

**Action Research Project Proposal on**

English Writing Problem Among Secondary  
School Students of Govt. High School,  
Sakaleshpur.

Submitted to

**JSS Institute of Education**

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By

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by each student. It is a form of communication that is necessary for education as well as for any profession. Learning English writing skills in school can go a long way for students. This globally acquired form of communication is also an efficient job skill that one must possess. [3]

## 9.2 Background of the study

Dysgraphia is a learning disability characterized by problems with writing. Illegible handwriting is a common sign of dysgraphia, but not everyone with messy penmanship has the disorder. It's also possible to have neat handwriting if you have dysgraphia, though it may take you a long time and a lot of effort to write neatly. People with dysgraphia often have trouble concentrating on other things while writing. This can make it difficult to take notes during class or a meeting because so much attention is being paid to getting each word down on paper. Other things that are said may be missed. Students with dysgraphia may also be accused of being sloppy or lazy because their handwriting isn't neat. This can affect self-esteem and lead to anxiety, a lack of confidence, and negative attitudes toward school.[3] The English writing problems also impacted students' performance in classroom activities, their midterm and final test, and grades. This essay would like to find out the causes and factors affecting English writing problems of students.

## 9.3 Action research objectives

1. To know the lack of interest in English writing among the students.
2. To find out the negligence of parents towards their children english writing.

## 10. Related Review of literature

**Rajesh D. (2017)** highlighted that writing is not taught in the school as most of the teachers find it difficult to teach. Teachers are not adequately motivated to write impressively. Hence they lack the motivation to teach.[4]

**Vijayalakshmi (2013)** pointed out that the students who show unfavourable attitude towards English belong to an uneducated and economically backward background. It is also analysed that the students make errors in various areas such as in the use of prepositions, articles, word order, concord, Tenses and Vocabulary (errors in choice of words, spelling and word division).[5]

**G. Sujatha (2011)** endeavoured to identify the problems associated with the teaching and learning of writing skills at the degree level. In the opinion of the teachers, all the students are not able to communicate effectively through writing with the help of the present system of teaching composition. Faulty teaching method, lack of explicitly stated objectives, defective methods of assessment, insufficient materials are the major reasons for the ineffective writing

among the students. Over-crowded classes, lack of motivation, heavy syllabus are also identified as the problems. There also exists a gap between expected outcome and achieved competence.[6]

**Uma Nambiar (2006)** conducted an experimental study to develop the written English of elementary students from rural Kerala. The researcher conducted a comparative study of the performances of the boys and girls as well as the urban and rural students. No significant difference was found between boys and girls in the pre-test but after the intervention the mean score of both increased in that the boys scored more. A considerable difference was found between the students of urban area and those of rural area in terms of their writing skill. Other findings concluded that higher rates of poverty correlated with lower achievement.[7]

**Nabiryo N. R. (2011)** investigated the factors that influence the basic writing skills of the students in English language in selected schools in Rubaga Division of Kampala District. The Study also assessed the teachers' views about the influence of the learners' first language, status of their former primary schools and other factors on the learners' English writing skills and the instructional methods used in teaching English writing skills. Eleven teachers and one hundred and thirty six learners were interviewed. Questionnaires were also provided to the teachers to follow up on the answers given in their interviews and another one to the students to clarify their views on different issues. Findings revealed that though learners like writing, they do not practice enough to develop their writing skills. Very few students are equipped with writing skills in their former schools. Teachers had never encouraged the students to read a lot and practice writing.[8]

**Tri Windiyati (2010)** studied on the problems faced by English teachers in teaching writing. It also intended to find out how the teachers coped and managed their problems in order to help the students to write better. The subjects were two English teachers who taught for grade VIII at SMPN 1 Kasembon Malang. Questionnaires, observation sheet, interview guide and field notes were the instruments used in the study. There were various problems in these teachers in teaching. They were in relation to teaching preparation, teaching techniques and the textbook used. They got difficulties in using appropriate techniques for the students who had low ability and interest in writing and in choosing an activity that could encourage the students to write better.[9]

**Assefa Zeru Tedla (2007)** explored the issues involved in the teaching of expository writing. The objective of the study is to examine the factors involved in the development of the necessary writing skills. The study focuses on the adequacy of the syllabus, the nature of the teaching materials currently in use, the effectiveness of the writing tasks and the nature of problems encountered in implementing CLT methodology in the writing course. The subjects were 120 teacher trainees of the department of English Language Education, Addis Ababa University and 15 writing instructors who taught the course in the same department. Questionnaires were used as the tool for students and teachers. Interview was also used to collect information from the students and teachers besides classroom observation. The study revealed that there are limitations in the adoption of CLT principles and procedures.[10]

**Hafiz Ahmad Bilal et.al. (2013)** investigated the problems related to classroom environment which affect the process of teaching English writing skills. Government sector institutes of Sargodha district which includes students of both rural and urban areas are the focus of the study. The data had been collected through structured interviews. Research findings highlight poor English background of the students, unavailability of proper AV aids, overcrowded classrooms, traditional teaching method and lack of time for writing practice.[11]

University students English writing problems diagnosis and remedy by **Dr. Ibrahim Mohamed Alfaki volume 3, No3. Opp. 40 – 52, May 2015**. Students problems in writing may occur because of many factors. The sample consists of 20 university students who study English language as their major specialization. Problems consists of the students writing work the teachers identified the mistakes and provided the comments on the overall work. The results have showed that there are various types of writing problems. Writing problems faced by the secondary level students.[12]

**A study of Kendrapada District. By Sasmita Bharti, Dr.Stitaprajan -volume 3. Issue -1, 2006( Jan – March)**. The researcher administrated the questionnaire 220 students and conduct interview with one teacher. They collect the qualitative data about The teaching and learning writing from the analysis by adapting the process oriented approach could be a more effective strategies maintaining a positive encouraging and collaborative learning .I can say without doubt that through proper guidance and effective approach in the classroom lead to improved academic writing skills of students.[13]

Complexities of writing skills at the secondary level in Bangladesh education system: A qualitative case study analysis by **Sujana Suvin, published on November 24, 2020**. The study was conducted in Bangladesh through quantitative research and survey questionnaires on secondary students. She selected 20 participant to carry out the project including five teachers ,10 students and five parents. A questionnaire survey was carried out which was attended by the students teachers and parents, to investigate the writing skill complexities. This study reveals that students studying at the school have different complexities of writing, this seems to have major difficulties concerning vocabulary, grammar and academic style according to the result obtained from the questionnaire.[14]

Enhancing students creative writing skills by **Laraib Nasir ( Jan 2013 )**, this research was designed for creative writing skills of grade 5. By taking sample of 39 students, the collected data was analyzed by T test as the scores were compared so that the difference can be seen the greatest improvement was shown in the area of vocabulary and grammar and structures.[15]

## **11. Methodology**

### **11.1 Identification of the problem**

The action researcher visited Government high school at Sakleshpur and conducted a test to check the English writing skills of the students. The researcher identified the mistakes done by the students while writing.

## **11.2 Statement of the problem**

The present study carried out to find out the solution, the action researcher has identified the possible causes such as lack of interest in writing and negligence of parents towards their children writing. And action researcher is going to give the solution for the said action research problems by collecting data by the tools such as interest scale and parents negligence study scale. For 15 students ( 10 male & 5 female) of Government high school at Sakleshpur.

## **11.4 Action Research sample**

For the study a sample of 15 students which includes 10 boys and 5 girls of 8<sup>th</sup> standard of Government high school at Sakleshpur.

## **11.5 Action research hypothesis**

**H1:** There is a lack of interest among the students while writing

**H2:** Parents shows negligence towards their children progress.

## **11.6 Delimitation of the action research**

The study is confined to the selected students 8<sup>th</sup> standard of Government high school at Sakleshpur Taluk , mean to say that it is not applicable to the students of other classes of same school, other schools of same Taluk, District and State.

## **11.7 Data collection and Analysis**

For gathering information researcher used self-made questionnaires of objective type that will be answered by the selected students Questionnaire to know the student interest towards English writing (Annexure 1) Questionnaire to know the parents negligence towards their children writing(Annexure 2). Based on the answer we obtained data analysis and interpretations have to be done. The outcome will be determined afterwards.

### 11.8 Action research plan :

0-4 weeks	Identifying the problem and reviewing related literature
4-8 weeks	Collection of data
8-12 weeks	Analysis of data
12-14 weeks	Preparation of report

### 11.9 Financial details required to conducting action research :

Particulars	Amount in rupees
Books and periodicals for references	5000/-
Usage of interest	2000/-
Transportation charges	2000/-
Construction of data collecting tools	2500/-
Submission of action research report	1000/-

## 12. References

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[15] Laraib Nasir (Jan 2013), Syeda Meenoo Naqui, Shell a Bhamani. “Enhancing Students creative writing skills”. Vol 6 No2,2013 ISSN2065-1430 Pg.No Std 12922@iobm.edu.pk.



# **APPENDICES**

## **DATA COLLECTION TOOLS**

APPENDIX-1

A QUESTIONNAIRE TO KNOW THE INTEREST OF WRITING ENGLISH AMONG THE STUDENTS

Sl. No	Question	Yes	No
1.	Do you have lazy towards writing English?		
2.	Do you hate writing?		
3.	Do you have any problem in understanding the language		
4.	Do you have tiredness while writing?		
5.	Do you have anxiety towards writing?		
6.	Do you have any difficulties with words, sound, spellings and word order?		
7.	Do you have any difficulty with sentence structure?		
8.	Do you have any struggle to organize and use mechanics of writing?		
9.	Do you have any problems with organizing ideas?		
10.	Do you have any problems with grammar?		
11.	Do you have any problems with vocabulary?		
12.	Do you have any writing troubles?		
13.	Do you have any fear of writing?		
14.	Do you have difficulties in identifying the letters?		
15.	Do you find difficulty to understand the topic?		

## APPENDIX-2

### A QUESTIONNAIRE TO KNOW THE PARENTS CONCERN ON THEIR CHILDREN'S ENGLISH WRITING

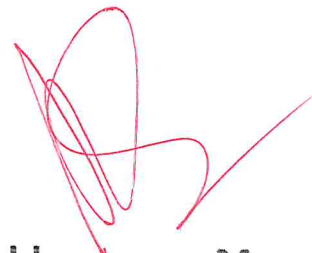
Sl. No	Questions	Yes	No
1.	Do your parents check your homework regularly?		
2.	Do your parents provide all learning materials?		
3.	Do your parents check your progress regularly?		
4.	Do your parents fail to identify problems with you?		
5.	Do your parents have knowledge of English language?		
6.	Do your parents build the confidence in you?		
7.	Do your parents attend the meeting regularly which is held by the school?		
8.	Do your parents communicate about the school daily?		
9.	Do your parents give the solutions to the identified problems?		
10.	Do your parents motivate you at every stage?		
11.	Do your parents provide you a healthy learning environment?		
12.	Do your parents give you a proper time schedule to study at home?		

## Criteria in assessing action research project proposal

Components	Max. Marks	Marks obtained
Use of internet	5	5
Relevancy	5	5
Organization	5	4
First draft	5	4
Total	20	18

*Amritha N.P.*

**Signature**  
**(Student-teacher)**



**Dr. Prabhuswamy M.**  
**(Action research supervisor)**