

JIMMA UNIVERSITY
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DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**INVESTIGATING CHALLENGES EFL STUDENTS FACE WHEN
PRODUCING EFFECTIVE DESCRIPTIVE PARAGRAPH: GRADE
NINE STUDENTS OF WOSHIKIN SECONDARY SCHOOL IN FOCUS**

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**THIS THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH
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**Investigating Challenges EFL Students Face When Producing Effective
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in Focus**

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DECLARATION, CONFIRMATION, APPROVAL AND EVALUATION

This thesis is to the memory of my beloved father “Hussen Mahammed”

I, the undersigned graduate student, hereby declare that this thesis is my original work and all sources of the materials used for this thesis have been duly acknowledged.

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ABBREVIATIONS AND ACRONYMS

EAP	English for Academic Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
L2	Second Language
S1, S2, S3...	Student 1, Student 2, Student 3...
T1, T2, T3 ...	Teacher 1, Teacher 2, Teacher 3...
PWT	Paragraph Writing Test
OQ	Open-ended Question
IR	Interview Response
S + V+ Adj. + N	Subject plus Verb plus Adjective plus Noun

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ABSTRACT

The main purpose of this study was to investigate challenges that students face in producing effective descriptive paragraph in grade nine at Woshikin Secondary School. Descriptive research design was employed to address the challenges under this investigation, and here mixed research method containing qualitative and quantitative methods were used to collect data involving three data gathering tools such as test analysis, questionnaire for students and teachers, and semi-structured interview for teachers. To conduct the study, ninety-six students were selected through random sampling technique, but five teachers were selected through comprehensive sampling technique. In order to achieve the study objectives, test analysis was employed to investigate the major challenges students face when writing paragraph, questionnaire was used for the purpose of triangulation that the information gained from students' test analysis and to address the second, the third and the fourth objectives. Semi-structured interview was employed to collect data about students' paragraph writing challenges, the areas that students' performance was observed poor in using the basic skills when writing paragraph and identify how teachers attempted to help in overcoming these challenges. All the data collected through the three instruments were analyzed qualitatively and quantitatively. Hence, the research identified the major challenges that students face in producing effective paragraph. The first major challenges were related to the essential features of effective paragraph writing such as unity, coherence and adequacy. The second major challenge was related to the three parts of paragraph writing such as topic sentence, supporting sentences and concluding sentence. The other most serious problems that students committed in paragraph writing were grammar, sentence structure, spelling, punctuation mark, capitalization and word choice identified in their paragraph writing. In addition, various factors, which were student related, that hindered promoting students' paragraph writing skills include lack of knowledge on how to write the paragraph, lack of regular practice, lack of confidence, carelessness and negative attitude towards writing in English. On the other hand, teacher related factors were lack of appropriate correction and feedback, and lack of motivation and teaching material related factors. Generally, paragraph writing could be improved through continuous practices when students are given opportunity to practice as individual class tasks and collaboratively in group. Moreover, paragraph writing lessons should be provided sufficiently and appropriately to promote the basic paragraph writing skills in English.

CHAPTER ONE

INTRODUCTION

This chapter treated the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, limitation of the study and operational definition terms.

1.1. Background of the Study

Writing can be found in almost all the world's languages. English, as one of the dynamic global languages, emphasizes the importance of writing in different settings and contexts. Thus, Harmer (2007) explains writing is one of the productive skills with regard to the English language, and it is widespread and critical, particularly in the area of English for Academic Purposes (EAP) since it is used to communicate and express ideas of learners. Writing is one of the English language skills. For example, Rao (2007) explains the importance of writing in the EFL context as it motivates students to organize ideas, analyze, criticize and develop the ability to summarize. In addition, it strengthens students' ability in reflecting, thinking and learning the language. Writing specifically helps the students to produce the language by developing and connecting the ideas in writing product.

Furthermore, writing a paragraph is the process that goes through some procedures, stages, rules of writing, inessential elements of paragraphs to become an effective paragraph. By its nature it needs much effort to be achieved. It is a writer's strong efforts which associated with interactions and progressions to let the writer competent and proficient. White (1995) suggests that writing is extremely a complex cognitive activity in which the writer has to control a number of variables which are from cognitive, linguistic and psychological makeup. When Hodges (1991) supports this, the writer needs an easy way encouraging and interactive working class environment to become achiever. In recent years, there has been growing the awareness of the writing skills.

Therefore, it has got a great attention in EFL curriculum/syllabus at secondary school level, as an important productive skill through which meaningful messages or ideas are conveyed.

Accordingly, students who attain the secondary school level education are required to generate further written materials such as paragraph, essay and composition. As they are grade nine, they are needed to write even simple compositions on a wide range of topics in the target language. So that at this level, students have to be encouraged to practice simple paragraph writing and become aware of the basic skills of paragraph writing than being engaged in activities limited at sentence level, phrase level , word level and knowing the grammar.

Accordingly, students are expected to compose paragraph with good elements and use sentences with correct grammar to communicate effectively. Writing a paragraph requires an overall sense of organization; each sentence must relate within the organizational framework.

In a well-written paragraph, ideas and sentences must be arranged in a clear and logical way within the main idea and they have to be coherent and cohesive to convey meaningful message to the readers. So, students should be able to use an appropriate words and sentences which are grammatical. Effective paragraph is achieved when the topic sentence is intelligently chosen because it helps students to arrange the sequence of information in a logical order. According to Grabe and Kaplan (1996) EFL students are needed to have English writing skills ranging from a simple paragraph writing skill to the ability to write essay. Because a simple paragraph writing skill is a pre-requisite course for composition and essay writing. Thus, EFL students need help from teachers to write paragraph as a result, they can acquire the necessary knowledge on how to write paragraph. To be effective, they have to pay attention to the lower level skills of spelling, punctuation, capitalization, word choice, syntax, as well as the higher level skills of paragraph writing stages such as brainstorming, planning, drafting, revising, editing, and organizing.

Writing paragraph, in general, has many benefits for EFL school students when the base is good and encourages composing well-interrelated and coherent text in English instructional language. When a writer writes paragraph he/she knows more about the basic skills through brainstorming,

planning, drafting, revising, editing, and organizing. So that, EFL students basically at secondary school level should get awareness about paragraph writing skills.

1.2. Statement of the Problem

As experienced researchers like, Wilson (2003) reports, writing is one of the four basic language skills which need goal-oriented instruction like other language skills; it has long been the most neglected skills. When compared with speaking, it has been considered either or not important enough to deserve any special treatment or simply too difficult skill to teach. Mesfin (2013), for example, in his PhD study conducted on the title: “An Exploratory Study on the Implementation of the Process Approach to Teaching/Leaning of the Course Basic Writing Skills”.

He briefly explained the time before and after the 1970s, which is the writing instruction before 1970’s geared exclusively towards improving the linguistic errors of the students and mechanics which are commonly referred today surface-feature structures. The major emphasis was placed on grammar, handwriting, mechanics, capitalization and the like. The papers were more likely evaluated on the basis grammar accuracy than the content validity, style or creative expression of ideas. Briefly, the major purpose of writing was to enable learners to produce errors-free written texts.

In his further explanation, he also stated that in the late 1970’s, when an increasing number of non-native English speaking students began to appear in institutions of higher education in world and English speaking countries, the need to equip these students with intelligible writing skills in order for them to succeed in their education became mandatory. Thus, as Degi (2005) remarked the writing pedagogy of that day in EFL/ESL writing classes include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. As a result of this, a new writing pedagogy that emphasizes teaching writing beyond language skills began to develop with the aim of enhancing the writing skills of high schools and college non-native English speaking students. Although the benefits of the writing skill are increasing from time to time, EFL students at secondary school face challenges when producing well-developed and

coherent paragraph. These challenges are highly manifested in the way they organize ideas, how they can develop unified, coherent and adequate information.

Hence, there are local researchers conducted on the area of paragraph writing. For example, Teklemedhin (2017) conducted his research on “Investigating EFL students’ paragraph writing problems: the case of two selected preparatory schools”. He focused on assessing the students’ knowledge about the three parts of paragraph. His study finding revealed that most students were unable to identify the parts of paragraph and they could not write according to them. However, he did not investigate the implementation of the stages of writing process when students practice in paragraph writing and the factors affect students were not to use the stages of writing.

Birhane (2018) conducted her study “Assessing factors affecting the students’ paragraph writing problems: the case of Kemissie preparatory school”. Her study focused on the factors affecting students’ paragraph writing problems exploring the four types of paragraph development patterns using observation, questionnaire and document and test analysis. The findings revealed that students confront with the many problems, but her study neglected to explore the students’ performance in writing the parts of paragraph. In addition, both researchers did not investigate students’ paragraph writing challenges at secondary school level.

Similarly, Mohammedamin (2015) conducted his study “Assessing students’ paragraph writing problems” the case of Bedeno secondary school grade 10 English class in focus using document analysis, questionnaire and observation. He focused on the qualities of good paragraph writing. The findings revealed that most students encountered with problems of organization, unity, and adequacy and other related problems that students find difficulty in paragraph writing such as grammar, punctuation, capitalization and spelling. However, he did not consider the parts of paragraph and the sample size of the study was limited to 50 students from secondary school.

The above researchers tried to shed light and uncover students’ paragraph writing problems. However, many students in secondary schools still face challenges in writing paragraph. Using the above as a research gap, this study was concerned to investigate challenges secondary school

students face in producing well-developed and coherent paragraph using descriptive paragraph genre. With this idea, the current study was tried to attempt the gap by showing some major challenges by increasing the sample size of students ninety-six respectively and find out how teachers deal with the stages of writing process in teaching paragraph writing as practice to develop the students' writing skills. Furthermore, it tried to find out certain areas students poor in using the basic skills in their paragraph writing. So, the researcher thought that to understand students' paragraph writing challenges, the sources of the problems and selecting and using appropriate strategies to overcome the paragraph writing challenges were crucial to promote the paragraph writing skills.

1.3. Research Questions

This research seeks to answer these questions:

1. What are the major challenges face students when producing paragraph?
2. Do students use the stages of writing process when writing paragraph?
3. How could students make to use the basic skills in writing paragraph?
4. How do teachers make to help students overcoming paragraph writing challenges?

1.4. Objective of the Study

1.4.1. General Objective

The main objective of this study was to investigate challenges students face when producing effective descriptive paragraph in grade nine at Woshikin Secondary School.

1.4.2. Specific Objectives

The specific objectives of this study are:

1. To investigate the major challenges students face when producing a paragraph.
2. To check whether students use the writing process stages when writing paragraph.
3. To check if students are poor in using the basic skills in writing paragraph.
4. To find out how teachers' attempt to help in overcoming paragraph writing challenges.

1.5. Significance of the Study

The findings of the study are expected to give valuable information to serve as a feedback which contribute to identify the features of challenges that EFL students face in writing a unified and coherent paragraph, and to provide insight about the source of some other basic skills of writing challenges that students affect when they try to write a paragraph. Accordingly, English language teachers who teach in secondary school specifically at grade nine. They can read the findings and reconsider their strategies of teaching paragraph writing skills and make the necessary pedagogical rectifications so that students were beneficiaries when teachers apply those revised strategies. The second beneficiaries are educational experts who develop teaching materials for English language. They can use the findings as input when they revise or develop new textbook. The other beneficiaries are policy makers and other stakeholders in language study. They get document regarding what strategies teachers use in classroom, what roles teachers do in classroom as well as what challenges students face when they produce a paragraph. Finally, this research is used as future reference for other researcher who has the interest to conduct studies in the same area.

1.6. Scope of the Study

Paragraph writing is taught in different forms and at different level of institutions. This research, however, gives attention to investigate grade nine students face challenges when producing well developed and coherent descriptive paragraph and the factors influencing their paragraph writing progress at Woshikin Secondary School in North Bench Woreda. The main reason the researcher decided to study paragraph writing is that paragraph is the foundation to develop essay level writing. Moreover, from experience, the researcher informally observes that most Grade Nine English Teachers frequently teach paragraph level writing.

1.7. Limitation of the Study

The researcher is faced shortage of literature and shortage of materials that relates with the problems under this investigation. However, due to continuous commitment, the research was completed.

1.8. Operational Definition of Terms

- ❖ **Writing Challenges:** any difficulties that students and teachers face when they practice to write a paragraph.
- ❖ **Well-developed Paragraph:** Every ideas which discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraph's controlling idea.
- ❖ **Coherent Paragraph:** Each sentence in the paragraph is connected logically and consistently flow ideas to the next and the reader can follow and understand ideas easily.
- ❖ **Descriptive paragraph:** is a paragraph which expresses or describes place, thing and person in such vivid detail that the readers can easily visualize the described place, thing and person, or can feel that they involve in the experience.
- ❖ **Paragraph Structure:** refers to the three parts of paragraph such as topic sentence, supporting sentence and concluding sentence.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1. The Concept of Writing Skills

Different scholars define writing in the following ways. For Hedge (1988:89), “Writing is the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within over all structure.” In addition, Byrne (1988) consider writing as a process of putting ideas in words to the target reader in mind. He said that writing is neither easy nor spontaneous; it requires conscious mental effort. He divides the problems that make writing difficult into three categories. The first, he calls psychological, caused by lack of interaction and feedback between the reader and the writer. The second category consists of linguistic problems. Bryne states that in speech, grammar mistakes can be tolerated because of the spontaneous nature of the medium which prevents us from fully monitoring what we are saying-in particular, our sentence construction and the inter-connection of our sentences.

As Nunan (1989, p. 36), stated that “Writing is an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. This shows the complexity of the task of writing, and the clear link to the cognitive aspect that often creates a difficulty to learners during their writing. Nunan’s idea about writing gives us more details about the skill of writing than what is overtly seen.

Moreover, writing is also defined as “a process that requires extensive self-regulation and attention control...writers must change ideas into text, repair organization and mechanics, and monitor their success... all while trying to formulate a coherent message” (Singleton-Jackson, 2003). From this definition we can understand that dealing with writing means being able to manage all the different stages and aspects included to arrive at producing a successful piece of writing.

2.2. Definition of Paragraph Writing

A paragraph is the fundamental unit of composition. There are various definitions of paragraph. Some definitions are presented as follows. Zemach and Rumisek (2005, 1) defines a paragraph is the group of sentences about a single topic. Together, the sentences of the paragraph explain the writer's main or most important idea. Adu (2015) explains that a paragraph is a group of related sentences that discuss one main idea, the first sentence of which begins on a new line. The first sentence of a paragraph is usually indented a few spaces. But in a fully blocked style of writing, the new line is not indented. Bailey (2011, p.78) also defines a paragraph as a group of sentences that deal with a single topic.

Good paragraphs have some characteristics. They are coherence and fullness of development. Reid (1983: 116) says that coherence means "to stick together". A paragraph is coherent if the first point is, parts of the paragraph are unified, i.e. when all the supporting sentences relate to the topic sentence and the other, it seems logical to the reader. When a paragraph is complete, it has the supporting sentences need to fully explain the topic sentence and all the minor supporting sentences need to explain each major supporting sentence.

2.3. Significance of Paragraph Writing

Paragraph writing has always been considered an important skill for EFL students in their academic success. As commented by Rao (2007), EFL writing is useful in two respects: First, it motivates students' thinking, organizing ideas, developing their ability to summaries, analyses and criticizes. Second, it strengthens students' learning, thinking and reflecting on the English language. In addition, Ongo (2001) notes that paragraph writing enable students to develop writing skill at all academic level. This is because most examination and assignment learner do in school are mainly assessed through writing. Besides, writing process is a form of problem solving which involves generating ideas, planning, goal setting, monitoring, and evaluating what has been composed (White and Arndt, 1991).

2.4. Teaching Writing

Teaching is helping someone to learn how to do something providing with knowledge, causing to know or to understand (Brown, 2007). It means that teaching process helps students to know or to understand the material easily. Furthermore, Raimes (1983) states that teaching writing is a unique way to reinforce learning. Teaching writing is the process of transferring knowledge of writing from the teacher to the students. The teachers do some actions to make the students know and understand about how to write something correctly (Brown, 1994). Teaching how to write in the right way effectively, is one of the most important skills for the teachers impart to their students. When teaching writing, teachers must select resources and support materials that was not only to help them in teaching writing, but that will also be the most effective in helping their students learn to write.

2.5. Approaches in Teaching Writing Skills

As one of the four language skills (listening, speaking, reading and writing), writing has always formed part of the syllabus in the teaching of English. There are different ways to teaching the writing skills in the classroom. According to Harmer (2001), there are the number of different approaches to practice of writing skills in the classroom, but to choose the appropriate approach for the students, teachers have to decide whether they want to focus on the process of writing more than its product, whether they want them to study different written genres or whether they want to encourage writing using their creativity. As Sengupta (2000) notes that methods that teachers used in writing instruction have measurable effects on the quality of the students' written products. Archibald (2001) also observes that teaching has an effect on the students' ability to reflect on their writing and to produce more effective and appropriate texts in L2 language. In addition, Tangpermpoon (2008) asserts that teaching writing skills to EFL students is a challenging task for teachers because developing this skill takes a long time to realize the improvement.

Among different types of approaches, over the last 20 years the process and product approaches are more dominant of teaching writing in the EFL classroom. The product approach focuses on the construction of the end-product of writing rather than the process of writing itself. On the contrary, process approach of writing pays attention to the various stages that any piece of writing goes through. Thus, writing can be taught in different ways using various approaches.

2.5.1. The Product Approach

Product approach to writing largely concerns the forms of the written products that students compose. Many researchers have discussed the product approach and showed its characteristics. As Harmer (2001), in his book says that “The Practice of English Language Teaching when concentrating on the product approach, we (teachers) are only interested in the aim of a task and in the end product.” According to Pincas (1989), for example, pointed out that product approach see writing as being primarily about the linguistic knowledge, paying attention to the appropriate use of vocabulary, syntax and cohesive devices. Byrne (1988) also describes this approach as an approach to writing which examines the features of written texts. She explains that this approach may include the skills of getting the grammar right, having a range of vocabulary, example, in letters, spelling accurately, using a range of sentence structures, linking ideas and information across the sentences to develop the topic developing and organizing the content clearly and convincingly.

Moreover, Pincas (1982) also summarized the writing stages. The first stage, familiarization, aims to make learners aware of certain features of a particular text. In the next two stages, controlled and guided writing, learner’s practice of the highlighted features and learn how to organize the ideas until they are ready for the free-writing section. The free-writing stage is the end product of the learning process when students use their writing skills, structures and vocabulary that they have been taught to produce the product.

2.5.2. The Process Approach

Different scholars describe the process approach differently. For example, Richards & Rodgers, (2001) defines it as the process that follows composing process of planning, drafting and revising. Harmer (2001) states, “a process approach asks students to consider the procedure of putting together a good piece of work.” In this approach writing is considered as a process through which meaning is created by following a number of stages. According to Tribble (1996), process approach stresses “...writing activates which move learners from the generation of ideas and the collection of data through to the ‘publication’ of a finished text.” In process approach writing predominantly deals with linguistic skill, such as planning and drafting rather than linguistic knowledge, for instance, knowledge about grammar and text structure, etc. A process approach can have any number of stages with different views that writers go through in producing a piece of writing, though a typical model is identified which include four stages: prewriting, composing or drafting, revising, editing and finally producing a finished version. Similarly, Murry (1972) describes it as stage process such as prewriting, writing and rewriting. From the above definition we can understand that process approach concerns the process of how ideas are developed and formulated in writing. This approach focuses on how clearly and efficiently a student can express and organize ideas, not on correctness of form. As Harmer, (2001) points out teaching writing must involve both process and product. Teacher should first focus on the organization of writing. As the step, they should deal with grammatical problems seen in writing. When students are not good at organize their ideas, the teacher should deal with this before moving on to grammatical mistakes. This is for several reasons, among them that better organization often leads to the reduction of other errors and, of course, the clear expression of ideas is the major point of writing.

2.5.3. Genre Based Approach

According to Badger and White (2000), the genre or eclectic approach is considered as the most effective and successive in the teaching of writing skills. The genre approach combines process theories with genre knowledge and also emphasizes on the social context in which writing is

produced. In other words, this approach provides the learner with opportunities for developing their individual creativity as well as helping them fully understand the features of the target genres. Giving the knowledge of form and language at the same time, helps the student to understand how a particular form functions in a specific context; in this way, learners' writing proficiency can be enhanced (Kim, Y and Kim, J 2005). In addition, Tangpermpoon (2008) explains that the focus of writing in this approach aims to integrate the knowledge of a particular genre and its communicative purpose. Matsuda (2008) adds that genre approach helps learner to come up with appropriate actual writing in their real life outside the classroom. It also increases students' awareness of such writing conventions as organization, arrangement, form, and genre. Thus, the aim of the genre approach in writing is to help students master the convention of a particular form of genre that is relevant to their specific situation (Flowerdew, 2000).

2.6. Stages in Paragraph Writing Process

Although there is no full convention about the precise number of the different stages of the writing process, White and Arndt (1991) stated the following stages that most routinely used to improve the writing quality.

2.6.1. Pre-writing Stage

Brainstorming is the initial stage of paragraph writing. It is included as pre-writing activity. In this step, students generate ideas and information about the topic or the subject matter. Students cast down whatever ideas or thoughts they have in mind about a certain topic. Generating ideas is a vital part of process writing, the idea is to keep the ideas stream freely without being worried about suitability, grammar, spelling, or meaning organization for the students must focus on the quantity not the quality. Oshima and Hogue (2006) suggested that the more time writers spend on pre-writing activity, the more successful their writings will be. Brainstorming can be in the form of list, free-writing and mind mapping (Zemach and Rumisek, 2005). Brainstorming enables the writers to gather any possible ideas for the paragraph which are sorted and organized.

2.6.2. Organizing Stage

Planning as the second stage is done after the writer finishes brainstorming. Planning is when the writers outline ideas and bring into a note form. Planning is the procedure after brainstorming; it is done to select relevant ideas to be developed into paragraph (Zemach and Rumisek, 2005). Planning is useful to organize and classify the ideas gathered in brainstorming. Planning helps the writers to establish paragraph unity that will give the readers introductory idea about the main topic of the paragraph (Cumming, 2006). It is useful to put the ideas into right order and build the connection between the ideas.

2.6.3. Drafting Stage

Drafting is the third step in writing a paragraph. In this stage, students do not have to be anxious about the writing quality, grammar, spelling, punctuation, use of words, etc. Drafting is the process of writing when the writers write down their ideas on paper focusing on the content, and not mechanism (Mohammed Amin, 2015). When writing the first draft, students should discover further ideas to be added to the paragraph (Cumming, 2006). It is very hard to have good paragraph in the first writing. There is always draft developed as the first writing. Drafting is the initial product of paragraph in which writers can add more ideas or even omit some irrelevant ideas. The emphasis of the drafting process is the content so that students do not need to revise the paragraph related to vocabulary and grammar used.

In this stage, students should take into consideration, the three parts of paragraph such as introduction, the body and the conclusion and write accordingly. According to Hedge (2000), the draft stage takes much time than required, which is if students, especially L2 are in examinations, much time required to the exam will consume in the drafting stage. In addition of that, Harmer (2001) stated that “drafting stage is time consuming especially for large classes. It would be impossible for each student to have the opportunity to be followed by the teacher”.

2.6.4. Revising Stage

The fourth stage of paragraph writing is revising. Cumming (2006) pointed out that revising is considered as the heart of the writing process that means by which ideas emerge, evolve and meanings are clarified. Revising means students examine whether ideas are well built and arranged. In this step, students take a closer look on how the sequences of ideas are presented. They should activate their logic to determine how the paragraph is developed.

During this stage students are not required to correct minor grammar mistakes but they should pay a particular attention to the content and organization of their writing (Bae, 2011). Hedge (1988,p.23) also considered revising as a step which differentiate good writing from poor writing when she said: “Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later”. Thus, revising is a good opportunity for the students to refine their writing during this stage.

2.6.5. Editing Stage

The stage when students check and correct the paragraph as the final version is called editing. It can be viewed as the process of correcting sentence structure, word choice, spelling, punctuation, grammar, and capitalization in their piece of writing (Mohammed Amin, 2015). It is the step in which students pay attention to details of the paragraph. The development of ideas is not the concern in this step. It is done after revising process.

2.6.6. Publishing Stage

This is the final stage of the writing process. In this stage the writings that are revised and edited carefully may be published and presented to the readers. Harmer (2004: 5-6) said that the last stage is the final version. After all process has done, the students make final version. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many changes in editing process. Any unimportant information stated in the draft can be deleted. After finishing that processes, the result of writing is ready to be sent out to the reader. Since writing is communication, students should read their writings aloud to the

class. For example, if they write in the classroom, they read or let other students or teachers to read their work for feedback. This is one way of publishing students' writing. Mohamed (2015) noted that the purpose of publishing is to share and celebrate students finished products. By sharing their writing, students develop sensitivity to an audience and confidence in them as authors.

2.7. The Role of English Teachers and Students in Paragraph Writing

In the teaching of paragraph writing, the teachers serve as a facilitator, motivator, and controller give instructions on what and how the students do on writing and the students actively involved in the task. Providing instructional strategies to teach paragraph writing can enhance students' engagement or involvement in the learning process. Cooperative group learning (Ghaith, 2003) and the use of technology (Al-Jarf, 2004; Ramachaudran, 2004) shift the focus from teacher controlled classrooms to student centered ones. Udvari-Solner (1996) argues for teaching strategies that extend further than delivering instruction to include content that is relevant to the student's lives; Udvari-Solner, (1996) stipulates corrective feedback as part of teaching strategies and designing a teaching-learning process can promote meaningful participation for all students within the classroom.

2.8. The Structure of Paragraph Writing

Structure is the physical shape of an entity. In paragraphing, structure refers to composition of sentences into paragraphs. Therefore, the three basic structural parts of paragraph are:

2.8.1. Topic Sentence

It is the most general statement in paragraph writing that indicates what the paragraph is about. The topic sentence is a sentence in the paragraph that presents the main idea, which all the other ideas in the paragraph support or explain (Beare, 2012). According to Warriner, (1988) claims often in a paragraph, the topic sentence is the first sentence. In this position, it tells the reader immediately what the paragraph is about. The topic sentence can also appear in the middle or at the end of a paragraph. Moreover, Driscoll and Brizee (2010) also claim and aver that it can

occur anywhere in the paragraph (as the first sentence, the last sentence, or somewhere in the middle); but, an easy way to make sure a reader understands the topic of the paragraph is to put the topic sentence near the beginning of the paragraph. In addition, as Mayers (2006), states that a topic sentence is a beginning section which typically describes the scope of the text and gives the brief explanation of the paragraph. It is a commencement of whole work which will help readers to have an idea about the following text before they actually start reading it.

2.8.2. Supporting Sentences

The authors also go on to say that a paragraph should also have supporting sentences. According to Warriner (1988) states that supporting sentences give specific information that supports the main idea in the topic sentence. They provide specific explanations and supports for the topic sentence of the paragraph. Thus, the supporting sentences are the structures that develop the key idea of each paragraph. Similarly, Alice and Patricia (2005) define the supporting sentences or supporting details as the sentences that follow further explain and support the topic sentence. They refer to a group of sentences that provides information and develops the idea expressed in the topic sentence. The supporting details are sentences used to support the main idea stated in the topic sentence. That is, they explain the topic sentence by giving reasons, examples, facts, statistics, quotations, etc. Hogue (2008) acknowledges that “supporting sentences are the biggest part of the paragraph that explain or prove the main idea in the topic sentence” .Therefore, supporting sentences are necessary for the paragraph to reinforce the main idea.

2.8.3. Concluding Sentence

The concluding sentence is the final sentence in the paragraph. It reviews the topic sentence and gives some final thought about the subject. According to Mayers (2006), the concluding sentence occurs at the end of the paragraph. It emphasizes the point of the paragraph be emphasized by the readers. It has a sense of finality. As Zemach and Rumisek (2005) believe that the concluding sentence concludes the paragraph by either summarizing the main idea discussed in a paragraph or repeating the topic sentence in different words.

Moreover, Warriner (1988) uses clincher to refer to concluding sentence. As to him, this is the sentence that gives a paragraph a sense of completeness; it emphasizes the main idea by restating the idea in different words. Therefore, in concluding a paragraph, it is important for the writer to recapitulate the core idea stated in the topic sentence; and this is done well if synonymous are used to state the idea in one's own way. In addition to this as Reid, (1994) states concluding sentence is often the most difficult part of a paragraph to write, and many writers feel that they have nothing left to say after having written the paper. It summarizes the text, offers a solution to the problem, predicts a situation, makes a recommendation, or restates a conclusion.

2.9. Features of an Effective Paragraph

There are essentialities of writing a paragraph that determine the quality of the paragraph. As to different scholars stated, a good paragraph must have three main elements to be achieved i.e. unity, coherence, and completeness (adequate development).

2.9.1. Unity

Unity has been defined by a number of writing Scholars. As Mayers (2006), states that unity is about oneness of the idea. To have a unity, a paragraph should be developed by only one main idea. The main idea is developed by sufficient supporting details from at least two or more sentences. A main idea is used to control unity of the paragraph by its topic sentence. According to Oshima and Hogue (2006:18), unity means that “a paragraph discusses one and only one main idea from beginning to end.” This main idea then needs to be supported by supporting sentences that directly explains or supports the main idea stated in the topic sentence. They affirm that the paragraph should only discuss one main idea and every supporting sentence should justify the main idea that is stated in the topic sentence. As Strunk, et.al (2000) believe that the supporting sentences must follow the idea mentioned in the topic sentence and must not deviate from it. By this way, unity in a paragraph is achieved.

Furthermore, Clare and Hamilton (2004: 41) state that “unity is to do with forming the separate parts of the text into a whole.” It connects the parts of the text to be unified as a whole. It is in a

line with Zemach and Rumisek (2005:78) who say that the connection of all ideas to a single topic as unified writing. Briefly, unity in writing is connection of all ideas into a whole with a single topic

2.9.2. Coherence

The second feature of an effective paragraph is coherence. According to Oshima and Hogue (2006: 40), in order to have coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next (from one paragraph to the next) must be logical and smooth without sudden jumps. As, Lee (2002:32) states that coherence is “the relationships that link the ideas in a text to create meaning for the readers.” To make the relationships, the ideas need to be sequenced and arranged in a clear and logical way. In short, coherence is a clear, smooth, and logical flow of ideas, i.e. from one sentence to another and from one paragraph to the next that creates meaning for the readers.

Thus, to achieve coherent writing a paragraph, there are many ways. As Oshima and Hogue (2006: 22-34) explain that there are four ways to achieve coherence in writing a paragraph, such as repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas in logical order. Repeating key nouns is the repetition of main words or nouns found in the topic sentence of a paragraph. Using consistent pronouns means the use of pronouns consistently. Transition signals refer to words and phrases used to connect the ideas between one to another sentence. Logical order deals with the way that the writers organize their paragraph or writing in certain patterns.

2.9.3. Adequate Development

Adequate development is the last element of a paragraph to be achieved. Driscoll and Brizee, (2010), define adequate development as completeness of the paragraph. Every idea discussed in the paragraph should be adequately explained and supported through evidence and details that work together to explain the paragraphs controlling idea. A paragraph which lacks development is one that introduces a topic but fails to provide sufficient information to explain it to readers.

Thus, an assigned the topic may require a certain method of development and this method of development will require the use of certain patterns.

2.10. Definition of Descriptive Paragraph

Descriptive paragraph is defined by Wyrick (1999) as a means of giving a picture in words which could be vivid and real as possible, requiring sharp and color. It is used to describe something, place, character or something done. It uses details that concentrated on the five senses such as hearing, smell, taste and touch. The most appropriate and commonly used words and expression are described such as adjectives, adverbs, adverbial phrases, etc.

Similarly, Murphy (1994) points out that descriptive paragraph is characterized by sensory details, which appeal to the physical senses, and details that appeal to a reader's emotional, physical, or intellectual sensibilities. Determining the purpose, considering the audience, creating a dominant impression, using descriptive language, and organizing the descriptions are the rhetorical choices to be considered when using a description. A description is usually arranged spatially, but can also be chronological or emphatic. The focus of a description is the scene. Description uses tools such as denotative language, connotative language, figurative language, metaphor, and simile to arrive at a dominant impression.

2.11. Students Paragraph Writing Challenges

The writing tasks are challenging because many practical and theoretical issues are included. Writing process is a form of problem-solving which involves generating ideas, planning, and goal setting, monitoring, and evaluating what has been composed (White and Arndt, 1991). In fact, writing is still deemed to be an arduous task for most first and foreign language learners (Ingels, 2006). Problems are real indicators of the errors encountered by the learners. According to Shanghness (1979:415), "the major challenges which are related to the students hand writing and punctuation, syntax, common errors (i.e. problems in the inflection of regular verbs and nouns, subject-verb agreement and the use of articles), spelling, vocabulary and beyond the sentence that is problems in presenting and elaborating of a central idea)". From the above, it is

possible to deduce that students face challenges to use appropriately all the essential techniques of writing unless they are deliberately taught about where the students can commit errors. Thus, similarly paragraph writing is a type of writing activity that learners may face the same problem in developing it for academic purpose.

2.12. Features of Paragraph Writing

Byrne (1988) thinks that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own. Similarly, Hedge (1988) thinks that so as the writer to compensate the absence of the prosodic features in writing, he/she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. Thus, grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.

2.12.1. Content Problem

When the students were encountered with the problem of identifying main ideas and supporting sentences, they could not produce an effective paragraph. This happens since they are not able to formulate main ideas and supporting sentences into a paragraph. According to Clifford (1987) states that learners of English as a second or foreign language face problems of exploring ideas and thoughts to communicate with the others. He also suggests that teachers should encourage students to focus on the message, ideas and thoughts, they wish to convey rather than grammar, spelling, punctuation and others. As Leki (1991) claims this, could be because of the traditional methods; teachers use to teach writing for spelling, punctuation, and mastering grammar.

2.12.2. Problem of Organization

According to Kharma (1986), learners have problem of structuring paragraph, topic development of paragraph, structuring the whole discourse and the theme in a discourse. Raimes (1983) states that the other problem of organization in students' writing is the difficulty of differentiate a topic

and supporting ideas or generalizations and specific details. Pincas (1982) has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

2.12.3. Grammatical Problems

Learners have a number of problems in their attempts to write in the second language. “As verbs take different forms depending on tense and subjects they are used with, they create problems for second language writing students’ (Tyner, 1987). Similarly, Kharma (1986) states that students have problems with subject verb agreements, pronoun references, and connectors.

2.12.4. Problem of Word Choice

A good writing or composition should consist of an appropriate and varied range of vocabulary used along a proper grammar and varied range of sentence structures (Norish, 1983). According to Reid (1983) when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his/her reader. However, writing in the second language using the appropriate words in their appropriate place is a problem for students. For example, White (1980) states that usually students used “big words” in their essays to impress the reader and teacher. The effort to impress the reader leads to a problem of diction.

2.12.5. Punctuation Problems

According to Byrne (1988: 16), the fact that punctuation has never been standard to the extent as spelling, makes it is problematic. Similarly, Croll and Wilson (1995: 191) state “students’ writing encounter punctuation problems as there are no universal rules of punctuation.”

2.12.6. Capitalization Problems

Capital letters are useful for the sentence initials, the beginning of important words, headings, etc (Kroll, 1997). However, learners have problems in using capitalization properly. There are the

reasons for students' problems using capitalization. "The rules of capitalization are not universal and classifying nouns as proper and common nouns are difficult for students" (Grower, 1995).

2.12.7. Spelling Problems

Due to the influence of other languages, various pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Grower, 1995). It means that, inconsistency and variation of words leads to spelling problems students encounter in paragraph writing.

2.12.8. Problems of Sentence Structure

Sentences reflect various syntactic structures (Reid, 1983). However, incapable learners use run-on, incorrect, and fragmented sentences. Kharma (1986) states that those students' who have problems of writing good sentences structure are unable to produce longer sentences requiring subordination and coordination.

2.13. Common Sentence Errors

Ho (2005) about common problem with the sentence construction or structure which supported by Hogan (2012). Ho (2005) states there are eight common errors in students' writing: dangling modifier, squinting modifier, jumbled-up or illogical sentence, incomplete or fragment sentence, run-on sentences, and inappropriate use of coordinating conjunctions. Some of them explained as below:

2.13.1. Sentence Fragments

Incomplete or fragmented sentence is a subordinate clause that stands by its own. Remember, subordinate clause cannot stand by its own, subordinate clause considered as dependent clause. The subordinate clause should be linked to the main clause. According to Hogan (2012), a complete sentence must have subject and verb. Fragmented sentence is an incomplete sentence. It is not only dependent clause that stands by its own, but it is also a sentence that does not have a subject, a verb, both subject and verb or a helping verb.

2.13.2. Run-On Sentence

Langan (2001) says that “A run-on is two complete ideas running together with no adequate sign given for marking the break between them”. Some run-on sentence has no punctuation so as to mark the break between the ideas; defined as fused or joined sentences.

2.13.3. Subject-Verb Agreement Error

Subject-verb agreements are important issues that faced the most students’ in producing proper English when they writing paragraph. Langan (2001) tackled about this issue as subject and verb agreements are the same in number. That is, a singular subject agrees with a singular verb and a plural subject agrees with a plural verb.

2.14. Other Challenges EFL Students Face in Writing Paragraph

Writing skill is considered extremely important, a lot of research studies conducted in the various EFL contexts strongly suggested that EFL learners, who study in institutions that use English as a medium of instruction, face several challenges in the writing skills that hinders their academic progress (Tahaineh, 2010; Rababah, 2003; Bacha, 2002; Kharma and Hajjaj, 1997). These kinds of writing challenges are caused by many factors which might be related to the students’ way of learning, the teachers’ style of teaching, and even to the institutions where students are attending. Therefore, the following are the most common factors which influence EFL students’ paragraph writing.

2.14.1. Student Related Factors

The most common student related factors which influence EFL students’ paragraph writing skills including the negative attitudes of the students towards the target language, lack of confidence, carelessness, inadequate time, lack of practice and the like.

2.14.1.1. Negative Attitudes towards the Target Language

Student’ attitude towards writing plays a vital role in paragraph writing. Regarding attitude, (Brown, 1994) stated that L2 learners benefit from positive attitude and that negative may lead to

decrease motivation and in all likelihood because decreased input and interaction to unsuccessful attainment proficiency. Therefore, L2 learners should avoid negative attitude or develop positive attitude towards the target language. Moreover, EFL teachers have the responsibilities to solve negative attitude of the student by giving advice and motivation when they teach writing skill. Thus, the researcher of this study strongly believe that if EFL students develop positive attitude towards the writing skills, they become creative writers and are able to convey their ideas well in written form.

2.14.1.2. Lack of Confidence

Another cause for EFL students' paragraph writing problem is lack of confidence. Horwitz and Cope (1986) argue that people who feel competent in their native language can lose confidence when asked to use their second language. Moreover, learners in the foreign language are often subjected to threats their self-perception in that they give less value to themselves in the foreign language classroom. Thus, to become effective writer, EFL students are expected to develop self-confidence and initiation.

2.14.1.3. Carelessness

Because of a variety of reason, EFL learners may sometimes become careless in writing in target language. According to Norrish (1983) carelessness may happen as a result of lack of motivation. This lack of motivation, on its part, may occur when the materials to be taught and the way these materials presented do not suit the learners on paragraph writing practices. Teachers are needed to create motivation occasions which intrinsically encourage students to write paragraph.

2.14.1.4. Inadequate Time

Hedge (1988:11) states the ideas of time needs to be given attention, because the writing activity by its own nature have different stages which need ample time. Learners need time for gathering and organizing ideas, writing drafts, proof reading and re-writing. White and Arndt (1991) state that "time is needed to incubate, sift and shape ideas. Of all the skills, writing is one which most benefits from time". In the process approach to teach the writing skills, the quality of students'

paragraph writing can be affected by the amount of time that they are allowed. Similarly, Raimes (1983:25) thinks that sufficient time is a crucial element in the process writing. Inadequate time may also be a factor in producing a text with full of controlling over organization and coherence. Thus, the amount of time allotted to produce a paragraph might affect the level of mastery of the above mentioned items.

2.14.1.5. Lack of Practice

According to Davies (1998:25), “Writing is essentially in creative process and good writers must learn to communicate their ideas clearly for unseen audience. This takes a lot of practice”. Grabe and Kaplan (1996:6) believe that writing does not come naturally, but rather gained through the continuous effort and much practice. In addition, learners must take the responsibility for their learning if meaningful learning is to take place. He also adds that the best way to learn any skills would be to practice it. Similarity, to become a proficient writer, the best way is again to writing a lot. Furthermore, Hedge (1988:11) argues that “my own experience tells me that to become a good writer student needs to write a lot”.

2.14.2. Teachers Related Factors

English teachers have a big role in students’ paragraph writing and their contribution affects positively or negatively towards it. Thus, in this part, the role of teachers’ feedback, teachers’ motivation to students and error correction techniques for EFL students’ paragraph writing are presented as follows.

2.14.2.1. The Role of English Teachers’ Feedback

Teachers provide feedback on student writing skills to support students’ writing development and nurture their confidence as writers. Carless (2006) states that students who receive feedback during the writing process have a clearer sense of how well they are performing and what they need to do improving the skills. Feedback can also modify students’ thinking or behavior toward their paragraph work and focus their attention on the purpose of writing. Furthermore, feedback can provide assessment on how well the students perform their work or their accomplishment of

a given tasks (Schwartz and White, 2000). As feedback is meant for helping students narrow, or close the gap between their actual ability and desired performance (Brookhart, 2003). Teachers are responsible for helping students to develop their ability to reach their learning goals through their feedback.

Feedback raises students' awareness of the informational linguistic expectations of the reader. As Williams (2005) suggests that feedback in writing can stimulate explicit knowledge of student writers. Williams describes explicit knowledge as the knowledge of language rules that students can articulate and provide reasons that certain rules should be applied. Students who receive feedback will resort to their prior knowledge about language and writing rules that they have learned. In writing, student writers will apply explicit knowledge as stimulated by the feedback on their writing. Feedback can increase students' attention on the subject that they are writing. Students who receive feedback will pay more attention to what they have written that beyond their knowledge or awareness, their work does not meet certain standards. The feedback that they receive draws students' attention to those aspects of their writing that need remediation and by doing so; they learn how to improve their performance. Thus, EFL teachers' corrective feedback plays a vital role in students' paragraph writing skills.

2.14.2.2. English Teachers' Error Correction

Error correction in the language teaching is a vital element which is highly related with feedback. Edge (1989) believes that when teachers decide to correct their students, they have to be sure that they used correction positively to support learning. Ferris (1995), thinks that teachers should not abandon to the constructive criticisms, but they should place it side by side with comments of encouragements. Ellic (1994) says that students' motivation is closely linked to the language acquisition. To motivate students, the writing teachers should include comments of praise and encouragement in their written feedback. If teachers see their students' response as the end of the interaction, then students will stop there. If, however, the response includes specific direction on what to do next, there is a chance for application of principles (Lee, 2002). On correction errors,

Norrish (1983) writes: “When considering correction of errors as the stage of more or less free writing, it is useful and stimulating exercise for the students to check their work in groups or pairs. This saves teachers’ time and encourages communication among the students.

However, in general and in most cases, teachers’ feedback is unclear, inaccurate and unbalanced. As a result, the feedback given does not help students to develop their writing skill (Cohen and Cavalcanatic, 1990). In addition to this, the corrections EFL teachers made related to surface level problems, that is, focusing on spelling, tense and punctuation forgetting content and organization of the writing that affect the meaning and communication (Zamel, 1985). According to him, the correction of students’ writing error is often not effective to reduce the errors because teachers’ correction mistakes inconsistently.

2.15. Suggestions to Overcome Paragraph Writing Challenges

According to Steve Graham and Dolores Perin (2007), there are various elements in order to overcome students writing difficulties among these elements they recited the writing strategies which includes teaching students how to plan, revise and adjust their writing compositions. In addition to that, summarizations in which teachers are required to explicitly and systematically show students how to summarize a text. Moreover, collaborative writing is a tremendous way to overcome the difficulties of writing; mean that the group work help students how they can pass through difficulties of writing, for example, planning, drafting, revising and etc because it brings a sort of motivation and enables students to get engaged in writing.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the procedures and methods that used to collect and analyze data. It describes the research design, location of the study, target population, sampling techniques and sample size, research instruments, as well as data collection procedures, and data analysis.

3.1. Research Design

As it has stated in the first chapter of this study, the main objective of this study is to investigate challenges that students face when producing well-developed and coherent descriptive paragraph at Woshikin Secondary School. Therefore, for the achievement of the intended objective of the study, mixed research method was employed. That is descriptive research design which is a part of mixed research method was used. According to Fraenkel & Wallen (1990) mixed research method which contains qualitative and quantitative method in a single study. They claim that the use of mixed research method provides a complete understanding of research problems than does the use of either qualitative or quantitative research alone. Thus, the reasons why the researcher used qualitative research, it was used to analyze the data gained from the students through test analysis and the data gained from the teachers through semi-structured interview regarding to the major challenges that students' face when producing a paragraph, sources of problems that affect students' paragraph writing and how English teachers attempted to help their students in writing paragraph so as to overcome their paragraph writing problems. However, for the purpose of triangulation, quantitative data was collected through questionnaire, was used for cross-checking.

3.2. Setting of the Study

This research was conducted in South Nations, Nationalities and People's of Regional State in Bench Sheko Zone especially, in North Bench Woreda. North Bench Woreda is located 17 km far from Bench Sheko Zone Town, Mizan Aman and 841km far from the regional city Hawassa. In addition, the school in which this research was conducted geographically located nearer to the

town of Bench Sheko Zone and far from the Woreda's center. The researcher decided to select this school, because it was located nearby to the researcher that provides him easy accessibility and development of immediate rapport with respondents. According to Singleton (1993), an ideal setting for any study is one that is related to the researcher's interest, easily accessible and which allows the development of immediate rapport with the informants.

3.3. Population of the Study

The target population of this study was grade nine students at Woshikin Secondary School and English language teachers who were taught in this school. According to the information from the school, there were nine sections containing 321 students and 5 English language teachers were taken as the total population of the study. The researcher decided to choose grade nine students for two reasons. The first reason was that the researcher believed that students at this grade level; they have unique experience with regard to the English language at Woshikin Secondary School, because grade nine students started to learn the paragraph level of writing using English than the lower grades. The second reason was the existing situation that is the students' paragraph writing problems initiated him to conduct the research on the title.

3.4. Sample Size and Sampling Techniques

The target population of this study was students and teachers at Woshikin secondary school that found in North Bench Woreda. There were nine sections containing 321 grade nine students in this school. To determine the sample size from the total population of the study, simple random sampling technique was used. Hence, the researcher used 30% of students to obtain the total representative sample of students. However, the number of students within each class decreased. This is, because managing and analyzing the students' written paragraphs were taken many days and difficult. Since the numbers of teachers was small so they were chosen using comprehensive sampling technique in which all the language teachers were participated in the study.

3.5. Data Collecting Instruments

In this study the researcher prepared the research tools from reviewed related literature from different researchers. From the researchers work, suitable data gathering instruments were taken and used to collect reliable data for the current study. To achieve the objectives of the current study and get reliable information, the researcher used three instruments such as, test analysis, questionnaire and semi-structured interview. Test analysis was the major tool that the researcher intended to use. The reason was to check whether or not the parts and features of good paragraph writing were implemented by the students, and questionnaire and semi-structured interview were used as supportive data gathering instruments.

3.5.1. Test Analysis

Test analysis was used as the major data gathering tool because it can generate both valid and reliable data for the study through thematically classification in relation to paragraph writing test checklist. Besides, as Selinger and Shohamy (1998) state test analysis is the principle of data gathering techniques for the qualitative study. Thus, test analysis was employed to identify the major challenges that face students' when producing well-developed and coherent paragraph. For this reason, the researcher prepared three suitable topics for the students to choose and write descriptive paragraph. Then, the participants were informed to select one suitable topic which is convenient to them. Then after, students were divided into two classes to write their descriptive paragraphs. Students were given sufficient time as much as possible to complete their tasks. In addition, students were encouraged to produce descriptive paragraph. The researcher informed the students that their paragraphs were assessed and given advice not to copy from one another individuals and they were expected to write their own descriptive paragraph. Then the researcher collected the papers and identified the relevant data thematically. Finally, the researcher analyzed and identified the data critically and objectively using the criteria of checklist that was adopted from Carroll (1990) and modified based on the objectives of the study as it shown in Appendix-II.

3.5.2. Questionnaire

Questionnaire is one of data collecting instrument that used to gather certain types of information quickly. It is used to ask specific questions about certain aspects of teaching learning process in the classroom. It is a simple way of obtaining broad and rich information from pupils. Therefore, questionnaire used as the second data collecting instrument. Questionnaire was designed for the students and teachers to assess the major challenges and the other areas students' poor in using the basic skills of writing paragraphs. In addition, to find out how students use the specific stages of writing process when writing paragraph. This is done for the purpose of identifying the factors attributed students' performance in their paragraph writing. Thus, the researcher employed open-ended and close-ended questionnaire was adopted from Birhane (2018), Mohammedamin (2015) and Ghodbane (2010) which were developed and used by other researchers previously and then the researcher modified based on the objectives of the study as it shown in Appendix III and IV. As the questionnaire was tasted by the previous researchers they enabled to get relatively reliable data from the participants of the study. Therefore, these questionnaires were distributed for the students and teachers.

3.5.3. Semi- Structured Interview

The semi- structured interview questions helped the researcher in providing reliable qualitative data because the majority of questions naturally prepared based on the objective of the study. Thus, the researcher used semi-structured interview as a third data gathering instrument.

Laforest (2009) suggests semi-structured interview is suitable and used mainly with small groups to study specific situations. For this reason, he intended to use semi-structured interview for the purpose of gathering information related to the major challenges students face when producing effective paragraph and identify how English teachers attempted to help their students in writing paragraph so as to overcome their paragraph writing problems. The questionnaire was given to the students and the questions were asked to English teachers almost similar, but it described by

using different action verbs. Therefore, five English teachers were interviewed semi-structured interview questions and reflected their ideas to the researcher.

3.6. Data Collection Procedures

To conduct this research, the researcher used the following procedures: Firstly, he prepared different research data collection instruments. Secondly, he contacted with the concerning bodies who helped him in gathering a research data. Thirdly, he selected samples based on the purpose. Fourthly, he gathered the data by the selected data gathering instruments. Fifthly, he described, analyzed and discussed the data from different data collection tools. Sixthly, based on the data, he reached to the research findings. Finally, he gave conclusion and recommendation based on the research findings.

3.7. Methods of Data Analysis

First, the data collected through test analysis regarding students' paragraph writing challenges was analyzed carefully looking what they were written qualitatively and quantitatively. In this case, some ideas that indicated the frequencies of writing challenges contain in numbers and percentages were summarized in tables, quantitative method of data analysis was employed. The researcher analyzed the data collected from the questionnaire as follows. Firstly, the data that gathered by questionnaires were collected and marked. Secondly, he compared the data with the research questions, or objectives. Finally, he analyzed and discussed the data quantitatively. The researcher analyzed the interview data as follows. In the beginning, he changed what he was recorded using audio recorder into written form. Then, he coded the data to different themes. Next, he identified the themes that are related to the research objectives. Further, he analyzed the data meaningfully based on the research questions and objectives. Finally, he discussed the data qualitatively.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

This chapter treats the analyzed and discussed data that gathered through the study instruments. The study instruments were paragraph writing test for students, questionnaire both for students and teachers, and semi-structured interview for teachers. The data from all instruments have been analyzed integrally based on the general objective and specific objectives to answer the research questions of the study.

4.1. Data Analysis

4.1.1. Analysis of Challenges from Students' Paragraph Writing Test

In this section, the students' paragraph writing tests were discussed and analyzed to identify the major challenges students faced when producing well-developed and coherent paragraph, and to identify the areas that students made poor using the basic skills of paragraph writing. Hence, all considered items of challenges in paragraph writing tests were discussed and analyzed based on their categories. Out of ninety-six sample students, all of them were taken the paragraph writing tests.

4.1.1.1. Challenges Related to the Parts of Paragraph

Table 1: Students problems in parts of paragraph structure

Problems in the parts of paragraph structures	Frequency (Problems in 96 written paragraphs)	Percentage
1. Problems of Writing Topic Sentence	69	71.9%
2. Problems of Writing Supporting Sentences	89	92.7%
3. Problems of Writing Concluding sentence	90	93.8.%

4.1.1.1.1. Problem of Writing Topic Sentence

Topic sentence is a general statement in writing a paragraph that indicates what the paragraph is about. The topic sentence is a sentence that presents the main idea of the text. Thus, writing an appropriate topic sentence is a vital skill in which L2 learner must develop. From 96 sample of written paragraphs, only twenty-seven students' were stated the topic sentences. The other sixty-nine students' paragraph did not have topic sentences. In other words, 28.1% of students were written topic sentences clearly in their descriptive paragraphs. For example, look at the following paragraphs written by S71 and S84.

The Horse

A horse is one of the domestic animals. The horse eats grasses and crops like maize, wheat, and sorghum. It has a beautiful skin covering with smooth hair and different colors like white, black and red. Its face shape is long with wide mouth and big round eyes. And also it has big and large ears. The horse uses for transportation and tournament purposes. To conclude, the horse is an animal as the other animals like donkey and camel, which lives with human (S71).

As indicated in the above descriptive paragraph written by S71, he wrote topic sentence with its controlling idea that introduced their paragraphs. For example, in the first paragraph "A horse is one of the domestic animals". This topic sentence clearly tells reader what a paragraph is talking about. Then, the topic sentence is developed using enough supporting details and sentences in a good manner. However, the result indicated in the table 1, the majority of students for example, 69 (71.9%) of them had big problems in writing a clear topic sentences which were introduced and carried the main idea of the paragraph. When the students wrote their descriptive paragraphs, they simply began with the supporting details which cannot introduce what their paragraphs are going to talk about. For example, the following paragraph was written by S69.

My Father

My father born in mizan 16 april1940. Apri tomorrow my father 73 years my father have 7 son and 3 daughter from two wife my father is long and his color is black my father have black hairand fat body my father is a farmer. My father kind person he always give me money.

As indicated in the paragraph above, there is serious problem in writing the topic sentence. This student started writing the descriptive paragraph with the supporting sentence, for instance, “*My father was born in Mizan 16 April 1940*”. Here, the topic sentence should begin by introducing the name of his father followed by the description details. Therefore, this paragraph did not have a clear topic sentence and the controlling idea that can introduce what the paragraph is describing about.

4.1.1.1.2. Problem of Writing Supporting Sentences

Topic sentence is the most general statement in a paragraph so that it states only the main idea. The supporting sentences that followed the topic sentence should be more specific and develop the main idea expressed in the topic sentence. However, out of ninety-six participants who wrote paragraph, the analysis indicated that only 7 (7.3%) of them wrote supporting sentences that are related to the topic sentence and supported their paragraphs by providing sufficient details and relevant information. In mentioned above, the paragraph written by S71 “The Horse” was a good example of well organized paragraph. Similarly, the following descriptive paragraph written by S45 was developed with sufficient supporting details.

My Lovely Sister

My lovely sister named Sofi full name is Sofia Dereje. She was born in 1992 and now she is 21 years old. My sister have long hair and chocolate face color She is medium in height and well-built body structure. She always likes wearing a long dress. My sister Sofi a kind person because she helped our family and advised me. She is a clever student. She always studied me. She wanted to become doctor for the future. I loved my sister very much because no one can replace the role of my sister.

It indicated the student’s capability of ideas organization. The student’s organization of ideas was developed ideas sequentially. As examined from the students’ 71 and 45 paragraphs, they started stating the topic sentences and the controlling ideas clearly. The topic sentences indicated to the reader what the rest of paragraphs explained and they conveyed full ideas. The supporting sentences explained and provided more information about the topic sentences at the beginning of

each paragraph. And all supporting sentences in the paragraphs were relevant and related to the topic sentences of the paragraphs and presented one main idea. However, the majority of EFL students exhibited serious problems in writing the appropriate supporting sentences to develop their paragraphs. Indeed, the analysis of paragraph writing tests revealed that 89 (92.7%) had problems in developing paragraphs with sufficient information. Most of the students wrote few ideas that cannot develop the topic sentence using enough details and the existence of irrelevant information to the main idea. The following example was written by S1.

My best friend

My best friend his name Sami Abebe he was born in 1995 in bench maji zone in North bench worda at Yali Kebele And tuit now he is civil cerbant means that I would tell about work so he is working Addis Ababa South polic adartrtionally He love me and I love him very much with my family and sometimes he calling tel me and we talk our internal feel by the phone so all of this describing about my best friend.

In this paragraph, the first sentence was stated the topic sentence that carries the main idea of the paragraph. It enables the reader to expect what is the following idea in the paragraph and creates the person's image by developing the topic sentence with relevant information. But, the student wrote the sentences were irrelevant to the topic sentence. For example, as it noticed the sentences started from the second up to the last sentences were not related to the topic sentence. So, it was expected that the student should give some ideas about the personal characteristics of her best friend; she jumped describing the year of birth and place, work place and relationships. These sentences did not contain ideas which relevant to the topic sentence at all. The second, third and forth sentences in the paragraph were suddenly changed its direction. However, from the fifth up to the ninth sentences turned back to describe their relationships, this is caused the paragraph to break apart. Thus, this paragraph failed to write appropriate supporting sentences which were not related to the topic sentence because it was jumped from one idea to another.

4.1.1.1.3. Problem of Writing Concluding Sentences

The concluding sentence is the third part of the paragraph structure. A concluding sentence is a sentence that gives a paragraph sense of completeness; it enables the main idea by restating it in different words. So, in concluding a paragraph, it is important for the students to recapitulate the central idea stated in the topic sentence and this is done well if synonymous are used to state the idea in student's own way. Through the analysis of the last part of paragraph structure, the data revealed that the students had problems of writing the concluding sentence. In this study, from ninety-six sample of written paragraphs only 6 (6.2%) of students tried to summarize their paragraphs. The sample paragraph written by S7 with a clear concluding sentence was presented as:

My Favorite School

My favorite school is Woshikin secondary school. I love this school because it is not far from my home. Because of this reson I spend all my time in the school laybrary. And also the school compound is very comfortable for me. It has many tree and a beautiful flower this makes me relax. In addition to this I and my friends played football in the school field. And teachers in the school are very friendly to help students. When I am learning in the primary school teachers do not help students. Therefore I do like my school very much and I hope to finish my education up to Grade twelve.

As the writing indicated above, he started the paragraph using a clear topic sentence followed by supporting sentences which reflected on the topic sentence and a clear concluding sentence, for example: *“Therefore I do like my school very much and I hope to finish my education up to Grade twelve”*.

Indeed, T1 and T2 were responded on the interview about “the parts of paragraph structure” as:

“Most the students have no knowledge on how to write paragraphs and basically they cannot write the types of sentence to express their idea that help their paragraph writings. In this way, their paragraphs have lack of topic sentence, supporting sentences and concluding sentence” (IR: T1&2).

Moreover, T3, T4 and T5 were also replied the same issues to the points above as:

“Many of students’ paragraphs are with the problems of subject-verb agreement, sentences combination, fragment sentences, stating topic sentence, composing supporting sentences and concluding sentence, repetition of word, illogical flow of ideas” (IR: T3, T4&T5).

With regard to this, well-developed and coherent paragraph writing is related the dominant ideas incorporating the topic sentence with its controlling idea, supporting sentences and concluding sentence. However, in the teachers’ responses, there were no ideas that supported the students’ paragraph writing have the parts of paragraph. In this concept, the results gained from students’ paragraph writing tests and the teachers’ interview responses were revealed that students in grade nine at Woshikin secondary school faced challenges in implementing the parts of paragraph such as the topic sentence, supporting sentences and concluding sentence in their paragraphs.

4.1.1.2. Challenges Related to Paragraph Unity

Unity in a paragraph refers to internal consistency; that is all sentences in the paragraph must be closely connected to the main idea that stated in the topic sentence. A paragraph lacks unity, any sentence that does not relate to the purpose of the writing. To achieve the paragraph unity, all sentences which are relevant to the controlling idea. Thus, students’ paragraph have to be with unity, that means a paragraph must be incorporated with the topic sentence with its controlling idea, supporting details and concluding sentence to be unified. However, students in Woshikin secondary school faced challenges in writing unified paragraph. The following table is shown statistical description of problem of paragraph unity.

Table 2: Students problem in paragraph unity

Item	Frequency (Problems in 96 written paragraphs)	Percentage
Lack of Unity	92	95.8%

As the data noticed in the table above, out of 96 samples of written descriptive paragraph tests, 92 (95.8%) of students had a problem of unity. For example, the following extracted sample of paragraph written by S9.

My Father

My father is Name Haile basarb He is born in 1950 in woshiken He is 60 years old He is first learing grade 1-8 in weshiken primary school He is Farmer He is black colure & medam hight He is olwys black jaket as well He is three chald mels and Four chald Femals He is languge is bench He is like dernking Taj He is model Farmer He is like eating kasaba and milk He is borther seven borther and two sister He is oll borther and sister are tallest.

As noticed in the above sample of writing, the student wrote the paragraph with several problems such as grammar, spelling, punctuation, and the like. However, the main serious problem was unity. The student started the paragraph by stating the topic sentence, ideas in the paragraph were not clearly organized around the topic sentence and the supporting details were repeatedly mixed with lots of irrelevant ideas. For example, as it was noticed that the sentences from the fifth up to twelfth sentences were mixed. The last two sentences that he wrote another topic sentence about his family. For example, “*He is borther seven borther and two sister He is oll borther and sister are tallest*” was not related to the controlling idea specified by the topic sentence. The sentences did not contain ideas which relevant to the topic sentence and this caused the paragraph to break apart.

Moreover, the teachers’ response in the open-ended questionnaire was supported to the students’ problem that affect in producing a unified paragraph. Concerning to this, the respondent teachers pointed out as:

“Our students’ have problems in writing unified paragraph; most of them have a problem in writing a specific topic sentence with its controlling idea and unable to develop their writing with relevant information. They simply write any sentences which seem to them relevant. In addition to, they cannot able to write a complete sentence” (OQ 23: T 2).

As the other teachers suggested that;

“The most common problems face the students in their paragraph writing; firstly, they have problems in generating ideas that relevant for their topic and organizing ideas. Other problem is composing coherent paragraph in this case they do not use linking words, and punctuation marks (OQ 23: T1&3)

Indeed, the teachers’ responses affirmed that students’ paragraph had lacks of unity. All of them were stated the capability of students’ in writing unified paragraph problems started from writing a clear topic sentence, supporting sentences to develop the main idea and concluding sentence. This shows that teachers and students less concentration to make practice in different stages of writing process, because their responses were implied that students had difficulties in generating and organizing relevant ideas to the topic. Thus, students should make more practice paragraph writing passing through the writing process stages because it helps learner to establish paragraph unity.

In addition, one teacher’s response from the interview supported the problem of paragraph unity of students’ paragraph writing. As he pointed out:

“The major challenges that I have seen while teaching writing paragraph is students’ paragraph have mainly lack of unity due to the sentences in their paragraph are not related to the topic sentence. They simply write several sentences without connecting the related ideas together, but their arrangements seem to a paragraph. Therefore, their paragraph is not fulfilling the qualities of paragraph” (IR: T2).

The analyzed data from the teachers’ response in open-ended questionnaire, interview and the students’ paragraph writing test were revealed that the paragraph unity problem was found in the students’ paragraph writing. Therefore, writing unified paragraph was the major challenge in students’ paragraph writing. Their paragraphs seemed that students’ were expressed ideas well in contents. However, the supporting sentences and ideas which expressed in the paragraphs were

unrelated and mixed. They did not entirely support the topic sentence appropriately. Thus, the results from the students' paragraph writing tests and the teachers' responses revealed that the students' paragraph writing had lack of unity.

4.1.1.3. Challenges Related to Paragraph Coherence

When a paragraph coherent, each sentence connects logically and flows smoothly to develop to the main idea. The supporting ideas and sentences must be organized in a consistent way so that they cohere. Oshima and Hogue (2006: 40), say another element of good paragraph is coherence. In order to achieve coherence in writing, the sentences must hold together; that is, the movement one sentence to the next must be logical and smooth without sudden jumps. They further explain that there are four ways to achieve coherence in writing a paragraph, such as repeating key nouns or words that found in the topic sentence, using consistent pronouns, using transitional signals or linking words to connect the ideas between one to another, and the last way to achieve coherence is to arrange ideas or sentences in logical order. Thus, the following table is shown the coherence problems that resulted from the students' paragraph writing tests.

Table 3: Students' problems on paragraph coherence

Items of problems in coherent paragraph	Frequency (Problems in 96 written paragraphs)	Percentage
1. Lack of using cohesive devices	88	91.7%
2. Illogical flow of ideas or thoughts	94	97.9%
3. Inappropriate uses of pronoun references	81	.84.4%

As the results indicated in the table above, there is several coherence problems were found from the students' paragraph writing tests such as, inappropriate use of cohesive devices or transitional signals, illogical flow of ideas, inappropriate use of pronoun references and repetition of key words. For more elaboration, some of the integral parts of coherence problems were discussed in the following with sample of written paragraphs:

4.1.1.3.1. Lack of Using Cohesive Devices

Cohesive devices are used to establish the relationships between ideas and sentences in the text. They also serve as signals to let the reader's know the previous idea and sentence is connected to what follow. From ninety-six samples of paragraphs, 88 (91.7%) of them had problems with the use of linking words in between the ideas and sentences. Here is sample of paragraph written by S20 excerpted from students' paragraph writing tastes. Let's see the paragraph below:

My Father

“my father Name is malaku maro He is born in 1955 in woshiken He is 50 years old He is His Leoring ggade 1-5 in wheshiken primary school He is framer He is black colure & medam hight He is olwys bsock jaket as well He is three chald mahls and four chald femals He is langwe is bench He is like dernking TaJ He is madel farmer He is like eating kasaba and milk He is borther seven borther and thwo sister He is oll borther and sister are tallest”

As indicated the above paragraph, student wrote the paragraph with several problems. Although, to achieve coherence in a paragraph, there were inappropriate use of linking words between ideas and sentences being combined to make coherence and the arrangement of sentences were stated without using cohesive devices. In many occasions the student omitted and used conjunctions in a wrong way. For instance, in line 2, the sixth sentence like *“He is black colure & medam hight”*, and sometimes the last sentences such as *“He is borther seven borther and thwo sister He is oll borther and sister are tallest”*. These sentences should be correct as ‘He has black color and medium in height, but his brothers and sisters are tall’. Similarly, instead of writing, ‘He likes drinking Teji and milk, and eating kasaba’, he wrote the tenth sentence like *“He is like dernking TaJ”*, and the eleventh sentence wrote with a combination of different actions such as *“He is like eating kasaba and milk”*; and also he put contrasted ideas together without a conjunction word such as *“He is His Leoring ggade 1-5 in wheshiken primary school He is framer”* so this should be write as ‘He has learnt up to grade 5 at Woshikin secondary school, but now he is a farmer’.

4.1.1.3.2. Illogical Flow of Ideas or Thoughts

A paragraph must be organized logically in sequence of ideas, or thoughts of the main point. The ideas expressed in a paragraph must be related in order of their sequences and connected with the main ideas and arranged according to their importance of logical order. However, 94 (97.9%) of sample paragraph writing tests, the sentences were incoherent due to unrelated and illogical flow of ideas in the paragraph. Let's see this example written by S20:

“... He is framer He is black colure & medam hight He is olwys bsock jaket as well He is three chald mahls and four chald femals He is langwe is bench He is like dernking TaJ He is madel farmer He is like eating kasaba and milk He is borther seven borther and thwo sister He is oll borther and sister are tallest”.

As it noticed, in line 2 and 3, the student tried to describe the characteristics of his father like “*He is black colure & medam hight He is olwys bsock jaket as well*”, then he moved to another idea that is not related to the sentences expressed above and he turned back to the former idea. The details about his father are listed in the paragraph one after another without a clear order. Thus, the student wrote illogical flow of ideas from one sentence to another. In revealing of this, the majority of students did not able to write well-organized and coherent paragraphs, because in their paragraph writing, the sentences and ideas were not related to one another in logical a flow of ideas in order to the main point of the paragraphs.

4.1.1.3.3. Inappropriate Uses of Pronoun References

Another way in which to create coherence paragraph is by avoiding the repetition of nouns, noun phrases or names and using pronouns instead. The paragraph does not use appropriate pronouns to some extent will come across as overly repetitive. The important part of using pronouns is to be consistent by using the same person and number throughout the paragraph in two ways; they can make smooth flow of sentences by eliminating awkward repetition of nouns and help to knit a paragraph together by referring to nouns in previous or following sentences.

As the data indicated in the above table, out of 96 sample of written paragraph tests, 81 (84.4%) of students had problems of using consistent pronouns to make the paragraphs coherence. Most students did not use any type of pronouns, but they used repeating the same nouns and pronouns. For example, let's see the following paragraph written by S69:

My father

My father name is Girma. he was born from his father Kayisab and his mother Sira in 1967. my father start learn 1974 at Gachib primary school and 1-3 at Gachib primary school and 4-6 woshiken primary school and 7-12 mizan secondary school. my father married in 1986 at that time my father is Grade 8 my father enter into deray collage at in 1998. Now my father works is teacher and my father have 7 childern. my father have 4 son and 3 dughter and he also have many cows and sheep the colour of cow are different. the colour 2 cows are Red, 2 cows are black and one cow colour blue black. my father have property or tenement, for example coffe, eucalyptus, banana, casava, acacia and many agriculture. my father colour is black and his height is medium.

As the paragraph shown above, a paragraph was written with many problems. To write coherent paragraph, sentences and ideas are connected and flow together smoothly including consistent pronouns, linking word, punctuation mark, capitalization, parallel structure and correct spelling. For instance, he wrote topic sentence with the omission of -'s denoting possession marker. The topic sentence was written like "My father name is Girma" so that his sentence should write as 'My father's name is Girma'. The pronouns were used in the paragraph not interesting because there was a problem of using variety pronouns. For example, he used nominative and objective form of the same pronouns to join sentences in the paragraph repeatedly such as "...his father Kayisab and his mother..., my father start..., my father married in 1986 at that time my father is Grade 8 my father enter.... Now my father works is teacher and my father have 7 childern. my father have 4 son and 3 dughter and he also have many cows... my father have property... my father colour is black and his height is medium. The unnecessary repetition of pronouns 'my

father' make the reader boring. Moreover, let's refer the other sample of paragraph written by S96: For example:

“My best friend Andenet is our class friend. He is clever student in our class. He help I study hard.... and with the help of his...”

she wrote sentences with inappropriate pronoun reference because in the first and third lines the pronouns “*our*” are used instead of “*my*”, in line 4 “*I*” is used instead of “*me*”, and in line 5, the pronoun “*his*” is used instead of “*him*”. Therefore, the majority of EFL students faced challenges in using appropriate pronoun reference and repeating the same nouns and pronouns in their paragraph writings.

In sum, in writing coherence paragraph, the sentences must hold together that is the flow of ideas from one sentence to the next must be logical and smooth using different techniques. However, as examined in the students' paragraph writing tests, the majority of students' written paragraphs lack of transitional markers, misuse of cohesive devices and omission of linking words, illogical flow of ideas and sentences, the repetition of nouns and pronouns and inappropriate use pronoun references. All these problems suggested that the students faced highly the challenges in writing coherent paragraph.

4.1.1.4. Challenges Related to Adequate Development of Paragraph

Adequate development is the last element of paragraph to be achieved. As Driscoll and Brizee (2010) define adequate development as the completeness of the paragraph. A well-developed paragraph means that every idea discussed in the paragraph should be adequately explained and supported with evidence and details that work together to prove the paragraph's controlling idea. A well-developed paragraph should consist of the following qualities such as it provides enough supporting points for the main idea expressed in the topic sentence to be clearly understood; it provides sufficient specific details and examples to be interesting and informative; it does not leave the readers unanswered questions that could be cleared up with a little more details; and it concludes the sentences that clearly warps up the paragraph and relate to the topic sentence. However, producing well-developed paragraph is the other problem for EFL students that have

been committed so that to identify this kind of problem, students were given three suitable topics or using their own suitable topics that is more convenient for them and told to write a descriptive paragraph on the selected topic with a consideration of essential requirements of well-developed paragraph. However, the results obtained from the students' paragraph writing tests analysis provided that the majority students faced challenges to achieve adequacy which is a vital element to write well-developed paragraph. Thus, the following table is shown the adequate development of paragraph writing problems that resulted from students' paragraph writing tests.

Table 4: Students' problem on developing adequate paragraph

Items of Inadequate development of paragraph	Frequency (Problems in 96 written paragraphs)	Percentage
1. Not well-developed	87	90.6%
2. Irrelevant ideas or thoughts	84	87.5%
3. Lack of adequate details	79	82.3%

As the results indicated in the table above, adequate development problems were such as lack of adequate details, insufficient supporting sentences and evidences used to develop the paragraph's controlling ideas, irrelevant ideas which are not relate to the topic sentence found from students' paragraph. For more elaboration, let's see the following sample of paragraph written by S69:

My father

My father's name is Girma. he was born from his father Kayisab and his mother Sira in 1967. my father start learn 1974 at Gachib primary school and 1-3 at Gachib primary school and 4-6 woshiken primary school and 7-12 mizan secondary school. my father married in 1986 at that time my father is Grade 8 my father enter into deray collage at in 1998. Now my father works is teacher and my father have 7 children. my father have 4 son and 3 daughter and he also have many cows and sheep the colour of cow are different. the colour 2 cows are Red, 2 cows are black and one cow colour blue black. my father have property or tenement, for

example coffe, eucalyptus, banana, casava, acacia and many agriculture. my father colour is black and his height is medium.

As it indicated in the above paragraph, it was stated a clear topic sentence and it seemed to have enough supporting sentences. Sentences from the second up to the eleventh sentences were not related to the topic sentence with the exception of the third and the twelfth sentences that was related to the topic sentence. The writer tried to describe about the personal characteristics of his father to support the topic sentence. For example, as the student wrote the second sentence “*he was born from his father Kayisab and his mother Sira in 1967*” in this sentence “*...from his father Kayisab and his mother Sira...*” this evidence did not express the time that when his father was born and not relate to the topic sentence. Moreover, the writer stated ideas in the paragraph about when and where his father started learning, the time and the condition of his father marital status, the number and kinds of domestic animals and agricultural products were unrelated and irrelevant to the topic sentence.

Thus, this paragraph did not explain the writer’s purpose adequately and used poor content. The sentences in the paragraph were not strongly tied and arranged logically. The paragraph was not fully and sufficiently developed using relevant supporting details. At the end, there was no point of writing the concluding sentence that summarized the main idea of the paragraph.

My mather

My mather Name is Asnakache Yermar My mather she was born in bench shek zon woreda samon bench woshken keble since 1993 My mather is talers his eduction one up to eight he was learmit at washkn primary school my mather has yelo.

As noticed in the above paragraph, this student’s writing has poor content because there was a limited knowledge to develop the paragraph using sufficient supporting details and evidences to the purpose of the paragraph. The student did not fully develop the paragraph. Therefore, this student failed to provide sufficient supporting details for the topic sentence of the paragraph.

In relation to this, students' response in the open-ended question some of them were responded that they had problems in developing the paragraphs by providing sufficient supporting details, appropriate examples and evidences, generating ideas, selecting appropriate words and grammar that suits to the given topic due to this the writing failed to develop the paragraph adequacy. Here some respondent of students wrote their responses as:

"I have problem of choosing the correct words to express my ideas because many English words have different meanings. I have problems of generating ideas and how to combine the words and sentences, grammar rules, tenses, spelling and difficulty of knowing linking words to organize ideas in the correct order" (OQ 20: S4, 9, 15, 23,45, 67, 74, 88 & 91).

Concerning to this, some teachers' responses also suggested on their interviews as:

"Most students are unable to produce complete paragraphs because all supporting sentences in their paragraph do not clearly, sufficiently and fully explain the controlling idea in the topic sentence. Some of their problems were when they wrote the paragraph their writing had lack of unity, coherent, the parts of paragraph such as the topic sentence, supporting sentences and concluding sentence, organization, punctuation marks, capitalization, spelling, word choice and grammar (IR: T2 & 3).

In addition, the other teacher responded as:

"The main problems that I have found while teaching paragraph writing, they had problems of organizing idea, grammar, using appropriate words, constructing complete and meaningful sentences that are irrelevant to the topic sentence, spelling, punctuation, cohesive devices, due to these most of their paragraphs were not adequately developed (IR: T5).

In sum, the results indicated from the students' paragraph writing test, open-ended question and teachers' interview students paragraphs were not adequately developed because they had lack of supporting details, evidences and examples. So that the data revealed that all written paragraphs of students had problem of adequate development.

4.1.1.5. Challenges Related to Grammar

Table 5: Grammatical problems identified from sample of students' paragraphs

The kind of Grammatical problems	Frequency (Problems in 96 written paragraphs)	Percentage
1. Subject-verb agreements	89	92.7%
2. Sentence fragments	84	87.5%
3. Run-on sentences	88	91.7%
4. Wrong tense and verb form errors	91	94.8%
5. Wrong use of adjectives	74	77.1%
6. Wrong use of possessive pronoun and noun	77	80.2%
7. Wrong use of prepositions	69	71.9%
8. Omission and addition of words	82	85.4%
9. Word order errors	60	62.5%

4.1.1.5.1. Subject-Verb Agreement Problem

Subject-verb agreement error faced students' when composing proper sentences in English. Langan (2001) tackled about this issue as subject-verb agreements are the same in number. That is, a singular subject agrees with a singular verb and a plural subject agrees with a plural verb. However, subject-verb agreement is one of the most common type of error that was identified in students' paragraph writing test. As the analysis data indicated in the table above, 89 (92.7%) of students' paragraph had subject-verb agreement error. The verbs in students' paragraphs did not agree with the subjects. Here are, some other sample of sentences errors were committed by the students. For instance:

Error: "*He have many different hobses ... He have winner the football competion many times ... He help I study hard*" (S96). As these sentences noticed the auxiliary verbs did not agree with the singular subject. Correction: He has many different hobbies ... He won the football game competitions many times ... He helps me to study hard. Error: "*My father have two wife*" (S 87).

Here, a verb and an object in the sentence did not match with the subject and the number stated. Correction: My father has two wives. Error: “*He is three child... He is language is bench*” (S20). The verb and pronoun did not agree with the subject and the number. Correction: He has three children... His language is Bench/He speaks Bench.

The kind of errors were identified in the above examples, in English for present simple verb form inflection (-s/-es) must be added to the main verb, singular auxiliary verb ‘has’ should be used to show something that belongs to someone’s when the subject is third person singular. Having this in mind, the subjects in the above sample sentences were singular, but the auxiliary and the main verbs were stated with plural verb form, and the objects of the sentences did not match with the subjects and the numbers stated. Thus, this shown that the students who wrote the sentences had problems to identify when and for which pronouns (-s/-es) should be added to the main verbs and auxiliary verbs either plural or singular, the subjects and the verbs must agree with each other in number.

4.1.1.5.2. Sentence Fragments

Sentence fragment is a piece of sentence or incomplete sentence that lacks a subject or verb; it could have a subject and verb, but not express a complete thought. However, fragment sentence error was identified in the students’ paragraphs writing. As the data indicated in the above table, 84 (87.5%) of students’ paragraphs had fragment sentences errors. For example, some samples of incomplete sentences extracted from students’ paragraphs that missed a subject and verb were:

Error: “*My sister Sofi a kind person*” (S45). Correction: My sister Sofi is a kind person.

Error: “*My father born in mizan*” (S69). Correction: My father was born in mizan.

Error: “*My best friends of EmBAkom*” (S5). Correction: My best friend name is Embakom.

4.1.1.5.3. Run-On Sentences

Run-on sentence occurs when two or more complete sentences are incompletely joined. In other words, the sentences run together without correct punctuations. The students’ paragraph writing

tests results noticed that 88 (91.7%) of students were committed with run-on sentences. Let's see the following sample of paragraph written by S49.

My brother

Asageghn is my dear brother he is very handsome boy his hight is midme his weght is thin the year of Asagehen is 15 years old he is learn grade 1- 8 yali primary school he learn grade 1-8 don't droup out & falarity the capcity of his knowledge is medime his wash infront of like doctor he is obey & honesty for all family.

As it is indicated in the above writing, run-on errors were involved all sentences in the paragraph run together without any punctuation marks and coordinating conjunctions. Thus, to correct these errors; semi-colon, comma and the conjunction words should be put in their appropriate place. Therefore, it indicated that students did not know some of the basic punctuation and conjunction rules. Run-on sentences were common problem in most students' paragraph writing that consist of many sentences run without any punctuation and the correct conjunctions words.

4.1.1.5.4. Wrong Tense and Verb Form Errors

The right tense and verb forms for constructing effective sentences add meanings to the purpose of the paragraph. However, ninety-one students' paragraph writing tests were identified the tense and verb form error. These errors made ineffective sentences constructions that could be directly for ineffective paragraphs. These problems were: present simple tense, present continuous tense and past simple tense. Let's see the following samples taken from the student' paragraphs.

Error: "*He is born in 1956... he is first learning grade 1-8 in woshiken... he is working... he is living...*" (S3). Correction: "He was born in 1956... he learns... he works... he lives..."

Error: "*My father had three wife...*" (S90). Correction: "My father has three..."

Error: "*My father is also worked in kebele...*" (S87). Correction: "My father works..."

Error: "*My father have 7 childern*" (S29). Correction: "My father has seven children".

As noticed in the above sample sentences; the verb, for example, "*he is born*" is present simple verb, but the tense that indicates an event happened and completed in a particular time in the past

and the verbs “*is learning... is working... is living...*” are present progressive verbs. Similarly, the verb which indicates an action that is occurring right now is used present simple tense verb, for example, “*had*” and “*have*” instead of ‘has’, and “... *is worked...*” instead of ‘works’.

4.1.1.5.5. Wrong Use of Adjectives

Adjective and adverb are descriptive words that bring the writing to life. An adjective is a word that describes a noun or a pronoun. It often answers questions which one, what kind, how many? Nevertheless, the students’ paragraph writing tests, 74 (77.1%) of students had problems of using an appropriate adjectives. For example, let’s see these sample sentences which have wrong use of adjectives:

Error: “... *and his color is geren father*” (S6). Correction: “... and his color is black.” Error: “*My brother color is darkdawn...*” (S17). Correction: “My brother’s color is black...” Error: “My father is long” (S69). Correction: “My father is tall.”

This indicated that the students did not know how to use the adjectives, because they confused to choose and use appropriate adjective words.

4.1.1.5.6. Wrong Use of Possessive Pronoun and Noun

Pronoun reference errors occur when pronouns do not have a clear antecedent with the word to which the pronoun refers. Strictly speaking, possessive pronoun is a pronoun that can replace a noun to indicate the ownership. There are two kinds of possessive pronouns: weak possessive pronouns called possessive determiners that serve as determiners in front of nouns (such as my, your, her, his, its, our, and their) whereas, strong possessive pronouns called absolute possessive pronouns that stand alone and they are a type of independent genitive. Errors in using possessive pronouns and nouns 77 (80.2%) of students’ paragraphs were affected. For example:

Error: “*My best friend Andenet is our class... He is clever student in our class... He help I study hard... and with the help of his I become good student*” (S96). Correction: “My best friend Andenet is my classmate... He is a clever student in my class... He helps me to study hard... and with the help of him I become good student”

As noticed above examples, the errors between possessive pronoun and noun refers to the use of weak possessive pronouns, specially with respect to the use of possessive pronoun such as S96 used “*our*” a possessive pronoun in plural form instead of ‘*my*’ singular determiner pronoun and a possessive pronoun “*his*” used instead of “*him*”. These type of possessive pronouns were confused the students to identify which possessive pronouns were used in the form of determiner in front of the noun.

4.1.1.5.7. Wrong Use of Prepositions

Preposition is also considered as one of the common grammatical problems which committed by the students indicating their poor knowledge of prepositions 69 (71.9%) of them were affected in wrong use of prepositions. The following sample sentences have problem of prepositions.

Error: “... *he is leadership of Wosheken kebele*” (S90). Correction: “... he is a leadership in Wosheken kebele”. Error: “*He is first learning grade 1-8 in Woshiken primery school...*” (S10). Correction: “He learnt his first grade level 1-8 at Woshiken primery school...”

As noticed from students’ writings, the prepositions in the sentences were used interchangeably. They assumed that prepositions do not affect the meanings of their sentences. Thus, they did not so particular on using prepositions. This error can be related to the ignorance of preposition rules and carelessness that appears to be one of the primary causes of such errors.

4.1.1.5.8. Omission and Addition of Words

Omission is any deletion of certain necessary items in the sentences. Omission is indicated by the absence of certain items that must appear in sentences while addition is any use of unnecessary items in the sentences. The unwanted items do not appear in well-formed utterance. This happens when learners overuse of certain grammatical rules of the target language. Thus, out of ninety-six students’ paragraph writing tests, 82 (85.4%) of students made the omission and addition errors in their writing.

4.1.1.5.8.1. Omission Errors

The errors were the omission of articles, verbs, prepositions, and possessive pronouns. Let's see the following sample sentences that had errors of omission:

Error: "*He is clever student...I am not clever student*" (S96). Correction: He is a clever student... I am not a clever student. Error: "*My sister Sofi a kind person*" (S45). Correction: My sister Sofi is a kind person. Error: "*My father born in Mizan. My father kind person*" (S69) Correction: My father was born in Mizan. My father is a kind person. Error: "... *he is working Addis Abeba...*" (S1). Correction: "... he works in Addis Abeba..." Error: "*He is first learning grade...*" (S8). Correction: He learnt his first grade..."

As indicated sample sentences above, there were the absence of article, the present tense and the past tense of verb to be, preposition and possessive pronoun. Therefore, there were supposed to be the article "a" and the verbs "is" and "was", "in" and "his".

4.1.1.5.8.2. Addition Errors

Addition is another problem of grammatical error identified in students' paragraph writings. This error happened in different ways. For example, these sentences are added unnecessary words.

Error: "*Now my father works is teacher*" (S29). Correction: Now my father is a teacher."

Error: "*My father he was born in 1996*" (S4). Correction: He was born in 1996.

As noticed the above sentences, the first student used two verbs "works" and "is" to describe his father job. Thus, the word "works" should be omitted, and the second student wrote the sentence using two nouns so that the noun "My father" should be erased. Another error the students made in their sentences was inappropriate adding "-ed/-d" to irregular verbs. For example:

Error: "... *he haved more sons... he gaved to my brother*" (S90). Correction: "... he has more children... he gives to my brother."

This student was also unable to identify the forms of irregular verbs to make them past and past participle verb forms. Therefore, omission and addition of words were the common grammatical

errors in the students' paragraphs writing. The students' inability to include certain items and add unnecessary words in their paragraphs revealed that their poor knowledge of grammar.

4.1.1.5.9. Word Order Errors

Word order error means that the wrong arrangement of words, phrases, clauses and sentences. In constructing meaningful sentences, appropriate word formations to construct complete sentences and sentences into paragraphs basically the words have to be free of errors. However, 60 (62.5%) of students in sentences construction had problem of word arrangement. The following sample sentences are shown that:

Error: "*My father is name Haile Besarb*" (S9). Correction: My father name is Haile Besarb.

Error: "*He caluar is read he length is one meter he hair is short and 40 old year.*" (S82).

Correction: He has red face color, short height and hair. He is 40 years old. Error: "*Sometimes he*

calling tel me" (S61). Correction: He sometimes calls me telephone. Error: "... want next 1

years he was married." (S17). Correction: Next year, he wants to get marriage.

As noticed above, in the first sentence the verb "is" precede to the possessive noun "name", thus it should be corrected vice versa. In the second sentences, the student used wrong arrangement of sentence construction. For instance, he was ordered the words (S + N + V + Adj.) these kinds of pattern do not appear totally in English. Thus, the sentences should be corrected in the following pattern (S + V+ Adj. + N). In the third sentence, an adverb comes before the subject and direct object comes before indirect object. Adverbs which express indefinite frequency come before the main verbs, thus it should be corrected in this structure (S +V +Indirect Object + Direct Object).

Therefore, word order error was the common grammar error in students' paragraph writing. Most students had problem of identifying the sentence structure rules in English. Arranging words and sentences in their paragraph writing revealed that lack of their prior knowledge of grammar in constructing meaningful sentences.

4.1.1.6. Challenges Related to Vocabulary

A good writing or composition should consist of an appropriate and varied range of vocabulary used along with the proper grammar and varied range of sentences constructions (Norish 1983). However, writing in second language using the appropriate words in their appropriate place was a problem for students.

Table 6: Word choice problems identified from students' paragraphs

Item	Frequency (Problems in 96 written paragraphs)	Percentage
Word choice errors	71	73.9%

As the result shown from the total sample of students' paragraphs writing 71 (73.9%) of students had problems of word choice. Let's see the following sample of sentences that had word choice errors.

Error: *"He caluar is read he length is one meter he hair is short and 40 old year."* (S82). Correction: He has red face color, short height and hair. He is 40 years old. Error: *"My father is long..."* (S16). Correction: "My father is tall..." Error: *"Most of my father choldern have employee"* (S87). Correction: Most of my father's children are employer. Error: "my best friend Andenet is our class friend." (S96). Correction: My best friend Andinet is my classmate.

As indicated the above sentences which is written by different students had many errors in word choice. Thus, this type of errors can be attributed the students lack of vocabulary knowledge.

4.1.1.7. Challenges Related to Mechanics

Mechanics in writing refers to the ways of the writer handles basic convention of writing such as spelling, punctuation and capitalization. Thus, from the students' paragraphs writing mechanical problems were identified such as spelling errors, punctuation errors, and capitalization errors.

Table 7: Mechanics problems identified from students' paragraphs

Items of mechanics problems	Frequency (Problems in 96 written paragraphs)	Percentage
1. Spelling errors	89	92.7%
2. Punctuations problems	80	83.3%
3. Capitalizations problems	65	67.7%

4.1.1.7.1. Spelling Errors

When the words are formed out of convention which from letters arrangement and they become meaningless which are called spelling errors. However, the spelling errors were identified from ninety-six sample of students' paragraph writing tests 89 (92.7%) of paragraphs had problems of spelling errors and most of students' written paragraphs had at least two or three spelling errors. These errors committed by students were occurred by using incorrect letter, omitting and adding unnecessary letters. As noticed a table above, the spelling errors took the first rank in mechanics problems. This shown that the spelling was serious problem for the secondary school students in writing correct words to produce good paragraph. Therefore, the spelling errors occurred in the students' sample paragraph analyzed in terms of three reasons as shown in the table below.

Table 7.1: Spelling errors identified from students' paragraphs

Types of spelling errors	Frequency (Problems in 96 written paragraphs)	Percentage
1. Using incorrect letters	54	56.3%
2. Omitting letters	13	13.5%
3. Adding unnecessary letters	22	22.9%

Here is sample of paragraph written by S77 that excerpted from the students' paragraph writing tastes.

My Mother

She is Name Alemitu Chag. She was Borng in 1975 year. the Aderas of Woshikin Kebele. She was learned in woshikin in 1st school from 1 gread up to 8 gread and 2nd 9 gread up to 10 gread compelt she calear is read. her leng is one Meter She har is short and 38 old year.

As indicated the above paragraph, the student wrote the sentences in the paragraph with different spelling errors. For examples; “*Born*g” instead of “*born*”, “*Aderas*” instead of “*address*”, “*gread*” instead of “*grade*”, “*compelt*” instead of “*complete*”, “*calear*” instead of “*color*”, “*read*” instead of “*red*”, “*leng*” instead of “*long*”, and “*har*” instead of “*hair*”. For example in the paragraph above, the words “*Born*g”, and “*read*” were written by adding unnecessary letters “g” and “a”, the word “*har*” was written by missing the letter “i”, and the words such as “*Aderas*”, “*gread*”, “*compelt*”, “*calear*” and “*leng*” were written with incorrect letters.

Moreover, let’s study some more examples of spelling errors that were occurred in the students’ paragraphs provided in the following table.

Words spelt wrongly	Should be corrected as	Words spelt wrongly	Should be corrected as
Alwys	Always	langage	Language
Bleak/blak	Black	dernking	drinking
Cerbant	Servant	Fedarl polseman	Federal policeman
Choilern/chald/mals	Children/child/male	Sistr/mather/borther	Sister/mother/brother
Clear/colur/colure/caluar	Color	bord	Bread
comfortble	Comfortable	hobes	hobbies
Compelete	Complete	coffe	coffee
compond	Compound	Lang/beautful	Long/beautiful
Dercrib/describing	Describe/describing	Wif/dugnter/dugther	Wives/daughters
Harban	Urban	reson	Reason

In line of this, the students' paragraphs writing were with spelling errors that resulted from the limited knowledge of vocabulary and poor construction of sentences.

4.1.1.7.2. Punctuations Problems

Punctuations are chief devices that make the writing clear and they tell the readers how sentences and the part of sentences are related. However, 80 (83.3%) of students faced problems in writing paragraphs using the correct punctuation marks. These problems identified through the sample of students' paragraphs were: full stops, commas, colons, and sentence and paragraph boundaries. Therefore, the punctuation problems took the second rank in mechanics challenges as mentioned in table 7 above. Although the degree of problem was different, the students had made errors in using the correct punctuations in the right place in their written paragraphs. Thus, the problems happened in three different types as shown in the table 7.2 below.

Table 7.2: Punctuation problems identified from students' paragraphs

Types of punctuation errors	Frequency (Problems in 96 written paragraphs)	Percentage
1. Missing Full stop	51	53.1%
2. Missing Comma	19	19.8%
3. Missing Colon	10	10.4%

For example, let's see the following sample paragraph written by S96.

My Best friend

My best friend Andenet is our class friend He have many different hobes for example he is playing foot ball & he is playing basket ball in the school and also he is always reading in the layberary many books He is clever student in our class He have winner the foot ball competion many times in the woreda He help I study hard I am not clever student and with the help of his I become good student He also speaking three langage for example Amharic, kafa, sheko, English I am always practice speaking English so that I love my best friend very much

As noticed in the paragraph above, there are serious problem of punctuation marks. For example, in line 1; the student wrote the topic sentence and continued to the second sentence without full stop. In the second sentence, she listed and joined the different kind of hobbies wrongly with linking word “&” and “and also” thus these sentences should be corrected by using commas, colon and full stop at the end of the sentence like “*He has many different hobbies for example, he likes playing football and basket ball and reading books in the library.*” The remaining sentences need the full stops, colons and commas. So, this paragraph was written with a lot of problems of punctuation marks. Moreover, the paragraph written by another student was analyzed to infer punctuation problems of student paragraph writing.

*my father nameis Bpkadu he was born in 1940 from his fatherand mother
my father at 22 age he is maroinged and his job is farmer
my father is llong and his colour,.. (PWT: S73).*

As indicated the writing above, the sentence and paragraph did not keep its boundaries at all and the sentences in the paragraph listed as a note, and the words attached together, for example: “... *nameis... fatherand...*” needs space between “name is” and “father and”. In line 3, the sentence is incomplete, for example: “*my father is llong and his colour*” it needs the present simple verb to be plus adjective and full stop. In addition, full stops are also needed after sentences.

Therefore, students’ paragraph writing had problems of punctuation marks and this was due to teachers’ low attention given to the writing skills and the ways of teachers providing feedback and correction, and lack of background knowledge of students about the uses and importance of punctuation marks when writing coherent paragraphs.

4.1.1.7.3. Capitalizations Problems

Capital letters are useful for sentence initials, in the beginning of important words, in the topics, headings, etc (Kroll, 1997). However, the result obtained from the sample students’ paragraphs writing tests, 65 (67.7%) of students were committed in capitalizations, especially the majority of students use capital letters instead of small letter, use small letters instead of capital letter, and

use capital letters within words are some examples identified in their paragraphs writing. Thus, capitalization problems were took the third rank in mechanical challenges as noticed in the table 7 above. Capitalization errors found in the students’ sample paragraphs interpreted in three ways as shown in the table 7.3 below.

Table 7.3: Capitalization problems identified from students’ paragraphs

Types of capitalization errors	Frequency (Problems in 96 written paragraphs)	Percentage
1. Using small letters instead of capital letter	41	42.7%
2. Using capital letters instead of small letter	14	14.6%
3. Using capital letters within words	10	10.4%

For example, let’s see the following sample paragraphs extracted from the students’ paragraphs writing tests and presented below to show their capitalization errors.

my brother name is misraki he was born from his Father Dasa and his mother Docho in 1987 he was start learn in 1994(PWT:S17).

My Father is GeZAT GAynes he WAs Born in 1978 year WoShikin Keble he Was Learned in Woshikin 1st school From 1 gread up to 8 greade and 2nd school 9 up to 10 greade Compelete he Caluar is Read he length is one meter and sistr sin he hair is Short and 40 old year(PWT:S82).

For example, in the first paragraph; the first, second, and third sentences “*my brother name is... he was born... he was start...*” started with small letters instead of capital letters that is out of the capitalization rules. In the first sentence, the first letter of the fifth word that is the person’s name “*misraki*” began with the small letter instead of capital letter, and the first letter of the sixth word “*Father*” began with the capital letter instead of a small letter in the same paragraph. Thus, this paragraph had included the two types of capitalization errors such as using small letters instead of capital letter, using capital letters instead of small letter mentioned earlier.

In the second paragraph, the first letter of the second word “*Father*” began with the capital letter instead of a small letter. In the first sentence, the fourth and fifth words “*GeZAT*” and “*GAynes*” and in the second sentence, the second and the eighth words “*Was*” and “*WoShikin*” used capital letters within words. In the second and the third sentences, the first letter of the first word “*he*” started with the small letter instead of capital letter.

Therefore, in this paragraph the three types of capitalization errors such as using the small letters instead of a capital letter, using the capital letters instead of small letter mentioned earlier and using the capital letters within words as mentioned earlier were identified.

In general, the results shown from students’ paragraph writing tests revealed that students faced challenges of spelling, punctuation and capitalization errors in their paragraph writings. These problems were resulted from the students’ limited knowledge of vocabulary, poor construction of sentences and giving low attention, or carelessness to practice in writing paragraph, and teachers’ could be given low attention to the students’ works and the ways of teachers providing written feedback.

4.1.2. Analysis of Students’ Questionnaires

The questions in the questionnaire were analyzed using tables, frequencies and percentage with descriptive analysis as presented below.

Section I: Students Background Information

Q. 1 and 2: Students’ Gender and Age:

The participants of this study are grade nine students at Woshikin Secondary School. The sample of participants included in this study was 96, among them 50 (52.1%) of them are male and 46 of the respondents are female (47.9%). The students’ age levels were found, 45 (46.9%) of them in between 12-15 years, 40 (41.7%) of them in between 16-20 years, 8 (8.3%) of them between 21-25 years, and 3 (3.1%) of them 26 and above years old.

Section II: Writing Skills

Q. 3: Which of the following the four skills do you like best?

Table 8: The students' interest towards the writing skills

Skills of Preference	No of Respondents (Frequency)	Percentage
Listening	36	37.5%
Speaking	20	20.8%
Reading	28	29.2%
Writing	12	12.5%
Total	96	100%

As the results noticed in the table above, small number of students like learning the writing skills during the writing session, only 12 (12.5%) of students were interested to learn the writing skills. This indicated that writing was not the preference skills in most students. It can be inferred that students' interest in producing paragraph was less attention given than the other skills.

Q. 4: How do you evaluate your paragraph writing proficiency?

Table 9: The level of students' evaluation to their paragraph writing proficiency

The Writing Level	No of Respondents (Frequency)	Percentage
Very Good	4	4.2%
Good	17	17.7%
Average	55	57.3%
Below Average	20	20.8%
Total	96	100%

The result above represented from the respondents answer about students evaluation to their own paragraph writing performance was 55 (57.3%) of students were unable in writing the paragraph that means more than half of the students stated that they had an average proficiency in writing

paragraph and 20 (20.8%) of students evaluated that they had below average level of paragraph writing proficiency. However, 17 (17.7%) of students stated that they were at a good level and 4 (4.2%) of them stated that they had very good level of performance when writing paragraph.

This indicated that most students (78.1%) of them had an average and below average levels of performance in writing paragraph. As noticed from the aforementioned results may be linked to the students' lack of practice in paragraph writing. Unlikely, a few number of students who rated 21.9% had a very good and a good levels of paragraph writing performance. Therefore, the result indicated most students need to be more practice to improve their paragraph writing proficiency.

Q. 5. Do you practice writing a paragraph in the classroom? Yes/No

As the result indicated 21 participants (21.9 %) of them responded “Yes” for the question asked, do you practice writing a paragraph in the class room? When the majority of the students 75 (78.1%) responded “No” for the same question asked. According to the result, paragraph writing practice was neglected by the majority students in the classroom due to this the students did not know how develop a good paragraph. This indicated that teachers were not given more attention for practicing paragraph writing.

Q. 6. If your answer to the question number 3 is yes, how often do you practice in writing paragraph in the classroom?

Table 10: The frequency of students’ practice in writing a paragraph in the classroom

Degree of Practice	No of Respondents (Frequency)	Percentage
Always	2	9.5%
Often	4	19%
Sometimes	11	52.4%
Rarely	3	14.3%
Never	1	4.8%
Total	21	100%

The results above represented the students answer about their practice of paragraph writing in the classroom showed that the majority respondents 11 (52.4%) of them that they sometimes made practice in writing paragraph, and 3 (14.3%) of them stated that they made practice paragraph writing was rarely. Whereas, 4 students (19%) of them declared that they often get engaged into paragraph writing. In the other hand, 1 (4.8%) of them stated that they never made practice in writing paragraph, unlikely 2 (9.5%) of students claimed that they always engaged in paragraph writing within their way of learning in the classroom. The result indicated that the habit of the students practicing paragraph writing was poor among the majority of the students at Woshikin secondary school. Improving paragraph writing skill was done through the continuous practice. Therefore, practicing paragraph writing inside classroom was important to write well-developed paragraph. In this sense, students need to practice writing paragraph more often especially inside the classroom to make sure applying what they learned during the session in order to make a progress.

Q. 7. According to you, which criteria make you to write good paragraph? (You can choose more than one answer). A. correct grammar B. accurate vocabulary C. good ideas
D. correct spelling and punctuation E. all of them

Table 11: Students opinions about a good paragraph writing criteria

Alternatives	No of Respondents	Percentage	Alternatives	No of Respondents	Percentage
A	0	0.00%	A B	6	6.2%
B	0	0.00%	A C	4	4.2%
C	2	2.1%	A D	2	2.1%
D	0	0.00%	A B C	22	22.9%
E	36	37.5%	A B D	6	6.2%
			A C D	4	4.2%
			B C	2	2.1%
			B D	6	6.2%

			B C D	4	4.2%
			C D	2	2.1%
Total	38	39.6%	Total	58	60.4%
			Total	96	100%

The results in the table above represented the students' opinions about a good paragraph writing criteria. According to the results shown, 36 (37.5%) of students agreed with that all criteria were necessary to achieve good paragraph writing. However, 22 (22.9%) of students agreed that all options were vital to make a good paragraph writing except the correct spelling and punctuations which were not included in their choices. Leaving the rest of students 38 (39.6%) of them that they had different opinions in between the rest options. However, we could conclude when it came to produce well-developed and coherent paragraph, EFL students must not avoid any criteria, whether it is grammar rule, generating new good ideas, memorizing words, spelt the words correctly, using punctuations in their appropriate place, or accurate vocabulary. These criteria were basic to construct meaningful sentences and develop these into effective paragraph. Thus, most students had no awareness about how to write paragraph basically they did not have the basic skills of writing knowledge.

Section III: Students Paragraph Writing Challenges

Q. 8. Do you find that writing paragraph in English is difficult? Yes/No

The table above shows that the majority of students 60.4% stated that they faced challenges to write paragraph in English, while a few students, 39.6% responded 'No'.

Q. 8.1. If 'Yes', why?

The students' clarifications who responded "Yes" about the challenges in paragraph writing in English, these summarized in the following points: It is obligatory to have a good vocabulary and grammar knowledge and the rest of the basic skills of paragraph writing, lack of vocabulary made them to feel not competent because the difficulty to choose correct words to express their

ideas, the absence of self confidence and the strategies of paragraph writing in English needs a lot focus and attention.

Q. 9. Which are these aspects you likely find challenges when writing paragraph? (You can choose more than one answer).

Table 12: Aspects of challenges in producing well-developed paragraph

Aspects of Challenges	No of Respondents (Frequency)	Percentage
A. Grammar	25	26%
B. Vocabulary	20	20.8%
C. Punctuation	4	4.2%
D. Spelling	17	17.7%
E. Coherence	7	7.3%
F. Organization of writing	12	12.5%
A B D F	11	11.5%
Total	96	100%

The results obtained from the table above shows, grammar (26%), vocabulary (20.8%), spelling (17.7%) and organization of writing (12.5%) were the most common challenges in producing well-developed paragraph in which students seem to share. Similarly, 11 (11.5%) of respondents stated that they had problems incorporate like grammar, vocabulary, spelling and organization of writing were faced challenges when they writing paragraph. Followed by these the approximate percentages; coherence (7.3%) and punctuation (4.2%) were other challenges in writing coherent paragraph. Therefore, the results found that show the two main aspects of challenge students face in producing well developed and coherent paragraph.

First, it was concerned with the linguistic aspects. As the result declared above, the majority of students had grammar originating problems that caused by how to combine words and sentences with using conjunctions they should use when and where to use them, in addition to difficulty in

low understanding of the grammar rules. Similarly, the other problems in writing well-developed paragraph concerned with the element of vocabulary drive from the linguistic challenging fact of finding exact words each time they write. In this case, the students had limited vocabulary knowledge with less experience and practice in paragraph writing by choosing the appropriate words that results in the repetition of words, misuse of words and the ambiguity of meaning in their paragraph writing. The second aspect of challenge was related to the organization inclusion of introduction and conclusion. The challenges students' face in producing well-developed paragraph concerning to organization of writing was due to the structural parts of paragraph and arrangement of ideas and respecting other forms such as sentence structure, transitional words. To the other factors about spelling and punctuation, some students did not know when and where punctuation marks should put such as period and comma.

Q. 10. Writing is process, do you follow the stages of writing (such as pre-writing, drafting, revising, editing, etc) when you write a paragraph?

Table 13: Students awareness about the process writing stages

Alternatives	No of Respondents (Frequency)	Percentage
Yes	58	60.4%
No	38	39.6%
Total	96	100%

According to students' response in the table above, we can comprehend that most students had awareness about the significance of the writing skills because 58 (60.4%) of them claimed that they followed the stages of writing process when they producing the paragraphs. However, 38 (39.6%) of students stated that they did not give attention to the process writing stages, making it very obvious the large number of students had not awareness because the result shown that the neglecting of teachers using the process writing stages.

Q. 11. If your answer to question number 10 is ‘yes’, at which level do you face challenges while you are writing a paragraph?

Table 14: Students challenges at the level of the process writing stages

Challenges at the writing stages	No of Respondents (Frequency)	Percentage
Conceptualizing piece of writing (Brainstorming)	15	25.9%
Organizing words into a text (Planning)	10	17.2%
Drafting words into meaningful text	19	32.8%
Revising a text	6	10.3%
Editing a text	9	13.8%
Total	58	100%

As the results shown, 25 (43.1%) of students suffered in the first stage which is pre -writing, i.e. 10 (17.2%) of them faced challenge in generating ideas, and 15 (25.9%) of them stated that they had problem in organizing ideas into a text. Moreover, 19 (32.8%) of students faced challenges in drafting stage writing meaningful text. In addition to this, editing was another problem among those stages of process writing 13.8% of students faced challenges, and also at the revising stage 10.3% of them have difficulty to improve their written paragraph.

Q. 12. While writing paragraph in a certain topic, do you find it’s important to:

Table 15: Students Opinion towards the process writing while producing paragraph

Students Opinion towards the topics	No of Respondents (Frequency)	Percentage
Review your writing and think it over	14	14.6%
Edit your writing from the beginning	24	25%
Finish your writing then review what you have written	58	64.4%
Total	96	100%

In the table above, 64.4% of students strongly stated their opinions towards the importance of finishing their writing then reviewing what they have written. Secondly, 25% of them forwarded their opinion about the importance of write paragraph in certain topic was editing their writing from the beginning. At the last, 14.6% of students stated that reviewing the writing and thinking it over was chosen while writing the paragraph. These showed that teachers and students had less concentration to make practicing in different stages of writing process, because their responses implied that they focused on the final product of students work.

Q. 13. When you were asked to write paragraph in a given topic, do you: (You can choose more than one answer) A. Use suitable examples to support ideas C. Focus on the point
B. Select the appropriate words that fits to the topic D. organize your writing

Table 16: Students way of getting start to write good paragraph

Alternatives	N _o of Respondents	Percentage	Alternatives	N _o of Respondents	Percentage
A	32	33.3%	A C	10	10.4%
B	10	10.4%	A D	2	2.1%
C	16	16.7%	A B D	2	2.1%
D	8	8.3%	A B C D	8	8.3%
			B C	4	4.2%
			B D	4	4.2%
Total	66	68.7%	Total	30	31.3%
			Total	96	100%

The results in the table above represented about the students their own ways of getting started to write paragraph on a given topic. Based on this, 32 (33.3%) of students stated that using suitable examples to support ideas. 16 (16.7%) of them stated that they focus on the point. 10 (10.4%) of students said that selecting the appropriate word that suits to the given topic, and also, 8 (8.3%) of them stated organizing their writing. The remaining 15 (31.3%) of students' responses, who were chosen more than one answers, are varying in between the whole options. From this, 10

(10.4%) of them chose the options A C, 8 (8.3%) of students stated the whole options. For options BC and BD were chosen by 4 (4.2%) of students for each, and also for options AD and ABD were chosen by 2 (2.1%) of them for each.

From students' response, the majority of them were chosen the first option that the suitable way of getting to start writing their paragraph was the use of appropriate examples to support ideas to the given topic. However, as the indicated in their paragraph writing tests, they faced challenges in developing the paragraph using relevant supporting details, shortage of vocabulary to express ideas and failed to write unified paragraph. In relation to this, their response revealed that they had problems of organization and vocabulary because they confused to differentiate the topic and supporting ideas and unable to express their ideas.

Q. 14. When you were finished your paragraph writing, do you check and correct: (you can choose more than one answer)

- A. Grammar mistakes B. spelling errors C. Word choice (Vocabulary) D. Punctuation

Table 17: Students' process of correction when finishing paragraph writing

Alternatives	No of Respondents	Percentage	Alternatives	No of Respondents	Percentage
A	20	20.8%	A B	8	8.3%
B	2	2.1%	A C	6	6.2%
C	2	2.1%	A D	12	12.5%
D	4	4.2%	A B C	2	2.1%
			A B D	10	10.4%
			A C D	8	8.3%
			B C	2	2.1%
			B D	4	4.2%
			C D	2	2.1%
			A B C D	14	14.6%
Total	28	29.2%	Total	68	70.8%
			Total	96	100%

According to students responses in the table above showed, 20 (20.8%) of them tried to correct grammar mistakes when they finished their paragraph writing tasks. However, when came to the remaining options, 68 (70.8%) of students who chose more than one aspects, were varied in between the whole options that they got correcting errors when finished their paragraph writing. For instance, 14 (14.6%) of students chose the whole options for ABCD, 12 (12.5%) of them for options AD, 10 students with 10.4% for options ABD, and 8 (8.3%) of students chose options AB and ACD for each.

In process writing, in the editing stage, students must be check and correct their final writing. However, the result indicated that they had problems of making correction sentence structure, word choice, spelling, punctuation, grammar and capitalization in their paragraph writing due to less attention was given to the details of the paragraph.

Q. 15. What are some common challenges that hinder you not to write a good paragraph?

(You can choose more than one answer)

- A. Lack of interest B. Lack of confidence C. Insufficient time D. Lack of motivation
- E. Lack of choosing suitable vocabulary F. The unfamiliarity of the writing topics
- G. Lack of generating ideas

Table 18: Other challenges that hinder students not to produce good paragraph

Alternatives	No of Respondents	Percentage	Alternatives	No of Respondents	Percentage
A	10	10.4%	A B C D	10	10.4%
B	4	4.2%	B C E	6	6.2%
C	4	4.2%	B D F	4	4.2%
D	4	4.2%	E G	6	6.2%
E	12	12.5%	C F	2	2.1%
F	2	2.1%	D E F G	8	8.3%
G	8	8.3%	C E G	8	8.3%
			A E F	2	2.1%

			B C G	4	4.2%
			F G	2	2.1%
Total	44	45.9%	Total	52	54.1%
			Total	96	100%

According to the table above, illustrated for question 15, 12 (12.5%) of students replied that they faced challenges in choosing suitable vocabulary while writing paragraph. 10 students (10.4%) of them stated that they had problem of interest in writing paragraph, also, 8 (8.3%) of them responded that they had problem of generating ideas. Similarly, 4 (4.2%) of students stated for each this problem such as lack of confidence, insufficient time and lack of motivation. In the contrary, when came to the remaining options, totally 52 (54.1%) of students responses who chose more than one answers were varied in between the whole options that hindering them not to write good paragraph. Among these, most students 10 (10.4%) of them stated for options ABCD, 8 (8.3%) of them chose the options DEFG and CEG for each. Then, the rest of students' responses were different.

Therefore, students faced challenges in writing good paragraph these might the source of the unfamiliarity of the writing topics and lack of motivations that provided from their teachers. When the given topic is unfamiliar and no encouragement from their teachers, students may face difficulties in generating ideas and composing complete sentences. In this case, they may not have interest and confidence to write effective paragraph.

Q. 16. Does your English teacher correct your mistakes on your written paragraph?

Yes/No

According to teachers providing assessment, some students that 33 (34.4%) of them responded "Yes" that of their English teachers help them by giving correction to their mistakes of written paragraph. However, 63 (65.6%) of them declared to the option "No" and their English teachers did not provide correction to their mistakes. From these impressions teachers not interested or might be careless to teach the paragraph through writing process stages.

Q. 16.1. If yes, how does he/she do so?

Table 19: Ways of teachers' correction giving to the students' written paragraph

Ways of Correcting Mistakes	No of Respondents (Frequency)	Percentage
Underlines the errors in a paragraph	10	30.3%
Writes what mistakes I have done in my paragraph	5	15.1%
Tells me orally	15	45.5%
All	3	9.1%
Total	33	100%

As the results shown above, 10 students (30.3%) replied that their teachers follow the way of giving correction was by underlining their errors. 5 (15.1%) of them responded that their English teachers giving help them by writing what mistakes they made in their paragraph. However, 15 students (45.5%) replied that their English teachers giving help by telling them orally. The rest of students, who responded the last option using all the three ways that their English teachers were given correction in their paragraph include by underlining the errors, in written form and telling them orally were 3 (9.1%).

Thus, the students' paragraph writing problem might be the cause of the teachers' motivation. On correction errors, Ellic (1994) says that students' motivation is closely linked to the language acquisition. To motivate students, the writing teachers should include comments of praise and encouragement in their written feedback.

Q. 17. What does your teacher focus of giving correction in your paragraph writing tasks?

My teacher focuses on:

Table 20: The focused area of teachers' correction in students' paragraph writing

Teachers Focusing Areas of Assessing on Students paragraph Tasks	No of Respondents (Frequency)	Percentage
Grammar	20	20.8%
Vocabulary (Word choice)	14	14.6%
Spelling errors and punctuations	28	29.2%
The organization of ideas in a paragraph	16	16.7%
The use of cohesive devices	10	10.4%
None	8	8.3%
Total	96	100%

As indicated in the table above, most students declared their own individual judgments varied in between the whole options that the areas their English teachers focused in giving correction in their paragraph writing. Among these, 28 (29.2%) of students responded that the focused area of teachers correction was the spelling errors and punctuations. 20 (20.8%) of them responded that grammar errors that they made in their written paragraphs. 16 (16.7%) of students also responded that the focused area of teachers while correcting their written paragraph was the organization of ideas in their written paragraphs. The others 14 (14.6%) students responded that the focused area of teachers correction was vocabulary errors (word choice), and 10 (10.4%) of them stated that the use of cohesive devices errors were focused by their teachers. The rest of 8 students (8.3%) responded that their teachers did not give any correction to their paragraph writing tasks.

Thus, this implied that the students who responded the last option may have carelessness or not be willingness to practice in paragraph writing in the classroom and teachers less attention given to the students work. To this, Zamel (1985) says that the corrections EFL teachers made related to surface level of problems that is focusing spelling, tense and punctuation forgetting content and organization of writing that affect the meaning and communication.

Q. 18. Are you given sufficient time in the classroom to write the paragraph regularly, or to answer the writing activity? Yes/No

The result indicated about the time allotted to the paragraph writing tasks most of the students 68 (70.8%) responded for the option “No” that they were not given sufficient time in the classroom either to write a paragraph or to answer the writing activity. On the other hand, others 28 (29.2%) of students believed that the time given to them was sufficient.

Q. 18.1. If ‘No’, why?

Table 21: Reasons for the time given insufficient in the classroom to write the paragraph

Reasons	No of Respondents (Frequency)	Percentage
Shortage of time	40	58.8%
The writing lesson do not emphasize by the teachers	10	14.7%
Writing paragraph is not a part of classroom activity	18	26.5%
Total	68	100%

When inquiring about the reasons that students were not given sufficient time in the classroom to write the paragraph during the writing session, the following results were found. From these, the highest rate 40 (58.8%) of them associated with the reason that the paragraph writing session had a shortage of time. Thus, they did not have sufficient time in writing the paragraph. Similarly, 18 (26.5%) of them stated that paragraph writing was not practiced in the classroom that means they did not composed to write the paragraph in the classroom. Whereas, 10 students (14.7%) of them explained the writing lesson did not emphasize by the teachers that means their teachers most of the time were skipped the paragraph writing lesson and let students to practice writing paragraph as the homework.

Thus, it indicated that the teachers less attention given to the writing skills and no encouragement and motivation that provided from their teachers. As Hedge (1988), states the idea of time needs to be given more attention because the writing activities by its nature have different stages which

needs ample time. In fact, providing sufficient time and helping students to write the paragraph, or to answer the writing activity in the classroom have an important contribution for the students to think properly without any pressure which allowed them to follow the process writing stages and respected the elements of good paragraph writing skills.

Q. 19. Do you have ability on how to organize ideas when you produce unified paragraph? Please, explain briefly.

According to the results found from the students response based on their ability to organize ideas when producing unified paragraph, the majority of students were explained that they were unable to organize ideas properly in producing unified paragraph. The problem encounter the students' abilities in producing a unified paragraphs concerning of the organization of ideas and due to the structural parts of the paragraph and arrangement of ideas to keep paragraph unity. Whereas, a few of them replied that they were able to organize ideas when producing unified paragraphs.

Q. 20. What are the major challenges you face when writing paragraph in English? Would you specify them?

The students were asked to write their impression based on the major challenges that affect them when writing the paragraphs. The following points responded by the students that they encounter while writing paragraphs. Here are some students responses were mentioned as follow:

“I have difficulties in choosing the appropriate words and vocabulary, inappropriate using of conjunction and punctuation marks in the right place, grammar rules and writing the words with the correct letters” (S1, 6, 22, 31, 32, 40, 64 & 68). “The major challenges that affected me such as: I have problems of using grammar usage, tenses, how to write the topic sentence, generating and organizing ideas into make meaningful sentences and paragraph, how to write a summary and using the linking words” (S2, 3, 7, 18, 25, 26, 43 & 77).

Therefore, the data revealed that the major challenges that faced grade nine students' paragraph writing problems were identified thematically as: the problems of identifying the elements of the paragraph that means students did not know how to state topic sentence, main idea and write

concluding sentence, inability of generating and organizing ideas, inappropriate use of transition signals, problem of constructing meaningful sentences, arrangement of words within sentences, word choice, vocabulary, grammar rules, punctuation marks, spellings and capitalizations, due to these challenges students at Woshikin secondary school were unable in writing well-developed and coherent paragraphs.

Section IV: Suggestions and Recommendations

Q. 21. What do you suggest to overcome some of your paragraph writing challenges?

Table 22: Students suggestion to overcome their paragraph writing challenges

Alternatives	No of Respondents (Frequency)	Percentage
Making more practice	28	29.2%
Asking teachers for help	10	10.4%
Both of them	58	60.4%
Total	96	100%

As the results shown above, 58 (60.4%) of students stated their suggestion, both making more practice and asking teachers for help are the best way to overcome their challenges that faced them when they tried to produce well-developed and coherent paragraph. Others 28 (29.2%) of students were suggested that they need to make more practice as the better way to overcome their paragraph writing challenges. 10 (10.4%) of them were also chosen the way to overcome their paragraph writing challenges was asking teachers for help.

4.1.3. Analysis of Teachers' Questionnaire

Section I: Background Information on Respondents

The participants of this study are Grade Nine EFL Teachers at Woshikin Secondary School. The following discussion was presented the questions 1-4 about the background information of the participant characteristics with regard to their academic status. The total sample participants of

English teachers in the study were 5. Among them, 4 (80%) of teachers were male, and 1 (20%) of teacher was female; the clarification of teachers' age levels were 3 (60%) of them found in between 31-40 years old, and the rest of 2 (40%) teachers found in between 41-50 years. Moreover, teachers' qualification who teach English grade nine students in Woshikin Secondary School were 2 (40%) teachers had diploma certificate, and 3 (60%) of them were degree (BA) holder in teaching English as a foreign language. Based on their teaching experience, the majority of EFL teachers are experienced in between 11- 15 years in teaching English. Thus, these indicated that the teachers' qualifications and experiences could help to get the common perception and view concerning to the subject and positively contribute to reach the aim of this research.

.Section II: The Writing Skills.

Q. 5. According to you, which of the following four skills is the most difficult for students?

Table 23: Skills difficulties

Skills of difficulties	No of Respondents (Frequency)	Percentage
Listening	-	0.00%
Speaking	1	20%
Reading	1	20%
Writing	3	60%
Total	5	100%

As the results shown for the skills difficulties that students faced during the teaching learning of English, 3 (60%) of teachers affirm that their students face challenges in writing skills. However, two teachers stated their point of views differently. For example, 1 teacher (20%) affirm that speaking and the other 1 teacher (20%) believes that the reading skill as the most difficult skills for students.

Q. 6. How would you assess your student’s level of paragraph writing proficiency?

Table 24: Level of students’ performance in paragraph writing

Level of Paragraph Writing	No of Respondents (Frequency)	Percentage
Very Good	-	0.00%
Good	-	0.00%
Average	2	40%
Below Average	3	60%
Total	5	100%

According to the results in the table, the teachers’ assessment to their students level of paragraph writing proficiency, 3 (60%) of teachers believed that their students had below average level of proficiency in paragraph writing; while 2 teachers (40%) claimed that their students level of proficiency in paragraph writing was an average. From these assessments, no teachers could say that their students had a very good and good level of proficiency in paragraph writing.

Q. 7. According to you, good paragraph writing means: (you can choose more than one answer).

As the result shown for the question about writing good paragraph, all 3 teachers’ (100%) were chosen the all options. That is they admitted that good paragraph writing means correct grammar, good ideas, specific vocabulary, spelling, punctuation, clarity, coherence and focus. According to them, these aspects were integrated to constitute well-developed and coherent paragraph writing, and the omission of the one element affects negatively the quality of paragraph writing.

Q. 8. Which approach do you adopt in class to teach paragraph writing?

Table 25: Approaches used to teach paragraph writing.

Approaches to teach paragraph writing	No of Respondents (Frequency)	Percentage
Process Approach	-	0.00%
Product Approach	1	20%

Both Process and Product Approaches	4	80%
Total	5	100%

To teach the writing skill of paragraph, there are different approaches used in the classroom: the process and the product approaches. They are used separately or in a combination way depend on the teaching conditions and needs. This idea is supported by Harmer (2001), there are number of different approaches to practice the writing skills in the classroom, but to choose the appropriate approach for the students, teachers have to decide whether they want to focus on the process of writing more than its product, whether they want them to study different written genres or whether they want to encourage writing using their creativity. Accordingly, as the analysis of the results revealed that the majority of the teachers' 4 (80%) explained that they are used both the process and the product approaches, whereas one teacher is used the product approach to assess their final product of written activities.

Q. 9. When your students produce the paragraph in the class, do you strictly oblige them to comply with the stages of the approach you have chosen? Yes/No

According to the teachers instruction students to follow the writing stages, all teachers responded "Yes" and reported that they strictly obliged their students to follow the stages of the process writing while students produce paragraph in the classroom. However, students did not use the stages of writing while writing paragraph.

Q. 10. If "Yes" to question number 5, do you think that the time allotted to them is enough? Yes/No

With regard to the time allotted sufficient to write paragraph following the stages of writing process, all teachers answered "No" and they believed that the time allotted in writing paragraph passing through writing process was not sufficient to practice the task in the class. This indicated that lack of time caused students practicing in paragraph writing.

Q. 11. How often do you ask your students to practice in writing paragraph?

Table 26: The frequency teachers ask their students in paragraph writing

Degree of Practice	No of Respondents (Frequency)	Percentage
Always	-	0.00%
Often	-	0.00%
Sometimes	3	60%
Rarely	2	40%
Never	-	0.00%
Total	5	100%

As the results shown in the table above, none of the respondents replied always and often for the question asked how often do you ask your students to practice in writing paragraph? Whereas, 3 teachers (60%) of them responded that they sometimes let their students to practice in writing paragraph and 2 teachers (40%) replied that they rarely let them to practice paragraph writing. No one of them responded for the last option which is never for the same question asked.

Q. 12. Before asking students to write paragraph on a topic, do you oblige your students to follow certain stages/steps when they are writing paragraph?

According to the teachers instruction students to follow the writing stages, all teachers responded for the option “Yes” and reported that they strictly obliged their students to follow the stages of the process writing while students produce paragraph in the classroom.

Q. 13. If ‘Yes’, how often do you conduct some pre-writing activities?

Table 27: Teachers’ activities in teaching the pre-writing stage

Degree of Conduct	No of Respondents (Frequency)	Percentage
Always	-	0.00%
Often	-	0.00%
Sometimes	3	60%
Rarely	2	40%

Never	-	0.00%
Total	5	100%

As it indicated in the table above, 3 (60%) of them stated that they sometimes conducted their students to follow certain stages of writing paragraph in some pre-writing activities. Whereas, 2 teachers (40%) responded rarely for the same question asked. It is obvious that teachers' obliged students to follow the writing process stages, but they do these sometimes and rarely so that both teachers and students give less attention to make practice writing paragraph following different stages of the writing process.

Q. 14. How often do you give feedback on the students' written paragraph?

Table 28: Teachers' feedback on students' paragraph writing

Degree of Feedback	No of Respondents (Frequency)	Percentage
Always	-	0.00%
Often	-	0.00%
Sometimes	3	60%
Rarely	2	40%
Never	-	0.00%
Total	5	100%

As the results shown, 3 (60%) of teachers replied that they sometimes gave feedback. 2 teachers (40%) responded rarely for the question asked how often do you give feedback on the students' written paragraph?

Q. 15. How do you give feedback on students' paragraph writing activities?

Table 29: Teachers way of giving feedback

Ways of giving feedback	No of Respondents (Frequency)	Percentage
By indicating where the errors and	3	60%

letting learners to correct themselves		
By underlining each error done by the learners	-	0.00%
By telling them orally	2	40%
In written form	-	0.00%
Total	5	100%

From the result found, 2 (40%) of EFL teachers' explained that they sometimes gave feedback by telling orally. Whereas, 3 teachers (60%) replied that they rarely gave feedback by indicating where the errors are and letting the students to correct themselves. None of the participant EFL teachers' responded the last two options which were underlining each error done by the students and in written form. This was because the way of giving feedback may take time.

Section III: Students Paragraph Writing Challenges

Q. 16. Do your students face challenges when they are producing paragraph in English?

Yes/No

According to this question all teachers' responded "Yes" and they confirmed that students faced several challenges while producing paragraph in English. In fact this was showed in students' paragraph writing tests.

Q. 17. While writing paragraph, you notice your students confronting challenges at various levels of writing. What are some challenges you observed in their paragraph writing progress? (You can choose more than one answer)

- A. At the level of vocabulary B. Grammatical level C. Sentential level
D. Drafting a coherent composition E. Spelling level F. All of them

Table 30: Students level of challenges

Alternatives	N _o of Respondents	Percentage	Alternatives	N _o of Respondents	Percentage
A	-	0.00%	A B C D	1	20%
B	-	0.00%	B C D E	1	20%
C	-	0.00%	Total	2	40%
D	-	0.00%			
E	-	0.00%			
F	3	60%	Total	5	100%
Total	3	60%			

According to the results shown in the table above, 3 EFL teachers' (60%) of them responded the all options. They declared that their students face challenges at the level of vocabulary, grammar, sentence structure, spelling, and composing coherent draft, while two teachers (40%) responded differently. From these, the one stated that students face challenges at the level of vocabulary, grammar, sentence structure and drafting a coherent composition. The other teacher stated that the problems that affect students were grammar, sentences structure, composing a coherent draft and spelling. This means that their students find difficulties at all levels mentioned above. In fact, if the learners were unable to construct meaningful sentence using correct spelling and grammar rules, this had negative impact in producing well-developed and coherent paragraph.

Q. 18. What are some errors that your students made in their paragraph writing? (You can choose more than one answer) A. spelling error B. subject-verb agreement error
C. misuse of verb forms D. Misuse of punctuation mark E. Lack of unity F. Lack of coherence

Table 31: Students errors when producing paragraph

Errors in producing paragraph	N _o of Respondents (Frequency)	Percentage
A B C E F	2	40%
A C D E F	2	40%
A D E F	1	20%
Total	5	100%

The results shown in the table above, all the participant of EFL teachers stated their response differently for the same question asked, what are some of the errors that your students made in their paragraph writing? Among them 2 EFL teachers (40%) replied the options (A B C E F), the other 2 teachers (40%) stated the options (A C D E F), the remains one teacher (20%) answered the options (A D E F). However, most participant teachers affirmed that spelling error, misuse of verb form, misuse of punctuation mark, lack of unity and lack of coherence were errors that the students made frequently when producing paragraph.

Q. 19. Do you think your students have challenges when writing a paragraph if so, classify these difficulties? (Use numbers) A. Organization of ideas B. Grammar
C. Vocabulary D. (Spelling, Punctuation, Capitalization...etc)

Table 32: Teachers classification of students' paragraph writing challenges'

Alternatives	No of Respondents (Frequency)	Percentage
A B D C	2	40%
A D B C	1	20%
B A C D	2	40%
Total	5	100%

As the results found from teachers who participated in this question were asked to provide their point of view regarding the classification of the importance of the items listed above, 3 teachers' (60%) asserted that the organization of idea was the most significant item in students production paragraph rather than spelling. However, 2 teachers (40%) prioritized that grammar was the most significant item. Thus, it proved that teachers' mostly agreed on the difficulties of organization of ideas and grammar rules for being the most difficult to acquire.

Q. 20. Are the following the sources of challenges your students' poor writing a paragraph? (You can choose more than one answer) A. Teacher B. Syllabus C. Learner

Table 33: Reasons behind students' poor in paragraph writing

Alternatives	No of Respondents (Frequency)	Percentage
A B C	2	40% %
A C	3	60% %
Total	5	100%

As the result shown, the majority of the respondents (60%) claimed that the reasons behind students' deficiency in paragraph writing due to the teacher, and learner. However, 2 teachers (40%) asserted that these factors were mainly due to the teacher, syllabus and learner. From this, we noticed that the teachers choices integrative and combining two to three options. Moreover, there was a frequent repetition of the option (a) which represented "teacher" and the option (c) which represented "learner". Hence, the teacher and the learner are classified in the first option. Indeed, these two elements were the core of this investigation. These two items in the questions 21 – 22 will clarify the challenges that were mentioned in the question 20.

Q. 20.1: If others, please explain.

Teachers' added that the sources of the students' difficulties in writing paragraph rooted in their lack of background knowledge in lower grade and incompetent teachers. From the participant of EFL teachers' explanation, they thought that the other problems to be related lack of students' interest and willingness to write a paragraph.

Q. 21. If the teacher is the source of students' poor writing paragraph, is it due to: (You can choose more than one answer)

- A. Lack of using an appropriate approach to teach paragraph writing.
- B. Lack of using the writing process to teach paragraph writing.
- C. Lack of giving adequate corrective feedback and reinforcement.
- D. Teacher's response to students' written productions.
- E. Lack of teachers motivation to students written work.

Table 34: Teacher as a source of students' poor in paragraph writing

Alternatives	No of Respondents (Frequency)	Percentage
A B C D E	2	40%
B C D E	3	60%
Total	5	100%

As the results displayed in the table above, the majority of respondents (60%) emphasized that the reasons behind this handicap can be related to the lack of the following elements: the use of appropriate techniques to teach paragraph writing, teachers' adequate reactions (correction and response) to the students written productions and teachers' motivation, means that motivated teachers' can produce motivated learners.

Q. 22. If the learner is the source of poor their writing paragraph, is it related to? (You can choose more than one answer)

- A. Lack of interest and willingness
- B. Lack of background knowledge in the subject
- C. Lack of motivation to writing
- D. Learners carelessness
- E. Lack of practice in the classroom

Table 35: Learner as a source of poor in paragraph writing

Alternatives	No of Respondents (Frequency)	Percentage
A B C D E	4	80%
A B C D	1	20%
Total	5	100%

As the results indicated in the table above that the majority of the respondents (80%) agreed with the all factors that caused the students poor in paragraph writing such as students' interest and willingness, background knowledge, motivation, carelessness and practice in the classroom. Only one participant EFL teacher (20%) agreed with the factors (A B C D) for the same question asked.

Q. 22.1: If others, please specify.

According to teachers' justifications other factors caused students poor performance in paragraph writing were lack of sufficient time to write paragraph within a single period, lack of practice in their home, lack of confidence, negative attitude of students towards the writing skills.

Q. 23. What types of challenges do your students face when writing paragraph? Would you specify the nature of their challenges categorically?

According to teachers' specifications to this question, all the participant EFL teachers' claimed almost the same issues that their students faced challenges when producing well-developed and coherent paragraph. As they specified the major challenges and other factors that students make poor using the basic skills of writing paragraph in English, for example, problems of generating and organizing ideas, lack of unity, lack of coherence in flow of ideas, problems of the parts of paragraph, inappropriate grammar usage, problems of sentence construction, spelling problem, problem of punctuation marks, misuse of capitalizations, problem of vocabulary selection, or word choices.

Section IV: Suggestions and Recommendations

Q. 24. Is it possible to overcome these challenges? Yes/No

As the result shown that all the participant EFL teachers' (100%) reported that it was possible to overcome the challenges that affect students in writing paragraph. Of course, there is no problem without solution. There should be collaboration between the teachers and the students in order to find out suitable remedies solution to reduce the problems in paragraph writing among secondary school EFL students.

Q. 24.1. If yes, please explain, how can you help your students to overcome these paragraph writing problems?

Almost all teachers' answered 'yes', and proposed some useful solutions to reduce the students' paragraph writing challenges; among five EFL teachers', the former two teachers stated that:

T1: *“First, teaching paragraph writing within a single period is not much enough for students to practice paragraph writing because, the nature of the writing skills is difficult. Thus, paragraph writing needs sufficient time and more practice in the classroom as well as at the students’ home.*

T2. *“We teachers’ motivate students’ lots to produce paragraph by selecting interesting topic with good teaching strategies. Finally, teachers must show students mistakes and errors in their written production by underlining each errors and give constructive feedback in written form.”*

The others two teachers stated their solutions to reduce students’ paragraph writing challenges:

T4: *“Teachers should give more emphasis in teaching the structure and the characteristics of paragraph. For example, students should learn how to write the topic sentence, supporting sentences and concluding sentence and how to organize ideas coherently while they write a paragraph.”*

T3: *“Teachers’ should oblige and encourage students to follow the writing process using the stages of paragraph writing. Paragraph writing needs time to practice in the classroom. However, the time allotted to write paragraph within a single period is not sufficient, so students should make more practice writing paragraph at their home.”*

Moreover, the other teacher proposed the way to minimize students’ paragraph writing problems by focusing on the three qualities of paragraph writing such as unity, coherence and cohesion and create awareness on the importance the writing skills through their life. Additionally, he stated a crucial element which is helping students widen their thinking and imagination, and encouraging them to read because reading is a key to improve writing skills and have background knowledge.

4.1.4. Analysis of Teachers' Semi-structured Interview

1. Do you allow your students to write paragraph in English class? Yes / No.

If yes, how often do you let your students to practice writing paragraph?

From the participant of EFL teachers' responses to the interview question asked, do you allow your students to write paragraph in English class? All of the five respondents answered to the option 'yes'. Based on the sub question asked, how often do you let your students to practice writing paragraph? From the five respondents three of them gave the same response that they taught paragraph writing by providing sample paragraph and let the students to practice it. For instance, from the respondents' responses:

T1: *"Not most often, but I sometimes give my students the writing activities and also I usually let them to practice writing a paragraph in the classroom in every writing lesson"*.

T2 and T4: *"I sometimes give my students the writing activities and allow them to practice writing a paragraph even I direct them to describe each other, but I do this paragraph writing activities once in each unit and I do not assess their written work. This is due to the content coverage, the time limit and even the large number of students in one class"*.

T3 and T5: *"I rarely give the students the writing paragraph tasks and most of the time I skip it because I do not have enough time to cover the textbook. The number of students who learn in one class is too large and it is impossible to give them writing tasks. So, since it is difficult to check what students have written and challenging to manage them, I prefer to teach only the grammar parts"*.

As the teachers' responded that they did not allow the students to practice writing the paragraph. Therefore, the writing skills neglected by the current EFL teachers this made due to the shortage of time. It indicated that there was students' lack of practice in writing paragraph.

2. When you teach paragraph writing, do you instruct your students to follow the stages of process writing in their paragraph writing?

With regard to teachers' interviewed said that they instructed students regarding how to write the paragraph especially in terms of the paragraph unity, coherence, adequate development of the text, topic sentence, supporting sentences, concluding sentence, grammar, and punctuation and linking words. Moreover, all teachers agreed on encouraging and instructing students to practice writing paragraph using the writing process stages. The following extracted respond provided as an example:

T1: "I rarely teach the stages of paragraph writing such as prewriting, planning, drafting and revising, editing and writing the final product. I instruct students to follow certain steps when they write the paragraph with respect to major elements of the paragraph structure like topic sentences, supporting sentences and concluding sentences. Though students do not apply these steps of process writing, they have some understanding of these steps.

T2: For paragraph writing, I sometimes instruct students to follow the stages. However, most of the students have no knowledge on how to write the paragraph and basically they cannot write the types of sentence to express their idea that help their paragraph writings. In this way, their paragraphs have lack of topic sentence, supporting sentences and concluding sentence. At all, the students' paragraph writings have the problems of unity, poor organization of ideas, and wrong choice of words because they have limited vocabulary knowledge. These problems lead the students to fail in producing well-developed and coherent paragraph."

T3: "I teach and instruct students to use the procedures of paragraph writing such as pre-writing, drafting, revising and editing. However, most of our students are unable to use the kinds of procedures in producing complete paragraphs because all the supporting sentences in the students' paragraph did not clearly, sufficiently and fully explain the main idea of the topic sentence. Some of their problems were when they wrote the paragraphs their writing had lack of unity, coherent, punctuation marks, capitalization, spelling, word choice and grammar."

T4: *“I instruct students to follow the process writing steps when they try to write a paragraph, but they have problem of background knowledge and understanding the subject. Because, they do not apply the steps of process writing, how to write a topic, developing and organizing ideas, they simply gather irrelevant ideas carelessly, repetition of words, linking words, use of correct paragraph layouts, punctuation marks, capitalization and spelling are the problems.”*

T5: *“After I taught the stages of process writing I instruct them to use these stages of writing. However, they do not know how to develop the supporting details, because their paragraphs have problems of unity, coherence, grammar, vocabulary, spelling, capitalization, punctuation marks and cohesive devices.”*

3. Do you provide feedback on students’ written paragraph? Yes/No if yes, what is the focus of feedback you provide?

Represented within the analysis of teachers’ interview was a mutual agreement in providing feedback on students’ written paragraph. However, as they responded that giving continuously, sufficient and different alternative ways of feedback for a large number of students was very difficult within a single period. For instance, three teachers said that they rarely gave feedback for students written paragraphs by indicating where the errors in the paragraph and letting the students to correct themselves. Among five respondents’ three teachers (T1, T3 and T5,) responded the same answer for example:

T1: *“I provide feedback by looking on some clever students’ paragraphs because I do not have a lot of time to correct each student’s paragraph within short time. I do this to correct students’ mistakes specially focusing on punctuation mark, vocabulary, grammar spelling problems.”*

T3: *“I rarely give feedback for students’ written paragraph indicating where the errors and letting them to correct themselves. This is done only for some students who used the teachers’ feedback, because very few of them volunteer to revise and write their paragraph within a group. When I give feedback I roughly see grammar, vocabulary, verb forms, spelling and capitalization.”*

However, out of five respondents two of them said that they sometimes provide feedback to students' written work simply by telling orally. As they mentioned, the students who do not volunteer to revise and write their paragraph reflect lack of self-confidence and fear of negative feedback on their written output. The following extracted teachers 2 and 4 response provided as an example:

T2: "I give feedback by encouraging students to read their paragraph to the class and gave oral feedback to them."

T4: "The majority of our students do not have the habit of working in groups and helping one another when they instruct to write paragraph following the steps of process writing. They want to do totally dependent on those students whom think well than them. They like simply copying from their friends. This habit shows that students have problem of self confidence."

As indicated the results above, providing feedback by the teachers themselves rather encouraging students themselves to provide feedback to one another was focused on the students' end product and teacher based feedback. This way of feedback was ignorant the step by step feedback in each stage of process writing and limited students' creativities. Thus, according to the above data most teachers promoted product oriented approach of teaching paragraph writing. In fact, this helped to reduce the students' paragraph writing problems which is related to the language structures, however, it did not promote the students' creativities in writing paragraph. In addition, all the interviewed teachers replied that when providing feedback on students written paragraphs, they focused on grammar, vocabulary, spelling and punctuation marks.

4. What are the major challenges do your students face when writing paragraph?

According to teachers' interview responses on students' paragraph writing challenges. Almost all teachers believed that many problems faced students to produce unified and coherent paragraph. The following extracted teachers' responses said that:

T1: "Students writing have lack of unity, coherence and not developed adequately, spelling, punctuations and word choices lead them to write poor paragraph. In general, most of students

have no awareness on how to write the paragraph basically they cannot identify the types of sentences, and grammar can affect their paragraph writing. In this way, their paragraphs have lack of topic sentence, supporting sentences and concluding sentences.”

T2: “The major challenges face students when teaching the paragraph writing, most students’ paragraphs have mainly lack of unity due to the sentences in their paragraph are not related to the topic sentence. They simply write several sentences without connecting the related ideas together, but their arrangements of writing seem to paragraph. Another problems students face when writing paragraph they have grammar problem, lack of using words appropriately, lack of constructing sentences, lack of relevant supporting sentences which referring back to topic sentence, problem of organizing ideas, punctuation marks, spelling and consistency flow of ideas could be some problems in their paragraph writing.”

T3: “Many students cannot even construct meaningful sentences. They are confused to identify the topic sentence and controlling idea, supporting sentences and concluding sentence when developing their paragraph. It is also difficult them to use linking words, organizing ideas to write coherent paragraph and they have a limited knowledge of vocabulary to construct long sentences in their paragraph writing.”

T4: “Many of students’ paragraphs are with the problems of unity, completeness, subject-verb agreement, sentences combination, fragment sentences, stating topic sentence, composing supporting sentences and concluding sentence, punctuation marks, capitalization and spelling, repetition of words, flow of ideas, and linking words are the problems.”

T5: “The major challenges that students face when writing paragraph such as lack of unity, coherence, lack of organizing ideas, inability to write an effective topic sentence and support it with suitable supporting details. Students often fail to provide sufficient details or examples to support the topic sentence. This inability of developing the paragraph might be attributed to lack of adequate vocabulary. It is evidence that the lack of details and examples in developing paragraph are in fact quite common among students’ paragraph writing. Students’ paragraph

writing, in general, is characterized by errors in spelling, grammar, word usage, punctuation and inappropriate use of transitional markers.”

As the data indicated from the interviewed teachers respond thematically the major challenges on the students' paragraph writing, lack of writing unified paragraph because internal consistency of their paragraphs failed to connect to the main idea stated in the topic sentence, lack of achieving coherence, spelling errors, problem of punctuation marks, problems of identifying the parts of paragraph, problems grammar and word choices.

5. What are these challenges due to?

The teachers' interview responses revealed the students' sources of paragraph writing challenges, all teachers stated many reasons. As they said that for example, T1 said the following:

“Well, I think writing skill is the most difficult skills especially when the students try to write paragraph. For example, they missed some spellings when they write a paragraph some letters are written, but they are not pronounced so that they always make mistakes. The other and the main sources of students' paragraph writing problems are limited knowledge of vocabulary. Students do not have the knowledge of vocabulary to convey their ideas. The other sources are less attention, shortage of time and large class size from both teachers and students that make them not to get opportunity to contact each other in the class and these lead students not to get corrections and teachers not assess the students' performance on paragraph writing.”

T2 also discussed the following points:

“In my view, the central reasons students' paragraph writing challenges is that most of our students are poor in vocabulary. This in turn hinders them not to generate ideas which enable them to produce paragraph. Teachers themselves are not interested in teaching writing skills and the local environment itself contributes, or it does not help the students to develop their paragraph writing because teachers do not motivate to provide interesting writing topics, lack of training and practice from both teachers and students, and lack of motivations from both the

teachers and students in the classroom. Students do not volunteer to reveal their writings and do not have habits of asking teachers for help. Carelessness is also the source of the students' paragraph writing problem. When they asked to write paragraph using the stages of process writing, they take it lightly and just gather irrelevant ideas carelessly. They cannot concentrate to express ideas clearly."

In addition, T3 raised some reasons that students faced challenges in paragraph writing:

"The students' poor educational background knowledge in writing paragraph is the reason hindering students' performance. The other sources of students' paragraph writing are lack of knowledge and understanding of the paragraph unity, coherence and content. In fact, students do not know the writing process and how to write the topic sentence. They do not know how to develop supporting details and cannot write tightly connected structure. When they ordered to write paragraph, they do not link sentences appropriately. They leave an idea on the way and start writing another one anywhere."

T4 also said that:

"I think, students' poor knowledge of grammatical usage is the main source can be affecting their paragraph writing problem. When I checked their paragraph, the most common problems seem to have subject-verb agreement errors, incomplete sentences, preposition errors, tense errors and word order errors are frequently found in their paragraphs. Lack of motivation, lack of practice, lack of providing feedback and corrections and lack of suitable environments, poor knowledge of the basic skills for example, pronoun references, conjunctions, punctuation marks, spellings, capitalizations, parallel structures hinder them to write unified, coherent and well-developed paragraphs."

T5 discussed the following points:

"The reasons that affect students' paragraph writing are students' negative attitudes towards the target language, lack of practice, lack of self confidence, inadequate time and educational background play the major role of their weakness of paragraph writing. In addition, students

have no knowledge to the parts of paragraph and the features of good paragraph so that they get difficulty to identify the topic sentence and the controlling idea and developing it with sufficient details. These make them failed to write unified paragraph, and wrong choice of words because they have a limited knowledge of vocabulary.”

From the teachers’ interview responses above, all teachers gave many reasons to their students’ paragraph writing challenges and these can be summarized as: the nature of the English language difficulty, limited knowledge of vocabulary, lack of interest, shortage of time, large class size, little help from teachers, learning environment, lack of training and practice, lack of motivation, carelessness, poor background knowledge in lower grades, poor knowledge of grammar usage, lack of providing feedback and corrections, poor knowledge of the basic writing skills, negative attitudes towards the target language, lack of self confidence, poor knowledge of the parts and features of paragraph writing were the reasons affecting grade nine students’ paragraph writing at Woshikin Secondary School.

6. How do you help your students to overcome with the challenges?

The teachers discussed different strategies should be used to overcome the students’ paragraph writing. The following examples extracted from the teachers’ interview responses. T1 said that:

“I think that it is important to raise students’ awareness about the importance of paragraph writing and the need for effective vocabulary and grammar learning is also emphasized since vocabulary and grammar is closely associated with paragraph writing. Vocabulary plays an important role for students who learn a foreign language while mastering the grammar rules helps the students to communicate ideas, feelings and thoughts effectively. Good grammatical rules can be the keys to help students recognizing the mistakes and improve their paragraph writing qualities.”

Moreover, T2 discussed the following points:

“Extending reading activities are the subject to be the solution. It is clear that reading and writing always have close and complementary relationships. Therefore, in order to effective

paragraph writing students must expand their reading activities. By reading comprehension any texts in English they might be able to improve both vocabulary and grammar knowledge and learn more ways to express their ideas through writing.”

In addition, T3 stated some strategies that help students to overcome the challenges in paragraph writing:

“We teachers should use different techniques when teaching paragraph writing for instance, promoting peer review and assessment activities enables students to review and give feedback to each other on the completion of paragraph writing tasks and motivating them to perform better on writing tasks. Teachers should also give immediate feedback in written form and guiding them to write paragraph with a clear organization and flow with a particular focus on the techniques of connecting sentences.”

Similarly, T4 said that:

“In my opinion, group work in writing class has benefit. Such kind of learning strategy helps students to increase self confidence and practice generating ideas collectively that will later use as input for their paragraph writing. As far as I concern, especially grade nine students who are learning paragraph writing as beginners, the lesson should start from simple topic. Thus, the materials should use from sentence formation to paragraph writing. I think sentences are the base for writing paragraph so that to write good paragraph, students first should know how to write grammatically correct sentences.”

And T5 also said that:

“Motivating students to write paragraph is the strategy that should use overcoming students’ paragraph writing challenges. Teachers should implement the writing process techniques more successfully because, it motivates students to practice writing the paragraph meaningfully and repeatedly, and facilitate situations in which they can get corrections and feedback on their writing either from their teachers or peers.”

In general, teachers forwarded the solutions overcoming students' paragraph writing challenges were:

- Teachers should raise students' awareness about the importance of writing in English and the need for vocabulary and grammar knowledge helps students to communicate their ideas effectively and improve their paragraph qualities.
- Teachers should offer the reading comprehension activities help students to improve their vocabulary and grammar knowledge.
- Teachers should use different paragraph writing teaching strategies for examples: give group work activities, peer review and peer assessment techniques, these enable students to increase confidence, practice and motivation, design paragraph writing teaching materials from simple to complex, and implement writing process stages and guide students to write well organized paragraph with a particular techniques of connecting sentences.
- Teachers should provide written feedback to the students' writing; prepare interesting and familiar topics; help students to be rich vocabulary and motivate students to perform better in their writing tasks.
- Students should also be good reader, confident enough to their teachers or peers feedback, make practice to write paragraph continuously, have interest to write paragraph in the class as well as at their home.

4.2. Discussions

4.2.1. Results and Discussions Students' Paragraph Writing Tests

The data obtained from students' paragraph writing test are analyzed and discussed as follows. Before students took the test, the researcher prepared three familiar topics, informed to select one of suitable topic which is convenient for them and told to write descriptive paragraph. Then after, students were given sufficient time to complete their tasks and told them to consider the essential requirements of an effective paragraph such as unity, coherence, adequacy, stating a clear topic sentence and concluding sentence, using a clear language and the basic writing skills. As shown

in appendix II, students' paragraphs were analyzed in terms of 5 criteria. These are organization: to assess the parts of paragraph, unity and coherence; content: to analyze adequacy; grammar: to analyze grammar and sentences constructions; vocabulary, and mechanics: to analyze spelling, punctuation and capitalization errors.

The findings of data from students' paragraph writing tests were discussed based on the research questions and objectives. The first major challenges were students have insufficient knowledge about the features of effective paragraph writing.

Lack of unity is the first serious challenge that rated 95.8% of students attributed in paragraph writing. It was found with the number of challenges faced students in writing unified paragraph. These were unclear and flawed topic sentences, stating more than one ideas, unclear supporting details, irrelevant sentences, poor organization and arrangement of ideas. As examined students' paragraph writing tests, lack of coherence is the second serious challenge that rated 91.3% of students highly attributed with the problems of transitional markers, cohesive devices and linking words, flow of ideas, the repetition of nouns and pronouns and inappropriate use pronoun references. To begin the adequacy/completeness problem rated 86.8% of students' paragraph were attributed with lack of supporting details, evidences and examples and word to express their ideas properly.

With regard to this, well-developed and coherent paragraph writing related to the dominant ideas incorporating the topic sentence with its controlling idea, supporting sentences and concluding sentence. However, the results gained from students' paragraph writing tests were revealed that the second major challenge was the parts of paragraph and it is rated 86.1% of students failed to fulfill these elements such as the topic sentence, supporting sentences and concluding sentence in their paragraphs.

Grammatical problems made the students' paragraph worse were such as subject-verb agreement error, incomplete sentence, run-on sentence, tense and verb form error, wrong use of adjective, misuse of possessive pronoun and noun, wrong use of prepositions, unnecessary omission and

addition of words, word arrangement errors. These grammatical errors were the most common challenges were identified from the students' paragraph writing tests.

Spelling, punctuation, capitalization and vocabulary problems were also identified the analysis of students' paragraph writing tests as factors for affecting students when producing well-developed and coherent paragraph.

4.2.2. Results and Discussions of Close-ended and Open-ended Questionnaire

The first factors hindering students not to produce well-developed and coherent paragraph were lack of practice and interest. With regard to the students' proficiency in paragraph writing, the analysis of questionnaire from the students and the teachers' responses revealed that the habits of students practice in paragraph writing was poor because students sometimes and rarely practiced in paragraph writing tasks in the classroom. This means the learners did not practice in paragraph writing regularly.

Students lack of knowledge the basic skills of paragraph writing criteria were also another factor for students' poor performance paragraph writing such as knowing the grammar rules, generating good ideas, memorizing words, spelt words correctly, using punctuation marks and choosing appropriate words to express ideas. These criteria are the basement for constructing meaningful sentences and developing these sentences into writing effective paragraph unless the omission of one element negatively affects the paragraph qualities.

Furthermore, lack of knowledge on how to develop paragraph led students' paragraph writing failed to achieve unity, coherence and completeness, and the parts of paragraph structure also did not well-developed. Students knew what to write, but they did not know how to develop good paragraph. In other words, they were unable to organize ideas in their mind and express them into well-developed and coherent paragraph.

Limited knowledge of English vocabulary was a problem to the students that faced challenges when producing well-developed and coherent paragraph. The results revealed that the challenges faced students' in paragraph writing were problems of identifying the parts of the paragraph that means they did not know how to state topic sentence, main idea and write concluding sentence, organization of ideas, inappropriate use of transition signals, problem of constructing meaningful sentences, arranging words within sentences and wrong choice words. Thus, they face challenges to develop their paragraph as they needed to compose meaningful sentences in order to support their paragraph.

Moreover, limited knowledge of grammar use is the other problem. Students were not proficient enough at the grammar rules so that they still made the number of grammatical mistakes in their paragraph writing. Thus, it proved that teachers' mostly agreed on the challenges of organization of ideas and grammar rules for being the most difficult skills to acquire.

The questionnaire results showed that the writing process stages were not implemented with the help of teachers and students did not follow these stages when practicing the paragraph writing tasks in the classroom. Although students know the significance of the writing process stages and their teachers inform them to follow the stages of writing process during paragraph writing tasks. However, students had no experience what to do these in each stage when they attempt to write paragraph. In this case, students' response declared that they highly find difficulties in the pre-writing stage, organizing stage and drafting stages. Furthermore, they were also unable to revise and edit their final writing (see tables, 15 & 16).

The factors that attributed the students not to practice in producing well-developed and coherent paragraph following the writing process stages were insufficient time and from the teachers less attention given to the writing skills, no encouragement and motivation. As Hedge (1988), states the idea of time needs to be given more attention because the writing activities by its nature have different stages which needs ample time. In fact, providing sufficient time and helping students in writing the paragraph in the classroom have an important contribution for the students to think

properly without any pressure and allows them to follow the writing process stages and they respect the basic skills of good paragraph writing.

All teachers did not give continues feedback in each stage of the writing process however, they sometimes or rarely gave feedback orally on the students product writing and no teachers gave written feedback. This kind of feedback provide when teachers focused on grammar, vocabulary, spelling and punctuation According to Zamel (1985) the ways of corrections that teachers made relate to the surface level of problems on spelling, tense and punctuation, forgetting the content and organization of writing affect the meanings and communication of the writing.

The most common factors identified in the questionnaire that grade nine students at Woshikin secondary school faced challenges in producing well-developed and coherent paragraph were lack of background knowledge, lack of practice, lack of interest, lack of confidence, lack of motivation, carelessness, insufficient time, unfamiliarity of the writing topic, the nature of the writing skills difficulty and little or no attention given to the writing skills.

4.2.3. Results and Discussions from Teachers' Interview.

As the data indicated from the interviewed teachers respond thematically the major challenges on the students' paragraph writing, lack of writing unified paragraph because internal consistency of their paragraphs failed to connect to the main idea stated in the topic sentence, lack of achieving coherence, spelling errors, problem of punctuation marks, problems of identifying the parts of paragraph, problems grammar and word choices.

These problems were due to the following reasons: the nature of the English language difficulty, limited knowledge of vocabulary, lack of interest, shortage of time, little help from teachers, lack of practice, lack of motivation, carelessness, poor background knowledge of students, the ways of teachers providing feedback and correction, poor knowledge of the basic skills of paragraph writing, negative attitude towards the target language, lack of confidence, poor knowledge on the

components and features of paragraph writing were caused the students' poor performance in paragraph writing.

In conclusion, the students' paragraph writing test results revealed that the average scores of the students' paragraphs in unity 95.8, coherence 91.3, adequacy 86.8, parts of paragraph 86.1, grammar 82.6, spelling 92.7, punctuations 83.3, capitalization 67.7 and vocabulary 73.9 percent respectively. Thus, the results gained from students' paragraph writing test, students and teachers questionnaire and the teachers' interview revealed that students had insufficient knowledge and they faced challenges when producing well-developed and coherent paragraph. This finding was similar to the previous findings of researchers such as Mohammedamin (2015: 56), Teklemedhin (2017: 65) and Birhane (2018: 69-70). All these researchers were found the results that students were encountered with the problems of organization, unity and adequacy, the parts of paragraph, grammar, punctuation, capitalization, spelling and word choice.

According to the three parts of paragraph, the results from students' paragraph writing test and teachers' interview revealed that most of grade nine students in Woshikin secondary school were wrongly implemented the elements of paragraph which is topic sentence, supporting sentences and concluding sentence. However, this finding was different from Mohammedamin (2015). He focused on the features of good paragraph and Birhane (2018). She focused on assessing factors affecting students' paragraph writing using the four paragraph development patterns. Therefore, as the researcher stated the gap in chapter one, both of them did not investigate the students' knowledge in relation to the parts of paragraph. But, this study was found that students were unable to identify the parts of paragraph and they simply write the paragraph without recognizing these elements.

With regard to the second research question was "Do teachers deal with the stages of the writing process in teaching paragraph writing?" The results were gained from the teachers and students questionnaire and teachers' interview revealed that students knew the seven stages of the writing process and their teachers simply obliged students to follow these steps. However, the writing

process stages were not implemented practically with the help of teachers and students had not knowledge on what to do in each stage. This problem was due to students' lack of knowledge, shortage of time, teachers less attention given to the writing skills and lack of motivation. This finding was similar to the previous researchers Birhane (2018: 67) and Mohammedamin (2015: 46). Their findings revealed that teachers did not encourage students to write paragraph passing through the stages of the writing process and students could not use the strategies of the writing process when producing paragraph due to lack of knowledge. However, this study finding was different from Teklemedhin (2017: 56). His finding revealed that the students' poor paragraph writing was the causes of lack of practice and lack of interest.

The teachers and students in the questionnaire and interview's findings revealed that the most common factors attributed grade nine students in Woshikin secondary school when producing well-developed and coherent paragraph were divided into three categories. These were student related factors such as lack of practice, lack of interest, lack of knowledge about the basic skills of the writing criteria, lack of confidence, carelessness and negative attitude towards the English language; teacher related factors such as the ways of teachers providing feedback and correction, little or no encouragement and motivation to students writing tasks, and material related factors such as unfamiliarity the writing topic and shortage of time given to the writing tasks. These findings were similar to the previous researchers' findings Mohammedamin (2015: 56), Birhane (2018: 71) and Teklemedhin (2017: 66).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter treats the overall activities carried out the study in the form of summary. It states the conclusion of the overall work drawn based on the findings in chapter four. In addition, the part of recommendation treated the direction as to how professionals involved in the preparation of grade nine English textbook and should implement the necessary techniques in the material preparation and contribute on how to help students in improving paragraph writing challenges.

5.1. Summary

In fact, paragraph writing is an important writing skill that has many benefits for the students in developing their better writing ability, offering opportunities for their future academic purpose writing and the other works result in good communications through writing. The main objective of this study, as mentioned in the previous chapters was intended to investigate the challenges that students face when producing well-developed and coherent descriptive paragraph in grade nine at Woshikin Secondary School. For this purpose, the study focused on investigating the major challenges that faced students when producing a paragraph, to check how students use the specific stages of process of writing when writing paragraph. The study tried to find out certain areas where students' poor ability in using the basic skills of paragraph writing lies. In addition, the study tries to find out how teachers attempted to help students overcome the challenges of paragraph writing.

For this study descriptive research design was employed to address these issues. Mixed research which contains qualitative and quantitative method of data analysis was employed. In this study, 96 grade nine students were chosen as a sample size through simple random sampling technique and 5 EFL teachers who taught in the target school selected through comprehensive sampling technique. To achieve the first objective, test analysis was employed investigating the major challenges students face when practicing paragraph writing. For this reason, the researcher used

paragraph writing tests and analyzed the paragraphs written by 96 students carefully. To gain the second, third and the fourth objectives, the researcher used questionnaire for the students and teachers, and semi-structured interview for English teachers.

The questionnaire was mainly used for the purpose of triangulation that the information gained from students test analysis about the major challenges that students faced in paragraph writing. It was also used to get the data about the poor performance of students for they could not employ the basic writing skills properly. The finding of the study indicates how students use the stages of the writing process when writing paragraph. In addition, the researcher identified how teachers attempted to help students in overcoming students' paragraph writing challenges.

Semi-structured interview was used for the purpose of collecting data about students' paragraph writing challenges. It helped the researcher to identify how English teachers attempted to help in overcoming the students' paragraph writing challenges. All data collected from test analysis and semi-structured interview were analyzed qualitatively, but questionnaire for cross checking were analyzed quantitatively. The use of these instruments, data analysis helped the researcher to identify the major challenges that students faced in paragraph writing.

The first challenge that the students encountered was the problem in writing effective paragraph. Because of that students could not show unity, coherence and adequate development in their paragraph. The paragraph unity problems refer back to the topic sentence and controlling idea, whereas coherence problems are related to lack of using cohesive devices, illogical flow of ideas and inappropriate uses of pronoun references. Besides that, the adequacy problems are related to the paragraphs that are not well-developed, lack of supporting details, evidences, examples, relevant ideas and thoughts.

The other second major challenge was related to the three parts of paragraph structure since the students' paragraphs lack of topic sentences, supporting sentences and also concluding sentence. Because of that, the paragraphs of the students participated in this study lack the summary that indicates the main ideas stated in the complete paragraphs of the students.

The other most serious problem that students committed in their paragraph writing was the use of incorrect grammar which is related to wrong tense of verbs, wrong use of adjectives, wrong use of possessive pronouns and nouns, and wrong use of prepositions. Besides that, there was lack of word order and subject-verb agreements error. Sentence fragments, run-on sentences, mechanical problems related to spelling errors were very common. Some of the students were found using incorrect letters, omitting letters and adding unnecessary letters in their sentences.

Some of the students do not use punctuation marks properly. Because of that, their sentences in their paragraphs lack full stops, commas, semi colons, colons, and capitalizations. Especially, the majority of students either use capital letters instead of small letters or small letters instead of capital letters. Besides that, the researcher observed certain errors related to inappropriate word choices in paragraphs of students participated in this study.

The researcher used the questionnaire responses obtained from both the selected students and teachers in order to triangulate the data gained from test analysis and semi-structured interview. From the discussion of questionnaire, the researcher found the problems from both the teachers' side and the students' side such as lack of practice, lack of interest, lack of knowledge about the basic skills of the writing criteria, lack of confidence, carelessness and negative attitude towards the English language; teacher related factors such as the ways of teachers providing feedback and correction, little or no encouragement and motivation to students writing tasks were the most common factors attributed grade nine students in Woshikin secondary school when producing well-developed and coherent paragraph.

In fact, process writing concerns the process of how ideas developed and formulated in writing paragraph and it focuses on how clearly and efficiently students can express and organize their ideas. However, the researcher realized both students and teachers gave less attention for the importance of practicing paragraph writing using different stages of writing. Teachers gave little attention for the stages of process writing. As a result of that, students did not get enough chance to apply these stages in their paragraph writing.

Due to the challenges raised above, students were unable to write unified, coherent and well-developed paragraphs. They could not get chance to identify the topic sentence, controlling idea and develop it with sufficient details for they were not encouraged to practice in the classroom. Due to shortage of vocabulary, students may lack confidence to write the complete sentences to express ideas that help them in developing their paragraphs.

Since teachers do not provide corrections that focus on grammar and the surface structure of the language, students lack of motivation and they also may not be encouraged to make practice on paragraph writing. Shortage of teaching materials and other related factors like the unfamiliarity of the writing topics make students careless. Besides that, lack motivation and initiation from teachers may force students to be poor performance in using the basic skills in writing paragraphs. These problems lead students to fail in producing well-developed and coherent paragraphs.

5.2. Conclusions

Based on the findings of the study, the following conclusions are drawn.

This study investigated challenges that grade nine students faced in producing well-developed and coherent paragraph at Woshikin Secondary School. The findings of the data obtained from students' paragraph writing tests, questionnaire responses of both the students and teachers, and semi-structured interview conducted on teachers revealed that students were found not confident in writing well-developed and coherent paragraph. Because of that, the researcher tried to arrive to the conclusions that could indicate as there is several challenges students face in paragraph writing:

1. The first major challenges of students could be that the students have insufficient knowledge about the features of effective paragraph writing. From these, writing unified paragraph is the first serious problem that students face in paragraph writing because the students' paragraph started to express about controlling ideas and immediately turned to another idea leaving the former idea without giving conclusion. The second problem is coherent paragraph such as

lack of transitional markers, misuse of cohesive devices and omission of linking words, illogical flow of ideas and sentences, the repetition of nouns and pronouns and inappropriate use of pronoun references. All these problems are suggested that the students faced highly challenges in writing coherent paragraphs. Students' paragraphs lack adequate development since their paragraphs lack supporting details, evidences, examples and supporting reasons.

The second major challenges were observed in the three parts of paragraph structure such as the topic sentence, supporting sentences and concluding sentence were not clearly developed.

Grammar related problems such as misuse of tense and verb forms, wrong use of adjectives, wrong use of possessive pronoun and noun, wrong use of prepositions, unnecessary omission and addition of words and word arrangement errors. Sentence structure related problems that indicate lack of subject-verb agreement errors, incomplete sentences and run-on sentences, mechanics which are related to spelling errors: using incorrect letters, omitting letters and adding unnecessary letters, the punctuation mark errors: missing full stop, comma and colon, capitalizations especially the majority of students use capital letters instead of small letters, some use small letters instead of capital letters, and the use of capital letters within words are identified in their paragraph writing. Word choice errors which were related to inappropriate word choices discussed in the study were the most serious challenges that the students committed in their paragraph writing.

2. The findings of the data revealed that EFL teachers did not deal with students using different writing techniques and students were not encouraged to write paragraph in the classroom following the specific stages of the writing process.
3. The above mentioned students' paragraph writing challenges were due to different factors. These challenges could be based on student related, teacher related and teaching material related factors. Indeed, there could be various factors that hindered promoting the students' paragraph writing skills. Some of these were student related factors basically lack of

knowledge on how to write unified, coherent, completed and well organized paragraph due to lack of regular practices. Lack of word choice did not allow them to form different ideas about the parts of the same material. They could not arrange and use them to construct complete and meaningful sentences. They also had lack of confidence. Some of showed carelessness and negative attitude towards writing in English. As the researcher understood, students might not be given appropriate corrections and feedback, and motivation. These are all teacher related factors that students were not provided properly. Furthermore, there could also be unfamiliarity of students with the writing topics or the writing lessons. These issues are found highly related with the teaching material related factors.

5.3. Recommendations

The following recommendation points are drawn from the findings and the conclusions of the study. In addition, the part of recommendation was treated the direction as to how professionals involved in the preparation of grade nine English textbook and should implement the necessary techniques in the materials preparation and contribute on how to help students in improving paragraph writing challenges.

- Students should include the essential features of good paragraph such as unity, coherent and adequacy, organization, grammar rules and an appropriate word choice while practicing paragraph writing.

- In teaching paragraph writing, teachers should focus not only grammar and vocabulary, but also other essential features such as unity, coherent, adequacy, and organization of good paragraph writing. When students have better knowledge of organization, it would help them reduce errors and use clear expressions of ideas in their paragraph writing.

- Students should consider the parts of paragraph structure while they learn paragraph writing. This helps students to identify topic sentence and controlling ideas in writing the introduction sentence, how to develop it with sufficient details and include examples and summarize the main points stated in the topic sentence. When they implement the issues stated above, they could help them consider the basic skills of writing such as grammar, spelling, punctuations, capitalization, and the like.
- Teachers should raise students' awareness about the importance of writing in English and the need of vocabulary and grammar knowledge for these issues help students to communicate their ideas effectively and improve their paragraph qualities.
- Students should develop their vocabulary and grammar knowledge for it helps them construct complete sentences and recognize their mistakes. In this line, well constructed sentences lead to write effective topic sentences, supporting sentences and discuss the main ideas when they write concluding paragraphs.
- Teachers and students should give special attention to the paragraph writing lessons because most students tend to finish writing process without making practice with the stages of the writing process. Therefore, students use them appropriately when they practice writing the paragraph and teachers should also try to help students to implement all the stages of writing processes.
- Teachers should give an immediate feedback to their students' written tasks and let them practice giving and receiving written feedback in pairs. In doing this, students improve their confidence and become creative writers.
- Teachers should offer the reading comprehension activities help students to improve their vocabulary and grammar knowledge.

- Students should be good readers, develop confidence on the feedbacks that teachers often give. Students often implement good peer feedbacks for they help them develop confidence in practicing paragraph writing continuously. Such practices could help students to develop good interest to write paragraphs in class as well as at their home.

- Teachers should use different paragraph writing teaching strategies such as giving group work activities, peer reviews and peer assessment techniques. These could enable students to be motivated in developing self-confidence when practicing writing paragraphs. Besides that, teachers are advised to design paragraph writing teaching materials from simple to complex, implement the writing process stages and guide students to write well-organized paragraph with a particular techniques of connecting sentences. Moreover, teachers should also provide the students interesting and familiar topics which could initiate them to practice paragraph writing.

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APPENDICES

APPENDIX - I

Descriptive Paragraph Writing Test

Time Allowed: 2 Hours

Name: _____ **Grade:** _____ **Section:** _____

Directions: Select one of the suitable titles from the following and write a descriptive paragraph about it. You can also use your own title that you think is more convenient for you. Make sure that your title should be manageable to discuss your ideas at paragraph level. Then, in writing your descriptive paragraph, consider the essential requirements of a well developed paragraph such as unity of ideas, coherency of ideas, adequacy of ideas, a clear topic sentence and the concluding sentence, using clear language and the like.

Instruction: Describe and write a descriptive paragraph on one of the following topics about:

- A. Your best friend
- B. Your school
- C. Your father/mother

APPENDIX - II

Criteria's to Analyze Students' Written Descriptive Paragraph

1. Organization (Arrangement of ideas, coherence, inclusion of introduction and conclusion)

How well is the paragraph organized?

1.1. Does a paragraph have a topic sentence, which has developed with supporting sentences?

1.2. Does each sentence in the paragraph fit within or develop the topic sentence?

1.3. Are the sentences and ideas in the paragraph appropriately and logically arranged?

1.4. Are the sentences in the paragraph well-developed and talk about one main idea?

1.5. Does the paragraph have a concluding sentence?

2. Content (How is the quality of the content of the paragraph?)

2.1. Do the ideas work together to make the message clear?

2.2. Are all the ideas relevant to the topic?

2.3. Are there adequate details which develop the topic?

3. Grammar

3.1. Do the subject and verb agree in number in each sentence?

3.2. Is each sentence in the paragraph complete, not fragment?

3.3. Is there tense problem?

3.4. Is there a problem of reference words?

3.5. Are the words in the sentences ordered properly?

4. Vocabulary

4.1. Are there any mistakes or inappropriate choices of words?

4.2. Are the words used all correctly?

4.3. Are the forms of the verbs correct?

5. Mechanics

5.1. Does each word in a sentence spelled correctly?

5.2. Are there problems of punctuation?

5.3. Are words capitalized properly?

APPENDIX - III

Research Questionnaire for Students

Dear Students:

I am conducting a study on “**investigating challenges that EFL students face when producing effective descriptive paragraph: Woshikin secondary school grade nine students’ in focus**”.

Therefore, you are kindly requested to respond realistically and fill in the questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don’t have to write your name.

Section I: Background Information

Instruction: Please indicate your answer by making an ‘X’ in the appropriate box or writing where it is necessary in the space provided.

1. **Sex:** Male Female

2. **Age:** 12- 15 Years 16- 20Years 21-25 Years 26 and above Years

INSTRUCTIONS: For the **Close-ended** questions with the options to choose circle the letter of your choice before each question and for the **Open-ended** questions write your response briefly on the space provided.

Section II: Writing Skills

3. Which of the following the four skills do you like best?

A. Listening B. Speaking C. Reading D. Writing

4. How do you evaluate your paragraph writing proficiency?

A. Very Good B. Good C. Average D. Below average

5. Do you practice writing paragraph in the classroom? A. Yes B. No

6. If your answer to question number 3 is yes, how often do you practice in writing a paragraph in the classroom? A. Always B. Often C. Sometimes D. Rarely E. Never
7. According to you, what make you to write good paragraph? (You can choose more than one answer) A. Correct Grammar B. Accurate Vocabulary C. Good ideas
D. Correct spelling and punctuations E. All of them

Section III: Students' Paragraph Writing Challenges

8. Do you find that writing paragraph in English is difficult? A. Yes B. No
If 'Yes', why? -----
9. Which are these aspects that likely to find challenges when writing the paragraph? (You can choose more than one answer). A. Grammar C. Punctuation E. Coherence
B. Vocabulary D. Spelling F. Organization of writing
10. Writing is a process, do you follow the stages of writing (such as pre-writing, drafting, revising, editing, etc) when you write a paragraph? A. Yes B. No
11. If your answer to question number 8 is 'Yes', At what level, do you face challenges while you are writing a paragraph? A. Conceptualizing piece of writing (Brainstorming)
B. Organizing words into a text (Planning) D. Revising a text.
C. Drafting words into a meaningful text E. Editing a text
12. While writing paragraph in a certain topic, do you find it's important to:
A. Review your writing and think it over B. Edit your writing from the beginning
C. Finish your writing then review what you have written
13. When you were asked to write paragraph in a given topic, do you: (You can choose more than one answer) A. Use suitable examples to support ideas C. Focus on the point
B. Select the appropriate words that fits to the topic D. organize your writing
14. When you finished your paragraph writing, do you check and correct: (You can choose more than one answer) A. Grammar mistakes C. Word choice (Vocabulary)
B. Spelling errors D. Punctuation

15. What are some other challenges that hinder you not to write a good paragraph? (You can choose more than one answer)

- A. Lack of interest
- B. Lack of confidence
- C. Insufficient time
- D. Lack of motivation
- E. Lack of choosing suitable vocabulary
- F. The unfamiliarity of the writing topics
- G. Lack of generating ideas

16. Does your English teacher correct your mistakes on your written paragraph? A. Yes B. No
If 'Yes', how does he/she do so?

- A. Underlines the errors in a paragraph
- B. Writes what mistakes I have done in my paragraph
- C. tells me orally
- D. All

17. What does your English teacher focus on while correcting your written paragraph tasks? My teacher focuses on:

- A. Grammar
- B. Vocabulary (Word choice)
- C. Spelling errors and punctuations
- D. The organization of ideas in a paragraph
- E. The use of cohesive devices
- F. None

18. Are you given enough time in the classroom to write the paragraph regularly or to answer the writing activity? A. Yes B. No

If "No" why? -----

19. Do you have ability on how to organize ideas when you produce unified paragraph?
Please, explain briefly.

20. What are the major challenges do you face when writing paragraph in English?
Would you specify them?

Section IV: Suggestions and Recommendations

21. What do you suggest to overcome some of your paragraph writing challenges?
A. More practice B. Asking teacher's to help C. Both of them

If others, please specify, -----

APPENDIX – IV

Research Questionnaire for Teachers

Dear Teachers:

First, thank you so much for your willingness to fill this question which are intended exclusively for research purpose, as a part of my MA study at Jimma University.

The purpose of this questionnaire is to **investigate challenges that EFL students face when producing effective descriptive paragraph at Woshikin Secondary School in grade nine students.** Read each question carefully and write the correct response for the following questions. The information you provide is valuable and your genuine responses are very important for the success of this study. Therefore, you are kindly requested to respond realistically.

General directions:-

- ✓ No need of writing your name.
- ✓ To those questions with alternatives, please, mark your responses by putting “X” in the boxes provided.
- ✓ For any additional opinions, you are kindly requested to write your responses on the blank space provided.

Section I: Background Information on Respondents

1. **Sex:** Male Female
2. **Age:** 20- 30 Years 31- 40Years 41-50 Years 51 and above Years
3. **Qualification:** Certificate Diploma Degree Master
4. **Teaching Experience:** 1-5Years 6-10Years 11-15Years
16-20Years 21and, above Years

DIRECTIONS: For the **close-ended** questions with options to choose circle the letter of your choice before each question and for the **open-ended** questions write your response briefly on the space provided.

Section II: The Writing Skills.

5. According to you, which of the following four skills is the most difficult for students?
A. Listening B. Speaking C. Reading D. Writing
6. How would you assess your student's level of paragraph writing proficiency?
A. Very Good B. Good C. Average D. Below average
7. According to you, good paragraph writing means: (You can choose more than one answer).
A. Correct grammar B. Good ideas C. Specific vocabulary D. Spelling and punctuation
E. Clarity/coherence and focus F. All of them
8. Which approach do you adopt in class to teach paragraph writing?
A. Process Approach B. Product Approach C. Both Process and Product Approaches
9. When your students produce a paragraph in class, do you strictly oblige them to comply with the stages of the approach you have chosen? A. Yes B. No
10. If "Yes" to question number 5, do you think that the time allotted to them is enough?
A. Yes B. No
11. How often do you ask your students to practice writing a paragraph?
A. Always B. Often C. Sometimes D. Rarely E. Never
12. Before asking students to write a paragraph on a topic, do you oblige your students to follow certain stages/steps when they are writing a paragraph? A. Yes B. No
13. If 'Yes', how often do you conduct some pre-writing activities?
A. Always B. Often C. Sometimes D. Rarely E. Never
14. How often do you give feedback on the students' written paragraph?
A. Always B. Often C. Sometimes D. Rarely E. Never
15. How do you give feedback on students' paragraph writing activities?
A. By indicating where the errors and letting learners to correct themselves
B. By underlining each error done by the learners
C. By telling them orally D. In written form

E. Lack of teachers motivation to students written work.

If others, please specify-----

22. If the learner is the source of poor paragraph writing, is it related to? (You can choose more than one answer)

- A. Lack of interest and willingness
- B. Lack of background knowledge in the subject
- C. Lack of motivation to writing
- D. Learners carelessness
- E. Lack of practice in the classroom

If others, please specify-----

23. What type of challenges do they have in their paragraph writing? Would you specify the nature of their challenges categorically?

Section IV: Suggestions and recommendations

24. Is it possible to overcome these challenges? A. Yes B. No

If ‘Yes’ please explain how can you help your students to overcome these paragraph writing problems?

**Thank you for taking time to answer the questions.
Your participation is Precious and valuable for the research.**

APPENDIX - V

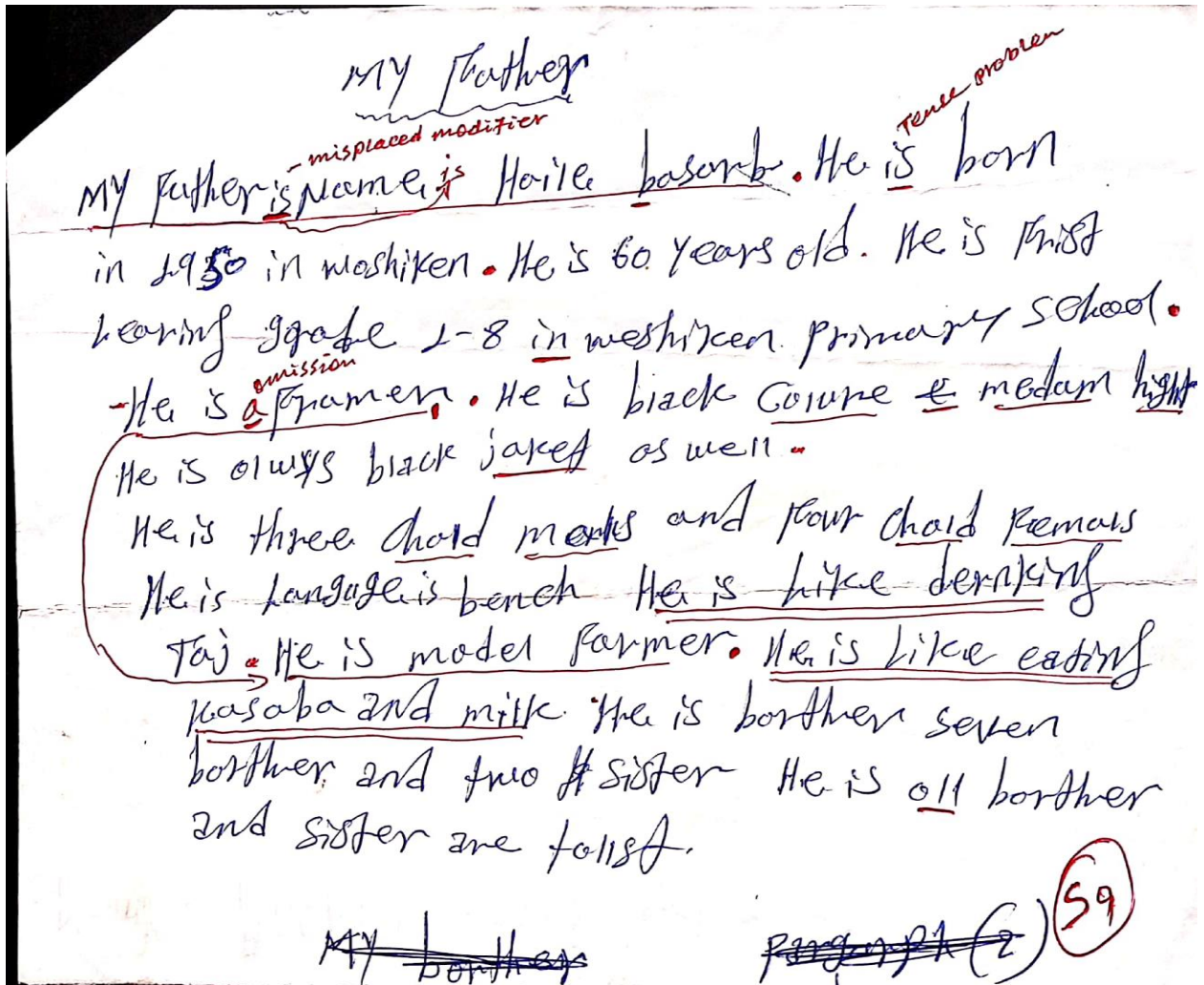
Semi-Structured Interview for Teachers

Part I: Questions of the Semi-structured Interview

1. Do you allow your students to write paragraph in English class? Yes / No.
If yes, how often do you let your students to practice writing paragraph?
2. When you teach paragraph writing, do you instruct your students to follow the stages of process writing in their paragraph writing?
3. Do you provide feedback on students' written paragraph? Yes/No; if yes, what is the focus of feedback you provide?
4. What are the major challenges do your students face when writing paragraph?
5. What are these challenges due to?
6. How do you help your students to overcome with the challenges?

APPENDIX - VI

Students Sample of written paragraphs



Student 9 sample paragraph

My Lovely Sister

S45

My lovely sister named Sofi full name is Sofia Dereje. She was born in 1992 and now she is 21 years old. My sister have long hair and chocolat face color. She is medium in height and well building body structure. She always likes wearing a long dress. My sister Sofia ^{omision} _{is} a kind person because she helped our family and advised me. She is a clever student. She always studied me. She wanted to ^{omission} ~~become~~ doctor for the future. I loved my sister very much because noone can replace the role of my sister.

Student 45 sample paragraph

from his Job is farmer
 my father is long and his colour is black
 my father have two wife and from two wife
 my father have 2 children
 my father have 7 son and 3 daughter from the
 two wife
 my father is also worked in ~~labors~~ kubele
 my father's employer's children to learn
 and city's hard work
 most of my father children have employee

- S87**
1. **Problem of paragraph structure**
 - no topic sentence and controlling idea
 - insufficient details to develop the topic sentence - poor organization of ideas
 - no concluding sentence
 2. **Lack of unity** - irrelevant ideas to the topic sentence,
 - eg: "Most of my father children have employee, the number of us that"
 - and children - describe about another topic sentence - my family"
 3. **Problem of coherence**
 1. repetition of nouns - eg: my father, children
 2. no cohesion used to replace the noun
 3. poor illogical arrangement of ideas / poor arrangement of ideas
 4. **Lack of completeness**
 1. all sentences do not support the topic sentence and no topic sentence
 2. no topic
 5. **Problems of Grammar**
 - a. subject verb agreement - in fragment there is no subject - eg "my father is long" - "the adjective 'long' is used to describe something that has a specified distance or duration, so it should be replaced by 'tall'"
 - correct: my father's job is farmer.
 - b. mis use of adjective - eg "my father is long" - "the adjective 'long' is used to describe something that has a specified distance or duration, so it should be replaced by 'tall'"
 - unit - wife
 - children / children - children
 - daughter - daughter
 - subject verb agreement
 - eg: "my father have two wife" - "the object is not match with the number stated."
 - correct = use "was" - "eg -- 7 sons and 3 daughters"

Student 87 sample paragraph

my father

my father name is maloku mato. He is born in 1955 in wasiken. he is 30 years old he is just looking grade 1-5 in wasiken primary school He is farmer He is black colour & modam light He is always busck jacket as well he is have child marks and few chold female he is language is bench he is like drinking tea He is model farmer He is like eating kuseba and milk he is brother seven brother and two sister He is all brother and sister are tall

S20

My name maloku mato

- Grammar problems
- Spelling problems
- Capitalization problems
- no punctuation mark
- no punctuation use of punctuation
- Lacks of unit
- Problems of supporting details
- no concluding sentence
- inadequate development
- Problems of coherence
- inappropriate use of pronoun
- Problem of parallel structure
- Omission of article
- eg "He is farmer" corrects "He is a model farmer"

Student 20 sample paragraph

My Father

My father ^{was} born in mizan 16 april ^{omission} 1940. April tomorrow my father 73 years. my father have 7 sons and 3 dughters from two wife. my father is lang and his colour is black. my father have black hair and fat body. my father is a farmer. My father kind person he always give me money.

- NO TOPIC SENTENCE
- Tense problems
- Problems of punctuation marks
- Problems of Capitalizations
- no concluding sentence
- Vocabulary problem
- Spelling problem
- Inappropriate arrangement of ideas

569

My best friend

My best friend ~~his~~ ^{miss use} name Samir Abebe ^{omission} ^{punct}

^{capitalisation} He was ^{spelling} born in 1995 in ^{capital} Bench ^{capital} Majazon in ^{spelling} Woyth Bench Woyda at Yari Kebele and Tuitnow ^{punct}

he ^{capital} is Civil Serbant ^{spelling} means that I would ^{omission} tell about work, so he is working Addis Ababa

South poice adartitionally. ^{S-U agreement} He love me and

I love him very much with my family and some

times he ^{omission} calling teime and we talk our interna fee by the phone so all of this describing ^{spelling}

about my best friend.

- No topic sentence
- mis use of pronoun
- No punctuation marks
- too poor organization of ideas
- irrelevant ideas to the topic
- Spelling - lacks agreement problem
- misplaced modifier

(S)

spelling - Tuit - that to it

My best friends ~~EmBAKam~~ ^{EmBAKam} ^{omission}
 MY best friends of EmBAKam! he is clever
 students.

There are many students in his class. He studies with them.

many students in his class are not clever.

He helps them.

He reads many books with his clever student.

- No topic sentence
- no support details
- not enough information to develop the topic sentences
- no use of transition signals to stick the ideas
- poor organization of ideas
- problem of sentence construction
 - subject verb agreement ^{my best friends of EmBAKam}
 - eg. he is clever students.
- ~~grammar~~ ^{problem}
- no conclusion sentences - eg. he is a clever student.
- mis use of adjectives - full stop - 4
- punctuation problem - he is clever - He
- capitalization problem - he is clever - He

55

Student 5 sample paragraph