



**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

ASSESSING STUDENTS' PROBLEMS WITH EFFECTIVE PARAGRAPH  
DEVELOPMENT: THE CASE OF WOLKITE UNIVERSITY THIRD YEAR ENGLISH  
LANGUAGE AND LITERATURE STUDENTS

A SENIOR ESSAY SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND  
LITERATURE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF A BA  
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## **ABSTRACT**

*This study was conducted to assess Wolkite University's third-year English Language and Literature department students' problems with effective paragraph development. The participants of the study were third-year English language department students and English language instructors. The researcher used questionnaires, interviews, and test analyses as instruments for gathering data. The data collected through these instruments was analyzed using qualitative and quantitative data analysis methods. From this analysis, the following results were obtained: the students do not have enough know-how about how to use punctuation; they lack practice; they lack experience; they lack sufficient materials; they lack a reference book; and they lack background knowledge about paragraph writing. Therefore, a recommendation is forwarded to solve these problems. Students should practice writing paragraphs in English; the instructors should encourage students to develop their writing skills; and students should have a positive attitude toward writing paragraphs in English.*

# UNIT ONE

## INTRODUCTION

This chapter describes the background of the study, the statement of the problem, the research questions, the objectives of the study, the significance of the study, the delimitation of the study, the limitations of the study, and the operational definition of key terms.

### 1.1 Background of the Study

Language is a tool used to express feelings, ideas, and emotions. However, the ability to express those things fails if one does not have any of the four language skills, namely writing, speaking, listening, and reading. From those basic skills comes the skill of writing, which is given weight in our world of science and technology. This is because scientific and technological achievements are stored and transferred in broad, written form. Besides, people can put ideas properly on paper if they attain the skill of writing. It is also true that his or her written work is understandable if he or she has the ability to express himself or herself in an accepted way of writing. Therefore, students must be good at writing to keep up with what is going on in today's world and to express themselves David,A,(2006). As Toby (2005) describes, writing is an act of cognition, an essential activity to objectify and preserve thought, form relations, and manipulate ideas. This makes academic experiences personally and intellectually meaningful. The students' writing competency plays an important role in their academic performance and achievements. To proceed in their field of study, writing skills are an inevitable requirement both to acquire and convey ideas, feelings, knowledge, and views. When we come to the point, university and college students most of the time face problems when writing in the English language. Example: at the sentence level, there are problems of fragmentation, run-on, comma splices, misplaced modifiers, and parallelism; beyond the sentence level, there are problems of structuring and integrating meaningful and coherent paragraphs. A paragraph can be as long as ten sentences. The number of sentences is important; however, the paragraph should be long enough to develop the main idea clearly. A paragraph is a group of related sentences that contain a single idea (it should have a topic sentence, a detail sentence, and concluding sentences). Each paragraph we write should contribute directly to the main idea of our composition Oshiwa(1998). however, Harmer (2006:p. 251) states that there are a number of reasons why students find language

production difficult. Thus, one of the productive skills in the English language is writing. Paragraph writing is included in the writing skills that remain lacking in the intended practice in the language teaching program. As a result, the researcher found the study students' problem with effective paragraph development imperative.

## **1.2. Statement of the Problem**

Students' problem with paragraph writing skills was identified by many researchers; for instance, Yelay (2012) conducted research on assessing the qualities of academic writing in his research, but he focused on only an academic aspect of writing and did not try to study the problem of students' effective paragraph writing skills. Moreover, Yitagasu (2011) conducted research on assessing factors that hamper teachers' motivation to teach essay writing. As can be understood, his research focuses on the motivation of teachers toward teaching essay writing. Furthermore, another local researcher, Temesgen (2013), conducted research to investigate factors that affect learners' motivation towards writing paragraphs. In this research, the researcher focused on the role of motivation in enhancing learners' paragraph writing. Besides, attempts were made to analyze the strategies teachers use to enhance learners' motivation for writing tasks in general and paragraph writing in particular. But the current study was conducted to assess students' problems with effective paragraph development. The researcher observed different regarding assessing students' problems with effective paragraph development in writing skills. There are many problems with effective paragraph development in writing. Such as a paragraph well organized with a clear topic, body, and conclusion, unity, spelling, punctuation marks, capitalization, and coherence. Using the above as research gaps, the current study aimed to assess the student problem of effective paragraph development at Wolkite University.

## **1.3. Basic Research Questions**

- What kind of process do the students follow to write an effective paragraph?
- What are the major problems that hinder students' writing effective paragraphs?
- What do teachers do to help students to overcome challenges in writing paragraphs?

## **1.4. Objectives of the Study**

### **1.4.1. General Objective**

The general objective of this study was to assess the students' problem of effective paragraph development, with a focus on third-year English language and literature students at Wolkite University.

### **1.4.2. Specific Objectives**

The specific objectives of this study were:

1. To find out kind of process the students follow to write an effective paragraph
2. To identify major problems that hinder students from writing effective paragraphs.
3. To find out how teachers attempt to help students to overcome the challenges.

## **1.5. Significance of the Study**

The result of this study is expected to benefit students in many ways. It will enable them to have awareness and understanding about the problem, and at the same time, it will enable them to see their knowledge of writing skills. Additionally, it will help teachers give students the appropriate treatment based on the findings that the researcher has made. The study would also benefit the university as a reference for students to further their research.

## **1.6. Delimitation of the Study**

The primary objective of this study was to assess students' problems with effective paragraph development, with a focus on Wolkite University third-year English language and literature students. As a result, this study solely focused on third-year English Language and Literature students at Wolkite University and their problem of effective paragraph development.

## **1.7. Limitation of the study**

While conducting this study, some problems were encountered by the researcher. For example, in the case of a shortage of time, some students are not willing to fulfill the questionnaire papers.

## **1.8. Operational Definition**

In this study, terms like assessing, paragraph, writing and paragraph writing are defined operationally.

- An assessment is a process of making a judgment about something.
- A paragraph is a group of sentences about a single topic, usually consisting of several sentences.
- Writing is a productive skill and one type of ability in the form of a letter. Which is one of the four skills of language.
- Paragraph writing is one part of the writing skill and one section. of piece of writing.

## **UNIT TWO**

### **REVIEW OF RELATED TO LITERATURE**

#### **2.1. Basic Concept of writing**

Writing is applicable. Janet (2010) argued that writing is a unique way of thinking. Writing is more responsible than speaking; writing is formal and recorded evidence that requires acceptable expression and technical procedures for discourse communication. Writing skills, compared to other skills, are not developed easily. It needs a lot of practice. Nunan (1989) defines writing as an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. He adds that it is easier to learn to speak than to write, no matter if it is a first or second language. Byrne (1988) states that students are affected by certain psychological, linguistic, and cognitive factors that make writing a complex and difficult discourse medium for most people in both their native and second languages. Thus, writing is not easily developed because students are required to use any conventions related to writing. So as to develop writing ability, students need to have frequent practice. It is obvious that writing is one of the language skills that helps people progress in their message capacities using conventional signs or symbols, that is, letters and the composition of letters. In order to interact clearly without communication barriers when writing text, we are expected to follow the following: To strengthen this, Harmer (1991) describes writing as a convention of text formation manifested by handwriting, spelling layout, and punctuation. This shows that to write a certain text, we need to follow the rules of writing. In addition, Byrne (1988) considers it a process of putting ideas into words with the target reader in mind. He said that writing is neither easy nor spontaneous; it requires conscious mental effort. Even though writing has rules, it is more challenging when it involves producing significant parts to spread a message in the language.

#### **2.2 The nature of paragraph**

As we have seen above, writing in general has its own nature, and specifically, paragraphs have unique features. To support this idea, Oshiwa (1998) states that a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. A paragraph can be as short as one sentence or as long as ten sentences. The number of sentences should be moderate to develop the main idea clearly in the paragraph (1998). Similarly, Adugna

(2008) explains that a paragraph is a collection of related sentences that talk about a single idea. And he adds that a paragraph can be categorized into four types according to its purpose: exposition, description, narration, and argumentative. However, he informs us that not all paragraphs fit into the neat categories of these four types of paragraphs. For example, one paragraph may combine narration and exposition.

### **2.3. Types of writing**

Distinguishing between types of paragraphs is simply a matter of determining the writer's goal such as Geoffery,(2008),Hedge,(2003) and Janet,(2010). Does the writer want to tell about personal experience, describe something, explain an issue, or convince the reader to accept a certain point of view? There are four forms of paragraph: exposition, description, narration, and argumentation.

#### **2.3.1. Exposition**

A type of writing that expresses or explains an idea, object, or phenomenon In exposition, the material that is communicated is primarily information. So when one writes an exposition, their purpose is to make it clear how something works, how something is made, or how something happened. It usually combines all or some of the following methods of development: cause and effect, classification, analysis, definition, comparison, contrast, and illustration Geoffery,A(2008).

#### **2.3.2. Description**

Physical description creates a word picture; it is the author's original impressionistic language like sight, sound, smell, taste, and touch. Description can be objective or impressionistic Hedge,T,(2003).

#### **2.3.3. Narration**

It is writing that "narrates" or tells what happened. It is concerned with describing a series of events, happenings, or incidents, which may be real, historical, or imaginary, that lead to a conclusion. It is the kind of writing most people habitually turn to for recreation. They find them in short stories and novels, as well as in news stories, historical accounts, and essay Janet,E,(2010).

### **2.3.4. Argumentation**

When one writes argumentation, his main purpose is to convince his reader about some issue and persuade him to take some action or reconsider his perception of something. A writer of argumentation presumes that he and his reader hold different positions on a subject. The writer attempts to convince readers through logical reasoning, in which a series of facts and judgments are arranged to establish a conclusion for the argument (Melakneh, 2004).

### **2.4. Qualities of Good Paragraph**

It is common that a good paragraph is constructed in three parts. In line with this, Oshiwa (1998:17) confirms that "a paragraph has three major structural parts: a topic sentence, a supporting sentence, and a concluding sentence. The topic sentence states the main idea of the paragraph. It does not only name the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. The specific area is called the controlling idea. Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reasons, facts, statistics, and questions. The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember."

#### **2.4.1. The Topic Sentence**

The first sentence in a good paragraph is a topic sentence, which is the main idea of the paragraph. It gives clues about what he or she is going to read. According to Adugna (2008:263), a topic sentence contains the main idea of the paragraph and is more general than supporting sentences. Topic sentences raise general ideas and questions in the reader's mind. He also says that a topic sentence comes at the beginning of a paragraph. However, it is sometimes placed in the middle or at the end of a paragraph for different reasons. Furthermore, Oshiwa (1998:21) shows that "every good paragraph should have a topic sentence that clearly states the topic and controlling idea of the paragraph. It is a complete and meaning-full sentence. It is usually, but not always, the first sentence in a paragraph. A topic sentence is the most important sentence in a paragraph. It briefly indicates what the paragraph is going to discuss. For this reason, the topic sentence is helpful to both the writer and reader. The writer can see what information to include and what information to exclude. The reader can see what the paragraph is going to be about and

is, therefore, better prepared to understand it." Therefore, for a text to be a paragraph, it should contain the main idea, which is called a topic sentence. Almost all types of paragraphs contain topic sentences. The topic sentence of a paragraph may be located either at the beginning or in the middle of the paragraph. Sometimes it may be found at the end of a paragraph. The main character of giving clues for the reader is what is written in the next part of a paragraph that is in detail sentences.

#### **2.4.2. Supporting sentences**

Supporting sentences are the other part of the paragraph that states the issue that is mentioned or written about. They explain the topic sentence by giving reasons, explaining statistics, and asking questions. Similarly, Adugna (2008) reveals that the purpose of the supportive sentence is to answer the questions in the reader's mind and to give more explanation to the general idea. They develop the topic sentence by providing facts, examples, reasons, and specific details.

#### **2.4.3 Concluding sentence**

As Oshiwa (1998) states, a concluding sentence is not absolutely necessary; in fact, a concluding sentence is not customary for every paragraph essay. However, for single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points (Oshiwa, 1998). However, Adugna (2008) argues that unless a paragraph has a concluding sentence, the reader will remain in midair and the idea raised in the paragraph will remain incomplete. He also expresses that the concluding sentence summarizes the paragraph, restates the main idea, adds insight, or evaluates the supporting details (2008:264). This shows that a concluding sentence can restate the main points of the paragraph that have already been mentioned in the topic sentence as well as in the supportive sentences. Hiwa (1998) expresses that supporting sentences develop the topic.

#### **2.5. Problems of writing**

Writing is perhaps the most difficult skill to acquire, both in the mother tongue and in a second language. This is because there are psychological, linguistic, and cognitive problems Christopher,B,(2001).

### **2.5.1. Psychological Problems**

Writing is essentially a solitary activity, and the fact that we are required to write on our own by producing that idea in our mind without the benefit of feedback makes writing difficult (Byrne, 2004).

### **2.5.2. Grammatical Problems**

Learners have a number problem 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 Tesfaye, M., (2000).

### **2.5.3. Linguistic Problems**

The linguistic factor is also a problem in writing. In speaking, for example, ungrammatical utterances go unnoticed by the audience. In writing, however, there is no room to practice such a thing. Writing is far away from unnecessary repetition of sentences. Byrne (2004) and David (2006) support this idea. According to them, writers should keep the channel of communication open through their own efforts by using concrete language to ensure that the sentences are linked together and sequenced so that the text they produce is interpreted on its own.

### **2.5.4. Problem of sentence structure**

Sentences reflect several of syntactic structure. Reid (1983) However, incapable learners use run-on incorrect and fragmented sentence structures. West (1966) in Tsegaye (2006:16). Kharma (1986) state that those students who have the problem of writing good sentence structures are unable to produce longer sentences requiring subordination and coordination. According to Zamel (1983:22), cohesive devices are crucial in writing

### **2.5.5. Cognitive Problems**

Cognitive problems are also difficulties that face students during the process of writing. Effective writing is learned through instruction and direction, and writers always need some sort of instruction on how to write. Christopher (2001) and Geoffrey (2008) support this idea. According to them, learners have mastered the written form of the language and certain sentences, which are applicable in speech but are important during the process of writing.

## **2.6. Features of Good Writing**

Effective writing requires a number of things to be included in it in order to create meaningful communication between the encoder and decoder. For example, a high degree of organization in the development of ideas and information, carefully selected words appropriate to the situation and event, grammatical patterns, a high degree of accuracy so that there is no ambiguity and misunderstanding of ideas and concepts, attractive sentence structures, and careful selection of the content are some of the important elements of the art of good writing. Karo (2001), in her statement about paragraph writing, for example, supports this idea strongly. According to her, if a paragraph has no coherence, sequential arrangement, or structural unity between sentences, then it is not a paragraph but simply a group of unrelated ones that encompasses these elements logically. But the absence of these elements and the inability to harmonize them into a coherent whole certainly result in communication breaks, which is a common problem for second language learners. The author summarized her statement in the following way: Paragraphs are a sequence of structurally related sentences linked together through coordination and subordination. For example, if the first sentence of a paragraph is the topic sentence, the second will be a development of it, subordinate to it. The rest of the sentences may be coordinated with the previous or subordinated to the preceding sentence (Karol 2001).

## **UNIT THREE**

### **3. RESEARCH METHODOLOGY**

This chapter includes the research design, subject of the study, samples and sampling techniques, data gathering instruments, methods of data analysis, and data collection procedures.

#### **3.1. Research Design**

In this research, a descriptive study was applied because descriptive method attempt to describe systematically situation, problem or phenomena. The quantitative method was used by the researcher to show numerically how many respondents were involved in each analysis. The qualitative method was used to interpret the data in words because the qualitative method used to describe theoretical statement.

#### **3.2. Subject of the Study**

This study focused on only third-year English major students at Wolkite University because they are particularly familiar with some writing courses like basic writing skills and intermediate writing skills.

#### **3.3. Sampling Techniques and Sampling Size**

The study's participants were third-year English language and literature department students. The researcher used comprehensive sampling technique. Because the overall number of third-year English language and literature department students is manageable, the researcher used whole-class students (28) for the study. However, when it comes to the instructors, the researcher purposely choose three English language and literature instructors because the respondent were selected by judgement.

### **3.4. Data Gathering Instruments**

#### **3.4.1. Questionnaire**

The researcher used the questionnaires as an instrument of data collection. Every questionnaire had been prepared in a simple and understandable way to identify students' problems with the development of effective paragraphs. The questions are for all third-year English major students and three teachers. The questionnaires for the students and instructors contain open-ended and closed-ended questions.

#### **3.4.2 Interview**

In this study, the researcher used interviews so as to gather direct information from four third-year English language students who were currently attending class in the department of English language and literature at Wolkite University. The student selected by systematic sampling technique. The students' interviews contain structured and unstructured.

#### **3.4.3. Document Analysis**

To see their paragraph development practically, the researcher had given a topic to the respondents in class, and the students had developed a paragraph. The researcher then collected their paragraphs and analyzed them based on the pre-prepared paragraph analysis rubric to identify their writing difficulties and integrate the results with the results found from the interviews and questionnaires.

### **3.5. Data collection procedures**

First, the researcher developed questions for the interview and questionnaires. Then prepared a rubric to analyze the paragraphs developed by the students. Next, distributed the questionnaires to the students, and the students filled them out and returned them. Later, the researcher selected students systematic sampling technique for an interview and conducted the interview. After that, she gave the topic to the students, and the students wrote a paragraph on that topic. Finally, she collected the paragraphs and analyzed all the data accordingly.

### **3.6. Method of Data Analysis**

After collecting all the necessary data, the researcher analyzed the data gathered using unstructured and structured interviews and open-ended questionnaires by verbal description or qualitative data analysis methods, whereas she analyzed the data gathered using closed-ended

questionnaires and paragraph development tests by quantitative methods. Finally, a triangulation of the findings was made.

## UNIT FOUR

### 4. DATA ANALYSIS AND INTERPRETATION

As stated in the previous chapters, the general objective of this study was to assess the problems of effective paragraph development among third-year English language and literature students. In order to answer the objective, a questionnaire, interview, and test were used. The responses from students through questionnaires, interviews, and test analysis, as well as from instructors through questionnaires, were analyzed as follows:

#### 4.1. Data Analysis

Table 1: Students response to their teacher's encouragement to write paragraph in English

Item 1	alternatives	frequency	%
Do your instructor encourage you to write paragraph in English ?	a. Yes	20	71%
	b. No	8	29%
	Total	28	100%

Based on the above table 1, the highest number of respondents (71%) claimed that their instructors encouraged them to write paragraphs in English. Whereas the remaining 29% of the respondents said that instructors did not encourage their students to write a paragraph in English. Thus, from the above data, we can conclude that their teachers were encouraging students to write paragraphs.

Table 2: Students' response on whether they have a positive attitude towards writing paragraph

Item 2	Alternatives	Frequency	%
Do you have a positive attitude towards paragraph writing?	A. Yes	15	54%
	B. No	13	46%
	Total	28	100%

In the above table 2, it is indicated that 46 of the respondents have no positive attitude towards writing paragraphs, but 54% of the respondents have no positive attitude towards writing paragraphs. This shows that students have a good attitude towards writing paragraphs

Table 3: Students response to get sufficient chance to practice writing paragraph

Item 3	Alternatives	Frequency	%
Do you get sufficient chance to practice paragraph in writing class ?	A. Yes	10	36%
	B. No	18	64%
	Total	28	100%

According to Table 3, 36% of respondents believe that students have enough opportunities to practice paragraph writing in writing class. However, 64% of students said the instructor did not provide them enough opportunities to practice paragraph writing in class. This means that students did not have enough opportunities to practice composing paragraphs.

Table 4: Students response on the kinds of reference your instructor most of the time in teaching.

Item 4	Alternatives	Frequency	%
What kinds of reference your instructor most of the time use in teaching ?	A. Foreign book	3	14%
	B. Their own materials	7	36%
	C. Both	18	50%
	D. No	-	-
	Total	28	100%

As it is pointed out in the table above, the highest number of respondents, 50%, replied that their instructors use both foreign books and their own materials for teaching. But 36% of respondents said that they use their own materials, whereas 14% said that their instructors use foreign books. This indicates that their instructors use both foreign books and their own materials in their teaching.

## 5. The major difficulties students face when writing a paragraph

Students responded that they lack knowledge about writing paragraphs, lack motivation, and lack sufficient material. In addition to this, grammatical problems, punctuation problems, capitalization, and spelling were their major difficulties. This shows students lack of motivation and lack of sufficient material to write a paragraph are the main problems.

Table 5: The teacher's response concerning the help they give to their students practicing writing paragraphs

Item 5	Alternatives	Frequency	%
Do you help your students practice writing paragraph ?	A. Yes	3	100%
	B. No	-	-
	Total	3	100%

According to Table 5, all of the three re

sponded that instructors gave practice to their students' writing paragraphs. The table shows that the teachers were interested in giving students' practice writing paragraphs. So the instructors said that giving practice is important to develop students' paragraph writing and to avoid the students' problems in writing paragraph.

## 6 How often teachers help their students

all the three respondents agreed that teachers always assist their students in developing effective paragraph writing skills and improving their writing knowledge. This indicates that teachers always assist their pupils in developing paragraph-writing skills.

Table 6: Teachers response how often they give their students a topic to practice writing paragraph.

How often do you your students a topic to practice	Alternative	No. of respondents	Percentage
	A. Always	3	100%
	B. Usually	-	-
	C. Sometimes	-	-
	D. Never	-	-
	Total	3	100%

According to the above table 7, all three respondents said that teachers always give a topic to their students to develop effective paragraphs in English, and this implies that instructors always give a topic for students to write paragraphs.

Table 7: Teachers' responses of giving feedback students' problems writing paragraphs

Item 8	Alternatives	Frequency	%
Do you give feedback to students problem in writing paragraph	A. Yes	3	100%
	B. No	-	-
	Total	3	100%

According to Table 8, all three respondents said that yes' gave feedback on their students' problems in writing paragraphs in English. Especially by writing their problems on their papers and having oral discussions with students about their mistakes.

In the open-ended questions, teachers were asked to label the students paragraph writing skills level, and label the level as to high, mid and low level. Then, they responded that responded the students' level of paragraph writing skills is low.

Regarding the challenge that the students face when they try to write a paragraph, the teachers responded that there is a language problem in general (spelling, grammar, punctuation, word selection, connecting ideas, lots of different types of sentence errors).

Teachers were also asked to suggest what students should do to avoid the problems that they face in writing a good paragraph, and the teachers suggested that the students try to understand what writing is, observe the principles of writing, practice how to write a paragraph, possess knowledge about writing paragraphs as well as developing error-free sentences, and know how to organize a completed paragraph. Therefore, the responses indicated that instructors need students to practice more so that they can develop skills in paragraph writing.

#### **4.2 Analyses of data gathered from students using interviews**

Students were asked to express their interest in writing a paragraph in English, and most of the students responded that they were interested in writing a paragraph in English. When they gave their reasons, they said that when they write paragraphs in English, they develop writing skills as

well as skills at the academic level of writing to achieve goals, develop vocabulary skills, and increase writing skills. However, a few students said no because they lack background knowledge about paragraph writing, and there is a shortage of time. This implies that the majority of the students are interested in writing a paragraph every time.

When we come to the students practice writing a paragraph, most of the students said they practiced writing a paragraph. However, few students said that they did not practice writing a paragraph because they lacked confidence, and lacked background knowledge about paragraph writing. This shows that the students participated in paragraph writing in English in the classroom and outside the classroom.

Next, students were asked whether they had any problems writing an effective paragraph in English, and three students said that they had problems writing in English. When the students were to write a paragraph, they had grammatical problems, psychological problems, vocabulary problems, coherence problems, and spelling problems. However, one respondents said that they have no problems writing paragraphs in English. This shows that the majority of the students have problems writing paragraphs in English. Here, students were asked to explain how they solve the problems mentioned above, and all of the students said that they understand the forms of writing paragraphs, which means spelling, punctuation, grammar, organization, unity, and coherence. In addition to this, they learn effectively and increase their motivation to write paragraphs.

To assess instructors' help for students practice writing a paragraph in classroom, students were According to this table the respondents said that yes instructor helps students to improve knowledge of writing skill. When the students practice of writing with the help of instructor, they can develop writing paragraph. This indicates that the most of the students can develop writing paragraph with the help of their instructor.

Table 8: Instructors' help for students practice writing a paragraph in classroom interview

Item 9	Alternatives	Frequency	%
do your instructors help you practice writing a paragraph in classroom?	A. Yes	4	100%
	B. No	-	-
	Total	4	100%

Students were asked to describe what they think about the relevance of practicing writing a paragraph, and all of the respondents said that practicing writing a paragraph plays an important role because they practice frequently and it helps them develop the framework for organizing their ideas in a logical order. Using a clear structure while writing paragraphs also helps guide the reader through the written work.

Concerning the role of teacher assistance in practicing writing paragraphs, all respondents agreed that it is critical because when students practice writing with the assistance of instructors, they receive continual feedback and can write good paragraphs. This suggests that students can improve their writing skills with the assistance of their teachers.

The process that writers follow to produce a certain text plays a great role in producing a good piece. Accordingly, students were asked to describe the process of writing they pass through to produce an effective paragraph. Based on this, the majority of the respondents said that all steps of writing, which means prewriting, writing, revising, and proofreading, are used to develop writing skills. Therefore, the majority of the students believed that they had followed all the steps needed to develop their writing skills.

#### **4.3 Analyses of Data Gathered from Paragraph Developed by Students**

To see students' paragraph development practically, the researcher gave a topic to the respondents in class, and the students wrote a paragraph about it. Later, the researcher analyzed the student-developed paragraph based on the pre-prepared checklists, and it has been presented as follows:

Table 9: Analysis of data that were collected from 28 students' paragraph

No	Items	Scale									
		Excellent		Very good		Good		poor		Total	
		freq	%	frequenc	%	frequenc	%	frequenc	%	frequenc	%
		cy		y		y		y		y	
1	Topic sentence is strong and clearly states the main idea.	-	-	2	7	8	2	18	6	28	10
2	Adequate supporting details are supplied.	-	-	1	4	19	6	8	2	28	10
3	The paragraph is well-organized with clear topic , body and conclusion.	-	-	15	5	10	3	3	1	28	10
4	Unity	8	2	11	3	9	3	-	-	28	10
5	Coherence	7	2	10	3	6	2	5	1	28	10
6	Punctuation	9	3	12	4	7	2	-	-	28	10
7	Capitalization	8	2	20	7	-	-	-	-	28	10
8	Spelling	-	-	16	5	12	4	-	-	28	10

When the researcher examined the paragraphs written by 28 students, she discovered certain flaws. The topic sentence didn't strongly and clearly state the main idea. 27% of students were classified as "very good," while 8 (28) were classified as "good," and 18 (64) were classified as

"poor." 1 (4%) student was rated "very good," 19 (68%) students were rated "good," and 8 (28%) students were rated "poor", in terms of adequate supporting details. In terms of the paragraph being well organized with a clear topic, body, and conclusion, 15 (53%) students were very good, 10 (36%) students were good, and 3 (11%) students were poor. In terms of unity, 8 (28% of students) were considered excellent, 11 (39% of students) were considered very good, and 9 (33% of students) were considered good. In terms of coherence, 7 (25% of students) went into the excellent group, 10 (36% of students) fell into the very good category, 6 (22% of students) fell into the good category, and 5 (17%) students fell into the poor category. In terms of punctuation, 9 pupils (33% of the total) were excellent, 12 (42% of the total) were very good, and 7 (25% of the total) were good. In terms of spelling, 16 (57%) students performed very good, while 12 (43%) performed good. In general, most students' capitalization, unity, punctuation, and coherence were excellent or very good.

## UNIT FIVE

### 5 CONCLUSION AND RECOMMENDATION

#### 5.1. CONCLUSIONS

This study tried to assess the problems students face in the development of effective paragraphs. To accomplish this purpose, the following research questions were formulated:

- What kind of process do the students follow to write an effective paragraph?
- What are the major problems that hinder students' writing effective paragraphs?
- What do teachers do to help students to overcome challenges in writing paragraphs?

To answer these basic research questions, data were gathered using interviews, questionnaires, and test analysis. Finally, the following conclusions were drawn:

The students who write a paragraph follow all steps of the writing process, which means they use prewriting, writing, revising, and proofreading to develop the paragraph. The process of a paragraph gives your reader instructions on how to accomplish something.

The major problems with students' paragraph writing are lack of background knowledge about paragraph writing, grammatical problems, psychological problems, vocabulary problems, coherence, and spelling.

The teachers attempt to help students improve their Paragraph writing skills by providing guidance throughout the writing process and giving feedback and comments.

#### 5.2. RECOMMENDATIONS

Based on the above findings and conclusions, the researcher forwarded the following recommendations:

- The teacher should provide students with enough time and opportunities to give and receive feedback through the writing process.
- Teachers should encourage students to become flexible in their use of components of the writing process. Students need to be purposeful in selecting the strategies that help them meet their writing goals.

- Student should get sufficient and reliable reference materials and examples should be provided to students in their library and classroom as well so that the students can read more, which may open the way for higher thinking and mental preparation.
- Teachers should help students develop their writing habits because it is important to express their feelings in a coherent and adequately supported way.
- Students should see different aspects of written texts, which is important for the development of paragraph writing ability in the class.

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## APPENDIX

**Wolkite University**

**College of Social Science and Humanities**

**Department of English Language and Literature**

### **Questionnaire for Students**

The purpose of this questionnaire is to assessing students' problem in writing paragraph in writing course classroom session. Hence, this questionnaire is designed to gather valuable data about the issue, so your genuine and honest responses are very vital to the success of this study.

The researcher would like to thank and appreciate your cooperation

Read the following question and choose one letter from the given alternatives

1. Do your teachers encourage you to write a paragraph in English?

- A. Yes                      B. No

2. Do you have positive attitude towards writing a paragraph?

- A. Yes                      B. No

3. Do you get sufficient chance to practice paragraph writing in writing class?

- A. Yes                      B. No

4. What kinds of reference do your instructor most of the time use in teaching?

- A. Foreign books                      C. Both  
B. Their own material                      D. No

5. What are the major difficulties that you face during writing a paragraph?

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### **Questionnaire for instructors**

1. Do you help your students practice writing paragraph?

- A. yes                      B. no

2. How often do you help them?

- A. always                      B. usually                      C. sometimes                      D. Never

3. How often do you give your students a topic to practice writing paragraph?

- A. Always                      B. Usually                      C. Sometimes                      D. Never

4. Do you give feedback to students' problem in paragraph writing?

A. Yes    B. No

5. How do you describe the level of your students' paragraph writing skills?

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6. What are the challenges that your students face when they try to write a paragraph??

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7. What do you suggest your students do to avoid the difficulties that they face in writing good paragraph?

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**Interview for students**

1. Are you interested in writing a paragraph in English? If your answer is 'yes', how? If your answer is 'no, why?

2. Do you practice writing a paragraph? If your answer is 'yes', how? If your answer is 'no, why??

3. Do you have any problem in writing an effective paragraph in English? If your answer is 'yes', what type of problems?

4. How do you solve those problems that you have mentioned above?

5. Do your instructors help you practice writing a paragraph in classroom?

A. Yes                    B. No

6. What do you think is the relevance of practicing writing a paragraph?

7. Do you think practicing writing with the help of instructor develop your paragraph writing skill?

A. yes            B. no

If your answer is 'yes', how? \_\_\_\_\_

If your answer is 'no, why? \_\_\_\_\_

8. Which process of writing do you pass through to produce an effective paragraph?

**THANK YOU**