

THE CHALLENGES IN TEACHING WRITTEN SPEECH

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ABSTRACT

The study is to investigate on the challenges of teaching writing for language learning pupils in public schools, especially in school-81 in Surkhandaryo. The work used qualitative method in which different grade English teachers were interviewed to get information about successes and failures, difficulties in teaching writing and pupils were observed in lessons to find problems they face. This article also shows solutions for problems.

Keyword. Teaching writing, problems, solutions, punishments and rewards, vocabulary, grammar, sentence structure, using technology, pupil's level.

INTRODUCTION

One of the linguistic skills that is crucial to master when studying English as a foreign language is writing. Writing is identified a way to express ideas, emotions, information, and experiences in a language by linguists and scientists. According to Sokolik (2003) both the process and the product of writing are involved. The act of gathering ideas or the procedures we take to create a piece of writing are referred to as the process. whereas the finished article is referred to as the product. Even though, writing is a useful skill, it has significant demands. According to Zhang and Chen (1989), writing requires understanding grammar, vocabulary, conception, rhetoric, and other language elements. According to Finocchiaro (1974), common individuals develop the language naturally. On the other hand, according to Asmuti (2002), It is important to encourage ESL students to express their thoughts, ideas, experiences, concepts, and feelings. By learning the writing skill, writers are able to arrange their thoughts in an orderly manner (Asmuti, 2002). Pupils must expand their vocabulary, idioms, and grammatical structure to accomplish this (Zulfani, 2001). Language learners are making a wise investment in their future academic careers by honing their writing abilities. Writing gives pupils the chance to discover ways to communicate their ideas in a foreign language. Teachers should take a few factors into consideration when instructing writing to language learners. Anyone who has ever worked with young pupils understands how difficult the job is. Every lesson needs to be carefully planned; in order to make the session engaging for the pupils, we need to consider a variety of tactics, activities, and teaching tools. When learning to create English-language letters, children learning EFL or ESL frequently encounter additional challenges. In many classes, attention in writing is very limited because writing is only to be as a testing tool. It may be that makes teaching and learning writing skill to be bored.

METHODOLOGY

• Participants

In this study, the participants are English teachers and pupils in the school-81 in Surkhandaryo region. The teachers are chosen from different grades. The names of them, place, research site were stated in this report.

- Saidova Sojida is a female and a teacher in public school-81 in Surkhandaryo. She has to be a teacher for about 18 years.
- Sofia is also a female. She has been working in this school for 8 years. She teaches teenagers.
- Asomiddin is a male. He has to teach for 6 years.
- Pupils selected are studying in grade 6-7-8th.

The present study was a mixed-methods research project. It is based on qualitative and quantitative data collected and analyzed at approximately the same time.

• Data collecting methods.

The type of method used in this study is an effective practical and theoretical study by interviewing and observing English teachers and pupils. The teachers were interviewed in different time and places, in order to know achievement in teaching writing as well as difficulties they may face during lessons. I observed pupils' attention, knowledge, ability and issues that they meet learning in written speech.

Firstly, I got the report from teachers about lessons, successes and failures while teaching during a week. Secondly, I observed pupils in dissimilar grades. I gathered information about their attention, interests, and problems they have to learn writing skill. Finally, I analyzed all the datas. In this situation, there are some challenges and problems that teachers and pupils faced in teaching and learning writing skill.

RESULTS

The research work found that there were some issues had both instructors and learners in teaching and learning written speech.

Teacher's Problems

Hard to motivate the pupils

Because the majority of pupils are not interested in learning how to write, in terms of spelling rules ,they may be bored. Teachers have a difficulties to inspire their charges. They believe that writing is a very challenging and boring task since they need to come up with ideas before they can form a phrase or a paragraph. They are also required vocabulary to construct a sentence, and they need to be aware of the text's organizational principles to construct a strong paragraph.

Level Differences of the Pupils

Every pupil has a varied amount of writing ability. Some pupils are more intelligent, which allows them to work more quickly and complete all tasks successfully. On the other hand, some pupils struggle to work quickly and achieve high marks due to their poor English proficiency. The teacher cannot assign the same duties to low level pupils that they do to high level pupils

since it will put pressure on them. The teacher finds it challenging to set up the class and assign tasks that are appropriate for each pupil's level in this scenario. According to Hamilton (2006), teacher often complaints about the low level of their learners in learning English language writing skill, this may be due to such internal factor as the motivation level.

Learner's Problems

Lack of Vocabulary

Because it is a fundamental element of successful writing, vocabulary is a crucial component of writing. Lack of vocabulary is a problem that frequently arises during class activities and it becomes a major issue for both the teacher and the pupils. It could be difficult for the teacher to handle. Even if not all pupils have this issue, it will undoubtedly be a limitation for them, especially when they are writing a paragraph or even a sentence. Keraf (1982: 16) noted that the language learner pupil's vocabulary mastery may be gauged quantitatively and qualitatively. This approach states that pupils must learn as much vocabulary as they can. This translates into having conversational vocabulary. During the process, we overcome the problem of vocabulary by following the framework suggested by Michael Graves (2006). It has a four part approach to developing robust vocabulary:

- 1) provide rich and varied language experience,
- 2) teach individual words ,
- 3) teach word learning strategies and
- 4) foster word consciousness.

Grammar Problems

Grammar is a crucial component of effective language use. Grammar affects how a paragraph develops and how the ideas can be comprehended in writing. Teachers often notice that their students fall short in this area. Any given topic should be explained as simply as possible, and it is crucial to make sure that every one of them achieves the teacher's desired goal. Phonology, morphology, and syntax are all part of the understanding of grammatical rules and sentence construction. While morphological and syntactic rules have an impact on writing, phonological rules do not. The proper affixes, conjunctions, prefixes, and composition are all thoroughly examined, as well as the structure of sentences. According to Rabeya Nasrin Khan (2007) , based on GTM (grammar translation)method , grammar is taught inductively or called the directive method , for example grammar structures are taught through examples.

Lack of Motivation

According to Areej in his journal about the effect of motivation on pupil's writing skill (2012), motivation in education effects on how pupils learn and how they behave towards a subject matter. It can influence behavior toward certain objectives and result in more effort and vigor. Additionally, a lot of pupils believe that writing is one of the most difficult skills to master because it calls for excellent grammar, a large vocabulary, and attention to every detail in order to be faultless and readable. But the key to all of this is for teachers to figure out how to grab students' attention and instill a sense of motivation throughout the entire teaching and learning process.

Learning Environment

The environment has a unique function in the learning process. The survey discovered that students, particularly those in rural areas, do not receive much assistance from others around them, including their parents. In addition to the students, teachers frequently have difficulties trying to teach in a rural location where most people believe that English is not as necessary for youngsters.

DISCUSSION

The current study intended to explore challenges and issues in teaching writing by collecting theoretical and experimental data, and observing teacher and pupils in lessons. Both of tutors and learners meet some problems in learning or teaching written speech. There are some solutions that can be used to solve the problems in teaching and learning writing skill:

Giving Rewards and Punishments

According to Kelly (1990) reward is referred to as concrete and intangible qualities that can be used to encourage students to learn. To inspire students in the learning process, teachers must use rewards and sanctions during the teaching and learning process. Rewards and penalties must be used in a constructive manner if they are to have a beneficial effect on students. The psychological consequences on students must also be taken into account when choosing rewards and punishments, though.

Using Technology

We cannot escape the effects of technological advancement in the current world. However, as educators, we can show our pupils how to use technology responsibly and productively. Young learners are particularly interested in technology, as is well known. Using technology, we can entice children to participate in the lessons.

For instance using Worldwall.net., wheels of fortune, and etc.

Organizing the Class

The administration of the classroom is crucial in assisting students with their academics. The classroom should be organized by the teacher to entice students to participate in class activities. The classroom can be organized by the teacher based on the lessons' subject. Children can work collaboratively on a writing project, but it needs to be carefully organized on the part of the teacher (Linse & Nunan, p: 112). Pupils should write about science reports, for instance. A basic experiment might be carried out by two pupils, and a third learner could record the results as they happen.

CONCLUSION

Especially for language learners, teaching writing presents different difficulties than teaching other language abilities. When instructing learners in writing, teachers should take future difficulties into account and offer answers. The difficulties teachers have in motivating their pupils and the level variations among them have been examined in this study, as well as the issues pupils have with their learning environment, vocabulary, grammar, and motivation.

Future studies on the subject of teaching writing to language learners are anticipated to look into more data in order to enhance the teaching and learning process.

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