



RESEARCH ARTICLE

**IMPROVING WRITING SKILLS OF NON-ENGLISH MAJOR STUDENTS THROUGH LITERATURE**

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This study focused on writings errors of non-English major students. It aimed at finding non- English major students' weakness areas in writing and to provide some solutions. Also, the study attempted to find the role of literature in improving writing skills of students. In addition, the study aimed at helping students to overcome their writing errors. Following the test method for data collection; 50 written documents by the sample were rationally and descriptively analyzed and discussed. The study findings revealed that the majority of the participants have errors in writing in English. These problems represented in grammatical errors, spelling errors, punctuation problems, capitalization errors and shortage of vocabulary. In addition, the findings showed that literature plays an important role in improving students' writings skills. Based on the findings, some conclusions can be drawn: English language foundations need to incorporate literature in language classrooms of non-English major students. In addition, English language learners have to adopt reading appropriate literary texts outside the classrooms as a strategy to practice the language and overcome their writings errors. Lastly, the study is limited to students of male section at Tabuk University. So, future researches are needed to cover the female section and teachers' views.

Keywords: Literature, non-English major, writing skills, rational analysis



1. INTRODUCTION

1.1. STATEMENT OF THE PROBLEM

Many university students around the world, including those of non- English majors are needed to study some courses of English language. This step is aimed at enabling the students to achieve well their learning outcomes, complete their university education successfully that prepares them for the life as general. In addition, English language; nowadays is one of the most important languages the world over. Individuals and communities need to develop their English language skills, including writing to enable them to communicate with millions of people who use English language as a mother tongue (MT) or Second Language (SL). Nonetheless, it was observed that most learners of English as a foreign language (EFL) generally and non-English major students in particular face many problems in learning English, especially in writing skill. In this consideration, Durga et al (2018) say that currently students are lacking writing skills as they spend most of their time in using their smart phones and that they depend on electronic devices and internet in their learning process. In addition, Masrul et al (2024) state that writing is hard for students who are learning English and that they often find it challenging to transform what is on their mind into writing. As well-known literature is regarded as one of the important means of learning language. So, this study will try to search students' errors in writing focusing on solving students writing errors and improving their writing skills through literature, with especial focus on non-English major students. So, the study attempts to reach to some conclusions that may contribute in determining students' writing problematic areas and propose solutions to improve students' skills in English writing.

1.2. OBJECTIVES OF THE STUDY

This study tries to find out non-English major students' weakness areas (Problematic areas), of writing in English Language. In addition, the study tries to find out some solutions and suggestions which help English language learners in general and to non- English major students in particular to

overcome their writing problems and errors in English Language. Also, the study attempts to underline the role of literature in the process of improving writing skills of English language learners generally with special focus on non- English major students. In addition, the study is an attempt to contribute to the field via assisting English language teachers and teaching foundations to overcome their EFL learners' writing problems and errors.

1-3- SIGNIFICANCE OF THE STUDY

This research is believed to be significant; because it focuses on one of the most important productive skills of English language as an international language. Writing is one of the output skills that is highly needed in the process of communication with all its different types between individuals and communities a like the world over. Through writing; ideas, thoughts and information are transmitted. Also, it is one of the key factors for people's success in general including, the students: "Good writing skills are needed for all the students in order to accomplish their educational and employable requirements." (Durga et al., 2018: p. 1). Moreover, Al-Ahdal et al (2021) believe that writing is an important aspect of interacting with other people and that the main aspect of education is to make students develop their communication skills. In addition, Al-rouji (2020) states that writing is an important skill for learners because through which they convey their ideas and thoughts clearly: "One of the major purposes of foreign language teaching is to enable students to communicate in the target language effectively and clearly". (Al-rouji, 2020., p.73). Chappell (2011) cited in Klimova (2013) made obvious that writing brings about a lot of advantages such as, express one's personality, foster communication, develop thinking skills, give a person a chance to later reflect on his/her ideas and re-evaluate them and prepare for school and employment. Furthermore, Afrin (2016) believes that writing is the most used skill in evaluating students' performance in almost all levels of education. With consideration of all these views, the study is expected to assist English as a foreign language (EFL) learners in general and non- English major students



in particular to overcome their writing errors in English and yet improves and promotes their writing skills in English. The study is believed to be a valuable contribution to the field of English language learning and teaching a like, including literature.

2- LITERATURE REVIEW

2-1- THE CONCEPT OF LITERATURE AND ITS GENRES

Definition of literature and its genres' recognition is necessary in this context. Of course, there are different views concerning the concept of literature. According to Lea et al (2020), literature is a word used to refer to pieces of writing that are regarded as works of art mainly fiction (novel and short story), drama and poetry. On the other hand, Lazar (1993) says that literature means those novels, short stories, plays and poems which are fictional and convey their message by paying considerable attention to languages which is rich and multi-layered. She made obvious that literature involves a special or unusual use of language and that literary language is relative (understanding of words that can best be understood in relation to other words) rather than absolute. In addition, Robert (1978) thinks that it is not possible to make a definition of literature that pleases everyone. Nonetheless, he explains: "The work should intrigue you, captivate you, stimulate you, or elevate you. When you finish reading it your awareness of life should be heightened." (Robert, 1978, p.3). For him, literature in general is both dramatic and imaginative and like all art, it is one of the essential things that make human beings human.

Concerning genres of literature, it can be said that there are many: in this concern, Karim (2021) says that the word literature is an umbrella term that includes different genres including: fiction (novel and short story), drama, and poetry and that these literary genres are written either in prose or poetry. In addition, Robert (1978) believes that the works of literature generally fall into four categories: narrative (fiction), drama, poetry and non-fiction prose. Roberts contends that all these genres of literature are designed to interest, entertain, stimulate,

broaden, ennoble and inform or provide information but unintentionally. Furthermore, as Mohamed (2005) thinks, fiction is used to refer to the art of storytelling including, novel and short story which are mainly based on imagination. On the other hand, he describes drama as the form or genre of literature which is intended to be performed usually in some sort of theatre. Concerning poetry, Mohamed (2005) believes that it is an art and that the term 'verse' is also used to refer to poetry.

As stated earlier in this study, utilizing literature in language classroom has many purposes and benefits. In this point; Karim (2021) believes that literature motivates and engages learners, enriches the input language of the students, represents authentic materials, expands learners' imagination, develops their emotional and social skills, promotes their creativity skills and raises the learners' cultural awareness. Moreover, as explained by Karim (2021) in terms of language development, literary texts develop learners' grammatical structures, constructions, punctuation, style, unity, coherence, parallel structure and figurative language in contextual usage. This is true regardless of the genres, but still there are some measurements for the choosing genre that is suitable to a certain situation and learners.

2-2- LITERATURE AND THE LEARNER'S LANGUAGE SKILLS

The use of literature in the language classroom is essential for improving learner's skills of the target language. As Lazar (1993) contends, literature should be used with students because it is very motivating, it is authentic material, it has general educational value and helps students to understand another culture. He also believes that literature is stimulus for language acquisition and develops students' interpretive abilities and expands their language awareness. In addition, according to Lazar (1993) literature encourages students to talk about their opinions and feeling. It is a useful tool for encouraging students to draw on their own personal experiences, feelings, interests and opinions. Also, Karim (2021) explains that utilizing literature in the language classroom



motivates and engages students better than just linguistic textbooks. He makes obvious that literature can be used in teaching and learning the four language skills: receptive skills (listening and reading) and productive skills (speaking and writing). Furthermore, Karim (2021) believes that language learning should be contextualized, learned in its socio-cultural context and that literature provides this context in the classroom. Moreover, O'Sullivan (1991) cited in Sivapalan (2008) believes that due to the ability of literature to hone creativity in language and imagination, its inclusion is essential in any system of education. Sivapalan indicates that literature has been an essential and popular component of language courses in the Malaysian English Second Language (ESL) context. Also, Inda Nur Abida (2016) believes that through the literary works students see the language of real-life contexts, learn the feelings, ideas, and experience of linguistics components that give a realistic touch and help them to learn a language in a comprehensive way.

Regarding writing skill of the learner, Bouzar (2021) thinks that though all language skills are important, nonetheless, he stresses that writing skill is probably the most needed in academic and professional communities, for it constitutes an important means for communication. Bouzar (2021) adds that good writing skills reflect learner's mastery of language and expresses his/her ability to express their ideas, feelings, etc. in a correct and coherent way. Concerning the importance of writing skills for the learner, Durga et al (2018) also believe that strong writing skills may enhance students' chances for success. In addition, Harmer (2001) cited in Bouzar (2021) explains that writing develops ideas through sentences and paragraphs with in an overall structure through grammar, vocabulary, spelling, punctuation, etc. In addition, Iftanti (2016) thinks that writing is important because it is frequently used in people's daily lives either as individual like writing application letters, messages, etc. or as a member of society such as writing workplace issues.

Connected to the abovementioned point, and as it is well known; writing as one of the productive language skills is connected with reading and

requires active thinking. Literature can achieve this task. For example, literature helps learners to learn the meaning of the words in context through reading. As Karim (2021) discerns, writing instructors can utilize literature for both teaching and learning new words: "literature is language in use". (Ajoke et al, 2017: 53). cited in Karim (2021).

With consideration to literature and learners' writing skills, Abdalla et al (2015) conducted a study on the role of literature in enhancing creative writing. As they stated, the results of the study show that teaching English literature can enhance students' creative writing of short stories, dramatic scenes and develop creative imagination. As mentioned, the results also reveal that students develop their language use when writing and that teaching literature can also improve better use of literary techniques, figures of speech and literary elements in creative writing.

In addition, Klimova (2013) conducted a study on the importance of writing. A according to the researcher, the findings confirm that students are interested in second language writing: "However, they lack practice and experience in formal writing. Therefore, teachers during their classes should pay more attention to the development of formal writing skills" (Klimova (2013:11). She concluded that this is particularly true for higher education where students should conduct research, do essays, seminar papers or professional articles.

Moreover, Bouzar (2021) et al who conducted a study on EFL writing skills development through literature concluded that the complex nature of writing skill makes it a challenging affair for both the learners and the teachers. As the researchers made obvious, the learners require to be guided and assisted in their efforts to reach success in writing and that the teachers are expected to furnish the appropriate measures to achieve the teaching goals. They stressed that writing skill can be promoted via the implementation of reading literary texts in the language classroom.

Additionally, Afrin (2016) who conducted a study on writing problems of non-English major



undergraduate students in Bangladesh found that grammatical weakness, less practice, lack of motivation and educational background were the main reasons behind the weakness of non-English major students.

With consideration to the present study, it can be observed that it focuses on non-English major students; and how can their writing skills generally be improved through teaching literature in their English courses and also, via reading literature out of the class by the learners. This step gives the learner extra time to more practice the language.

3- METHODOLOGY OF THE STUDY

3-1- PARTICIPANTS OF THE STUDY

The participants of the study represent 50 first year non- English major students from seven faculties of Tabuk University, Kingdom of Saudi Arabia (KSA). Namely: Engineering, computers & Information Technology (IT), Applied Medical Science, Sharia and Law, Business Administration, Faculty of Pharmacy and Applied College. The participants are randomly chosen according to existence of the students in their lecture rooms, cafeterias and lobbies of their faculties. They are all from the first year of university study.

3-2- DATA COLLECTION METHOD AND PROCEDURE

This study used qualitative approach depending on the case study of non-English major students of Tabuk university. So, to help achieve the set objectives of the study; test method is employed to collect the primary data of the study. As mentioned before, 50 first year non -English major students of seven faculties of Tabuk University are randomly selected as a sample of the study. The data are collected in a period of 30/5/2023 – 4/6/2023. The participants are asked by the researcher to write some lines under “Introduce Yourself in English” after briefing them about the purposes of the study and that the data will be used only for the purposes of this study. Their writings are analyzed rationally, and discussed descriptively to stop on their problematic areas of writing in English. It is aimed at reaching to

some conclusions and yet propose some solutions and suggestions to overcome students’ problems of writing in English. In addition, the secondary data represents the data collected from different sources such as books, scientific journals, periodicals and websites.

4- DATA ANALYSIS & DISCUSSION

4-1- TEST ANALYSIS

With regard to the analysis of the data, the rational and descriptive analysis method is followed for the analysis and discussion of the obtained data. Rational analysis is reckoned to be one of the important tools in literary research. Also, rational analysis is known to be one of the essential tools in researches of cognitive science including, writing. As observed by Al-Samawi (2000) this type of analysis is mostly used in literary, historical and content studies. In addition, according to Lea (2020), the word rational (reasonable) is an adjective of behavior, ideas, argument and decision that based on reasons rather than emotions. Also, the adjective rational is used to describe a person able to think clearly and make decisions based on reasons. So, in this study; the descriptive and rational approach is followed to analyze 50 pieces of writings written by the random participants of the study. The main focus is on writing errors of the students to reach to some conclusions.

The test document also included some information such as: age, faculty, level of education and the date of data collection. Regarding test data analysis, some statistics and tables are used for the clarity of some information of the study:

Table1: Age Distribution of the sample of the study

| Age of Participants | Frequency | Percent % |
|---------------------|-----------|-----------|
| 18 years | 6 | 12% |
| 19 years | 36 | 72% |
| 20 years | 7 | 14 % |
| 21years | 1 | 2 % |
| Total | 50 | 100% |



The age of majority of the study participants is 19 years. As shown by table1, they represent 72% of the total of the participants. While the age of 14% is 20 years and the age of 12% of the participants is 18 years. Only the age of 2% is 21 years. The age dimension is especially important in this study, because its findings can be generalized to the same aged students in different places. I.e. the normal age of most of the first-year university students is between 18 -20 years.

Table 2: Faculty Distribution of the Study Participants

| Faculty | Frequency | Percent% |
|-------------------------|-----------|----------|
| Engineering | 13 | 26% |
| Computers & IT | 7 | 14% |
| Business Administration | 4 | 8% |
| Pharmacy | 7 | 14% |
| Applied Medical Science | 14 | 28% |
| Sharia & Law | 1 | 2% |
| Applied College | 4 | 8% |
| Total | 50 | 100% |

As shown by table2, there is variation of faculties of the study participants. This variation gives positive value to the results of the study, because it discovers the nature of writings errors of non- English majors in different faculties. In other words, the errors of different faculties' students can be compared and contrasted to give some implications.

Table 3: Academic Degree Distribution of the Study Participants

| Academic Degree | Frequency | Percent % |
|-----------------|-----------|-----------|
| Bachelor | 46 | 92% |
| Diploma | 4 | 8% |
| Total | 50 | 100% |

The study included both bachelor and diploma non- English major students. It is aimed to see whether they suffer from the same writing problems or not. As shown by the table above, 92% of the study participants are bachelor degree students. Only 8% are diploma students, and this is due to the fact that there is small number of diploma students at Tabuk University.

4-2- ANALYSIS OF ERRORS AS APPEAR IN STUDENTS' WRITINGS

This part briefly summarizes the writings errors of the participants of the study as they appear in their written documents. Later these errors can be discussed in details. In this part they are classified only according to the types of the errors. Table 4 clarifies more:

Table (4) displays the major Writing Errors of the Students

| No | Item | Frequency | Percent % |
|----|---|-----------|-----------|
| 1 | Grammatical errors | 45 | 90 % |
| 2 | Spelling errors | 41 | 82 % |
| 3 | Punctuation errors | 40 | 80 % |
| 4 | Capitalization errors | 37 | 74 % |
| 5 | Vocabulary | | |
| | Students extremely suffer from the shortage of vocabulary | 9 | 18 % |
| | Students with accepted vocabulary | 41 | 82 % |
| | Students with spelling errors | 41 | 82 % |



4-3- DISCUSSION OF THE RESULTS

4-3-1- TYPES OF GRAMMATICAL ERRORS OF THE STUDENTS

According to the written documents of the sample of the study; and as it is clear from the table 4 above, 90% of the participants of the study have grammatical errors in their written documents. Many different types of grammatical errors are observed, such as: missing of auxiliary verbs (am, is and are) in needed situations in sentences, missing of subject pronouns in sentences, incomplete or incorrect sentence structure, missing of prepositions or their wrong use especially, (of, in, at, from, with and to). Also, another grammatical error of the students is the verb form after the words such as love, like and hate. i.e. Some students don't add (ing) to the verb. Consider this line of one of the samples from the Faculty of Computers and Information Technology: "I like play game". Also, another participant from Faculty of Business Administration wrote "I love football and play video games". In addition, there are some other errors related to the use of tenses such as present continuous tense: "I'm study at tabuk University" written by one of the samples from The Faculty of Business Administration. In addition, there are some other errors connected with confusion of some parts of speech. I.e. use of verb instead of noun: "my hobbies play footpall and siwwm" written by one of the samples from The Faculty of Business Administration. Moreover, there is also an error concerned with plural form of nouns: "I have many goal, I hope to achieve in this year". This line is written by one of the participants from the faculty of Pharmacy. In other situations; some students use plural form of the noun instead of the singular form. Consider this sentence written by a sample from the Applied College (diploma student): "I'm students in Tabuk University". Furthermore, some students have errors in using (to) with infinitive and (of) with a lot: "I want give a lot energy to serve my country" written by one of the participants from the faculty of Pharmacy. Also, another grammatical error of the students is the missing of definite and indefinite articles (a, an and the): "I love my jop and I hope I will be in hospital" written by a sample from the Faculty

of Applied Medical Science. Another example "my goal is being Engineer". It is written by a sample from the Faculty of Engineering. In addition, some errors of the students related to double use of the subject in a sentence e.g. noun and pronoun: "My name it is Talal". Written by one of the participants from the Faculty of Engineering.

To conclude this paragraph; and as it is proved earlier in this study; it can be said that these grammatical errors of students can be solved through the utilization of literature in the language classroom. Many researchers in the field of English language and literature stressed the importance of the incorporation of literature in language classroom: "Mart (2019) discovered that students valued the inclusion of literature in a language course while she conducted research on their perspectives on FL literature education. In addition, Akyel and Yalçin (1990) discovered that incorporating literature into EFL classes helped students improve their proficiency." Cited in (Hameed, 2021., p. 1471). Furthermore, it is well known that writing skill is directly connected with reading skill and that a good writer is a good reader. Hence, using some appropriate literary works such as short stories and novels in language classroom can assist students to overcome their writing errors, including the grammatical ones. English language teachers while teaching literature can assist their students to observe the correct use of grammar in the literary texts. Through analysis of literary texts in the class students can improve their proficiency in target language, including writing skill. Also, students' reading of some genres of literature out of the class will give them additional chance to practice the language and overcome their errors. In this point, Hameed (2021) also believes that literary works have been seen to be an incredibly successful method of increasing total language literacy.

4-3-2- TYPES OF SPELLING ERRORS OF THE STUDENTS

Regarding the spelling errors of the non- English major students; there are many errors in their writings. As it is shown by table 4; 82% of the



students covered by the study have spelling errors in their writings. They are different types of errors as shown below: some students are not able to write very simple and common words correctly such as name, play, year, study, football, like, sport, love, you, video, meal, country, my, graduation, Saudi Arabia, faculty, university etc. consider these sentences written by one of the participants from the faculty of Engineering: "My neem Omar... I'm 19 yrs old I'm stady Engynering I lik fotpol". These expressions are full of errors. Another example written by another student from the same faculty: "I love play Games and spoort I will be engineer and I love Tabuk University Thanks yow". In addition, another spelling error is that some students are not able to distinguish between some vowel letters in some words containing two vowels or more such as video, meal, delicious, year, great, etc. Look at these sentences: "I love play football and play vedio games ... my favrete food is Mansaf it's good meel and dleshe's ". These sentences are written by a sample from the Faculty of Engineering. Also, some students in their writings either delete a vowel or add a vowel to a word or change one vowel with another: "It is not very big but stell bigger than other family". Written by one of the students from the Applied College. In this point, one can also observe that this student is not able to write the plural form of the word family. Here is another example in which a student write wll instead of will i.e. omission of vowel (i): "I wll become Medcil student". It is written by a participant from the Faculty of Applied Medical Science. In addition, some students confuse between letters such as p/b and c/s. Let's consider this sentence written by one of the students from the Faculty of Engineering: "my goal is being Engineer and having desent jop". He wrote desent instead of decent and jop instead of job. Let's consider also another example written by a participant from the Faculty of Applied Medical Science: "I hobe to do my pest in college". Moreover, the word football is one of the problematic areas for some students although the word is very easy and common: "... and like to play fuat ball" written by one of the samples from the Faculty of Applied Medical Science. This student not only write the word incorrectly, but also deals with it

as two words so he separates it into two parts. It is also found that some other students write footpall instead of football. Furthermore, some students delete the final (e) in some words e.g. "my favourit subject is chemstry, also I love to try new adventurs such as traveling to a new countres". They are written by a sample from the Faculty of Applied Medical Science. In addition, it is clear that this student doesn't know how to write the plural form of a word ending in (y) when it is not preceded by a vowel. Lastly, it is also observed that many students write Im to mean I'm or I am e.g. "My name is Mohammed... im 18 years".

To end this paragraph, as mentioned before, all these spelling problems and errors of the students can be solved by using literature in the language classroom. As well-known writing skills is directly connected with reading skill. So, extra literature reading by the learner can help them to improve gradually their writing skills. To prove this idea, Hameed (2021) also thinks that students' writing abilities may be enhanced by extensive reading of narrative texts and their engagement in writing in such texts. Literature is language in use and through reading carefully selected literary works and under the supervision of the language instructors; students can observe and learn the correct spelling of the words and in the same time they can learn new vocabulary.

4-3-3- PUNCTUATION ERRORS OF THE STUDENTS

As well known; punctuation fills writing with silent intonation. People use punctuation marks such as full stop, comma, quotation mark, colon, semicolon and exclamation mark in their writings to pause, stop, or to emphasize certain parts of the sentence. Also, punctuation expresses interrogation, strong feelings, adds clarity of meaning etc. Nevertheless, non-English major students have many problems related to the use of punctuation. As seen in the table 4 above; 80 % of the sample of the study suffer from punctuation errors. This point indicates that the majority of the non- English major students, including those of Tabuk University don't know how to use the



punctuation correctly. Here are some punctuation errors according to the written documents of the participants of the study: in most cases; there is no use of full stop or comma to separate or end the sentences e.g. "my name is fahad Im 19 years old Im engineering student at tabuk universty". These sentences are written by a student from the Faculty of Engineering. As seen in the above sentences; some students use full stop sometimes after two or three or even more full sentences. Also, even some students don't use any punctuation marks in a longer piece of writing. Consider this paragraph written by one of the students from the Faculty of Business Administration: "Hello my name is ... I am a student at university tabuk i love fotball and play videw games" there are many other such examples in the written documents of the sample of the study. Moreover, in some cases there is no use of comma to separate three or more words, phrases or clauses or ideas written in a series. E.g. "I like my universty because I want to be a doctor and I from in Saudi Arabia and I love my country and I want give a lot my energy to serve my country". These sentences are written by a student from the faculty of Pharmacy. In other cases, some other students use comma instead of full stop to separate sentences: "my name is ... I love reading and learning, just ther is one problem, I'm lazy gay." written by a student from the faculty of Applied Medical Science. In addition, there is an omission of punctuation marks such as question mark, exclamation mark and semicolon in needed places in some students' writings. consider these sentences written by one of the students of Applied College: "I have 6 brothers and 4 sisters its not very big but stell bigger than other family. And you Doctor What about you".

As stated previously in this study, the use of literature in the language classroom can solve all these punctuation errors of the students. As mentioned previously, literature is language in use, so, the instructor can lead the students to observe the correct use of the different punctuation marks while reading a carefully selected piece of literary works. Also, the language instructor may call students to write their own pieces of writings using

punctuation marks and later compare and contrast with the literary certain literary texts to see the similarities and differences and this helps them to correct their writing errors, including those of punctuation.

4-3-4- TYPES OF CAPITALIZATION ERRORS OF THE STUDENTS

Capitalization is one of the most important skills in English writing; because it lets the reader know the beginning of a sentence, shows important words in a title, signals proper nouns and official titles, conveys information, etc. Nonetheless, some non -English major students have problems in using capitalization in their writings.

As showed by the table (4), 74 % of the participants of the study have capitalization errors in their writings. For example, some students don't capitalize the first word of a sentence, including the first sentence in a paragraph: e.g. "my nam is ... in the university of tabuk I live in the tabuk". These sentences are written by one of the participants from the Faculty of Applied Medical Science. From this quotation one can observe that some students don't capitalize some proper nouns, especially names of places. In addition, some students don't capitalize the names of people, including their own names an also the names of the months of the year: "my name is ..." "I was born in 27 may 2004". These sentences are written by two students from the Faculty of Engineering. In addition, some students lowercase the pronoun (I) in their writings. Consider this sentence written by one of the students from the Faculty of Applied medical Science: "i will become Medeil student". Moreover, in some cases there is misused capitalization such as capitalizing common nouns such as student, doctor, etc. e.g. "My name is ... I'm Student of university of tabuk". Also, these sentences are written by a student from the Faculty of Applied Medical Science. Of course, there are such other examples in students' writings. Another capitalization error made by the sample of the study is that some students use capital letters at the middle or end of words or even capitalize the whole word. Consider these sentences written by one of the



students of the Faculty of Applied Medical Science: "I sTady nursing I love my joP". Also, in other cases, there is a capitalization of words at the middle of a sentence: "I am in the first Year and I hope I finish my Jop". It is written by one of the participants from the Faculty of Pharmacy. Another example written by a student from the Faculty of Business Administration: "Hi My Name is ...". In addition, the following is an example of capitalization error in which a student capitalizes the whole word or phrase: "my name is ... I AM 19 years old". It is written by one of the students of Applied College. Moreover, few numbers of participants use lower case letters with names of languages such as English e.g. "I have been studing english for allmost 6 years and I'm trying to develop my english". These sentences are written by one of the students of the Faculty of Engineering. Furthermore, some students use lower case letters with names of institutions, including the names of their university, faculties and departments. Consider this sentence written by one of the students from the Faculty of Sharia and Law: "I study at the sharia college".

As made obvious previously, it can be said that through studying literature in the language classroom; students can be able to overcome these types of capitalization errors. The instructor can help the students to observe cases of capital letters while reading and analyzing a certain literary works. In addition, learners themselves through their extra reading of literary works out of the class give themselves more chances to practice the language and yet observe the use of capitalization in the texts.

4-3-5- VOCABULARY

As well known, vocabulary means group and collection of words or phrases of a certain language that are known and used by a particular person. Also, it includes a list of words or phrases that are normally arranged alphabetically. It's important because through vocabulary one improves all language skills _ listening, speaking, reading and writing. i.e. vocabulary is essential for communication with all its types. Burgoyne et al (2009) cited in Brooks (2021) emphasize that vocabulary knowledge has been

shown to be a key predictor of reading comprehension for both EAL (English as an Additional Language) learners and FLE (First Language English) learners or native English speakers wishing to master their mother tongue. Burgoyne et al (2009) stress that such vocabulary studies indicate that poor vocabulary skills can significantly limit a learner's ability to comprehend written texts. As Brooks et al (2021) state; studies indicate that vocabulary knowledge is a necessary condition for comprehension. So, it can be said that vocabulary is crucial for expressing thoughts and ideas. If one needs or wants learning any language, having excellent knowledge of grammar and vocabulary is a key point.

Although the significance of vocabulary in language learning in general, Nevertheless, some non-English major students suffer from the shortage of vocabulary in English. As shown early in table 4, 18 % of the participants extremely suffer from the shortage of vocabulary. It's observed that some sampled students are not able to use the simple words. Even they are not able to introduce themselves correctly. Consider this sentence by one of the students from the Faculty of Computers and Information Technology: "My ... Tabuk students of Tabuk University". It's clear that this student suffers from the shortage of vocabulary so, he is not able even to write some simple sentences to introduce himself. Also, there is another problem related to the vocabulary _ Most students have spelling problems as mentioned previously. Even those who have enough vocabulary to introduce themselves, only few number of them write the words correctly. According to the sample of the study; 82 % of the students have spelling errors. Let's consider this example written by one of the students of Applied College: "I'm ... I'm 19 years old. I from in Tabuk. I live brether. I'm studey university tabuk". In addition, some students although they study at medical faculties, they don't know some scientific terms related to their specializations. Consider this sentence written by one of the students of the Faculty of Applied Medical Science: "I want to be a heart doctor I want it from my heart". This student uses heart doctor instead of



cardiologist. So, this point indicates that there is a need to teach non- English major students English for Specific Purposes (ESP) course to increase students' terms and skills related to their specializations. In addition to teaching them general English to teach the basics of English language skills for everyday communication.

To conclude this rational analysis and discussion; and as stated in different parts of this study; all these different types of writings problems and errors of the students can be solved through literature. As it is well known; writing skill is directly related with reading skill. So, using appropriate and carefully selected literary works such as novel and short story in the language classroom can help non -English major students to develop their writing skills. I.e. using literary work in language classroom with analysis and observation of writing skills that the work contains, under the supervision of the language instructor will help students to recognize their own problems, and yet improve their own writing skills. In this point, Lazar (1993) states that focusing on a language-based approach to using literature in the classroom will help to closer integration of language and literature which improve students' knowledge and proficiency in English or the target language (TL). In addition, this language –based approach mainly focuses on how to use literature for language practice. Also, with this approach, students will increase their general awareness and understanding of English. In addition, they can revise their grammar and vocabulary in an interesting new context. Also, the idea of learners' reading of literature out of the class is very necessary as it gives them more chances for language practice and improving its skills.

5- CONCLUSION

As stated previously in the introduction section, this study mainly tried to find out non-English major students' weakness areas (Problematic areas) of writing in English Language, and to propose possible solutions and suggestions to overcome these writing errors. Also, the study attempted to find out the role of literature in the process of improving writing skills of English learners in general, including non-English

major students. In addition, the study is an attempt to assist non- English major students, including those of Tabuk University to overcome their writing errors. In addition to assisting English language foundations and teachers to solve their students' problems and errors in the area of writing. The study findings showed that the majority of the participants have many problems and errors of writing in English. These problems included grammatical errors, spelling errors, problems in using punctuation, capitalization errors and shortage of vocabulary. In addition, the study findings revealed that literature can play an important role in the process of improving non-English major students' writings skills and yet overcoming their errors of writing in English. Based on the findings of the study, some conclusions can be drawn: English language foundations, teachers and administrators in general, including those of Tabuk University need to utilize and incorporate literature in language classrooms of non- English major students. It was found that the participants although the variation of their faculties, nonetheless, they have the same writing problems and errors. Also, the use of language-based approach of teaching literature to non- English major students is needed. In addition, English language learners, including non-English major students have to adopt reading appropriate literary texts even outside the classrooms as a strategy to practice the language and overcome their writings errors and yet improve their writing and reading skills in English. Concerning the limitations of the study; it can be said that there are some limits: the sample of the study is limited to first year students (male section) of seven faculties at Tabuk University. Concerning the time of the study; as mentioned previously the data of the study is collected during the third term of the academic year 2022-2023 or(1444H). So, consideration of these points is important with regard to the results and conclusions of this study. Also, future researches are needed to cover the abovementioned limitations.

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APPENDIX

A list of Common Problematic Words and their Correct Forms

| No | Problematic Words written by the participants of the Study | The Correct Form of the Words |
|----|--|-------------------------------|
| 1 | Greet | Great |
| 2 | Me | My |
| 3 | Jop | Job |



| | | |
|----|--------------|--------------|
| 4 | Brether | Brother |
| 5 | Studey | Study |
| 6 | Stell | still |
| 7 | Wll | will |
| 8 | hobe | Hope |
| 9 | Pest | Best |
| 10 | Cradation | Graduation |
| 11 | Chemstry | Chemistry |
| 12 | Countres | Countries |
| 13 | Im | I am / I'm |
| 14 | Ther | There |
| 15 | Propem | Problem |
| 16 | Luzy | Lazy |
| 17 | Gay | Guy |
| 18 | Lik | Like |
| 19 | Tanks | Thanks |
| 20 | Meel | Meal |
| 21 | Collge | College |
| 22 | Apply | Applied |
| 23 | Faut ball | Football |
| 24 | Deleshes | Delicious |
| 25 | Desent | Decent |
| 26 | Plaw | Play |
| 27 | Heart doctor | Cardiologist |
| 28 | Freind | Friend |
| 29 | Applaid | Applied |



| | | |
|----|-------------|-------------------------|
| 30 | Neam | Name |
| 31 | leav | Live |
| 32 | Saud Arabia | Saudi Arabia |
| 33 | Firs | First |
| 34 | Pharmcy | Pharmacy |
| 35 | Universty | University |
| 36 | Univercity | University |
| 37 | Studant | Student |
| 38 | Stud | Study |
| 39 | Graudition | Graduation |
| 40 | Faculty | Faculty |
| 41 | Advance | Advanced |
| 42 | Studi | Study |
| 43 | Studyin | Studying |
| 44 | Besns admen | Business administration |
| 45 | Footpall | Football |
| 46 | siwwm | Swim |
| 47 | Famly | Family |
| 48 | Fotball | Football |
| 49 | Universtg | University |
| 50 | Enginerig | Engineering |
| 51 | Plaing | Playing |
| 52 | Whath | Watch |
| 53 | Leve | Live |
| 54 | Stady | Study |
| 55 | Uneversty | University |



| | | |
|----|-----------|------------|
| 56 | Mejr | Major |
| 57 | helh | Hello |
| 58 | Videw | Video |
| 59 | Studint | Student |
| 60 | Adventurs | Adventures |