

**BỘ GIÁO DỤC VÀ ĐÀO TẠO
TRƯỜNG ĐẠI HỌC QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**



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KHÓA LUẬN TỐT NGHIỆP

NGÀNH : NGÔN NGỮ ANH

Sinh viên : Vũ Thị Anh

Giảng viên hướng dẫn: ThS. Phan Thị Mai Hương

HẢI PHÒNG – 2020

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**NGHIÊN CỨU VỀ CÁC KHÓ KHĂN VÀ GIẢI PHÁP
CẢI THIỆN KỸ NĂNG VIẾT CHO SINH VIÊN
NĂM NHẤT VÀ NĂM HAI NGÀNH
NGÔN NGỮ ANH TẠI TRƯỜNG ĐẠI HỌC
QUẢN LÝ VÀ CÔNG NGHỆ HẢI PHÒNG**

KHÓA LUẬN TỐT NGHIỆP ĐẠI HỌC HỆ CHÍNH QUY

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NHIỆM VỤ ĐỀ TÀI

1. Nội dung và các yêu cầu cần giải quyết trong nhiệm vụ đề tài tốt nghiệp

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2. Các tài liệu, số liệu cần thiết

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3. Địa điểm thực tập tốt nghiệp

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CÁN BỘ HƯỚNG DẪN ĐỀ TÀI TỐT NGHIỆP

Họ và tên : Phan Thị Mai Hương

Học hàm, học vị : Thạc sỹ

Cơ quan công tác : Trường Đại học Quản lý và Công nghệ Hải Phòng

Nội dung hướng dẫn: Nghiên cứu về các khó khăn và giải pháp cải thiện kỹ năng viết cho sinh viên năm nhất và năm hai ngành ngôn ngữ Anh tại trường Đại học Quản Lý và Công Nghệ Hải Phòng.

Đề tài tốt nghiệp được giao ngày.... tháng năm

Yêu cầu phải hoàn thành xong trước ngày thángnăm

Đã nhận nhiệm vụ ĐTTN

Sinh viên

Vũ Thị Anh

Đã giao nhiệm vụ ĐTTN

Giảng viên hướng dẫn

Th.S Phan Thị Mai Hương

Hải Phòng, ngày ...thángnăm.....

TRƯỞNG KHOA

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIẢNG VIÊN HƯỚNG DẪN TỐT NGHIỆP

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Nội dung hướng dẫn:

1. Tinh thần thái độ của sinh viên trong quá trình làm đề tài tốt nghiệp

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2. Đánh giá chất lượng của đề án/khóa luận (so với nội dung yêu cầu đã đề ra trong nhiệm vụ Đ.T. T.N trên các mặt lý luận, thực tiễn, tính toán số liệu...)

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3. Ý kiến của giảng viên hướng dẫn tốt nghiệp

Được bảo vệ Không được bảo vệ Điểm hướng dẫn

Hải Phòng, ngày ... tháng ... năm

Giảng viên hướng dẫn

(Ký và ghi rõ họ tên)

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

PHIẾU NHẬN XÉT CỦA GIÁO VIÊN CHĂM PHẢN BIỆN

Họ và tên giảng viên:

Đơn vị công tác:

Họ và tên sinh viên: Chuyên ngành:

Đề tài tốt nghiệp:

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1. Phần nhận xét của giáo viên chăm phản biện

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2. Những mặt còn hạn chế

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3. Ý kiến của giảng viênchăm phản biện

Được bảo vệ Không được bảo vệ Điểm phản biện

Hải Phòng, ngày ... tháng ... năm

Giảng viênchăm phản biện

(Ký và ghi rõ họ tên)

DECLARATION

I certify my authorship of the study report entitled “An investigation into the cause of difficulties English writing skills encountered with first and second year English major”

This graduation paper is the result of my own research and the substance of this thesis has not been submitted for a degree to any other university or institution and that if this declaration is found to be fake, disciplinary measures and penalties can be taken and imposed in accordance with university policies and rules.

Signature

Vu Thi Anh

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Hai Phong, December 2020

Vu Thi Anh

ABSTRACT

Writing skill is one of the most necessary skills to communicate in the real life. In the learning a foreign language, it is more and more important to learn this skill. Everybody knows that writing an essay in English is not as simple as writing a Vietnamese essay so the writer has to understand the message and respond in the right manner. The thesis will study the subjective and objective difficulties of the students in learning the writing skill. Then, it would like to find out the reasons for those problems and the solutions for both teachers and students in teaching and learning the writing skill. Therefore, I applied the qualitative and quantitative methods to do the research. So the collecting data instruments like questionnaires, interview were used to do the study. The results of the research will point out the difficulties that students meet when they learn writing skill. More importantly, the student help me find out the causes of those difficulties so that I can work out the causes of the right solutions to problems. With the hope of improving students writing competence, I have tried my best to do this thesis by own experience and knowledge in English teaching methodology.

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PART 1: INTRODUCTION

1.1. Rationale of the study

Nowaday, writing plays a vital role in daily lives. People write for different puposes such as letter, academic purpose or obtaining necessary information. Of the four language skill: listening, Speaking, Reading and Writing-that all language learners supposed to accuire. Writing is believed to be the most challenging. As a research, I would like to present the thesis title “**An investigation into the cause of difficulties English skill emcountered with first and second year English major**”.

First of all, writing skill are an important part of communication. Instead of exchanging oral and ear language such as speaking and listening, writing and reading can be done on the page. Good writng skills allow you to communicate your message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Therefore, I woukd like to do this research to help the students and teachers pay more attention to writing skill.

Secondly, learing writing skill is the most difficult in learning a foreign lnsuage. Writing, like reading , is a receptive skill but it is often the most daunting for students. When reading, a reader usually more opportunities to refer back to text to clarify understanding, but writing requires writers to use vocabulary,gramma and correct sentences in the contxt hay want to show.

In process of teaching and learning English as foreign language in VietNam is general, and at HaiPhong Management and Technology University (HMTU) in pariticular, writing has always been paid a great deal of attention from both teachers and students. Like many other university in VietNam, English at HMTU is learned and taught in a noon – narrive enviroment, therefore, writing is not only considered as a means to gain knowledge but also a means by which futher study takes places.

Vietnamese students, especially the 1-2st year English major students have a lot of diffuculties in learning and practicing English writing skill. They often fall

into confusion when writing because lack of professional knowledge, confidence, and the good learning method as well. Beside, the leaning passive enviroment from high school with the same and boring lesson. That is the main reason they don't get the effective result in leaning writing in university.

Last but not least reason for choosing this thesis title is that many students are not intersted in learning writing skill. They find writing classes boring because they have to write a lot when other skills are taking test or using illstrations. On the other hand, practicing writing skill is difficult and take long time. That is the reason I would like to work out some suggestion so as to help teachers motivate their students to study writing skill more excited and better.

After studying at Faculty of Foreign Languages, Hai Phong Management and Technology, I realize that the second-year studens still have many difficulties in their writing skill. In the hope of finding out the difficulties of writing the they nomally get, a sttudy entitiled **“An investigation into the cause of difficulties English writing skill encountered with first and second year English major.**

1.2. The aims of study.

The study is done with the following aims:

Firstly, the study is carried outnin oorder to survey the real stete of teaching and learning English writing skill in students so that I could work out the reasons for those difficulties.

Secondly, most students find it difficult to learn writing skill so I would like to find the commjon difficulties that the students face when they learn English writing skill at English major.

Finally, because of the difficulties many students are not interested in learning and preacticing this skill at the class, therefore the study would like to suggest some possible solutions to some difficulties. They will bw very helpful for the teachers to motivate their students in writing classes. These suggestions also wish to help the students catch up with the speed of a normal posts in the real life so that they can improve their writen competence.

1.3. Research question.

- I. What are the real situations of teaching and learning English writing skill for the first and second year students English major?
- II. What are the difficulties for the first and second year students?
- III. What are some solution to improve their English writing skill?.

1.4. The scope of the study.

The study is about learnifn writing skill for first and second year students in English faculty (Hai Phong Private University). Because of the limitations of time and knowledge, the shortage of reference materials, this study can not cover the whole issue of writing skill. It only focus on exploring common difficulties sudents get in writing skill.Morevoer, the study could not touch upon all the students. It is oly confined to the first and second year students in English major.

1.5. The method of study.

The study is carried out on the basic of wualitative and quantitative research methods including questionnaires are designed as a means to make the researcher's evsluation more objective. The questionanies are given to the first-second year students at HMTU with the hope to find out the causes of difficulties in writing skill by them and some suggested solutions to their difficulties.

Analyzing statistics from the survey questionaries on writing activities is conducted with the cooperation of both teachers and students at HMTU. All comments, remarks recommendation assumptions, and conclusiom provided in the study are based on the data analysis.

Besides,more information needed for the study is gathered through other methods such as informal interviews and discussions with teachers ans students at HMTU

1.6. The orgnization of the study

The research work has three main parts:

Part A – Introduction provides rationale, the aims, scope, method and organization of the study.

Part B – Development consists of three chapters:

- ❖ Chapter one is literature view which provides an overview of writing, difficulties in learning writing skill and factor affecting writing difficulties.
- ❖ Chapter two show detailed explanation of the methodology.
- ❖ Chapter three indicates the cause of difficulties in writing skill experienced by first year English majoor at Haiphong Managemment and Teecgnology University and some suggested solutions to writing difficulties as well as implication for teaching and learning writing skill at HaiPhong Management.

Part C – Conclusion summarizes what given in previous recommendations for futhers study.

PART B: DEVELOPMENT

CHAPTER 1: LITERATURE

1.1. Overview of writing.

1.1.1. The Definition of Writing.

Writing is one way to express ideas, experiences and feelings into written form. This statement is supported by Finocchiaro (1974), students' should be encouraged to express their ideas, experiences, thoughts, and feelings. Nunan (1989) said that *Writing is not a natural activity. Physically and mentally, normal people learn to speak a language.* According to Dumais (1988), *writing in English is meant to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English.* It means that by written forms, someone can express ideas and sense more correctly. In writing we have to choose the good and right words and phrases, and must follow the proper structure.

In mastering writing, students need to practice and counseling from the teachers. In writing, the students try to use English in oral form as well. Writing can be satisfying if we master vocabulary, grammar, punctuation and idiom. According to Zulfani (2001), *writing can help students to make stronger by adding more grammatical structures, idioms, and vocabulary, as important thing in learning a language.* According to Asmuti (2002), *by mastering writing skill, the writers can elaborate their ideas in a systematic arrangement. Before writing, the writer need to think how the ideas of the writers can be understood by the reader. The writers have to use the correct written language, so the reader can understand the ideas of the writer.*

According to Heaton (1975), varied skills are necessary for good writing which can be grouped into five general components or main areas.

1. Language use : the ability to write correct and appropriate sentences
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language, for example punctuation, and spelling.

3. Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information.
4. Styliatic skills: the ability to manipulate sentences and paragraphs, and use language effectively
5. Judgment skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Good writing skills are essential for effective communication. The better you write, the more easily readers will understand you. Learning to write well takes time and practice. It has been agreed that writing is a means of communication made possible through graphics symbols, arranged according to certain conventions to form words which in turn are arranged to form sentences. The sentences are logically and grammatically connected to form a piece of writing. Writing like listening involves a writer (producer) and reader (receiver). Writing involves interaction between the writer (encoder) and the reader (decoder). Writing means the use of orthography in order to construct grammatically correct sentences which communicate a meaning to the reader

Orthography + lexis + grammar + meaning = writing skill.

1.1.2. Definition of Grammar

Grammar is also one of English language component that must be learnt and understood by students. According to Nunan (2003), Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. It is a very basic knowledge and an important tool for correct ordering of words at the sentence level. It is a very basic knowledge and an important tool for students to master English. It is a science that teaches students how to speak, to read, and to write English correctly. Besides, by learning grammar the students will know about system of language so they will be able to compose words into meaningful sentences.

1.1.3. The Characteristic of Writing

According to Ur (1996), there are 8 characteristics of writing skill.

1. Permanent, it means that the form of discourse is fixed and stable, we however can be read it in any condition we want to.
2. Explicit, it means that there must be clarity about the context and reference. The writer must be careful for arranging the form of words, so readers are directed to the same interpretation words are rarely found in the written form. It is very different to spoken language.
3. Densities, the information that will be given to reader are translated effectively. The use of repetition words are rarely found in the written form. It is very different to spoken language.
4. Detachment, the writer must have an ability to predict their readers reaction about their writing, because the writer doesn't interact directly to the reader.
5. Organization, the writer usually has an opportunity to edit the written work before it is available to read. So the written work tends to be organized and well purposed
6. Slowing of production, speed and reception are slower than spoken
7. Standard Language, it is usually acceptable for a varied language
8. A learnt skill, it must be learnt and thought to acquire the skill.

1.1.4. The importance of writing.

In English, we have known four skills that have to be mastered by the learner. Those are speaking, listening, reading, and writing. Speaking and reading are innate skills, we acquire them naturally. Meanwhile the abilities to read and especially to compose a good writing is naturally acquired skills. Both of them are usually learned or practiced in formal instructional setting or at education setting. Hally (1993) mentions in his book that *writing skills must be practiced and learned through experience*. Writing skills helps in record keeping, data that is communicated verbally isn't stored for delayed. That why individuals

write notes of lectures. As students use their notes to write assignments, you can use your documents in your job. Gathering information on paper is the genuine process of saving it for times.

Writing skills are an essential element of communication. Excellent writing skills enable you to communicate your message with precision, correctness, exactness, sureness, efficiency, and accuracy and cure to a greatly wider audience than within face-to-face or phone communications, communication in all workplaces employees is constantly drafting letters, emails, memos, reports, statements, announcements, letters, reports...All of these need excellent writing abilities so that people are capable to communicate their opinions, thoughts, and ideas effectively.

1.2. Techniques of Writing.

Smith suggests that both writers and readers must respect the writing conventions in order to take place. Writing has its conventions for spelling, for punctuation, for grammar, for paraphrasing and capitalization. There are more than one convention for arranging words grammatically and meaningfully into sentences and conventions about how sentences themselves are interrelated. Thus an effective piece of writing request a number of things including the graphic systems of the language.

For a natural piece of writing coherence and cohesion are also extremely important features. Coherence is the thread or the theme of the writing that keeps the text together and cohesion is part of the system of the language, expressed partly in grammar and partly through vocabulary. Cohesion is also expressed in other features such as punctuation and intonation.

In everyday conversation we make all kinds of points or assertions in written form. To communicate clearly and effectively we need to learn, practice and apply writing skills. During the process we may discover that we have a positive attitude about writing. However, even if we have mixed aware of the fact. Such awareness can be a vital first step in changing attitude.

Always be sure to limit the point that starts a paragraph. If you do not limit your point, you may have to write a book to support the point adequately. Like words sentences should also be made specific, making indefinite writing into lively image filled writing.

The major factors contributing for a difficult writing are as follows:

1. Psychological Factors

Writing involves knowledge of the writer and its purpose. Lack of knowledge will make it difficult to write well.

2. Linguistic Factors

Writing is the real test of one's linguistic abilities whereas in speaking a speaker can be helped from paralinguistic devices. Similarly a non-Native person will not have the same range of lexical and syntactic choices available and may find it difficult to write as compared to a native person.

3. Cognitive Factors

Cognitive factors relate to the interest in the specific writing task. Writing without a purpose or audience artificiality of the writing task makes writing an unpleasant job.

4. Process Factors

Writing is an extremely complex undertaking with a number of operations such as generating ideas, planning and outlining, drafting, revising etc. At any time a line can be erased, a page thrown away, and even sometimes everything that has been written can be changed, added to, and deleted from and put into a completely different order. Writing is thus viewed as a series of overlapping and interacting processes.

Linguistics divide composition writing into four distinct stages

- ✓ Pre-writing
- ✓ Outline
- ✓ Writing
- ✓ Post-Writing

Pre-writing is preparatory stage and involves thinking, reflecting and planning about what can go on.

An outline is an essential tool for making writing easier. The outline helps the writers think about the topic in a local manner. The formal outline uses Roman numerals and indented letters. The outline presents the thesis statement of the essay, the topic sentences of each body paragraph, and is followed by general details and specific details respectively. An example of the formal outline is shown below.

Thesis statement:

- I. Topic sentences:
 - A. General details:
 - i. Specific details:
 - ii. Specific details:
 - B. General details:
 - i. Specific details:
 - ii. Specific details:
- II. Topic sentences:
 - A. General details:
 - i. Specific details:
 - ii. Specific details:
 - B. General details:
 - i. Specific details:
 - ii. Specific details:
- III. Topic sentences:
 - A. General details:
 - i. Specific details:
 - ii. Specific details:

B. General details:

i. Specific details:

ii. Specific details:

IV. Concluding sentences:

Writing is the real act of putting ideas to pen, translating images into meaning. It is a process of discovering and exploring ideas and putting these on paper.

Post-writing is written, it needs reading, reviewing and editing to be modified and polished.

1.3. Difficulties in learning writing

1.3.1. What problems do students have with writing.

Like all leaning problems, difficulties in writing can be devastating to student's education. Byeyne (1988) divided the problems that make writing difficult into three categories:

- Linguistic difficulty, linguistics aspect like grammar, vocabulary, language.
- Focuses on the writers difficulty because there aren't interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition.
- Writing has to be thought formal instruction like spelling, punctuation , capotalixation and paragraph.

Writing is an importan but difficult skill to acquire, a communication skill which is essential in today's information society. The level of difficulty is significantly higher when a foreign language is involved. Differences in the language structures, the manner of expressing thoughts, writing styles, and other culturally varying factord greatly affect the writing of foreign language learners. Likewise, writing is a complex process that allows learners to explore thoughts and makes them visible and comcrete. It encourages thinking and

learning, because it motivates communication and makes ideals available for reflection. When ideas are written down, they can be examined, reconsidered, added, rearranged, omitted or changed. Novice learners, however, need to practice writing that involves reproducing learned material in order to learn writing conventions such as spelling, punctuation, and grammatical agreements.

Hadfield (1992) noted three areas of difficulties for the learners in relation to the productive skill of writing. First, the writer cannot consult the reader, for the audience is not immediately present as in the case with speaking. Second, the learners suffer from linguistic difficulty in that language used in speech is not the same as writing. The difficulty is more evident for students who are unaware of the discourse patterns inherent in particular types of writing. The last difficulty is particularly cognitive, this relates to the ability to organize ideas on the paper. In addition, writing is frequently a difficult skill for any language user, which is to say that writing presents a fairly challenging task for both native and non-native speakers. *For English as a second language, students, it seems fair to say that writing academic paper is particularly difficult* (Kroll, 1990)

1.3.2. Difficulties in writing English among the first-second year students.

After conducting interviews to the participants, I found that they have faced similar difficulties in writing English in terms of

My personal classroom experiences and those of many writers that I have read on subject seem to suggest that difficulty in writing come from four sources:

1.3.2.1. Lack of vocabulary.

Vocabulary is one of language aspect dealing the process of writing. Vocabulary is not something can learn in a day or by reading the dictionary and it is a difficult problems for students, especially first-second year, even though they have been able to take it from early and college, teachers do not teach vocabulary, mainly students learnt by themselves, take notes for needs works. Many students have a small vocabulary, and in the essay they do not know how to use words and they must consult dictionary. They have difficulty converting

Vietnamese vocabulary into English language or use vocabulary of speaking skills in writing skill. or they do not know how to use idioms to use in the article. Or they do not know how to use idioms to use in the article.

The English vocabulary database is extremely large. To learn, understand the meaning of words and application is quite difficult. Many students especially first and second years English major have a habit of using synonyms when writing; however, this easily makes readers misunderstand, even misunderstand the meaning that the writer wants to convey. In English, there are many pairs of words; group of words with similar meanings. They are used interchangeably to avoid repeating mistakes in sentences. However, when using, the user needs to determine whether it is suitable for the context of the paragraph, of the sentence or not.

1.3.2.2. Weak Argumentation.

In the writing, students – especially first and second years typically have weak arguments. The ideas in the article are not coherent and coherent. Most students do not have enough vocabulary and grammar knowledge to express ideas and opinions when writing. They often come up with a sentence and write that sentence and they often have to replace words and sentence structure they do not know by what they read or copy from other people's articles.

1.3.2.3. Error about tense.

In English, each has its own formula and usage, but due to lack of knowledge of basic grammar students often make grammar-wrong sentences. Example: When describing an action that occurred before another in the past, they often use the simple past tense while the past is supposed to be. For example the phrase 'Before he went out, he locked the door'. In addition, students often confuse formulas between tenses. Example; When he came, we were have dinner. In this sentence the verb 'have' must be changed to 'having' because the formula for the continuous past tense is: was/were + V_ing. out tense

1.3.2.4. Poor grammar and syntax skills.

a. Sentence fragments

In English, a full sentence structure of the subject and the main verb is always required, if it is a single sentence and full of clauses, if it is complex, except for spoken language in communication. Everyday use may appear some special sentence types. When a sentence does not meet all its components, it is considered a sentence fragment.

In my opinion, students have some common types of errors that are common with sentence fragment :

✓ The sentence lacks the subject:

For example: *With one dollar can buy a bowl Pho in VietNam.*

This sentence begins with the prepositional phrase “with one dollar” and then comes with the verb “can buy” without the presence of the subject. Since the preposition phrase cannot function as the subject of the sentence, the above example is wrong. The correct sentence: *One dollar can buy a bowl of Pho in VietNam.*

✓ The sentence lacks the main verb:

For example: *After listenning to his joke, she laughing out loud.*

This sentence has the appearance of two verbs ending in -ing ‘Listening’ and ‘laughing’ but vothe of these verbs are not the main verbs of the sentence. A complete sentence always requires the verb in its infinitive form not “to” (infinitive without “to”) to be divided by the appropriate tense and person. With the first “after” it doesn’t matter because we still have the “after + V_ing” structure, but on the second side the sentence requires a major verb after the subject “she”. The correct sentence: *After listening to his joke , she laughed out loud.*

✓ The sentence lacks both the word and the main verb:

For example: *Going out with my friends and feelong happy.*

There is no subject in this sentence. At the same time, the main verb in the form is neither ‘to’ nor there but only two_ing verbs “going” and “feeling”. So the

sentence lacks the two most important components of the sentence. The correct sentence: *I am going out with my friends and feeling happy.*

✓ The sentence lacks the main clause:

For example: *Before you go to bed.*

The sentence has only a subordinate clause and lacks a main clause. When we read it out we will ask ourselves: "What should I do before I go to bed?". So that means this sentence is not sufficiently informed, making the meaning of the sentence incomplete. The correct sentence: *Before you go to bed, you should brush your teeth.*

b. Chippy sentences.

A full sentence component of the subject and the verb is only a necessary condition in style but not a sufficient condition. In order for the article to be good, the sentences must have linkage harmony to avoid creating boring singles, lacking links. In the writing, students often use too many single sentences and are not linked together (called "chippy sentences" – sentences are too short), readers will feel that the article is discrete.

For example, an error with the following too short sentences (chippy sentences):
I love sport. It helps me keep fit. It helps me relax. I want to play it everyday. I do not have much time. My job is quite busy. I just can play it at the weekend.

c. Run-on sentence & comma splices

In English, between single sentences (independent proposition) must have the appearance of a period, or a semi-colon, or a coordinator or subordinator.

If a sentence has two or more independent clauses that are written contiguous without using any punctuation to separate, that sentence is considered "run-on sentence".

d. Stringly sentences

This error occurs when the writer writes too many independent clauses in a sentence and misuses the associated conjunctions (because...) causing the sentence long and confusing reading.

e. Grammatical errors and error wording in sentences.

Failure to remember the correct grammar structure will make it easier for you to grammatical structures makes it difficult to express ideas. To express all ideas in a sentence; paragraph. The essay requires you to have sufficient vocabulary and mastery of grammar structures. With expressions in sentences, learners often make the following mistakes: Error expressing ideas not matching the topic, error repeating too many words in a short paragraph.

1.4. Factors affecting the learning writing.

With reference to the finding of this research, which was taken from the observation, field notes and interview, the researcher found that were several factors that influenced the improvement of students' writing skill. The factors were material, media, classroom activities, classroom management, teacher's approach and teacher strategy.

The first factor that influenced the changes of students' writing skill was material during this research. The material given by the teacher could influence the students' interest and challenge them in writing activities. Also, the material had to suitable with the student's prior knowledge and relevant and match to the student's real life such as current issues in their environment. By using those materials, the students were easy in elaborating and organizing the ideas in their writing because they have known the topic given from television, newspaper and magazine. It was supported by Clarke in Kitao (1997) states that "the material considered many aspects in order to fulfill its role in learning process". The material should be authenticity, realism, context, and focus on the learner. Hence, material could influence the students writing skill. The second factor was the media used during teaching and learning process in classroom. It indicated that the teacher did not only use the books, marker, and whiteboard as the media, but also the teacher used LCD projector, laptop, and handout to support teaching and learning process especially in teaching writing.

Similarly, Sanaky(2005) states the media is a tool of communication in teaching and learning process which can be used by the teacher in transferring information to the. It meant that the media was changing or communicating which refers to anything that carries information between sources and receivers. Based on the data gotten from observation checklist, field notes, and interview showed that by using the LCD projector, laptop, and handout made the students enjoyed and interested in learning writing. It also helped the teacher in teaching and learning process because media guided the teacher to achieve the purpose of the classroom. In short, media could help the teacher to handle the material and help the students to increase their motivation while teaching and learning process.

The third factor was classroom activities. The variation of the classroom activities could improve the students writing skill in order to get more practice in the classroom. It meant that the classroom activities could influence toward the students writing skill. Richard (2001) explains that the classroom activities should be parallel to the real world as closely as possible. Since language as a tool of communication, methods, and materials should concentrate on the message that would be delivered to the others.

The fourth factor was classroom management. The classroom management was done by the teacher to create a good situation where the students learned and studied comfortably. It was supported by Jones (1997), an effective classroom management includes several areas in teaching and learning process such as it should be based on good understanding of the current research and theory, it had to build strong relationship among the teacher and students, it has to involve instructional methods that facilitate the optimal learning, it involves the ability to use a wide range of counseling and behavioral method.

Referring to the classroom management that was created by the teacher, it could be clarified that classroom management was good and the teacher could help and guide the students while teaching learning process. For instance, classroom management could influence the students writing skill.

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The fifth factor was the teacher's strategy in teaching learning process. Based on the observation checklist, field notes, and interview, it found that the teacher's strategy was good to improve the students' writing skill. It was supported by Richard (2001), the teacher's strategy is a way of engaging all of activities and materials into a classroom. In addition, the strategy that used by the teacher could influence and improve the students' writing skill.

The last factor that influenced the change of the students' writing skill was the teacher's approach in classroom activities. It was stated by Brown (2001), the teacher's approach is important roles in managing the class. There were several characteristics in teaching and learning process such as controller, director, manager, facilitator, and resources. Based in the data gotten from observation checklist, field notes, and interview, it found that the teacher helped and guided the students' in writing. In conclusion, the teacher's approach could influence in writing skill.

CHAPTER 2: THE STUDY

In this preceding chapter, the literature, the literature was briefly reviewed for theoretical basic of the whole study. This chapter was carried out with the participant, the instrument, as well as finding and discussion in detail.

2.1. Participants

The population of the study consisted of 20 students from NA2301N, NA2301T, NA2301A who are in their first year of HMTU. All these participants are students from different regions in VietNam. They have been studying English as a school subject for more than 12 years from Primary to High school. They had to study many different subjects. Therefore, they don't spend enough time focusing on learning English. These students have just access to basic English, so they are generally at the elementary and pre-intermediate level of English. They could use English as a foreign language to communicate with their teachers and classmates in English classes.

Currently, their number of English periods taught in a semester is 40,5 periods with three periods per week in which the duration of each period is 50 minutes and their syllabus is "effective writing" a pre-intermediate level.

After this survey is completed, we will have a better understanding about the cause of difficulties in writing skill experienced by first and second year English major.

2.2. Instrument

In the study, questionnaire was used as a main instrument to collect the data needed in quantitative form because it is regarded as an easy tool to summarize, analyze, report the collected data and find out the causes of difficulties in reading skill because all participants answer the same questions.

It is clearly seen that a questionnaire is a data gathering tool designed to meet specific, needed information. It can collect data more than any other instruments because all the information receive the same questions in the same form. It involves a set of questions than are addressed to the research informants for data

collection purposed. In this regard, Doenyei (2007: 101) states that: “ The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible”.

In this study, the questionnaire consists of 10 questions, which covers two main factors, namely, individual and contextual factors affecting students' difficulties in writing skills. Questions from 1 to 6 mainly aim at identifying individual factors influencing students; meanwhile, questions from 7 to 10 are designed to find out contextual factors leading to students' difficulties.

2.3. Data collection procedure

Step 1: Distribute the questionnaire to students in order to collect data for the study, the questionnaire was distributed to 30 students at their recess. Students were given 10 minutes to fill in personal information in part one and select the best answer to ten multiple choice questions in part two. All the answers made by participants were kept confidentially to serve for the data analysis.

Step 2: Process the data

Data were processed by using the descriptive statistic so as to find out the percentage of each factor leading to students' difficulties in writing skill

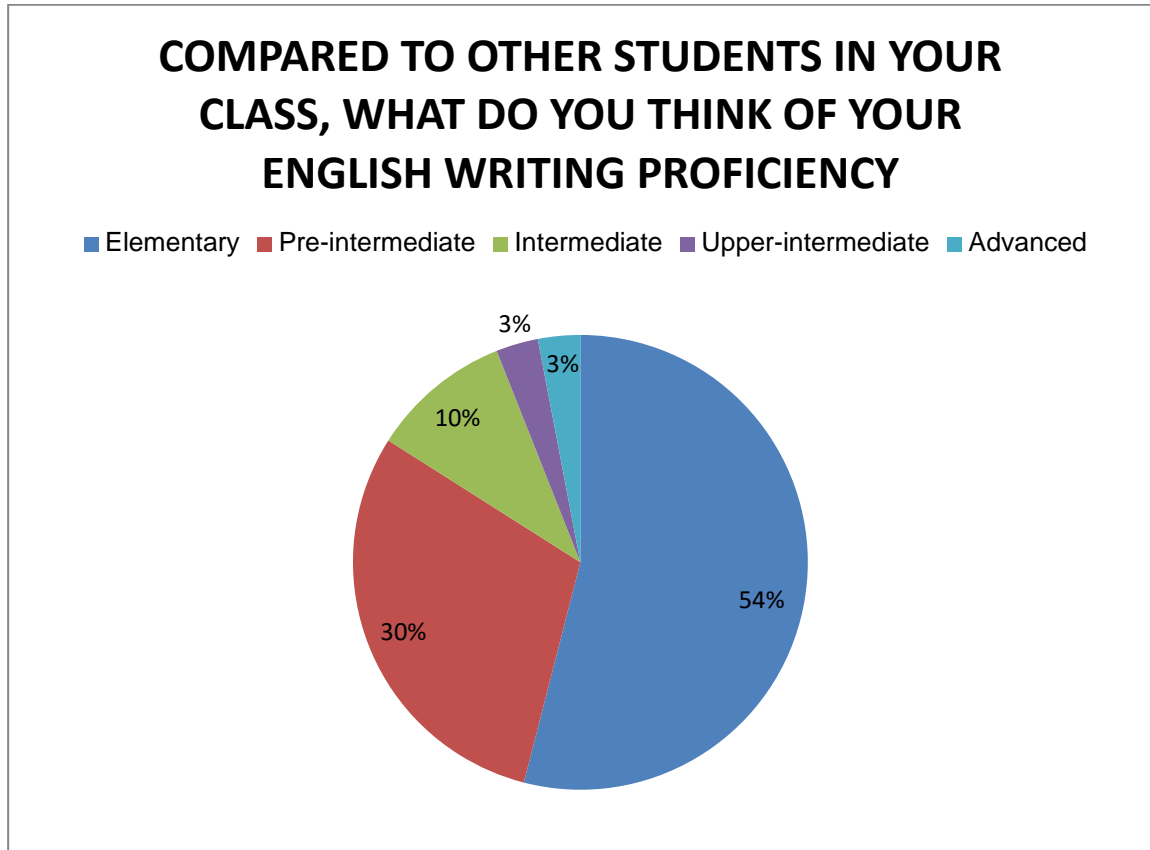
Step 3: Suggest possible solutions to students' problems.

Based on the findings from data analysis, the researcher would give some useful pedagogical implications to help teachers especially teachers in charge of teaching writing subject to find appropriate ways to support their students in studying writing skills better. At the same time, students can improve their writing skills.

CHAPTER 3: FINDINGS AND DISCUSSION

3.1. Cause of writing difficulties experienced by first-second years English majors at HMTU.

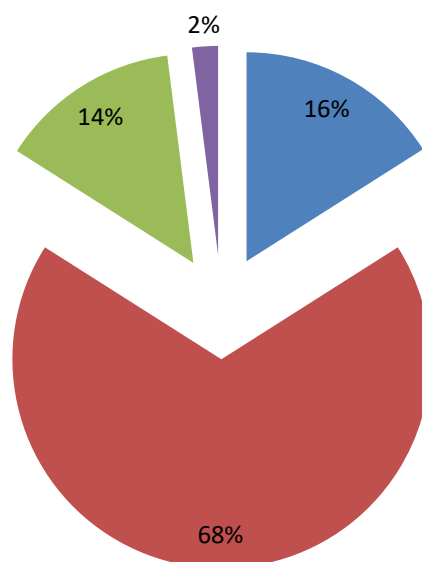
Question 1



The pie chart above shows the English writing proficiency of students in classes, namely, NA2301A, NA2301N, NA2301T are quite different. Some students, who rated their writing English skill at the intermediate level (10%), upper intermediate level (3%). However, that's just a very small portion of Foreign Language Faculty. Because they are first-second year students, they have just had access to basic English a few years. Therefore, their writing English skill is at the level of elementary or pre -intermediate rather than intermediate or advanced. Apparently, students limited English writing competency is one of the factors causing their difficulties in writing skill.

THE STUDENTS' ASSESSEMENT OF LEARNING WRITING SKILL

■ Very difficult ■ Difficult ■ Normal ■ Easy



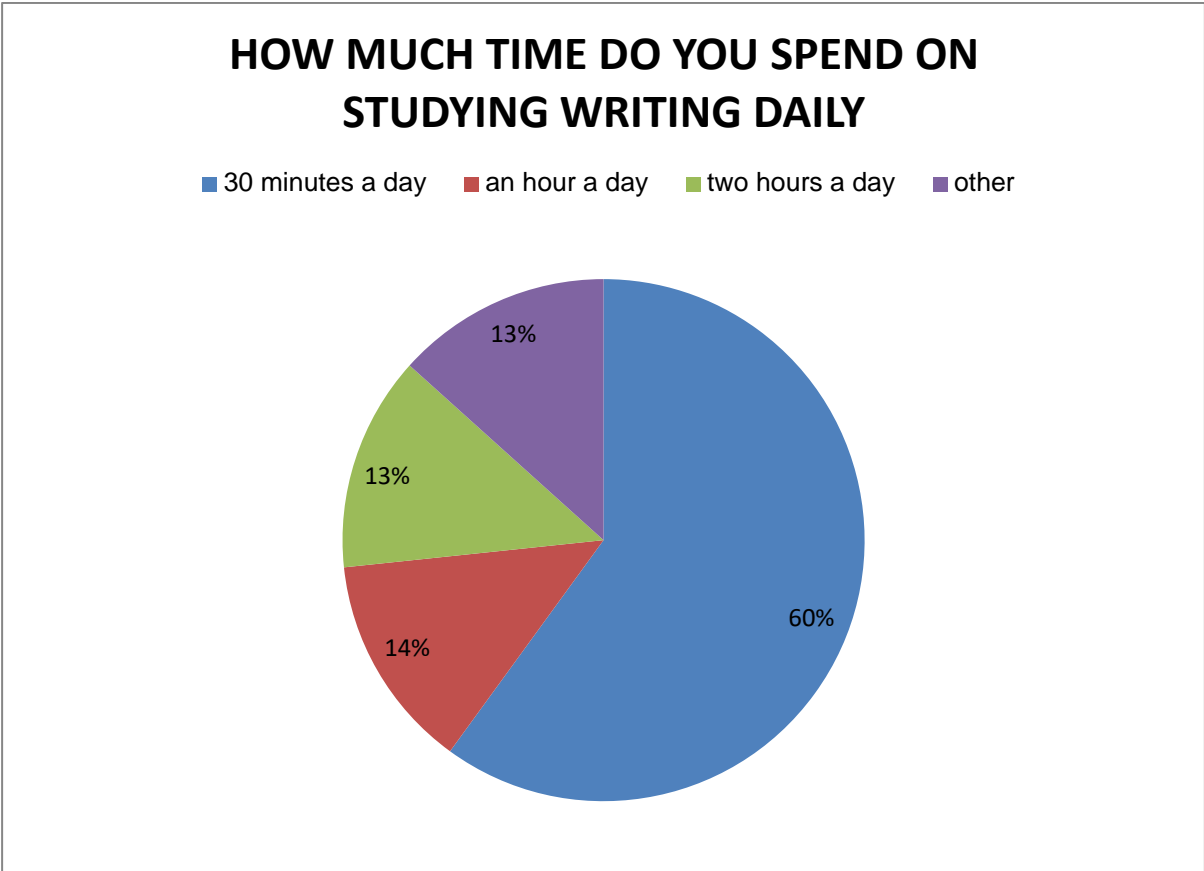
It can be seen obviously in the chart that the writing skill is a difficult skill to learn 68% of the learners suppose that writing is difficult. For the students, writing to English and learning this skill is really a problem. Moreover, the number of learners who agree that learning the writing skill a very difficult took 16%. It is the same as the number of the learners who find learning writing normal (14%) or easy (2%). In factm as what can be seen by the observation, the learner who confirm hat it is easy to learn the writing skill are the best students. In short, the survey prove the assumption about the difficulty of writing to English and learning it.

Below is the result when the author asks three students the same question in the interviews.

Question 2: What do you think of the difficulty of English writing skill?	Number (%)
A.Very Difficulty	2Ss (67%)
B.Difficulty	1S (33%)
C.Normal	0S (0%)
D.Easy	0S (%)

Statistics provide in Table 1 show that the interview result of students' assessment in English writing skill, two students think that the rewriting English sentences is very difficult, and only 1 students (33%) say that rewriting English sentences is difficult. Almost students think that the writing English sentence s a challenged subject to them.

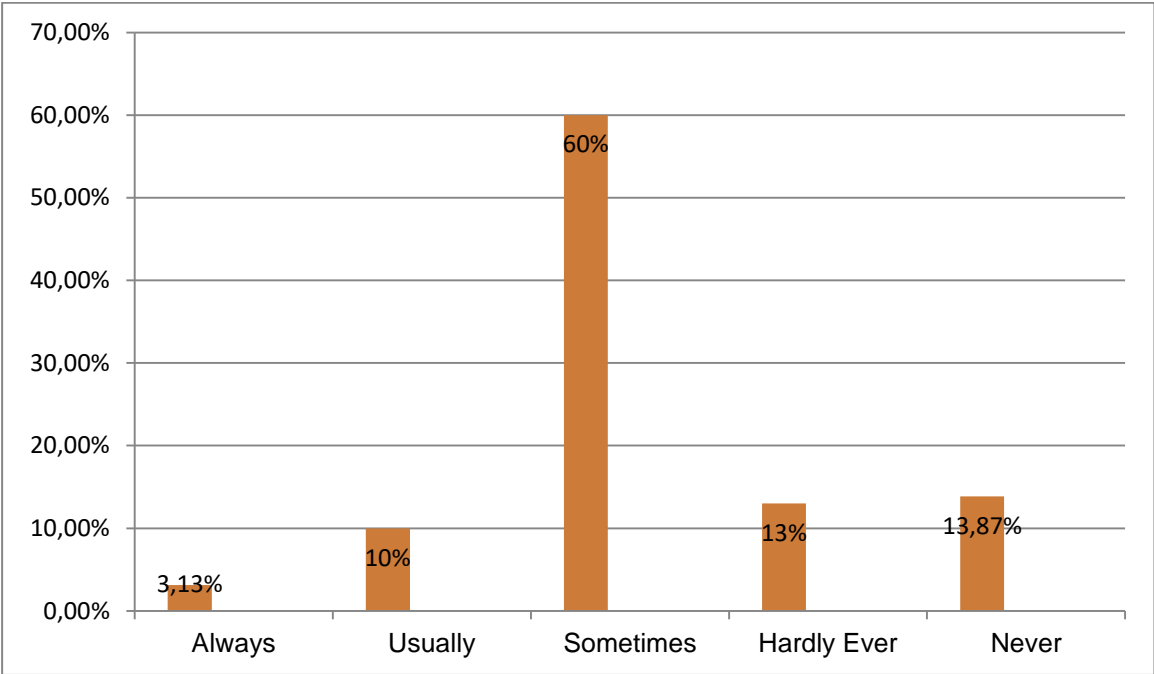
Question 3



It is clearly seen from the pie chart that students seemed to pay less attention to study writing single day. Most of them spend 30 minutes on studying writing daily. The number of students who studied from an hour a day and more than an hour was very limited with the same figure of 13.33%. Spending too little time on studying writing has a profound influence on students' efficiency in writing skill.

Question 4

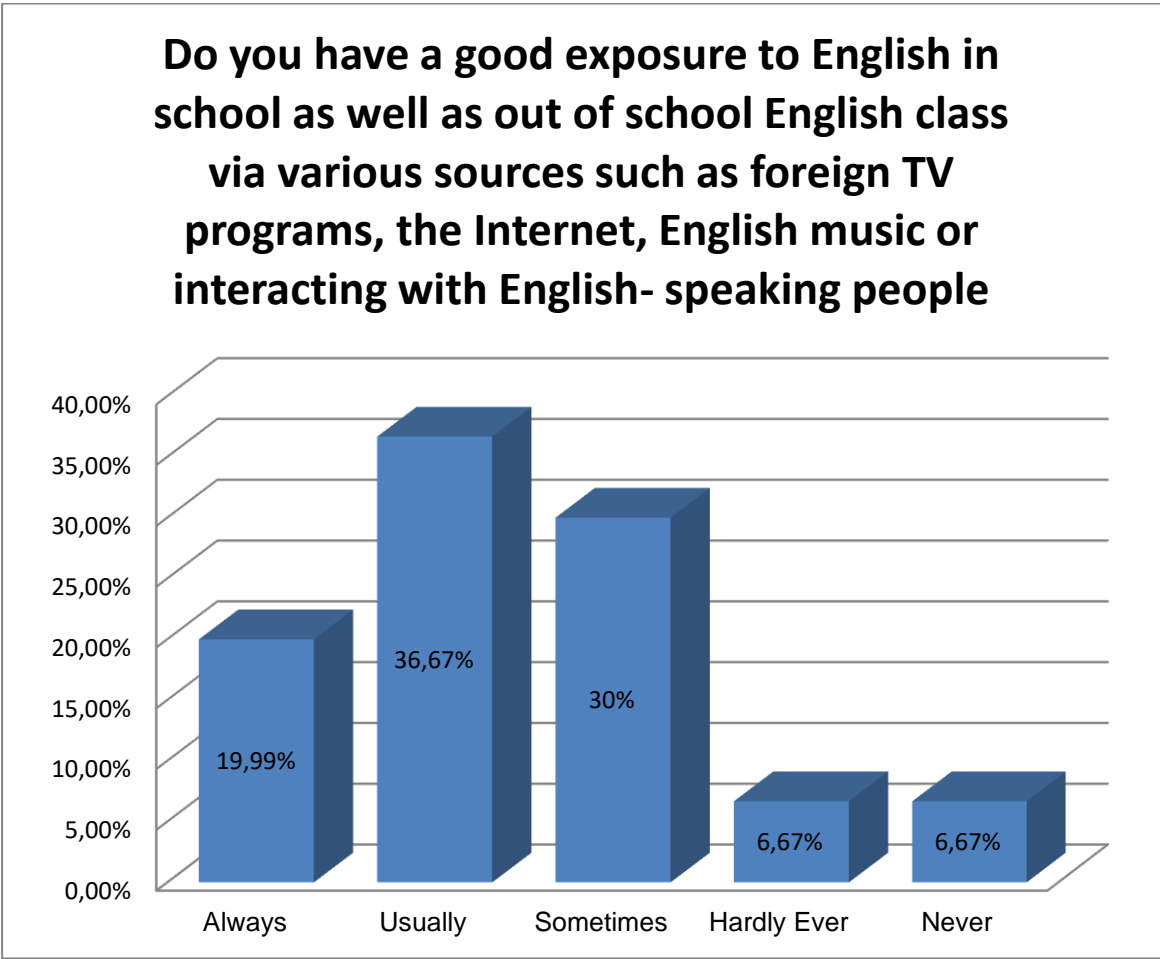
ARE YOU IN HABIT OF LEARNING NEW WORDS & COMPLETING WRITING HOMEWORK ASSIGNMENTS AFTER EACH WRITING LESSON IN CLASS?



It is through that a habit of learning new words and completing writing homework assignments after each writing lesson in class is good for practicing writing skills. The bart chart illustrates how often the students do this work. The number of hard working students who always learned new words and completed their writing homework assigments seemed to be the least with only 3.33% students. 60% students sometimes learned new words and did writing exercises while 13.33% of them never did it. There were 10% and 33.87% students who usually or hardly did this work.

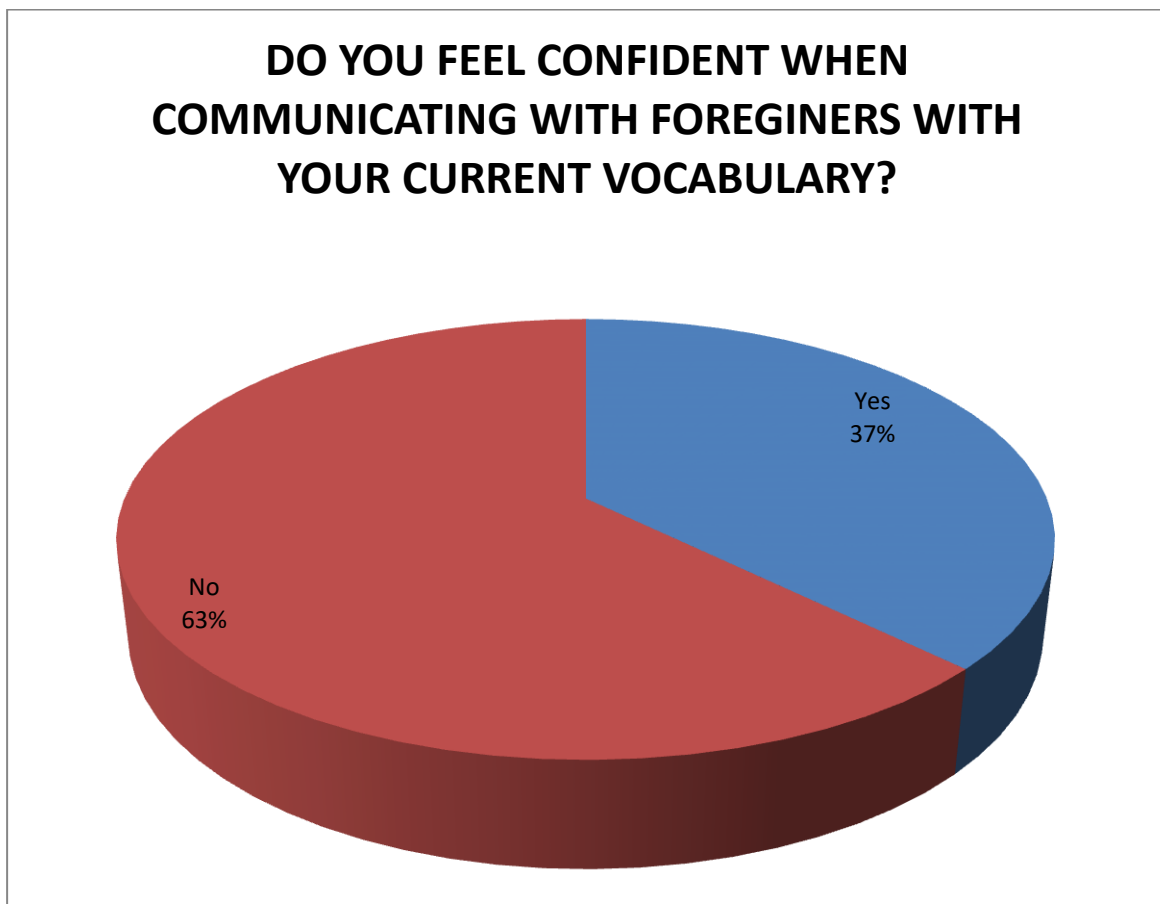
This sad figure reflects one of the cause of difficulties in learning writing skill. As a matter of fact, limited vocabulary is one of the problems that make learners unable to understand the content in Eglish reading texts. In addition, the lazier the learners are, the worse they are at writing skill.

Question 5



According to the result of survey questionnaire, the percentage of students who is self-aware of learning English was higher. There were nearly half of students who usually or always practice English via different ways. However, half of students were still unaware of ways to learn English suitably for themselves. After atiring day at school, most of students wan to entertain themselves through foreign TV programs, movies, cartoons, the internet or English films...Although students have a good exposure to a variety of sources to study writing skill, they do not take advantage of those means for their study, mainly for their entertainment. As a consequence, those useful tools become useless in supporting their study in general and their writing skill in particular.

Question 6.



63% students asked said - No. Most of them were often afraid of communicating native speakers. They left awkward and shy when they met foreigners because they were afraid that their English vocabulary was not enough to express ideas and their pronunciations not accurate, resulting in the misunderstanding among speakers. Obviously, students' unconfidence in communication skills with foreigners becomes an obstacle for their difficulties in writing.

Question 7.

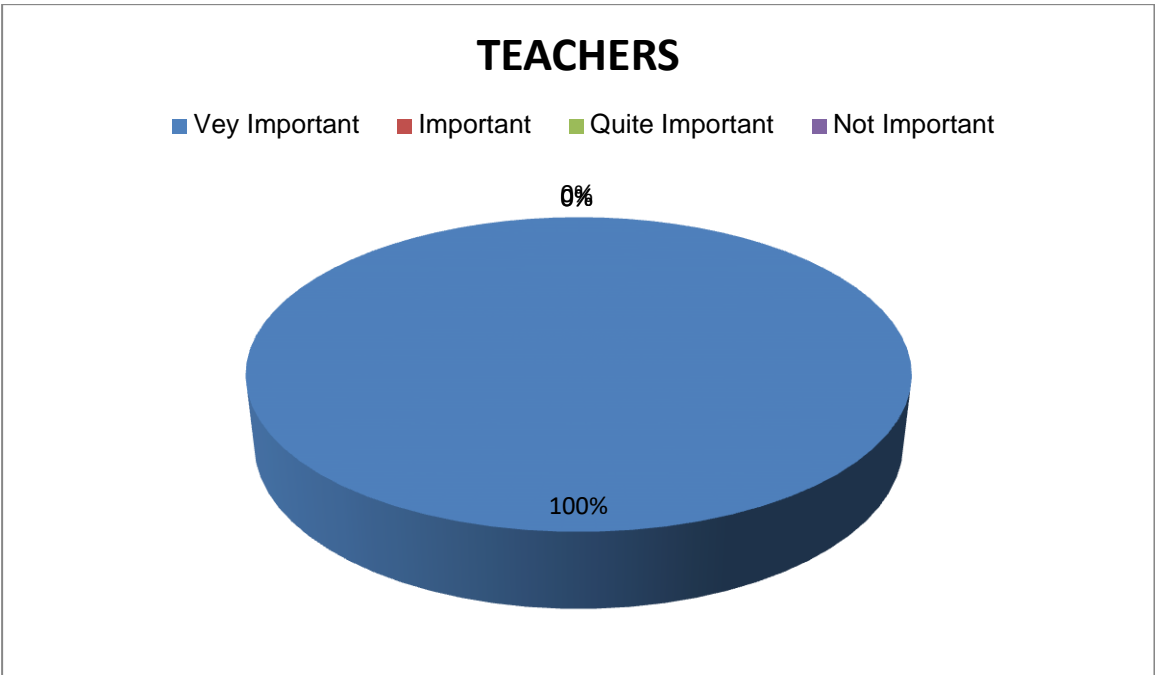
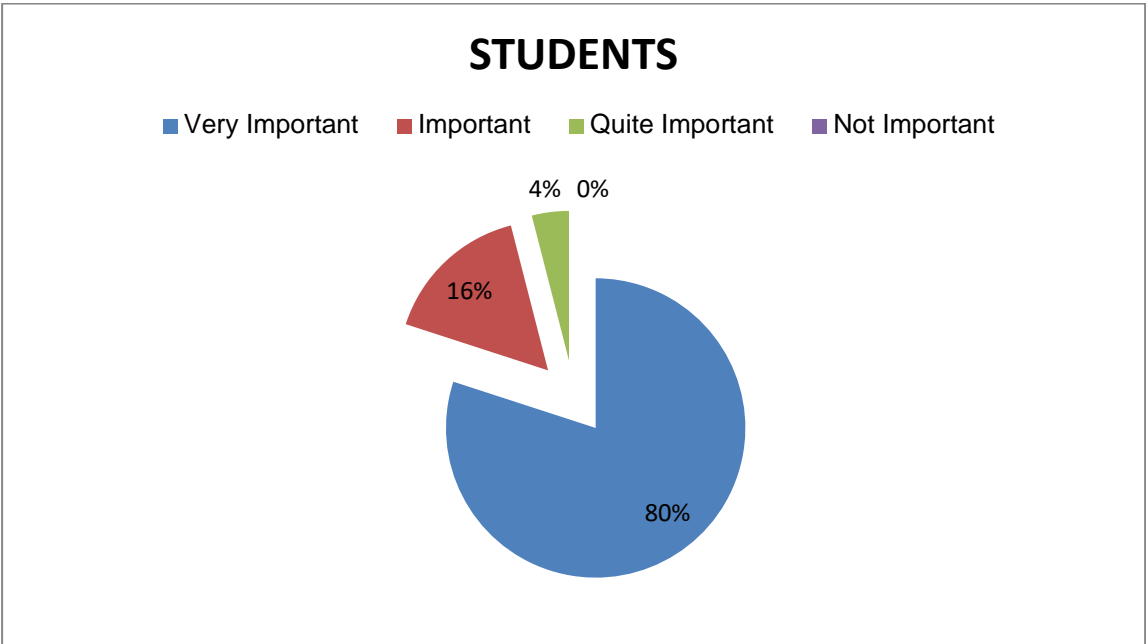
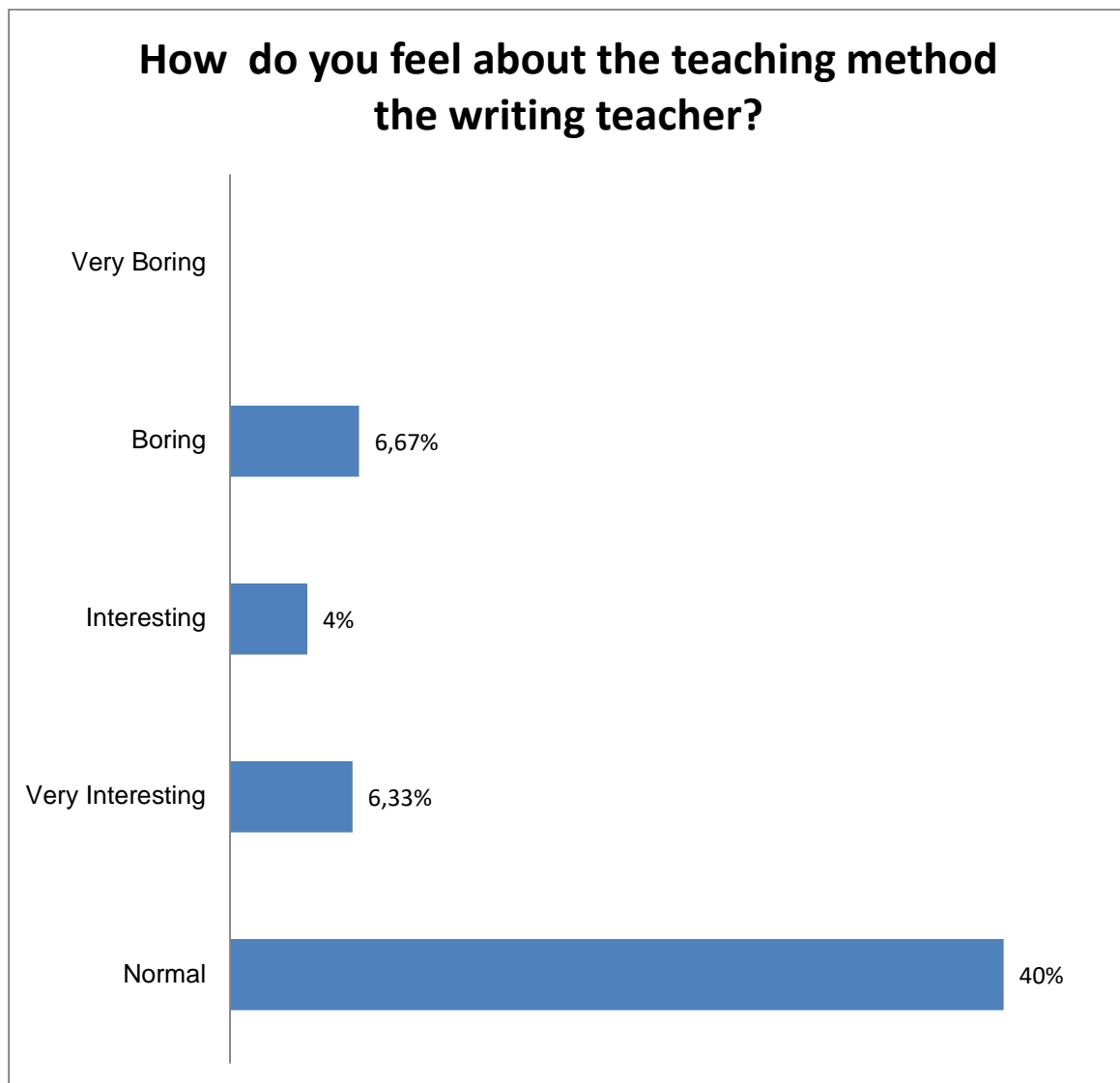


Chart 7: TEACHERS AND STUDENTS' ATTITUDES TOWARDS THE IMPORTANCE OF ENGLISH WRITING SKILL.

It can be seen clearly from the table 2, most of the students agree that learning writing skill is very important as well as very important is 80%. Meanwhile, there are only 4% of them reckon that it is important. This chart shows that most of students at Faculty of Foreign Languages, Hai Phong Management and Technology University claim that English writing skill has an important role in learning English with foreigners an obstacle for their difficulties in writing.

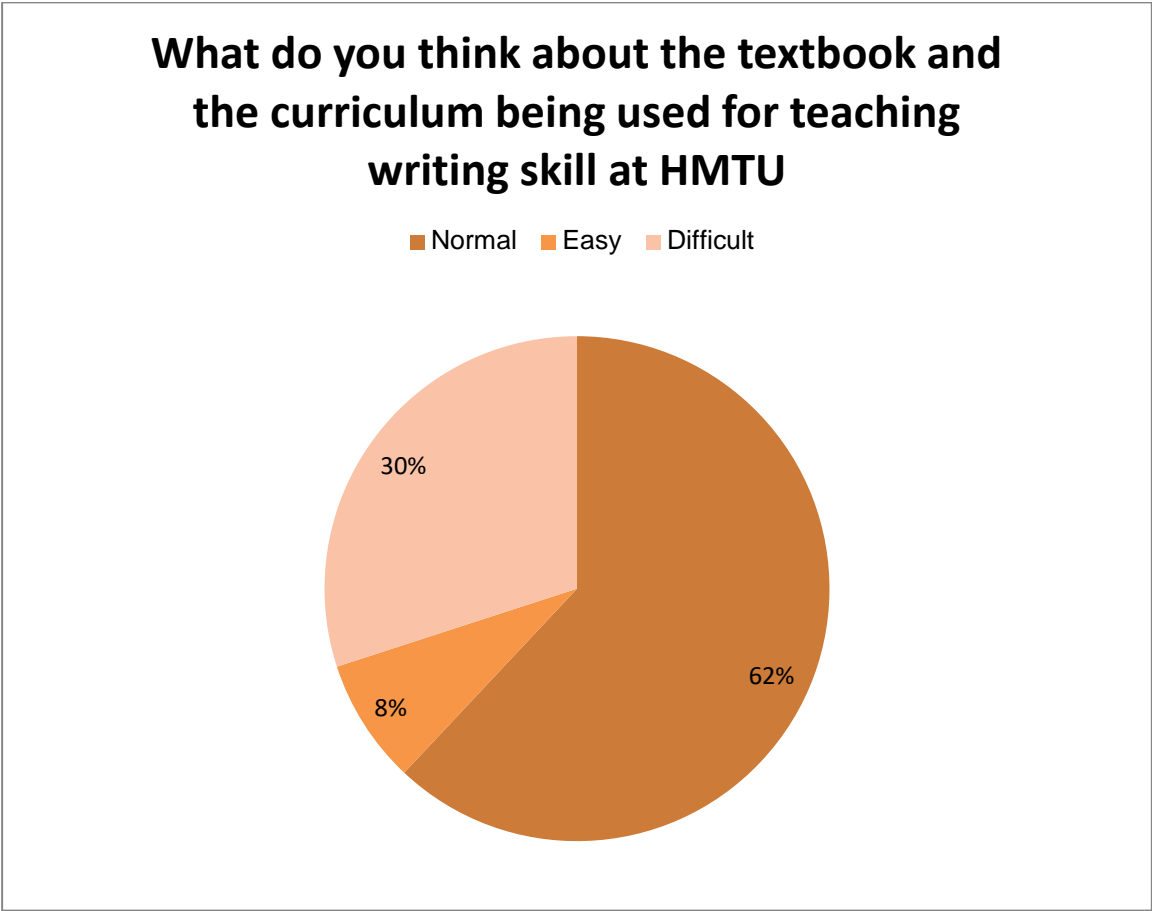
Question 8.

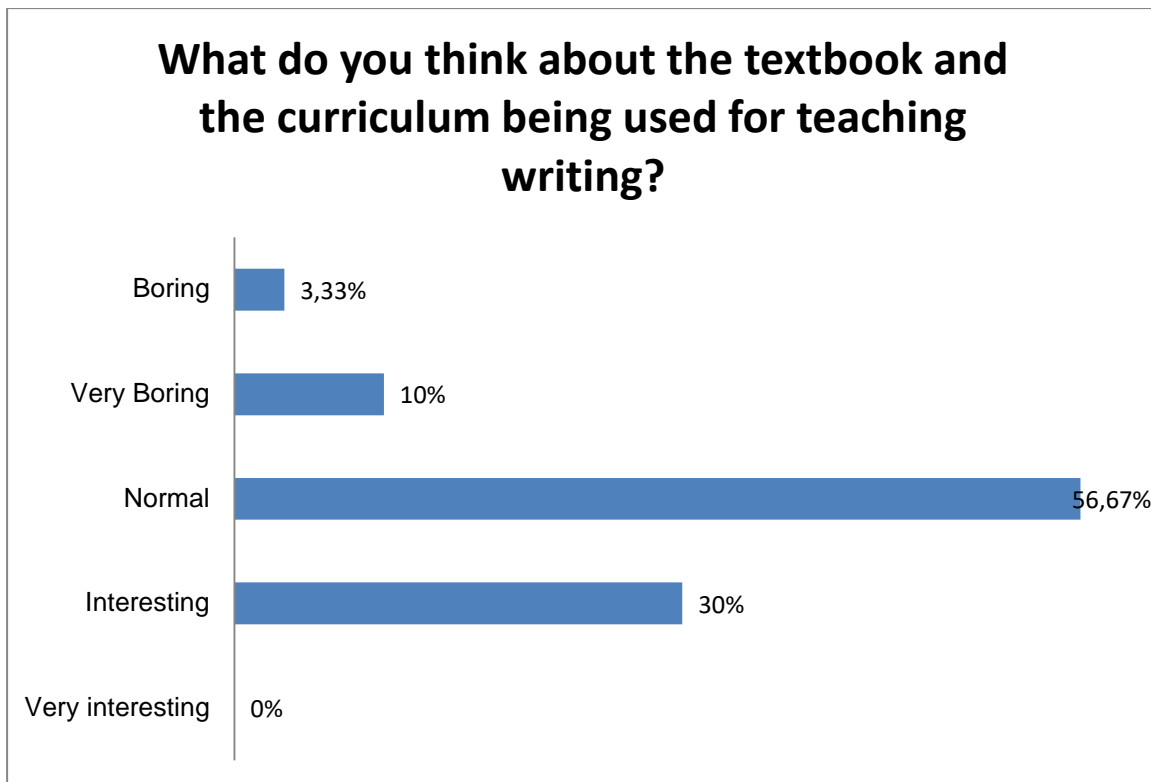


Nearly half of the students' found the teaching methods of the teacher interesting whereas 40% and 6.67% students felt teaching method normal and boring respectively.

The teaching method of the writing teacher is an important factor to improve reading skill of students. The more fascinating the teacher's teaching methods are, the more motivated students feel to study writing subject.

Question 9 and Question 10.





The charts show the impact of textbook, curriculum and extra writing materials on the students' effectiveness in writing skill. Obviously, only a small proportion of students found those factors interesting (30%) and find it easy to learn (8%). In the second chart, most students (56.67%) thought that the textbooks, the curriculum and extra writing materials were normal. The rest of the students admitted that they were boring and difficult.

Undoubtedly, if the content is too hard to understand, the students will become lazy or show their rebellious behavior. These factors make writing periods become ineffective and bring about a lot of troubles for students in learning writing skill.

In summary, the cause of difficulties in writing skill experienced by first-second years English major HaiPhong Management and Technology University include many different factors from individual causes to contextual ones. In terms of individual cause, it is apparent that students' have just had access to basic English in a few years so it leads to students' limited English writing

competency and it is one of the factors causing their difficulties in writing skill. What is more, students do not spend much time on studying writing and they never learn new words as well as read materials, internet new, stories and comics in English, because of the fact that limited vocabulary makes them unable to understand the content in English writing texts. In addition, the lazier the learners are, the worse they are at writing skill. Furthermore, students have a good exposure to foreign TV program, movies, newspaper to study writing skill. Nonetheless, they do not take advantage of those means for their study, mainly for their entertainment. Consequently, those useful tools become useless in supporting their study in general and their writing skill in particular. Additionally, they do not know how to apply writing strategies to deal with writing texts. This leads to a situation of feeling bored during the process of writing comprehension causing passive-aggressive psychology as well as difficulty in absorbing information in the writing text. With regard to contextual causes, extra writing materials seem to be not straightforward for learners and the teaching methods applied by the teacher do not draw the students' attention. These factors make writing periods become ineffective and result in students' difficulties in learning writing skill.

3.2 Some suggestion to improve writing skill for first –second years English majors students of HaiPhong Management and Technology University.

3.2.1. For students

Based on the survey, it is clearly seen that the first-second years students need to be aware of learning English at their early stage, which will help them have a solid English background before becoming sophomore. They have to be well-oriented about the importance of learning writing. In addition, vocabulary is one of the problems that help them expression to the content in English writing texts. Instead of spending time on playing games and going out with friends, they should spend a lot of time practice your own writing skill, starting with writing short paragraphs, they should find a book to read or listen to some English songs

or newspaper which both helps them relax and learn more new words. Moreover, they should spend a lot of time on learning writing skill and form a good habit of reading materials, internet news, stories or comic in English because reading has always been said to be a great way to expand vocabulary and write again but the structure that you read, the use of the words or sentence, the paragraph you see can be used in the text. Of course, when they come across a word they do not know, write it down and look it up. The great writer Mark Twain once said: "Writing is easy. All you have to do is cross out the wrong words." If spoken language is reflexive, then written language is a harmonious structure and closely connects vocabulary and grammar. Similarly, in Lojca (2018) on learning writing, it can bring learners some advantages such as:

Writing helps build a better vocabulary.

It has been proven that people practice writing a richer vocabulary, so for them easier to find the best expression for all that they want to tell others. In general, the more you write, the richer your vocabulary gets. Reading is closely related to writing so our number 1 tip for improving your English writing would be to read as much as you can! This will help you improve your vocabulary, grammar, sentence structure, and show you there are many different ways to communicate ideas. For example: If you need to write a description of a house or a bio of yourself, a great idea is to read some other bios or house descriptions, from books, magazines, brochures, the internet or whatever source you can think of. After having read others, then you can attempt to write your own. You'll realize it's much easier than trying to write without any previous input. Furthermore, books are definitely a treasure trove of knowledge you can learn. And keep an English dictionary, you'll be able to look up words to clarify their meaning and to learn antonyms so as not to repeat words or phrases, which will better your communication skill.

In addition, the first-second year students need to have more contact with foreigners and should ignore thoughts and feeling about issues such as:

- Afraid of communicating with native speakers
- Awkward and shy when they meet foreigners
- Pronunciation, grammar is not accurate
- English vocabulary is not enough to express ideas, resulting in the misunderstanding among speakers.

Undoubtedly, practicing English with native speakers will teach authentic and practical use of vocabulary. They will be practicing English with native speakers, they will be exposed to more idioms, dialect, slang and generally more extensive vocabulary than with a non-native speaker. Too much slang is, of course, not a good thing, but exposure to this side of the language is always useful to understand what people really mean,

As they hear their native English partner use different vocabulary depending on what topics they discuss and what opinions partner have, they can ask about and highlight new words to use by themselves. Also, if they are struggling to find the word for something they can try and describe what they mean to their native conversation partner and native English partner can identify the correct word for them.

As first-second years student at Hai Phong Management and Technology, they asked to write descriptions and some essays and increasingly complex information in their courses. The ability to understand and use the information in these texts is the key to a students' success in learning. So it is believed that successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts.

Learn how to organize a paragraph

An useful way to improve your English writing skills is to start your paragraphs with a topic sentence: i.e. a sentence that explains what you are going to write about. Continue with supporting sentence: i.e. it is general a summary of the ideas developed in the body of the paragraph. Learn how to make transitions

between paragraphs to signal relationships between ideas so as to create a fluent body of context.

Writen an outline and check your spelling before anf after writing

Even in a very simple piece of English writing you have to keep some king of an organization to convey the message you want in a clear prderly way. There are manydifferent ways to write outlines and these have much to do with the way you organize things in your mind.

How do you feel when you read something full ir spelling mistakes in your own language? Poor spelling can spoil an otherwise interesting piece to read, and we generally writen for other people to read what we've writen.

Keep a diary in English

It will makee you writen every day to turn writing into a routine activity. Beside, you are “ writing to youself” which can make you feel liberated and satisfied. You don't need to write elaborate sentences: You can keep them as simple as you want.

Brush up your grammar

Even through you don't have to “study” grammar, your English writing will improve a lot if you work on grammar exercises. Also, remember that grammar is more important when you write than when you speak because it is usually more formal and more structured.

Try to get someone to read what you've writen

A teacher, a tutor, a native speaker: whoever masters the language and can help you understand and correct whatever mistakes you may have made both in grammar of spelling and in the way your paragraph text has been organized. Writing in English is not really something you can achieve immediately, but with hard, efficient work and gradual improvement you should definitely get there. Start writing very simple sentences and then get the challenge to write more elaborate pieces. Just give it a try!

3.2.2 For teachers

Teachers play a crucial part in improving learners' writing skill. Teaching methods was the most considered factor that the learners mentioned in the survey.

Regularly assign brief writing exercises in your classes.

To vary the pace of a lecture course, ask students to write a few minutes during class. Some mixture of in class writing, outside writing assignments, and exams with open-ended questions will give students the practice they need to improve their skills.

Provide guidance throughout the writing process

After you have made the assignment, discuss the value of outline and notes, explain how to select and narrow a topic, and critique the first draft, define plagiarism as well. Ask students to analyze each other's work during class, or ask them to critique their work in small groups. Students will learn that they are writing in order to think more clearly, not obtain a grade.

Assigning in-class writing activities

- ✓ Ask students to write what they know about a topic before you discuss it.
- ✓ Ask students to respond in writing to questions you pose during class.
- ✓ Ask students to write from a pro or con position
- ✓ During class, pause for a three-minute write
- ✓ Have students write a brief summary at the end of class
- ✓ Have one student keep minutes to be read at the next class meeting.
- ✓ Structure small group discussion around a writing task.
- ✓ Ask students to identify the characteristics of effective writing.

As a matter of fact, most of the students at Hai Phong Management and Technology University have a good exposure to a variety of sources to study writing skill, however they do not take advantage of those means for their

study, mainly for their entertainment. Thus, they need to limit their time entertainment or they can combine between playing and learning by participating in games such as: Wordalot, PastEnglish, Ver Smash,...

Besides, the teaching method of writing teachers is an important factor to improve writing skill of students. First, the teachers must know how to help students get the right understanding about the importance of learning English is general and learning writing skill in particular.

Lectures in class must be suitable for all students. In other words, they must be appropriate methods, inspiring students to study. The more fascinating the teacher's teaching methods are, the more motivated students feel to study writing subject.

As students have a void a knowledge, the teacher must be organize tutoring for them. During summer vacations, school should organize extra classes and classify weak, medium, and good students into separate classes.

PART C: CONCLUSION

1. Summary

It can be clearly seen that the search paper was carried out with the view to helping the first-second years English majors students at HaiPhong Management and Technology University to realize the causes of their difficulties in writing skill. At the same time the research also gave some solutions for both students and teachers in order to tackle all their problems related writing skill. Based on the findings and interpretations in the data analysis, the following conclusion could be drawn.

Undoubtedly, students' difficulties in writing are originated from both individual and contextual factors. Additionally, they never learn new words and even are not in the habit of writing materials, internet new, newspaper and English books. Moreover, students have a good access to foreign TV programs, movie... to study writing skill. However, they do not make full use of those means to study, but to entertain. Besides, they do not know how to apply writing strategies in handling writing texts. Regarding contextual factors, teaching method and extra writing materials are too hard for learned to understand. As a consequence, the students show their rebellious behavior. These factors make writing periods ineffective and lead to a lot of troubles for students in learning writing skills. All the individual and contextual factors considered inspired the researcher to give some useful suggested solutions to writing difficulties faced by first-second years English major at HaiPhong Management and Technology University.

2. Limitations

Although this research was carefully prepared, I was still aware of its limitations and shortcomings. Due to the shortage of time and knowledge, the study could not cover three other skills, namely, listening, reading, and speaking and in a variety of participants such as junior or senior at HaiPhong Management and Technology. This study only focused on the causes on

difficulties in writing skill experienced by first-second year English majors at HaiPong Management and Technology University.

3. Recommendations for futher study,

From the limitof thid dtudy, the researcher would like to give some suggestions for futher study. First, there exists a limitation concerning the data collection for the study. Due to the limited time and a samll number of students, the designed exercises were only administered to a small population of first-second years, which had a great influence on the reliability and accuracy of collected data to some extent. Therefore, other studies can be carried out on otther subjects such as third-year of final year. Second, within the scope of minor research, the study mainly ams at finding out the causes of difficulties in writing skill experienced by first-second year English major at HaiPhong Management and Technology and give some solutions. Hence, the forthcoming researches may be conducted in other skills like speakng, listening, reading and access more aspects of students' language competency. In brief, it is hoped that the study will be of great help in enhancing the teaching and learning quality and become an invaluable reference source for both teachers and studets at HaiPhong Management and Technlogy University.

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APPENDIX

Questionnaire for students

This questionnaire is meant for a study in the causes of difficulties in writing skill experienced by first-second year English majors at HaiPhong Management and Technology University. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

Section 1: Question

- 1. Compared to other students in your class, what do you think of your English WRITING proficiency?**
 - a. Elementary
 - b. Pre-intermediate
 - c. Intermediate
 - d. Upper-intermediate
 - e. Advanced
- 2. What do you think of the difficulty of English writing skill?**
 - a. Very difficult
 - b. Difficult
 - c. Normal
 - d. Easy
- 3. How much time do you spend on studying writing daily?**
 - a. 30 minutes a day
 - b. An hour a day
 - c. Two hours a day
 - d. Other....
- 4. Are you on a habit of learning new words completing writing homework assignments after each writing lesson in class?**
 - a. Always
 - b. Usually

- c. Hardly Even
 - d. Never
- 5. Do you have a good exposure to English in school as well as out- of- school English class via various sources such as foreign TV programs, movies, cartoon, the Internet, English music or interacting with English-speaking people?**
- a. Always
 - b. Usually
 - c. Sometimes
 - d. Hardly Ever
 - e. Never
- 6. Do you feel confident when communicating with foreigners with your current vocabulary?**
- a. Yes
 - b. No
- 7. Teachers and students' attitudes towards the importance of English writing skill?**
- a. Very Important
 - b. Important
 - c. Quite important
 - d. No important.
- 8. How do you feel about the teaching method of the writing teacher?**
- a. Very interesting
 - b. Interesting
 - c. Normal
 - d. Boring
 - e. Very Boring

9. What do you think about the tectbook and the curriculum beinnng used for teaching writing skill at HaiPhong Management and Technology University.

- a. Very interesting
- b. Interesting
- c. Normal
- d. Boring
- e. Very Boring

10.What do you think about extra writing materials given by your teacher with a view to improving your writing skills in class as well as at home?

- a. Difficult
- b. Easy
- c. Normal

Thank your for your cooperation.