



A Descriptive Survey to Investigate the Perceptions of Iraqi EFL Secondary Schools Teachers towards the Importance of Teaching the Writing Skill in ELT Classrooms

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Abstract

The current study aimed at investigating the perceptions of secondary schools EFL teachers towards the importance of teaching the writing skill in ELT classrooms in Iraq. The current study was conducted on secondary school EFL teachers in the 2023-2024 academic year. The study was followed mixed methods design for collecting data. Data were collected using two tools: a questionnaire and a semi-structured interview. The test study was conducted on 75 male and female secondary school teachers from various secondary schools at Anbar General Directorate of Education in Anbar Governorate in Ramadi city, using a random sample. The researcher relied on quantitative and qualitative approaches to analyze the data. The results showed that teachers' perceptions towards the importance of teaching the writing skill in ELT classrooms in Iraq were positive.

Keywords: Writing Skill, ELT Classrooms, Perceptions, Teaching, and Iraqi EFL Secondary School Teachers.

مسح وصفي لاستطلاع تصورات مدرسي اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية في العراق
نحو أهمية تدريس مهارة الكتابة في صفوف تدريس اللغة الإنجليزية

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الملخص باللغة العربية

هدفت الدراسة الحالية الى استطلاع تصورات مدرسي اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية نحو أهمية تدريس مهارة الكتابة في صفوف تدريس اللغة الإنجليزية في العراق. اجريت الدراسة الحالية على مدرسي اللغة الانكليزية كلغة أجنبية للمرحلة الثانوية في العام الدراسي 2023-2024. اعتمدت الدراسة وصممت على طريقة الاساليب المختلطة لجمع البيانات . حيث تم جمع البيانات باستخدام اداتين هي الاستبانة والمقابلة. حيث وقع الاختبار على 75 مدرس (من الذكور والاناث) للمرحلة الثانوية من مختلف المدارس الثانوية التابعة للمديرية العامة للتربية في محافظة الانبار في مدينة الرمادي، باستخدام العينة العشوائية. اعتمد الباحث على



المنهج الكمي والنوعي لتحليل البيانات. أظهرت النتائج أن تصورات المدرسين كانت إيجابية تجاه أهمية تدريس مهارة الكتابة في صفوف تدريس اللغة الإنجليزية كلغة أجنبية في المراحل الثانوية في العراق.

الكلمات المفتاحية: مهارة الكتابة، صفوف تدريس اللغة الإنجليزية، التصورات، التدريس، و مدرسي اللغة الانكليزية كلغة اجنبية في المدارس الثانوية في العراق.

Introduction

It is impossible to imagine a world without language written because writing has become such an essential part of our daily lives. Writing aid the learner's development to be a fluent, autonomous, understandable, and creative writer. Writing skills can assist students develop critical thinking skills that enable them to organize their ideas coherently and process information correctly. Writing in a foreign language is not something that is easy to accomplish. Naturally, writing in English is a major objective for all English language learners. This is because writing helps you to organize and clarify your ideas. It is also because being able to express effectively yourself on paper will be necessary if you ever want to get employment (Mohammed and Mubarak, 2023). Schechter (2014 cited in Shojaee and Zareian, 2016) argued, students receive a little knowledge drom teachers about writing skill. Because, this skill affected directly by tachers' attitudes teaching this skill to students or not.

Students can expand their vocabulary, improve their grammar composition using writing as a tool. Additionally, writing helps children develop their vocabulary, refine their grammar, and assist their language skills in speaking, listening, and reading. Writing is therefore a crucial skill, yet it can be difficult to teach (Hidayat et al. 2020). Kalay & Büyükkarcı (2020) stated, "At secondary level, students are not cognitively or linguistically capable of producing perfect written texts. It is crucial to provide a model for the students to use as a basis for their own personal efforts. Instructors normally offer writing exercises at the last moment of a lesson to ensure that students understand the necessary vocabulary, grammar, and structure" (264). The primary goal of this investigation is to explore secondary school teachers' perceptions on the importance of teaching writing skills in Iraqi EFL classrooms.

Significance of the Study

It is hoped that the study findings would pave the way for more investigation into this important field. The outcomes of this study will also assist curriculum designers, researchers, teachers, administrators, decision makers, and students improve English language learning in Iraq.

The Study Aims



The study aims at exploring the importance of writing skill in the EFL classrooms from teachers' viewpoints.

The Study Questions

- 1) Why is writing skill important for third-year secondary school students?
- 2) Why is writing skill difficult for EFL students?
- 3) When should third secondary grade EFL students study writing skills?
- 4) Which skills should third secondary grade EFL students master first, writing skills, English grammar, or vocabulary?
- 5) How should instructors of English teach writing skills for third secondary grade EFL students?

Problem Statement

Writing skill is completely neglected by both teachers and students. Currently, the English language has become a necessary and urgent need for all people around the world. Teaching skills of a language is a complex process and not easy at all. Teachers as well as students admit the difficulty of teaching the writing skills. Because, according to the teachers' belief, it requires more effort and time and the application of many written activities with frequent repetition inside and outside the classroom (at home) in order to ensure that students learn this skill proficiently. Teachers' beliefs and convictions about the importance of teaching a particular skill in the English language affect, negatively or positively, the teaching of that skill. According to the researcher's experience in teaching over twenty years as an English language teacher in the secondary schools, the researcher noticed, with concern, that most English language teachers neglected teaching the writing skill for various reasons, including the teachers do not convinced of the importance of this skill in Iraq.

Most EFL teachers do not pay great importance to teaching the writing skill. They attribute this to the lack of useful exercises in the curriculum to develop this skill. Some teachers argue that the time available for teaching is insufficient to pay attention and focus on this skill, since most exam questions focus 85% percent on English grammar. Although students' answers are written, but in most cases, there are questions such as circle, or choose, and thus writing is neglected in exams as well. Some teachers stress that English is mainly a spoken language. Therefore, they focus on the speaking skill and its exercises, they believe that the English language is an oral language and the students need to speak more than write in the English language.

While writing is a difficult skill that students may learn to write well after great efforts and a lot of time. There is a fact that cannot be overlooked, few secondary



school teachers practice and give emphasis to writing skills. Though teachers have differing opinions or negative opinions about the importance of teaching writing skills in classes, less emphasis is given on this skill, which requires practical practice inside classes to be applied by the students. Accordingly, it was necessary to conduct research to reveal teachers' perceptions towards the importance of teaching the writing skill for secondary school students.

Theoretical Framework

Writing Skills

Alharbi (2022) argued, "Writers use writing as a way to preserve experiences and memories and to share their views and ideas with others. When it comes to students, improving writing skills is identical to developing critical thinking and communication skills. Additionally, it improves one's capacity for idea development and discussion with others as well as with oneself, which is advantageous for self-evaluation and progress. Furthermore, proficient writing skills are essential for learners to communicate effectively." (P.363).

If a teacher does not know the proper techniques, teaching writing might be challenging. Varieties of things influence students' writing abilities. According to Harisusmida (2015 in Putri, 202), having a personal relationship with pupils is the most crucial component of writing skills. Teachers need to have a clear plan established before they can engage with pupils on a personal level. For instance, the instructor must choose the kinds of exercises that will best support the learning of the students. Thus, to improve students' writing abilities, teachers should be knowledgeable about teaching writing and aware of the assignments that need to be completed by their pupils (Putri, 2021).

The Difficulty of Teaching Writing Skill

Writing is a challenging skill, especially for individuals studying English as a foreign language (EFL) (Molla, 2020). Additionally, writing is a difficult process. In this regard, Flynn & Stainthorp (2006, p.54 cited in Molla, 2020, p. 7) assert, "Writing is a highly complex task that places great demands on the cognitive system because it requires the orchestration of a number of different activities simultaneously."

The majority of secondary school students see writing skill as a difficult skill as it requires applying recently acquired writing abilities, employ proper English syntax and vocabulary, and combine their prior knowledge of the subject matter with their writing (Abas and Aziz, 2016). Furthermore, "it has been acknowledged that mastering writing is a necessary skill for English language learners. Writing is also seen to be a determinant of a student's future professional achievement as well as how well they learn English" (Putri, 2021, p. 1). English writing abilities are still



regarded as being challenging to acquire (Utama, 2020). Moreover, Martínez, et al., (2020) argued, writing is a fundamental component of language. Actually, along with speaking, listening, and reading, writing is regarded as a core for learning English.

Literature review

Shojaee and Zareian, (2016) examine teachers' perceptions of the significance of writing skill. Results demonstrate that, from the teachers' perspective, writing is a significant skill and it should be included in prescribed textbooks to shade light of the importance this skill and give more attention. Study concluded, even though the textbooks do not include a specific section on writing skills, many teachers nevertheless still the writing skill.

Researchers, Ferede, Melese, and Tefera (2012) examine instructors' views towards the importance of teaching writing skill. Questionnaires and classroom observations were employed as data collection tools. 295 pupils and 19 teachers took part in the study. The study showed a weak correlation between teachers' opinions concerning writing skills, and how they actually teach the skill in classes. Based on these results, the study recommended English language teachers in preparatory schools give writing adequate attention in their lessons, as well as practice and implement their beliefs about teaching writing.

Jashari and Fojkar (2019) examining how instructors perceive the growth of EFL students' writing abilities in elementary and secondary education. The study selected participants from 85 Kosovar teachers. Teachers rarely give as much focus on writing development as they do on other abilities, even though they think writing is crucial. According to the study, inadequate reading, writing instruction, a lack of writing motivation, and inefficient teaching strategies, could cause these problems.

Alostath (2019) examines, from the viewpoint of teachers, the causes, and contributing elements to the academic writing difficulties faced by high school pupils. The study included 27 EFL graduate teachers from a private institution in Istanbul who were experts in English language and teaching. Survey results showed that teachers encountered numerous difficulties when instructing students in writing. A few of these difficulties were brought on by a deficiency in vocabulary, poor grammar proficiency, consistency, and cohesiveness.

Molla (2020) examine how students and teachers' view about writing assignments in grades 11 and 12 in the setting of preparatory and secondary schools. The majority of the questionnaires were created and distributed to the eighteen teachers and one-hundred twenty students who had been chosen by rigorous and systematic random sampling, respectively. The study also showed that most educators believed that



writing assignments were beneficial and relevant in helping students become better writers.

Moradinejad , et.al. (2021) attempted to reveal the importance of writing skills and teachers' perspectives on different methodologies for teaching that they really use in the classroom. Since students need to learn how to organize a fragmented paragraph or text, teaching writing is not an easy task and needs to be taught creatively to make the material easier for them to absorb. When extending a paragraph in a text, students must understand some theoretical concepts related to tenses, punctuation, grammar, spelling, and other language usage. When teaching writing, teachers should guide students through all the fundamentals of developing strong writing skills, which are influenced by their own attitudes about teaching writing. To sum up, the survey-based data findings and the observation data results were compared, which highlighted the significant disparities between the lecturers' beliefs and methods for teaching writing.

Ulfa and Anggara (2018) explored teachers' perspectives to teach writing in EFL classrooms. Results indicated that, despite difficulties faced students acquiring the writing skills, teachers' views towards the importance of teaching the writing skill in Tangerang region are satisfactory.

To conclude this section, these studies highlight how teachers view teaching writing. The positive views of teachers on the necessity of teaching the writing skills are important. As teachers' views have the power of affecting, positively or negatively, on the process of teaching and learning writing skills.

Methodology

Participants

Population of the study included all of male and female EFL teachers in Ramadi city. Sample of the study consisted of 75 male and female English language teachers. The seventy-five participants were selected at secondary schools in the general directorate of education in Ramadi city. The researcher selected 75 teachers randomly to answer the questions of the questionnaire, which was prepared by the researcher to achieve the objectives of the study and answer its questions. Whereas the researcher selected 10 teachers for interviewing them to obtain more responses. The ages of the teachers who participated in the current study ranged between 26-42 years.

Table (1), Distribution of Participants

Particip ants	Sex	Years of Experien ce	Certificate	Age	Mother Tongue
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57	Male	10-22	48 Bachelor Degree 5 Master Degree 4 PhD	29-42	Arabic Spoken Language: English
18	Female	10-27	16 Bachelor Degree 2 Master Degree	26-42	Arabic Spoken Language: English
Total 75					
Participants' Distribution					
Sex		Total	Duty		
Male	57	75	Response to questionnaire items		
Female	18				
Total	75 out of 75				
Male	8	10	Semi-structured Interview		
Female	2				
Total	10 out of 75				

Data collection

The researcher used two instruments to collect the data required to achieve the objectives of the study and answer its questions

1. A Likert-scale open-ended survey questionnaire consisting of 14 items.
2. Semi-structure interviews.

Regarding a Likert-scale questionnaire, an open-ended exploratory questionnaire was used to understand male and female teachers' beliefs about the importance of writing. As for the semi-structured interview, it was conducted with 30 male and female teachers. The interview questions focused namely on how necessary is to teach the writing skill for secondary school students. The questionnaire included a biography of each participant, sex, old, and experience teaching years.

Study instruments



In this study, semi-structured interviews and a Likert-scale questionnaire were utilized to address the research questions. The questionnaire item were collected from previous works of different researchers who tackled the same topic. Then, the researcher modified some of its items and developed it by deleting, editing, and changing some information to suit the goal of the current study. After that, a team of experts was invited to read the questionnaire, revise it, and explain its suitability and validity. Experts' suggestions were taken into consideration during the formatting of the questionnaire. Cronbach's alpha was used to determine the reliability of the questionnaire, and the result was 0.85, which is described as a reliable. To preserve the rights of publishers, the researcher indicates the research sources from which the questionnaire items were adopted (Shojaee and Zareian, 2016, Ferede, Melese, and Tefera (2012), and Karakaya, 2022).

Procedures

The survey questionnaire was given seventy-five males and female secondary school teachers. Those seventy-five participants were asked to respond to the questions in an open, sincere, and realistic manner. The questionnaire was written in English. As for the semi-structured interview, ten male and female teachers were interviewed. Every teacher was interviewed for forty minutes. The questions of the semi-structured interview concentrated on writing abilities and sought to ascertain the opinions, thoughts, and beliefs of instructors regarding the significance of writing in secondary school classes. The researcher employed both qualitative and quantitative analysis as a method of data analysis to examine the information gathered through interviews and questionnaires. Descriptive statistics were obtained by analyzing quantitative data using frequency, percentage, and mean. There was also qualitative analysis to examine the information gathered from interviews.

Study Design

The current study adopted a mixed-method design as it consists of two data collection tools (questionnaire and semi-structured interview), quantitative and qualitative.

Results

As the aimed at exploring what are the EFL teachers' viewpoints on the necessity of writing skills in the process of teaching English, participants showed different responses concerning teaching this skill. The teachers' responses obtained by answering the questionnaire items were presented and the questionnaire data were analyzed accordingly. The study included five questions was explained, analyzed, and answered sequentially.



1. The first (main) study question was “Why is writing skill important for third-year secondary school students?”

Table (2),

EFL English Teachers’ beliefs on why is writing skill important for third-year secondary school students

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage
1	Writing skills are crucial in foreign language classes since it aids in the acquisition of vocabulary, idioms, proverbs, and grammatical structures.	58 (77%)	13 (17%)	0 (0%)	2 (3%)	2 (3%)	75	4.64	0.84	92.8 %
2	Reading, listening, and speaking are more important than writing skills.	2 (3%)	3 (4%)	1 (1%)	7 (9%)	62 (83%)	75	1.35	0.9	27%
3	Writing skills enable teachers to determine whether their students have understood the material or not.	45 (60%)	20 (27%)	5 (7%)	0 (0%)	5 (7%)	75	4.33	1.07	86.6 %
General Average		Mean Score 3.44			Std. Deviation 1.76		Percent age 68.8%		Sample Orientation Agree	

The open-ended Questionnaire:

Analyzing the items of table (2), item (1) shows that (58) of EFL teachers (77%) responded strongly agree and (13) EFL teachers (17%) responded agree to this item, seventy-seven percent of EFL teachers’ believes were positive on the necessity of teaching writing skills. Teachers’ believes raised from the fact that writing helps students acquire new vocabulary, idioms, proverbs, and grammatical structures.” Scores of this item was (4.64). Based on the results of item (2), writing skill improved to be important skills and it should equally dealt as reading, listening, and speaking skills. Totally, (93%) of teachers disagreed that writing is not important as reading, listening, and speaking are. Thus, the mean of this item is (1.35). According



to item three, forty-five teacher (60%) responded strongly agree and (20) teacher (27%) responded agree to this item. Thus, (65) teacher (87%) admitted that writing skill enable teachers to determine whether their students have understood the material or not. Thus, the mean of this item is (4.33).

The semi-structured interview:

During the interview with the teachers, the teachers explained the importance of writing skill as an essential element of learning the English language. They confessed that it should not be neglected or ignored by curriculum developers, teachers, and as well as students. When asked about the barriers of teaching writing skill, the teachers explained some of the reasons that hinder teaching the writing skill, including; the lesson short time. Classes crowded with a huge number of students, which sometimes reaches (45) students, which hinders the process of teaching this skill that requires the application of classroom exercises, homework activities, and other classroom activities.

2. Why is writing skill difficult for EFL students?

Table (3), teachers' perspectives on the difficulty of writing skills

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage
4	Writing skill could be learned by practicing writing intensively and continuously.	62 (83%)	3 (4%)	1 (1%)	3 (4%)	5 (7%)	75	4.6	1.107	92%
5	I avoid teaching the writing skill in classes because it is difficult for students to learn easily. In addition, writing requires more time and effort for students to learn it.	17 (23%)	49 (65%)	0 (0%)	3 (4%)	6 (8%)	75	3.91	1.05	78.2 %
6	Every time I inspect students' activity book to correct them and to make sure that they have performed their homework assignments related to writing skills, I find that most students neglect	52 (69%)	11 (15%)	2 (3%)	6 (8%)	4 (5%)	75	4.35	1.18	87%



	this skill because of its difficulty, which causes weakness in their writing performance.									
7	Teaching listening, reading, speaking, and vocabulary are much easier than teaching writing skill.	59 (79%)	5 (7%)	3 (4%)	4 (5%)	4 (5%)	75	4.48	1.14	89.6 %
General Average		Mean Score 4.33			Std. Deviation 1.14			Percent age 86.6%	Sample Orientation Strongly Agree	

The open-ended Questionnaire:

Analyzing the items of table (3), item (4) shows that (62) EFL teachers response strongly agree to item (4), totally (83%) percent of teachers believed that writing skills writing skill could be learned by practicing writing intensively and continuously. Teachers think that the more students practice the writing skill the more they would be proficient. Score of this item was (4.6). Based on item (5), participants argued despite its importance, writing skill is so difficult skill in comparison with other language skill. Sixty-six teacher responded strongly agree and agree when they asked about the difficulty of writing skill. Totally, (88%) percent is went to item five. Thus, the score of this item is (3.91). According to item (5), fifty-two teacher (69%) responded strongly agree and (11) teacher (15%) responded agree to item number six. Thus, (63) teacher (84%) admitted that most students neglect this skill because of its difficulty, which causes weakness in their writing performance. Thus, the mean of this item is (4.35). Item (7) searches the answer which skill is more difficult to be taught than the other is. Thus, teachers responded to this item "Teaching listening, reading, speaking, and vocabulary are much easier than teaching writing skill." (59) of teacher (79%) responded strongly agree and (5) teacher (7%) responded agree to this item. Thus, (64) teacher (86%) admitted that teaching listening, reading, speaking, and vocabulary are much easier than teaching writing skill. The mean score is (4.48).

The semi-structured interview:

The interviewee explained some of the exercises that must be practiced in the classroom in order to teach and learn the writing skill. Some teachers stated that teaching writing requires efforts and more time, while the lesson time is very short and is divided into the lesson activities to cover all the activities according to the (annually, monthly, and daily) plan prepared by the teachers. Two of the interviewee stated, teaching writing is a waste of time. We need additional time and a specific



curriculum designed to develop writing skills. I do not check and correct the students' activity book when I give them homework because I know that they will not do their homework. This is because, students' inability to write to do homework and because the students consider the skill of writing difficult. Some interviewee teachers argued, "Every day I try to apply a daily quiz for students in order to keep the students in a state of continuous training to practice writing. But, I am surprised that most of the exam papers come blank, empty, and do not contain the students' answers, although they know most of the solutions to the questions, but they are unable to write their responses on paper." Teachers also complain about the poor academic level of students. Most students neglect their assignments and are negative listeners in the class. Those negative listeners do not like to participate and interact in class. They always talk about the difficulty of the subject being taught. Therefore, when asked which skills are simpler to teach, teachers answered that teaching the reading and listening skills are much easier than teaching the writing skill.

3. When should third secondary grade EFL students study writing skills?

Table (4), teachers' perceptions about the time of teaching third secondary grade EFL students study writing skills

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage
8	In my opinion, it is not necessary to teach writing skill at this stage, students can learn it at a higher level.	3 (4%)	7 (9%)	0 (0%)	23 (31%)	42 (56%)	75	1.75	1.11	35%
9	I believe that the students' current level of writing is sufficient and convincing. No need for more exercise	5 (7%)	2 (3%)	2 (3%)	27 (36%)	39 (52%)	75	1.76	1.09	35.2%
General Average		Mean Score 1.75			Std. Deviation 1.1			Percent age 35%	Sample Orientation Strongly Disagree	



The open-ended Questionnaire:

According to item number (8), (65) of teachers' responses (87%) were disagree on the item "it is not necessary to teach writing skill at this stage, students can learn it at a higher level." This means that (87%) of teachers agree students should learn writing at secondary school. Accordingly, this item scores was (1.75). Analysis item number (9), it revealed that (66), (88%) EFL teachers responded strongly disagree on the item, which claims, "The students' current level of writing is sufficient and convincing. No need for more exercise." Sixty-six of teachers disagree, instead, they argued, students need more activities to practice this skill. Teachers stated that students' current level of writing is not convincing and weak. Thus, (88%) of teachers disagree about this item. Those 88 teachers stressed on teaching students the writing skills from the early stages up to the university level. The score of this item is (1.76).

The semi-structured interview:

The interviewee stressed that there is no specific period for teaching writing skill. This skill needs more practice. Besides, it needs more efforts and time to be taught or/and learned. As for other interviewees' replies, they pointed out a list of practices and activities that should students practice in order to make their handwriting more professional and correct.

4. Which skills should third secondary grade EFL students master first writing skills, English grammar, or vocabulary?

Table (5), Perceptions of teachers on the mastery of writing skills, English grammar, or vocabulary

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage
10	It is not permissible to teach the writing skill before mastering English grammar	7 (9%)	4 (5%)	1 (1%)	56 (75%)	7 (9%)	75	2.31	1.03	46.2 %
11	Students should master the vocabulary of the language before they start writing in English.	9 (12%)	8 (11%)	5 (7%)	41 (55%)	12 (16%)	75	2.48	1.23	49.6 %



General Average	Mean Score 2.39	Std. Deviation 1.14	Percent age 47.8%	Sample Orientation Disagree
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The open-ended Questionnaire:

According to item number (10), (64) of teachers' responses were disagree that students should master English grammar first before starting teaching the writing skills. Thus, (84%) of the teachers disagree about this item. They argued that students should study the writing skill side in side with other skill, i.e., grammar. According to item number (11), (71%) of the teachers replied disagree on this item, which claims that students should master vocabulary first, after that, they are allowed to learn how to write. Thus, (53) of teachers disagree. Instead, the percentage (71%) is an indication that the teachers did not stress on the students' high level in vocabulary as a condition to learn writing skill. Accordingly, the mean score of this item is (2.48).

The semi-structured interview:

The interviewee argued no necessary for students to have a good and high knowledge in vocabulary and grammar before learning writing skills. Some teachers stated, students would be able to communicate in English when they are able to use speak, write, use vocabulary, and use grammar rules correctly. Thus, need all the skills to gather to speak English fluently.

5. How should instructors of English teach writing skills for third secondary grade EFL students?

Table (6), teachers' perceptions on how should instructors of English teach writing skills for third secondary grade EFL students

N	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Sample.	Mean	Std. Deviation	Percentage
1 2	Writing skill requires regular and continuous practice.	65 (87%)	4 (5%)	0 (0%)	3 (4%)	3 (4%)	75	4.67	0.97	93.4 %
1 3	Developing the writing skills of secondary school students requires providing students with	60 (80%)	8 (11%)	2 (3%)	3 (4%)	2 (3%)	75	4.61	0.92	92.2 %



	many written exercises and assignments that contribute in improving and developing their writing skills, identifying, and correcting spelling errors occurred during the process of writing. This can only be achieved through further writing exercises and activities.									
14	I focus on daily assignments and daily quizzes in order to enable students practice their writing skill continuously to ensure improvement of their writing proficiency.	57 (76%)	11 (15%)	1 (1%)	2 (3%)	4 (5%)	75	4.53	1.04	90.6%
General Average		Mean Score 4.6			Std. Deviation 0.98			Percent age 92%	Sample Orientation Strongly Agree	

The open-ended Questionnaire:

According to item number (12), (92%) of teachers' responded strongly agree on this item. Teacher agreed that writing skill requires regular and continuous practice. Thus, (69) teacher emphasized on students' practices of writing skills in order to write strongly in English. This item scores (4.67). When the asked on how the writing skills should be taught, (68) (91%) of teachers responded to item (13) with strongly agree. Teachers claimed that students should be provided with many written exercises and assignments that contribute in improving and developing their writing skills. Whereas only (7%) of teacher disagree on this item. The score of this item is (4.61). According to the item number (14), (91%) of the teachers responded strongly agree to this item. Therefore, (68) teacher agreed that teachers should focus on daily assignments and daily quizzes in order to enable students practice their writing skill continuously to ensure improvement of their writing proficiency. The score of this item is (4.53).

The semi-structured interview:

The interviewee argued writing skill is as other skills as need for more practice. Students should practice writing skill everywhere inside or/and outside classroom. That is because the difficulty of this skill. In such a way, it will be easy for student to learn this skill with less mistakes. Additionally, the interviewee stressed that English is a foreign language, thus, it will not be easy for learners to learn this language without more practice. For example, students can develop their oral skills through audio-visual chat with the native speakers of English. Writing skill can also be developed through text chat. Thus, students need frequent practice to they will be able to write in English appropriately.

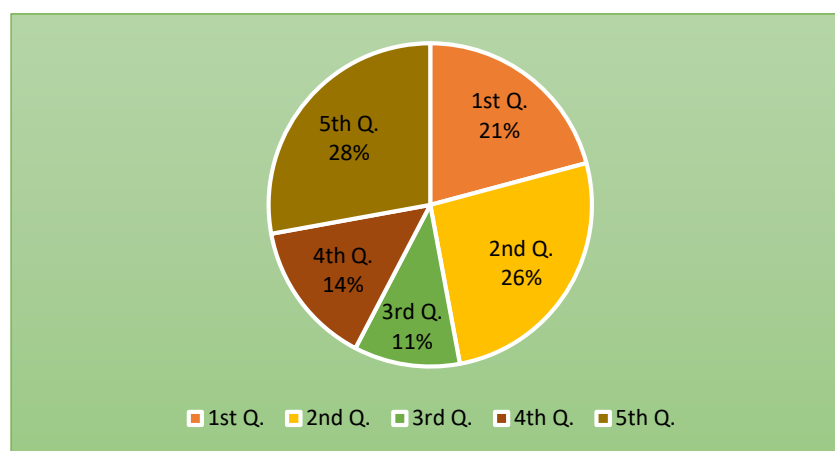


Chart (1), A Comparison of Five Questions Scores of Teachers' Perceptions

Discussions and Conclusions

The current investigation aimed at revealing the views of EFL teachers towards writing skills. Through analyzing the questionnaire data in this study, the researcher concluded, teachers' viewpoints on the importance of writing skills were positive. To comparing the results obtained from this study with previous studies, it was found that the results are identical with previous studies. One of the results of the current study is that English language teachers expressed their point of view that they strongly agree, with a percentage of (92.8%), on the importance of writing skill as one of the four English language skills (listening, reading, and speaking). Writing skill helps students acquire and learn new vocabulary and useful terms. It also helps students fully understand the rules of the English language. Therefore, results obtained after analyzing the data are in line with the results of Shojaee and Zareian, (2016), Ferede, Melese, and Tefera (2012), Jashari and Fojkar (2019), Alostath (2019), Ulfa and Anggara (2018), and Moradinejad, et.al. (2021) studies, whose results confirmed the importance of writing skill for students at secondary school



level. Most teachers acknowledged the difficulty of teaching the writing skill, but at the same time, they acknowledged its importance and the necessity of teaching it to English language learners at all levels, starting from the first stage of primary school until the end of the secondary stage. English is still the most widely used language for study, work, and daily living across all fields, including business, engineering, medical, and education. Writing is one of the most effective skills needed in all life. The current study concluded that writing skill is an important skill like other English language skills. Teaching this important skill cannot be overlooked or neglected. Students must be made aware of the importance of developing this skill because it helps them develop many aspects of the English language, including developing vocabulary and understanding grammar clearly, as well as writing accurately in English. The study found out many problems, i.e., the shortness of lesson time, crowded classroom with a huge number of students, and the difficulty of teaching this skill, as it requires more time and effort that hinder teaching the writing skill are the most important problem that hinders the process of teaching the writing skills. The study emphasized how EFL teachers thought of EFL writing. In general, a majority of educators held positive views about the significance of teaching writing to EFL students. Accordingly, writing skill in English is to express your thoughts, feelings and everything on your mind using words, vocabulary, and expressions and present them to others in the form of a written topic. Writing proficiency becoming increasingly needed in daily life, and good writing skills can help you communicate your ideas more effectively and persuasively. The writing skill is considered as an effective tool for communicating in English. It is an indispensable skill alongside with speaking, reading, and listening skills. Therefore, writing skill is important for secondary school students as it enable them to master English well.

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