

**STUDENTS' WRITING SKILLS AND PERFORMANCE OF LEARNERS IN LOWER  
SECONDARY ENGLISH IN TORORO MUNICIPALITY**

**BY**

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**Statement of Declaration**

I **Cherop Nasta Siya** declare that this research report is my original work and has never been presented to any other institution of higher learning for the award of Bachelor's Degree in Education.

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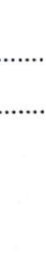
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**Endorsement by the Supervisor**

This research report has been prepared under my supervision upon being appointed by Busitema University.

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## **ACRONYMS**

**NCTE:** National Council of Teachers of English

**IRA:** International Reading Association

**U.S:** United States

## DEFINITION OF KEY TERMS

**Writing skills:** This refers to critical components of the writing process.

**Vocabulary:** Refers to the fundamental element used in constructing sentences which is the core of effective writing skills.

**Grammar:** Grammar is a structure that conveys the detailed meaning of the writer to the reader.

**Communication skills:** This ability to convey feelings effectively through writing.

**Planning:** This is the process of making plans for writing or as the foundation of what writing is built on.

**Revising and editing:** This is the process of changing information in order to improve on the content

## **ABSTRACT**

The objective of this action research study was to assess the impact of English writing skills on the performance of learners in lower secondary school, To develop understanding on English writing skills, challenges faced by teachers and learners and teaching and learning the English writing skills, to find out the importance of improving the English writing skill and how it affects the performance of learners in lower secondary school and to provide suggestions and improve on the performance of the learners in English writing skills in lower secondary school. As English language writing skill has a great importance in language education, and in the field of teaching Language for Academic Purpose, it is shown that the development of this skill is one of the most difficult skills for learners. This study is part of a larger project and its main purpose is to open the black box by exploring the relationship between performances of learners and English writing skill in English language of lower secondary level.

This study will dwell on the relationship between English writing skill and performance of the learners. This will be an immense importance to the teachers of English, language students, curriculum planners, examining bodies, text book writers, educational administrators, possibly parents, researchers and other interested bodies in the field of language and communication studies.

This study will be conducted three selected schools of Kapchorwa secondary school, Kapchorwa parents secondary school and Elgon emirates secondary school in Kapchorwa secondary school Sampling techniques like purposive, systematic, and simple random sampling will be used to select respondents. The researcher will administer an interview method for collecting data from the students and data will then be analysed qualitatively. Regarding the ethical considerations, the researcher will provide the respondents with the necessary information concerning the main purpose of the research, expected duration, procedures followed and the researcher will be in position to keep privacy and not disclose the confidentiality of respondents.

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## CHAPTER ONE

### **Introduction and background to the study**

#### **1.0 Introduction**

This study investigated the relationship between students' writing skills and performance of learners in lower secondary English in Kapchorwa Municipality.

This chapter provides insight into Background to the study, Problem statement, Objectives, Main Objective of the study, Specific objectives of the study, Research questions, Significance of the study, and Scope of the study.

#### **1.1 Background of the study**

Writing skill has a vital role in English as a Foreign Language (EFL) learning because it is needed in supporting the learners' academic success (Aliyu, 2020). Writing skills requires EFL learners to employ their linguistic competence to generate the main idea, supporting the idea, sum up the concept of the experts, have sufficient knowledge of diction choice, topic selection, and punctuation, make good connection among sentences, and find appropriate references. Writing skill is a thinking tool for the other three language skills and language components, such as vocabulary pronunciation, and grammar (Khazrouni, 2019). Khazrouni further claimed that English writing skill has an important role for EFL learners to develop several skills in their English learning, such as analyzing, arguing, critical thinking skills. Besides, English writing skill encourages students to employ their understanding of micro linguistics, i.e., morphology, syntax, and semantics that have already been learned in English class (Menggo, Suastra, Budiarsa, & Padmadewi, 2019). This idea is in line with the research findings conducted by (Tusyanah, Anissa, Chayatina, Sakitri, & Utami, 2019), who claimed that writing is a fundamental skill in language learning. The learners must employ their knowledge of the language, such as grammar, diction, punctuation, spelling, and many more. These enable learners to have a well-structured way of the presentation of thoughts in writing communication. Measuring and knowing students' performance in writing classes is a must in the process of teaching English. An English teacher can identify learners' weaknesses and strengths and provide valuable input to enhance their writing skills ability (Setyowati & Sukmawan, 2019). Performance assessment is strongly believed to provide better feedback about the learners' performance and writing skills. Performance-based assessment is viewed as the most appropriate way to evaluate the learners' language performance,

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