

Abstract

The study aimed at manipulates the investigative using the role of action research in improving practitioner's classroom practice with reference to writing. Action research is an interactive method of collecting information that's used to explore topics of teaching curriculum development and student behavior in the classroom. The research problem investigated the academic writing amongst undergraduate students. The research hypotheses that action research can be a useful tool for helping teacher grow and develop as classroom practitioners and can be thought of as a powerful systematic reflective process. It can also provide the teacher with a power to meet the challenges posed by the teaching profession. The research methodology adopted is both an empirical and descriptive methodology. Data collected through questionnaire for teachers and pre-and post-tests for students. The study found out that action research thought a fairly new method of investigation. The study conclusion that the secondary school students have almost very poor knowledge of academic writing. The study suggested some recommendation that classroom practitioners should use classroom interaction to solve their problems and develop academically and professionally. The curricula should be entrusted to specialized syllabus designer with the appropriate expertise.