account of approaches which have dominated the teaching of L2 writing over the past decades, and which are still applied in classroom methodologies nowadays. Raimes (1991) presents a comprehensive historical account of four major approaches to L2 writing instruction in TSL. These are, in chronological order of their development: focus on form, focus on the writer, focus on content and focus on the reader. Focus on form is also known in the literature as the product approach (Hyland, op. cit.) and it emerged as the dominant approach to writing instruction in the 1960s, the time when the Audio lingual Method was the major mode of instruction in foreign language teaching. In this approach writing functioned as a subsidiary skill whose aim was to reinforce linguistic structures which were required to develop the speaking ability of learners. As Raimes argues; "writing took the form of sentence drills - fill-ins, substitutions, transformations, and completions. The content was supplied."The focus was on

accuracy and the knowledge of grammatical rules. The product approach was concerned with the final written product which became the major object of research in L2 writing at that time. This approach also provided foundations for the development of the contrastive rhetoric which considers paragraph and text structures as culture-specific constructs, and which will be examined in the present research in more detail. The contrastive rhetoric will be used in addition to the above mentioned post-process approach in order to provide a comprehensive holistic account of L2 writing strategies. The post-process approach will be applied to investigate the dynamics of L2 writing from the learner's perspective whereas the contrastive rhetoric will be used to establish whether students are equipped with the L2 writing strategies which are focused on producing texts which are sensitive to the target culture writing convention. The product approach became the target of criticism in the 1970s when researchers and educators embraced the cognitivist philosophy and shifted their attention from the product to the writer. This new approach became known as the process approach, it stemmed from the developments in L1 writing and it aimed to explain writing on the basis of mental processes which the writer engages in when creating meaningful messages. As Raimes points out; "In place of "accuracy" and "patterns" came "process," "making meaning," "invention," and "multiple drafts." The content took priority over the form and the writer's cognitive activities were closely analyzed: from generating ideas, through execution of writing to revising, receiving the feedback and acting on it. However, Raimes argues that this approach with its revolutionary practices, which included allowing time for students to choose their own topics and exploring ideas, providing constructive meaning oriented feedback, using communicative tasks (e.g. writing journals or diaries) and providing opportunities for peer collaboration proved quite demanding to implement in the teaching instruction, and consequently - some teachers reverted to the product approach. Another limitation of the process approach was pointed out to be the lack of clear assessment procedures. This can be attributed to the nature of the cognitive processes which are in the state of flux and they do not render themselves to direct examination easily. Therefore, for the assessment purposes the product approach with its marking of the final composition provides the most feasible solution.

In the second half of the 1980s two new approaches, also known as post-process approaches, emerged on the L2 writing scene. These were the focus on content and the focus on the reader. The former one will not be dealt with in the present study as it relates mostly to the university

context where students study a content course in the foreign language. The latter approach, on the other hand, will be used as the theoretical framework for the analysis of the research findings, which was mentioned above. Its significance rests in the focus on the "socialization into the academic community" ( Raimes.A.1985) which closely relates to socio cultural theory. It also refers to the domain of contrastive rhetoric for the account of culture specific writing conventions whose acquisition is the goal of socialization. Over the last two decades it has been noticed that the development of students' writing skills has been by large neglected in educational curricula (Leki, 2001) and students do not seem to have a strong motivation to engage in writing tasks ((Leki, 2001). In Lekire search, 60 students of English at Lisbon University were surveyed in order to establish the reasons behind their reluctance towards L2 writing. They were asked to comment on how they feel when they are asked to write a composition, what their perception of written homework is, what they find difficult about writing, how this situation could be improved and what they consider to be the most effective form of feedback. They were also asked to rank the four language skills (reading, writing, listening, and speaking) in order of importance. I found approach particularly relevant to my research. It aimed to discover trends and not statistics, it took into account psychological aspects of writing and it set to examine whether students are aware of components which constitute the writing process. The planning, execution and revision stages of writing were each given separate attention. The study found that students generally consider all the language skills as equally important with a slight tendency to view speaking as a higher priority skill among older students. The researcher attributed this finding to the fact that students seemed to find it relatively easy to control their reading and writing skills as far as mistake elimination was concerned but they still struggled with a mistake-free oral production. Interestingly, it was also established that overall students tend to be enthusiastic towards writing. However, when this finding was probed further it was discovered that there is a significant difference between students' initial interest in beginning the writing task and its actual execution. The obstacles which students identified in the process included the choice of topics, the time factor and the difficulty in planning the task and organizing ideas. As far as feedback was concerned, in general students expressed a wish to have all of their mistakes corrected. They claimed that they analyzed their mistakes and they also learned from teachers' comments. They also considered written homework as an important aspect of learning L2. These positive findings of the research were set against an alarming finding that

only one student in the research sample was aware that writing is not an isolated activity but instead, it is interactive by nature, which means that every writing task should be conducted with the reader in mind. This links to another research finding that even though students were generally in favour of peer collaboration, they mostly used this technique only to generate ideas and the remaining writing process was conducted individually. Other findings of the research included the significance of the teacher's role in stimulating students' interest in writing and the fact that the teaching of writing in order to produce the best results should take a form of facilitation. The researcher concluded that motivation for writing comes from the enjoyment of the process and it is very much a personal matter which requires a careful handling in order to be encouraged and not hindered in the classroom context. I find this perspective worth further investigation and in my research I will follow Elliott's approach in order to obtain an insight from Polish learners about their views on the affective and social nature of L2 writing.

## **2..8.Writing strategies**

The theoretical framework applied in this research consists of sociocultural theory, Zimmerman's social-cognitive model and self-regulated learning. This framework requires focusing the analysis of L2 writing strategies on the examination of the impact of the teacher and other learners on the strategy development. He argues that the role of the teacher is crucial and it takes the form of guided instructions and modeled writing whereas peer interaction is another form of scaffolding in the writing process. This approach contrasts with a view of writing as an individual cognitive activity, which became the basis of cognitive writing process theory in Hayes and Flower model (1980). I assume that a purely cognitive approach due to its lack of the social dimension is not sufficient to explain the development of L2 writing strategies. Taking into account that teaching and learning are socially situated phenomena, the social dimension of L2 writing strategies - undoubtedly deserves research attention. In the present study both social and cultural factors will be given a careful consideration. Writing involves activating a complex set of resources. These include content knowledge, linguistic knowledge (vocabulary, grammar and text structure) and strategic understanding (provision of relevant information). Students who are aware of their own learning process and what makes it effective learn more (Oxford 1990, 1997, 2011; (O'Malley and Chamot, 1990), This was manifested in more coherent texts being produced by those students who developed their awareness of the reader and who aimed to ensure that the intended message is communicated to the reader. The researchers also established

that students who took the role of writing mentors progressed more than the mentees, which seems to suggest that activating the reader's cognition processes is conducive to the development of students' better argumentative and organizational skills. These skills being transferable are then available for an application in writing tasks. Taking the role of writing mentors has also another advantage. It provides students with an opportunity to experience the communicative outcome of writing, which helps to create a cognitive link between reading and writing processes and intertwines these two together in students' minds. In this research, I will follow an insight gained from the above findings and I will aim to establish whether in the studied sample, the students' usage of peer collaboration as their writing strategy could be the factor which contributes to the coherence and clarity of the message in the students' texts. Another important aspect of studies in L2 writing strategies relates to a degree of similarity between composing processes in L1 and L2. The research on L1 and L2 writing in order to find out the differences between these two processes. His study was a reaction against the dominant tendency at that time to teach L2 writing using the methodology borrowed from teaching L1 writing which stemmed from the focus of researchers and educators on recursively of the writing process. It was pointed out that writing in any language follows the same stages (planning, transcribing and reviewing) and adhering to this pattern would be the most effective method to teach writing. Silva argued that such approach would be reductionist since L1 and L2 writing processes vary significantly at morpho syntactic, lexico syntactic and text levels, which needs to be taken into account for the benefit of L2 learners. His impact on the development of L2 writing strategy instruction was crucial as he pointed out to the need for teachers to adjust the available writing strategies to the 'L2 students' rhetorical and linguistic resources. The quantitative part of this research will endeavor to investigate the correlation between the variety of writing strategies and the writing performance by using the statistical tools. The qualitative part will use the grounded theory approach and it will analyses the collected data in order to establish the patterns in the findings and form the ramifications for new theory which will address L2 writing strategies and L2 writing competence in Polish EFL secondary school context from a comprehensive global perspective. As for the implications of this research, the aim is to help Polish EFL students in the development of their writing skills. The L2 writing strategies have been viewed by researches as tools enabling learners to take control of their writing process (Oxford 1990, 1997, 2011; O'Malley and Chamot, 1990, which in turn should lead to an increase in learners' self-efficacy as

L2 writers. The question arises though, what types of writing strategies constitute a pre-requisite for the development of competent L2 writers, which I assume deserves research attention and the present study will aim to address this issue in the Polish EFL secondary school context. It should also be emphasized that this research has been designed with a long-term goal in mind of devising the strategic writing curriculum for Polish EFL secondary school students in order to help them face challenges of the English writing in the higher education, both in the country and abroad., ESL and EFL classes can be summed as: the insightful mastery of forms, linguistic aspects, cognitive or affective factors, and socio-cultural meaning by language forms. It is also the capacity to use language with maximum attention to communication and forms with creativity to utilize the language items. From the aforementioned points ,we can recognize that proficiency in writing is viewed in line with the learners' mastery of the basic forms and the contextual usage of genres so that the writer can communicate through his textual discourse and possess improved performance to use the language .

## **2.9 Types of Motivation**

Some educational psychologists concerned with understanding learning have attempted to formulate categories of motivation, that is, groupings of students' motives for learning. Categories have been presented fewer than four headings: instrumental, social, achievement and intrinsic motivation.

### **2.9.1. Instrumental motivation**

This type of motivation, which is purely extrinsic, is in evidence where students perform tasks solely because of the consequences likely to ensue, e.g. the chance of obtaining some tangible reward or avoiding a reprimand. In the face of motivation of this nature, the teacher should ensure that the task to be performed is placed in a context perceived as pleasant. According to Dornyei (2001) instrumental motivation directly involves driving oneself to acquire something which is external. For instance, if a student is reading his lesson simply to pass the examination, he is now motivating instrumentally.

### **2.9.2. Social motivation**

Students influenced by this type of motivation tend to perform tasks so as to please those they respect, admire or whose opinions are of some important to them. From this it is possible to understand that students can have better motivation to practice the writing tasks if they like English language teacher. Dornyei,(2001) explained that students can be motivated to learn in

order to make the respected teachers and the parents pleased. From this it is possible to deduce that teachers should be admired by their learners at least socially to motivate the learners to the writing tasks.

### **2.9.3. Achievement motivation**

This is involved where students learn in the hope of success. According to Ausubel, three elements compose achievement motivation: learning to know (cognitive drive), learning to have self esteem (self enhancement) and learning to approval of others (affiliation). Among the above elements of the achievement motivation learning to know is internal pleasure acquisition where as motivation to achieve affiliation and self enhancement are extrinsic. From this the researcher understands that students should be encouraged by teachers to have achievement motivation as it can play its role(s) in enhancing engagement in practicing the writing skills.

### **2.9.4. Intrinsic motivation**

In this variety of motivation the learning tasks are under taken for the pleasure and satisfaction it brings to the learner. Thus, learners can motivate themselves to practice any writing tasks simply they feel pleased. Gardner (1985) assured that students can be more successful in second language learning provided that they are motivated intrinsically. He added that motivation can be less if students are motivated for external benefits. Based on this, the researcher may conclude that learners should love learning by their own internal initiation for the better success.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented the methodology of the study. Concepts include in this chapter were research design, participants of the study, sampling technique and sample size, data gathering instruments, procedures of data collection and methods of data analysis, respectively.

This study was employed a descriptive research design to investigate students' motivation problem toward learning EFL writing skill in English language class room in Waka secondary school in grade ten and to find remedial solutions, for those determinants in secondary schools of Wake Cluster.

#### **3.2. Participants of the Study**

The sources of data in this study were grade ten students, English language teachers at Waka secondary School and text book analysis. As recommended by Merriam (1988), respondents were selected on the basis of what they can contribute to the researcher's understanding of the phenomena. As Long (2005) stated, using students as informants seems an obvious and imperative choice, and they are often the primary, sometimes the only respondents. With respect to the participants' similarity in grade level, they were randomly sampled. The necessity of considering English language teachers as source of data for this study, because of their long involvement in the career of teaching English language, their expectations and their understandings about students' attitude towards writing and what motivates them to write it effectively.

#### **3.3. Sampling Technique and Sample Size**

To obtain reliable data about a given population, it is obvious that using the whole population is better. But due to limited resources, a complete coverage of the population is not an easy task. As a consequence, sampling is preferable method that enables the researcher to study relatively small units in the place of the population and was obtained the data that were the representative of the whole population. The researcher was used simple random and purposive samplings. The total number of sections of grade ten is 5. The total number of grade ten students are 300 and the English language teachers are 6. By using simple random sampling, 25% of the students was



selected. But out of the 6 English language teachers, the researcher purposively selected all 6 teachers because he believed that they were needed to provide valid information.

### **3.4. Data Gathering Instruments**

To gather data for the study, the researcher was used interview, questionnaire, and textbook analysis. The data for the same objective from different research tools discussed in cross-checked manner. The instruments were administered sequentially. Interview questionnaire and textbook analysis was administered, respectively.

#### **3.4.1. Interviews**

Interview, aimed with supporting and strengthening the first hand information that obtains from the response of sampled respondents using both open ended and close ended questionnaires, and targeted to examine their responses in relation to the interview. From the types of interview, semi structured interview is preferably selected by the researcher mainly, because of its advantage of flexibility to get new information based on the responses of the interviewee during the interview. For interview, 4 male and 3 female students and purposively selected six English language teachers were interviewed individually using interview questions. Each interviewee was interviewed for ten minutes. Pre-determined questions are put to the interviewee in specific order and response was received by taking notes and tape recording. This data collecting tool helps to get in depth information related to teachers' and students' attitude about the writing and students' motivation towards the writing skills.

#### **3.4.2. Questionnaire**

The questionnaire was consisted of questions from strongly disagree to strongly agree that helps to gather data from the respondents. Specifically, the aim of questionnaire is to figure out an investigation of motivation problems toward students learning writing skill.

Randomly selected 25% of (40 male and 35 females) students were answer and the purpose is to collect quantitative data related to internal variables such as learning expectancies, learning attitude, learning interest, goal orientation and learning strategies and external factors such as teaching materials, teachers' role, teaching methodology and learning environment from students' responses.

### **3.4.3. Textbook analysis**

In order to consolidate the data which were gathered through the questionnaire and interview and answer the research questions, the researcher felt that the textbook analysis was important. Specifically, it was used to evaluate whether the content motivates the learners or not. Also, it was answer the research question that requires identifying learners' motivation problem towards learning the writing skills. Qualitative data was gathered by using this tool.

### **3.5. Procedures of Data Collection**

First, the researcher was collected data using interview of 4 male and 3 female students, because interview requires more time, effort and patience than questionnaire. Besides, students were less available than teachers because teachers were the researcher's workmates, even the researcher can call them through telephone. This interview was done in one-to-one manner at which the researcher took notes of the interviewees' responses on the paper. Next to this, the questionnaire was distributed and collected, respectively for the students after the researcher has provided some advice. Then, teachers were interviewed individually. During the interview the words of the teachers were written down and tape recorded. Finally, grade ten English language textbook was also analyzed.

### **3.6. Method of Data Analysis**

In order to analyze the data the researcher was used mixed approach. Qualitative data analysis was used in order to analyze the data which were collected through interview and textbook analysis. This means that, the reports of the qualitative data was analyzed by interpreting interview and textbook analysis to give appropriate conclusions and recommendations through supporting the quantitative data. On the other hand, the data which are collected through closed-ended questionnaires will be organized and analyzed by using quantitative method. Statistical tools such as percentage and frequency were used for the quantitative data. Data from the questionnaires were analyzed using the latest version of Statistical Package for Social Sciences (SPSS 20.0) to get the findings in order to answer the research questions. For analyzing the questionnaires, the percentages were calculated by using SPSS. Here the data were organized in tables based on their features to acquire the picture of the data.

Generally, the three categories of data gathering on the characteristics of subjects under study were integrated, rigorously interpreted to create a holistic picture of the findings. In other words,

the qualitative data was summarized and included in the analysis to supplement and clarify the quantitative data.

### **3.7 Reliability and Validity**

The quality of a research can be affected by many factors. Among the many factors that can determine the strengths and weaknesses of a certain research reliability and validity are taken into consideration. Therefore, research instruments have to be of the desired quality in order to achieve the intended objective and assure quality research.

#### **3.7.1 Reliability**

As one of the requirements for quality research instrument, reliability plays its significant role. Reliability, in the field of research viewed as *dependability, consistency, and/or repeatability*, provides information on whether the data collection instrument is consistent or accurate suggesting that the same thing is repeated under similar conditions.

#### **3.7.2 Validity**

It is not only reliability but validity, which is also complementary to a good instrument that is a desirable and necessary quality for a good instrument. Therefore, attention is also given to validity. To maintain the validity of the research instruments, hence, the items in the research instruments are prepared so that they were represent the beliefs and an investigation of students' motivation problems toward learning writing skill. Then the instruments were submitted to peers for their judgment of content and face validity. They were asked to review and judge the questions and statements in the questionnaire and to determine if they adequately sampled the domain of interest. Finally the instruments were approved by the advisor. After making the necessary changes of the items, the instruments are going to administered to the subjects of the pilot study for further validation (to confirm the validity and reliability)

## CHAPTER FOUR

### RESULTS AND DISCUSSIONS

#### 4.1 Introductions

In this chapter an attempt is made to offer a detailed presentation and discussion of the data collected. This will be preceded by a brief description of respondents' response and methods of data collection and analysis used. From Waka secondary school grade 10 students were chosen as participants in this study. Since the number of students was manageable, all (75) students were taken. All (6) teachers of grade 10 were also included for the interview.

The purpose of this study was to Investigation of Students' Motivation Problems toward Learning EFL writing skills In English language classroom. It provides a comprehensive account of the quantitative and qualitative results supported by the examples from the textbook analysis, questionnaire, and interviews concerning the practice of Students' Motivation Problems toward Learning EFL Writing Skills in English Language Classroom. The findings are categorized into the following main areas;

1. Students' view of interest on motivational problems of learning writing skills in class room situation.
2. An investigation of students' poor perception in learning writing on their writing ability.
3. Learners' views regarding the impact of the type of writing materials and writing tasks.
4. Writing lessons and pages with their Length of pages.

Then analysis and discussion was done by relating the data which is collected through different data collection tools.

The analysis and discussion was started with the data obtained from the students questionnaires were discussed then, the teachers' and students' response given in the interview data was discussed, and textbook analysis also discussed, lastly interpretation was constructed.

**Table 1: Students' view of interest on motivational problems of learning writing skills in class room situation**

No	Items	Results				
		SDA	DA	AG	SA	N
1	I often feel lack of motivation when I practice writing because I am not good at grammar to write correctly.	10(13.3%)	14(18.6%)	25(33.3%)	26(34.66%)	-
2	I often actively show my motivation in English language writing practice class.	31(41.3%)	30(40%)	8(10.6%)	4(5.33%)	2(2.66%)
3	I am not interested in practical writing because it is not included in Ethiopian Higher Education Entrance Certificate Examination (EHEECE).	7(9.33%)	10(13.33%)	28(37.33%)	30(40%)	-
4	I often feel excited because I get new knowledge and information in English writing activities.	25(33.3%)	26(34.66%)	14(18.66%)	10(13.33%)	-
5	I don't like difficult English writing materials because they make me feel unmotivated.	7(8.44%)	10(12.66%)	29(40%)	29(40%)	

Key: SDA = strongly disagree

SA = strongly agree

DA = disagree

N=not

AG = agree

When we look at Item 1, the researcher found out that substantiated number of students may lose writing motivation due to the problem in writing. This conclusion can be justified by the evidences or data from both students and teachers. For instance, 26 (34.66%) strongly agreed and 25(33.33%) agreed. However, the remaining 14(18.66%) and 10(13.3) disagreed and strongly disagreed, respectively.

Similarly, teacher A stated: *Grammar weakness of the learners is another factor which affects their motivation towards the writing. According to my teaching experience, a lot of grammatical errors have been being seen in my students' assignments and students get discouraged when feedback is given.*

From Teacher A, one can understand that students may be less knowledgeable in using the rules of language; consequently, they may be disappointed when correction is given. Similar to this, Teacher F asserted: *When I investigate, grammatical error is another problems which decreases the motivation of the learners towards writing.* From Teacher F, one can observe that the learners' motivation may be affected by the difficulty of the language. In line with this,

Teacher D said: *Grammar is challenging for most of our students to actively engage themselves to the writing tasks.*

The most important essence in Teacher A's reflection is that the weakness in grammar may considerably affect the motivation of the learners towards the writing.

Student B said, "I lose my courage of writing because grammar and vocabulary are very difficult."

On other hand, the response of the students in item 2 depicted that significant number of the respondents explained that they are inspired less actively in practical English language writing classes. For example, 31(41.33%) and 30(40%) strongly disagreed and disagreed, respectively. Minimal number of student respondents, 8(10.66%) agreed 4(5.33%) strongly agreed and 2(2.66%) were uncertain of their position.

In line with this, Teacher A informed: *No, they are usually passive when they are told to be engaged in writing tasks.*

From teacher A, one can understand that students participate passively in the writing class as it may be the sign to lose the motivation.

In supporting the same idea, Student B said: *No, we are very reluctant to write.*

From Student B, one can decide that students do not actively engage in the writing tasks because it may be the indication for loss of motivation.

Teacher C testified: *Students do not show active participation in the writing classes.*

The most important essence in Teacher A's reflection is that students do not actively participate in writing class as they may lack motivation.

Similar to this, student G confessed, "I do not like to practice writing because I do not like it since it is very difficult." In similar way, student D asserted, "Writing is very difficult and boring for me, so I do not like to participate in it."

From this, it is possible to infer that a considerable number of students may not actively participate in writing practices.

To conclude, the multi-faced findings were obtained, based on the responses from the teachers and the students. Significant number of students as well as teachers suggested that students lack interest and misperception towards learning writing skill. Besides, the lexical and syntactic deficiencies worsen the situation. Consequently, they would poorly initiate to engage themselves in the tasks of writing.

Item 3, ample evidence has been indicated that most students are inspired (motivated) to learn writing extrinsically (instrumentally). According to Dornyei (2001) instrumental motivation directly involves driving oneself to acquire something which is external. For instance, if a student is reading his lesson simply to pass the examination, he is now motivating instrumentally. Irrespective of this, a few learners embarked themselves on the writing tasks and took it up for the matter beyond the mere passing of the examinations. Hence, a significant number of the students expend their best effort superficially in the area where the due focus is prioritized and needed for passing the national examinations. Their intention will probably be to pass examinations without realizing the importance of writing in real life or career and higher education. One can argue that few practical writing test items are incorporated in the College Entrance Examinations; consequently, students are less inspired towards the practical writing tasks. The above claims can be induced by the following evidences where 30(40%) strongly

agreed, 28(37.33%) agreed and the rest 10(13.3%) and 7(9.33%) disagreed and strongly disagreed, respectively.

Similarly, Teacher A said: *Our students do not like to write but to know about writing because the College Entrance Examination contains writing test items which encourage them to know about the writing but not to write.*

From teacher A, one can note the view that our students are less interested to write genres like short story, but they like simply to know about the rules of writing as significant number of questions in exam. In line with this, Teacher E informed: *Of course, some students may have interest to write but most students work for the purpose of passing the College Entrance Examination.* From Teacher E, one can observe that a few students may have interest to write, but a considerable number of students like to pass national examinations. In the same view, teacher C asserted: *I know our students are merely working to pass examination except some.*

From teacher C, one can understand that considerable number of students may be interested to learn writing simply to pass the examination, but a few students may be interested for other purposes like getting knowledge.

Student C said: Entrance Examination is my future life, so I give good attention on Entrance Examination areas.”

According to Item 4, 26 (34.66%) of the students disagreed that they may not feel excited about developing the new sphere of knowledge and information through practicing the writing activities /tasks/ because they can have difficulty of language due to their poor background in it as it is mentioned earlier when the language background was cited (justified) as a factor for less motivation of learners towards the writing skill.

Similarly, 25(33.33%) have stated that they strongly disagree with the notion whether they like developing their new area of knowledge through writing activities.

On other hand, 14(18.66%) and 10 (13.33%) claimed that they agree and strongly agree with the idea stated in Item 4, Table 1, respectively.

Similarly, Teacher E said: *As long as my experience tells me, most students learn writing to succeed any writing tests and sometimes to use the skill as a medium in other subjects' essay type of examination.* From teacher E, one can note the view that students learn writing for both



passing the writing tests and to use it in other subjects' essay type of examinations even though the balance may tend to the former one.

Teacher B added: *I do not think students learn writing in order to obtain new knowledge; I think they learn simply to pass the examination.*

From teacher B, one can easily understand that students may not be motivated to acquire new knowledge instead to pass the examination. In other word, they may be initiated to learn writing extrinsically.

In similar way, student A said, "I learn writing because I want to get good marks even I want to learn only the theory because the examination usually focuses on it."

The evidence for this was stressed by the students where, 29(40%) of them agreed, 29(40%) even strongly agreed that the difficult and context free topics may not actively initiate the student-writers to the writing tasks. However, only 7(8.44%) and 10 (12.66%) responded that the difficult writing materials may not affect their motivation to compose a written text. In the similar sense, Teacher A said: *I believe that learning materials affect learning motivation. Even if the learning material is beyond the learners' ability, it is very difficult for them to learn it. So it affects learners' motivation towards learning.* From Teacher A, one can understand that learning difficulty may occur if the language is beyond the capacity of the learners. Consequently, lack of motivation might be resulted. Similarly, Teacher C expressed: *No, learning material is another important reason for learners' motivation. For example, difficult learning materials discourage the learners.* From Teacher F, one can note that still learning materials may have due motivational space. Learning material whose difficulty level can go along with learners' language ability may motivate the learners better. Teacher B asserted: *According to my experience students usually get bored with the difficult learning materials.* The most essential essence in Teacher C's reflection is that de-motivation may be created in the learners towards learning the writing if the learning material is more difficult than the learners' language ability.

In supporting the same idea, Student C expressed, "I think the quality of the text is very important factor in order to motivate or not to motivate the learners to the learning tasks."

**Table 2: An investigation of students' poor perception in learning writing on their writing ability.**

No	Items	Results				
		SDA	DA	AG	SA	N
6	I am often unable to concentrate on the task of writing because English language is difficult for me.	10(13.3%)	13(17.33%)	22(29.33%)	30(40%)	-
7	When I can easily and smoothly produce a piece of writing, I feel contented and have a great motivation to learn writing.	5(5.33%)	6(8%)	33(44%)	32(42.66%)	-
8	I don't like to attend writing classes because I am poor in vocabulary.	4(6.66%)	11 (13.3%)	21(26.66%)	39(56.66%)	-
9	I often feel uncomfortable when writing a since my English teachers' do not properly facilitate the writing tasks.	1(1.33%)	2(2.66%)	38(56.6%)	34(45.33%)	-
10	I hope the teachers and the class mates can notice that my writing skill is better than other students.	43 (56%)	21(29.33%)	9(12%)	2(2.66%)	-
11	I often feel uncomfortable when I write since it is very difficult.	1(1.33%)	2(2.66%)	38(56.6%)	34(45.33%)	-
12	I often think that writing will not be helpful to me in the future as equal as grammar, vocabulary and reading	2(2.66%)	8 (10.4%)	30 (40%)	35 (46.6%)	-
13	I like to learn writing because it is very important, and I feel confident of learning it well.	51(67.66%)	19(25.66%)	5(6.66%)	-	-

In item 6, students were asked whether they consider the inability to concentrate in writing due to the problem in language affects learners' motivation or not. Regarding this, 30(40%) of the students have reported that the inability to concentrate affects their motivation for effective writing saying strongly agree, and 22 (29.33%) of the student respondents responded agree. On the other hand, 13 (17.33%) and 10 (13.33%) have responded that disagree and strongly disagree, respectively.

In connection to this, Teacher A said: *Yes, I believe that language difficulty can affect learners' attention to the writing tasks.* From Teacher A one can understand that the language difficulty may distract the learners' attention to the writing works. This idea implies that poor language background considerably affects the learners' learning inspiration towards writing. On other word, motivation towards writing can be facilitated by good language ability.

Teacher B supported: *You know language is the base to communicate, but if a student has its problem obviously, they lose their attention.* From Teacher B, one can observe that the difficulty level of the language can affect the motivation of the learners.

Depending on the evidences above, it is possible to conclude that students can lose attention (concentration) towards the writing tasks due to poor knowledge of the English language, consequently, lack of motivation might result. According to the above findings, the learners' knowledge of the English language in general was the major factor to hamper the students' writing motivation problem in the classroom.

Also, student A in the interview testified, "My serious problem to hate writing is language problem. When my teacher orders me to write something, I feel uncomfortable.

Students were also asked in Item 7 regarding their own knowledge of the foreign language (English) to write smoothly. Based on the question, 32(42.66%) responded that they strongly agree,33(44%) students agreed, and 6(8%) disagreed, and the rest 5(5.33%) have claimed strongly disagree.

The most important essence in Teacher C's reflection is that poor language background may be the cause for learners' lack of motivation.

Student F emphasized, “My first reason to hate English writing is my weakness in language. I try but I cannot express then I hate.” This view suggests that students’ own background problem in English language to write a well thought out piece of writing smoothly is one of the obstacles of their motivation.

In a similar way, the majority of the students, 39(56.66%) strongly agreed and 21(26.66%) agreed but only 11(13.3%) reported disagree and the remained 4 (6.66%) responded strongly disagree for Item number 8 , which attempts to assess if the students’ poor knowledge of English vocabulary could be a reason or not for their lack of motivation towards the writing skill. In support to this, Student D responded: *I think word difficulty is very important reason for our motivational problem to learn writing because we assume that learning writing is impossible without sufficient words.*

The most important essence in Student D reflection is that the value of the writing is decreased in the mind of the students because the number of the test items in national examinations is few. From teacher F, one can understand that learners are motivated to learn a skill if and only if many questions appear in examination. However, teacher C said: *I think some students think beyond the Entrance Examination and they give equal space for all skills and they are motivated.*

Similar to this, Teacher B asserted: *I think they believe that shortage of vocabulary is an important reason for them in order not to actively participate in writing even they may become hopeless.* From teacher B, one can observe that the motivational problem of the learners in writing activities can be caused by shortage of words. In connection to this, Teacher C said: *As you know vocabulary is very important to produce idea smoothly, but our students are not good at vocabulary, as a result, they lose motivation towards writing.*

The most important essence in teacher A’s reflection is that students can lack their motivation to write due to the problem in words. Similar idea was produced in interview from student A “My problem to hate my writing class is the lack of vocabulary even learning word is hard.”

Again, student E emphasized, “I do not know many English words so, I cannot write, but I can write in Amharic.” From this, one can infer that one of the major causes that the students demotivated to learn writing skill was their wrong view towards learning new language items.

Item 9 ,38(56.6%) and 34(45.33%) of the students reported that they agree and strongly agree, respectively, and the rest 2(2.66%) and 1 (1.33%) responded that they disagree and strongly disagree, respectively regarding student-writers' feeling whether they feel comfortable or not comfortable when they write English.

Also, student A in the interview testified, "My serious problem to hate writing is language teacher.

Similarly, Teacher A expressed: *I know that language difficulty is the major problem of my students which usually affects their motivation to write so it is impossible to think that they feel comfortable.*" From teacher A one can note the view that language difficulty usually affects the learners' motivation towards writing.

Teacher B testified: *No, language is one of the main causes of students' motivational problem towards the writing, so how we think that they feel comfortable.*

From Teacher B, one can observe that students do not feel comfortable because of the language difficulty. In the similar way, Teacher C said: *I believe that students' motivation is affected by the difficulty of the language, so they cannot be motivated.* The most important essence in Teacher C's reflection is that difficulty of the language influences the motivation of the learners towards writing.

From these it can be inferred that students feel discomfort table in writing class as they may confront difficulty of the language.

Item 10, suggests that students seemed to have lack of motivation to compete and outshine other students or each other and to be noticed by their teachers and class mates. This is because the students might not have a clear picture of what writing means and what it is used for. Hence, they might entirely quit from competing with each other to be good at writing in the class room. For instance, as indicated in the data, 43(56%) of the respondents strongly disagreed, 21(29.33%) disagreed, 9(12%) agreed and the rest 2(2.66%) reported strongly agree for item 10 which is intended to assess the students' motivation to exert a great effort to be a competent and be noticed by their teachers as they did for other language skills typically grammar.

Similarly, student A in interview said, “One of my problems in writing classes is fear of mistakes or errors which usually make me passive. Even I usually think that my mistakes can make me to be underrated if it is known by classmates and the teachers.” In connection to this, student G asserted, “Really, I feel shame, if I make mistakes when I participate, so this is my problem.”

Teacher A asserted: *I think due to our tradition, students do not want to participate in the class since it is assumed to be sign of boasting for this reason, they lose their self confidence. So, this also can be the reason for their less motivation in the language class.* From teacher A one can note the view that students do not actively participate in the writing class because they fear that they are said to be boasting person. In similar sense, teacher B said: *I think learners’ shyness is the possible reason for their lack of motivation because they may think that error can make them punished.* From teacher B one can note the view that error correction can make the learners shy to participate in writing tasks, consequently, motivation is decreased.

Teacher C confirmed: *Students’ wrong perceptions like thinking that self reflection is the sign of boasting can affect their motivation.* From Teacher C, one can observe that students wrongly perceive that active participation is the sign of boasting. From this, it is possible to conclude that less motivation of the learners in the writing class may be caused by wrong perceptions such as lack of self confidence.

To conclude, the study suggested that students’ wrong views like underestimating the role of writing skill, assuming that self reflection is the sign of boasting and thinking that lack of vocabulary can make a student to be hopeless in writing classes may be the factors which affect the motivation of learners towards writing.

For Item 11, 38(56.6%) and 34(45.33%) of the students reported that they agree and strongly agree, respectively, and the rest 2(2.66%) and 1 (1.33%) responded that they disagree and strongly disagree, respectively regarding student-writers’ feeling whether they feel comfortable or not comfortable when they write English.

Also, student A in the interview testified, “My serious problem to hate writing is language problem.

The most important essence in Teacher C's reflection is that difficulty of the language influences the motivation of the learners towards writing.

From these it can be inferred that students feel discomfort able in writing class as they may confront difficulty of the language.

In Table 2, Item 12, 35(46.6%) of the students responded that they strongly agree with the idea that writing skill will not be helpful as equal as other skills like vocabulary, grammar and reading. In the similar sense, 30 (40%) students asserted that they supported the notion whereas 8(10.4%) and 2 (2.66%) students posited as strongly disagree and disagree to the question, respectively.

Teacher D said: *our students usually worry about the examination; unfortunately practical writing tests are absent in national examination; this decreases the value of writing skill in the view of the students.* The most important essence in teacher D's reflection is that the value of the writing is decreased in the mind of the students because the number of the test items in national examinations is few.

From this we can conclude that because of their wrong view towards the writing skill, a significant number of students do not give writing as equal status as other skills.

The students' response to Item 13 of Table 2 indicates that they were reluctant to learn writing because of their wrong view towards the writing skill. For instance, 51 (66.66%) learners responded strongly disagree, 19(26.66%) reported disagree and the rest 5(6.66%) responded agree from the whole sampled students. With regard to this, Teacher E responded:

*Well, the majority of the students may perceive that writing is not as important as other skills like vocabulary, grammar and reading since they may assume that the practical writing test items do not usually appear in national examinations, consequently, they seemed to have a little participation and interaction in practical writing classes.* From Teacher E one can note the view that students are motivated to learn the skill better if it appears usually in examination.

So, examinations seem to function as motivators.

From the reflections, it may be inferred that significant number of students seemed to have wrong view towards the importance of the writing skill. As a result, their motivation might be affected towards the writing.

**Table 3. Learners' view regarding the impact of the type of writing materials and writing tasks.**

No	Items	Results				
		SDA	DA	AG	SA	N
14	I believe that I can be motivated to write a very well as long as I make a great effort in using my teachers' advice and strategies of writing.	29(38.66%)	26(34.66%)	12(16%)	8(10.6%)	-
15	My purpose of developing the ability in English language writing is to get good grades in examinations.	8(10.6%)	12(16%)	26(34.66%)	29(38.66%)	-
16	Since my primary purpose of learning writing is to develop the skill, I often motivated to learn writing skill in the classroom.	30(39%)	26(34.66%)	10(15%)	8(10.6%)	2(2.4%)
17	I have a sense of motivation when I perform better in writing tasks that contain thinking writing and checking activities.	6(6.66%)	9(10.6%)	31(42.66%)	29(40%)	-
18	I think English language teachers should create lively method of teaching skill so that I can be motivated better.	26(33.33%)	27(34.66%)	13(18.66%)	9(13.33%)	-
19	When I get teachers' appreciation, I feel happy and motivated to learn writing skill.	--	--	30(40%)	45(60%)	-
20	The motivational problem of writing is text book.	5(6.66%)	8(10.6%)	32(42.66%)	30(40%)	-



Table 3, Item 14 indicates the objective of the students towards the usefulness of the writing skill for effective use of English and the opportunity of going to write a very well as long as great effort in using teachers' advice and strategies of writing. Based on this, 29 (38.66%) of the students strongly disagreed, 26(34.60%) disagreed and 12 (16%) and 8 (10.6%) agreed and strongly agreed, respectively to the idea of learning writing for the advantage of better use of writing. Teacher B suggested: *I believe that the main objective of our students' learning writing is to avoid the failure in the examination.* From teacher B, one can observe that the ultimate goal of learning the skills like writing is to pass the examination; students may be motivated instrumentally, that means, they do not want to know and use the skills but to get incentives like the marks. In line with this, Teacher C responded: *I know, the fundamental aim for our students to learn skills like writing is passing the examination, but some students may learn it because they want to be good writers.* The important essence in Teacher C's reflection is that a few students may be motivated to learn writing intrinsically even though a significant number of students learn to pass the examination. Teacher B added: *I do not think students learn writing in order to obtain new knowledge; I think they learn simply to pass the examination.*

From teacher B, one can easily understand that students may not be motivated to acquire new knowledge instead to pass the examination. In other word, they may be initiated to learn writing extrinsically.

In similar way, student F said, "I learn writing because I want to get good marks even I want to learn only the theory because the examination usually focuses on it and we never take our teachers' advice"

Moreover, according to Item12, students may exert their ample effort in order not to develop their writing skill instead to get good grades in their tests/ examinations/. This fact was justified by the evidence obtained from the data, for example 29 (38.66%) of the students have reported strongly agree, 26(34.66%) of the students said agree; however, the rest 12(16%) and 8(10.6%) disagreed and strongly disagreed, respectively.

In similar to this Student D said: *"Yes, our attending the writing classes are for good marks."* From Student D one can note that good mark is the motivating factor for the learners. This motivation focuses on examination instead of using the language that may be less advantageous. Teacher B expressed: *Most of our students learn writing to succeed both classroom and national*

*examinations*. From Teacher B's reflection, it is possible to understand that students may have the motivation problem toward learning writing for the purpose of passing the examinations. Teacher F assured: *I do not think our students may have the goal beyond the test*. The most important essence in teacher A's reflection is that the ultimate goal of the learners to learn writing may be to pass the examination. Similarly, student A said, "Examination is my main reason to learn any skill."

Similarly, student A said, "Examination is my main reason to learn any skill."

Student C added, "I do not think anything is more than the examination, so I learn writing skill to pass the examination." Thus, a considerable number of students may learn to pass the examination.

Generally, from the above analyses and interpretations of the data we can infer that the students' prime goal of learning the writing skill may be passing the examination.

In similar way, in Table 3, Item 16 students were asked whether or not their primary aim of learning writing in the classroom is to develop their ability in writing hence they were goal-oriented or not. However, based on the data in the table above, 26 (34.66%) of the students argued that they disagreed with the idea while 30 (39%) of them even strongly disagreed with the required notion. In converse to this, only 10 (15%) and 8(10.6%) of the students have accepted the idea by reporting strongly agree and disagree, respectively. In the similar way Teacher A assured: *The main purpose of practicing the writing skill is to develop the skill, but students are learning simply to pass the examinations*. From teacher A, one can note that students seemed to misuse the ultimate goal of learning writing. In line with this, Teacher C said: *Most students make the examination as their prime target to learn writing*. From Teacher C, one can understand that students may not learn for the purpose of acquiring internal pleasure through learning writing.

Similarly, student D said, "Frankly speaking, my main purpose to learn writing is to pass the examinations." Student B confirmed the same idea, "My main purpose of learning writing is passing the examination." From this, it can be realized that the students were not intrinsically motivated to learn the writing skill in the classroom since they seemed to be not setting their own desire able general goals or specific objectives in their mind to learn the writing so as to develop the skill.

Table 3, Item 17 indicated that the majority of the students 29(40%) strongly agreed and 31(42.66%) agreed that all the tasks which require the stages (i.e. thinking, planning, writing and checking) are very essential to stimulate the learners intensively and vigorously so as to enhance their writing skills. In the opposite sense, only 6 (6.66%) and 9(10.66%) students insisted on strongly disagree and disagree, respectively. Teacher A said: *I prefer product approached writing lesson because it can be finished in a given period.* From teacher A, one can understand that covering the portions was prioritized; it seemed the learners' need was not considered. However, Teacher F asserted: *I prefer process based writing lessons because it can initiate the learners better so that they can easily be engaged in to the task.* From teacher F, one can understand that the step oriented method of teaching writing may be preferable to motivate the learners towards the task. Teacher C on his part, emphasized: *In my view, process based writing practice is preferable because students can have the chance to make the writing tasks easily theirs.* From Teacher C's reflection, one can recognize that the need of the learners was considered so as to motivate the learners to the writing tasks.

Student A said, "I think we have better chance to write better if we are given steps."

Student B expressed, "Writing at once is boring." Also, a significant number of lessons in the textbook were product based. For example, writing a formal letter in unit one, writing a report in unit two, writing story in unit three, writing design a poster in unit five, writing a water cycle in unit ten, and writing about a letter of application show in unit eleven. From this, it may be inferred that the learners' need of learning material was not satisfied, consequently, they lost their aspiration towards writing tasks.

According to Item 18, 27 (34.66%) of the students disagreed that they may not feel excited about developing the new sphere of knowledge and information through practicing the writing tasks, because they can have difficulty of language due to their poor background in it as it is mentioned earlier when the language background was cited as a factor for less motivation of learners towards the writing skill. Similarly, 26(33.33%) have stated that they strongly disagree with the notion whether they like developing their new knowledge through writing activities. On other hand, 13(18.66%) and 9 (13.33%) claimed that they agree and strongly agree with the idea stated in, Table 3, respectively.

Similarly, Teacher A said: *As long as my experience tells me, most students learn writing to succeed any writing tests and sometimes to use the skill as a medium in other subjects' essay type of examination.*

Teacher B supported: *You know language is the base to communicate, but if a student has its problem obviously, they lose their attention.* From Teacher B, one can observe that the difficulty level of the language can affect the motivation of the learners. Depending on the evidences above, it is possible to conclude that students can lose attention (concentration) towards the writing tasks due to poor knowledge of the English language, consequently, lack of motivation might result. In coherence to this, lack of motivation may be caused by different variables such as poor background knowledge of the language, as a result, inability to concentrate in writing tasks, in capability to compose effective writing, and other learners' own internal variables or populations may hinder the motivation of the students towards learning the writing skills.

Item 19, 30(40%) of the students agreed and 45(60%) of them even strongly agreed to the notion that students need teachers' appreciation to be motivated better, consequently, to improvise their writing skill further. In support to this, teacher F said: *Definitely, according to my teaching experience, students highly need appreciation from the teachers to be motivated.*

From Teacher F one can understand that teachers' appreciation may have a great space in learners' motivation. Similarly, teacher C said: *When I appreciate my students, they are stimulated well so, lack of appreciation may decrease motivation.*

From Teacher C, one can understand that better motivation of the learners is resulted from more appreciation from the teachers.

In the similar manner, student D said, "When I get appreciation from my teacher, I am happy to do the writing tasks."

Student B affirmed the same idea, "Oh, I like learning very much if the subject teacher appreciates me." Hence, teachers should appreciate their student-writers so as to mobilize the energy of motivation even if they make considerable number of mistakes or errors.

Student A said that I feel happy and motivated to learn writing skill when my teacher appreciates me.

Item 20 indicated that the majority of the students 30(40%) strongly agreed and 32(42.66%) agreed that all the tasks which require the stages (i.e. thinking, and checking (editing) are very essential to stimulate the learners intensively and vigorously so as to enhance their writing skills.

In the opposite sense, only 5 (6.66%) strongly disagree and 8(10.6%) disagree.

Student A said, "I think we have no chance to write because text book is very difficult."

Student B expressed, “text book is boring.” Also, a significant number of lessons in the textbook were product based. For example, writing making sentences in unit two, writing a formal and informal letter in unit three, writing guided essay in unit seven, and writing complete a story in unit eleven, and writing a description of a ceremony in last unit. From these, it may be inferred that the learners’ need of learning material was not satisfied, consequently, they lost their aspiration towards writing tasks.

Teacher C asserted: *According to my experience students usually get bored with the difficult learning materials.* The most essential essence in Teacher C’s reflection is that de-motivation may be created in the learners towards learning the writing if the learning material is more difficult than the learners’ language ability.

In supporting the same idea, student C expressed, “I think the quality of the text is very important factor in order to motivate or in order not to motivate the learners to the learning tasks.”

Depending on the evidences above, it is possible to conclude that students can lose attention towards the writing tasks due to poor knowledge of the English language, consequently, lack of motivation might result. According to the above findings, the learners’ knowledge of the English language in general was the major factor to hamper the students’ writing motivation in the classroom. In coherence to this, lack of motivation may be caused by different variables such as poor background knowledge of the language, as a result, inability to concentrate in writing tasks, in capability to compose effective writing, and other learners’ own internal variables or populations may hinder the motivation of the students towards learning the writing skills.

**Table 4: Writing lessons and pages with their Length of pages.**

No	Unit	Page	Lesson topic	Length of pages
1	1	7	Your favorite sport	1
	1	13	The African national cup	1
	1	15	Learning a new sport	1
2	2	22	Sequencing information	1
	2	25	Safety rules	1
	2	27	A conversation at clinic	1
	2	30	Making sentences	1
3	3	40	Write a story	1
	3	49	Write a play	1
	3	52	Formal and informal letter	1
4	4	66	Warnings	1
	4	71	Letter to an 'agony aunt'	1
5	5	81	Analyzing vocabulary groups	1
	5	83	Design a poster	2
	5	93	A local markets	1
6	6	97	Saying No to drugs	1
	6	99	Drugs in Ethiopia	2
	6	108	Interpreting information	1
7	7	126	Expanding notes in to a summary	1
	7	127	Summarizing a new sports	1
	7	133	A guided essay	1
	7	134	A formal letter	3
8	8	145	A formal letter to the minatory of Education	1
	8	151	Complete the passage	1
9	9	161	The water cycle	2
	9	164	A survivor's story	1
10	10	181	A report on energy	1
	10	185	Energy sources	1
11	11	198	A letter of application	1
	11	200	Description of a job	1
	11	205	Complete the story	1
12	12	213	A description of a ceremony	1
	12	223	A letter to a friend	1

In the above table, writing lessons are presented throughout all units in relation to other lessons. As it is shown in the table, the writing lesson content, which is presented in the new edition grade 10 Ethiopian students textbook, was not given much attention than other language aspects presented in the textbook. The technique and method prescribed in the students textbook is student centered method (active teaching method), it is currently preferable teaching method and it also strongly suggested by educational/pedagogical scholars/. The techniques presented in the students textbook is; contextual meaning, dictionary meaning, and definition of words, hyponym of words, group of words, collocation of words, , and antonym of words. Even though, teaching techniques are presented in the textbook, old teaching techniques are frequently prescribed in the textbook more than the other teaching technique. This includes definition of words, and using meaning.

The most problems are;

- 1,Repetition of lesson for example p,52 p,71 p,134 p,198 p,223 all those pages are tell about letter writing.
- 2, Length of pages. Almost all of the lessons are within one page.
- 3, Most of the lessons are within 4\_5 lines.
- 4, There are almost no notes about how to write. Students should learn about writing.
- 5,The are almost no Varity of tasks in each lesson.
- 6,The most lessons are short.

Textbook analysis, to investigate the teacher's perception about the amount of writing lesson in the new edition being used textbook, the researcher used one clear and direct question during the interview. All (6) of the teacher are said, writing lesson is not given equal coverage compared with other lessons. It has given smaller amount of lessons when it compares with listening, speaking, reading, and language focus (grammar).

There is at least two tasks in each writing section of the text book which is almost the same as other skills like listening and reading. In other words, there seems to be no partiality in proportion of the skills in the text book. However, when the difficulty level of the writing items is considered, they seem too difficult because there may be the problem in students' language ability, teaching style of writing pedagogy, and etc. As far as the researcher's experience suggests, let alone composing an essay even writing a paragraph is a challenging task which most likely is discouraging for a pre-college students.

In relation to this, according to the finding in section 4, one of the impediments that hampers their motivation towards the writing skill might be the complexity of the writing tasks in the text book which may not consider their language background of the learner and similar patterning along with writing strategies like meta-cognitive, cognitive, social and affective. Moreover, some writing tasks seemed de-contextualized disregard to the need and the interest of the students in EFL classes.

For example, in unit five, “Design a posters” may not go along with most Ethiopians’ background. Also, in unit one, “The African national cup” may not be familiar with most students who are from rural areas. This shows facts such as text characteristics or task characteristics which are normally emanated from the need of the learners specifically and the demand of the modern world generally are the yardsticks which may affect the motivation of the learners. This situation has not been considered by the text book writers.

Furthermore, non-strategic preparation of the writing tasks and activities worsens the motivational status of the learners when the researcher investigates.

According to Hayes (1981), writing is a psycho-motor and cognitive process which involves cognitive, meta-cognitive, social and affective strategies. However, a little emphasis is given in the text for the motivational strategies in pre writing stage like resourcing, elaboration and grouping.

Teachers are one of the pillars without whom the learning of writing skill may not be successfully achieved. They are considerably and essentially expected to motivate the learners to the writing tasks through providing the tips of writing strategies and encouraging them to use those strategies throughout their writing process. Teachers are responsible to adapt or/and adopt the learning materials relying on the needs of the learners and the demands of the modern world. In addition to this, teachers have an immense responsibility to scaffold the learners’ writing proficiency to the maximum as much as possible.

Similarly, Teacher F said: *As long as my experience tells me, most students learn writing to succeed any writing tests and sometimes to use the skill as a medium in other subjects’ essay type of examination.* From teacher F, one can note the view that students learn writing for both



passing the writing tests and to use it in other subjects' essay type of examinations even though the balance may tend to the former one.

Teacher D added: *I do not think students learn writing in order to obtain new knowledge; I think they learn simply to pass the examination.*

From teacher D, one can easily understand that students may not be motivated to acquire new knowledge instead to pass the examination. In other word, they may be initiated to learn writing extrinsically.

In similar way, Student C said, "I learn writing because I want to get good marks even I want to learn only the theory because the examination usually focuses on it."

Teacher E said: *I believe that learning materials affect learning motivation. Even if the learning material is beyond the learners' ability, it is very difficult for them to learn it. So it affects learners' motivation towards learning.* From Teacher E, one can understand that learning difficulty may occur if the language is beyond the capacity of the learners. Consequently, lack of motivation might be resulted.

Similarly, Student G expressed: *For example, learning material is difficult and discourages us.*

From student G, one can note that still learning materials affect motivational space.

Teacher C asserted: *According to my experience students usually get bored with the difficult learning materials.* The most essential essence in Teacher C's reflection is that de-motivation may be created in the learners towards learning the writing if the learning material is more difficult than the learners' language ability.

In supporting the same idea, student F expressed, "I think the quality of the text is very important factor in order to motivate or in order not to motivate the learners to the learning tasks."

Generally the data from textbook analysis, it was concluded that the difficult learning materials significantly affect the motivational status of the learners.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMENDATION

This chapter presents summary, conclusions and recommendations drawn based upon the presentation, analysis and interpretation of data made in chapter four. This study, as mentioned in the previous chapters, was intended to investigation of Students' motivation problems toward learning EFL writing skills In English language classroom. Therefore, to arrive at the whole purposes of the study, three types of data gathering method (questionnaire, interview, and text book analysis) were used. Thus, the data were gathered through these instruments and were presented, analyzed and interpreted in chapter four. Based on the major findings, the following summary, conclusions and recommendations are forwarded by the researcher.

#### 5.1. Summary

The objective of this study, as it has been indicated earlier, was an investigation of students' motivation problems towards writing skill at waka secondary school and it will be recommended to achieve better English language writing skill. The students were selected by using simple random sampling technique, and interview was used to collect data from the teachers and grade 10 English language text books was analyzed. The increasing need towards the writing skills required the quality writing skills, but due to unclear reasons having quality writing was became difficult.

The main research questions were:

- What is learners' problem toward motivation of writing?
- What is the teachers' role to develop motivation toward students writing skill?
- Do the students need help to develop their writing skill?, Do the text book tasks motivate students toward wring skill?

Thus, the primary data were collected through questionnaire and interview. The instruments were designed and adopted to figure out the motivation problem toward learning writing skill. Based on this, the collected quantitative data were analyzed using simple descriptive statistical tools such as percentages by using spss and the qualitative data were interpreted verbally. The study

found out that students were motivation problem towards writing because of the following major reasons: their wrong view towards it, their poor knowledge of English language, their lack of learning goal, their low interest towards writing and their low interest towards learning tasks and text book.

On the basis of this assumption, the researcher has gone through analyses of the information gathered; the researcher has come up with the following summary:

- The results of the data collected from the questionnaire, interview and text book analysis are used to reveal the motivation problems toward learning EFL writing skills In English language classroom. These are Personal and Situational factors and teachers' role in motivational problems toward learning EFL writing skills in English language classroom.
- Personal factors include low self esteem, the learners' give less value for writing skill, language anxiety, low English ability, their background, and boring toward writing.
- As the researcher assumption, results of this study summarized that high school students' attitude towards learning writing skill is very less because their best effort superficially in the area where the due focus is prioritized and needed for passing the national examinations.
- De-motivation may be created in the learners towards learning the writing if the learning material is more difficult than the learners' language ability. the Mean that the quality of the text is very important factor in order to motivate or not to motivate the learners to the learning tasks.

## 5.2. Conclusions

Based on the outcomes of the study, the researcher come-up with the following conclusions which are motivation problems toward learning EFL writing skills In English language classroom:

► From the findings, the researcher reached the conclusion that most of the teachers were disregard the following important activities these are specifying objectives of tasks, using different techniques to motivate the learners and creating appreciation for the learners in learning writing skills.

► The investigation points out that almost all learners were in language anxiety and shyness, to write any tasks in English, the researcher assumes that the learners seemed to be in confusion of learning writing skill as they didn't realize the real purpose of learning writing skill and problems in writing classes is fear of mistakes or errors which usually make the learner passive.

► The study discloses that learners fail to sustain their learning writing in English language beyond few sentences, and they don't generate the meaning.

► Students have less interest towards learning the writing because they have deficiencies in syntactic and lexical aspects of language.

► From the findings, the researcher reached that the students' prime goal of learning the writing skill is passing the examination.

► Better motivation of the learners is resulted from more appreciation from the teachers. If the subject teacher appreciate their students, so as to mobilize the energy of motivation even if they make considerable number of mistakes or errors.

► significant number of lessons in the textbook were product based.

► The learners' need of learning material was not satisfied, consequently, they lost their aspiration towards writing tasks.

All this data and analysis indicates that, the students' motivation problems toward learning EFL writing skills In English language classroom. This motivational problem of the students indicates that, teaching practice in learning EFL writing skills, and this result may give similar understanding for other similar class level of teaching writing skills.

### 5.3. Recommendations

Based upon the findings and the conclusions drawn from the study, the following recommendations could be made:

- ▶ Teachers should motivate students to set desirable learning objectives for learning EFL writing skills in English language class room because, motivating the learners by creating lively method of teaching, providing constructive feedbacks and donating the reward.
- ▶ Creating meaningful learning opportunities in the classroom and developing different writing activities on the basis of the writing skills are very important for learners to make them to use the words of the target language and finally further research should be conducted at some time in the future to assess the practice of teaching writing in EFL classes at high school.
- ▶ The students need to be aware the significance of learning writing skills because their purpose of learning writing skill is to pass the examination. From this, it can be realized that the students were not intrinsically motivated to learn the writing skill in the classroom, since they seemed to be not setting their own desirable general goals or specific objectives in their mind to learn the writing so as to develop the writing skill.
- ▶ Students should aware about the use of writing and they are engaged in the writing task. This is recommended because it has paramount importance to overcome undesirable variables which influence the motivation of the learners towards the writing tasks in pre-writing, while writing and post writing phase.
- ▶ The students need to be aware the significance of learning writing skills and in EFL classes. Students, on the other hand, must promote the sense of autonomous learning writing skills by practicing.
- ▶ Syllabus designers and textbook writers should take into account the students' level of understanding, interest and generally the writing materials and tasks are suggested to be selected as it can initiate the motivation of the learners.

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## Appendix A

### Questionnaire for the Students

Dear students, this questionnaire is intended to **an Investigation of Students' Motivation Problems Toward Learning EFL Writing Skills In English Language Classroom: The Case Of Grade Ten Students at Waka Secondary School**. The researcher requests you for information and he thanks your willingness to support his efforts .You need not write your name and any other information. Please, give very **honest** and **sincere** information.

Thank you!

The following statements are about your attitudes, concepts or situations in learning English . Circle the scales in terms of how well the statements reflected your actual experience, thoughts and feelings when you are learning writing and motivational problem of writing.

No	The scales: 1. <b>Strongly disagree</b> 2. <b>Disagree</b> 3. <b>Agree</b> 4. <b>Strongly agree</b> 5. <b>Not sure</b>	1	2	3	4	5
1	I often feel lack of motivation when I practice writing because I am not good at grammar to write correctly.					
2	I often actively show my motivation in English language writing practice class.					
3	I am not interested in practical writing because it is not included in Ethiopian Higher Education Entrance Certificate Examination (EHEECE).					
4	I often feel excited because I get new knowledge and information in English writing activities.					

5	I don't like difficult English writing materials because they make me feel unmotivated.					
6	I am often unable to concentrate on the task of writing because English language is difficult for me.					
7	When I can easily and smoothly produce a piece of writing, I feel contented and have a great motivation to learn writing.					

No	The scales: 1. <b>Strongly disagree</b> 2. <b>Disagree</b> 3. <b>Agree</b> 4. <b>Strongly agree</b> 5. <b>Not sure</b>	1	2	3	4	5
8	I don't like to attend writing classes because I am poor in vocabulary.					
9	I often feel uncomfortable when writing a since my English teachers' do not properly facilitate the writing tasks.					
10	I hope the teachers and the class mates can notice that my writing skill is better than other students.					
11	I often feel uncomfortable when I write since it is very difficult.					
12	I often think that writing will not be helpful to me in the future as equal as grammar, vocabulary and reading					
13	I like to learn writing because it is very important, and I feel confident of learning it well.					
14	I believe that I can be motivated to write a very well as long as I make a great effort in using my teachers' advice and strategies of writing.					
15	My purpose of developing the ability in English language writing is to get good grades in examinations					
16	Since my primary purpose of learning writing is to develop the skill, I often be motivated to learn writing skill in the classroom.					
17	I have a sense of motivation when I perform better in writing tasks that contain thinking, planning, writing and checking activities.					
18	I think English language teachers should create lively/ vivid method of teaching writing skill so that I can be motivated better..					
19	When I get teachers' appreciation, I feel happy and motivated to learn writing skill.					

20	The motivational problem of writing is text book.					

## Appendix B

### Interview for the students

1. Do you have view of the importance of the writing skill?

A. Yes                       B. No

2. Are you motivated towards writing if you have better English language ability?

A. Yes                       B. No

3. Do you learn writing to get new knowledge?

A. Yes                       B. No

4. Do you have interest in practical writing classes?

A. Yes                       B. No

5. Do you think that your problem in grammar can affect the motivation in writing classes?

A. Yes                       B. No

6. Do you actively participate in writing classes?

A. Yes                       B. No

7. Do you believe that your teacher can play the role of creating the interesting writing class?

A. Yes                       B. No

8. Do you like appreciation from your teacher?

A. Yes                       B. No

9. Is your learning materials affect your motivation?

A. Yes

B. No

If your answer is "yes" how it affect.....

.....

.10.Can you list the problems that make you not motivated?

.....

.....

## Appendix C

### English Teachers' Interview

Good morning /Good afternoon/. I am writing a theme in partial fulfillment of the requirements of the degree of master of Art in TEFL at Jimma University. This interview constitutes an essential part to study **an Investigation of Students' Motivation Problems Toward Learning EFL Writing Skills In English Language Classroom: The Cause Of Grade Ten Students at Waka Secondary School**. Your genuine responses are very crucial for the success of the research. Hence, you are cordially requested to provide real responses to the questions. I assure you are guaranteed for the confidentiality of your responses.

Thank you very much for sparing your valuable time and effort in this interview.

#### 1. Background Information

1. Sex \_\_\_\_\_

2. Age \_\_\_\_\_

3. Qualification \_\_\_\_\_

4. Teaching experience \_\_\_\_\_

1. What can you say about the view of the learners towards the importance of writing skills?
2. How learners see the comparative advantage between writing and other skills?
3. What do you think toward your students writing skill to get new knowledge in writing?
4. Do you believe that the learners' primary purpose of learning writing is to develop the skill?

5. What do you think about the problem of writing skill?
6. How can we motivate the learners?
7. How students are interested in practical writing?
8. Do you think that students feel lack of motivation when they practice writing as they are not good at grammar?
9. Do your students show active involvement in the writing practice?
10. Which method of teaching is more motivating in writing class?
11. . Have you ever investigate student's motivational problems toward writing skill?
12. Can you list the main problem of students toward writing?
13. Why they are not motivated in writing skill lessons?
14. How the text book motivate the students in writing skill?
15. Have you seen the weakness of the text toward writing skill?

