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## **Abstract**

The learning a new language like English is as important as difficult for secondary learners. Many students find it so complex that feel frustrated in the learning process, special when is required to produce the language. This exploration work, is about the strength students have and the weaknesses they present in the English writing skill in secondary school with students from 9th grade. That is the case of students from institute Salomon Ibarra School, when were exposed to answer an instrument about their learning experience of writing. The population of this study were 27 students of 9th grade and a teacher, the tool research used were a survey and a checking list for students and an interview for the teacher, that were applied during the school year 2023.

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## **Introduction**

Our exploration was based on the weaknesses and strengths that appear in the writing of the English language as a second language, for them we relied on two objectives which were to discover the strategies used by the teacher in the development of the writing skill, the second objective is which are the tasks that are commonly assigned in the classroom, with this information we set out to interpret the effect of the strategies put into practice the Salomón Ibarra Mayorga public school in the 9th grade of the afternoon shift.

The ability to write English is as important as speaking and recognizing it, at the same time we recognize that our culture and our mother tongue allow us to present difficulties in our learning process and because of this we present weaknesses when writing it, it is for this reason that We apply appropriate instruments to find the weaknesses that must be overcome, as well as recognize the strengths that allow us to overcome the weaknesses founded.

By putting all these instruments into practice, it was found that there are strategies and techniques used that have given strength to meaningful learning and at the same time we discovered others that do not give positive results in the ability to write English. We can say that they were helpful to our established purpose.

## **Rationale**

The teaching-learning process of English as a foreign language requires a lot of dedication of both time and interest, having good communication between teacher and student and knowing how to develop the language skills correctly, but in our research it will be based on the development of the writing skill at the Salomón Ibarra Mayorga institute in 8th grade, nevertheless in this skill there have been numerous problems in all the years of study, since It is common for students in today's educational system to dislike and/or avoid the writing process. Many students feel writing takes too long. For some, writing is a very laborious task because there are so many sub-components which need to be pulled together.

Nevertheless, students have presented many problems in writing when time to express an idea, daily routines or experiences. On the other hand, teachers also face difficulties when developing the writing teaching process. By understanding both the students' and teachers' challenges in learning and teaching writing skills, the teachers could choose the best possible approach to teach writing skills by giving feedback and guidance. Besides, the school management should take necessary actions on the challenges faced by the teachers in order to facilitate the teachers to have an effective teaching process. Teachers may stress the importance of learning writing skills to the students in order to motivate them to learn writing skills. So, this research is designed to find the factor that affects the teaching and learning process of writing skill in the classroom and suggest different strategies that can be used and practiced in a comfortable environment.

The purpose of this research is to view both sides, the teaching and learning process, and explore the techniques and strategies used. Nunan (1989) claims that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. It is a requisite to think and compose ideas to produce compositions. If a student is not able to write short texts, they could have ineffective communication. So, it is important to face the difficulties. The students and teachers delineated several problems in the writing of undergraduate ESL learners. They agreed that ESL learners lack

knowledge of appropriate vocabulary. The teaching and learning process specifically the writing skill is a difficult task but have been designed a variety of strategies that can be used and improve this skill and do not become in a stressfully stage of learning

### **Problem Statement**

There are some difficulties that students face in the production of EFL specifically in the writing skill, that do not let students to express clear ideas or communicate through writing way.

### **Research Questions**

What are the difficulties in the writing production of English as a foreign language?

What strategies are used in the classroom in order to develop writing skill in EFL?

Which is best teaching method for learners to develop writing skill in English as a foreign language?

### **Objectives**

#### **General Objective**

To investigate the weaknesses and strength in the teaching and learning process of EFL writing in 9th grade students.

#### **Specific Objectives**

To identify the most common writing tasks assigned in the class, in 9th grade institute Salomon Ibarra School.

To classify the English writing strategies used by the teacher at 9th grade.

To interpret the effect of these strategies in achieving the writing goals.



## II –Theoretical Framework

### 2. Writing Skill

English is an international language and is much demanded today. English is by far the most widely used language around the world. However, one of the skills develop in the English language is writing, and it has always been a challenge for second language students to master. Developing students' ability in writing is one of the major challenges faced by the ESL teachers in most schools nowadays especially in the 9th grade. Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements <https://www.researchgate.net/profile/V-Chandra-Rao/publication/>. Been writing one of the English skills, we cannot say that a person knows a language if he/she are not able to transmit a message through writing.

The development of English as a foreign language skill among the students has always been an interesting task. The process of writing suggests that the students are actually taught how to write with coherence, acceptable spellings, and appropriate grammar structure in second language (Freedman et al., 2014). The strategies for classroom refer to English as foreign language learning sense, which has been introduced to the complex shifts made by second language speakers. These strategies can be different in nature, which include cognitive learning strategies and metacognitive learning strategies (Cohen, 2014). Students need to personally get involved in writing exercises to make the learning experience valuable. In the foreign language learning classrooms student motivation is enhanced by explaining them the steps involved in effective writing (Santangelo& Graham, 2015).

The writing activities need to be adapted according to the needs and interests of the students. Moreover, these activities should be linked to the real life whenever possible. An effective approach is needed to encourage students' participation in writing exercises, refining, and expanding writing skills

(Hopkins, 2014; Airey, 2016). The teachers should be clear about the skills that are needed to be developed and the factors that facilitate learning in the target areas. Once the teachers are confident about their students' interest in being involved in the activities of learning better writing skills, they mainly focus on the involvement of students in order to promote long term positive learning experience (Wood et al., 2016).

## **2.1. Writing techniques**

Didactic techniques are the resources used by teachers to materialize and concretize both the purposes and the goals that have been planned since the strategy to be used is determined.

### **2.1.1 Writing Fables**

This technique requires a total of 1-2 hours of writing together with enjoyment. The students use narrative target language to produce a fable. The writing of fables makes use of verbs that explain the direct speech, use of adverbs providing detail information about the speaker, dramatic emphasis through inversion of subject, and use of verb patterns (VanPatten & Williams, 2014). The activity of fable writing involves 'fable swap milling exercise' that is helpful for the students in recalling their own fable around eight times. Repetition of these fables increases the confidence and fluency in EFL learners, and gives chance to the students for elaboration and connection.

### **1.1.2 Speed Writing**

Speed writing tests the actual writing skills of each student individually. The students are given approximately 15 minutes to write a composition related to the topic. In this technique, the students are needed to concentrate on ideas, but not on the grammar, punctuation, and language. The students further need to write quickly during this time without crossing or correcting any mistakes. Moreover, this technique does not allow the students to work in groups (Cook, 2013).

### **2.1.3 Loop Writing**

Loop writing is a way of writing that ensures the linking of paragraphs to form a coherent text. In this methodology, the EFL learners are given the task to write through cause and effect by developing coherence and cohesion. Loop writing is basically continuation of speed writing, as it requires structuring of the ideas generated during speed writing (Cook, 2013). Loop writing involves the structuring of ideas in a complete text. This procedure can be carried out either individually or in group. The students are requested to read whatever they have written and arrange all the sentences and paragraphs accordingly. This procedure is helpful to detect the understanding of students' learning to write in L2.

### **2.1.4 Mini Saga**

Mini saga is known as a piece of writing that is composed of fifty words that provide an excellent source for short writing lesson. It succeeds in teaching effective writing as it is easier to read and understand for the EFL learner. In this procedure, accuracy is mainly focused, and has the potential to motivate the learner (Garcia-Sanchez & Lujan-Garcia, 2015)

## **2.2 Importance of writing skill**

Communication is a great importance to human's life. The people need to communicate each other to have relationship in the society. Many languages usage in communicate in daily life. Brown (2000:5) states "Language is a system of arbitrary of conventionalized vocal, written, or gestural symbol that enable members of a given community to communicate intelligibly with one another". Communication system can be divided into two part such as verbal communication and written communication. Both of them are important but written communication is more complex. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels.

Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. Been writing one of the English skills, we cannot say that a person knows a language if he/she are not able to transmit a message through writing. Learning to write involves for being

able to communicate and convey ideas meaningfully. Writing skill produces a written product. It is a process of transforming ideas into the written text coherently and cohesively. According to Nunan (2003), the purpose of writing is to express and impress the ideas. Writing also pays attention on the correct order of words to be a good sentences and paragraph. Writing involves some language components (spelling, grammar, vocabulary, and punctuation). Students will learn many aspects in language components.

Writing is an important skill for language production, which is considered a difficult skill for students and it is important be able to express any idea through writing way, express feeling, if students want to make presentations and reports, write letters, etc. writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media., (Harmer, 2010) . However, writing is more than a matter of organization elements in the best order, and writing instruction is more than assisting learners to remember and execute the patterns. It is the last stage in learning language after listening, speaking, and reading.

### **2.3 Difficulties in writing skills**

Teachers are facing some challenges in teaching writing skills for students in the 9th grade. Like poor spelling, students' readiness and lack of exposure to books and reading materials. Thus, this study aims to explore the challenges faced by both the students and teachers in learning as well as teaching writing skills in elementary schools teaching writing has become difficult because of the challenges faced by the students in learning writing skills. According to Hasani (2016), a number of factors create hurdle in developing elementary students' English writing skills, as lack of learners' motivation, inadequate time for writing, lack of reading and writing practice, no proper feedback and comments on students' written work, lack of teaching resources and facilities, overcrowded classrooms, unproductive teaching methods, and students' social background. Like all learning problems, difficulties in writing can be devastating to a

student's education. Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach.

Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a student fails to develop certain basic skills, he will be unable to write with the speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning. Students faced with such difficult odds have trouble staying motivated.

According with Anderson, S (2017), writing has now become a huge part of every student's life, starting with the simplest content to the most complex writing pieces. At this point, students are asked to craft different types of essays, research papers and other kinds of creative writing tasks. Unfortunately, the majority of students still fail to develop their writing skills even after finishing school. The reasons for this are numerous, including:

- Improper development of analytical and cognitive skills
- Lack of writing practice
- Insufficient word stock and writing mechanics
- No feedback on their writing

### ***2.3.1 Lack of vocabulary***

Some of the challenges that are faced by the ESL students are lack of vocabulary. Each student may face different challenges in learning writing. Good vocabulary repertoire can help students to speak or write to deliver their thoughts, also the usage of electronic dictionaries and more reading activities can help students with limited vocabulary.

### ***2.3.2 Miss used of grammar,***

Grammar plays an important role in writing. Grammar provides information that helps the students to understand its meaning. It is a structure that conveys the detailed meaning of the writer to the reader. Grammar also explains the forms and structure of words, called morphology and how they are arranged in sentences, called syntax. Grammar ability can be improved through reading activity and grammar related activities.

### ***2.3.3 Lack of motivation to self-writing.***

All the students are special and unique in their own ways. These challenges will somehow pull back the students from moving forward to produce a good piece of writing. According to Foster (2015) motivating and attracting the students' attention can help students' readiness in learning writing. When students choose to feel reluctant in learning, it is a sign of lack of motivation (Abrar, 2016).

### ***2.3.4 Not exposure to real context***

Where students have the opportunity to freely writing about what they wish, to whenever they feel like. Using various writing strategies will make the students think creatively. Students may use what they know by combining opinions and facts, thus, making a new piece of writing. According to Bloom's Taxonomy, this is high level ability. <https://www.scirp.org/journal/paperinformation.aspx?paperid=97129>. so, the students need to feel confidence with their thinking, find a comfortable place, and feel pressure for a teacher.

### ***2.3.5 Poor spelling***

Another challenge student also face is Poor spelling is another cause of anxiety for students in learning writing skill and this is supported by Nyangau Benard (2014). Having good ability in spelling will lead to positive learning of writing skill. If the students are struggling with spellings, it will hold them back to move

forward. The students will either add or leave letters of the words. For an example “ballon” instead of “balloon.” According to Nyang’au Benard (2014) memorization of the spelling will help the students to have good spelling.

### **2.3.6 Readiness**

Students’ readiness is another challenge in learning writing and this was supported by Foster (2015). The readiness can either be physical readiness and mental preparedness. If this is not occurring, students will be having challenges in writing. Students will not be mentally prepared to learn in the classroom if they are not ready. It is very important for the students to be ready before they enter the classroom.

Lack of exposure to books and reading materials are other challenges for elementary school students, especially the 8th grade in learning writing and this is supported by Foster (2015). Lack of extensive reading will not help the students to write good sentences or paragraphs. This is because reading and writing are interrelated. If the students are not reading books or other reading materials, they are going to have a lack of ideas and vocabulary to write. Their brain neurons will be connected to each other to come out with good writing if they read more and connect the ideas with their prior knowledge. Foster (2015) explained that exposure to different reading materials can help the students to be aware with language awareness explained.

## **2.4 General Strategies**

View the improvement of students’ writing as your responsibility.

Let students know that you value good writing.

Regularly assign brief writing exercises in your classes.

Provide guidance throughout the writing process.

Don't feel as though you have to read and grade every piece of your students' writing

6 Find other faculty members who are trying to use writing more effectively in their courses

7 Remind students that writing is a process that helps us clarify ideas

#### **2.4.1 Writing Strategies**

Writing is a communicative skill to send, store and retrieve message with the well-being of written symbols, also is important to know how to choose the correct strategy. Strategies, are the set of procedures that allow teachers and students to consciously organize actions so that the goals in the teaching process itself are achieved. These procedures can be methods, techniques or activities.

As previously mentioned, the challenges faced by the students' have also made it challenging for teachers to teach writing skills successfully. The challenges that are faced by the teachers to teach writing skills are difficult to motivate their students, students of diverse levels, difficult materials and time constraints to teach the students. In order to improve a student's writing ability, more attention must be given by a teacher to teach writing such as giving guidance and feedback. Therefore, a teacher needs to be aware of the challenges faced by other English teachers in teaching writing skills and ESL students' challenges in learning to write precisely.

#### **2.4.2 Teacher's strategies for writing**

Teachers can only prepare appropriate activities or good materials if they know well about their students' proficiency level, and interests. Not only that, longer time is needed for teachers to prepare new teaching materials, appropriate lesson plans, suitable activities, and provide comments or reflections for better results in the writing teaching process. Nowadays, teachers are having a hard time in motivating the students. Not because of the students' naughtiness, but the students are not interested in learning writing and this claim is supported by Asep (2014). The younger generation has the perception that they can do whatever they please since much freedom has been given to them by their parents previously.

According to University of Wisconsin-whitewater, they have many strategies, Ideas, and Recommendations from the faculty Development literature to improve a good writing skill.



## **2.5 Factors that affect writing skill**

Journal article ELT-Lectura published by Lancang Kuning University (2017) explains that materials, media, activities, classroom management, teacher's strategy, and teacher's approach are factors that influence the students' writing skill. In consequence the teacher needs to prepare the appropriate material to have a meaningful writing class.

### ***2.5.1 Multiple level of students in a classroom***

Having different levels of students in the classroom is another challenge faced by teachers to teach writing. In many elementary classrooms, students from different levels are placed in the same classroom. Different levels of students will result in difficulty for teachers in order to cater all of their levels simultaneously (Asep, 2014). Different levels of writing ability will require the teachers to use different approaches. As a result, the teachers feel it is difficult to plan their lessons and prepare appropriate activities for the students.

## **2.6 Teaching methods for writing**

The teachers should adequate the method according to the learning style of the students and the level, because in a classroom there are many students who do not go at the same rhythm of the learning program.

Teachers are the main asset of a country because they are nation builders. Teachers and education systems play a vital role in building an individual's character, and great teachers have set examples of changing their student's lives. We can find an endless number of stories about how appropriate teaching methods and strategies have brought remarkable changes in a student's life. The art of teaching matters a lot. In this case students will perform in a great way if they follow an excellent feedback to expand their critical thinking, vocabularies and expand their general writing skills. To be a successful teacher, one should know all the possible teaching methods and strategies and use them correctly because students learn better when their teacher knows which teaching method will engage the students more.

In order to have an effective writing program or adequate writing evaluation to guide students, it is important to use a variety of teaching methods. Additionally, method is treated at the level of design in which the roles of teachers, learners, and instructional materials are specified. This method is theoretically related to an approach and is organizationally determined by a design (Fauziati, 2009, 15).

There are some kind of method, are:

### ***2.6.1 The Method of Grammar and Translation***

The Method of Grammar and Translation was devised and developed for use in secondary school. This method was used for teaching and learning Latin and it places a lot of emphasis on learning vocabulary and grammar. This approach was historically used in teaching Latin and Greek. The approach was then generalized to teaching modern languages, including English. The primary purpose is to prepare students to be able to explore their depth and breadth of second language literature. Thus, there is a little concern with being able to communicate orally. In classroom practices, therefore, there are very few opportunities to listen and to speak the language. Classes are taught in the student's modern tongue, with little active use of the target language. Vocabulary is taught in the form of an isolated word list. Elaborate explanations of grammar are always provided. Grammar instruction provides the rules of putting words together; instructions always focus on the form and inflection of words. Method of grammar and translation is the general ability to write and translate properly in a second language.

Khoirul (2017: 7) states that inquiry means investigate or request for information, in the concept of education inquiry means that the students are required to seek and find their own. Students are encouraged to be active in the learning process. One of them is by asking good questions actively, a good question is a question that is related to the material being discussed or addressed. It means that the students not only come in, sit and remain silent in class but also students are involved in their learning, formulate questions, investigate widely and build new understanding, meanings and knowledge.

### **2.6.2 Direct Method.**

The direct method in teaching a language is directly establishing an immediate and audiovisual association between experience and expression, words and phrases, idioms and meanings, rules and performances through the teachers' body and mental skills, without any help of the learners' mother tongue.

The direct teaching method is commonly used in all institutions as it makes the teacher or an instructor directly communicate with their student within the school or institution premises. The direct method was the outcome of the reaction against the grammar translation method. This method lessens the communication barrier between students and the teacher. It focuses on the immediate teaching process, and the students are allowed to ask questions directly or give suggestions in between, with certain time limitations. Also, some of the characteristic of the implementation of this method are included:

Giving instructions exclusively in the target language.

Grammar was taught inductively

Teaching everyday vocabulary and sentences.

### **2.6.3 Suggestopedia Methods**

According to the strategies used in the classroom a teacher can use the suggestopedia methods in order to have a better result in the activities, as is mention in a study made where is affirmed the effectiveness of the suggestopedia methods in students with writing difficulty, because the method tends to make the atmosphere relaxed and comfortable. (Sundari, 2022).

## **2.7 Type of writing**

There are many ways to improve students' penmanship through writing exercises at elementary level. Students may use different writing methods at a time. There are various teaching writing strategies for examples pre-writing, writing warm-up, collaboratively write, using sentence starters, and guided writing.

All the teaching of writing strategies cannot be used at the same time as they may have different teaching objectives (scirp, 2006-2022).

Teaching children, the different types of writing is essential to their understanding of literature. Children get tested on their knowledge of different text types and genres across the world. there are only five main kinds of writing: expository, descriptive, persuasive, narrative, and journal or letter writing. Each writing genre has its own unique purpose and requires different skills. <https://www.twinkl.com/teaching-wiki/5-genres-of-writing>. In young learners they are able to differentiate what kind of writing they prefer and take advantages of that.

### **2.8 Use of technology for improve writing skill**

The use of technology to support the learning and understanding of language to students is essential because writing students tend to need proof of skills that they are learning. The best way to encourage development of language is to provide many opportunities for a child to interact with objects and events and other children” (1989), therefore technology may be an appropriate strategy for support struggling writers. <https://fisherpub.sjf.edu/cgi/viewcontent.cgi>

### **2.9. Writing Task.**

One of the most important requirements for designing effective writing tasks is to think of coherent, connected activity sets, which include pre-writing, during-writing and post-writing activities. Connected activity sets help students complete the writing task successfully and foster the process of writing. Working backwards from the final task makes it easier to design such activity sets. Only by viewing writing in the broader context of activity sets can you ensure that writing is taught as a process, with brainstorming, several writing and re-writing tasks, and active revision. While the activity sets are presented here in chronological sequence for clarity, during actual writing, there is much recursively among the following steps.

Pre-writing activities prepare learners for a final writing task and activate, review or build sub-skills that prepare the learner for completing the main writing task. They usually focus on the audience, the content, and the vocabulary necessary for the task. These are typically word and phrase level activities. Pre-writing tasks review and build students' knowledge of relevant vocabulary, relevant grammar points and, most importantly, students' background knowledge, since that is what really generates thoughtful and interesting written work when learning English as a foreign language. Pre-writing tasks are a crucial element of successful writing instruction.

During-writing activities engage learners in recursive writing, self-editing and revisions. As the students are guided through writing and re-writing, the teacher should guide them through other areas such as syntax. Once students are ready to write, they need clear instructions and resources to complete the next steps in the process: writing drafts, revising, self-editing, expanding. Students should be allowed to use notes they generated from the pre-writing tasks. Decide also whether they may use a dictionary or spell-checker, and what you expect them to do for this activity. Ensure that your pedagogical objectives align with the actual activity you assign your students

Post-writing activities help learners reflect on and revise their writing based on feedback from an audience, such as peers and/or an instructor. We define post-writing as the step in the writing process where the written text is shared with other audiences, such as a peer-editor or the instructor or even with the general public. The basic components of post-writing activities: Re-read your story, make sure sentences make sense. Add phrases to make the story flow smoothly (cohesion markers, pronouns, conjunctions). Eliminate "fluff" (unnecessary or redundant details). Proofread for spelling, vocabulary, grammar (checklist). (Benard, 2014)

### **3.Conclusion**

There are some worries that students face in the learning process of English specifically in the writing skill, that do not let students to express clear ideas or communicate through writing way. According to

Hasani (2016), a number of factors create hurdle in developing elementary students' English writing skills, as lack of learners' motivation, inadequate time for writing, lack of reading and writing practice, no proper feedback and comments on students' written work, lack of teaching resources and facilities, overcrowded classrooms, unproductive teaching methods, and students' social background.

Writing is an important skill for language production and in this explore applied, our main objective was to analyze the weaknesses and strength in the teaching and learning process of EFL writing in 9th grade students. For that purpose, we stablish three specific objectives, the first was to identify the common writing tasks assigned in the class, in this case we apply a short questionnaire to the teacher, the answer reveal that the most common task the teacher assigned were: verbs conjugation, unscramble sentences, writing sentences, competing sentences with verb, write short paragraph or composition, The tasks are interesting and according to the level of complexity of the students, the weakness in this case is that the types of tasks are good, although, are not always related to the needs of the student, They also present some limitations because are not using technology even though the school has the tool, but rather they usually use traditional methods such as the use of books and some other material prepared by the teacher. At the same time, a multiple selection instrument was applied with the students, to obtain more information. In this case, in this analysis we conclude that the students carry out activities of completing simple paragraphs, always combining reading with writing, but are not able to do so by theirselves. Also are not able to express their ideas in writing or describe different events, but they are able to recognize their mistakes in writing.

in a second moment we apply other instrument in order to classify what strategies are used in the classroom of 9<sup>th</sup> grade, we are clear that strategies are a set of procedures and these procedures can be methods, techniques or activities, in this case was difficult to obtain much information about specific strategies, although, we identify con methods and techniques used, as, the translation of new word, use of students book, , make group to work together and the complete activities using text book, in some time the teacher use the suggestopedia methods by creating interesting lesson plan and clear. Finally, to interpret the effect of these strategies in achieving the writing goals. According to our analysis the

strategies used in the classroom are not specific, the teacher used some adequate strategy for making an interesting writing class and inspire students to write, but need to improve innovative strategies that encourage students on this learning process, the strategy used by the teacher give the students the opportunity to feel confident According to Fauziati, (2009, 15), one should know all the possible teaching methods and strategies and use them correctly.

On the other hand, it would be very important to use more dynamics activities using all technological resources available to reinforce student's attention and incentive them in the learning of writing process.

#### **4.Recommendation**

The investigation revealed that there are difficulties that students face in the learning process of English specifically in the writing skill, that do not allow students to express clear ideas or communicate through writing way these difficulties become weaknesses and it is necessary to to pay attention in order to fulfil the writing target.

As recommendation, we mentioned how important is been clear and specific with questions, it is necessary to do the work with enough time but follow a previously survey made, in other words to find evidence about to topic is been studied to others researchers.

## 5. Methodology Design

### 5.1 Type of research

'Mixed methods' is a research approach whereby **researchers collect and analyses both quantitative and qualitative data within the same study**. The approach used to develop this research was a mixed approach due to involving the qualitative and quantitative data. The quantitative approach helps us to gathers and also analyze information to provide and answer to our research question involving diagnosis from data collection in order to fulfill exact behaviors from the population and samples.

### 5.2 Population and samples

This research pretends to explore what are the weaknesses and strength in the learning process of writing skill, for analyze the data collection for this research in the 9th grade of student's classroom B from the institute Salomon Ibarra Mayorga, were taking in to account a population of 33 students and the sample were 24 students, we choose the sample based on the attendance of the day.

### 5.3 Data collection Methods

An interview: is a procedure designed to obtain information from a person through oral responses to oral inquiries. In order to collect enough data to provide a conclusion to this research were designed and applied two instruments an interview to the teacher to gather information about the strategies to improve the writing skill

A survey: is a method of gathering information using relevant questions from a sample of people with the aim of understanding populations as a whole. Surveys provide a critical source of data and insights for everyone engaged in the information economy, from businesses to media, to government and academics, so we used a survey with students to give us the opportunity to examine the techniques used to develop writing skill.

A questionnaire: is a structured instrument or form consisting of a series of questions designed to obtain specific information from those who respond to it.



A checklist: is a written or electronic list of items to be checked or accomplished.

### **Data analysis 1**

**Objective:** To identify the most common writing tasks assigned in the class, in 9th grade institute Salomon Ibarra School.

#### **Questionnaire Analysis**

Writing is one of the important skills that that need to be practice in the school from a word to a complete paragraph or essay, and teachers need to choose carefully the type of task assigned to the students. In other case of study, the researcher concludes that the One of the most important requirements for designing effective writing tasks is to think of coherent, connected activity sets, which include pre-writing, during-writing and post-writing activities. (Benard, 2014). Based on this approach we ask to the teacher to answer the next questions

1.What type of writing tasks do you assign to your students?

A teacher answer: The different types of writing task are verbs conjugation, unscramble sentences, writing sentences, competing sentences with verb, write short paragraph or composition. We consider that the teacher uses different writing activities in order to help students do not be bored or disappointed if they cannot complete the task and this is agreed to what Anderson said. According with Anderson, students are asked to craft different types of essays, research papers and other kinds of creative writing tasks (Anderson, S (2017)

2. The homework are related to the real context of your student?

Tacher answer: It need to be related to the real life of the students, the school differed according to the interest or context of the community. We understand that the teacher does not assign task according to the context and this can be a weakness, because it makes more difficult for students to complete the task that they are not familiar, because students do not understand. Students may use what they know by combining opinions and facts, thus, making a new piece of writing. Rachel Nyaney, M. M. (December de 2019).

3. The students are able to write sentences and paragraph

Teacher answer: If the teacher prepares the condition, they would do the task with any problem, but depend of the condition and the plan develop by the teacher, in our opinion about this answer the students are not able to write sentences by their own way, they need the teacher's help, so the learner should practice more about how to translate the ideas or concept in writing issues. Loop writing involves the structuring of ideas in a complete text. (Cook, 2013)

4. Are student's exposure to books and writing materials?

Teacher answer: In some cases, and schools, they have those kinds of material, but in other situation the teacher used to prepare the material. According to the answer the students are exposure to reading and writing materials proportioned by the school or by the teacher, so it is a strength in the writing process. Lack of extensive reading will not help the students to write good sentences or paragraphs Foster (2015).

5. Do you use the technology in the assigned of writing task? Why?

Teacher answer: In our school is possible because we have TIC that its pursuit a good way to develop the class. According to our analysis the teacher uses the technology to have a better develop of the class, the use of technology tool engages the students in the theme and became it more interesting. Technology may be an appropriate strategy for support struggling writers. St. John Fisher College  
Rochester, New York.

## Data Analysis 2

**Objective:** To identify the most common writing tasks assigned in the class, in 9th grade institute Salomon Ibarra School.

### Checking list analysis

According to our analysis of the result of this instrument and according to our objectives to find the most common writing task assigned by a teacher to develop the writing skill, the most common task was in first places to complete jobs applications and reports with specific information, followed by checking their own error, create short sentences in order to complete text, answer reading comprehension in writing way and write short paragraph about entertainment preferences.

In our point of view, the task assigned to students as Completing job application and report, answer reading comprehension in writing way and checking their own writing errors help the students to improve their writing in these cases the reading and writing are complemented each one and this is supported by Foste in the next citation. According to Foster the Lack of extensive reading will not help the students to write good sentences or paragraphs (Foster 2015).

Then we mention that the task as create short sentences, and writing short paragraph are common task assigned in the classroom so the students put in practice the suggested activities in order to improve the writing skill, that help the student to be able to write text correctly. These is supported by Freedman et al, (2014) The process of writing suggests that the students are actually taught how to write with coherence, acceptable spellings, and appropriate grammar structure in second language

### **Data Analysis 3**

National Autonomous University of Nicaragua

UNAN-Managua

Faculty of education and language

English Department

Student's Survey

**Objective:** To classify the English writing strategies used by the teacher at 9th grade in Salomon Ibarra Mayorga afternoon shift.

Read the Following Instructions and Mark with an "X".

#### I. General Information

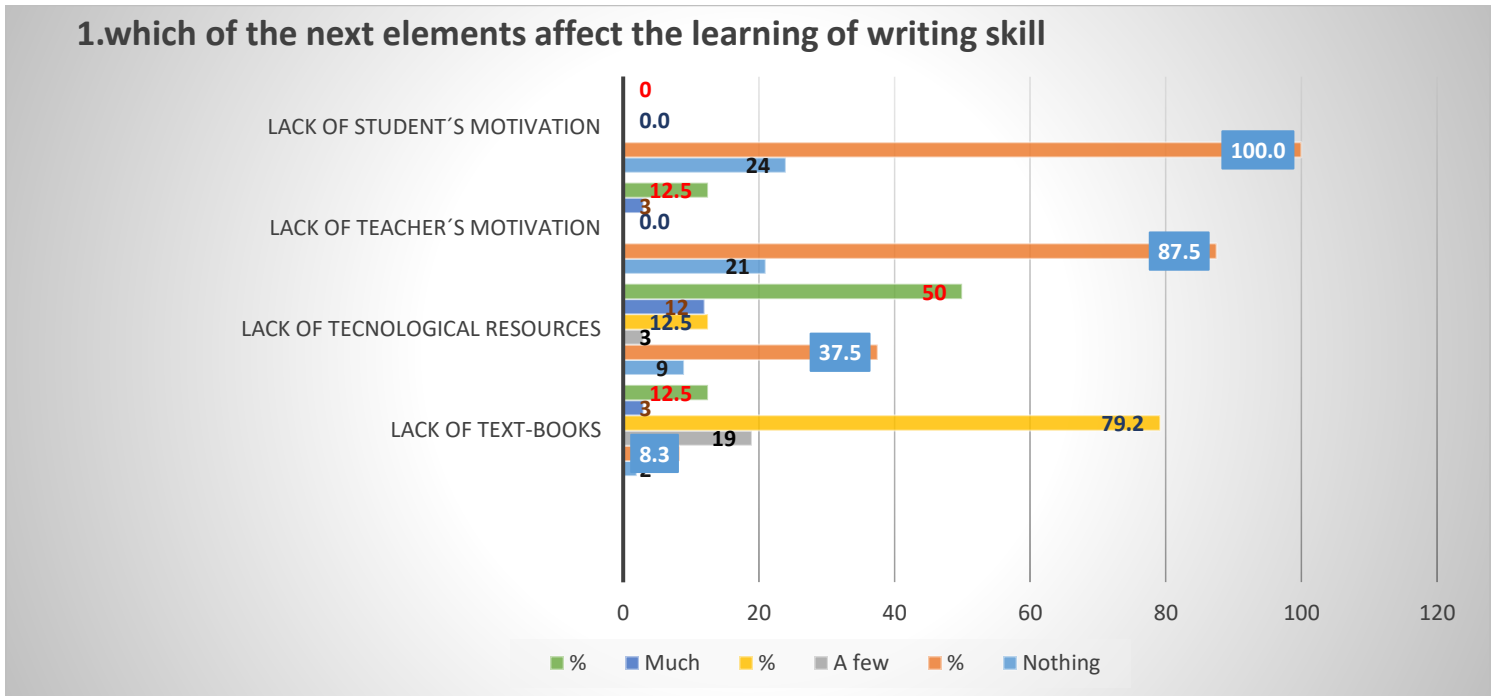
Gender

M:11

F:13

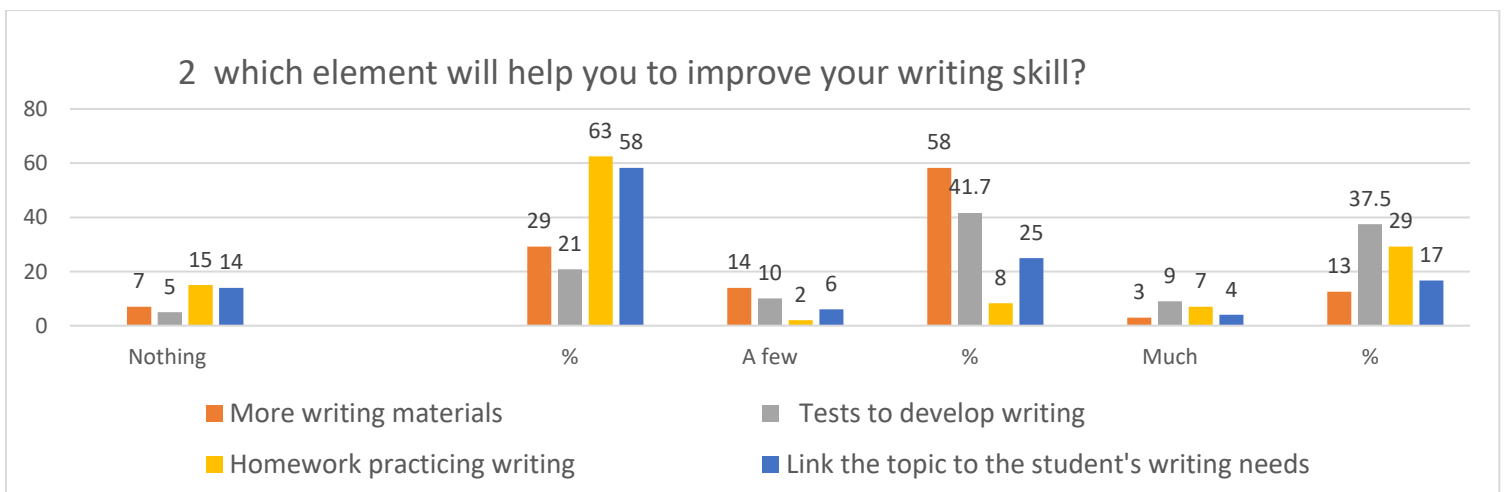
**1. Which of the next elements affect the learning of writing skill?**

The students consider that lack of students book and technology resources are the element that affect them to improve the writing skill.



**2. Which of the following Elements will help you to improve the writing skill?**

The students consider that the elements that help them to improve the writing are practicing activities of writing in house and test the writing process.



**3. Strategies used in the Teaching-Learning Process of English. From the next list of activities, mark with a check (√) those activities that the Teacher performs in his classes.**

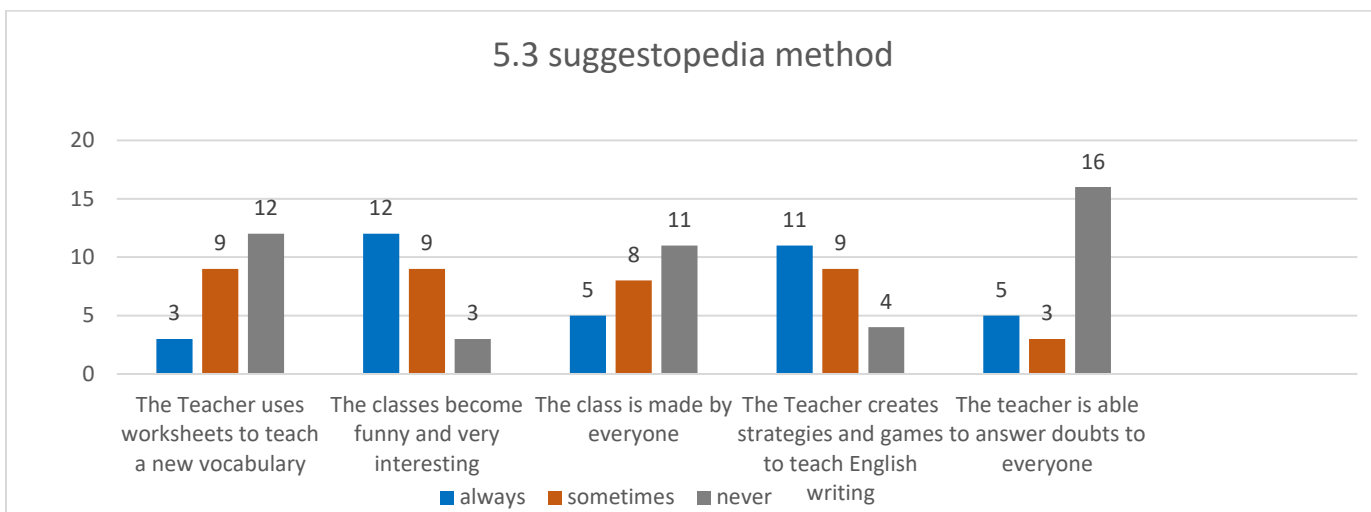
According to the students answer the teacher use the translation of a new word, make group to work together and the complete activities using text book. We think these are very good strategies but teacher need to used more frequently the use of technology and performs games to encourage students in the daily practice of writing.

- a) The teacher uses flashcards to teach a new vocabulary. 9
- b) The teacher work with the text book and complete the activities. 14
- c) The teacher uses technological resources to teach and improve writing skill. 9
- d) The teacher writes the translation of a new word. 21
- e) The teacher makes groups to work together. 20
- f) The teacher performs games to teach English writing.10

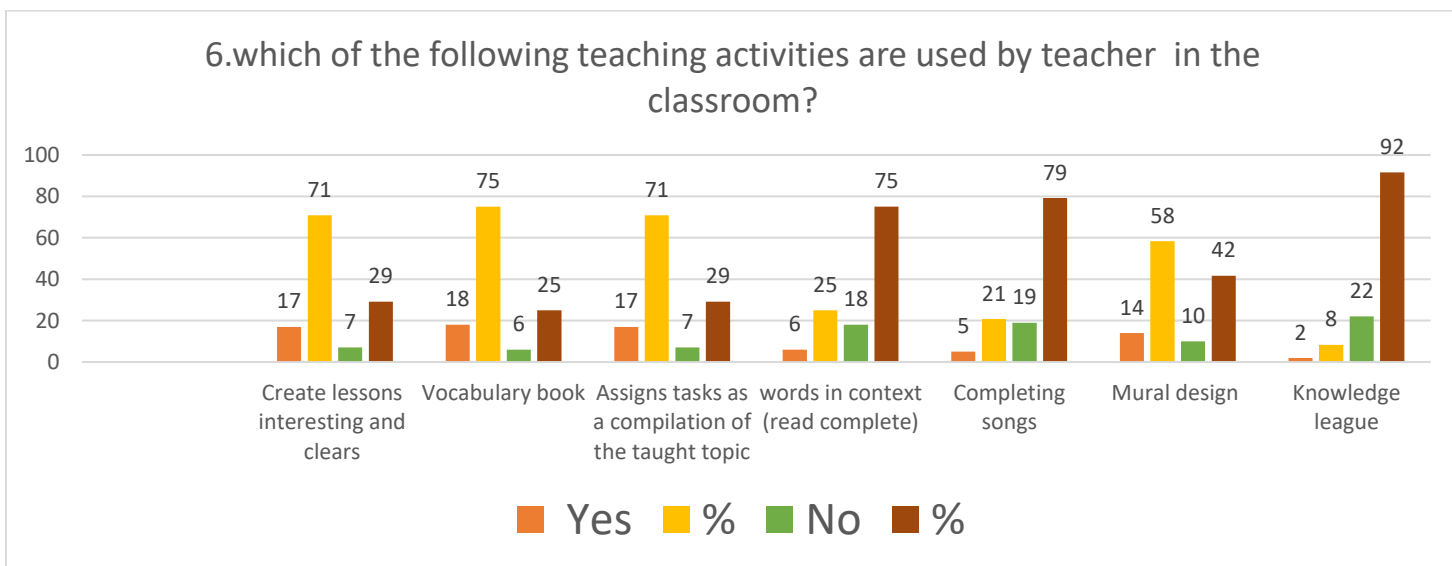
**3. How often the Teacher put in practice the following activities in the classroom?**

In this graphic show a result about the use of different method, and one of them is the games, but not is common for the teacher.

### 5.3 suggestopedia method



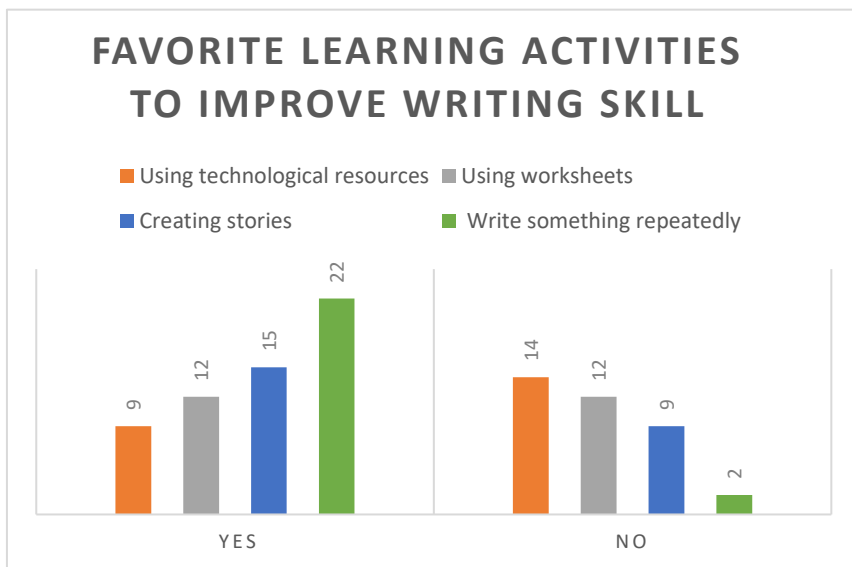
### 5. Which of the following teaching strategies are used by the Teacher in the classroom?



This analysis resume that the activities more used by the teacher is the vocabulary book and the less used is the knowledge league.

## 6. What are your favorite ways to learn and improve your English writing skill?

The activities more used by the students is to writing something repeatedly and the less use is the technology for practice writing activities.





## Data Analysis 4

### Interview Analysis

**Objective:** To classify the English writing strategies used by the teacher at 9th grade.

Teachers take every opportunity to make links between reading and writing. Teachers support a development awareness of social nature of writing. Teachers provide opportunities for students to share the sources of their inspirations. (2022 Prezi Inc) so for this survey the teacher experience was taking in to account. In the first place the teacher was ask: Teaching methods:

- A. Method of grammar and translation: the ability to write and translate
- B. Direct method: The subject is done in English from the beginning.
- C. Suggestopedia Method: It is based on releasing the individual from the stress, nerves and other personal limitations that hinder his ability to learn.

According to the methods shown above:

1. Which of these methods have given you good results in the development of the writing skill in the students? The teacher consider that the method of grammar and translation have given good result in the students, because they learn and the teacher have the better result. in our opinion the strategy used by the teacher give the students the opportunity to feel confident and according to Fauziati, one should know all the possible teaching methods and strategies and use them correctly (Fauziati, 2009, 15)

Then was asked about teaching strategies:

2. How do you think choosing the correct teaching strategies and techniques help the students in the development of the writing skill? The teacher expresses in her opinion

that the correct teaching strategies and techniques help the students in writing English do better in their performance. In our point of view the teacher has the liberty to choose the best strategies consider can help in the learning process of writing. students learn better when their teacher knows which teaching method will engage the students more (Fauziati, 2009, 15)

3.Subsequent, the teacher was asking, how do you manage time limits, when talking about writing in your daily activities in class? She replied: I`m using the dynamic activity in class to better the writing. in our point of view the teacher use an adequate strategy for making an interesting writing class and encourage students to write, this answer is supported by the next article: with Journal article ELT-Lectura published by Lancang Kuning University (2017) explains that materials, media, activities, classroom management, teacher's strategy, and teacher's approach are factors that influence the students' writing skill.

4.The last question was, how do you use technology for students improve writing skill in English?

The teacher answered, that she doesn't use the technology for the time. Because she has to move the students to another classroom. In this case we consider that the answer makes contrast with our finding because now a day the technologies have great acceptance in the students and as a tool it is has a positive result and this is supported by our findings. Therefore, technology may be an appropriate strategy for support struggling writers (St. John Fisher College Rochester, New York)

In conclusion this information revel that the best method use in the classroom is the grammar translation and using dynamic activities to develop the writing skill in English.

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## 7. Annexes

no	student's name	sexo		Reading and Writing task:				Create your text			Following sequency				Writing task with technol														
		f	m	1.comple	2.answers	3.checks	4. reads a	1.write	2.writes	3.create	1.writes	2.writes s	3.create	4.writes	1.practices	2.writes a													
1	Fernanda Venavid	X			0	0	1		1		0	1		0	0	0	1		1		0	0							
2	davor Zamora		X		0		0	1		0	0	0	0	0	0	0	0	0	0	0	0	0							
3	Derec Gonzales	X		1		1		0		0	0	0	0	1		0	0	1		1		0							
4	linsey perez		X	1		1		1		0	1		0	0	1		1		0	0	0	0							
5	Fernando Mendoza	X			0		0	1		1		0	1		1		0		0	1		0							
6	Dania Gonzalez	X		1			0	0	0	0	1		1		1		1		0	1		0							
7	Rachell Obando	X		1			0	1		1		0	1		1		0	1		0	1	0							
8	Alondra Benavide	X		1			0	1		1		0	1		0	0	0	1		0	1	0							
9	Jordi Vasquez	X		1		1		1		1		1		0	0	1		1		1		0							
10	uriel Hernandez		X		0	1		1		1		0	1		1		1		0	1		0							
11	Genesis Baltodan	X		1		1		0	0	0	1		0	1		1		1		1		0							
12	Alex David		X	1		1		0	1		1		0	1		1		1		0		0							
13	Vanessa Hernand	X		1		1		1		0	0	0	0	1		0	1		1		0	0							
14	Anet Baltodano	X		1		1		1		0	0	1		1		1		0	1		0	0							
15	Antoni Gomez		X	1		1		1		0	0	0	0	0	1		0	1		1		0							
16	Samuel Pineda	X		1		1		0	0	0	0	0	0	0	1		0	1		0	0	0							
17	Alondra Torrez	X	X	1			0	1		1		0	1		1		0	1		1		0							
18	Harvin Lopez		X		0	1		1		0	1		0	1		1		1		0	1	0							
19	Maria Zamora	X		1		1		1		0	1		1		0	0	0	1		0	0	1							
20	Nathaly Cajina	X		1		1		1		0	1		1		0	0	1		0	0	0	1							
21	Darling Mena	X			0	1		1		0	0	0	0	0	0	1		1		0	0	0							
22	Angie Guerrero	X		1		1		1		0	0	0	0	0	0	0	0	0	0	0	0	0							
23	Clara Calero	X		1		1		1		1		0	1		1		1		1		1	0							
24	Efrain Ruiz		X	1			0	1		1		0	0	1		1		1		1		0							
25	Maycol Palacio	X		1		1		0	1		1		0	1		1		1		1		0							
26	Anthony Manzanares	X		1			0	0	1		0	0	0	0	1		0	1		1		0							
<b>TOTAL</b>				<b>20</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>15</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>0</b>

