

# الآية

## بسم الله الرحمن الرحيم

قال تعالى:

(وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ (٣١))

صدق الله العظيم

سورة البقرة

# Dedication

I dedicate this work to:

My dear family,

Teachers,

And colleagues

# Acknowledgements

I am grateful to many teachers whose contributions have strengthened this research. I extend my sincere thanks to Dr. Mohamed Eltayeb for his tireless efforts, supervision, and contribution to this work.

# **Abstract**

This study is designed to investigate " the Effectiveness of Using Writing Skills in improving Written Performance at Secondary School Level. The main aim of this study is to reflect the importance of the teachers' role in improving written performance for secondary school students. The data of this study were collected through questionnaire. It was designed and distributed to (30) secondary school teachers at Umbada Locality. The respondents who participated in this study were randomly selected from different secondary schools in Umbada Locality. The researcher used descriptive analytic method. The study found out that teaching writing needs more efforts than other language skills; in addition to that, writing provides additional contact with the language outside the classroom so it is an important means of communication. The findings also show that some of the writing problems are due to the teachers' role in teaching writing skills; in addition, the time given to English period is too short for practicing writing skill. The study recommends that teachers should give opportunities for their students to practice writing inside and outside the classroom.

## المستخلص

تناولت هذه الدراسة فعالية استخدام مهارات الكتابة في تحسين الاداء الكتابي لدى طلاب مرحلة الثانوية. تهدف هذه الدراسة الي عكس اهمية دور المعلم في تحسين الاداء الكتابي لطلاب مرحلة الثانوية. جمعت البيانات الخاصة بهذا الدراسة باستخدام وسيلة الاستبانة فقد اختار الباحث (٣٠) استباناً لعدد ثلاثين معلماً من مرحلة الثانوية بمحلية امبدة. تم اختبار العينة المشاركة في الدراسة عشوائياً في عدد من مدارس المرحلة الثانوية بمحلية امبدة و استخدم الباحث الطريقة الوصفية التحليلية. حيث اظهرت نتائج البحث ان تدريس مهارات الكتابة يتطلب مجهوداً كبيراً مقارنة بمهارات اللغة الأخرى، بالإضافة الى ان مهارات الكتابة تتطلب اتصالاً اضافياً باللغة خارج فصول الدراسة و لذا تعتبر من وسائل الاتصال المهمة. خلصت الدراسة الى ان معظم مشكلات مهارات الكتابة ترجع الى دور المعلم في التدريس الكتابية و بالإضافة الى ان زمن الحصة لا يكفي لتدريس هذه المهارة. اوصت الدراسة بانه على المعلم ان يقوم بمنح الطلاب فرص التمرن و التدريب على مهارات الكتابة داخل وخارج الفصل.

## Tables of Contents

Topic	page
الآية	I
Dedication	II
Acknowledgement	III
Abstract (English)	IV
Abstract (Arabic)	V
Tables of Contents	VI
<b>Chapter One</b> <b>Introduction</b>	
1.1 Background of the Study	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	2
1.4 Questions of the Study	2
1.5 Hypotheses of the Study	3
1.6 Significance of the Study	3
1.7 Methodology of the Study	3
1.8 Limits of the Study	3
<b>Chapter Two</b> <b>Literature Review</b>	
2.1 Introduction	4
2.2 What is Writing?	4
2.3 The Nature of Writing	4
2.4 Writing Complexity	5
2.5 Time for Writing	6
2.6 Goals of the Writing Programme	6
2.7 The Reason for Writing	7
2.8 A basic Methodology for written work	8
2.9 Writing Difficulties	9
2.9.1 Psychological Difficulty	9
2.9.2 Linguistic Difficulty	9
2.9.3 Cognitive Difficulty	10
2.9.4 Effective Difficulty	10
2.10 Using Students Errors for teacher	11
2.11 Which Error to correct	11

2.12 Common Causes of Errors and their Theories	11
2.13 When do Students Make Errors	12
2.14 Mother Tongue Interference	12
2.14.1 Transfer in Language Learning	13
2.15 Problems of Writing in Secondary Schools	13
2.16 Speech and Writing	14
2.17 Study Writing	15
2.18 Writing Based on a text	16
2.19 Writing on Summary	16
2. 19.1 The Structure of the Summary	17
2.19.2 Steps for Writing Summary	17
2.20 What is a paragraph?	18
2.20.1 Paragraph Unity	18
2.20.2 Paragraph Coherence	18
2.20.3 A topic Sentence	19
2.20 .4 Adequate Development	19
2.21 Approach to Teaching Writing Skills at Secondary level	19
2.21.1 The Traditional Approach	20
2.21.2 The Modern Approach	20
2.22 Characteristics of Good Writing Materials	21
2.23 Teaching Principles and techniques	21
2.24 Preparing to write	23
2.25 Methods of Organizing Data	23
2.25.1 Chronological Order	24
2.25.2 Spatial Order	24
2.25.3 General-Specific Method	24
2.25.4 Classification Method	24
2.25.5 Comparison and Contrast Methods	24
2.25.6 Cause and Effect Method	24
2.25.7 Explanation Method	25
2.25.8 Definition Method	25
2.25.9 Process Method	25
2.25 10 Cyclical Process Method	26
2.26 Steps of Writing Process	26
2.26.1 Prewriting	26
2.26.1.1 Free Writing	26

2.26.1.2 Brainstorming	27
2.26.1.3 Talking	27
2.26.2 Organizing	27
2.26.3 Drafting	28
2.26.4 Revising	28
2.26.4.1 Changing Content	28
2.26.4.2 Adding Coherence	28
2.26.4.3 Key Words	28
2.26.4.4 Time Words	29
2.26.4.5 Transitional Words	29
2.26.5 Editing	29
2.26.6 Formatting	29
2.27 Using Computer in Writing Process	29
2.28 Previous Studies	31
2.29 Summary	33
<b>Chapter Three Methodology</b>	
3.1 Introduction	35
3.2 Methods of the Study	35
3.3 Subjects of the Study	35
3.4 Instrument of the Study	35
3.5 Validity and Reliability of the Questionnaire	35
3.6 Procedures	37
<b>Chapter Four Data Analysis ,Results and Discussion</b>	
4.1 Introduction	38
4.2 Results	38
4.2.1 Qualification and Experience	38
4.2.2 Results Related to the First Hypothesis	39
4.2.2.1 Accurate Written Work	39
4.2.2.2 Writing Composition	41
4.2.2.3 Practice of Writing Skills	42
4.2.3 Results Related to the Second Hypothesis	44
4.2.3.1 Writing in the Classroom	44
4.2.3.1 Spine Series	46
4.2.3.3 Sentence Structure	47



4.2.4 Results Related to the Third Hypothesis	48
4.2.4.1 Effective Writing	48
4.2.4.2 Teaching Writing	51
4.2.4.3 Teachers' Qualification	52
4.2.5 Testing the Three Hypotheses	54
<b>Chapter Five</b>	
<b>Conclusion findings ,Recommendations and Suggestion for further Studies</b>	
5.1 Introduction	57
5.2 Conclusion	57
5.3 Recommendations	58
5.4 Suggestions for Further Studies	58
References	59
Appendix	61

# Lists of Tables

<b>Table No.</b>	<b>Topic</b>	<b>Page No</b>
1	Questionnaire Reliability and Validity	36
2	Teachers' qualification and experience	38
3	Accurate written work	40
4	Writing composition	41
5	Practice in writing skills	43
6	Writing in the classroom	45
7	Spine series	46
8	Sentence structure	47
9	Effective writing	49
10	Teaching writing	51
11	Teachers' qualification	52
12	Testing hypothesis(1)	54
13	Testing hypothesis(2)	55
14	Testing hypothesis(3)	56