

# Evaluate the Influences That Affect Students Writing Skill Performance: In Case of Second Year Major Students

Tegegne Mekiria Asfaw\*

Wollo University, Dessie, and PO. Box 1145, Ethiopia

Email: [tegegnemekuria21@gmail.com](mailto:tegegnemekuria21@gmail.com)

## Abstract

This study was directed to categorize and examine the influences distressing students writing skills performance in Adigrat University. Year three students from a Adigrat university was the objective population. The study was utilized based on appropriate data collection from interviews from students and teachers; data analysis result from students' questionnaires. There are boundless opportunities for suitable solution to progress writing skill performance and it is unbearable to examine every single one there is in a research action however researcher has selected suitable methods to decorative the various factors affecting students' writing skills and to shows that the intensity of all parties were related to each other's. Researcher acknowledged that it was evidently true that learning writing skill poses a number of problems to the students, as it is a skill that is difficult to master; teachers too faces excessive encounter to teach writing skills as students may sometimes find it confusing and difficult to understand or failed to produce effective writing in English. The discoveries of the study publicized that there are a number of influences that underwrite to poor writing skills performance among students and consequently, these influences affect the quality of student writing and the issues need to be addressed if students' writing skill is to be upgraded.

**Keywords:** Performance; Writing Skills; Evaluating.

## 1. Introduction

### 1.1 Background of the Study

English is an international language. Most countries in the world use this language as the second language. It is one of the most foreign languages, that is widely used in schools around the world. English has four major skills. These are speaking, listening, reading and writing skill.

---

\* Corresponding author.

Among these skills writing is one of the most difficult skills for students to acquire. The readers or the audience to understand and interpreted what has been written.

According to [13] agreed that writing difficult when they stated that writing is both more complex and more abstracted than speaking moreover, Parker[18] supported this view when he is stated that writing is difficultly “hard work” . Therefore, it is evidently true that writing pose a number of problems to the students, as it is a skill that is difficult to master. It is believed that Writing demands a great deal skills and conventions. Be sides that, teachers face a great challenges to teach these skills an conventions as students may at time find them confusing and difficult to understand and write effective writing in English. Therefore, writing is not just putting pen to paper or write down ideas but it is how these ideas are presented or expressed effectively. Now a day, many linguistics\_stated that. English has become a world language rather than the language of the only English speaking of countries because the number of the people who use English as a means of communications exceeded much more than the people who speaks it as their mother tongue. Even in our country (Ethiopia) English has thought as a tool for students’ academic success and used as a medium of instruction in the educational system [2]. Indeed, this way of teaching and learning English can help students to develop their skills, however, [20] stated that many students in universities and colleges probably in work place after graduation lack sounds communication ability especially a means of communication through writing of the four language skills. Writing is the process involving as a series of steps, students fail in writing skill in English language and this leads them in to aims communication us age of language in their routine activities [13]. According to Harmer [11] in the teaching of writing we either focused on the product of the writing or the process itself. When concentrating on the product, we are only interested in aim of a task and in the end product. Many editors however, advocate a process approach to write this in turn pays attention to the various stages that any piece of writing goes through. From the above ideas we can understand that no matter what type the approach that the students used to express their ideas, but the expression of felling accurately

and fluently through writing performance.

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

Barnum cited by [14] states that writing always presents a problem. Some of which best all writers even pleat ones but there is no needed to be baffled by the difficult every time we write. According to [17] speeches that writing is a complex process and require careful coordination of a number of different operations. Therefore, the researcher observes that less participation of students in writing activities. Poor construction of sentences, use of an appropriate tense, punctuations, capitalization and also subject verb agreement. These and others are affecting students’ academic performance learning writing skill, mainly affects writing skill of students in Adigrat university English 2<sup>nd</sup> year students. Thus the researcher encourages the factors affecting students writing skill performance. So, the researcher is conducted in the area of elementary and primary school but, the current researcher make a gap between the areas of the study on focusing university level. Adding this recent researcher was conducted this study by both teachers and students writing skill performance but, the current researcher focused on the only students writing skill performance. The researcher motivated to select this study stands from the poor writing skill performance of 2<sup>nd</sup> year English language and literature students.

### **1.3 Research Questions**

The following research questions were defined:-

- What are the factors that affect English major students writing skill performance?
- Are students guided by the stages of writing practice in their learning writing?
- Which type of problems affect students most and leads them in to illogical way of writing?

### **1.3 Objective of the Study**

#### **1.3.1 General objective**

The main objective of this study was to evaluate students writing skill performance and its factors: in case of 2<sup>nd</sup> year English language and literature students.

#### **1.3.2 Specific Objective**

- To inspect the writing problem with the effort students make to minimize error in their writing
- To study whether the students are guided by the stage of writing performance.
- Specify some possible solution to develop students writing skill

### **1.4 Significance of the Study**

The study is primary designed for offering a great awareness among the students in Adigrat University is beneficial from the result of the study. Besides the researcher believed that the study can serve as a basis for detailed farther study that can be conducted by others who want to make research of writing skill. Moreover, the communication under the study many solve the problems that are mentioned in the paper and also apply the recommendations provided on the basis of research findings.

### **1.5 Scope or Delimitation of the Study**

In order to manage research properly and effectively, deciding its scope is very important. Thus this research was conducted in Adigrat University and delimited to English major students of 2<sup>nd</sup> year English language and literature.

### **1.6 Limitation of the Study**

There were some constraints that the researchers faced in conducting this research. Some of them were the unwillingness of the respondents to the questionnaire and interview. Besides, time and financial constraints were also the head ache of the research achievement. Another constraint is taking an increase number of courses and the field trip at the end of the semester.

## **2. Related Review of Literature**

### **2.1 Definition of Writing**

Writing is a system of human visual communication which has been used from early time on words, as early primitive man when picture were used instead of symbols or letters [7]. In the beginning pictures served the purpose of visual communication, in the form of spoken language, then writing gradually lost its function as independent mode of communication and becomes vehicle of language which is the exact element of language recorded in a permanent form (Ibid).

In writing according to Byrne [7] we use graphic symbols that are letter. Or combination of letters which relate to the sound we make when we speak on one level writing can be said, to make a flat surface of some kind, but writing is much more than the production of graphic symbols just as a speech is more than the production of sounds. The symbols have to be arranged according to certain conventions to form words and words have to be arranged to form clause and the like.

Writing involves the encoding of message of some kind that is we translate our thought into language. It is the organization of our sentences into text, into coherent whole which is explicit as possible and complete in it that we are able to communicate successfully with our readers by the medium of writing (Ibid) parts have their own guidelines what words or phrases to use both at paragraph and essay level [9].

### **2.2 The Importance of Writing**

According to [6] communication place between senders wants or needs to share. To send a message the writer should ensure that piece of writing is carefully organized and that the reader will have no problem to understand. Writing is an important element of students' education. [1] also point out that writing is used as a channel of foreign language learning. Many English handouts stated that writing is all important elements of students' education whether they are writing by their hand or different devices. The importance of writing regarded of students educational performance as follows.

- ❖ To share students idea, feeling and experiences
- ❖ Students and teacher used writing to record their lesson in vivid way use
- ❖ To obtain instructions from their teachers
- ❖ To write important points during lecture class.

### **2.3 Why Writing is Difficult**

Writing is difficult by nature not only in foreign language but also in mother tongue. [4] gives there reasons that writing difficult these are: psychological problem, linguistic problem and cognitive problem.

#### **2.3.1 Psychological Problem**

It is in elaborating the first reason, he states that “writing is a solitary and the fact that we are required to write on year own without the possibility of interaction or benefit of feedback in the itself makes the acts of writing difficult.”

As we can see from Byrnes elaboration, the reason that makes writing a difficult task is the absence of immediate feedback when the writer does not know the feeling of the reader. He doesn't know whether the reader understanding his message or not. This absence of interaction between the two parts create a big gap in order to fill this gap the writer gets worried on who to cover his message properly. This puts the writer in a bog physiological problem and files to shoot his target. But when we came to other skills like speaking these kinds of problem does not occur. This because the writer has the change to get immediate feedback from listeners [4].

### **2.3.2 Linguistic problem**

Linguistic ability is the most important things to community in writing. When we write we cannot use other means of communication as, gesture, body movement, signs, facial expression etc.to make our ideas clear. The only possibility we have to use is correct form of the language. These are direction using correct spelling, punctuation marks and the use of sentences which are free from grammatical errors. Hence, writers are expected to check to check their first draft to correct any error that has been made otherwise, the message will be distorted.

### **2.3.3 Cognitive Problem**

According to [4] cognitive problems is the other reasons that makes writing difficult. We do not grow up to write as speaking. In order to write, our cognitive ability has to develop well. Writing is learned as we pass through a series of instruction. When we learn writing, we have to master the language skills. We should also learn how to organize ideas so as to make them easily understandable by reader.

## **2.4 Methods to Improve Writing Skills**

Some scholars or authors present methods to improve writing skill. As here under Raimes proposed the following five methods are to reduce the writing challenges. These are: steps in writing, organizing ideas, clear purpose to write, accurate sentences skill and knowledge about readers.

Another flower, H.R propose, the following methods to cure the challenges in writing organization skill, spelling capitalization, meaningful practice, reading habit and giving different writing task organization.

The Glenco English clarifies the following methods to improve English writing skill clear any tension or stress in your mind, study punctuation, spelling and capitalization have a good attitude to writing skill, know what good writer follow to write and identify your purpose and readers total condition.

## **2.5 Common Errors in Writing**

### **2.5.1 Sentence Fragment**

Sentence fragment is a group of words that does not express a complete thought you must add words or phrases to sentence fragments to form complete sentence [16]. Therefore, students can identify errors in constructing fragment sentences, considering the message between complete sentences with the help of their teacher.

### **2.5.2 *Run-on Sentence***

Run-on sentence includes and comma splice. Run-on sentence can be corrected in different ways, first we can correct run-on sentence using comma and coordinating conjunctions to join the independent clauses. Second separating independent clauses into sentence. Third using a semicolon to join the independent clauses. The other way is making of the independent clauses dependent [21]

### **2.5.3 *Fused Sentence***

A fused sentence is occurred when two independent clauses joined together without any connectors. This situation can be reflected in the absence of punctuation mark and miss of coordinating conjunctions between the two independent clauses.

### **2.5.4 *Comma Splice***

This mistake occurs when a sentence contains two independent clauses that connected with a comma which is not followed by a coordinating conjunction. We can fix these kinds of fault using different methods. First using correct punctuation mark between the two independent clauses. The other method is separate the two independent clause with capital letter. We can also identify the two independent clauses by coordinating conjunction and the coordinating conjunction must be preceded by a comma. In this, the sentence that begins with a coordinating conjunction is beginning with a small letter.

### **2.5.5 *Agreement of Subjects and Verbs***

It is essential for constructing error free sentence, using correct verb that agrees with the subject of a sentence. A sentence is a basic for developing paragraphs and texts, in other words adverb must agree with the subject of the sentence in any text. "Singular subject indicate one and require a singular verb. Plural subjects indicate more than one requires a plural verb." [8]. Therefore, the usage of subject and verb must be agree in number to the correct of a word that represents either it is singular or plural in a sentence.

### **2.5.6 *Pronoun Agreement and Reference***

Pronouns refer for words, phrases and sentence. They also represent to nouns that ply different grammatical in sentences [21]. We use pronouns to avoid repetitions of nouns in sentence and paragraphs. When we construct sentences we are expected to use the pronoun with its noun reference. If the writer does not use the correct pronoun that refer in understanding the message. In other words when the pronoun disagrees error occurs in a sentence.

### **2.5.7 Punctuation**

“punctuation is code that serves to single structural, semantic and rhetorical meaning that would otherwise be missed by the reader....from the reads point of view punctuation provides a map for one who must otherwise drive blindly past the boy ways intersection and devoted of writing though” edited by [14].

## **2.6 Factors Affecting Writing Skills in English Foreign Language**

There are many factors that affecting undergraduates writing skills, like vocabulary, grammar, motivation and skill.

### **2.6.1 Vocabulary**

Vocabulary is study of words used in a particular language or in a particular sphere of activity. Writers have a tool box. This tool box is constantly growing and is filled with items like grammar, punctuation marks and vocabulary. It's a good mechanics can pull out the right tools to make a good motor even more powerful, and courtiers can pull out the right tools at the right time to make good writing even year writing in strong in vocabulary. [22] pointed out a good vocabulary can help us say what we mean. When we are writing a good vocabulary is an indispensable tool. If you have several synonymy words you will be able to choose the best word for what you are writing and you can have the ability to avoid rouge words, because vague words do not give to the audience a good sense of your message. Any communicative language is a prominent tool for exchange of ideas, information, interest, intelligence, thought experience and facts. When we use spoken and written words in every day routines to communicate to the around and we communicate successfully. Thus, a good vocabulary can help us bay what we mean.

### **2.6.2 Grammar**

We use language for varies purposes we use it to exchange out felling, interest, ideas and though. According to [6] Grammar is the sound of any language and it is structure and meaning full system of language. All languages have their own grammar, people who speak the same language able to communicate because they intuitively known the grammar system of that language. That is the rule of making meaning students are native in a given language already know the structure of grammar they recognize the sound of that language word. The meaningful words and structure of sentence putting gather to make meaningful through.

### **2.6.3 Motivation**

According [15] “language learning is related to human motivation moderated and party controlled by the will, high motivation increase learning” [12] defines motivation as some kind of internal arrive that can encourage somebody to persuade a course of action.

### **2.6.4 Skill**

The teachers need to have a skill to motivate students to read the required objective. The skill expected from the teachers is the ability to determine the kind of feedback tells the learners what criteria for success are operate during a particular activity and therefore indicates what their won purr purpose and focus should be. The other skill teachers need to have is techniques. Which are important for creating contexts, converting meaning and grouping students during communicating through writing? In relation to this [15] suggests that teachers must be skilled in the use of different techniques in class and he/she must so motion of their effectiveness special strengths and weakness.

### **3. Research Methodology**

#### **3.1 *The Design of the Study***

In this research, the descriptive study was used. Because the descriptive studies are those studies which were concerned with describing the factors that affect students writing skill performance: in case 2<sup>ND</sup> year English language and literature students.

#### **3.2 *Subject of the Study***

The target population of the study was 2<sup>nd</sup> year English language and literature students. They are attending their education in the regular program. The researcher was selected the students because, they have taken writing skill. The total number of students is 21. And among this the researcher was used all student of 2<sup>nd</sup> year English language and literature.

#### **3.3 *Sampling Technique***

The researcher used purposive sampling technique while selecting 2<sup>nd</sup> year English language and literature students for they are the groups who are taking writing course this semester. Even though 3<sup>rd</sup> year students took writing courses. The researcher wants to select students writing course currently. For this and other reasons purposive sampling found to be appropriate.

#### **3.4 *Instruments of Data Collection***

The study included different instrument to gather important information from 2<sup>nd</sup> year English language and literature students. The researcher used questionnaire, interview, observation and document analysis to obtain the desired information.

##### **3.4.1 *Questionnaire***

The researcher used both close ended and open ended questionnaire to develop and distribute to both female and male students.

##### **3.4.2 *Interview***



An interview was used by the researcher for the sake of obtaining adequate information for the research. Here, use one better to be semi structured questions used to interview. As information from the teachers were taken 2 and from students 4 could be selected to get additional information from the total population as a sample using interviewing.

### **3.4.3 Observation**

An observation was conducted together cross checking information to consolidate response of the students in English to observe the technique and learning activities. So the researcher was check the writing ability of students assessed through continues observation.

### **3.4.4 Document Analysis**

In order to carry out this study, the researcher used students' analysis, and assignments depending on their writing experience.

### **3.5 Procedures of Collecting and Analyzing Data**

In order to analyze the collected data through data gathering tools, the researcher used both quantitative and qualitative methods of data analysis.

## **4. Data analysis and Interpretation**

In this section information was collected though questionnaires, interview, test analysis, and observation.

### **4.2 Analyses of Open ended Questions**

Students were asked to explain the factors that affect their writing skill in English lack of practice in writing skill, lack of motivation by teachers, lack of understanding in writing skill, lack of background knowledge, grammatical rules, vocabulary words, afraid to writ one that mean by saying they made mistakes. Students were asked to explain what they think, should be done in improving their writing skill in English teachers should motivate students in improving English writing skill read any grammar books decide their self to writ and understanding of any writing materials.

Students were asked to explain their negative attitude towards English writing skills. The respondents explained the following negative attitudes. English writing language is not spoken in their surroundings students have not understand English writing skills as basic skill they only focus on the other skills, students have not mastered how to write words, phrases sentences and paragraphs correctly students not motivated by English teachers.

Based on the above information the researcher concludes that almost all students have negative attitude towards English writing skills. Because from the lower grade teachers who teach English writing skill did not encourage their students to develop their writing skill in English. Students were asked to explain their awareness towards

English writing from back ground. The respondents described the following awareness students did not know the advantage of English writing skill, students did not follow English writing skill procedures so far, there was no an effort of English teachers about writing skill. As a result, it is possible to conclude that less awareness of student's English writing skill is one. English teachers did not help them when they were in the lower grade how to practice writing skill. Students were asked to describe about their interest in English writing skill to compare with the other skills. Students have more interest in the other skill than English writing skill, students do not study about writing skill in English, and they don't try to write something using English words on the other hand some students have an interest in English writing skill, although they have shortage of language in English.

According to the above clues, the researcher can conclude that some students have an interest in English writing skill. Most of them are not writing English.

#### ***4.3 Analysis of Student's Interview***

The researcher has also asked the student how they can solve their problems. The student also replied that they can solve their problems of writing by practicing many time in class room and home they were also asked to explain if they had any opportunities to participate in writing to transfer their ideas English. In response to the above question the participates replied they can minimize writing problems making practice day to day. The students were asked to explain how practices with their classmates can them to improve their writing skill in giving response to this question most of the students or the respondent replied yes because if they practice many times it can be case for them.

#### ***4.4 Analysis of observation***

The researcher has conducted personal observation in the class room and analyzing by observation the student ability of writing skill in the class the observation has been made consisting some critical related to student performance in writing skill. In addition to the students are assessed in writing through continuous observation. Some of the criteria are:

- Knowledge of vocabulary and grammar
- Practicing writing skill
  
- Converting of ideas opinions
- How much they are confident in class

Generally, the researcher used all the above criteria to assess the student's problem of writing in the class and outside. According to the study he students faced several problems in writing skill due to little interest, lack of preparation, lack of knowledge of vocabulary and grammar are the main obstacles of students when they are providing writing skill in class and out said the class.

#### ***4.4 Analysis of Teachers' Response on Interview***

##### ***Analysis of open ended interview***

The researcher has asked the teachers to improve our students writing skill performance students what measure do you take? The teachers' responded that in order to improve our students writing skill performance students should have enough time to exercise their tasks, different writing tasks should be given to the students and should revise by their teachers and other relatives.

They were also asked how you motivate your students to participate in the class room during teaching and learning of writing skill. According to the teachers' response they given students different tasks and it is obvious that they commit mistakes like spelling error, fragment sentences, and punctuation errors so they should motivate even they limit different mistakes like to revise it affine to share their idea with friends and they refer other guide materials. The researcher has also asked what solutions you suggest to solve the writing problem. Based on this question, the following possible solutions were suggested by the class room English teachers:

- Giving sufficient time to do their activities
- Motivating theme to write freely even they commit different errors
- Creating an atmosphere to write different tasks like essays paragraph, proposal and fictions.

The teachers were asked to explain what are the factors that affect learning skill on students in teaching process? The factors were the following:

- Lack of interest from the students to writ different writing tasks
- Lack of time to correct every student writing task
- Unable to writ their thoughts freely
- Unable to explain their idea smoothly and coherently.

#### ***Notes***

***Note 1. This is example of closed ended questions***

***Note2. This is example of Students Test Analysis***

#### ***4.1. Analysis of Close Ended Questions***

As it was see from the above table 3(13.5%) of the students strongly agreed that writing Performance cannot be improved through practice, because it is natural gift. Also 10(45%) of the student agreed that writing performance cannot be improved through practice, because it is natural gift. Whereas 7(31%) of the respondent strongly disagree that writing performance cannot be improved through practice, because it is natural gift. Totally from the given information we can conclude that the majority of the students agreed that writing performance can be improved through practice, because it is not a natural gift.

**Table 1:** Student’s response about the opinions they have to wards writing performance.

NO	Item	Level of agreement	No of respondent	Percent (%)
1	Writing performance cannot be improved through practice ,because it is nature gift	Strongly agree	3	13.5
		Agree	10	45
		Undecided	-	-
		Disagree	2	10
		Strongly disagree	7	31
		Total	22	100

**Table 2:** Students’ response about writing is the most difficult task among other language skills.

NO	Item	Level of agreement	No of respondent	Percentage (%)
2	Writing is the most difficult task among other language skills	Strongly agree	2	10
		Agree	10	45
		Undecided	1	4.5
		Disagree	8	36
		Strongly disagree	1	4.5
		Total	22	100

As the table 2 show 2(10%) of the students strongly agreed writing is the most difficult task among other language skills. Also 10(45%) of the student agreed that writing is due most difficult task among other language skills. But 1(4.5%) of the respondent do not decided writing is a difficult task or not. More over 8(36%) of the respondent disagreed that writing is the most difficult task among other language skills. Whereas 1(4.5%) of the respondents strongly disagreed that writing is not the most difficult task among other language skills. This implies that the majority of the respondents agreed that writing is the most difficult task among other language skills.

**Table 3:** Student’s response about writing very lonely activity that many students feel frightened while them are asked write a piece of text.

No	Item	Level of agreement	No of respondent	Percentage %
3	Writing very lonely activities that many students feel frightened while them are asked to write a piece of text.	Strongly agree	2	10
		Agree	9	40
		Undecided	2	10
		Disagree	5	22
		Strongly disagree	4	18
		Total	22	100

As the above table indicates 2(10%) of the respondents strongly agreed that writing very lonely activity that many students feel frightened while they are asked to write a piece of text. Also 9(40%) of the respondents agreed that writing is very lonely activity that many students feel frightened while they are asked to write a piece of text. But 2(10%) of the respondents do not decided writing is very lonely activity are not. Moreover 5(22%) of the respondents disagreed that writing is very lonely activity that many students feel frightened while they are asked to write a piece of text. And also 4(18%) of the respondent strongly disagreed that writing is not very lonely activity that may student feel frightened while they asked to write a piece of text. This implies that the majority of the students agreed that writing is not very lonely activity that many students feel frightened while they are asked to write a piece of text.

**Table 4:** Students response about do not like writing because they do not want anyone to see their mistakes.

No	Item	Level agreement	No of respondent	Percentage (%)
4	Students do not like writing, because they do not want anyone to see their mistakes	Strongly agree	6	27
		Agree	7	31
		Undecided	1	4.5
		Disagree	6	27
		Strongly disagree	2	10
		Total	22	100

From the above table 6(27%) of the respondents strongly agreed that students do not like writing, because they do not want anyone to see their mistakes and errors. Also 7(31%) of the respondents agreed that dents disagreed that students do not like writing because they do not want anyone to see their mistakes. Whereas 2(10%) of the respondents strongly disagreed that students do not like writing because they do not want anyone to see their mistakes. From this we can conclude that most of the respondents agreed that students do not like writing, because they do not want anyone to see their mistakes and errors.

As the above table indicates 6(27%) of the respondents strongly agreed that writing is skill that everybody likes and needs much effort to write some discipline. And also 10(45%) of the respondents agreed that writing is a skill that everybody likes and needs much effort to writ. But 3(13.5%) of the respondents do not decided writing is a skill that everybody likes and needs much effort to writ or not. more over 2(10%) of the respondents disagreed that writing is skill that everybody likes and needs much effort to writ. whereas 1(4.5%) of the respondents responded strongly dis agreed that writing is not a skill that everybody likes and needs much effort to writ. This implies that the majority of the respondents agreed that writing is a skill that everybody likes and need much effort to write some discipline.

**Table 5:** Students response about writing is a skill that everybody likes and needs much effort to write.

No	Item	Level of respondent	No of respondent	Percentage (%)
5	Writing a skill that everybody likes and needs much effort to write	Strongly agree	6	27
		Agree	10	45
		undecided	3	13.5
		Disagree	2	10
		Strongly disagree	1	4.5
		Total	22	100

#### 4.6. Students Test Analysis

**Table 6:** Students' problem when writing skill performance on paragraph writing.

Problem	Respondent	Percentage
Spelling	1	4.5 %
Punctuation	5	22 %
Subject verb agreement	4	18 %
Capitalization	3	13.5 %
Grammar	4	18 %
Run-on	3	13.5 %
Comma splice	2	10 %
Total	22	100 %

From the above table, it is easy to understand that the majority of the respondents 22% failed to appropriate use of punctuation. And the other 13% respondents are not good in the use of capitalization. The other the same to that capitalization 13% respondents failed in run-on. The other students who failed in comma splice are 10%. And 18% respondents also failed in subject verb agreement. The other similarly that subject verb agreement

18% respondents are grammar errors. The other less majority of the respondent 4.5% are making in spelling error. So, their assignment results indicated they faced much of punctuation, grammar; capitalization and subject verb agreement were the major problems. Finally, based on the respondent's response from the document analysis students had feared the criticism and lack of writing skill performance.

## **5. Summary, conclusion, and recommendation**

### **5.1 Summary**

The main purpose of this study was to examine the factors affecting writing skill of English major students. The study was conducted at Adigrat University. The samples of this study were 22 students. The questionnaire, interview, observation and document analysis were used to examine the factors affecting writing skills. The collected data was analyzed, interpreted and presented.

Finally, based on the analysis and interpretation of the obtained data the main findings are summarized as follows.

- ❖ The students were that much not interested to learn writing.
- ❖ Teachers did not encourage students in writing section as expected.
- ❖ Low participation of students in the writing activities.
- ❖ Writing tests were not given to students
- ❖ Mother tongue influence.

### **5.2 Conclusion**

As learning is the main tool for means of getting knowledge, solving problems, it is mainly the part of learners. Without active participation of teachers and without having good skills, and without learners involvement learning cannot give intended out comes. To make learners of English language be effective in English language and in writing skill in particular teachers should motivate their students.

The researchers observed that, English language students are passive in writing skill. They did not get any exposure to write in English due to lack of exposure and practice to writing in English, lack of confidence and motivation of teachers. The negative attitude of teachers and students towards writing in English, shyness of students and unwillingness to write in English were other factors.

### **5.3 Recommendations**

Since parts undermined in writing are likely to be even avoided in learning, care should be given in teaching language and testing. So, to help minimize problem of writing ability the following solutions are recommended.

- Since the absence of questions on writing in test has negative wash back effect on the learning of writing skills, attention should be given in test papers questions on writing activities.
- During the training of teachers in the collage attention should be paid to testing writing ability.

- Short term training and workshop should be given to English language teachers, so as to help them be up to date in their writing ability.
- The ministry of education should try its best to minimize the number of students in a class to a controllable size.
- The teacher and the students should pay attention in writing activities during the lesson as well as out of the class.
- Students should not expect learning much from their teachers. They should try to employ their own strategies to improve their writing skill in English language.
- The approach of students should be positive attitude towards writing skills.
- Teachers should organize the students in a small and manageable group. So that every student should participate in group activities.

There must be a close relationship between teachers and students.

### **Acknowledgment**

I would like to express my greatest heartfelt gratitude to **Assi. Professor Hayelom and Assi. Professor Messele Ayalew** for this help and encouragement in advice, comments that are useful for doing my research for the beginning to the accomplishment of this work. Finally, I would like to reflect my deepest gratitude to my all participants

### **References**

- [1]. Abbott, G et al (1987). "The Teaching of English of International Language." New York, McGraw - Hill. Companies.
- [2]. Atkins.J, Hailom and Nuru, M (1996). "Skill Development Methodology." AAU printing press
- [3]. Byrne. D. (1981). Teaching writing skills- Longman handbooks of language teachers. Long-man: London.
- [4]. Byrne D (1988:4). Teaching writing skills, London, Log man
- [5]. Byrne, D (1989). "The way to become effective writer." New York, McGraw -Hill. Companies.
- [6]. Eliot (1995). "Basic writing skill in English language." London Longman
- [7]. Encyclopedia Britannicaine (1986). "Basic writing skill in English language." Vol.29 Chicago encyclopedia Britannicaine.
- [8]. Gencoe (2000)."Writing English Language Tests." London Longman. Pp. 21.
- [9]. Gith (1989). "Learning Strategies Writing." Vanderbilt university, US.
- [10]. Guth. H,D.(1989). "The writers' agenda." Wadsworths, Inc.
- [11]. Harmer, J. (2007)."The Practice of English Language Teaching." Chaima Benkorichi. Jeremy.pp 327
- [12]. Hr. (1983). "Second language teaching. " /London. Pi.
- [13]. Langan.J (1987) and Gunning (1998). "College of writing skills." New York, McGraw -Hill. Companies.
- [14]. Leggestt, G.etal (1988). "Handbook for Writer." Tenth edition practice, Hall: loc USA.
- [15]. Lodo.G (1986). "Theory and practice of writing." New York.pp. 420
- [16]. Macmillan (1991). "Teaching reading skills in a foreign language." London Longman.
- [17]. Mccrimmon (1972). "Writing with purpose." Houghton Mifflon Company.
- [18]. Parker, S (1993). "The craft of writing." papual chapman publishing London.



- [19]. Raimes (1983). "The general writing guide." New York
- [20]. Reynolds & T. B. Gutkin (Eds.) (1983). "Handbook of school psychology." 3rd ed., pp.
- [21]. Wariner et al (1978). "Writer's choice," Grammar and composition: New York McGraw Hill.pp-247.
- [22]. Webster Dictionary. (1989). Webster's Dictionary of English Usage. Merriam –Webster Inc., publishers Springfield, Massachusetts.