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NEW GENERATION PEDAGOGICAL RESEARCH CENTER



**ការប្រឈមនឹងការបង្រៀននិងរៀនជំនាញសរសេរ
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សែន ពាមជីកង**

The Challenges of Teaching and Learning English Writing
Skills: A Case Study at Hun Sen Peamchikong High School,
Cambodia

**A Mini-Thesis
In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring**

Mr. Teng Seangheng

December 2021

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**The Challenges of Teaching And Learning English Writing
Skills: A Case Study at Hun Sen Peamchikong High School,
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ការសិក្សានេះមានគោលបំណងពិនិត្យមើលបញ្ហាប្រឈមនៃការបង្រៀន និងរៀនជំនាញសរសេរ ភាសាអង់គ្លេស ដែលគ្រូ និងអ្នកសិក្សាជួបប្រទះ។ វាត្រូវបានធ្វើឡើងនៅវិទ្យាល័យ ហ៊ិន សែន ពាមដីកង។ ការសិក្សានេះត្រូវបានប្រើប្រាស់ការស្រាវជ្រាវបែបគុណភាព ដើម្បីស្វែងយល់អំពីបញ្ហាអោយបានស៊ីជម្រៅ ហើយការវិភាគទិន្នន័យគឺជាការសម្ភាសន៍ពាក់កណ្តាលរចនាសម្ព័ន្ធ ដែលត្រូវបានប្រើ Jamboard ជា ឧបករណ៍សម្រាប់ដាក់ទិន្នន័យទៅតាមផ្នែករបស់វា។ យោងតាមអ្នកឆ្លើយសំណួរបានបង្ហាញថា គ្រូ បង្រៀនបានប្រឈមមុខនឹងបញ្ហាទាំងខាងក្នុង និងខាងក្រៅក្នុងការបង្រៀនការសរសេរភាសាអង់គ្លេស។ បញ្ហាប្រឈមខាងក្នុងមានកត្តាចំនួនប្រាំមួយ ដែលរួមមានបញ្ហានៃការណែនាំ បច្ចេកទេស និងវិធីសាស្ត្រ បង្រៀនមិនល្អ កង្វះមតិយោបល់ និងមតិកែលម្អ កង្វះការយល់ដឹងពីសមត្ថភាព និងតម្រូវការរបស់សិស្ស កង្វះការគាំទ្រ និងកង្វះការកែលម្អខ្លួនឯង។ វាក៏មានបញ្ហាប្រឈមខាងក្រៅដប់ប្រាំពីរផងដែរ ដែលគ្រូបាន ជួបប្រទះដូចជា ថ្នាក់រៀនចម្រុះ ចំណេះដឹងមូលដ្ឋានខ្សោយរបស់សិស្ស ចំណេះដឹងវេយ្យាករណ៍របស់ សិស្សខ្សោយ ការប្រកបពាក្យរបស់សិស្សខ្សោយ វាក្យសព្ទរបស់សិស្ស ខ្សោយ កង្វះការចូលរួមក្នុងថ្នាក់ រៀនពីសិស្ស កង្វះការសិក្សាដោយខ្លួនឯង សិស្សានុសិស្ស ខ្វះការចាប់អារម្មណ៍លើមុខវិជ្ជាភាសាអង់គ្លេស កង្វះការលើកទឹកចិត្តក្នុងការគាំទ្រសិស្ស ការរើសអើងរវាងសិស្ស និងសិស្ស បញ្ហាការជ្រៀតជ្រែកភាសា ជាមួយវណ្ណយុត្តិ កង្វះការវាយតម្លៃ និងការតាមដានពីអ្នកគ្រប់គ្រងសាលា កង្វះការអនុវត្តការសរសេររបស់ សិស្ស កង្វះម៉ោងបង្រៀន បញ្ហាកម្មវិធីសិក្សា និងសៀវភៅសិក្សា និងកង្វះទម្លាប់អានរបស់សិស្ស។ លើស ពីនេះ សិស្សានុសិស្សក៏បានប្រឈមមុខនឹងបញ្ហាប្រឈមជាច្រើនក្នុងការរៀនសរសេរភាសាអង់គ្លេស ដែលរួមមាន កង្វះចំណាប់អារម្មណ៍លើមុខវិជ្ជាភាសាអង់គ្លេស និងជំនាញសរសេរភាសាអង់គ្លេស ខ្សោយ ចំណេះដឹងមូលដ្ឋានភាសាអង់គ្លេស ខ្សោយចំណេះដឹងវេយ្យាករណ៍ ខ្សោយវាក្យសព្ទ ខ្សោយអក្ខរាវិរុទ្ធ ក

ដូចការលើកទឹកចិត្ត កង្វះយុទ្ធសាស្ត្ររៀនដោយខ្លួនឯង កង្វះចំណេះដឹងមុខងារពាក្យ ខ្សោយការបកប្រែ កង្វះទម្លាប់អាន កង្វះវគ្គសរសេរនិងការអនុវត្ត កង្វះសម្ភារៈបង្រៀននិងរៀន កង្វះបន្ទប់រៀន ខ្វះការយល់ដឹងរបស់គ្រូចំពោះបញ្ហាសិស្ស កង្វះការពន្យល់របស់គ្រូ និង មតិគ្រលប់ បញ្ហាលើការអនុវត្តការបង្រៀនរបស់គ្រូ និងកង្វះចំណេះដឹងផ្នែកវណ្ណយុត្តិ។ ផ្អែកលើការរកឃើញ អ្នកស្រាវជ្រាវបានផ្តល់យោបល់មួយចំនួនដែលអាចមានប្រយោជន៍សម្រាប់ការបង្រៀន និងរៀន។

ពាក្យគន្លឹះ៖ បញ្ហាប្រឈមខាងក្រៅ, បញ្ហាប្រឈមផ្ទៃក្នុង

ABSTRACT

This study aimed to examine the challenges of teaching and learning English writing skills that teachers and learners faced. It had been conducted at Hun Sen Peam Chikong High School, Cambodia. The study applied qualitative research design to acquire a deep understanding of the problems and the data analysis was a semi-structured interview which used Jamboard as a tool to categorize the data. According to the respondents, it was shown that teachers faced both internal and external challenges in teaching English writing. The internal challenges spanned six factors which include problems with instruction, poor teaching techniques and methods, lack of comments and feedback, lack of understanding of students' abilities and needs, lack of support, and lack of self-improvement. There were also seventeen external challenges which teachers faced such as mixed-ability classes, poor basic knowledge of students, poor grammar knowledge of students, poor spelling of students, poor vocabulary of students, lack of classroom participation from students, lack of self-study by students, lack of interest in the English subject, lack of motivation to support students, discrimination between students and students, language interference problems with punctuation, lack of the evaluation and follow-up from the school managers, lack of writing practice of students, lack of teaching hour, problems of school curriculum and textbooks, and lack of reading habit of students. In addition, students are also confronted with many challenges in learning English writing which include lack of interest in English subject and English writing skills, poor English background knowledge, poor grammar knowledge, poor vocabulary, poor spelling, lack of motivation, lack of self-learning strategies, lack of word function knowledge, poor at translation, lack of reading habit, lack of writing session and practices, insufficient teaching and learning material, lack of learning rooms, lack of teacher's awareness on students' problems, lack of teachers' comments and feedback, problems on teaching performance of teachers and lack of

punctuation knowledge. Based on the findings, the researcher had provided some suggestions which can be useful for teaching and learning.

Keywords: External challenge, Internal challenge

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Since English has become an international language, the need of teaching it as a foreign or second language has increased (Fareh, 2010). The demand for English has increased to obtain good communication skills (Hashemi, 2011). Solak (2015) similarly stated that English is perceived as a communicative language of the world languages and teaching and learning of this language are important. The significance of teaching and learning English is to improve the students' ability in communicating, to provide both spoken and written knowledge, and to make students understand the importance of English which needs to be learned (Megaiab, 2014). English is a vital subject that should be educated to students (Rovikasari, Suparno, & Supriyadi, 2019). English these days is recognized as the language of the economic system, international tourism, electronic information, and higher education (Teevno, 2011).

English has been recognized as a vital language for Cambodian development and also for English learners (Moore & Bounchan, 2010). It has become a significant language in Cambodia and is used for different purposes such as academic study, communication, research, career, business, and so forth. It has been employed in Cambodian public schools from primary to the high school level to improve students' abilities in using English, especially for a career opportunity. In the class, students can learn the English language which is followed by curriculums of the Ministry of Education and there are generally four macro skills of the English language which include reading, writing, speaking, and listening skills. Even though all the skills are equally necessary for language learning, writing become more important in the academic study since it is used to identify students' performance (Mohammad & Hazarika, 2016)

Writing is a skill among the four basic language skills in English and it is a significant way to exchange ideas in social lives (Zeng, 2018). It is a capacity to indicate an idea, feeling, or experience that someone has in written form (Fitria, 2019). Writing is a communication activity in which a writer releases their ideas and thoughts in written forms to the readers (Hidayati, 2018). Writing is an essential part of English learning and also the expression of the comprehensive ability to use a language (Fengjie, Jia, & Hongyi, 2016). Moses & Mohamad (2019) claimed that writing is known as one of the most vital academic subjects for students. Javed, Juan, and Nazli (2013) claimed that writing skill is very important for the aim of communication and interaction since it improves students' exposure and competency.

However, learning to write is a long and creative process that involves relative activities (Zeng, 2018). Therefore, writing is generally believed as one of the most difficult skills for foreign language learners (Inayah & Nanda, 2016; Javed et al., 2013). It is a difficult skill for both native and nonnative speakers since the writers have to consider multiple issues in their writing which include content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization (Rass, 2015). Fitria (2018) claimed that writing is the most difficult and complicated skill for learners at every level of education. Badi (2015) concluded that academic writing could be a difficult process since it contains different aspects of successful academic writing.

Since writing is the most difficult skill, many students find it difficult to learn English writing as it requires better grammar, vocabulary, and many other aspects to make better writing (Setiawan, Rohayati, Sari, W, & Supriani, 2014). Akhtar, Hassan, and Saidalvi (2020) claimed that students are not interested in academic writing. Moreover, some students are afraid of making mistakes and not interested in learning English writing (Abrar, 2016). Having good writing is a great challenge for non- native students and English foreign language learners (Nasser, 2019). The

challenges that the students faced also lead to the challenges for teachers to teach writing skills as well (Setiawan et al., 2014).

1.2 Statement of the Problem

English writing is considered to be the most difficult skill among the four skills (Inayah & Nanda, 2016). Students always face difficulty in learning English writing, especially in elementary schools (Moses & Mohamad, 2019). Adam, Abid, and Bantulu (2021) implied that there are many barriers and problems which teachers face in teaching English writing skills. Based on the previous studies, there are numerous challenges in teaching and learning English writing skills. According to Afrin (2016), students encounter a lot of problems with English writing including sentence structures, motivation, organization patterns of writing, grammar, vocabulary, and students' educational background. In addition, Hidayati (2018) found that both internal and external factors caused difficulties in teaching English writing. The internal factors refer to students' problems and there are four factors including native language interference, English competence (grammar knowledge, vocabulary mastery), motivation, and reading habit. For the external factors, there are three factors including the classroom condition, the aids available for teaching, and the availability of time. The current study was conducted to explore significant problems which have similarly been happening to both learners and teachers regarding English teaching and learning writing skills in the Cambodian context as the researcher experiences with his teaching in the research area. More importantly, Chokwe (2013) claimed that students will face problems in higher levels if teaching writing in lower levels is not qualified enough. Improving students' academic writing skills is a problem for higher education institutions including English-speaking countries (AlMarwani, 2020). Thus, without figuring out the problems and solutions, students would continue with the same mistakes in learning English writing which caused them to face more challenges in higher education, and teachers would still make more mistakes in their teaching

performance. It was essential to conduct a study on the challenges of teaching and learning writing skills to find out the real cases which were happening to the Cambodian students and teachers in the current research site and to provide effective solutions that could alleviate with those problems. Moreover, it was recommended that further research should be conducted on the writing skills in the English language (Javed et al., 2013).

1.3 Research Purposes

This current study aimed to identify teachers' challenges in teaching English writing skills and students' challenges in learning English writing skills at the secondary level which includes grades 7, 8, and 9 at Hun Sen Peamchikong High School (New Generation School).

1.4 Research Objectives

Research objectives of this current study were:

1. To explore the internal challenges of teachers in teaching English writing skills.
2. To explore the external challenges of teachers in teaching English writing skills.
3. To explore students' challenges in learning English writing skills.

1.5 Research Questions

To achieve the objectives of the study, three specific research questions had been asked as the following:

1. What are the teachers' challenges regarding internal factors in teaching English writing skills?
2. What are the teachers' challenges regarding external factors in teaching English writing skills?

3. What are the students' challenges in learning English writing skills?

1.6 Significance of the Study

This study tried to understand deeply the teaching difficulties of teachers in writing and the learning difficulties of students in writing deeply, so that some solutions and suggestions would be provided based on the real problems. Thus, the finding of the current research would offer some benefits to education, especially to teachers who have difficulties in teaching English writing and to the students who had difficulties in learning to write in English. It was believed that this study would help teachers understand the reasons for students' difficulties in learning English and helped them better identify some practical activities or new teaching methods that would help to engage the students who had difficulties with learning English writing. In addition, this study could help students understand the causes of their own difficulties in mastering English writing, and could help them recognize new learning techniques that would help them to effectively deal with the problems that they were facing. The stakeholders, as well, could better prepare what will be necessary for teaching and learning and they could identify some convenient practices to overcome the challenges for both teachers and learners. Lastly, this study would be a useful source for other researchers when they conduct a new study that is related to this study.

1.7 Operational Definition of Key Terms

- Internal challenge of teaching refers to the difficulties of teaching performance that come from inadequate competency of teachers to produce the good results of students' learning.
- External challenge of teaching refers to the barriers in teaching performance that come from the other factors besides teachers themselves. The factors can be from school and students.

1.8 Chapter Summary

It was shown that English is important for most people, especially Cambodian learners. Since Cambodia puts English in the school curriculum, Cambodian students need to learn this language. However, writing seemed to be a complicated activity that the learners faced in their learning because it needed to combine the related elements to produce a good piece of writing. Many learners found it hard to learn writing and teachers were also confronted with many difficulties in teaching. Thus, it was necessary to conduct the study from grade 7 to 9 at Hun Sen Peamchikong High School (New Generation School). This study consisted of three purposes and three questions to reach the objectives of the study and it could provide many benefits to the teachers, learners, and other related people.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presented effective writing, teachers' challenges in teaching English which included both internal and external factors, students' challenges in learning English writing skills, solutions for English writing challenges, and a summary of the literature review.

2.2 Effective Writing (the characteristic of effective writing)

Writing skill is the construction of correct sentences in grammar to communicate meaning to the reader (Javed et al., 2013). It is important to comprehend the basic system of a language including knowledge of punctuation, sentence structure, grammar, and vocabulary to make good writing (Fitria, 2018). He also added that some aspects like grammar, punctuation, and spelling skills absolutely support the learners to communicate better. The process of writing includes coherence, an appropriate grammar structure, and acceptable spelling (Ali & Ramana, 2016). The writing skills must include accuracy and correct grammar, punctuation, vocabulary, word order, spelling, capitalization, and conjunctions (Nasser, 2019). Mo (2012) found that good English writing needs to have fewer grammatical errors. Writing requires skill and knowledge of different aspects of good writing including mechanics which focus on spelling, grammar, punctuation, organization, vocabulary, clarity, cohesion, and coherence (KAFI, 2018). At the sentence level, writing must be considered for numerous factors including sentence structure, content, vocabulary, punctuation, and spelling (Anh, 2019). Good writing needs standard forms of grammar, syntax and word choice, good mechanics, organization of paragraphs, and content (Yusuf, Jusoh, & Yusuf, 2019). Knowledge, vocabulary, ideas, and grammar are needed in writing (Anwar & Ahmed, 2016). Because of these aspects, Setiawan et al. (2014) stated that number of the students consider writing skills as one of the most difficult skills since it requires better grammar, lots of vocabulary, and any other elements to make it perfect and readable.

2.3 Teacher's Challenges in Teaching English Writing

2.3.1 Internal factors

A teacher of English is always confronted with difficulty in teaching writing skills to foreign language students (Ali & Ramana, 2016; Rovikasari et al., 2019). The causes which affect students' writing skills come from untrained teachers and ineffective teaching methods (Solak, 2015; Teevno, 2011). Fareed, Ashraf, and Bilal (2016) also indicated that the teachers do not provide effective writing skills and strategies to the learners. Teachers have less professional experience (Gündoğmuş, 2018; Mo, 2012). Teachers cannot meet students' individual needs in writing because they lack an understanding of teaching methods adjustment (Magombo, 2015). He also added that teachers cannot help students in learning English writing effectively because they are not aware of the causes of writing difficulties from the learners and the differences between writing difficulties and learning difficulties. Teachers usually apply the teacher-centered approach to teach their classes which is the cause of students learning problems (Bilal, Tariq, Din, Latif, & Anjum, 2013). Akhtar, Hassan, Saidalvi, and Hussain (2019) found that teachers are not enthusiastic about using new teaching strategies, so they use traditional teaching methods to teach writing skills which is the big problem. According to Mo (2012), the number of teachers does not use writing exercises from textbooks to teach students. He also revealed that the majority of teachers have less time to find better solutions to improve the students' writing skills and teachers have never given writing instruction, they rather provide writing topics and then correct some grammatical errors without giving effective guidance in the process of writing to the students. In addition, insufficient class hours also cause teachers to teach insufficient lessons to the students; thus, teachers regularly teach English writing in the last ten minutes and sometimes skip over the writing part. The lack of teachers' motivation in teaching writing also causes teaching writing difficulties (Adas & Bakir, 2013). Irmalia (2016) showed that teachers of English and their

students do not use English to communicate in the class. Nyasimi (2014) discovered that teachers do not provide frequent written feedback and they also have adequate explanations to students. Almubark (2016) reported that there are three main problems that teachers faced in teaching writing skills. First, the majority of teachers always ignore the writing problems of the learners due to inadequacy of how to teach effectively, second teachers do not improve their teaching methods, and third teachers do not have more time to provide more writing exercises. Nasser (2016) found that challenges of teaching writing skills cause by poor abilities in teaching writing and the lack of facilities. Dueraman (2012) discovered numerous challenges in teaching English writing which includes the lack of proficiency teachers in teaching writing, poor transformation of teaching from teachers to learners, and lack of feedback from teachers. Adam et al. (2021) showed that the challenge of teaching English writing happens because teachers have poor teaching techniques. Rahman and Sarker (2019) revealed diverse challenges of teachers in teaching writing skills which include lack of knowledge and skills in teaching, lack of attention towards students writing skills, and insufficient use of teaching materials. Dwivedi and Chakravarthy (2015) discovered that teachers have deficient motivation in teaching writing since their skill is not good. Teachers do not have enough teaching materials for writing (Bilal et al., 2013)

2.3.2 External Factor

There are numerous factors that interrupt effective teaching in English writing. According to Hidayati (2018), she discovered two factors that make teaching writing difficult. She found that teaching writing is difficult because the students themselves have problems with linguistic competence, motivation, and low reading habit. The other factors are the class condition, the lack of teaching aids, and the lack of teaching time. Moreover, Amalia, Abdullah, and Fatimah (2021) found many challenges of teaching English writing which cause from students who have problems with English grammatical competence, developing ideas for English writing, English vocabulary

knowledge, demotivating to learn English writing, time management to teach English writing, limited sources of English writing materials and limited facilities to teach English writing. Alzubair (2016) similarly reported that the challenges in teaching writing skills are caused by students who have grammar difficulties, lack of vocabulary, textbooks for writing skills are not attractive and persuasive enough, and the lack of motivation among the students to improve their writing skills. Having no interest in learning writing makes it hard for teachers to teach students (Mo, 2012; Setiawan et al., 2014). Different level and ability of the students is also the problem for teaching writing skills as well (Setiawan, et al., 2014). Moreover, insufficient time, resources, materials, and overcrowded English classes are also a barrier to teaching English (Abrar, 2016). There are usually too many students in the class and teachers do not have enough time for students to practice writing skills (Bilal et al., 2013). Inadequate class hours obstruct the teachers from accomplishing the teaching program (Mo, 2012). Similarly, Anis (2019) revealed that time for teaching writing is not enough due to the reason that the curriculum is long in which teachers need to finish on deadlines; therefore, they need to focus on other skills as well. Students are not fascinated with English writing; therefore, they do less writing practice in their free time. As the result, they have difficulty finding the right words or phrases to produce accurate English writing. Many teachers have problems with teaching English writing skills due to the lack of students' vocabulary and language use, students' motivation, and teaching materials when writing (Rovikasari et al., 2019). Anh (2019) discovered numerous challenging factors which teachers have in teaching English writing skills. He found that textbook contents are not interesting enough to attract the learners, teachers usually face with time-constrain for instructing and practicing writing skills because students have vocabulary and grammar limitations which needs teacher to explain these aspects first, students feel depressed and do not complete the writing tasks because writing requires them to spend longer time, and student' teamwork ability is limited which leads

to the poor achievement of the activity of group writing and peer review. Eryılmaz and Yeşilyurt (2020) reported that teaching English writing is difficult due to reason that students are lack of writing experience because they do not try to write in English outside school. Akhtar et al., (2019) stated that students lack; language competency in writing skills due to the reason that teachers do not have enough time to provide more writing practices. Almubark (2016) discovered many problems that teachers faced in teaching writing skills. Many students have poor English language proficiency, activities of writing skills in the textbook are not attractive, students have problems with mother tongue interference, teaching aids are not accessible to the teachers, classes are overloaded, and students do not get the motivation to improve their writing skills. Amin (2020) revealed many challenges in teaching English writing. He found that students are not motivated in writing class and they have problems with vocabulary, spelling, sentence structures, grammar, less writing practice at home, mixed group of students, students' lack of interest in writing, insufficient teaching and learning resources, both students and teachers do not have enough writing practice session, and students do not get proper feedback from teachers. Dueraman (2012) reported that the challenges in teaching English writing include less emphasis on the English language in society and the lack of writing resources. Nasser (2016) discovered challenges of teaching writing skills caused by the differences between native and foreign language, low English proficiency level of students, lack of time devoted to teaching writing, and the large class size. The challenges of teaching English language happen because of the lack of students' concentration, language transfer, interest in English language, and the lack of repetition and frequent practice Muhammad, Ya'u, Aliyu, and Hassan (2018). Adam et al. (2021) discovered three external challenges that teachers face in teaching writing skills which include insufficient teaching time, poor linguistics of students, and poor interest in learning English of students. Rahman and Sarker (2019) reported diverse challenges in teaching writing skills which include large classes, insufficient resources,

time shortage, achievement gap of the students, language barrier, less support from students' parents or family, and lack of students' practice. Karki (2019) also showed that the challenges of teaching writing come from insufficient time, large classes, inadequate instructional resources, and the lack of ICT tools. Teaching writing is difficult because some students are not interested in this skill (Anis, 2019).

2.4. Students' Challenges In Learning English Writing Skills

2.4.1 Vocabulary

Vocabulary is the most important element of successful writing skills; therefore, poor vocabulary is a problem for writing (Ali & Ramana, 2016). Beck, Llosa, and Fredrick (2013) found both English language and non-English language students encountered difficulties with finding words to express their ideas and translation. Students' difficulties in learning writing skills happen when they know less English vocabulary (Adas & Bakir, 2013; Afrin, 2016; Ali & Ramana, 2016; AlMarwani, 2020; Amin, 2020; Eryilmaz & Yeşilyurt, 2020; Fareed et al., 2016; Misbah, Mohamad, Yunus, & Ya'acob, 2017; Mo, 2012; Pessoa, Miller, & Kaufer, 2014). When the learners have limited vocabulary, it can cause difficulty in expression in second language writing and it is claimed by (Nyasimi, 2014). In addition, vocabulary can cause a problem when the learners are not aware of the collocational and connotational meanings of the words (Fareed et al., 2016). Poor English vocabulary will limit the students in writing paragraphs or sentences (Anis, 2019; Setiawan, et al., 2014). Inayah and Nanda (2016) found that students produce 8% of the problems related to vocabulary and the majority of the students have limited vocabulary (Nyasimi, 2014). Wahyuningsih (2018) reported that the challenge in English writing is because the students have limited vocabularies which prevent them from starting writing something in English. Huy (2015) found that the majority of students have limited vocabulary because they do not have

strategies to master it effectively; therefore, it prevents students from developing their writing competence.

2.4.2 Grammar

KAFI (2018) stated that it is impossible to produce clear writing without proper grammar, however, grammar is thought to be the most complex part. Fengjie et al. (2016) similarly stated that grammar is the major problem in English writing for second language learners. The majority of students have problems with grammar in English writing (Adas & Bakir, 2013; Afrin, 2016; Akhtar et al., 2020; Alfaqiri, 2018; Eryılmaz & Yeşilyurt, 2020; Inayah & Nanda, 2016; Megaiab, 2014; Pablo & Lasaten, 2018). Beck et al. (2013) found both English language learners and non-English language learners encountered difficulties with grammatical points. Fitria (2018) found that the majority of students do not understand grammar form. Mohammad and Hazarika (2016) found that students don't even have basic grammar rules. Adas and Bakir (2013) stated that the learners use only present tense in their writing. The difficulty in learning grammar and syntax causes students to make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions, and basic sentence structures (Afrin, 2016; Fareed et al., 2016). Students are incapable of using correct grammar rules and punctuation marks (Nasser, 2019). Students have many grammatical errors in English writing including subject-verb-agreement, verb tense, word choice, preposition, plurality, run-on sentences, article, word order, the verb to be, and sentence fragment (Rana, Owaidh, & Harbi, 2019). Students make errors in subject-verb agreement regarding grammatical interference (Irmalia, 2016). Akhtar et al. (2019) found that a lot of English second language students face challenges in writing including subject-verb agreements, errors in tenses, mechanics, conventions, punctuation, and capitalization. Nyasimi (2014) found from the majority of teachers' and students' perspectives that students have challenges in the use of grammar.

2.4.3 Spelling

Spelling is another problem that the learners usually face in English writing. Beck et al. (2013) found both ELL and non-ELL students encountered difficulties with spelling. Adas and Bakir (2013) stated that English language learners use only the words that they know rather than using invented spelling. According to Inayah and Nanda (2016), number students make mistakes in spelling. Students have difficulties in writing because they commit many spelling mistakes (Nasser, 2019). Afrin (2016) found that students have problems with spelling because they prefer to spell words according to their pronunciations. Al-Jarf (2010) claimed that spelling skill is usually ignored in the language program. Students have spelling mistakes because they confuse the sound of alphabets (Mohammad & Hazarika, 2016). Students make spelling mistakes because they cannot differentiate between the letters and sound of the words when they write (Fitria, 2018). Students face challenges in learning English writing from the use of correct spelling (Nyasimi, 2014).

2.4.4 Motivation

Anh (2019) stated that motivation is always believed to be an important factor of success. He also added that good motivation for learning can make the learners reach their learning objectives easily and conclude that writing activities are more interesting and meaningful. However, negative attitudes and a lack of motivation can cause impediments in learning a language (Akhtar et al., 2019). In other words, low motivation will affect the success of students' learning. Writing difficulty comes from students themselves when they have low motivation (Adas & Bakir, 2013; Afrin, 2016; Akhtar et al., 2019; Gündoğmuş, 2018; Hidayati, 2018). Some students are poor in learning English writing because they are lack of ideas, motivation, and concentration (Fareed et al., 2016). In addition, Solak (2015) discovered that students are not motivated to learn English because the environment around them including family and friends have a negative

perspective toward English. The majority of the students are not interested and highly motivated in English writing (Mo, 2012). Students are lack of effort and practice in English writing outside the classroom (Akhtar et al., 2019; Irmalia, 2016). The cause of writing problems is the unwillingness to share their work with others and they don't get the proper feedback (Adas & Bakir, 2013). The majority of the students are lack of adequate practice in L2 writing (Nyasimi, 2014). He also found that students have negative attitudes towards learning writing skills.

2.4.5 Reading Habit

Wahyuningsih (2018) stated that reading is the way to store information and knowledge and it provides benefits to second language learners. However, if the learners lack reading habits, their writing skills will meet difficulties (Hidayati, 2018). The lack of interest in reading English books is the cause of writing problems (Irmalia, 2016). Similarly, Pessoa et al. (2014) discovered that students' challenges in learning English writing are caused by poor experience in reading. Fareed et al. (2016) indicated that the reading and writing culture at school and in society does not grow because they ignore it. In addition, students have deficient motivation in reading English text both intensive and extensive reading (Wahyuningsih, 2018). This condition causes students to have poor knowledge, information, and English vocabulary. Also, Anis (2019) found that number of students considered reading as an effective method to improve writing proficiency; nevertheless, they never read in their free time which causes them to have problems with grammar, vocabulary, and paragraph organization.

2.4.6 Writing Organization

KAFI (2018) claimed that organization is an important element of effective writing since it has a positive and negative effect on the readers. Nevertheless, Fareed et al. (2016) asserted that the learners writing organization difficulties are caused by a lack of understanding and skills

related to coherence, the consolidation of knowledge, and use of formal transitional and cohesive devices. These problems can happen because of less writing practice. Afrin (2016) also stated that students do not know the process of writing and how to write in a topic. Eryılmaz and Yeşilyurt (2020) found that the challenges of English writing are caused by the lack of rhetorical organization.

2.4.7 Classroom Environment and Materials

Adas and Bakir (2013) stated that onw students' challenge in English writing is poor learning environments. Fareed et al. (2016) found that big classrooms and lengthy courses can cause the learning writing face problem. Similarly, Solak (2015) also discovered that insufficient teaching materials cause difficulty for the learners. Moreover, students face challenges in learning English writing from inadequate learning resources (Nyasimi, 2014).

2.4.8 Punctuation Problems

Punctuation is the mark that is used to make writing clear and comprehensible (Fitria, 2019). Nasser (2019) stated that punctuation gives meaning to the words and if they are not used correctly, they can change the meaning of the words. According to Farooq, Uzair-Ul-Hassan, and Wahid (2012) and Afrin (2016), students have problems with commas in their writing. The majority of the students have problems with punctuation marks since they do not know how to use them correctly (Msanjila, 2005). In addition, number students have problems with punctuation due to confusion and the lack of knowledge of the punctuation rules in English, especially the use of a comma (Ciesielkiewicz & Márquez, 2015). Based on Toba, Noor, and Sanu (2019), students have problems with mechanics which included punctuation. Moreover, Fitria (2019) found that number students make mistakes with punctuation in their writing. There are many punctuation errors in students' writing compositions which mostly happens to commas (Fitria, 2018). Due to Nasser

(2019), students have problems with punctuation which include capitalization, full stops, and commas. Furthermore, students usually have problems and confusion in using apostrophes, question marks, colon or semicolon, and commas in their writing (Ghabool, Mariadass, & Kashef, 2012). According to Mohammad and Hazarika (2016), the majority of students have problems with punctuations in their writing which mostly related to full stop and commas. The majority of students disregard the use of punctuation when writing paragraphs (Anis, 2019).

2.4.9 Lack of Interest in English Subject and English Writing Skills

Anis (2019) found that some students are not interested in writing because of its difficulty. Similar to Mo (2012), the majority of students lack interest in writing in English because it is so difficult that they need to spend more time on it. According to Akhtar et al. (2020), students have less interest in academic writing even they know that writing is important but they do not pay attention to this skill. Similarly, Huy (2015) found that majority of students do not like to study writing and they do not pay attention to this skill. In addition, number of them do not even have any books for writing. In addition, students have a low interest in writing because they require to recognize many elements including grammar, punctuations, vocabulary, spelling, and sentence structure in order to produce good writing (Moses & Mohamad, 2019).

2.4.10 Lack of Self-Study and Practice

According to Huy (2015), students spend less time on self-study at home and they do not even have self-study at home. He also found that students do not do homework, number of them ignore finishing homework as well as lack writing practice which affects their abilities in writing a paragraph or sentence. He also added that less writing practice regularly is the reason for poor grammar, limited vocabulary, and inability to write. Similarly, Afrin (2016), students never learn to write outside the classroom through homework, rather they only write in the classroom.

Furthermore, Students do not make appropriate efforts to develop their writing skills; instead, they tend to rely on their teachers for help (Anis, 2019). The learners do not have writing practice; thus, their concentration and efforts are limited (Fareed et al., 2016).

2.4.11 Solutions for English Writing Challenges

Amalia et al. (2021) reported three teachers' solutions to deal with the challenges in teaching writing including explicitly teaching English vocabulary, collaborative English writing activities, and exercises of English writing. According to Yusuf et al. (2019), cooperative learning strategies including Jig-Saw and Student Team Achievement Division can help students to enhance students' writing ability regarding content, organization, vocabulary, grammar, and mechanics. Based on Nyasimi (2014), there is a number of strategies that teachers can use to improve students' writing skills such as providing group discussion among students, providing feedback on students' writing, inspiring students to read English widely, assisting students to correct their own writing, fostering students to do peer editing, showing and rewarding best writing in the whole class, and using teaching resources such as video tapes and audios. In addition, Hidayati (2018) also found three strategies for teachers to deal with teaching English writing. The first solution is to match the tasks with students' levels. The second solution is to make the students understand the purpose of the tasks and the last one is to help or guide students during the process of learning to write. Fareed et al. (2016) got number of suggestions from participants that teachers should expand learners' attention to all four skills. There are four methods to improve students in English writing skills including audio and visual aids must be provided, class size should be no more than 30 students in each class, writing practice must be at least 15-20 minutes, the classroom environment must be maintained (Bilal et al., 2013). The strategies which teachers use to overcome teaching English writing skills which include using collaborative strategy, adding more credit hours, proving regular workshops and training to teachers, using devices or equipment for teaching

writing skills, and providing intensive writing exercises and teachers' regular assessment (Almubark, 2016).

2.5 Chapter Summary

This chapter revealed that effective writing needs good skills and knowledge of related elements of writing to produce good writing. Since writing was a challenging skill to learn, teachers were confronted with both internal and external factors in teaching English writing skills. Internal factors came from their own teaching performance while external factors came from the students and the school environment. Furthermore, students also faced with number of challenges in learning English writing which caused by their own learning performance as well as teachers' performance. Nevertheless, there were many solutions that teachers and learners used to deal with teaching and learning English writing.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the research design, sample size and sampling technique, research instrument, data collection procedure, data analysis, ethical considerations, and scope and limitations.

3.2 Research Design

This study used a qualitative research design since it was an approach used to find out the problems from individuals and groups of people (Creswell, 2014). Qualitative research design discovers in-depth understandings about what happens, why it happens, and how the participants in the context understand it (Mills & Gay, 2016). The reason that the researcher decided to use this method was that its characteristic was to find out an in-depth understanding of the problems (Creswell, 2012). In addition, the researcher used the case study approach since it was good for getting concrete problems from participants. This approach also suitable for comparing, describing, evaluating, and understanding different aspects of a research problem.

The nature of this study was the best match with qualitative research based on the characteristics from (Creswell, 2014) which included (1) natural setting: the researchers prefer to collect data at the site where participants experience the problem under study, (2) researcher as a key instrument: the researcher compiles data by themselves through interviewing participants, (3) multiple sources of data: the researcher compiles and collects different forms of data from teachers and students including interviews and students' writing tasks, (4) Inductive and deductive data analysis: the researcher organizes the data into categories which include the themes and sub-themes in order to analyze it in detail, (5) participants' meaning: the researcher concentrates on

learning the participants' problems, (6) emergent design: the research process for this study is emergent.

3.3 Sample Size and Sampling Technique

The researcher applied the purposive sampling selection to get participants for the rich qualities of data that participants possess (Etikan, Musa, & Alkassim, 2016). Purposive sampling is the consideration of getting participants who will furnish the researcher with the best information which meets the objectives of the study (Kumar, 2011).

The participants who were selected were based on the criteria below: (a) The participants in this study had to be teachers of English who have at least two years of teaching experience. They had to be the teachers of secondary level who taught in grades 7, 8, and 9. (b) The participants in this study had to be the students who had difficulties in English writing skills in grades 7, 8, and 9. They would be selected based on the teacher's recommendation.

There were three teachers of English (two males and one female) from Hun Sen Peam Chikong High School in New Generation School program who participated in this study. In addition, there were also 6 students (three males and three females) who participated in this study. Among six students, two students including one male and one female in each level were interviewed one by one. The six of students must be the students who had difficulties in English writing skills and who were recommended by their teachers.

3.4 Research Instrument

To answer the research questions, the researcher employed open-ended questions as the tool for the interview. The researcher prepared two different tools; question guides for teachers and question guides for students. The question guides for teachers were in the following themes:

1. The internal challenges of teachers in teaching English writing skills

2. The external challenges of teachers in teaching English writing skills

The question guides for students were students' challenges in learning English writing skills. Before the real interview, the researcher piloted with different groups of students to identify the problems and limitations of the questions. Then the researcher adjusted the question guides with his supervisor again before applying them. The details of the question guides are in the appendix.

3.5 Data Collection Procedure

The data was collected through semi-structured individual interviews with three teachers of English who had experienced at least more than one year of teaching and six students who had difficulties in learning English writing skills. The interview in this study is defined as the combination of both structured and unstructured interviews (Mills & Gay, 2016). Before the interview, the researcher contacted and asked participants to fill out the form to assess the participants' background. Due to the Corona virus outbreak, a face-to-face interview was not able possible. Therefore, the researcher decided to conduct the interview through a phone call with all participants. The first interview was with teachers of English who taught in grades 7, 8, and 9. Unfortunately, a teacher from grade 9 did not intend to provide the interview and there was only one teacher in each grade; therefore, the researcher decided to interview the teacher in grade 10 instead. The interviews were conducted individually and each participant spent between 53 minutes to 95 minutes. Before the interview, the researcher also asked permission from participants to record the phone call conversation. After the interview, the researcher also asked each teacher to recommend two students (one male and one female) who had difficulties in learning English writing skills. Then researcher conducted the interview individually with students who were recommended by their teachers and each participant spent around 25 minutes to 45 minutes for the

interview. Similarly, the researcher also asked permission from all the participants to record the data. The researcher followed up on the interview question guides and participants' answers in order to get more detailed information from participants and to make sure that the answers of the participants flowed accordingly. After the interview, the researcher prepared the recorded data in order to transcribe all the information for coding into different themes and sub-themes according to the theoretical framework of the study. Finally, the findings were summarized and discussed to answer the research questions of the study.

3.6 Data Analysis

To analyze the data that had already been collected, the researcher applied within-case data analysis. The researcher first transcribed the recorded data of teachers in Khmer using Microsoft Word to identify the specific statements mentioned by the participants. Then the researcher translated the transcriptions into English and checked with his partner in case the transcriptions had problems. In addition, this data transcription was checked backward and forward compared to the recorded data to make sure that all the information was written correctly. Then the researcher sent the transcription to all the participants in order to get them checked to ensure that they agreed with the transcription before using it for coding. Next, the researcher coded the information using the Jamboard tool to make sure that all information went to the correct category. After coding the data of the teachers, the researcher continued transcribing and coding with the data of students. To make sure all the transcription and coding were correct, the researcher also asked his partner to check them as well. The data were organized and coded into themes and sub-themes. Finally, the researcher read through the data which have been organized to ensure its validity and reliability.

3.7 Ethical Considerations

Before collecting the data from the participants who were the teachers, the researcher first obtained the permission letter from New Generation Pedagogical Research Center and sent it to the school principal in order to ask permission for collecting the data. After having the consent from the school principal, the researcher prepared the consent form for the selected participants, which can be found in the Appendix. Then the researcher made an appointment individually with participants and asked participants to sign the consent form. To collect the data from participants who were students, the researcher sent the consent form to their parents in order to ask permission for interviewing their children. Then the researcher prepared the consent form for the selected participants, which can be found in the Appendix. Then the researcher made an appointment individually with all the participants for the interview and asked them to sign in the consent form. To help with the interview, the researcher asked permission from all participants to make a data recording, as well as asking participants in case the researcher would like to clarify some information regarding the interview.

3.8 Chapter Summary

Based on the research methodology, this study applied a qualitative research design in order to get an in-depth understanding of the problems. In addition, to get the rich qualities of data, the researcher used the purposive sampling technique to get the participants. The three teachers who were the participants had to be English teachers and had at least two years of teaching experience. For the six student participants, they had to have problems with English writing skills. The open-ended questions had been used as the tool for the interview in order to get information from the participants. The researcher applied within case data analysis to analyze the data that had already been collected and it was transcribed in both English and Khmer before coding. The coding process used the Jamboard tool to make sure all information went to correct category. Before

collecting the data, the researcher also received the permission form from New Generation Pedagogical Research Center and asked permission from the school principal to conduct the interview.

CHAPTER 4: RESEARCH FINDING

4.1 Introduction

This chapter covers the research finding which consisted of three questions: (1) What are the teachers' challenges regarding internal factors in teaching English writing skills? (2) What are the teachers' challenges regarding external factors in teaching English writing skills? And (3) What are the students' challenges in learning English writing skills?

4.2 Demographic Information

Table 1.

Demographic Characteristics of Teachers

Teacher	Sex	Age	Academic Qualification	Teaching Experiences
P1	M	27	Bachelor's Degree	Two years
P2	M	30	Bachelor's Degree	Three years
P3	F	29	Master's degree	Five years

Table 2.

Demographic Characteristics of Students

Student	Sex	Age	Grade
S1	F	13 years old	7
S2	M	13 years old	7
S3	F	18 years old	8

S4	M	18 years old	8
S5	F	16 years old	10
S6	M	18 years old	10

4.2 Finding of Research Question One

There was a research question seeking the challenges regarding internal factors that teachers of English faced in teaching writing. The responses from the interviews were grouped into different themes which were presented in the following:

4.2.1 Problems with Instruction

The first internal factor was the problem of teaching instruction given by teachers. Among three participants, two participants, P1 and P2, said that their explanation given to students still contains some problems. P1 mentioned that he had problems with explaining to his students since his explanations were not clear enough to make them understand his lessons. He added that students were not able to understand or write any sentences after he explained them. P2 also similarly indicated that students sometimes did not understand his explanation if he explained it in English. If he explained in Khmer, students could understand well.

4.2.2 Poor Teaching Techniques and Methods

The second internal factor was the poor teaching techniques and methods of teachers. All three participants similarly mentioned that they were poor at teaching methods in teaching English writing skills to the students. P1 said that his teaching methods were still limited and sometimes they did not correspond to students' abilities, which caused students' writing skills to get poor results. He also added that he did not use many materials in teaching writing skills because he did

not know what to use in teaching writing skills. In addition, P2 mentioned that his teaching methods made the class messy and students had many questions during his teaching because they were not able to understand what he taught, especially when he used the collaborative learning method by forming students to learn as groups. P3 indicated that her teaching methods were not suitable for writing lessons since the students' results did not meet her expectation. She also admitted that she sometimes did not prepare teaching methods to teach students writing skills because there were many tasks to do and she never did research on teaching methods.

4.2.3 Lack of Comments and Feedback

The third internal factor was the lack of comments and feedback on students' work from teachers. Two participants including P1 and P2 indicated that they provided very few comments and feedback on students' work. P1 said that he did not provide much comments or feedback on writing practice to his students because he thought that students did not understand comments because they were only in grade seven. Therefore, he only corrected punctuation, spelling, and some structures. In addition, P2 said that he could not provide comments on all students' mistakes since it took too much time to do so. Moreover, he thought that students might lose motivation when they saw many comments and mistakes.

4.2.4 Lack of Understanding of Students' Abilities and Needs

The fourth internal factor was the lack of understanding of students' abilities and needs from teachers. Two participants said that they did not understand students' needs and abilities. P1 mentioned that his teaching did not get good results because he lacked understanding of students' abilities and needs. He only realized that most of his students were poor but he could not adjust his teaching methods and lessons to meet their abilities, because he needed to follow the textbooks.

P3 also indicated that she did not understand her students' needs in learning writing skills; therefore, she did not know what methods she should use to teach them more effectively.

4.2.5 Lack of Support

The fifth internal factor was the lack of support from the teacher in helping students who had problems with English writing skills. Two participants, P2 and P3, similarly mentioned that they could not help students who had problems with writing skills to improve because they needed to teach them other skills as well; therefore, they would not have enough time to explain writing skills to students. P3 also added that she sometimes reduced writing sessions and the steps in teaching writing skills because the teaching hour was short.

4.2.6 Lack of Self-Improvement

The sixth internal factor was the lack of self-improvement of teachers. All three participants mentioned that they did not improve themselves in teaching abilities. P1 said that his teaching methods were still limited because he was busy with so much work at a New Generation School; therefore, he had not found time to improve his teaching abilities yet. In addition, P2 and P3 similarly pointed out that they lacked self-reflection in teaching writing skills. They never identified their weaknesses to improve since they were busy as well. P3 also added that she did not encourage herself to learn new teaching methods to help her students improve because she was lacked research skills and knowledge.

4.3 Finding of Research Question Two

The second question was seeking the challenges regarding internal factors that teachers of English faced in teaching writing. The responses from the interviews were grouped into seventeenth themes which were presented in the following:

4.3.1 Mixed-Ability Class

The first external factor was a mixed-ability class that teachers taught. Among the three participants, two participants, P2 and P3, similarly revealed that mixed-ability class caused difficulties in teaching writing skills. P2 said that he had difficulties in controlling students due to their different knowledge levels and abilities. When he needed to help slow learners, fast learners felt bored and if he helped fast learners, slow learners could not catch the lessons. P3 also mentioned that students had different abilities and she tried to help all of them understand the lessons, but slow learners still had problems.

4.3.2 Poor Basic Knowledge of Students

The second external factor was the poor basic knowledge of students. All three participants mentioned similarly that the external challenges in teaching English writing skills were caused by students who had poor basic knowledge backgrounds. P1 and P2 similarly said that some students did not learn English at the primary level, so their English basic knowledge was still poor which caused them to have difficulties at the secondary level. P2 also added that when students reached the secondary level and started to learn, it was at a high level already. Thus, it was very difficult to teach them when they did not have the basic knowledge. Moreover, P3 indicated that students did not have basic knowledge; therefore, they mostly had problems with grammar.

4.3.3 Poor Grammar Knowledge of Students

The third external factor was the poor grammar knowledge of students. All three participants showed that the external challenges in teaching English writing skills were caused by students who had poor grammar knowledge. P1 said that writing required grammar but students did not have grammar knowledge, so it was the problem for writing. P2 also indicated that students' grammar knowledge was still limited and some of them did not even know what the grammar was.

He also added that students had problems with writing because they did not write in grammatical structure and they did not order the words correctly. In addition, P3 said that her students also had problems with grammar because they had never learned English before. She tried to help them, yet poor students still made mistakes in their writing.

4.3.4 Poor Spelling of Students

The fourth external factor was the poor spelling ability of students. All three participants similarly showed that students did not have spelling ability which caused them to have spelling mistakes whenever they wrote. P1 said that spelling was a concern in learning writing skills because it was also included in writing. Students could not spell correctly, so it meant they had problems with vocabulary which affected their writing in sentences. P2 also indicated that some of his students did not have spelling ability which caused them to face difficulty in writing. P3 mentioned that some of her students spelled the words based on what they heard without thinking of what letters contained in each word.

4.3.5 Poor Vocabulary of Students

The fifth external factor was the poor vocabulary knowledge of students in learning English writing skills. Three participants similarly mentioned that their students had problems with vocabulary. P1 said that his students did not have vocabulary and structure knowledge, so they had problems with writing skills. In addition, P2 said that his students had problems with writing because they lacked vocabulary knowledge. If they knew more vocabulary, they would improve their writing ability. P3 also said that her students were poor at vocabulary and it was because they read less.

4.3.6 Lack of Classroom Participation from Students

The sixth external factor was less classroom participation from students in learning activities. Among the three participants, two participants, P2 and P3, pointed out that the challenge in teaching writing skills happened because of less involvement of students. P2 mentioned that students came to school and they did not make noise but they did not pay attention to his teaching either since their feeling flew away. He also added that students were young, so their effort was limited. P3 also indicated that she always tried to get students involved in any learning activities but some of her students, especially poor students did not want to join.

4.3.7 Lack of Self-Study of Students

The seventh external factor was the lack of self-study of students. All three participants similarly mentioned that students studied only in the class but they did not have self-study or use English language at home or outside the classroom. P1 said that he provided exercises to students to practice more at home but they sometimes did not do it. They only studied in the class but they did not try more at home. P2 also indicated that some students did not self-study, which was why they could not improve or move forward with other students. In addition, P3 said that some students tried to practice writing at school but they never practiced at home even though she tried to encourage them.

4.3.8 Lack of Interest in English Subject

The eighth external factor was less interest from students in learning the English subject. All three participants similarly mentioned that some students were not interested in the English subject. P1 pointed out that some students did not try to learn or practice writing in English because they thought that this subject was not important. P2 said that some of his students were not interested in writing in English and some of them learned for the exam only; thus, they just tried

to memorize the lessons. Furthermore, P3 said that there were some students who did not like English subject and there were a few of them who had no interest in this subject.

4.3.9 Lack of Motivation to Support Students

The ninth external factor was the lack of motivation that students got from their parents. Two participants, P1 and P2, similarly showed that students got less motivation from their parents. P1 indicated that some parents did not motivate their children to learn and they did not even keep in touch with the learning progress of their children. P2 also mentioned that students' parents did not motivate their children to learn because they were poor, so they needed to ask their children to take care of their animals and farm instead.

4.3.10 Discrimination Between Students and Students

The tenth external factor was the discrimination between students and students. P1 and P2 similarly mentioned that the poor relationship of students and students was the cause of difficulties in teaching writing skills since they discriminated against each other. They said that slow learners built a relationship with slow learners and fast learners only built relationship with fast learners. P2 added that slow learners did not build a relationship with outstanding students; thus, they did not have a chance to ask or learn from outstanding students.

4.3.11 Language Interference

The eleventh external factor was the problem of language interference that students used. Three participants mentioned similarly that their students had a problem with language interference which caused teaching writing skills difficult. P1 indicated that before students wrote in English, first they needed to think in their first language. Since the two languages have different word orders, some students used Khmer structure in English writing which was wrong in English. P2 also mentioned that some students wrote Khmer phonetically using English letters, or in other

words, they wrote the Khmer language with English sounds. In addition, P3 said that some students had language interference because they needed to think in Khmer first when they wrote in English, so the words were in the wrong order.

4.3.12 Problems with Punctuation

The twelfth external factor was the problems of punctuation for students. All three participants indicated that students had problems with punctuation every time they wrote. P1 said that some students did not have punctuation knowledge since they did not know how to use it and some of them did not even care about using them. He also added that students sometimes forgot to correctly use the comma, full stop, space, and capital letter. Besides, P2 and P3 similarly mentioned that students usually knew only full stop and used it correctly. However, they always made a lot of mistakes with other punctuation besides full stop.

4.3.13 Lack of Evaluation and Follow-Up from the School Managers

The thirteenth external factor was the lack of the evaluation and follow-up from the school principal during teaching. P1 and P2 similarly mentioned that school managers did not have sufficient evaluation and follow-up of all the teachers in any teaching activities. P1 also added that school managers never cared whether teachers taught based on content knowledge and they never advised what teachers needed to improve for better achievement.

4.3.14 Lack of Writing Practice of Students

The fourteenth external factor was the lack of language practice of students. All three participants similarly mentioned that their students did not try to learn or practice more writing besides the classroom as they did not do the homework that teachers provided. P3 indicated that some students were poor at writing because they never used it outside the classrooms and they also had less writing practice.

4.3.15 Lack of Teaching Hours

The fifteenth external factor was the lack of teaching hours for teachers. Two participants, P2 and P3, said that the teaching hour was not enough for teaching students writing skills. They similarly mentioned that the teaching hour was not enough because they needed to divide time to teach them other skills as well, but they had only 4 hours each week. Therefore, this number of hours for teaching students writing skills was not enough which caused students to face difficulty in writing skills. P3 also added that the teaching hour was not enough, so only some students could practice writing. She needed to summarize the lessons for teaching and teach faster as well; however, it was still difficult for her to do so.

4.3.16 Problems of School Curriculum and Textbooks

The sixteenth external factor was the problems of school curriculum and textbooks. All three participants mentioned that the school curriculum and textbooks contained some problems. P1 said that the textbooks were enough for students to use in the class only but they could not bring them to their house. Moreover, the lessons in the textbooks that he taught did not match with students' abilities and levels since their content knowledge was higher. It was not suitable for teaching English writing skills yet because it did not respond to the students' needs. If he tried to follow the school curriculum, some students could not understand. Furthermore, P2 said that the school did not have enough textbooks for students to have self-study. If he wanted students to practice writing, it was difficult for them because they did not have textbooks. He also pointed out that he followed the textbooks and the textbooks contained all the skills to teach, so he could not teach students only writing skills. Therefore, he was not able to help students who were poor at writing skills. In addition, the lessons and activities of writing skills in the textbooks were less than other skills, so he taught writing skills less since he needed to follow the textbooks. Furthermore, P3 said that it was difficult for her to follow the school curriculum since the teaching hour was not

enough. She also added that if she followed the school curriculum, she needed to make the lessons shorter or teach faster.

4.3.17 Lack of Reading Habit of Students

The seventeenth external factor was the lack of reading habits of students. Two participants, P2 and P3, mentioned that students did not have good reading habits which caused them to face difficulties in writing skills. P2 said that if students read a lot, they could learn more ideas, new vocabulary, grammar, sentence structures, spelling, or punctuation. However, most of his students did not have reading habits. If they read, they read Khmer instead but not English. That is one reason why students did not improve their writing skills. P3 also indicated that students read less text, so they had a lack of vocabulary for writing.

4.4 Finding of Research Question Three

The third question was seeking the challenges of students who had difficulties with English writing skills. The responses from the interviews were grouped into seventeenth themes which were presented in the following areas:

4.4.1 Lack of Interest in English Subject and English Writing Skills

The first challenge was the lack of interest in the English subject and the English writing skills of students. Among six participants, four participants from grade 7 and grade 8, students S1, S2, S3, and S4 said that they liked the English subject. Nevertheless, there were two participants from grade 10, S5 and S6, who were not interested in this subject. S5 said that she did not like English subject when the lessons were difficult to learn and she liked it when the lessons were easy to learn. Moreover, S6 pointed out that he was less interested in this subject because his English was poor. Although four participants mentioned that they liked English subject, there were also four participants including S1, S2, S3, and S5 mentioned that they did not like English writing

skills. These four participants also included the three participants who mentioned above that they liked English subject. The four participants who did not like English subject similarly said that they did not like writing skills due to the reason that they were poor at this skill since it was a difficult skill for them to learn. Even though they did not like writing skills, they still like other skills including speaking, listening and reading. Thus, they still learned English since they thought that English could help them to find a good job and for further study.

4.4.2 Poor English Background Knowledge

The second challenge was the poor English background knowledge of the students. Two participants from grade 7 and grade 10 mentioned that they were lack of English background knowledge. S2 from grade 7 said that he never tried to learn English before because the words were difficult for him and he was poor at English. In addition, S6 from grade similarly mentioned that he never tried to learn English in lower grade as he thought that this subject was not important and he was poor at learning this subject as well.

4.4.3 Poor Grammar Knowledge

The third challenge was the poor grammar knowledge of students. All participants similarly mentioned that they had poor grammar knowledge. S1 from grade 7 said that her grammar knowledge was poor because she did not even know what grammar was. S2 from grade 7 also said that grammar was difficult to learn, so she was poor at grammar as well. Besides, S3 from grade 8 said that he knew nothing about grammar. In addition, S4 from grade 8 indicated that he had problems with grammar because the grammar was difficult to study. He also tried to learn it but he could not remember its usage. S5 and S6 from grade 10 similarly said that English grammar was difficult for them and they had problems with it as well but they could not describe it. They could only say that they were poor at grammar.

4.4.4 Poor Vocabulary

The fourth challenge was the lack of vocabulary knowledge of students. Besides grammar, all participants also showed that their vocabulary was poor. Starting from S1 from grade 7, she said that she knew only some vocabulary which she could write correctly but there were some vocabularies that she did not know and she wrote incorrectly. Furthermore, S2 from grade 7 said that vocabulary was difficult to learn for him and he was poor at vocabulary since he was at lower levels. In addition, S3 similarly said that she did not know much vocabulary, so she often made mistakes in her writing. S4 from grade 8 said that he did not know many vocabularies because his memory was poor. More than that, S5 from grade 10 showed that she did not have vocabulary knowledge since the words were difficult to remember. When she wanted to write something, she did not know those words. Lastly, S6 from grade 10 said that he did not remember vocabulary because his memory was poor, especially the words which were long.

4.4.5 Poor Spelling

The fifth challenge was the lack of English spelling knowledge of students. All the participants in this study also had problems with spelling. S1 and S2 from grade 7 said that they had problems with spelling because they did not try to read more; thus, they could not remember what to spell for each word. Furthermore, S3 from grade 8 showed that she spelled wrongly even the words that she had already learned. In addition, S4 indicated that he also had problems with spelling because he did not know techniques how to spell the words correctly. He realized that his spelling had problems when the teacher corrected his paperwork. More than these, grade 10 students started from S5 said that she always spelled wrongly because she did not try to read or learn new vocabulary. Lastly, S6 said that he could not spell because he was poor at reading. He could not read, so he could not spell as well.

4.4.6 Lack of Motivation

The sixth challenge was the lack of the motivation to foster students. Among six participants, three participants including S4, S5, and S6 mentioned that they got less motivation to improve their learning. S4 from grade 8 said that there were fewer people who motivated him even his parents because they were busy with their work. They rarely said something to encourage him; thus, he sometimes tried to study but sometimes not. Similarly, S5 from grade 10 indicated that there was no one who motivated her to improve her learning and she also felt lazy to study. In addition, S6 said that there was no one who motivated him even his parents because his family was poor, so his parents asked him to look after animals and farm rather than asking him to try to study.

4.4.7 Lack of Self-Learning Strategies

The seventh challenge was the lack of self-learning strategies of students. Two participants from grade 10, S5 and S6, mentioned that they did not have self-learning strategies. S5 said that she was lazy, so she never tried or used any strategies to learn. S6 similarly pointed out that he did not use any strategies to learn since he did not know what to learn and sometimes, he was busy and lazy.

4.4.8 Lack of Word Function Knowledge

The eighth challenge was the lack of the word function knowledge of students. There were three participants, S1, S2, S4, who indicated that they did not know the function of the words that they learned. S1 and S2 from grade 7 said that they did not know the function of each word because they did not know how to recognize it. Moreover, S4 from grade 8 mentioned that his teacher rarely taught him about the functions of the words that he learned, so he knew nothing about their functions.

4.4.9 Poor at Translation

The ninth challenge was a poor translation of students from Khmer to English. Among six participants, three participants, S2, S3, S4, showed that they had problems with translation from Khmer to English. S2 from grade 7 said that his writing was poor because he could not find the words that he wanted to write. S3 also mentioned that every time that she wanted to write any sentences, she needed to think in Khmer first. However, she still could not write in English because she did not know what words she should use. In addition, S4 from grade 8 similarly said that he had problems with how to translate his Khmer sentences into English; thus, sometimes he could not write any sentences.

4.4.10 Lack of Reading Habit

The tenth challenge was the lack of reading habits of students. There were three participants including S4, S5, and S6 mentioned that their writing skills were poor because they did not have reading habits. S4 from grade 8 pointed out that he did not read the books but he rather read status on social media like Facebook or Instagram. Furthermore, S5 and S6 from grade 10 said that they did not have reading habits because they were poor and lazy as well.

4.4.11 Lack of Writing Sessions and Practices

The eleventh challenge was the lack of the writing sessions and practice of students. There were two participants from grade 8, S3 and S4, showed that the writing session was not enough for them. S4 mentioned that he wanted more time for writing sessions to improve his writing while S3 mentioned that there were only 15 minutes for learning writing skills. In addition, all participants indicated that they were lack of writing practice. S1 from grade 7 said that she did not practice her writing but she read more than wrote. S2 also mentioned that he practiced writing sometimes but not much because it was difficult. Moreover, S3 from grade 8 pointed out that she

never practiced writing any sentences because her writing was poor. Furthermore, S4 pointed out that he tried to practice writing sometimes but he did not have confidence since he felt afraid of making mistakes. He added that he rarely practiced because he did not focus on it. Besides, S5 from grade 10 said that she did not practice writing anymore because she felt lazy. She set up the time to study but she only opened the book and then closed it. Lastly, S6 indicated that he had less writing practice as sometimes he practiced one time a week.

4.4.12 Insufficient Teaching and Learning Material

The twelfth challenge was insufficient teaching and learning materials to support the learning activities. Four participants including S2, S3, S5, and S6 said that the teaching and learning materials for writing skills were enough to assist their learning process. However, two participants including S1 from grade 7 and S4 from grade 8 pointed out that teaching and learning materials were not enough for English writing skills. They similarly said that teaching and learning materials were enough for general learning only but it was not enough for writing skills.

4.4.13 Lack of Learning Rooms

The thirteenth challenge was the lack a practicing classroom for students. Among six students, five students mentioned that practice classrooms were enough for them since they could use their own class to learn. However, S4 from grade 8 indicated that the classroom environment did not meet his requirement yet since he could not find a silent place to practice his writing skills. He added that if he was able to request a silent room, he would do it for his writing practice. Moreover, he also showed that the classroom was hot at day time, so he suggested the school put more fans in the classroom.

4.4.14 Lack of Teacher's Awareness on Students' Problems

The fourteenth challenge was the lack the teacher's awareness of students' problems in learning how to write. Among the six students, there were two participants, S4 and S5, showed that their teachers did not know all of their weaknesses in English writing skills. S4 from grade 8 mentioned that his teacher only knew about his bad letters, bad reading, and his nervousness in the class, but his teacher did not know about the other problems. In addition, S5 from grade 10 said that her teacher did not know much about her weaknesses because she rarely got advice from her teacher to improve her writing skills.

4.4.15 Lack of Teachers' Comments and Feedback

The fifteenth challenge was the lack of teachers' comments and feedback for students to improve their weak points. There were three participants, S1, S5, and S6, mentioned that they got fewer comments and feedback from their teachers to support their learning. S1 from grade 7 said that her teacher did not tell her mistakes when she wrote wrongly. Moreover, S5 and S6 from grade 10 showed that their teachers never helped or gave any comments and feedback to them to improve their writing skills during teaching.

4.4.16 Problems on Teaching Performance of Teachers

The sixteen challenge was the problems of teaching performance of teachers in teaching students. Five among six students said that the teaching performance of their students was good enough for them as they felt satisfied with it. However, S6 from grade 10 revealed that his teacher taught fast which affected his learning because he was a slow learner and his vocabulary knowledge was also poor, so he could not catch the lessons.

4.4.17 Lack of Punctuation Knowledge

The seventeenth challenge was the lack of the punctuation knowledge of students. All six students mentioned that they were lack of punctuation knowledge. S1 and S2 from grade 7 similarly said that they knew only two punctuations such as full stop and comma. Moreover, S3 from grade 8 said that she knew some of the punctuations like commas and full stops because she never learned how to use other punctuation. In addition, S4 also mentioned that he could only use full stop and comma because his teacher never taught him how to use other punctuations. Besides, S5 from grade 10 pointed out that she was poor at punctuation because she never focused on it. Lastly, S6 indicated that since his English was poor, he did not learn how to use punctuation as well, so he did not know how to use any punctuation.

4.5 Chapter Summary

Based on the findings, it showed that teachers were confronted with both internal and external challenges. The internal challenges contained six factors which included problems with instruction, poor teaching techniques, and methods, lack of comments and feedback, lack of understanding of students' abilities and needs, lack of support, lack of self-improvement. For the external challenges, there were seventeenth factors which included mixed-ability class, poor basic knowledge of students, poor grammar knowledge of students, poor spelling of students, poor vocabulary of students, lack of classroom participation from students, lack of self-study of students, lack of interest in English subject, lack of motivation to support students, discrimination between students and students, language interference, problems with punctuation, lack of the evaluation and follow-up from the school managers, lack of writing practice of students, lack of teaching hour, problems of school curriculum and textbooks, lack of reading habit of students. Moreover, students also faced with English writing skills and there were seventeenth factors which included lack of interest in English subject and English writing skills, poor English background

knowledge, poor grammar knowledge, poor vocabulary, poor spelling, lack of motivation, lack of self-learning strategies, lack of word function knowledge, poor at translation, lack of reading habit, lack of writing session and practices, insufficient teaching and learning material, lack of learning rooms, lack of teacher's awareness on students' problems, lack of teachers' comments and feedback, problems on teaching performance of teachers, lack of punctuation knowledge. Thus, teachers still had limited teaching competence and poor learning performance of students also affected teaching performance.

CHAPTER 5: DISCUSSION

5.1 Introduction

This section provided the key results of this study which discussed and identified the challenges of teaching and learning of both teachers and learners related to the following objectives:

1. The internal challenges of teachers in teaching English writing skills.
2. The external challenges of teachers in teaching English writing skills.
3. Students' challenges in learning English writing skills.

5.2 The Internal Challenges of Teachers in Teaching English Writing Skills

The current study was to explore the challenges of teaching English writing skills which caused by teachers themselves. The findings from the interview showed that there were six internal challenges that teachers at Peamchikong high school faced in teaching English writing skills.

5.2.1 Problems with Instruction

The first challenge was the problems of teaching instruction that teachers gave to students. Based on the results, the problems happened because the instructions that teachers gave to students were not clear enough and the instructions were given in English which could not make students understand writing lessons clearly. This finding was similar to Fareed et al. (2016) who found that the factor which the learners face in English writing is from the lack of maximum instruction given to the learners. As the students were poor at the English language, they really faced difficulty in getting the meaning from teachers who provided the instructions in English since they were not able to listen and get the meaning from the teachers. Thus, if the teachers could provide more instructions in both Khmer and English, students would be able to understand better. However, teachers did not do so; thus, students encountered the instructions which could be said that the

problems caused by teachers provide fewer instructions. Based on the consequences, teachers should try to understand the techniques they could help students understand the instructions better.

5.2.2 Poor Teaching Techniques and Methods

The second challenge was the limitation of teaching methods and techniques of teachers which affected students' learning of English writing skills as the methods and techniques that teachers applied in the class were not suitable for students' abilities and sometimes, they did not even use teaching materials to teach students due to the lack of ideas in finding those materials to support writing lessons. Moreover, teachers were not able to control the learning activities of students when they applied collaborative learning which made the class noisy. Furthermore, teachers also lacked research teaching techniques and methods. As the result, students did not understand writing lessons and got poor results in their learning. The finding supported Alzubair (2016) who revealed that inadequacy of how to teach effectively causes the majority of teachers to ignore the writing problems of the learners and teachers do not improve their teaching methods. In addition, Nasser (2016), challenges of teaching writing skills are caused by poor abilities in teaching writing and the lack of facilities. Furthermore, Adam et al. (2021), the challenge of teaching English writing happens because teachers have poor teaching techniques. Moreover, Rahman and Sarker (2019), the teachers' challenges in teaching writing skills include the lack of knowledge and skills in teaching and insufficient use of teaching materials. Similarly, (Magombo, 2015), teachers cannot meet students' individual needs in writing because they lack teaching methods adjustment. It seemed like teachers did not dare to apply new teaching methods or they knew no more than one teaching method because they could not name the teaching methods that they used. Teachers could use different teaching methods including flipped classrooms, jigsaw, guided approach, problem-based learning, gallery walk, and so forth. If they could apply these methods, the teaching and learning would get a better result.

5.2.3 Lack of Comments and Feedback

The third challenge was lacking comments and feedback to support students in understanding their weaknesses. The reason that teachers did not provide those comments and feedback was that they thought that students were not able to understand since they were in grade seven and it also took a lot of time to do that. In addition, teachers also thought about the negative effect when students get too many comments and feedback as students might lose motivation in learning. Similarly, Nyasimi (2014) reported that a number of teachers do not provide frequent written feedback and they do not provide an adequate explanation to students. Likewise, Dueraman (2012) showed that teachers give less feedback to students. It might be because most students from grade seven had poor English backgrounds as some of them knew nothing about English. Thus, teachers understood that students could not understand even they provided the comments as the comments would be in English, so they decided to not give the comments and feedback. Furthermore, teachers at New Generation School were also busy with many tasks which limited them to take more time on leaving comments and feedback to all the students.

5.2.4 Lack of Understanding Students' Abilities and Needs

The fourth challenge was the insufficient understanding of students' abilities and needs which caused teachers to have difficulties in finding and adjusting teaching methods and lessons; thus, teachers only followed the textbooks and school curriculum but they did not know what methods they should use to teach writing effectively. The finding was in line with Magombo (2015) who discovered that teachers cannot help students in learning English writing effectively because they are not aware of the causes of writing difficulties from the learners and the differences between writing difficulties and learning difficulties. This might be because teachers did not put attention to students' learning and it also showed the limited ability in teaching as well as teaching methods of teachers.

5.2.5 Lack of Support

The fifth challenge was lacking support to help students who had difficulties with writing skills because they did not have much time to focus only on writing skills; therefore, they sometimes reduced writing sessions. This finding was similar to Mo (2012) who found that majority of teachers have less time to find better solutions to improve the students' writing skills and teachers have never given writing instruction, they rather provide writing topics and then correct some grammatical errors without giving effective guidance in the process of writing to the students. In this case, it might be because teachers did have willing to help students. Compared to the normal schools, New Generation School had four hours of teaching time a week which was better than normal schools that had only two hours of teaching time a week; thus, teachers should be able to divide the teaching time concisely. Moreover, New Generation School also allowed teachers to choose slow learners to provide the extra class on the weekend, then they would be able to improve.

5.2.6 Lack of Self-Improvement

The last challenge was lacking self-improvement to support their teaching abilities due to the reason that they were busy with the new reform school; therefore, they could not have time to find out their weaknesses to improve themselves. This finding was similar to Akhtar et al. (2019) who found that teachers are not enthusiastic about using new teaching strategies, so they use traditional teaching methods to teach writing skills which is the big problem. Even they were busy, they still got a lot of training from the New Generation School. Moreover, it was their responsibility in students' learning outcomes; thus, they should put more effort into teaching as well as try to improve their teaching ability. Based on the results, teachers at Peamchikong High School have many internal challenges which interrupt their teaching performance.

5.3. The External Challenges of Teachers in Teaching English Writing Skills.

In addition to the above aim, this present study also tried to figure out the external challenges in teaching writing as well. Based on the findings, there are seventeenth external challenges that teachers at Peamchikong High School faced in teaching English writing skills.

5.3.1 Mixed-Ability Class

The first challenge was teaching mixed-ability classes which affected teaching results. The mixed-ability class caused teachers to face difficulties in managing students because of their different knowledge and abilities; therefore, fast learners learned faster and slow learners could not equally move forward with fast learners. This finding was in line with Amin (2020) who reported that the majority of teachers were confronted with mixed-ability of students since some fast learners learn faster with good results while slow learners work slower with poor results. In addition, Setiawan, et al. (2014) also discovered that students have different level abilities; therefore, teachers have difficulties in organizing the class and giving suitable tasks for slow learners because it could affect fast learners' motivation. This could be because teachers knew less about teaching methods, thus, they could not adjust the lessons to meet all the students' needs. Teachers should use a differentiated instruction approach or other methods that were appropriate for a mix-ability class. If they did not know how to deal with this problem, they would face more problems in the future as well.

5.3.2 Poor Basic Knowledge of Students

The second challenge was poor English background knowledge of students as they did not learn English from low levels, therefore, it affected their learning achievement in higher levels. When they started learning at a high level, it was difficult for them to learn and also difficult for teachers to teach. This finding was similar to Badi (2015) who revealed that students have poor

background knowledge and it causes them to have a negative attitude toward English writing skills. It seemed to be difficult for teachers to teach students since some students did not know even English alphabets and teachers started to teach from words that were higher than students' abilities; thus, students could not catch up with the lessons and they might feel negative toward English class.

5.3.3 Poor Grammar Knowledge of Students

The third challenge was poor grammar knowledge of students which affected teaching performance because students did not know what the grammar was and they were also poor at structures; therefore, they always made a lot of mistakes in writing, especially with word order. Likewise, Amalia et al. (2021); Almubark (2016); Anh (2019); Amin (2020) found that the challenge of teaching English writing is caused by students who have problems with English grammatical competence. Writing required proper grammar to make the better meaning as the writer wished to express. Thus; it was impossible to produce a good piece of writing if the writer did not know the grammar rules and structure knowledge.

5.3.4 Poor Spelling of Students

The fourth challenge was the poor spelling ability of students that affected the teacher in teaching writing skills because students did not have the ability to spell and write the words correctly and some of them wrote the words based on what they heard. Therefore, they always produced mistakes in English writing. Correspondingly, Amin (2020), the challenge in teaching English writing happens because students have problems with spelling, even though they had already learned it in the grammar class. This could be because students did not try to read more as well as memorize the words that they had learned; thus, they were not able to spell correctly in

their writing. Moreover, students seemed to have less writing practice as well, so they could not recall the words for spelling and teachers also faced difficulty in teaching them.

5.3.5 Poor Vocabulary of Students

The fifth challenge was poor vocabulary knowledge of students as they did not know vocabulary and structure knowledge due to the less reading activity, that was why they always had problems with writing. This consequence also affected teachers since they had difficulties in teaching students. This finding was consistent with Amalia et al. (2021); Almubark (2016); Rovikasari et al. (2019); Anh (2019); Amin (2020) who found that the difficulty in teaching writing skills causes by limited vocabulary knowledge of students. It might be because students had less reading practice as well as writing practice; therefore, they could not remember the words that they had learned. This problem also affected teachers teaching writing to them.

5.3.6 Lack of Classroom Participation from Students

The sixth challenge was less classroom participation from students in learning activities since students only stayed in the class while teaching but they did not listen or pay attention to teachers. Teachers also revealed that students were at a low level and they were young; thus, their effort was limited, especially slow learners. Similarly, Muhammad et al. (2018) found that the challenge of teaching the English language happens because of the lack of students' concentration. It could be because teachers did not make lessons as well as learning activities more attractive. Adult learners usually had less effort as well as attention to focus on something, so teachers might need to make lessons as well as learning activities more attractive.

5.3.7 Lack of Self-Study of Students

The seventh challenge was lacking self-study of students themselves to improve their weaknesses as they studied only in the class but rarely had self-study or practiced their writing

besides classroom. This finding supported Eryılmaz and Yeşilyurt (2020) who found that teaching English writing is difficult due to the reason that students lack writing experience because they do not try to write in English outside school. Furthermore, Amin (2020); Muhammad et al. (2018), and Rahman and Sarker (2019) also found that the challenges of teaching English language happen because of the lack of repetition and frequent practice. It seemed like teachers did not contact students' parents to inform them about the students' learning outcomes and students' parents also pay less attention to their children's learning; therefore, students would pay less attention to their study. It would be better if the teachers tried to communicate with students' parents as well as inform them about their children's learning progress, then students' parents would follow their children's learning activities at home.

5.3.8 Lack of Interest in English Subject

The eighth challenge was lacking interest in learning English subject and the English writing skills of students because they thought that English was not important and they only studied for the exam, so these concepts affected their learning and teachers who taught this subject. Correspondingly, Anis (2019) found that students are not fascinated with English writing; therefore, they do less writing practice in their free time. As the result, they have difficulty finding the right words or phrases to produce accurate English writing. In addition, having no interest in learning writing makes it hard for teachers to teach students (Amin, 2020; Anis, 2019; Mo, 2012). Muhammad et al. (2018) and Adam et al. (2021) also similarly found that the lack of interest in learning English language of students is the challenge in teaching English writing. Amin (2020) found that students are not motivated in writing class which causes them to have problems with vocabulary, spelling, sentence structures, and grammar. It seemed to be normal that some students had no interest in some subjects. However, it could be because teachers did not clearly explain to students the importance of English subject that students got when they learned it. Teachers should

day by day explained or reminded them the importance of English subject, then they might change their minds and put more attention to English subject.

5.3.9 Lack of Motivation to Support Students

The ninth challenge was lacking motivation from students' parents to foster students in learning English writing skills as some students' parents never cared about the process of students' learning. Moreover, some students' families were poor, so their parents asked them to look after their animals and farm. According to Hidayati (2018); Amalia et al. (2021); (Almubark, 2016) and Rovikasari et al. (2019), they reported that teaching writing is difficult because the students themselves have problems motivation. It could be because students' parents did not understand the importance of Education, so they took care of their business more than students' learning. In this case, teachers should explain the importance of Education to students' parents and asked them to encourage their children, then students might feel more support to foster their learning.

5.3.10 Discrimination Between Students and Students

The tenth challenge was the discrimination between students and students. Students found similar abilities and characteristics of others to make a close relationship. In this condition, they divided the relationship into two different groups: a group of slow learners and a group of fast learners. Sometimes the fast learners did not want to participate with slow learners during learning activities as they thought those slow learners could not help them. In the same way, slow learners also similarly thought that fast learners would not help them as well. This consequence made it hard for the slow learners to find the opportunity to ask for support from the fast learners. This was an unexpected finding which was not similar to the literature review.

5.3.11 Language Interference

The eleventh challenge was the problem with language interference. Students thought in Khmer before they wrote in English which caused them to produce wrong word order because these two languages had different structures and word order. In addition, some students wrote the Khmer language with English sounds. Similarly, Almubark (2016) found the problem that teachers faced in teaching writing skills and it was the problem that students have with mother tongue interference. This could be because students had limited vocabulary and sentence structures; therefore, they needed to draft the sentences in Khmer first. However, these two languages had different word orders which caused students to produce wrong sentences.

5.3.12 Problems with Punctuation

The twelfth challenge was problems with punctuation that students made. Students did not have punctuation knowledge since they did not know how to use it and some of them did not even care about using them. Moreover, most of the students knew only how to use full stop but they produced many mistakes with other punctuations. This finding supported Fitria (2018) who reported that there are many punctuation errors in students' writing composition which mostly happens to the comma. Nasser (2019) also discovered that students have problems with punctuation which include capitalization, full stops, and commas. Furthermore, Ghabool et al. (2012) found that students usually have problems and confusion in using apostrophes, question marks, colon or semicolons, and commas in their writing. Mohammad and Hazarika (2016) showed that majority of students have problems with punctuations in their writing which mostly related to full stop and commas. This problem might happen because students thought that punctuation was not important or necessary in any sentences. Moreover, teacher might not properly teach students how to use all punctuations.

5.3.13 Lack of Evaluation and Follow-Up from the School Managers

The thirteenth challenge was lacking evaluation and follow-up from school managers. The result showed that the school managers did not follow-up teachers to find out whether teachers put their effort in teaching or not. In addition, the school managers did not also find teachers' weaknesses in teaching in order to provide them feedback as well as support. Similarly, Teevno (2011) found that the problem of English language development in secondary schools causes by an improper inspection system. The school managers played an important role in managing and supporting teaching and learning activities. Since they were the managers, they should be able to observe as well as follow up the teaching performance of the teachers to make sure that the teaching performance of all the teachers met the expectation. However, it seemed like the school managers never cared whether teachers taught based on content knowledge or not, and they never even advised what teachers needed to improve for better achievement.

5.3.14 Lack of Writing Practice of Students

The fourteenth challenge was lacking writing practice of students themselves as they did not try to learn or practice more writing besides classroom, especially they did not do homework that teachers provide. Consistently, Anh (2019) discovered that teachers have difficulty in teaching English writing skills because students feel depressed and they do not complete the writing tasks since writing requires them to spend a longer time. It seemed like students had no interest in English subject and they might feel difficulty in learning it, that was why they did not do more practice besides classroom

5.3.15 Lack of teaching hours

The fifteenth challenge was lacking teaching hours for teachers to teach writing effectively since the teaching hour was only 4 hours a week and teachers needed to teach students different

skills; therefore, teachers had fewer hours to teach writing skills and students also had less writing practice. This finding supported Hidayati (2018); Amalia et al. (2021); Abrar (2016); Nasser (2016); Adam et al. (2021); Rahman and Sarker (2019); and Karki (2019) who discovered that the lack of teaching time is the problem in teaching writing skills. Moreover, Bilal et al. (2013) reported that teachers do not have enough time for students to practice writing skills. Also, (Mo, 2012), inadequate class hours obstruct the teachers from accomplishing the teaching program. Similarly, Anis (2019) reported that time for teaching writing is not enough due to the reason that the curriculum is long which they need to finish on deadlines; therefore, they need to focus on other skills as well. Similarly, Anh (2019) teachers usually face time-consuming instructing and practicing writing skills because students have vocabulary and grammar limitations that need the teacher to explain. Akhtar et al. (2019) stated that students lack language competency in writing skills due to the reason that teachers do not have enough time to provide more writing practices. Both students and teachers do not have enough writing practice sessions (Amin, 2020).

5.3.16 Problems of school curriculum and textbooks

The sixteenth challenge was the problems of school curriculum and textbooks. Although the textbooks were enough for students to learn in the class; however, it was not enough for students to bring home. In this case, students could not use the textbooks for self-study as well as did homework at home. The lessons in the textbooks also did not match with students' ability and needs and writing activities were less than other skills; therefore, students were not able to acquire the lessons as well as improve their writing ability. In addition to these matters, the school curriculum was the concern as it was difficult for teachers to follow many lessons and skills but the teaching hour was only 4 hours a week, so teachers needed to summarize the lessons and

students were not be able to master the lessons. Similarly, Amalia et al. (2021); Amin (2020); Rovikasari et al. (2019); Rahman and Sarker (2019); Karki (2019); Hidayati (2018); Abrar (2016); Almubark (2016); Dueraman (2012) who found that the challenge of teaching English writing causes from limited sources of teaching and learning English writing materials and limited facilities to teach English writing.

5.3.17 Lack of Reading Habit of Students

The last challenge was lacking reading habits of students to improve their language proficiency; thus, they were poor at vocabulary, ideas, grammar, sentence structures, spelling, and punctuation. The result also indicated that students preferred to read the Khmer language instead of English which induced them to have difficulties in English writing. Correspondingly, Hidayati (2018) revealed that some learners do not care about their writing; thus, it also affects students' reading habits since students read less than students who care about their writing. Therefore, students who lacked reading habits might be because they had no interest in English subject. That was why they did not try to read as well learn this subject.

Based on the results, teachers at Peamchikong high school have many external challenges which interrupt their teaching results.

5.4 Students' Challenges in Learning English Writing Skills.

The study aimed to explore the challenges that students had in learning English writing skills. According to the findings, there were eighteenth of challenges that students at Peamchikong High School faced in learning English writing skills.

5.4.1 Lack of Interest in English Subject and English Writing Skills

The first challenge was lacking interest in English subject and English writing skills. They did not like as well as interest in English subject due to the reason that their English was poor; therefore, they faced difficulties in learning this subject. These difficulties caused students to have negative concepts on English subject that they did not want to learn anymore. This finding supported (Anis, 2019) who found that some students are not interested in writing because of its difficulty. Also, Mo (2012) showed that the majority of the students are lack of interest in English writing and they do not like writing because it is so difficult that they need to spend more time on it. Akhtar et al. (2020) revealed that students have less interest in academic writing even they know that writing is important but they do not pay attention to this skill. Similarly, Huy (2015) showed that the majority of students do not like to study writing and they do not pay attention to this skill. In addition, number of them do not even have any books for writing. More than these, Moses and Mohamad (2019) discovered that students have low interest in writing because they require to recognize many elements including grammar, punctuations, vocabulary, spelling, and sentence structure to produce good writing. It seemed like when the students were poor at English language, it also had a negative impact on the four macro skills of English, especially writing skills. With this condition, students were not able to acquire writing skills since their abilities were low and this skill was more complicated.

5.4.2 Poor English Background Knowledge

The second challenge was poor English background knowledge because they did not try to study English in lower grades due to two reasons: the words were difficult to learn and they thought that this subject was not important. These two reasons were the barriers that prevented students from acquiring English subject. This finding was similar to Badi (2015) who found that students have poor English background knowledge of academic writing and this condition causes them to

have a negative attitude toward English writing. It might be because students did not know the importance of English and did not study part-time class before they were in secondary schools, that was why some of them did not know even English alphabets.

5.4.3 Poor Grammar Knowledge

The third challenge was poor grammar knowledge which was caused by various reasons. Some students did not even know what the grammar was; therefore, it was impossible for them to master this content knowledge. Also, grammar was difficult to master, many students could not identify what problems they really had with grammar. Similarly, Akhtar et al. (2020); Eryılmaz and Yeşilyurt (2020); Alfaqiri (2018); Pablo and Lasaten (2018); Afrin (2016); Inayah and Nanda (2016); Megaiab (2014); Setiawan, Rohayati, Sari, W., and Supriani (2014); Beck et al. (2013); Adas and Bakir (2013) discovered that majority of students have problems with grammar in English writing. Besides, Mohammad and Hazarika (2016) revealed that students don't even have grammar basic rules. Moreover, Rana et al. (2019) found that students have many grammatical errors in English writing including subject-verb-agreement, verb tense, word choice, preposition, plurality, run-on sentences, article, word order, verb to be, and sentence fragment. It could be because students did not have English background knowledge and they also had no interest in this subject; thus, they would have difficulties in mastering grammar. It might be because teachers could not have good teaching methods as well which made students who had no English background could not catch up the lessons.

5.4.4 Poor Vocabulary

The fourth challenge was poor vocabulary to produce a piece of writing. Vocabulary was the most important element of successful writing skills; therefore, poor vocabulary is a problem for writing (Ali & Ramana, 2016). Many students were poor at vocabulary because they knew

fewer vocabulary due to the reasons that vocabulary was difficult to learn and their memories were poor; thus, they were not able to write what they wanted. Likewise, Beck et al. (2013) found both English language learners and non-English language learners students encountered difficulties with finding words to express their ideas and translation. In addition, Wahyuningsih (2018) showed that the challenge in English writing happens because the students have limited vocabulary which prevents them from starting writing something in English. Furthermore, Huy (2015) revealed that the majority of students have limited vocabulary because they do not have strategies to master it effectively; therefore, it prevents students from developing their writing competence. Generally, writing required more vocabulary. When the writers knew fewer vocabulary, they would face difficulties in producing any ideas in written form. It might be because they did not read or practice more writing; therefore, they could not absorb vocabulary to their memory. In this case, teachers might need to encourage students to read and write more at home in order to gain more vocabulary.

5.4.5 Poor Spelling

The fifth challenge was lacking English spelling ability. They had problems with spelling because they were lack of reading performance, techniques to remember the words longer, and attention to learn new vocabularies. Correspondingly, Beck et al. (2013) and Inayah and Nanda (2016) discovered that number of students encountered difficulties with spelling. Besides, Afrin (2016) found that students have problems with spelling because they prefer to spell words according to their pronunciations. Furthermore, Nyasimi (2014) found numbers of students face challenges in learning English writing from the use of correct spelling. It might be the same as the lack of vocabulary knowledge because when students did not try to read and write more, they could not spell the words correctly as well.

5.4.6 Lack of Motivation

The sixth challenge was lacking the motivation to support students' learning performance because their parents were busy with their work. Some parents asked them to look after animals and farm since they were poor and students themselves were also lazy. This finding supported Mo (2012) who showed that the majority of the students are not interested and highly motivated in English writing. In addition, some students are poor in learning English writing because they lack ideas, motivation, and concentration (Fareed et al., 2016). Moreover, Solak (2015) found that students are not motivated to learn English because of the environment around them including family and friends who have negative perspectives toward English. It seemed like students' parents did not care about the learning of their children or it could be because they did not understand the importance of education, that was why they did not encourage their children. In this case, teachers might need to encourage their students and they also needed to explain to students' parents, so they would inspire their children to learn more.

5.4.7 Lack of Self-Learning Strategies

The seventh challenge was lacking self-learning and strategies due to the reasons that they were lazy and they did not know any strategies to improve their learning as well. Likewise, Huy (2015) found that a number of students spend less time on self-study at home and some of them do not even have self-study at home. He also found that students do some homework, some do nothing, some ignore finishing homework and some lack writing practice which affects their abilities in writing a paragraph or sentence. Less writing practice regularly is the reason for poor grammar, limited vocabulary, and inability to write (Huy, 2015). Similarly, Afrin (2016) discovered that students never learn to write outside the classroom even homework, they only write

in the classroom. Furthermore, Anis (2019) found that students do not make appropriate efforts to develop their writing skills; instead, they tend to rely on their teachers for help. Based on the result, it could be because students had no interest in English subject which caused them to feel lazy to study. Therefore, they would not care or use any strategies to help themselves as well.

5.4.8 Lack of Word Function Knowledge

The eighth challenge was poor recognition of word function for writing. This problem happened when the writers did not know how to recognize it and teachers did not teach the learners how to learn to recognize as well. When the writers did not possess this ability, they definitely produced many mistakes in their writing, especially the mistakes with grammar points. Moreover, it was also teachers' mistakes that they had less attention to teach this point to students which caused them to face problems with their writing. This finding was an unexpected result that did not match with the literature review above.

5.4.9 Poor at Translation

The ninth challenge was a poor translation from Khmer to English. Students usually made sentences in their first language before they wrote in English. In this case, students tried to translate what they had written in Khmer to English. However, they still produced many mistakes in English writing because they were not able to think of the words that they wanted to write and what words they should use in English writing. This finding was an unexpected result that did not match with the literature review above.

5.4.10 Lack of Reading Habit

The tenth challenge was lacking reading habits which prevented students from developing writing ability. They tended to have negative reading habits due to the reasons that they had the inadequate ability as well as laziness. Due to Pessoa et al. (2014), students' challenges in learning English writing are caused by poor experience in reading. Furthermore, Wahyuningsih (2018) found that students have deficient motivation in reading English text both intensive and extensive reading. This condition caused students to have poor knowledge, information, and English vocabulary. Also, Anis (2019) found that majority of students considered reading as an effective method to improve writing proficiency; nevertheless, the majority of them never read in their free time which causes them to have problems with grammar, vocabulary, and paragraph organization. This problem might cause by the lack of understanding of students' ability of students from teachers because students' attitudes needed to be led by the teachers. If teachers did not find out students' problems, students would feel negatively toward English.

5.4.11 Lack of Writing Sessions and Practices

The eleventh challenge was lacking writing sessions and practice. The writing session was insufficient for students to learn because their teachers offered only 15 minutes to 30 minutes a week. This amount of time was really short for students to learn and practice in the class. Also, students themselves did not try to practice outside the class due to the reasons that learners preferred to read more than writing. In addition, the learners found that writing was more difficult, so they did not have willing to practice as they lacked confidence in writing. Besides, the learners did not focus on writing since they preferred to learn other lessons; thus, they were lazy with writing practice. Similarly, Anis (2019) also found that students get insufficient time to practice writing in the class which is inappropriate for students to develop their writing skills. Moreover, students themselves do not spend their free time on writing practice. Also, Fareed et al. (2016),

that learners do not have writing practice; thus, their concentration and efforts are limited. The problem seemed to happen because the students themselves had no interest in the English subject. Moreover, it could be because of the teachers who did not provide an extra class to the students; therefore, students would face the problem with writing sessions.

5.4.12 Insufficient Teaching and Learning Material

The twelfth challenge was inefficient teaching and learning materials to support students' learning process because the materials were for general learning only but it was not enough for writing skills. This finding was similar to Solak (2015) and Adas and Bakir (2013) who found discovered that insufficient teaching materials cause difficulty to the learners. In addition, Nyasimi (2014) also found the majority of the students face challenges in learning English writing from inadequate learning resources. In this case, teachers could request all the materials from New Generation School. If not, the problem happened because teachers themselves did not have well prepared for their teaching.

5.4.13 Lack of Learning Rooms

The thirteenth challenge was lacking learning rooms for students to practice their lessons because their classrooms were hot and noisy, so they needed the rooms which were silent and had a better temperature. However, their school had only the learning rooms which contained a lot of students inside the classroom; therefore, it was difficult for them to concentrate on their practice when they needed a room that was silent and comfortable for self-study. Likewise, Fareed et al. (2016) similarly found that the classrooms fail to supply a conducive environment to learners which is a barrier to the writing skill development of the students. This problem might need teachers and school managers to consider adding more comfortable learning rooms for students who needed to practice their learning.

5.4.14 Lack of Teacher's Awareness of Students' Problems

The fourteenth challenge was lacking teachers' awareness on students' problems whether what necessary learning points students should improve; therefore, they did not get much help from teachers for the improvement. Teachers only recognized some unimportant concerns that students possessed including poor reading, written letters, and nervousness. Nevertheless, teachers did not identify the problems of writing elements that students had. Correspondingly, Magombo (2015) similarly reported that teachers have a poor understanding of the writing difficulties of the students which is why they cannot help students in learning English writing effectively. Teachers should pay more attention to students' weaknesses to help and support them effectively, otherwise, students would face the same problem in the future.

5.4.15 Lack of Teachers' Comments and Feedback

The fifteenth challenge was lacking teachers' comments and feedback toward students' mistakes on writing skills. Teachers provided inadequate comments and feedback on students' work, so students were not able to identify their weaknesses or learn from their mistakes. Similarly, Nyasimi (2014) found that the challenge which students face in learning writing is caused by inadequate frequent feedback as well as an explanation from teachers. It seemed like teachers did not care much about students' improvement, that was why they did not help students as much as they could. In this case, students would think positively that their writing ability was qualified enough for learning progress which was in contrast from the reality. Teachers should try to assist students' weaknesses, so they could help students effectively.

5.4.16 Problems on Teaching Performance of Teachers

The sixteenth challenge was the problems of teaching performance of teachers. The result showed that teachers taught fast which was the barrier for the slow learners since they could not

catch up with the lessons. This finding supported Fareed et al. (2016) who reported that the challenge that students face in English writing is caused by unaffected teaching methods as well as untrained teachers. Teachers are not trained to develop teaching writing. It had been revealed that teachers taught fast due to the lengthy curriculum as well as too many lessons to be finished; thus, teachers needed to teach a bit fast to make sure that lessons had to be finished with the schedule. However, this condition had affected some slow learners as they could not catch up with the lessons; therefore, slow learners still could not improve their writing ability. Therefore, teachers should consider adjusting their lessons to meet students' abilities rather than trying to finish all the lessons without quality.

5.4.17 Lack of Punctuation Knowledge

The last challenge was lacking punctuation knowledge to make better writing because the learners did not put attention to acquiring this lesson. Furthermore, the teachers also rarely taught them how to use all kinds of punctuation properly, so students could use mostly with full stop and comma only in their writing. Correspondingly, Farooq et al. (2012) and Afrin (2016) discovered that students have problems with commas in their writing. Toba et al. (2019) also found a number of students have problems with mechanics which included punctuation. In addition, Ciesielkiewicz and Márquez (2015) revealed that number of students have problems with punctuation due to confusion and the lack of knowledge of the punctuation rules in English, especially the use of the comma. Teachers played an important role to help and get students' attention on it, especially with punctuation knowledge. If teachers did not put their effort to teach students, they would face many difficulties with their learning, especially with writing skills. Thus, teachers should understand their weaknesses to help them effectively.

5.5 Chapter Summary

This chapter had discussed new findings with previous findings that the other authors had already found in their study. The findings in this study were to answer the objectives of the study which included the internal and external challenges of teaching English writing and the challenges of learning English writing. It could be seen that the findings answered the research objectives and most of the findings in this study were similar to the previous study.

CHAPTER 6: CONCLUSION, LIMITATION, AND RECOMMENDATION

6.1 Conclusion

This research aimed to study the challenges of teaching and learning English writing which happened to both teachers and learners. Based on a qualitative analysis from respondents, it could be concluded that the teaching and learning English writing skills at Hun Sen Peamchikong High School contained number of challenges that teachers and learners faced. Teachers encountered both internal and external factors which the internal factors caused by inadequate competency of teachers in teaching to produce good results of students' learning while the internal factors came from students and the school environment. Furthermore, students also confronted with numerous factors in learning English writing which caused by their low language competency, the teaching performance of teachers, as well as school environment. Due to the difficulties that teachers and learners faced, it can be said that writing was the most difficult skill for most of the learners to acquire since it required the learners to master other related elements such as vocabulary, grammar, punctuation, spelling, and punctuation of each word for better writing.

6.2 Limitations

This study consisted of some limitations. First, the research sample represented only one public school which was in the secondary level of New Generation School of Hun Sen Peamchikong High School located in Kangmeas district, Kampongcham province. Thus, the findings could not be generalized to all the public schools in Cambodia. Second, the researcher planned to conduct the interview with the teachers of English in the secondary level which included grades 7, 8, and 9. However, a teacher in grade 9 was not willing to provide the interview; therefore, the researcher decided to change the respondent in grade 9 to grade 10 since she was open-minded to provide detailed information related to teaching and learning English writing skills. Third, the researcher also planned to collect the data through document analysis as well as

classroom observation. Nevertheless, these could not be done due to the school closure because of the covid 19 pandemic. Fourth, the researcher wanted to conduct a face-to-face interview, but it was impossible since the school was closed due to covid 19 pandemic. Thus, the researcher decided to conduct the interview through phone call. Fifth, the sample size of this study was small since there were only 2 participants in each level due to the time constraints and the difficulties of contacting them. Therefore, the received information might not be reached its quality. Lastly, the study focused only on one skill which was about the challenges of teaching and learning English writing skills while leaving the other three skills including reading, listening, and speaking behind. For that reason, further study should take into consideration the bigger sample size and other three English language skills.

6.3 Recommendation

Regarding the findings from the respondents, there are some recommendations that can make teaching and learning English writing skills more effective. First, teachers need to strengthen their own ability in teaching to make sure that they can deliver content knowledge to the students successfully. They might need to discover how they can understandable instruction, explore or learn new different techniques and methods, provide frequent comments and feedback to the students, try to understand students' abilities and needs, support their learning, especially always have self-improvement. These elements will help teachers teach more effectively. Second, students need to understand the advantages of the English language as well as the reasons why they need to learn it, so it will encourage them to put more attention to acquiring this language and writing skills. Furthermore, they need to make more effort to acquire all the elements related to writing skills which include vocabulary, spelling, grammar, punctuation, and so forth. Besides, they also need to practice more writing anywhere and anytime that they are available. Third, school managers have to observe teachers' teaching performance in order to find out their strengths as

well as weaknesses, so that they can provide better ideas or solutions to increase the teaching ability of those teachers. Lastly, further research should focus on other three skills of English which include reading, listening, and speaking in order to identify the problems as well as provide useful solutions. Moreover, the study should be normal schools which are different from New Generation School because these two schools have a different situation. The sample sizes should be bigger than this study to make sure that all-important information will be gathered.

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APPENDIX A: QUESTION GUIDES

APPENDIX A: Teacher interview protocol

Part 1: Demographic information

Age: _____ Teaching experiences: _____ Academic qualification: _____

Part 2:

1. Do you arrange your classroom through students' ability or mix-ability? Why?
2. Among the four skills, which skill do you most prefer to teach? Why?
3. Among four skills, which skill do you find the most challenge in your teaching? Why?
4. What challenges do you think you have in teaching English writing skill regarding internal factors?
5. What challenges do you think you have in teaching English writing skill regarding external factor?
6. What do you think about students' interest in English writing skills?
7. Which methods or techniques do you use to teach students? why? What are the results?
8. Do you think you have effective methods or techniques to teach writing skill? Why? Why not?
9. What challenges do you face when you use those methods or techniques in teaching writing skill?
10. How do you correct your students' writing skills?
11. What do you think about language interference of your students?

12. How long do you usually spend to teach English writing skills? Do you think you have enough time? Why? Why not?

13. What strategies do you use to promote students' writing skills?

14. What do you think about school curriculum and textbooks?

APPENDIX B: Student interview protocol

Part 1: Demographic information

Age: _____ Gender: _____ grade: _____

Part 2:

1. Do you like to study English subject? Why? Why not?
2. Among the four skills, which skill do you most prefer to study? why?
3. What do you think about writing skills?
4. What challenges do you face in learning English writing skills?
5. Do you think you have enough time for writing session? Why? Why not?
6. What do you think about learning resources for English writing skills?
7. What do you think about textbooks and materials for learning writing skills?
8. What do you think about environment for learning English writing skills?
9. What strategies do you use to promote your English writing skills?
10. Do have enough motivation to learn English writing skills?
11. How is your reading habit?
12. What do you think about teaching performance of your teacher?
13. Do you think your English teacher is good enough to teach your writing skills? Why?
14. Do you get any teaching strategies or techniques from teachers to help you improve your writing skills? What are they?

15. Have you regularly got good and clear feedback from teachers to improve your writing skills? What do you think about feedback?

16. Has your teacher helped and encouraged you to improve your English writing skills? What are they?

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