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M.A IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

**EFL STUDENTS' MOTIVATION AND PRACTICE IN LEARNING WRITING
SKILLS: THE CASE OF GRADE 11 STUDENTS OF TOLAY SECONDARY SCHOOL**

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JULY, 2021

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**THIS THESIS SUBMITTED TO COLLEGE OF SOCIAL SCIENCES AND
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Declaration

I, the undersigned, hereby declare that this research thesis is my original work, which has not been presented for a degree in this/elsewhere university. All sources of materials used for this study was fully acknowledged.

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The thesis on title: investigating ELF students' motivation and practice in learning writing skills: Grade 11 Students of Tolay Secondary School is approved as the original work of Fikirte Senbu and all the sources were properly acknowledged.

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Abstract

The main objective of this study was to investigate EFL students' motivation and practice in learning writing skills: Grade 11 Students of Tolay Secondary School. In succeeding the stated objectives; descriptive survey design was employed to this study. This helped the researcher to employ both quantitative and qualitative methods of data collection. The participants of the study were 96 (30%) students who were selected using systematical sampling technique because the researcher believed that they can provide enough and clear information. To collect data from the participants, classroom observations, closed-ended questionnaires and semi-structured interviews were administered. Then the data obtained using these tools were presented, analyzed, and interpreted both quantitatively and qualitatively. The data obtained from the questionnaires were presented and analyzed with the interview and observation. Then all the results of the items from the three tools were triangulated in the discussion section. The findings of this research were related to only students' motivation and practice. Students' related motivation and practice are linguistic causes such as writing grammatically correct sentences, lack of interest in learning writing, lack of practice, organizing idea, and shortages of vocabulary. To improve this all problem, EFL teachers, should take stakeholder by making students' motivate, aware' and giving by devoting time and thought to shaping the environment and planning each practice writing tutorial class. Certainly, this study is not sufficient and consequently, further research should be done to cover all aspects of this issue in order to seek strategies for surmounting among EFL high school students. Finally, based on these findings, it is recommended that the students should be motivated and practice writing to help them improved their problems.

Table of Contents	
Acknowledgements.....	I
Abstract.....	II
Definition of Abbreviations and Acronyms.....	VII
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
2.2. Statement of the problem.....	5
1.3. Objectives of the study.....	8
1.3.1. General objective.....	8
1.3.2 .Specific objectives.....	8
1.4. Research questions.....	8
1.5. Significant of the study.....	8
1.6. Delimitation of the study.....	9
1.7. Limitations of the study.....	9
2.8. Organization of the Study.....	9
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	10
2.1. Introduction.....	10
2.2. Concepts' of writing skills in the cause of EFL classroom.....	10
2.3.1. Learning Writing skill in EFL Classroom.....	12
2.4. Concept of motivation and practice in learning writing skills.....	13
2.4.1. Concept of motivation.....	13
2.4.2. Concepts of practice in learning writing task.....	16
2.5. The Importance of Motivation and practicing in Learning Language.....	17
2.5.1. Importance of motivation.....	17
2.5.2. Importance of practice in learning writing tasks.....	19
2.6. The Role of Motivation and practice in Learning Writing Skills.....	19
2.6.2. The role of practice in learning writing classroom.....	20
2.7. Strategies of Motivation and Practicing in learning writing skills.....	20
2.7.1. Strategies of Motivation.....	20
2.7.2. Strategies of Practicing in learning writing Skills.....	21
2. 8. Developing students' writing skills in EFL class.....	23
2.9. Theories of Motivation and practice of Related to Writing Skills.....	23

2.10. Impact of motivation on students in learning writing Skill.....	24
2.10.1. Impact of motivation	24
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOG	26
3.1. Introduction	26
3.2. Research design.....	26
3.3. Subjects of the Study.....	26
3.4. The sources of data.....	27
3.4.1. Study population.....	27
3.5. Sample size and sampling techniques	27
3.6. Data Collection Procedures	28
3.7. Data Collection Instruments.....	29
3.7.1. Classroom Observation.....	29
3.7.2. Questionnaire.....	29
3.7.3. Semi-structured interviews	30
3.8. Methods of data analysis	30
3.9. Ethical Considerations.....	31
CHAPTER FOUR: DATA ANALIYSISE AND INTERPRETATION	32
4.1. Introduction	32
4.2. Students’ Motivation for writing skills	32
4.3. Students’ practice of writing skills in the classroom.....	41
4.3.1 Classroom Observation.....	41
4.4. The result of the researcher checklist.....	42
4.4.1. Results of the Observation Checklist.....	45
4.5. The relationship between motivation and practice of writing skills.	47
4.6. Presentation of data obtained through interview from the student.....	48
4.6.1 Analysis of students' interview	48
4.7. Discussion of the Results	49
CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	52
5.1. Summary	Error! Bookmark not defined.
5.2. Conclusions	53
5.3. Recommendations	54

REFERENECEES	56
Appendix A: Questionnaire for students.....	58
Appendix: B Gaafannoo afaani Barattootaa	60
Appendix: C Classroom Observation check list	62

List of table

Table 1: Sampling grid for students..... 28

Table 1: Frequency and mean value of students' responses view on their writing skills..... 33

Definition of Abbreviations and Acronyms

SDT= self-determine Theory

EFL: English as foreign Language

L2= Second language

EHEEE= Ethiopian Higher Education Entrance Examination

NGO= None Governmental Organization

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Motivation and practice for EFL learners in learning writing skills during classroom periods plays essential roles for the learners. The word motivation is derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals. According to Pintrich & Schunk, (1996) and Williams (1997), motivation, based on the Latin verb for "move," is the force that makes one do something. Motivation is an inner state that organizes activities, moves, or channels behaviors towards goals. It is the internal and external need to involve oneself in the writing activities. According to The Swedish National Agency for Education (Skolverket, 2019) motivation is a necessary component for second language learning and teachers are expected to play a fundamental role in creating student motivation.

Motivation "energizes" human behavior and "gives it direction" (Dornyei, 1998, p. 117) and maybe a noteworthy measurement in dialect learning (Gardner, 1985; Gardner et al. 2004; Lightbown & Spada, 1993). A huge range of speculations covers the many factors that influence understudy inspiration within the moment dialect (L2) classroom. These are looked into and drawn upon in analyzing the seas on outside/ moment language learning of learners and the instructors who participated in this consider.

Practice is the act of rehearsing a behavior over and over, or engaging in an activity again and again, for the purpose of improving or mastering it, as in the phrase 'practice makes perfect'. Practice is important for teaching and learning in at least five ways: Practice greatly increases the likelihood that students will permanently remember new information (Anderson, 2008). When students practice solving problems, they increase their ability to transfer practiced skills to new and more complex problems. According to Michael Full and Andy Hargreaves, best practices are practices that have achieved a high level of effectiveness and have been perfected over a decade or longer.

According to Zamel (1997) the writing class should take into account the learners' purposes for writing. Writing tasks can be developed rapidly when students' concerns and interests are

acknowledged, when they are given numerous opportunities to write and when they are encouraged to become participants.

Writing plays two distinct roles in schools; First, it is a skill that requires mastering basic sub-skills and processes such as; handwriting, spelling, rich knowledge of vocabulary, mastery of the conventions of punctuation, capitalization, word usage, grammar, and the use of strategies; planning, evaluating, and revising the text (Al-Shourafa, A. 2012).

All are necessary for the production of coherently organized essays containing well-developed and pertinent ideas, supporting examples, and appropriate detail. This role can be characterized as “learning to write.” Second, writing is a means to extend and deepen students' knowledge; it acts as a tool for learning subject matter (Graham and Perin, 2007). So, writing is a psychosocio-mental linguistic skill. Teachers often complain about the low level of their learners in learning English language skills, this may be due to such internal factors as the motivation level. To improve students writing ability much attention has to be needed by a teacher as approaches to teaching writing through providing guide and feedback (Leki& Carson, 1994).

Teaching and learning writing skills is hardly ever the most motivating component of a language curriculum, appropriate stimuli are rare in a 2- or 3-year purely skills-oriented training, involving one-to-one communication using traditional tools, and often lacking clearly differentiated and sequenced goals per “level”. In addition, writing curricula often fail to be embedded neither in a research environment nor in an overall view on language acquisition and learning and motivation is the heart of a significant age level Buyse, (2006) and Prakash (2007). When motivation is high, students learn things without taking much time, but when it is low, they take a longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material.

Writing is one of the imaginative and fundamental aptitudes that's thought to be a risky ability to obtain all at once; and a comprehensive capacity that incorporates linguistic use, lexicon, concept, talk, and other perspectives of the dialect (Areej Al Shourafa, 2012). To create one's writing capacity, one ought to hone on a day by day premise. Writing is one of the four major abilities of the language. From those aptitudes, it's the inventive aptitude and employments to create thought, thoughts, and expressions, etc. The capacity to attain communicative competence in composing could be a major feature of language improvement and scholarly victory among

understudies at all levels of the instruction framework (Areej Al Shourafa, 2012). Writing, like other macro skills in a language, should be extensively developed by EFL learners in classroom interactions, among other ways, following the writing process. The results of this project writing in the classroom generate active discussion (Hedge 1988:12). Encourage a constructive writing process. Hedge further notes at this moment that, process documentation encourage students to participate. Writing is troublesome since it must adjust issues such as substance; organization, reason, group of onlookers, lexicon, and accentuation are all imperative components to consider when writing prepared. (Rawida, 2001).

Students should be given the freedom to express their thoughts in words to improve their writing skills, and they should be expected to understand and organize ideas to present them clearly and coherently. One of the four fundamental language skills that must be practiced is writing.

According to, Hadifield (1992) there were three areas of difficulty for the learner in relation to the productive skill of writing. The difficulty is more evident for EFL learners who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is cognitive, this relates to the ability to organize ideas on the paper.

Second, learners faced linguistic difficulties because the terminology used in speech varies from it used in writing. It can be simple, such as a shopping list, or it can be more elaborate and formal, even in an academic report. Field of language skills teaching indicated that there are two main trends: the product approach to writing and the process approach. The product approach to writing focuses on the finished products of the writing work rather than the process. Product approach to writing focuses on the end result of the act of composition, and the writing teacher who uses the product approach will be concerned to see that the end product is readable, grammatically correct, and obeys discourse conventions relating to main points, supporting details and so on Nunan (1989).

In addition to this process approach, good writers appear to go through certain processes which lead to successful pieces of written work. She has proposed the following steps that good writers follow in the process approach of writing.

- a. The writers start with an overall plan in their heads.
- b. They think about what they want to say and who are they writing for.
- c. They then draft out

sections of the writing and as they work on them, they constantly reviewing, revising and editing their work” Hedge (1988). Writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively and to reinforce the grammar and vocabulary they are learning in class (Bello, 1997). Writing is considered the most important skill that students require in order to enhance their personal development and academic success (Mukuluet. al 2006). Adams and Keene, 2000 define that, learning to master writing skills can help students to deal successfully with their academic demands and to perform effectively in their disciplines and professional contexts. Writing is an important skill to be mastered in learning English as a foreign language. It is not only a means of communication where students can share their views and thoughts; it is actually a pre-request to master other language skills. "Man has primitive needs to write. Children want to write, in fact, need to write, before they want to read" Elbow, (1973).

Writing is a sign language skill that should be developed at an early stage of learning the foreign language (Al-Mutawa and Kailani, 1989). Yet, writing is a skill that should not be learned in an isolated form, it should be taught interactively with other language skills, i.e. listening, speaking, and reading. Writing has many important aspects, it makes students more relaxed and confident with new language because it allows them to work at their pace. It also allows them to make changes and revisions without pressure to perform on the spot that is associated, for instance, with speaking.

According to Michael Full and Andy Hargreaves take they are put into practice in different ways. There are different kinds of practice in the academic process. Such as practices in education, special education, early childhood education, elementary, middle school, high school and higher education. There are numerous reasons for writing to be the last acquired domain of learning English, one being that a more detailed and analyzed knowledge of a language is needed to write it than to understand it (Bialystok & Bryan, 1985). Therefore, ESL students do not come to school with the same background knowledge as native English speakers; even if, it is more difficult for them to write with meaning. Their vocabulary is often limited, and while they can communicate orally and be understood through gestures and so forth, writing proves to be frustrating for them as they attempt to express their ideas without the luxury of using their hands. Additional work time is also a necessity for students who are processing two or more languages

and, all too often, they are not given such opportunities. Furthermore, because of how difficult it is for ESL students to write as well as their native English-speaking peers, teachers' responses tend to be negative which can result in them being too familiar with the expectation to fail. (Kasper & Petrello, 1998) Different scholars expressed in detail about students' practice and motivation of writing skills. They thought that it is the most important skill to be mastered writing skills in an ESL classroom as a foreign language. As an English teacher in the stated school, students have a serious challenge in writing skills. The main purpose of this study, there, is to investigate student's motivation and practice of writing skills particularly at Tolay Secondary School of Grade Eleven students.

2.2. Statement of the problem

Motivation and practice for EFL learners in learning writing skills during classroom periods plays essential roles for the learners. However, there is a fact that many students can listen and read English well but they cannot write confidently and correctly. Most of the students find writing difficult, uninteresting. Some of them are quite passive in writing English. They do not actively participate in writing activities. Students' classroom engagement and practice writing are more complicated than is often assumed.

Students' in the researcher's school came from different high schools and had their own motivation and practice of writing skills. Accordingly, when they are requested to write during writing trainings in the class, only a small number of students tried to write a single poorly constructed paragraph. As the study also exposed students' motivation towards writing skills influenced their practices and as the result, they unsuccessful to consider writing as an important skill. This means that students did not receive basically what they learn rather give attention to their realization. Additionally, students' motivation and practice can be affected by a variety of factors coming from teachers' side, students' side, and others including and contents of activities. In the classroom, students' motivation and practice were necessary for the progress of instruction. It is not confined only to physical presence, but it means their deep knowledge. The prominent factor that motivated the researcher to focus on the EFL students' motivation and practice in learning writing skills, is that engaging motivate and practice in classroom is one of the most problematic areas for students in the state school when the researcher is teaching there.

Students often seem passive and reticent in EFL classrooms; they often do not practice writing such as classwork, homework, and assignments. Thus, the insufficient participation of students in the EFL writing task in the classroom could make them poor in writing fluently and correctly; even uninteresting in any writing activities.

Besides, the other reason that motivated the researcher to embark on this topic is that the researcher's experience. Teaching English at Tolay secondary school for five years, the researcher observed that many students tend to not do write any written whenever they are in the EFL classroom. The researcher also recognized the fact that students don't practice writing unless they are called on. It is not surprising to find out that students often know the answers, but they were not wanted to volunteer to say them.

English language teachers in Tolay secondary school also complained because of the students' low motivation in practice writing lessons. The students did not involve in the writing activities and they are reluctant to participate. These inspired the researcher to examine this phenomenon to better understand the factors of the students' reluctance to participate in the English language writing class and ultimately enhance the learning and teaching of practice English thereby motivating the students. Different studies have been conducted on EFL students' motivation and practice in writing lesson internationally or locally. For example BELETE, A. F. (2019) discovered that writing is about producing or sending a message to others like speaking and then writing skills are useful for advanced learners in their daily life. In addition to this, writing is not a spontaneous skill or acquired easily. In fact, it is viewed as probably the most difficult thing to do in language" (Nunan 1999:271). Thus, writing demands a lot of practice in all circumstances, especially in the formal classrooms with the help of the teacher providing clues to the practitioners. Learners need to have the greatest effort in the writing sessions to build a good expertise writing ability in their learning. This especially is essential for secondary education level students. Writing has always been regarded as playing a prominent role in learning a second and foreign language. However, it has been seen as the least important skill, and much attention was not given. But in recent years some researchers have examined students' motivation and its influence on the current practice of writing skill (Nelson Mandela 2008).

Alamirew (2005) studied that, motivations of writing, writing instruction, and studying writing performance indicate that writing skill is not effectively taught at high schools as the result he claimed that students writing performance is weak.” AbiyYigzaw, (2015) focuses on students’ motivation of writing through peer-led writing. This study mainly concerned with peer-led writing. His finding shows that the fixed one-to-five group discussion enhanced students writing even though students depend on their group leaders and lack the confidence to engage in writing tasks.

Eskedar Meseret, (2014) investigate the practice of teaching writing at secondary level and her finding shows that the teaching of writing has shown some improvement mainly from product approach to process approach and she claimed on the actual classroom practice of all the steps of stages are not fully applied. Teshome, (2007) studied the effectiveness of the teaching and learning of writing skills, the case of Assela College of teachers. And his findings show that the students composing skills are found very weak. However, the awareness of the students about their way of learning writing and their teacher's way of teaching was found odd with their actual performance. Additional to this, Temesgen (2013) stated that motivation has a relationship to action and practices. His objective was investigating factors that hamper the motivation of grade twelve students towards writing and the strategies teachers employ to deal with the challenges and his sample size 75.

And his findings were 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. So, this study paper was mainly different and similarity from the another studies in that it tried to focus on only the cause of students' motivation and practice in learning writing skills, and how well the stages in the writing process are practiced and mainly to emphasized background knowledge to influence students motivation and practice of writing skills. Furthermore, by its’ sample size, the use of variable were, some of different from another study. The similarity with them, were our cause was depending on the learners writing problem and what is their interest look like to learn writing and by its sitting, causes of academic purpose.

Therefore, this study is designed to fill the gap by making an in-depth investigation about students' motivation and how the students practice writing skills by using those two variables to gather. Therefore, all problems, like students' poor sentence construction, lack of to a paragraph, longer essays, profiles , autobiography, and other schoolbooks writing activities initiated the researcher to study students' motivation and practice of writing skills. This research tried to address this issue focusing on the above problem of Grade 11 Students: the case of Tolay Secondary School.

1.3. Objectives of the study

1.3.1. General objective

The general objective of this study was, to investigate EFL learners' motivation and practice in learning writing skills grade eleven students Tolay Secondary School in the academic year of 2013/2021.

1.3.2 .Specific objectives

- ❖ To describe EFL learners' motivation towards learning writing skill
- ❖ To assess EFL learners' practices of learning writing skills
- ❖ To identify the correlation between EFL learners' motivation and their practices in learning writing skills

1.4. Research questions

1. Which type of motivation do EFL learners have in learning writing skills?
2. How do EFL learners' actually practice learning writing skills?
3. Is there any correlation between EFL learners' motivation and practice of learning writing skills?

1.5. Significant of the study

This study was aimed at investigating the EFL students' motivation and practice in learning writing skills at Tolay Secondary School. And the researcher assume that, it's provides valuable input for the targeted school students to look for better ways in motivating and practicing writing. Hence, the researcher believes that the findings of this study can be significant for the following beneficiaries. It's useful for teachers in EFL contexts because it can contribute insight into those aspects of writing in which students require support so that they can aware of students' problems in advance and prepare themselves accordingly. As a result, this study would be useful for both students and teachers to increase and promote active and equal motivate for students in

the EFL classrooms. In addition, anyone willing to conduct further research on this area can use it as a reference. To the end, provides valuable input for the targeted school students to look for better ways in motivating and practicing writing.

1.6. Delimitation of the study

Its choices made by the researcher, which should be mentioned and they describe the boundaries that you have set for the study. So the subject of this study was only graded eleven EFL students' Motivation and Practice in Learning writing Skills. This study was delimited in both the number of populations involved in it and in its area of investigation. The population for the study was only EFL Grade Eleven students of Tolay secondary school. Moreover, the total population of the study was 319. Therefore, the study was confined to Tolay Secondary School Students in the academic year of 2013/ 2021.

1.7. Limitations of the study

Limitations were influences that the researcher cannot control, and shortcomings, conditions. According to Best and Kahn (1993), limitations are those conditions beyond the control of the researcher that may place restrictions on the conclusions of the study.

1. Shortage of local reference materials on the researcher's topic in the library
2. Short coming of internet coverage
3. If the study was conducted in pair or group it might have wider coverage and broad result.

2.8. Organization of the Study

The overall organization of the research has preliminary pages and five main chapters. The preliminary pages have an abstract, acknowledgment, list of abbreviations, and list of tables. Chapter one presents the introductory parts of the study from the background, statement of the problem, the main and specific objectives, research questions, significance, and delimitation, limitation, and organization of the study itself. Chapter two presents a review of related literature, concepts' of writing skills in the cause of EFL classroom, learning writing skills in EFL classroom, the concept of motivation and practice in learning writing skills, the importance of motivation and practice in learning the language, the role of motivation and practice in learning writing skills, strategies of motivation and practicing in learning writing skills, developing students' writing skills in EFL class, theories of motivation and practice of related to writing skills and impact of motivation and practicing on students in learning writing skill. Chapter three is about research design and methodology. Chapter four presents the data presentation and discussions. Finally, chapter five presents a summary, conclusions, and recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction.

This chapter was discussed review related literature and scholarly experiences regarding learners' motivation and practice in learning writing skills. The chapter defines motivation and practice in the context of writing skills. It would be discussed, concepts' of writing skills in the cause of EFL classroom, Learning writing skills in EFL classroom, the concept of motivation and practice in learning writing skills, the concept of motivation, concepts of practice in learning writing tasks importance of motivation, and practicing in learning a language, the importance of motivation, the role of practice in learning writing classroom, strategies of motivation and practicing in learning writing skills, strategies of motivation, strategies of practicing in learning writing skills, developing students' writing skills, approaches of EFL learners in the learning writing skills, impact of motivation and practicing on students in learning writing skill.

2.2. Concepts' of writing skills in the cause of EFL classroom.

According to Abay Takliye (2019) "Writing is expressing the feeling, emotion, ideas, perception, thought, etc. that the writer has towards a particular topic or issue using symbols representing the utterances of human language". It is a means of communicating ideas or sending a message via a written form to the receiver who is distant in both time and space.

Therefore, the writer demands conventions of linguistic competencies such as word building, morphology, syntax, grammar (word and sentence and textual level), pragmatics (appropriateness of language in a certain situation), discourse (language use and textual knowledge), and sociolinguistic knowledge (style, register, variety, naturalness). On the other hand, writing is the most complex human activity that requires the capture of mental representations of knowledge, and experience of a subject."

writing is defined as the communication of ideas by means of conventional symbols that are traced, incised dawn, or otherwise formed on the surface of some materials such as stone, metal, bamboo, papyrus, parchment, or paper, ... the only man communicates by means of writing, ... writing gives permanence to men's knowledge and enables them to communicate over great distances. Hence it is a necessary condition of civilization as we know it. The complex society of higher civilization would be impossible without the art of writing. Accordingly, writing is the

ultimate skill to be developed in a world that demands high interaction. Writing is a means of communication that enables learners to express their emotions and understandings on paper, to manage their knowledge and views into confirming thoughts, to be known via clearly composed text. In other words, writing is the performance of making and transcribing words in a form which able to be read and understood.

Writing can be said the ultimate tool to transfer knowledge from generation to generation through documenting the facts and experiences of a given society. Only human beings have the skill of writing that helps them to communicate using symbols designed to represent their sounds called alphabets. The public website Wikipedia defines writing “Writing is a medium of human communication that represents language and emotion with signs and symbols.... writing is a complement to speech or spoken language. Writing is a tool used to make languages be read....relies on many of the same structures as speech, Such as vocabulary, grammar, and semantics, with the added dependency of a system sign or symbols” The writing process is the printing of human interaction by the use of signs and symbols to represent utterances or understandings(**American Encyclopedia 1985: 558**).

Writing is conceived as an act of typing letters and characters on various materials such as paper, wood recording thoughts, and ideas (William and William 1809). It has an encoding of a message of some type that people can translate their ideas or point of view into written language (Byrne. D.1988). The process of writing is taught to promote individual students which may help learners in their roles in the community and to improve their skills professionally for the future, in addition, it is a major cognitive difficulty since it is perceived as a test of memory, language, and thinking ability. Generally, writing is a language skill in which the writer uses symbols that represent the sounds of a particular language to send or transmit the internal feelings the writer possesses towards a particular thing using writing materials to type the message to pass the information to the reader. Writing as it demands the writer to set goals, select audiences, and the ability to communicate with someone distant both in time and place, the composer needs to possess good convictions of the language. Writing has its own purpose for the writer to involve in the writing (**Macmillan Encyclopedia 1981**).

2.3.1. Learning Writing skill in EFL Classroom

Writing plays an important role in our individual lives, thus, it has become one of the crucial components in the EFL class. Its multifarious pedagogical purpose ranges from reinforcement, training, and imitation (generally, in the early stage of instruction), to communication, fluency, and learning (A. raimes 1983).

Since we consider writing as a tool for the creation of ideas and the association of the language system by using it for communicative objectives in an interactive way. From this perspective, writing implies the successful transmission of ideas from an addresser to an addressee via a text, and this exchange of information becomes a powerful means to motivate and encourage the development of language skills (Boughey. N.1997). We favors a process approach to teaching the writing skill from the outset. Since its social direction becomes observable and highlights the writer text- reader all interaction, thus purpose and audience are all important in the production of discourse while the functional dimension communication is reinforced (Chang, K. S. 1995).

As students need to be familiarized with specific discursive conventions, and constraints when addressing a new or unfamiliar readership, we also adhere to a genre approach to the teaching of writing (swales, J. 1990). The community determination of communicative event apply a powerful influence on the textual choices a writer makes and, for this reason, the students should be made aware of the sets of schemata which determine both the content and the form of the texts they will be asked to produce; so preparation for the tasks will comprise exposure to authentic materials plus a thorough discourse analysis of the different weakness of the process and the category methods reveal the convenience of adopting a complementary station which combines the views of both theoretical orientations (Boufort, R.1993). In the out-of-date model, an obsession with the conformation and the essay at the expense of other types of writing, plus a strong concern for usage overuse seemed to be the golden rule. But, the argument here is that positive results build-up from the implementation of a discourse-oriented writing approach once our students have acquired an effective command of the foreign language in a range of familiar situations and have a good operational performance in their grade level or beyond. In this context, assigning tasks that pose ‘real’ problems to solve is a challenging option to keep their motivation high and create a sense of achievement. (Tribble.1996). Therefore, by generating and

encouraging interactive writing, not just texts to be read and graded by the teacher, our students will develop self-confidence, fluency, and autonomy, and they will be stimulated to express their own authentic voices in the process of text production.

2.4. Concept of motivation and practice in learning writing skills

2.4.1. Concept of motivation

Motivation is driving from Latin words it” meaning to move.” Motivation is an inner state that organizes activities, moves, or channels behaviors towards goals. It is the internal and external need to involve oneself self in the writing activities. According to The Swedish National Agency for Education (Skolverket, 2019) motivation is a necessary component for L2 learning, and teachers are expected to play a fundamental role in creating student motivation.

In addition, the word motivation is derived from the word ‘motive’ which means needs, desires, wants, or drives within the individuals. It is the process of stimulating people to action to accomplish the goals. According to Dornye, Z. (2001) motivation is based on the Latin verb for “move,” is the force that makes one do something. It is a process that involves goals, physical or mental activity, and is both instigated and sustained. Motivation is an essential element of successful language acquisition and is a dynamic process subject to continuous flux (Do`rnyei, Z. 2001). Beyond that, when the teacher is more enthusiastic about a topic, then the students will be more inclined to believe that the topic has value for them (Palmer, 2007).

Moreover, Olson (1997) emphasizes almost everything teachers do in the classroom has a motivational influence on students. Therefore, English language teachers, in particular, must take care of the activities in the classroom in order not to have unmotivated learners. Beyond that, when the teacher is more enthusiastic about a topic, then the students will be more inclined to believe that the topic has value for them (Palmer, 2007). The learning environment is paramount to influence the learners’ motivation. If a learning environment is accessible and available, thereafter, the environment must be of quality or caliber. Generally, an environment of freedom can foster motivation to learn (Rumsey, 1998; Lengnick-Hall & Alders, 1997; Celikoz, 2010). 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, (Susan, 1995) defines motivation as an energizing force that stimulates arousal, direction, and persistence of

behavior. In Susan's definition; one can note that learners should be energized so as to make them actively engaged in writing practices. 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 Kendra Cherry who defined motivation as 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. For Curzon (1990), motivation is the internal state or condition that results in behavior that is directed towards the specific goal. From this, logically, it is possible to understand that the internal drive towards the planned goal through a particular behavior is essential for learning. Hence, students should have a motive towards practicing writing tasks in order to perform effective writing. However, Curzon's definition neglects the prominent agents that can be responsible either to onset motivation or to lose it.

But, still, the definition assures the paramount importance of the motivation to achieve any specific goal like to be actively engaged in writing practices /activities/. However, the following definition resulted from the general conscious since it was gleaned from a variety of physiology textbooks in an easily understandable manner.

Motivation in education affects how students learn and how they behave towards a subject matter. It can direct behavior toward particular goals, lead to increased effort and energy. Prakash (2007) explained that motivation is the heart of a significant age level. When motivation is high, students learn things without taking much time, but when it is low, they take a longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material. Motivation is considered the central construct in both educational and psychological research and plays a significant role in several theories of human development and learning (Weiner, 1990). Learning is equally essential for performance; learning enables learners to acquire new knowledge and skills, whereas motivation provides the impetus for showing what

we have learned. It increases the likelihood that people will pay attention to something, study, and practices it, and tries to learn it in a meaningful fashion. It also increases the likelihood that will seek help as they encounter difficulty. Educational psychologists have long recognized the importance of motivation for supporting student learning. More recently, the partnership for 21st-century skills has identified initiative as one of the life and career skills necessary to prepare students for postsecondary education and the workforce.

However, many educators may be unfamiliar with methods for evaluating and encouraging motivation, particularly at the elementary level. The purpose of this literature review is fourfold: (a) to explore the ways in which motivation has been defined by researchers, (b) to investigate how motivation develops, (c) to learn how teachers can encourage the development of motivation in their students, and (d) to review best practices in assessing motivation(Emily,2011). However, research within the area of motivation indicates that the understanding of motivation in L2 learning is limited.

Teaching and learning writing skills is hardly ever the most motivating component of a language curriculum, appropriate stimuli are rare in a 2- or 3-year purely skills-oriented training, involving one-to-one communication using traditional tools, and often lacking clearly differentiated and sequenced goals per “level”.

In addition, writing curricula often fail to be embedded in a research environment nor in an overall view on language acquisition and learning(Buyse,2006) Al-Jarrah (2001) defined writing in a foreign or a second language as an overwhelming experience, particularly, for students whose native language, i.e. Arabic –speaking students writing in English. Wikipedia (2009) defined motivation as the internal condition that activates behavior and gives it direction; energizes and directs goal-oriented behavior.

According to various theories like Maslow's (1970), motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may be included specific needs such as eating and resting, or the desired object, hobby goal, or it may be attributed to less- apparent reasons such as altruism and morality. Motivation is closely related to the learning process.

It can help us plan to achieve to objectives we desire. Implementing specific activities can make the achievement of these objectives slow but effective. One can realize that there are two types of motivation defined according to their impact. These motives are internal motivation and external motivation. Internal motivation emerges from the person him\her, while external motivation comes from external sources such as the teacher, school administration, parents, and peers (Okolo, 1995).

According to Fisher, (1990) motivation divided in to two categories, i.e. intrinsic and extrinsic motivation. Intrinsic motivation comes from within and is based on needs, wants, attitudes, values, or beliefs and no apparent reward, whereas external motivation comes from things one gets after he/she achieves success and anticipates a reward from outside and beyond the self, such as better paying jobs or a more economically stable lifestyle.

He also pointed that educational psychologists point out three major sources of motivation in learning: the learner's natural interest (intrinsic satisfaction), the teacher/ institution / employment (extrinsic reward) and success in the task (combining satisfaction and reward).

2.4.2. Concepts of practice in learning writing task

Practices are performing an activity or exercise repeatedly or regularly in order to acquire, improve, or maintain proficiency in it. The process of producing and recording sentences, words, paragraphs, and larger texts, and involves turning up and writing about a particular topic, theme, or idea without editing yourself for a pre-determined period. Making a commitment to practice is essential to maximize the impact of training (Woody, R. H., & Woody, R. H. (2007).

After all, practice is the only way to become proficient in a new skill or behavior. As leaders, we need to embrace the discomfort of being beginners in order to continue to grow and improve. On another hand when we see practice part teaching strategies teachers use daily began as innovative ideas that were tested and then perfected by their creators. This suggests that the definition for best practice can be interpreted as existing teaching practices that have been proven to be effective. Practice is a very important way in our daily activity great than academic purpose. According to **Michael Full and Andy Hargreaves** take they have put the practice in a different way. There are different kinds of practice in the academic process. Such as practices in education, special education, early childhood education, elementary, middle school, high school,

and higher education. Practices can vary depending on the age group and ability of students. So practices can be adapted to take advantage of technology and digital advances. There are a variety of writing prompts and exercises a writer can do to help them start writing and to keep them writing well. Writing exercises can help you discover your own style, generate ideas, practice writing in a specific tone, and just learn how to write better overall.

2.5. The Importance of Motivation and practicing in Learning Language

2.5.1. Importance of motivation

It is in education affects how students learn and how they behave towards a subject matter. It can direct behavior toward particular goals, lead to increased effort and energy (Prakash 2007). Motivation is the heart of a significant age level. When motivation is high, students learn things without taking much time, but when it is low, they take a longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material. Motivation is considered the central construct in both educational and psychological research and plays a significant role in several theories of human development and learning (Weiner, 1990).

Learning is equally essential for performance; learning enables learners to acquire new knowledge and skills, whereas motivation provides the impetus for showing what we have learned. Motivation is an important psychological construct that affects learning and performance in at least four ways: firstly, it increases an individual's energy and activity level (Pintrich, Marx, Boyle, 1993). Secondly, it's direct an individual toward certain goals (Eccles and Wig field, 1985).

Motivation affects choices people make and the results they find rewarding. Thirdly, it promotes initiation of certain activities and persistence in those activities (Stipek, 1998). It increases the like hood that people will begin something on their own, persist in the face of difficulty, and resume a task after a temporary interruption. Fourth, it affects the learning strategies and a cognitive process an individual employs (Dwek and Elliott, 1983). It increases the likelihood that people will pay attention to something, study and practices it, and tries to learn it in a meaningful fashion. It also increases the likelihood that will seek help as they encounter difficulty. Educational psychologists have long recognized the importance of motivation for supporting student learning. More recently, the partnership for 21st-century skills has identified initiative as one of the life and career skills necessary to prepare students for postsecondary education and the

workforce. However, many educators may be unfamiliar with methods for evaluating and encouraging motivation, particularly at the elementary level.

The purpose of this literature review is fourfold: (a) to explore the ways in which motivation has been defined by researchers, (b) to investigate how motivation develops, (c) to learn how teachers can encourage the development of motivation in their students, and (d) to review best practices in assessing motivation (Emily, 2011). The influence of motivation and attitude on the writing strategy use of undergraduate EFL students at Jimma University, Ethiopia (Gupta and Woldemariam 2011). The students are required to develop their writing skills to meet academic requirements and future demands of writing in professional settings.

Data were collected from respondents about their motivation and practice, writing ability, and writing strategy use using questionnaires, proficiency tests and interviews (n=11,92 and 76 respectively).

Analyses and summaries of the data were done using quantitative and qualitative techniques. Results obtained indicated that undergraduate students with strong motivation and practice demonstrated a high level of enjoyment, confidence, perceived ability, and positive attitude towards effective teaching methods of writing, and they were found to have employed writing strategies most frequently.

That is, highly motivated students were found to use more writing strategies than less motivated ones. Moreover, students who frequently practiced writing exerted adequate effort scored expected grades, and obtained early support and encouragement from significant others were also found to be high writing strategy users. The study also revealed that the majority of the undergraduate students were instrumentally motivated when learning writing.

This motive has been found to be one of the main driving forces in developing writing skills of learners in the EFL context Gditawi, Noah, & Abdul Ghani (2011) conducted a study investigating motivation and practice relationship with learning reading and writing in sixth graders in public schools in the Hashemite Kingdom of Jordan. This major goal includes the following items: identifying the level of motivation in sixth-graders attending public schools in Jordan, identifying their academic achievements in reading and writing, identifying the influence of motivation on their learning reading and writing. The sample of the study consisted of 852 students, 460 males and 392 females.

The study found out that the mean of motivation is above average(3.91), the mean of reading and writing achievement is above average(11,92).The study also indicated a positive significant correlation between motivation and learning reading and writing. The results have pin pointed the influence of motivation on learning reading and writing.

2.5.2. Importance of practice in learning writing tasks.

Practice is important for teaching and learning in at least five ways: Practice greatly increases the likelihood that students will permanently remember new information (Anderson, 2008). When students practice solving problems, they increase their ability to transfer practiced skills to new and more complex problems. Practice is the act of rehearsing a behavior over and over, or engaging in an activity again and again, for the purpose of improving or mastering it, as in the phrase 'practice makes perfect'.

2.6. The Role of Motivation and practice in Learning Writing Skills

2.6.1. Role of Motivation

Numerous cross-disciplinary concepts have been presumed to describe motivation. Each of these concepts has some fact but no only concept appears to sufficiently describe all human motivation. For example, the discoverer of the humanistic approach, Abraham Maslow (1958), students' needs should be met so as to make learning take place due to motivation. A student who feels hungry or thirsty can get difficult to be motivated to practice learning tasks. Students with a high sense of academic efficacy display greater persistence, effort, and intrinsic interest in their academic learning and performance (Zimmerman, Bandura, and Martinez 1992).

Additionally, behaviorists like B.F. Skinner (1954) emphasizes 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.

Lastly, to success motivation concept 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 & Snowman (1993) According to Gardner and Lambert (1972), motivation of learning can be for the sake of combination or instrumentation .Integrative motivation is characterized by the learners' positive attitudes towards the target language group and the desire to integrate the target language community. However, instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus

referring to a more functional reason for language learners who wanted to integrate the target culture were more motivated and more proficient than those who were instrumentally oriented for reasons of academic or job advancement. However, integrative orientation proved far less important in foreign language settings where such integration is virtually impossible. But in my view, students should be genuinely motivated for the sake of pleasure what he acquires when he learns the language.

2.6.2. The role of practice in learning writing classroom

The role of practice in writing skills can be interpreted as existing teaching practices that have been improving to be effective of learner writing skills and creative ability. Michael Full and Andy Hargreaves take this idea further in ‘Professional Capital: Transforming Teaching in Every School’ as they suggest best practices are practices that have achieved a high level of effectiveness and have been perfected over a decade or longer.

Teachers today are able to use practices and strategies that have been created and developed by generations of teachers before them. The process of writing suggests that we can actually teach students how to write with coherence, an appropriate grammar structure, and acceptable spelling. One of the effective ways to do this is to motivate the students and make them aware of the steps involved in effective writing. A practical teaching idea may be the solution to avoid “boring lessons” in the writing skill process.

Theory and Practice must always be together to get good results in learning any foreign language, as well as, making right use of a variety of methodological approaches. A practical teaching idea may be the solution to avoid “boring lessons” in the English learning process. Theory and Practice must always be together to get good results in learning any foreign language, as well as, making right use of a variety of methodological approaches.

2.7. Strategies of Motivation and Practicing in learning writing skills

2.7.1. Strategies of Motivation

Writing is one of the most important skills in teaching English as a foreign language. It reflects the power of students in mastering writing techniques, so the students need to be aware of writing as a process and as a product as well. Learning writing also includes the learning of writing skills, rules, and conventions. As the result, students should not only know these tactics but also know how to manage and control them. The main purpose of strategic writing instruction is that learning to write includes the learning of mental processes to produce writing

and to control the production of writing (Calhom &Hale, 2003). Research indicates that effective or expert writers are strategic. This means that writers have purposes for their writing and adjust their writing to each purpose and for each writing task.

Strategic writers use a variety of strategies and skills as they construct paragraphs. As EL-Koumy (1991) stated goal of all writing instruction is to help students become expert writers so that they can achieve independence autonomy in their learning. Learning to use writing strategies effectively is essential in constructing meaning in students writing and as a trial to change students' passive attitude towards writing into an active one. 'Many EFL students find writing the most difficult area of language in the meantime; teachers also find it hard to assist students in producing pieces of quality academic writing, Abdel Hacky (2002). The underlying reason can be drawn from a number of factors, for instance, the inherent complexity of the skill students' limited knowledge of the topic, insufficient practice, and inadequate feedback (Anwar, 2000).

Additionally, studies of language teaching tend to focus mainly on the accuracy and correctness of grammar and writing mechanical (Calhoun, & Hale, 2003). From my experience, I observed that most English language teachers jump the writing and reading part and focus on grammar form. According to, Phinney (1991) stated that second language writers are often assumed to have negative attitudes and apprehension towards writing than first language writers. Students are seldom given feedback on their writing in the English language, or the opportunity to revise their pieces of writing because of their large class size, or the usual practice is to correct the grammatical errors.

In addition, the teacher is the primary audience for students' writing. The cause of weak writing skills includes, the poor attitude that the students exhibit towards writing (Forsyth, 2003). Students often view themselves as incompetent writers and thus a low level of engagement occurs in their writing. The students move from a grade to another grade and their attitudes towards writing generally worsen. To enable students to write effectively the researchers proposed the following different strategic kinds of solution models to overcome writing difficulties and change students' attitude towards writing (Kea, 2000).

2.7.2. Strategies of Practicing in learning writing Skills.

Writing is a psycho-motor and cognitive process which involves cognitive, metacognitive, social, and affective strategies (Flower and Hayes, 1981). For example, resourcing, elaboration, and

grouping are strategies using in the pre-writing stage of writing. Writing skill strategies are ways of controlling the writing process to produce well-organized sentence structures, paragraphs, and larger texts. These strategies are cognitive and Metacognitive procedures used to control the production of written language and to solve problems while writing. Writers shouldn't be passive when doing writing tasks; they should be able to use some writing strategies, in a flexible way to be strategic writers.

Strategic writing is the ability to monitor and adjust writing during the writing process. According to Calhoun and Hale, (2003), strategic writing is a link between cognitive and Metacognitive, that is, to associate knowledge with thinking. Strategic writing techniques show students how to discover their own ideas in a strategic method. The strategy requires an ability to conceive the future and create possibilities.

A successful strategy is a mental discipline consisting of broad-ranging, flexible and creative thinking. Resourcing involves using a good model of the writing tasks. Elaboration is relating new information to prior knowledge. In order to activate the background knowledge and to brainstorm using the semantic map is vital (O'Malley and Chamot, 1990).

However, they seemed to neglect some important prewriting cognitive strategies like outlining and social strategies like peers' idea-sharing. They also did not include meta-cognitive strategies like self-monitoring of the tasks and affective strategies like avoiding or at least minimizing writing anxiety. On the other hand, in the actual phase of writing re-reading, substitution and the strategic use of L1 are the three cognitive strategies. Re-reading is engaged to consider the gist of their writing, intention, and disorganization (Raimes, 1987, Sasakil, 2000). Besides, substitution supports the generation and analysis of the content (Bosher, 1998, Cumming, 1989).

Moreover, L1 may be used to translate keywords or phrases (Lay, 1988, Sasaki, 2000) or to think through the L2 In a nutshell, the affective strategy involves controlling one's anxiety may be through exchanging of thought and it is vital to motivate oneself. Metacognitive strategies like planning ahead, monitoring, and evaluating are vital strategies to enhance the learners' engagement and motivation in the writing tasks. Also, social and cognitive strategies are compulsory to motivate learners towards the writing tasks.

2. 8. Developing students' writing skills in EFL class

Students have their own motivation and practice of writing skills from their earlier grades till grade 11. Whether they are right or wrong they came to high schools having some kind of knowledge and considerate of writing skills. So, much is predictable from the subject teacher to shape and to change their wrong awareness and understanding by developing crafting skills. The role of the teacher in helping students to produce coherent and cohesive pieces of writing in developing crafting skills is very helpful (Hedge 2005). It is useful in devising activities to use some of the Multilanguage of linguistic analysis and raise students' understanding of how texts are put together. She elaborates her idea that teachers who encourage students to read in English do them a great service. It appears to be the case that good writers, who may not necessarily have had any formal instruction about discourse types, start writing with appropriate 'schemata' in their heads.

They can, for example, make an effective plan for describing a system of some kind. This aptitude has built up through reading and supposing the structure of texts. So, as well as doing tasks to practice aspects of textual structure, students can also gain considerable insight from reading published and peer group writing.

As Hedge elaborated, controlled tasks which focus on one or more aspects of written discourse should be balanced by free writing activities, even from the early stages. Students need to exploit the language resources they have, to what they can do, to progress towards autonomy. The most effective way of helping students to produce coherent and cohesive writing is to offer practice at the next level, that is, to encourage the writing of whole texts.

Activities which encourage the putting together of a sentence out of context are not as useful as those which take a whole text as a frame and develop practice within it. If the context of the writing is clearly established, all the devices in focus can be practiced in a meaningful way, and practice in the context of complete pieces of communication and this can change students negative attitude towards writing skills that is they often don't want to write any piece of writing activities which are given by their subject teacher.

2.9. Theories of Motivation in Related 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.

For example, the pioneer of the humanistic approach, Abraham Maslow (1958), students' needs should be met so as to make learning take place due to motivation.

A student who feels the teacher approach can get difficulty being motivated to practice learning tasks. Cognitivist like Zimmerman, Bandura, and Martinez (1992) 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) emphasizes 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 & Snowman, 1993).

According to Gardner and Lambert (1972), motivation of learning can be for the sake of integration or instrumentation. Integrative motivation is characterized by the learners' positive attitudes towards the target language group and the desire to integrate the target language community. However, instrumental motivation underlies the goal to gain some social or economic reward through L2 achievement, thus referring to a more functional reason for language learners who wanted to integrate the target culture were more motivated and more proficient than those who were instrumentally oriented for reasons of academic or job advancement. However, integrative orientation proved far less important in foreign language settings where such integration is virtually impossible. But in my view, students should be genuinely motivated for the sake of pleasure what he acquires when he learns the language.

2.10. Impact of motivation on students in learning writing Skill

2.10.1. Impact of motivation

Motivation has a direct impact on how an individual learns. The effect of motivation is normally far-reaching because it increases an individual's energy level, determines the persistence in reaching a specific goal, and affects the types of learning techniques used and an individual's thinking processes. Motivation in education affects how students learn and how they behave towards a subject matter. When motivation is high, students learn things without taking much

time, but when it is low, they take a longer time to learn the writing skill aspects and they are exposed to make many errors in learning the material. Motivation can be increased or decreased based on many different factors. This is one of the reasons why instructors in any educational institution can have a substantial impact on their students' learning since they are a part of the student's intrinsic motivation environment. Some instructors are better at employing numerous positive motivation techniques and strategies than others. As a result, the students can obtain a sense of satisfaction from excelling in a class or they may receive low grades because they are demotivated. For instance, if the instructor can explain to the students how a specific subject matter can relate to real-life situations, the students are more likely to have a personal interest in learning what's being presented to them. While some students are motivated by extrinsic factors, others may be motivated purely by intrinsic factors. In these situations, the student may have a goal that they want to reach by a certain time. In order to accomplish their goals, the information that they learn is of great value to them. Whatever the individual's motivation factor is, it is clear that motivation and learning will often go hand in hand.

Sometimes an individual motivation can be adversely affected. From past failures with a certain subject matter to teachers who fostered an intimidating learning environment, adults and children may be demotivated because of numerous situations. Getting motivated again is often hard but it can be done. Motivation has a great impact on the learning process. Motivation alone can determine if the person will pass or fail. While some people learn more by outside influences, others may achieve more by their personal aspirations. Whatever the situation, everyone involved in any learning process should know how motivation affects learning.

CHAPTER THREE: RESEARCH METHODOLOG

3.1. Introduction

This chapter deals with the research methodology and ethical considerations. So below this chapter starting from research design, the source of data, subject of the study, study population, sample size and sampling techniques, data collection tools, procedures of data gathering, techniques of data analysis, and ethical consideration are handled.

3.2. Research design.

According to Kerlinger (1986), a research design is a plan, structure, and strategy of investigation so as to obtain answers to research questions or problems. Descriptive research uses systematic procedures to discover the relationship between existing variables (Cohen and Manon, 1994). The descriptive survey design was chosen as it allows the researcher to describe the current status of the issue under study.

Therefore, the researcher used descriptive survey designs to describe the current investigate EFL learners' motivation and practice in learning writing skills: Grade 11 Students of Tolay Secondary School. This study was adopted a descriptive survey research design. According to Orodho (2004), a descriptive survey research design enables the researcher to collect information about people's opinions, attitudes, or any of the variety of education or social issues that affect them. This research design would consider appropriate because it enables the researcher to gather information from the respondents' students of Tolay Grade Eleven Secondary Schools. So the researcher using mixed methods mean quantitative and qualitative data in a single study.

In this process, you need to decide on the emphasis you would give to each form of data, which form of data you would be collected first, how you would "mix" the data, and whether you were used theory to guide the study (Creswell and Plano Clark, 2006). The purpose of such a design is to draw from the strengths and minimize the weaknesses of the quantitative and qualitative research approaches and the researcher mixed methods for analyzing data from both research approaches in a single research investigation.

3.3. Subjects of the Study

The subject of the study was, investigate EFL students' motivation and practice in learning writing skills, the case of Grade 11 Students of Tolay Secondary School.

3.4. The sources of data

The source of data that the researcher was going to conduct would be expected to come from the primary data source since they are directly related to the problem and are expected to provide sufficient information on the problem under the study. The primary sources of data was Grade Eleven Student of Tolay Secondary School

3.4.1. Study population

According to Mugenda and Ugenya (2003), the target population should have some observable characteristics, to which the researcher would be intended to generalize the results of the study. As the information obtained from the director of the stated high school shows, the total numbers of the students were 179 males and 147 females those are totally 319. From those, the target population for this study was 96 (30%) of grade eleven students out of 319. The reason why the researcher selected those learners at this grade level was that, they are at the level of critical writing that needs to possess abundant strategies. They are also more matured than the level of under them (grade nine and ten).

3.5. Sample size and sampling techniques

The study was conducted on Grade Eleven Students of Tolay Secondary School. The researcher used only grade eleven students of section A- I, as a sample through the systematic random sample technique. Systematic sampling is defined as a probability sampling method where the researcher chooses elements from a target population by selecting a random starting point and selects sample members after a fixed 'sampling interval. In this method, from the total number of three hundred nineteen students, the researcher taken ninety six students thirty percent of the population through systematic sampling technique by choosing the samples after a specifically defined interval.

The researcher used students' attendance to select the sample population. Based on their attendance the researcher selected the odd number which starts from number three and goes through in three intervals by using a systematic sampling technique. Schutt places particular emphasis on the importance of each sampling element occupying a unique position relative to the research endeavor (2006: 155). A well-designed qualitative study usually requires a relatively small number of respondents to yield saturated and rich data that is needed to understand even subtle meanings in the phenomenon under focus Dornyei (2007).

The researcher uses the following formula for the systematic random sampling technique.

$$K = N/n$$

k = Represents the initial number

N= Total population

n= Sample size

Table 1: Sampling grid for students.

No.	Target population	Sample (n)	Percent %	Sampling technique
Students	319	96	30%	

3.6. Data Collection Procedures

Before, collected data from primary sources, the researcher took permission from the school Director by explained the purpose of the study. This helped the researcher in order to collecting the data effectively. After the permission was obtained, the data collection starting from class observation and questionnaires were distributed to the learners' participants by the researcher to collect data from them. Finally, the semi- structured interview was done by the researcher and information was collected. This step was sequenced purposively by the researcher to help careful investigations for gathering accurate data based on the research questions. By the end of data collection, data analysis and interpretation continued. In addition to this, for this study, the pilot study is carried out in three sections of grade eleven students of Tolay Secondary School which are randomly selected and were not be included in the main study.

It was carried out by administering questionnaires for 12 students of Tolay Secondary School respondents ahead of time in order to check whether the instruments were strong enough to generate the kind of data the study wants. It was found that few items were totally rejected by 3 students and 9 students as relevant items. Based on the result of the pilot study, the researcher has decided to discard the irrelevant items and also made some sort of modification on the items and translate the items into the language students can easily understand. As a result, the reliability of the instrument was computed using the SPSS version of 12 students and the obtained reliability index was found out to be $\alpha = 0.841$.

As to Bryman & Cramer (2005), a coefficient of 0.8 or above is usually taken as indicating a reliable measure for the instruments to gather necessary information. Based on this criterion, the items were found to have good grounds to be employed in collecting the relevant main data for the study. For face validity, the questionnaires instruments were given to subject experts.

3.7. Data Collection Instruments

The researcher would be using different data collection instruments to obtain relevant data. Those are classroom observation, questionnaires, and semi-structured interviews.

3.7.1. Classroom Observation

Classroom Observation is a systematic data collection approach and it would be carried out by the researcher to have an idea of the topic under investigation and active acquisition of information from a primary source. According to Burns (1999) when using observation, a researcher observed the classroom interactions and events as they actually occur. He/she also contended that observation was an attempt to observe events as they naturally occur. Thus, the researcher selected four sections and observed them once times in each class in order to collect data. The researcher used a checklist during the classroom observation.

Classroom observation was intended to the students practice writing in a real classroom, situations using the designed checklists. This observation checklist has two parts: the first parts of the checklist were focused on students' participation in the writing lesson, and the second part is how teachers applying to make motivate and practice students writing skill tasks. Accordingly, all sample EFL teachers' classes were observed once each totally four-time, and classroom observations were conducted. The data gathered through classroom observation would be analyzed by quantitative method.

3.7.2. Questionnaire

Best (1989) and Sharma (2000) stated that a questionnaire enables a researcher to collect data from large groups of individuals within a short period of time and it is also easy to administer to a number of subjects in one place at a time. This instrument was used to gather data related to students' classroom practice and motivation in learning writing and to identify some factors that prevented student's interest. The researcher used questionnaires composed of closed-ended questions by using a five-point Likers scales (strongly agree, agree, disagree, strongly disagree,

and not sure) as suggested by Best (2003) and Kothari (2004) for students. A questionnaire is a research instrument that consisted of a set of questions that aims to collect information from a respondent. A research questionnaire is typically closed-ended questions to get relevant data from the respondents only. Fifteen questions are prepared for 96 students of grade eleven and done by the researcher. And the response would be analyzed in a quantitative method.

3.7.3. Semi-structured interviews

The interview is an important data gathering technique involving verbal communication between the researcher and the respondents. An interview schedule would be preferred because it helps the interviewer to cover all the dimensions of an investigation through probing of the respondents and hence it provides in-depth information about particular cases of interest to the researcher. Scholars like Miles and Hamberman (1994) stated that in order to interact with the participants in a natural and non-threatening manner, interviews should be comprised. Eight interview questions were prepared for eight Students' for Grade Eleven Tolay Secondary School. The interview responses would be analyzed through the qualitative method. Purposively eight students were selected to interview individually using semi-structured interviews.

Pre-determined questions were put to the interviewee in specific order and responses were received by taking notes and recorded using mobile phone. This semi-structured interview translated to Afaan Oromo(see appendix).This data collecting tool helped to get in-depth information related to students' motivation and practice in learning writing skills. The reliability and the validity of the data obtained from the questionnaire were triangulated (Lynch, 1996) through interviews, that is, vague results from respondents underwent interview for clarity.

3.8. Methods of data analysis

Data was analyzed using both qualitative and quantitative methods. The responses of closed ended items of the questionnaires were tabulated and analyzed using statistical tools such as percentages. However, the analysis of the data collected using the interview and observation checklist was analyzed using qualitative method of data analysis; each item was interpreted through explanation. Therefore, the qualitative data was analyzed and presented through explanation depends up on their similarities. There are some justifications to use mixed methods as Cohen, et.al (2007) suggests. Among them it is advantageous to examine the same phenomenon from different perspectives.

3.9. Ethical Considerations

In this study ethical considerations were specified. The research carried by explaining the objectives of the study to respondents, encouraging them to participate voluntarily, ensuring them that the information they provide was used only for the study purpose and was not be reported by using their names and their specific addresses.

To ensure these, the researcher put an opening introductory letter that request respondents' cooperation to provide the required information for the study. In doing so, the introductory letter framed in a manner that ensure them anonymity and confidentiality of the information that they provided. To get their consent the researcher communicated all institutions and individual participants legally and smoothly. Furthermore, all the materials to be used for this research and participants of the study were acknowledged.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This study aimed to investigate EFL learners' motivation and practice in learning writing skills: Grade 11 Students of Tolay Secondary School in Botor Tolay District. To achieve this, questionnaires consisting of closed ended items were distributed to sample Grade 11 students at the state high school. Moreover, these were supplemented by interview, classroom observation results. Accordingly, 96 grade 11 students responded to the questionnaires and from interview respectively. This was assumed to be adequate for the analysis. The data collected through the questionnaire were first categorized and depicted on various tables so that it could be understandable easily, and then various statistical tools were used for analysis. The analysis was made in terms of the following basic research questions raised in the first chapter of the study.

4.2. Students' Motivation for writing skills

This section was tried to answer the research question, (How do Tolay Secondary School Students' Distinguish Writing Skills?), and the purpose of the students' questionnaire in this section is to collect data about students' motivation and practice for writing skills. Thus, the results of the data analysis on EFL students' motivation and practice of writing skills represented as follows. Key: SA = strongly agree =5 AG = agree =4 DA = disagree=3 SDA = strongly disagree=2 = Not Sure=1

4.2.1. Analysis and interpretation of data obtained through questionnaire and interview

To address the first objective of the study, the student's responses to the semi-structured questionnaire and the free-response questions were discussed and analyzed in detail.

Table 1: Frequency and mean value of students' responses on their motivation and practice in writing skills.

List of activity	SA=5	AG=4	DA=3	SD=2	N/s=1	sum	Mean value
1. I like to learn writing because it is very important, and I feel confident about learning it well.	5 5.5%	4 4%	43 45.5%	44 45%	0	262	2.7
2. I often think that writing will not be helpful to me in the Future as equal as grammar, vocabulary and reading	35 36%	33 34%	16 17%	12 13%	0	379	4
3. I don't like to attend writing lesson because I am poor in vocabulary and this makes me unmotivated.	38 39%	45 46	8 9%	5 6%	0	402	4.2
4. I don't like to attend writing classes because I am poor in vocabulary.	41 42%	39 40%. 6	9 10%	7 7%	0	402	4
5. I am not interested in practical writing because it is not included in Ethiopian Higher Education Entrance Examination	37 38%	43 44%	10 11%	6 7%	0	399	4
6. My purpose of developing the ability in English language writing is to get good grammar.	37 38%	38 39%	11 12%	10 11%	0	390	4
7. I often feel a lack of motivation when I practice writing because I am not good at grammar.	16 17%	20 21%	32 33%	28 29%	0	312	3.25

8. I often feel uncomfortable when writing since my English teachers do not properly facilitate the writing tasks.	33 34%	33 34%	22 23%	8 9%	0	379	4
9. I believe that I can be motivated to in English very well as long as I make a great effort in using my teachers' advice and strategies of writing.	10 11%	7 7.5%	35 36%	44 45.6%	0	271	2.8
10. When I can easily and smoothly produce an idea I feel contented and have a great motivation to learn writing.	10 11%	7 7.5%	36 37%	42 43%	0	272	2.8
11. I am often unable to motivate on the activities of writing skill because writing skill is very difficult skill than other skills for me.	45 46%	38 39%	11 12%	2 3%	0	414	4.3
12. I would like to learn writing because I want to make friends with English speakers and hope to be abroad for advanced study in the future.	16 16.7%	12 12.5%	35 36.5%	33 34.3%	0	299	3
13. Our teacher makes us practice writing in groups or in peers.	13 14%	6 7%	38 39%	39 40%	0	281	3
14. Since my primary purpose of learning writing is to develop the skill, I am often motivated to learn writing skills in the classroom.	5 6%	14 15%	40 41%	37 38%	0	272	3
15. I have a sense of motivation when I perform better in English writing tasks that contain thinking, planning, writing, and checking activities.	9 10%	10 11%	33 34%	44 45%	0	272	2.8

The 1st table above indicated that, 5(5.5%) of the respondents strongly agreed and 4(4%) of them agreed that they like to learn writing since it is very important and they feel confident about their learning well. On the other hand, 43(45.5%) disagreed about its importance for their academic achievement. And also 44(45%) strongly disagree. This indicated that if the mean value (2.7) lay under disagreed and strongly disagree an agreement and this implied that students showed that disagreement about the importance of writing skills for their academic success. From the reflections, it may be inferred that a significant number of students seemed to have a wrong view towards the importance of the writing skill. As a result, their motivation might be affected by the writing. In connection to this, Loughran (1996) emphasized that students' motivation had to do with their positive attitude and desire to participate in the learning process.

In item two 35(36.4%) and 33(34.5%) strongly agreed and agreed respectively that personal motivation and writing will not be helpful to me in the future as equal as grammar, vocabulary continuously which enable them to improve their writing skill, others, 16(16.7%) of the respondents disagreed with this item. And also 12(12.5%), of the respondents strongly disagreed with this item. The mean value of this item was 4 this revealed the respondents' disagreement on this suggestion. Thus, we can conclude that the majority of the students have a negative attitude about thinking writing skills helps them in the future equal as grammar, vocabulary, and other skills. Concerning item three, that is, motivation and practice of writing skills to attend writing lesson in case of poor vocabulary 38(39%) of the respondents strongly agreed and 45(47%) of them agreed that writing skill is unmotivated; however, 8(9%) of the respondents disagreed to the difficulty of writing skills. And also, 5(5%) of the respondents strongly disagreed with this attending writing lesson. The mean value was 4.2 it showed that agreed with this item, so this means the majority of the participants agreed with this idea.

Therefore, the item indicated 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. Writing is the most difficult language skill which is challenging and demanding by its own nature, and that is why most of the students were of the motivation that reflects their negative image on the writing skills.

Question 4 indicate that, 41(42.7%) and (39.6%) of the students responded strongly agree and agreed respectively that learning writing in English requires more contribute learning grammar, vocabulary, and other language skills, and because of this, they don't want to learn writing. On the contrary, 9(9.3%) and 7(7.3%) of the respondents disagreed and strongly disagreed respectively. So they want to learn writing skills whatever it needs more effort than other skills. The mean value of this idea was 4.18, so its shows the agreement. This means the majority of the students were of the motivation that learning writing in English needs more effort than other skills and because they did not want to practice writing skills.

In support of this, how lack of vocabulary influences the motivation of writing? From eight students, five of them said that lack of vocabulary influences their writing skills and three of the respondents said that lack of vocabulary can't influence their writing task. For example they were describing like this: Student 1 responded to this interview question: I think word difficulty is a very important reason for students' motivational problem to learn writing because they may assume that learning writing is impossible without sufficient words.

Similar to this, student 2 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. Similar idea was produced in an interview with student 3 "My problem to hate my writing class is the lack of vocabulary even learning the word is hard." Again, student 4 emphasized, "I do not know many English words so, I cannot write, but I can write in Afan Oromo. From this, one can infer that one of the major causes that the students de-motivated to learn to write skill was their wrong view towards learning new language items. Generally, from eight respondents five of them said that lack of vocabulary influences on their writing skills and three of the respondents said that lack of vocabulary can't influence their writing task. So that this indicates that, lack of vocabulary influences of their writing task.

As it is exposed in this item, 37(38.54.%) and 43(44.8%) of the students strongly agree and agree respectively that students should interested in practical write in English deeply because pre-entrance examination included more the grammar rules and the vocabulary and they want to be master in grammar. Nonetheless, 10(10.5%) and 6(6%) of the respondents disagreed and strongly disagreed with this item. The mean value of this item was 4. This indicates that the

students agreed to the item and they were not practice and should not learn to write in English deeply before they mastered the grammar rules and vocabulary. These indicate that, they didn't want to learn writing skills. Concerning this item, 37(38.5%) and 38(39.5%) of the respondents strongly agreed and agreed respectively that the purpose of developing the ability in writing more effectively, having the ability to write is more important than having a good command of grammar. Contrarily, 11(11.4%) and 4(4%) of the students disagreed and strongly disagreed respectively that having the ability to write is not more important than having a good command of grammar to learn writing more effectively. The mean values 4 of the respondents were showed agreement and this implied that most of the respondents were to get good grammar oriented than the writing skills. This purpose focuses on good grammar instead of using the language that may be less advantageous. This may be one of the factors that hamper learners' interest towards writing in the classroom.

As it is shown in an item, 16(16.6%) and 20(21%) of the respondents replied strongly agree and agree respectively that to learn writing more effectively, having good knowledge of grammar is more important than having the ability to write. Nevertheless, 32(33.3%) and 28(29%) of the respondents responded disagree and strongly disagree with this concept. The mean value 3.25 indicates the respondents' disagreement that knowledge of grammar is more important than knowledge of writing to write more effectively.

As it has been seen in items six and seven the majority of the respondents were of the knowledge of grammar is better than knowledge of writing to learn writing more effectively. In other hand grammatical weakness of the learners is another factor that affects their motivation towards the writing. So, when conclude this item the students one can understand that may be less knowledgeable in using the rules of language; consequently, they may be disappointed when correction is given. And this indicates that, they lose of their courage in writing because grammar and vocabulary are very difficult. Regarding item 33 (34.5%) and 33(34.5%) of the respondents strongly agreed and agree that at the high school level it has not properly facility that necessary to deeply learning writing activities because it is the task that should be learned. Conversely, 22(23%) and 8(8.2%) of the students disagree and strongly disagree that writing should be learned at the high school level. The mean value of this idea was 4. Hence, this indicate that, they often uncomfortable when practice writing task and effort in the writing

classes. Furthermore, English teacher do not properly facilitate them in writing tasks. So this indicated that English teacher properly facilitate-oriented ways of teaching influence students' practice writing task. Deals with the student's motivation in using English in writing strategies which are advised by their teacher on writing skills tasks and it helps to know whether students' motivation is affected by their background knowledge or not. As the item indicated 10(10.4%)strongly agree and 7(7.5%) agree respectively that they believed that, they can be motivated to English very well as they make a great effort in using their teachers' advice strategies of writing activities because of their bad experiences in the past. On the contrary, 35(36.5%) and 44(45.6%) of the respondents responded disagree and strongly disagree respectively.

The mean value of this idea was 2.8.This results presume that the majority of the respondents were they can't be motivated to English very well as they make a great effort in using their teachers' advice strategies of writing activities because of their bad experiences in the past. As the result, they develop negative attitude towards writing. This view suggests that students' own background problem in English language to write a well thought out piece of writing through their teachers' advice was one of the obstacles of their motivation in learning writing skills.

Regarding this item, 10(11%) and 7(7.5%) of the respondents replied strongly agree and agree respectively that they feel comfortable while they produce an idea smoothly and easily way and get motivation to learn writing. As it is indicated in item 36 (37.5%) and 43(44.5%) of the respondents replied dis agreed and strongly disagreed that their insufficient experience of using punctuation marks , correct form of tenses , confused them in writing paragraphs and essays. The mean value indicated that the majority of respondents disagreed and strongly disagreed on this item reality. The mean value of this idea 2.8, so we can presume that the majority of the respondents were motivation that their back ground not to touches them learning to writing skills. As the result, they develop negative attitude towards writing. 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 this item, 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, 45(46%) of the students have reported that the inability to concentrate affects their motivation for effective writing saying strongly agree, and 38 (39%) of the student respondents responded agree. On the other hand, 11(12%) and 2(3%) have responded that disagree and strongly disagree respectively. The mean value of this idea is 4.3 so, which implies that poor language background considerably affects the learners' learning inspiration towards writing.

In another word, motivation towards writing can be facilitated by good language ability. Supporting this idea, interview question number two, how often they were participants in writing tasks most of the students said that mean from eight students six of them said that we rarely participate in writing class. And two students said that we always actively participate in writing because writing skill is very important for different permanent documentation. For example, the previous history about cultural, religious, and politics we get from written material. So, duo to this we participate in writing tasks.

This indicates students that know language is the basis to communicate, but if students have a problem obviously, they lose their attention. Depending on the shreds of the evidence above, it is possible to conclude that students can lose motivation for 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. Incoherence to this, lack of motivation may be caused by different variables such as poor background knowledge of the language, lack of practice writing without class, as a result, inability to concentrate in writing tasks, incapability to compose effective writing, and other learners' own internal variables or populations may hinder the motivation of the students towards learning the writing skills. Similar to this, Stern (1983), students' inability of language affects their motivation towards the skills.

The data presented in the item indicates the objective of the students towards the usefulness of the writing skill for effective communication with native speakers of English and the opportunity of going for advanced studies getting outside their country in the long run. Based on this, 16 (16.7%) of the students strongly agreed, 12(12.5%) agreed and 35 (36.5%) and 33 (34.3%) disagreed and strongly disagreed, respectively to the idea of learning writing haven't for the advantage of better communication with native speakers and an opportunity of going to abroad

for further study in the future. And the mean value of these items was 3 so this indicator's most of the students had negatives attitudes toward these aims. Thus, the considerable number of learners seemed to fail to see the advantage of writing for effective communication in the long run for the sake of further education and global intercommunication. As it is indicated in the item, 13(13%) and 6(7%) of the respondents responded usually and sometimes respectively that their English teacher motivated them to practice writings in groups or in pairs. However, the majority of the respondents, 38(39%) and 39(40%) replied that their English teacher rarely motivated them to practice writings in groups or in pairs. The mean value shows that the students were always motivated by their teachers to practice writings in pairs or in groups, and the teachers. The mean value of this table was 3 this indicated that their teacher not used student-centered so, this indicates that the teacher was not helping students practice writing skills in a real Callas room.

Supporting this idea, on the interview question, do you believe that your teacher can play the role of creating an interesting writing class? Most of them, believe that the teacher can play a great role in creating interest for the students in writing tasks and some of them said that the role of teacher cannot bring change on my writing tasks if I haven't interest. So this indicated that the role of the teachers and the use of methods of students centered approach (make groups/ in peers) has great value to bringing the learners interest, in learning writing skills.

The above claims can be induced by the following pieces of evidence: in, were 40(41%) disagreed, 37(38%) strongly disagreed respectively and the rest 5(6%) and 14(15%) agreed and strongly agreed, respectively. The mean value of this idea was 2.9, so this indicates that the primary purpose of learning FEL class is not to learn writing skills but, to develop their skills. 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 (Jin and Wang, 1993). One can argue that the purpose of learning writing is practical writing test items are incorporated in the College Entrance Examinations; consequently, students are less inspired towards the practical writing tasks. From this, it can be realized /triangulated/ 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 skills. This item

suggests that students seemed to have a lack of motivation to compete and outshine other students or each other and to be noticed by their teachers and classmates. 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 competing with each other to be good at writing in the classroom. For instance, as indicated in the data, 9(10%) of the respondents strongly agreed, 10(11%) agreed, 33(34%) disagreed and 44(45%) reported strongly which is intended to assess the students' motivation to exert a great effort not to be a competent and didn't be noticed by their teachers as they did for other language skills typically grammar that all the tasks which require the stages (i.e. thinking, planning, writing and checking (editing) are very essential to stimulate the learners intensively and vigorously so as to enhance their writing skills.

The mean value of this idea was 2.8 which means the learners had a negative sense of perform better in English writing tasks that contain thinking, planning, writing, and checking activities of insisted on the writing skill. So this respectively 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 students be hopeless in writing classes may be the factors which affect the motivation of learners towards practice writing. From this, it may be inferred that the learners' need for learning material was not satisfied, consequently, they lost their aspiration towards writing tasks. Hence, sound materials' evaluation and selection are crucial to boosting the students' motivation in writing skills.

4.3. Students' practice of writing skills in the classroom

This section tried to answer the research question, How do Tolay Secondary School Grade 11 students' practice writing skill in EFL class?, and the purpose of the students' questionnaire in this section is to collect data whether their teachers practice them writing, provide them with enough chance of practicing writing, gives correction and feedback on their writing skills or not. Thus, the results of the data analysis on EFL writing practice are presented as follows.

4.3.1 Classroom Observation

Classroom observation was done with an observer. The researcher used a checklist and the observer made notes of the incidents and interactions being done by the teacher and the learners. Since the English teacher of Grade 11 sections A to D was the same teacher the observer

observed with the research only four periods out of the six observed by the main researcher. Under here are presented some of the lessons observed.

4.3.1.1. Observation Lesson One

4.3.1.1.1. The observers note

Subsequently the classroom was too narrow and it has parallels both the researcher and the co-observer sat just in the opposite inside columns. Date of observation: may. 5/2013/2021 Time and duration: 7:10 – 7:50 a.m. local time (40 minutes). Section and number of participants: Grade 11B 37 participants Lesson Topic writing: A report on some data. It was the second period which is before break in the afternoon. Most students had already had their bunch when we entered class. The floor was clean and the students were waiting their teacher. All of the students were in class when the teacher arrived then the teacher started the day lesson. The teacher wrote the topic Writing and the title A Report on Some Data on the chalkboard. The teacher instructed the students to work with a partner and write a report on some data based on the instruction on page 271 of the student's textbook. The instruction on the textbook has 3 steps and it divides the work into column. The students started to read the instructions. Three students raised their hand and asked the teacher to come to their sit-in Afaan Oromo. Then the teacher saw together with them the instruction on the book. The teacher then interrupted the class coming in front "Please, all of you listen! Leave the instruction on the book and write simply what you know about the A report on some data "But, most of the students seem they were not interested in the topic. Only those three students who asked the teacher were observed writing. However, the bell went and the teacher told the students to finish their work at home.

4.4. The result of the researcher checklist

The teacher simply ordered the students to write without explaining the purpose of writing and there was no model text prepared to help the learners use as a sample. Plus the students' interest was not confirmed by the teacher and the topic was not contextualized so as to be understood by the students. Though the students were involved in the brainstorming and listing ideas and then selecting important points to integrate other skills, the teacher was not monitoring them well. Because the classroom teacher read on his face that he was not satisfied well with his students sitting idle. Thus, almost all the learners were looked uninterested with the topic.

Due to the fact that they are not interested in the activity, there was no active participation from the students. No comment was made by the teacher since none of the students submit their work and the activity were postponed to be homework. Other things observed were the students do not use English even when they ask for help. They were heard speaking in” Afan Oromo” throughout the lesson. The above data implies that lack preparation from the teacher's side and the topic given on the book demands to research and gathering data so the time given for the activity and the length of activity are not equal. The students' time management and commitment to learning were other things observe d during observation one.

A. Classroom observation check list and its analysis of data obtained.

ITEAM	1st day		2 nd day		3 rd day		4 th day	
	Yes	No	Yes	No	Yes	No	Yes	No
1. To know whether the teacher helps those learners in topic selection	√			√	√			√
A. presents the task and encourages students to work in pair / in groups		√	√			√		√
2. Is the teacher gives enough time for the learners to practice writing task		√	√		√			√
A. helps the students to make outline on the topic	√			√	√			√
3 To know whether the teacher helps learners to organize their ideas		√	√		√			√
A. helps students to get their ideas together and to write the first draft	√			√	√			√
B. helps them to re-plan , re- organize and re-write the draft		√	√		√			√
4. To know whether the teacher helps	√		√			√		√

students to revise their draft								
A. encourages students to read their first draft by helping them to ask different questions which help them to add delete or change the position of word, sentence, etc.		√	√		√			√
B. Stimulate peer revision and Collaborative writing.	√		√		√			√
5. To know whether the teacher provides feedback or not	√		√			√		√
A. encourages students to see one another's students' written drafts (peer feedback) to get comments.		√	√			√		√
B. moves the students to solitary task (independent position of engaged in real writing.)	√		√			√		√
6. To know whether the students apply the elements effective writing process	√			√	√			√
A. helps them to think and plan their writing and do (pre, while and post writing activities)	√		√		√			√
B. Helps them to write the first draft and gives them feedback instantly	√		√			√		√
C. They correct their mistakes, revised drafts individually in pairs, in groups or with their teacher.		√	√		√			√
7. Topics for writing are flexibly determined in the classroom.		√	√		√			√

4.4.1. Results of the Observation Checklist

Results of the observation sessions that were carried out for four days in each teacher's class, and examining each day's activities accomplished by the students and teachers during the observation sessions are discussed as follows.

4.4.1.2. Results of the observations in day 1's writing classes

On the first day of observation class in day 1's class, the teacher began the day class by introducing the lesson and he wrote the title on the blackboard. The title was "writing a report on some data" by using a map. He gave them a little explanation of how to write a report on some data and ordered them to do it in a group or pair giving them fifteen minutes, and then he was walking along with the desks until they complete their work. After three groups presented, the bell rang and the teacher went off post-ponding for the next writing session. On the second day of observation, the researcher observed that the teacher told them to continue reading their previous day's session writing work.

Then, two selected group representatives presented for about fifteen minutes. He stopped the reading process and gave them corrections orally on how to write reports and how they are different from other written material and the steps on how to write reports focusing on grammatical structure errors, vocabulary, and the main idea of the report.

While he was giving some notes about different types of reports, most of the students were chatting with each other. Finally, he told them to refer to different styles of reports by different authors from the book and library. The students seem not interested in the lesson and this might be because of the nature of the lesson presentation, that is, it was not participatory and most of the time was covered by the teacher.

This shows that the teacher follows a teacher-centered way of teaching. On the third day of teacher 1st writing class observation, the researcher also observed no more approachable and attractive methods of teaching writing skills better than the first two observation sessions.

The lesson was about writing: A brochure about your NGO and he asked them if they knew the NGO. A few students answered what they knew and the teachers appreciate them and encourage the others to try it. Then, he gave them an oral explanation about NGOs which found in our country, like. Finally, he distributed a handout about the NGO and gave them home assignments giving different NGOs for each group or one to five which they were written and came with it. In

general, as could be seen from teacher 1's presentation, the teacher simply highlighted the procedures and the principles of writing skills.

However, he should use different strategies or techniques to improve students' writing and their motivation and practice towards writing skills. Process writing wasn't applied properly rather the teacher himself uses it most of the time, that is, in most of his classes, he applies a product approach. Students were not given a chance to choose their own topic and peer feedback was not practiced.

4.4.1.2. Results of the observation in day 2's writing classes

On the first day of teacher 2's observation class, the researcher observed that the teacher firstly introduced the day's writing task. The writing task was "Interview questions" and he asked them some questions about the title like what does interview questions mean? What does a mean interview? Have you ever written an interview question?

After some students tried to answer some questions he gave his own explanation about each question and instructed them to write their own interview question whatever they like within 15 minutes. Then, the teacher was walking along with the desks and encouraging them to write; however, nobody has finished at the given time and postponed it for the next period. On the next day's, class observation in teacher 2's class the researcher observed that he began his lesson by revising the previous day's writing lesson. After he explained about the different interviews and why we need interviews orally, he gave chance to some students to read the post-poned piece of writing. Unfortunately, when the students asked him to proceed to the grammar and vocabulary part on the next page, reluctantly he accepted their suggestion and proceeds to the above skills to satisfy their interest. On the last day of observation in teacher 2's class, there were no writing activities in the writing session.

4.4.1.3.4. Results of the observation in day 3's writing classes

In teacher 3's classroom observation the researcher observed nothing special in three days' observation writing skills practices. On the first-day observation class, the teacher briefly explained how to write a report on some data and the procedures they should follow. Then, he gave them the home assignments to write their own some data reports. He asked two model students to read their home assignments and proceeded to his daily lesson. On the third day of observation class, the researcher observed that the teacher jumped the writing activities in the

textbook as he usually did. He told the researcher why he ignored most writing activities in the textbook is that the students do not want to learn writing because of their poor background and see it as less important skills.

4.4.1.5. Results of the observation in day 4's writing classes

It was the six periods which is the final period of the school schedule. The teacher entered and cleaned the chalkboard which was full of notes from corner to corner the previous teacher wrote. The teacher looked tired and told the students to write a Technical advance which contained the information on page 287. He wrote the topic and the title on the chalkboard with the page number. Most of the students were talking in Afan Oromo and others were even sleeping. They all had no sense of participating in the activities. It seemed that the task was individual work. The class was overpowering. The teacher tried to conscious six sleeping students and let them leave the class and took air fresh.

At the time silence took place for a while. The instruction on the book says "complete the mind map with gadgets and equipment used in different places of interest including the given guideline. Then include other Technological advances activities using the model on the other side of the text on page 288-290 reading extracts." All the students were idle only when the teacher arrives at their sit they looked at him working as the teacher leaves the group they took their stationery into their bag. No student submitted his work and asked a teacher for help. The class ended and the teacher forwarded the activity for homework. The teacher did not explain the objective or purpose of the lesson.

He simply wrote the topic and let the students write a booklet. The students did not undertake enough for the class. Though it was a free writing approach, all the students were passive. It also has a model to be used as a guide. The teacher looked very tired and he did not encourage the students. From the above data, it is possible to conclude that the students despite their tiredness, were not interested enough to work on the activities. The teacher was also looked exhausted that no effort was exerted to initiate the learners to involve in composing free texts.

4.5. The relationship between motivation and practice of writing skills.

The purpose of the third research question was to correlate the relationship between motivation and practice of writing skills. The students' responses results, in observation checklist (Appendix

–C), and students' semi-structured interviews (Appendix B) indicated that writing is the least important choice of the English language learners in the targeted school. The study also revealed that most of the students believe that writing is the most difficult skill. As the result, the majority of the respondents did not like writing activities. Furthermore, the students preferred to learn other language skills than writing.

On the other hand, the observation checklist indicated that students lacked the interest to write paragraphs and compositions because of these reasons teachers didn't give much attention to practice the writing task. Therefore, based on the above result it can be concluded that students perceive writing skills negatively because of their previous grades poor experience and current insufficient practice as it was approved by questions result (Appendix –A).

When the quantity or value of motivation and practice increases or decreases simultaneously the relationship would be positive. As the study indicated, the average means value of students' motivation and the average mean value of students' practice of writing skills. This means the relationship is positive and it shows that there is a positive relationship between their motivation and practices. Therefore, the motivation of the students towards learning writing had influenced how well they eventually learn writing skills. Therefore, all the above cumulative study results and the mean value implied that there is a strong relationship between students' motivation and their practice of writing skills, so the absence of one can affect the other's performance.

4.6. Presentation of data obtained through interview from the student

Interview was conducted with EFL students on the topic under study. It was used to substantiate the results of questionnaires and classroom observations.

4.6.1 Analysis of students' interview

The interview questions dealt with students' knowledge regarding investigating of EFL learners motivation and practice in learning writing skills in EFL class room and how do they have interest to practice writing task and their teachers help them actively in EFL classroom. On the first question about comparing writing skills with other skills such as reading, listening, and speaking most of the students said that writing tasks are very difficult. The reason out its difficult based on using vocabulary, punctuation marks, keeping its coherence, and the use of cohesive device.

This means that they have lack of vocabulary, difficult of using cohesive device, and organization ideas so that they take writing tasks as difficult more than others and dislikes these skills. Regarding question number two, how often they were participants in writing tasks most of the students to that mean from eight students six of them said that we rarely participate in writing class. And two students said that we always actively participate in writing because writing skill is very important for different permanent documentation.

For example, the previous history about cultural, religious, and politics we get from written material. So, duo to this we participate in writing tasks. Similarly, on the next question from eight students, five of them said that lack of vocabulary influences their writing skills and three of the respondents said that lack of vocabulary can't influence their writing task.

So that it indicates lack of vocabulary influences their writing task. Regarding the next question during the writing task, the feeling of most students is bored us they respond on the interview time. That means they are not tested in writing tasks because of a lack of test books and also their teacher did not encourage them in writing tasks. Concerning the next question, half of the respondents said that we get new knowledge from the writing task and half of them said that no new knowledge was acquired with the writing task. From this idea, I conclude that the students understood that the use of writing tasks but they have fear of writing because of a lack of vocabulary. Hovers, on question number six, from eight students two of them have a positive idea about an interest in writing task and six of the respondents have not an interesting writing class.

Based on these, I conclude this student's interest was low/ they have low interest. In addition to this on question seven, above half of them, grammar can affect their motivation in writing skills as they respond to me. They said that a lack of grammar skills can affect the writing task because an appropriate or change the meaning that written text. At last but not least, on question eight, most of the respondents believe that the teacher can play a great role in creating interest for the students in writing tasks and some of them said that the role of teacher cannot bring change on my writing tasks if I haven't interest. When I conclude this idea, the role of the teacher has great to bringing the learners interest in writing tasks.

4.7. Discussion of the Results

Motivation and practice of students in a classroom is crucial factor for the achievement of the objectives of the writing skills. It is obvious that, if the students are motivate and practice

engaged on teaching-learning process in their class, they would probably build on their knowledge, understand more and achieve all the prospects of the curriculum, and so on. Despite of its benefits, practice and motivate was not recognized by many students and instructors at higher education institutions. Recognizing the fact that, in this study working with students is tried to analyze some of the influential determinants classroom motivation and practice of students at Tolay secondary school has been discussed hereunder. Accordingly, the student's questionnaires were in order to identify factors hindering of motivation and practice the students in learning writing skills. Therefore, the questionnaire results were analyzed. Finally, the results revealed that lack of linguistic causes such as writing grammatically correct sentences, lack of interest in learning writing, lack of practice, organizing idea, shortages of vocabulary and self-confidence were found to be the essential factors influencing in learning writing skills reluctance among EFL students. Majority of the students worried about writing in class room, due to the feeling that they have got little experience to the targeted language. Many students did not have the practice of it, which would help them to know something in English to have a good creativity; they did not participate in class work or home work because they had difficulty in writing or they unmotivated.

Another thing that is a barrier for students' motivation and practice was the lack of teacher interest's he was no make them motivate for students practice writing skills. Students said that they would motivate better in the EFL classroom if our teacher did give attention to them and checking whatever he give them , may class work, homework and so on. They said that when our teacher came to the class they make sleep or make them boring. Similar to other previous findings, the learners in this study (85 %) revealed that they didn't really believe their motivation and practice is not good. They feel a sense of unease writing skills simply because they did not think they were performing well enough. According to Widdowson (1978) Students learn greatest writing by experience to the actual practice in the social or academic contents and using the language with purpose in more meaningful way. Students supposed and practiced writing in different ways as they have come from different school environments, so they reluctantly accept what they are skilled.

The current study showed that more than 75% of students felt more unmotivated in the EFL classroom when they felt other students were better than themselves. They constantly compared

themselves with their classmates, feeling inferior to others. Such negative cognitions put serious impediments in their practice writing development; this lead to heightened awareness of their deficiencies and consequently to reticence when are called upon to exhibit their competence in the target skills. Thus, poor practice and motivation may affect students' academic achievement. One of the factors causing poor practice is cause of motivation. Therefore, there is a direct relationship between students' practice and their achievements. The findings from the observation revealed some results. Firstly, observation done on the four classrooms revealed that the students are not practice in the writing task. Based on the forms of practice by Liu (2001), the students can be categories as either contribution in the circumstances, marginal collaboration or silence observation. When they were in the classroom, they were more into listening and sleep. Only some of the students in each classroom were involved practice class work. From the observations, it was found that quite a large percentage of students (60%) were not accounted for the majority of interactions in the classes. More than 50% of the observed apply involved instances in which teachers directly called on specific students to attempt to give their views or answers; cases in which students responded to the comments or questions of other students and situations in which students gave their exercise to check.

The findings from the observation revealed some results. Firstly, observation done on the sampled classes revealed that the students were not practice in writing task. Findings suggested that the extent to which students practice in the classroom is dominated by listening to the teacher lecture. It means that there was no students' practice at all. During my class observation, I noticed that students tended to talking and joking each other when the teacher giving class work discuss, and when I asked them about the reason for that in the interview; they explained that they haven't interest to practice and shortage of textbook.

CHAPTER FIVE: SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary, conclusion and recommendations drawn based on the presentation, analysis, and interpretation of data and discussion of results made in chapter four.

5.1. Summary

The major objective of the study was to investigating EFL students motivation and practice in learning writing skills grade 11 students' and their writing achievement in classes at Tolay secondary school to state the main factors that hinder their motivate and to find out the extent to which they practice during EFL classes and to saw of correlation between EFL learners' motivation and practice in learning writing skills to their achievements. The researcher used a descriptive research design. The three basic research questions were

- A. which type of motivation does EFL learners have in learning writing skills?
- B. How do EFL learners actually practice learning writing skills?
- C. Is there any correlation between EFL learners' motivation and practice of learning writing skills?

The study was conducted in Tolay Secondary School, Jimma Zone Botor Tolay Woreda, to investigate EFL students' motivation and practice in learning writing skills. The study was carried out on grade 11 students of the 2013 academic year who were selected through systematical random sampling. For the study, 96(30%) mean nineteen six of the students participated respondents on closed-ended questionnaires' and eight respondents participated on semi- structure interview respondent to get interval information.

Thus, the primary data were collected through classroom observation, questionnaires, and semi-structure interviews. The instruments were designed and adopted to figure out to investigate EFL learners' motivation and practice in learning writing skills. Based on this, the collected quantitative data were analyzed using simple descriptive statistical tools such as frequencies and percentages, and the qualitative data were interpreted verbally. To achieve the intended objective and to answer the research questions the researcher employed descriptive survey design case study research method. For the target students, two types of questionnaires were given. The first part of the questionnaire and interview with 8 items which were aimed at investigating EFL students' motivation in learning writing skills and the second part of the classroom observation checklist with 17 items which were aimed at investigating students' practice of writing skills.

These were discussed in three sections. In the first section, the student's motivation in learning writing skills was discussed. In the second section, the practices of writing skills were presented. The third research question also correlated using the mean value finally, the result of semi-structured interviews and classroom observations were also discussed. Certainly, motivation and practice in classroom activities is important in order for effective learning to take place. Active classroom involvement helps students learn not just by sitting in class listening to lecturers talking, but by practice about what they are learning, writing about it, relating to past experiences and applying it to their daily lives. When students can relate to what they are learning, they tend to improve the retention of permanent note.

The data gathered via interview and classroom observation revealed that 'EFL students motivation and practice in writing task at Tolay secondary school was too low. The finding indicated that most of the students showed that they motivate and practice writing skills in EFL classroom rarely. From this result it is possible to conclude that the magnitude of students in classroom activities was very limited. It is agreed that students' motivation and practice can negatively impact to student's achievement in learning writing lesson. The finding indicated that there is a tendency that students with motivated and practice would achieve better academic results compared to those who were passive.

5.2. Conclusions

Based on the findings of the study, the following conclusions are made. And also the result of the study expose was that most of the students perceive writing negatively and most of the respondents believed that their experience affects their current performance. The study also showed that the respondents perceived the learning they received in EFL writing lesson were not encouraging, that is, it did not help them for their further exam results and future careers. The results about students' motivation and practice of writing skills showed that students didn't have interest and enough experience with writing skills, as the result, they didn't improve their writing ability. They weren't given the necessary support by their teachers in the writing classes so they haven't shown interest to take responsibility for their poor performance. See students' response to classroom observation (Appendix-C) and students' semi-structured interview (appendix-B) indicated that students did not show interest in practicing writing activities and as a result students' participation in every writing class was very poor.

The researchers' observations in the class settings have led him to conclude that the most frequent obstacle to students writing is lack of awareness about the importance of the skill, and students' motivation of the effectiveness of their learning practices in their former high school education affected how they learn writing. The results obtained from students' motivation of writing skills revealed that the majority of the students 83(85%) believed that writing is a more difficult skill than other language skills.

They also believed that learning writing skills require more effort than other language skills like grammar, vocabulary, mechanics, etc. The other point the study revealed was that 75(78%) of the respondents said that motivation is more important to learn writing than having good knowledge of the ability to write tasks. As the study identified, the majority of the students were not often practiced different types of writing skills like letters, paragraphs, biographies, and larger essays keeping the steps of composition writings.

The observation checklist and students interview questions results indicated that students were rarely or even some of them never practiced the writing skills .Students had neither short-range nor long-range visible goals in learning writing in the classroom. The learners seemed to be in the confusion about learning writing skills as they didn't realize the real purpose of learning writing skills. The study also identified that students were not provided with ample time and freedom to write topics of their own choice, and they rarely practiced writing with their groups or in pairs, and the appropriate feedback was not given.

5.3. Recommendations

It is important for students to clearly know writing steps and strategies to address better communication at the level of their readers. Practicing writing skills continuously is very helpful for learners who learn English as foreign language learners. Based on these concepts the following recommendations have been made:

- ➡ Teachers should emphasize that making mistakes is an inevitable process in learning a foreign language and second, helps relieve the face saving concerns by making every EFL students in practicing writing task in class room.
- ➡ The teachers should encourage the students to have self confidence in practice writing in EFL classroom.

- ➡ Teachers should reduce students' anxieties by appreciate, and creating an atmosphere in which they feel comfortable to practice writing, and admitting when they do want write something.
- ➡ Teachers must give awareness about the importance of writing skills and also create encouraging writing skills learning environments for their students to enable them to develop effective writing skills using process writing stages.
- ➡ Teachers' education programs should provide and train subject teachers with the skills to develop autonomy in the learners because experience, practice sufficient training, and clear guidelines are necessary to be effective in writing.
- ➡ Students should encourage and motivate their self's to develop positive attitude and to practice in writing task in EFL classes.

Generally, since writing skill is a productive and important skill, it could be improved through ample motivate and practicing; so the students at this level should be given more chance of learning the skill by facilitating additional periods. Subsequently using writing strategies and steps help students make their writing effective and easier, the students should often apply easier and familiar strategies and steps in their writing activities. The researcher would like to recommend further studies be conducted so that the result can be shared to inspire teachers and students to practice writing skills.

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Appendix A: Questionnaire for students
Jimma University
College of Social Sciences and Humanities And
Department of English Language and Literature

Dear students,

This questionnaire is intended to investigate EFL students’ motivation and practice in learning writing skills at Tolay Secondary School, grade eleven. You are among those who have been chosen to participate in the study. The researcher requests you for information and she thanks for your willingness to support her efforts. You need not to 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 circumstances of learning motivation and practice in learning writing skills. Make a ✓ on the scales in terms of how well the statements reflected your experience, thoughts, and feelings when you are learning.

The scales: 1. strongly agree 2. agree 3. Disagree 4. Strongly disagree 5. Not sure

Note: Tick (✓) only one option for each item in the questionnaire.

No.	Item	5	4	3	2	1
1	I like to learn writing because it is very important, and I feel confident about learning it well					
2	I often think that writing will not be helpful to me in the Future as equal as grammar, vocabulary and reading					
3	I don't like to attend writing lesson because I am poor in vocabulary and this makes me unmotivated.					
4	Learning writing skills contributes to the development of my English language.					
5	I am not interested in practical writing because it is not included in Ethiopian Higher Education Entrance Certificate Examination					
6	My purpose of developing the ability in English language writing is to get good grades in Examinations.					

7	I often feel a lack of motivation when I practice Writing because I am not good at grammar.					
8	I often feel uncomfortable when writing since my English teachers do not properly facilitate the writing tasks.					
9	I believe that I can be motivated to in English very well as long as I make a great effort in using my teachers' advice and strategies of writing.					
10	When I can easily and smoothly produce on idea I feel contented and have a great motivation to learn writing.					
11	I am often unable to concentrate on the content of the materials when practicing writing because of my personal attitude or interest in the classroom.					
12	I would like to learn writing because I want to make friends with English speakers and hope to be abroad for advanced study in the future.					
13	Our teacher makes us practice writing in groups or in peers					
14						
	Since my primary purpose of learning writing is to develop the skill, I am often motivated to learn writing skills in the classroom.					
15	I have a sense of motivation when I perform better in English writing tasks that contain thinking, planning, writing, and checking activities					

Appendix: B Gaafannoo afaani Barattootaa

Yuuniivarsiitii Jimmaa

Kolleejjii Saayinsii Hawaasaa fi Namoomaa

Muummee Afaan Ingilizii fi Ogbarruu

Kabajamoo barattootaa,

Kaayyoon qorannoo kanaa haala kakka'umsaa fi shakallii barattoota Afaan Ingilizii barreessuu irraattii qabanu kan kutaa11ffaa mana barumsaa Xollaayii sad.2ffaa ilaalchisee yaadaa fi shaakala barattoota irratti xiyyeeffata. Gaafannoon kun kutaa lama qaba. Kutaan jalqabaa odeeffannoo haala dhuunfaa qabata. Kutaan lammataa immoo gaaffilee qoranicha ilaalchisee dhiyaatan irratti xiyyeeffata/fuulleffata. Kanaaf, gaafannoo dhiyaate kanaaf yaada yookiin deebii keessan akka kennitaniif kabajaan gaafatamttaniittu. Hirmaannaan keesan milkaa'ina qoranichaaf gumaacha ol'aanaa qaba. Deebiin isin kennitan dhimma qorannoo kana qofaaf oola. Maqaa keessan barreessuun barbaachisaa miti. Hirmaannaa keessaniif galatoomaa!

Kutaa tokko: Odeeffannoo haala dhuunfaa

Qajeelcha: Odeeffannoo haala dhuunfaa keetii saanduqa kenname keesatti mallattoo (✓)
fayyadamuun agarsiisi.

1. Saala: Dhiira Dhalaa
2. Umurii: A. 15-20 B. 21-30 C. 31 fi isaa oli

Kutaa lama:

Qajeelcha: Gaaffileen (himootni himamsaa) armaan gadii yaadaa kakka'umsaa fi shaakala barattootni haala hirmaannaa isaan Afaan Ingilizii barressuu barachuu irratti qaban irratti xiyyeeffata. Deebii kee,

deebiiwwan filannoof dhiyaatan: “Eyyeen, maaliif“ lakkii maliif jedhan kessaa filadhu.

Ibsa

Safartuu	Kodii
Eyyeeni maaliif	EM
Lakkii maliif	LM

Yaada barattootni wantoota kakkaa'umsaafi shaakaallii barreessuu Afaan Ingilizii barachuuf qaban miidhan ilaalchisee.

Lak	Yaada barattootni wantoota hirmaannaa isaan Afaan Ingilizii barachuuf qaban miidhan ilaalchisee	Deebii		
		Eyyee	Lakkii	Maaliifi
1	Faayidaa dandeettii barreessuu afaan Ingilizii yemmuu dandeettiwwan biro hafan kaneen akkaa dhageeffachuu, dubbaachuufi dubbisuu waliin wal bira qabduu akkamin madaaltaa?			
2	Yeroo hundayemmuu shaakalli barreessuu baratu, tattaaffii fi hirmmaanan ati gootuu si'aatadha?			
3	Rakkoon ati jechoota haara irraatti qabdu kakka'umsa ati barreeffammaf qabdu irraatti dhibbaa qaba jettee yaaddaa?			
4	Waayiti shakkalii barreeffama qabdan maaltu sitti dhagahamaa?			
5	Barreessuu barachuun barnoota haraa naf dabalaa jettee yaadda?			
6	Barreeffama shakkaluu keessaatti feedhii qabdaa?			
7	Rakkoon ser-lugaa ati qabduu barreessuu barachuu kee irratti kakka'umsaa na dhorkaa jettee yaaddaa?			
8	Barreessuu barrachuu kee keessatti kakka'umsa sif umuuf barsisaan gahee qaba jettee yaaddaa?			

Appendix: C Classroom Observation check list
Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Classroom observation was done with a co-observer. The researcher used a checklist and the co-observer made notes of the incidents and interactions being done by the teacher and the learners (see chapter six. Since the English teacher of Grade 11 sections A to D was the same teacher the co-observer observed with the research only four periods out of the six observed by the main researcher. Under here are presented some of the lessons observed

ITEAM	1st day		2 nd day		3 rd day		4 th day	
	Yes	No	Yes	No	yes	No	Yes	No
1. To know whether the teacher helps those learners in topic selection								
A. presents the task and encourages students to work in pair / in groups								
2. Is the teacher gives enough time for the learners to practice writing task								
A. helps the students to make outline on the topic								
3 To know whether the teacher helps learners to organize their ideas								
A. helps students to get their ideas together and to write the first draft								
B. helps them to re-plan , re-organize and re-write the draft								

4. To know whether the teacher helps students to revise their draft								
A. encourages students to read their first draft by helping them to ask different questions which help them to add delete or change the position of word, sentence, etc.								
B. Stimulate peer revision and Collaborative writing.								
5. To know whether the teacher provides feedback or not								
A. encourages students to see one another's students' written drafts (peer feedback) to get comments.								
B. moves the students to solitary task (independent position of engaged in real writing.)								
6. To know whether the students apply the elements effective writing process								
A. helps them to think and plan their writing and do (pre, while and post writing activities)								
B. Helps them to write the first draft and gives them feedback instantly								

C. They correct their mistakes, revised drafts individually in pairs, in groups or with their teacher.							
7. Topics for writing are flexibly determined in the classroom.							

Semi-structured questionnaire and semi- structure interview for students on motivation and practice in learning writing skills. Adopted from, Temesgen Erabo (2013).