

WOLKITE UNIVERISTY



COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTEMENT OF ENGLISH LANGUAGE AND LITRATURE

**AN ASSESSMENT OF THE PRACTICES AND CHALLENGES OF
STUDENTS' PARAGRAPH LEVEL WRITING: WOLKITE UNIVERISTY,
SECOND YEAR ENGLISH LANGUAGE AND LITRATURE STUDENTS
IN FOCUS**

**A RESEARCH PAPER SUBMITTED TO THE DEPARTMENT OF
ENGLISH LANGUAGE AND LITERATURE IN PARTIAL
FULFILLMENT FOR REQUIREMENTS OF BACHELOR OF ARTS (BA)
DEGREE IN ENGLISH LANGUAGE AND LITERATURE**

BY: FIRNESH LEGESSE

ADVISOR: MR TADESSE ABEBE(MA)

JUNE, 2011 E.C

WOLKITE, ETHIOPIA

DECLARATION

I am an undersigned declare that this research is my original and has not been presented for a degree in any university, and that all sources of materials used for the study have been fully acknowledged.

BY Firenesh Legese

Approved by examination board

Advisor's name	signature	Date
-----	-----	-----

Examiner's name	signature	Date
-----	-----	-----

Head of department's name	Signature	Date
-----	-----	-----

JUNE,2011

Wolkite, Ethiopia

ACKNOWLEDGEMENT

Firstly would like to thank and respectful gratitude goes to our adviser Mr., Tadesse Abebe (MA) for his unreserved support in advising, commenting, correcting and supervising the whole activities related to this study. Finally, my deepest and warmest gratitude goes to my family, especially my mother; she gave to me unforgettable help in my life. Thank you my mother for your unreserved support in the whole process of my academic success.

ABSTRACT

The main objective of this study is to assess the practices and challenges students' paragraph writing. The study is carried out in Wolkit University special reference to second year English language and literature major student in focus. The researcher employed 12 students to fill questioner. In order to achieve the objectives, the study employed three data gathering tools: closed-ended and open-ended questionnaires, interview for teachers and document analysis. The questionnaire is employed to identify student student's response by figures and descriptive method. The document analysis, which used to find out student's paragraph writing problems and identify factor that affects the quality of paragraph written by students. Furthermore, the interview is employed to identify what the writing teachers were doing when they teach paragraph writing, challenges, that hinder students in paragraph level writing. All the data collected using different tools were analyzed quantitatively and qualitatively .the study identified the major paragraph writing challenges students encountered. These are problem of organization, unity, process, grammar, punctuation, capitalization and spelling. in addition ,factors that were affecting student' paragraph writing were divided into students related factors like lack of knowledge of strategic use, students writing apprehension, shortage of vocabulary and lack of regular practice, and teachers related factors such as teachers' ways of giving feedback. Therefore, since paragraph writing is a skill that could be improved through sufficient practicing, second year major English language and literature students should be practice a lot and use grammatical rules for good paragraph writing.

Table Contents	page
Acknowledgement -----	I
Abstract-----	III
Tables of contents -----	III
List of table -----	IV
CHAPTER ONE -----	1
INTRODUCTION -----	1
1.1 Background of the study- -----	1
1.2 Statement of problem -----	2
1.3 research question -----	3
1.4 objective of the study-----	3
1.4.1 General objectives-----	3
1.4.2 Specific objectives-----	3
1.5 significance of study-----	3
1.6 scope of the study -----	4
1.7 limitation of the study-----	4
CHAPTER TWO <u>V</u>	
REVIEW OF LITERATURE	
2.1 concept of writing-----	5
2.3.5 Publishing-----	6
2.4 paragraph writing -----	6
2.5 problem of paragraph writing-----	6
2.5.1 Punctuation-----	6
2.5.2 Capitalization-----	7
2.5.3 Spelling-----	7

2.6 Basic sentence fault-----	7
2.6.1 Sentence fragment-----	7
2.6.2 Run on sentence-----	7
2.6.3 Comma splice-----	7
2.6.4 Misplaced modifier-----	8
2.6.5 Omission-----	8
CHAPTER THREE	
3. RESEARCH METHODOLOGY-----	9
3.1 Research Design-----	9
3.2 subject of study-----	9
3.3 sample and sampling techniques-----	9
3.4 Data gathering instruments-----	9
3.4.1 Questionnaire-----	10
3.4.2 Document analysis-----	10
3.4.3 Interview-----	10
3.5 Data collection procedure-----	10
3.6 Method of data analysis-----	11
CHAPTER FOUR	
4. RESULT AND DISCUSSION-----	12
4.1. Analysis of students' close-ended questionnaire-----	12
4.2. Analysis of teacher's interview-----	22
CHAPTER FIVE	
5.1. Summary-----	27
5.2. Conclusions-----	28

List of table

Table 1 :students' response on stage of paragraph -----	12
Table 2: Student' response on their teacher's attitude toward product approach in writing-----	13
Table 3 students' response on amount of time given in writing process-----	14
Table 4: Students' interested writing paragraph in the classroom-----	15
Table 5: Students response on evaluation and giving necessary feedback for paragraph writing-----	16
Table 6: Students' response about experienced and responsible teaches to paragraph writing--	16
Table 7: Teachers Support on student paragraph in their in and outside the classroom-----	16
Table 8: Students response on teachers is interested in and motivation teaching writing-----	17
Table 9: Students response on the role of group discussion-----	18
Table 10: Students' response on their teacher's reinforcement ability-----	19
Table 11: Students response on teacher's feedback based on the writing process-----	20
Table 12: Students' response in the on the mechanics-----	22

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Writing is one of the most difficult skills for students to acquire. Different scholars define in the following ways; Writing is unlike spoken language, as it requires the reader or the audience to understand and interpret (a gunning1998:12). What writing is difficult when the state that writing both more complex and more abstract than talk. Moreover, parker (1993:25) support this view what writing could be torment to students. In addition, Lemons (2003:77) advocated that writing is definitely hard work. Therefore, it is evidently true that prose a number of problem to the students, as it is skill that is difficult to master .It is beloved that writing demands a great deal of skill and convention such as writing readiness and grammatical rule for the student became proficient and effective writers. Therefore, having knowledge in skill and convention of writing, English as a second language, students have to practice a lot of writing.

Nowadays, many linguists' state that, English has become a world language rather than the language only English speaking countries, because the number of people who use English as a means of communication exceed much more than the number of people who speaks as their mother tongue. Even in our country (Ethiopia), English has thought as a tool for students' academic successes and used us a medium of instruction in the educational system (Atkins and Nure, 1996: 106).

Indeed, a method of teaching, English can help students to develop their skills. Although writing is the process involving as a series of step students fail in writing skill in English language and this leads to amiss of communication usage of language in routing activities (Lagan, 2005:11).

In paragraph level writing, ideas and sentences are arranged in clear and logical way as they are unified by the main idea of the paragraph.

The more written paragraph is coherent and cohesive, the more it conveys meaningful message to the readers. Beside as students should be able to use a connected serious of words and

sentences which are grammatically correct. Unless arranged words in at least their minimum acceptable order. They may not pass the intended message meaningful.

A paragraph level writing is achieved when a topic sentence is intelligently chosen the knowledge of choosing a good topic sentences for each paragraph helps students arranging the sequence of their information in logical order grammars, punctuation and spelling are essential for the communicating correct and clear meaning to paragraph writing about (Abbot ,2007/: 32).

Extracting from the given concept, the researcher intended assess the practice and challenges of student's paragraph level writing in Wolkite university second year English language and literature students in focus.

1.2 Statement of the Problem

The students, English language ability in writing paragraph plays a great role in both contemporary academic and future careers. Hence, the key role of English language ability in writing has an important and encouraging impact on the academic achievement of students. This is because the ability to write various genres of writing effectively through English is becoming increasingly important in our global community. In the context of wolkite university, English as a foreign language, learners have been learning to write paragraph based on the activities and tasks which are adapting in the paragraph level writing. The students to practice paragraph with in gender process orienting approach. Second year English language major student paragraph level writing is still not satisfactory. The student seen in capable to achieve the intended goals. This is due to the fact that the students are deep rooted problem of applying important feature of paragraph.

According to Logan,2008 recommends many students fail to communicate their idea through writing because that students awareness is less about the paragraph level writing and the way that how to correct the challenges. These failures of students in composing paragraph can be manifested by them in ability to develop short paragraph to express themselves. It seems most learners were an unable to produce short sentences, paragraph and letters their friends.

Using the above as research gap, many researchers participated on the paragraph writing in different areas, by different individuals. For instance, (Zefieworkie, 2015:75), eastern part of

Ethiopia focused on problems of paragraph writing with refers to major English students in jigjig university and (Mohammad Amin,2012:125) investigated students' common errors focused on first year language students wolkite university. But as to the knowledge of the researcher studies have been carried out on the challenges and practice of student's paragraph composition. Thus, the current study aimed to assess the practice and challenges of students' paragraph level writing; wolkite university second year English language and literature students in focus.

The researcher studies on the same topic and more or less by the same methodologies but the result of most researches failed to solve the problem of writing skill. In this studies the researcher use some different tools on data gathering methods and also the main thing is that the empirical researchers not deeply seen the problem of pre-writing and editing, so these study highly concerned on those two things and the others as the pre-disasters

1.3 Research question.

For the achievement of this research, the researcher has formulated the following principal question.

- 1 What are the strategies used by teachers and students to improve paragraph writing skill?
- 2 What are major challenges that faced students paragraph writing?
- 3 What are common error frequently observed by students in paragraph level writing?

1.4 Objectives of the Study

This study has both general and specific objectives

1.4.1 General and specific objectives

The general objective of this study is to assess challenges and practice of paragraph level writing in Second Year English language and literature major student classroom.

1.4. 2. The specific objective

The specific objectives of this study is to:-

- To find out the strategies used by teachers and student to improve the student paragraph writing skills.

- To assess the major challenges student face in paragraph writing.
- To assess common errors frequently absorbed student paragraph.

1.5 Significance of the study

This study is important in the following ways: It may identify the feature of the challenge of student face when the try to write. It was provide inside about the source of the problem and how they hinder learning process. It can help teacher insight about the link between factors and what they should do to deal with the challenges of paragraph writing .The researcher believed that finding of research would be of paramount significant for betterment of language learning and teaching.

1.6 Scope of the study

Scope of this study was delimited to assess the practice and the challenges of paragraph level writing .It is also confined to second year major English language and literature students wolkite university 2011 E.C.

1.7 Limitation of the study

When doing this particular paper, the researcher faced some difficulties, such as there was shortage of time, there were lack of source of reference material and there was lack of experience to do research paper and also misunderstanding of questions by respondents and lack of giving correct information and lack of financial problems to organize necessary data.

CHAPTER TWO

2. REVIEW OF LITERATURE

2.1 CONCEPT OF WRITING

Writing is means of expressing idea and feelings. For Hedge (1988-89: 15) is the way in which a writer puts together the pieces of the text , developing idea through sentences and paragraph within over all structure .In addition in mind ,he says that writing is neither easy nor spontaneous it requires conscious mental effects. He divides the problem that make writing difficult in to three categories. The first he calls psychological caused lack of interaction and feedback between the reader and the writer .The second school category consist of the linguistic problem Bryen states that in speech grammar of mistakes can be tolerated because of the spontaneous nature of the medium which prevents us from fully monitoring what we are saying in particularly our sentences construction and interconnection of our sentences.

In paragraph level writing on anther hand we are to express ourselves in a clear and more grammatical manner in order to composite for the absence of certain feature of spoken language .By paragraph level writing we may flow out Aberdeen occupying our mind offer our idea and concept to others .In English as a Language education ,writing has received great concert from English as a second Language researchers and in structure who has contribute much to the concept of English as a foreign Language Writing .both in theory and teaching .In early English as afro Language researcher and instruction like those of native English speaker writing .writing skill are measuring with focus mostly on the paragraph level writing products and thus language proficiency was taken to on word speaker account. However this view has gradually shifted allow perspective ways (Raimer 1985)

Many researcher and instructors have realized that this focus on product many not truly reflect the complete nature of paragraph level written and therefore, have started trying to understand the process of the act of writing in communication (zamel 1982) Raimes (1985) also acknowledge that writing is not merely language skill as an adjunct in language leaning . But

the effective approach to developing language from words sentences and the reader to discourse in language.

2.2 Importance of learning writing skill

Writing is more and important now days. Santos (2000) Explain that there are three reason making increasing essential which more international linguists are promoting writing as their field of specialization more articles and journals are being published in English and more international students are pursuing their degree in English speaking country. Besides chen (2007) states that during to the age globalization the word seems to be smallest because of perception of unlimited communication. For this reason all members of globalization for their own benefit in terms of education and business cooperation have to stay connected with one an there. In order to comprehensibly express through and opinions, a part from oral interaction , writing is considered crucial.

2.3. Process of writing

2.3.1 Pre writing

Any technical activity of mind to before writing certain activity or essay is required as prewriting it is a writing related process or strategy used for good and effective writing it is consists of thin king brain storming or put limiting(putkin 1996).

2.3.2. Drafting

Drafting is putting ideas in sentences and paragraph and looking for organization and sentences variety on a certain paper before writing in improved hand writing in corrected for (Glear 2009).

2.3.3 Revising

Revising is a good strategy of the writing process where in this strategy writer often look for checking weather their ideas are clear , their sentences have good enough for structure and whether their paragraph and most of their idea are organized or not (Glear 2009) and (pukin 1996).

2.3.4. Editing

After you have revised your paper for content and style you was polish of the draft takes place in the editing stage .The writer attention to mechanics such as spelling and punctuation grammar and hand writing and may also make minor lexical and syntactic changes. Students often find it hard to edit paper carefully you may simply have to was yourself to perform this important closing step in the writing process (Jon langa2003 : 36).

2.3. 5. Publishing

Publishing refers to the delivery of the writing to its intended audience .The major aim of the process of approach is to train students how to generate idea for writing plan these ideas take in to account the types of audience draft and redraft in order to produce final writing paper that is likely to communicate their own ideas .Teacher who use this approach give students time to get ideas and feedback on the content of what they write in their drafts .As such writing becomes process of discovery for the students as they discover new idea and new language from to express them (Raimes 1983 : 76).

2.4 Paragraph writing

Paragraph is an important convention of writing in English it has developed as visual way of helping the reader to flow an extend piece of writing paragraph helps as to understanding how the sentences are group together omisha and Hogue (2006: 65) say that paragraph is a basic unit of organization in writing a group of relates sentences develops one main idea and consists of two kinds of sentences atopic sentences and number of supportive statements. Number of sentences with in a simple paragraph is unimportant but it should be long enough to develop the main idea clearly. Though same times for emphasis or in dialog or transition. Paragraph may have only one or two sentences. Writers use words to make sentences to make paragraph .and paragraph to make such composition as letters, reports and college themes. (Hart and Reinking1990 :11).

2.5 Problem of paragraph writing.

2.5.1 Punctuation

Punctuation is one of the most important aspects of language without it writing looks non-sense and meaningless –punctuation is code that serves to single structure, semantic and metrical meaning that would otherwise be missing by the reader from the reader point of (Legget 1988).

2.5.2 Capitalization.

Capitalization is another problem of paragraph writing the first word of every sentences including word of direct quotation that complete sentences to paragraph.

2.5.3 Spelling

Spelling is one the student paragraph writing problems. Writer to communicate your idea Cleary to your audience. If your writing is fail with the miss words your idea may lose (Glencoe 2001):130

2.6 Basic sentence fault

Reader have expectation about hoe sentence should contact explain based on the system by which our reader expectation and ask them to work much to hard understand our meaning if it can be understand at all.

2.6.1 Sentence fragment

The usual sentence contains subject and verb and at least one independent close we ideate sentence by capitalizing the first word and placing appropriate and punctuation usually a period at the end.

2.6.2 Run on sentence.

Avoid run on sentences in your writing .A run on sentence is two or more complete sentences written as though they were on sentences (Glencoe 2001: 555).

2.6.3 Comma splice.

Reader depend on a certain written science to tell where one idea stops and another begins. Just in a sentence fragment violet reads expectation, too placing comma between two main closes. Without coordinating results in the comma fault or comma splice.

2.6.4. Misplaced modifier

Modern English relies heavily up on words to show relationship among words. It is the principled way to keep many modifier attach to the words they modify. Phrase and clause that modify require special care, since the normal attach to the nearest proceeding them.

2.6.5 Omission

Sentence would be confusing it omits words need for clarity and accuracy same times writer omit words though care lessens. This sort of omission can be caught with care full proof reading.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Research design

A descriptive case study research method was employed in this study to assess students practice and challenges of paragraph level writing students paragraph writing practice by using document analysis, questioner and interview. According to kunar (1996: 37),descriptive method attempt to describe systematic situation, challenges or phenomena therefore the researcher was use descriptive research method since it is important in gathering data of what student think feel and so.

3.2 Subject of the study

The target population of the study were second year English major students of Wolkite University, college of social science and humanities in 2011/2019Academic year who has taken advance writing skill course.

3.3 Sample and sampling techniques.

The subject of study is second year English major students. There are 3 male and 9 female, total 12 students in the class of those the researcher was take 12 students as sample population of the study .this is because managing data need more time. As the result, among them the research was selected 3 males and 9 female by using random sampling techniques And two teachers was select by probability technique from the writing teachers purposeful. Because of those teacher are long time experience teaching writing course. Because of simple random sampling gives equal chance to the respondent and those teachers were long time experience teaching writing course

3.4 Data gathering instruments

The researcher used three data gathering instruments to get or gather information from the population. Those are questioner, interview and document analysis.

3.4.1 Questionnaires

The purpose of this questionnaire is to gather information for the research study in titled an assessment the practice and the challenges of paragraph level writing as in order to get in appropriate information. The researcher prepared open ended and close ended question for the students. The reason that the investigator prepared these types of question the student can answer in their own words allowing for a wide variety of answer and students was give to accurate information without fear. On the other hand in close ended question there is a limit number of choice so it helps to analyses the data the much faster rate. Totally, the researcher uses questionnaire based on advantage to assess a feeling of students toward paragraph level writing and the factor that affects student's improvement of writing paragraph.

3.4.2 Document Analyses

Document analyses is a technique which can generate both valid and reliable data from document (Stemer and Bebel, 1998:55). Beside, the in vaster was collect five sample paragraph from the teacher scored student composition. Later, the problem was be analyzed and identifying in considering same comma essential feature. Paragraph level writing such as organization, unity paragraph development, grammar, spelling, capitalization and punctuation.

3.4.3. Interview

The interview was employ two teachers who has thought advanced writing skills course. The researcher was use note taking technique to gain useful , clear and brief information from teachers to check the strategies they use in English language class room in general and writing skill in particular .Because of those two teachers was select most probably homogenize and similar information .

3.5 Data collection procedures.

In this study data were collected through close ended , open-ended questionnaires , interview and document analyses second year major English students and document (the written paragraph

from the teacher read) was collected and analogized to check the common problems frequently observed and challenges students face in the process of paragraph level writing practice. Finally, the problem which was presented using those tools was identified and results was collected.

3.6 Method of data analysis

As the researcher planed, the data was obtain through different in strumpets were analyzed qualitative and quantitatively. The data was collect through questioner was analyzed quantitatively using figures and tables. On other hand, the data was collect through interview and document analysis were analyzed and described by qualitatively.

CHAPTER FOUR

4. DATA ANALYSIS, PRESENTATION AND INTERPRATATION

The data for this study was collected and analyzed using the research methodology as shown chapter three. In order to assess the practices and challenges students' paragraph writing the data collected were analyzed by using descriptive statistics of percentiles, frequency and tables. The data analyzed were presented in frequency distribution tables.

4.1 Introduction

As detailed in chapter three above, the researcher distributed 12 questionnaires to the respondents. In total the researcher collected a total of 12 questionnaires which were inspected for completeness. All questionnaires were properly completed and any questionnaires could not be edited and were not excluded from the study. This study therefore utilized 12 questionnaires for data analysis. This represents a 100% response rate.

4.2 Demographic Information

Table 1. The demographic information of the Respondent.

No.	Demography	Frequency (f)	Percentage (%)	Cumulative
1	Sex :			
	Female	9	70%	9
	Male	3	30%	12
	Total	12	100%	12
2	Age:			
	18-30	12	100%	
	31-40	-	-	
	41-50	-	-	
	50 above	-	-	

	Total	12	100%	
--	-------	----	------	--

(Source: questionnaire 2019)

Students were asked to indicate their gender. Table 4.1 revealed that 30% of the respondents were male while 70% of the respondents were female. This implies that students who were in second year English language and literature were both gender but, female is highest proportion.

Age of the respondents: Table 4.1 shows that (100%) of the respondents falls within the age bracket of 18-30, while no respondents falls within the age bracket of 31-40, and respondents falls within the age bracket of 41-50. This analysis revealed that all of the respondents were within the age bracket of 18-30 (100%) and there were not above 41-50 years old and above 50 years.

4.1. Analysis of students' close-ended questionnaire

Table 13 :students'; response on stage of paragraph

Item	Alternatives	Number of response	percentages
How often do you teachers tell you plan, brainstorm, write, edit and proof read when writing a paragraph on a given topic?	Always	5	41.7%
	Usually	5	41.7%
	Sometimes	2	16.7%
	Rarely	-	-
	Never	-	-
	Total		12

(Source: questionnaire 2019)

As it is stated in the love table, 5 (41.7%) of respondents responded always and 5 (41.7%) usually to the statement respectively and 2 (16.7%) of the students replied sometimes. This shows that teachers have deficiency to plan students' paragraph writing, lack of encouragement to their students or less knowledge about brain storming, write, edit an proof read.

Table 14: Student' response on their teacher's attitude toward product approach in writing

Item	Alternatives	Number of response	percentages %
How often do you teachers tell you to sit and write the final daft at once when writing on a given topic?	Always	-	
	Usually	2	16.7%
	Sometimes	6	50%
	Rarely	-	-
	Never	4	33.3%
	Total	12	100%

(Source: questionnaire 2019)

The above table show that, 6 (50%) of the respondent agreed that the teacher sometimes orders 2(16%) of them were usually and then to write what is given to them following product approach, while others 4 (33.3%) worried to paragraph writing a given topic and final draft. In generally, the researcher conclude that their teachers does not tell or want the final draft on a given topic.

Table 15 students' response on amount of time given in writing process

Item	Alternatives	Number of response	percentages %
How often does your teachers give you sufficient time while writing?	Always	3	25%
	Usually	7	58.3%
	Sometimes	2	16.7%
	Rarely	-	-
	Never	-	-
	Total	12	100%

(Source: questionnaire 2019)

As table three shows, 7 (58.3%) of the students replied that had given sufficient time while writing, the other 16.7% were sometimes 3 (25%) of students were explaining their idea always. Therefore, we can conclude this table teacher was given enough for time while writing.

Table 16: Students' interested writing paragraph in the classroom

Item	Alternatives	Number of response	percentages %
How often are you interested in writing in writing classroom?	Always	5	41.7%
	Usually	6	50%
	Sometimes	-	-
	Rarely	1	8.3%

	Never	-	-
	Total	12	100%

(Source: questionnaire 2019)

This table indicates that 6 (50%) if the students replied that they are usually interested writing paragraph in the classroom. And also 5 (41.7%) of the students replied that they are interested in writing paragraph in writing classroom and 1 (8.3%) of the respondents replied that they were not interested of writing paragraph in writing classroom. So the researcher conclude this table all of the students are interested to write paragraph in writing classroom.

Table 17: Students response on evaluation and giving necessary feedback for paragraph writing

Item	Alternatives	Number of response	percentages %
How often does your teacher evaluate and give necessary feedback on your written paragraph?	Always	6	50%
	Usually	5	41.7%
	Sometimes	1	8.3%
	Rarely	-	-
	Never	-	-
	Total	12	100%

(Source: questionnaire 2019)

As we can see from the table above, 6 (50%) of the responded always their teacher evaluate and give necessary on their paragraph writing skill and 5 (41.7%) of the respondents replied that their ideas usually. And also 1 (8.3%) of them were explained that their teacher sometimes evaluates

and give necessary feedback to encourage them. Therefore, the researcher conclude from this table, the teacher always evaluates and give necessary feedback towards their written paragraph.

Table 18: Students’ response about experienced and responsible teaches to paragraph writing

Item	Alternatives	Number of response	percentages %
How often does your teacher evaluate and give necessary feedback on your written paragraph?	Always	4	33.3%
	Usually	7	58.3%
	Sometimes	1	8.3%
	Rarely	-	-
	Never	-	-
	Total	12	100%

(Source: questionnaire 2019)

The above table reflected that, 7 (58.3%) of the respondents said that usually the teacher is well-experienced, the other 1(8.3%) were sometimes and responsible to help us had better practice on paragraph writing. And also 4 (33.3%) of the respondents were responded that always. Generally, easier for better practice of a paragraph writing.

Table 19: Teachers Support on student paragraph in their in and outside the classroom

Item	Alternatives	Number of response	percentages %
How often do your teacher motivated to let you practice writing I outside the classroom?	Always	-	-
	Usually	1	8.3%
	Sometimes	-	-
	Rarely	10	83.4%
	Never	1	8.3%
	Total	12	100%

(Source: questionnaire 2019)

The above table shows, 10 (83.4) of the respondents were responded that their ideas usually and sometimes faced the problem and the other 1 (8.3)% were some times and never. Generally, the researcher conclude that the teachers does not motive, practice in the classroom and outside the classroom.

Table 20: Students response on teachers is interested in and motivation teaching writing

Item	Alternatives	Number of response	percentages %
How often are your teachers interested and motivated in helping you write paragraph exercise in and outside the classroom?	Always	1	8.3%
	Usually	7	58.3%
	Sometimes	4	33.3%
	Rarely	-	-
	Never	-	-
	Total	12	100%

(Source: questionnaire 2019)

The above table shows, around 7 (58.3%) of the respondents usually expressed their teacher are interested and motivated in the classroom and outside. And 4 (33.3%) of the respondents expressed sometimes and 1 (8.3%) always teachers motivated and interested to develop students paragraph writing.

Table 21: Students response on the role of group discussion

Item	Alternatives	Number of response	percentages
How often are you think that group discussion help to support students improve their writing skill and achieve writing?	Always	10	83.4%
	Usually	1	8.3%
	Sometimes	1	8.3%
	Rarely	-	-
	Never	-	-
	Total	12	100%

(Source: questionnaire 2019)

According to the above table the data shows that 10 (83.4%) of the respondents strongly agreed on always to the question and presented grouped group discussion help to support students writing skill. And 1 (8.3%) of they said that sometimes and never. So that according to the student's explanation, group discussion means sharing experience and it is very important for the improvement of students writing skill and to achieve writing. Therefore, group discussion enormous responsible to support writing skill and achievements.

Table 22: Students' response on their teacher's reinforcement ability.

Item	Alternatives	Number of response	percentages
How often does your teacher encourage you to follow the writing process to improve your writing and appreciates your ability/talent?	Always	6	50%
	Usually	5	41.7%
	Sometimes	1	8.3%
	Rarely	-	-
	Never	-	-
	Total		12

(Source: questionnaire 2019)

As it is mentioned on the table, 6 (50%) of the students agreed to the statement that they replied always and, 5 (41.7%) of the respondents gave their ideas usually. And also 1 (8.3%) of respondents were responded in sometimes and rarely analysis. However, teachers encourage students writing process and appreciate their ability.

Table 23: Students response on teacher’s feedback based on the writing process

Item	Alternatives	Number of response	percentages
How often do your writing teachers give you feedback on content organization and the writing process?	Always	7	58.4%
	Usually	1	8.3%
	Sometimes	4	33.3%
	Rarely	-	-
	Never	-	-
	Total	12	100%

(Source: questionnaire 2019)

As it is indicated in the above table, 7 (58.3%) of the students always get feedback from their teachers on content organization and the writing process some others 4 (33.3%) of them responded that sometimes get feedback from their teachers. The other 1 (8.3%) of the students implied that usually get feedback from their teachers. Therefore, the majority of the respondent shows us always.

Table 24: Students’ response in the on the mechanics

Item	Alternatives	Number of response	percentages
How often does your writing teacher give you feedback on mechanics writings?	Always	6	50%
	Usually	4	33.3%
	Sometimes	1	8.3%
	Rarely	-	-
	Never	1	8.3%
	Total		12

(Source: questionnaire 2019)

According to students response, 6 (50%) of the students get feedback from their teachers always and 4 (33.3%) of the students are said that their teacher usually give them feedback. Sometimes. The reaming 2 (8.3%) of the students replied that their teachers never give feedback. From this we can conclude that teacher feedback plays a great role on students paragraph writing skill.

4.2 Analysis of students response to open-ended questions

13. What do you think are the roles of writing teachers in writing paragraph writing in the classroom?

As many of the students replied. Teachers’ role is important in writing classroom. To guide students how to write, to give feedback and use simple strategies. Academically, help student to improve their writing skills. According to students’ opinion, teacher in writing classroom encourage student play close attention to the grammar and punctuation they see in textbooks, other books and articles, as well as in any sample paper.

14. How do you think, writing can be learnt and paragraph-writing skills can be improved?

A large number of students replied that they can develop their writing skill through practice or training again and again on some pieces of paper. In addition to this they also said that sharing ideas and getting comment with classmates. From this point in short, we can conclude that practice and sharing experiences from classmates is one of the best strategy to improve paragraph-writing skill. Given their ideas and way to learn writing skill is practice or learning again and again writing paragraph and write some piece of paper. In addition, evaluate and given comment on that which classmates. In short which strategy that the student prefer to improve their writing skills is to make practice again and again asking other friends and instructor for comment and reading different books are important to improve their ability.

4.3. Analysis of teacher's interview

1. What type of teaching approaches to writing do you usually use in writing in the classroom?

According to them response from the interview, use the process writing approach most of the time. Process writing is the important approach teacher used to help students to generate ideas, structuring or organizing those ideas, drafting, reviewing, evaluating and publication. Process writing approach is a cycle which helps students writing skills and improve their written production. And also this approach help students to apply the different stages of writing which finally allow them to a produce a better writing outcome. Classroom interaction method or approach students are recommended to interaction each other in the class and write a paragraph on a given atopic. Teacher approaches of writing might be helpful. Additional, the interviewed responded that we often provide them individual, pair and peer/group works.

2.What are the common problems that are usually observed in your paragraph writing classroom?

The respondent replied that the reason for student making in their writing the main reason where background of the student, shortage of knowledge on how to write a paragraph and lack of

practice. In most cases, average and slow learners make grammatical errors, make logical order mistakes and also some students may also spelling errors. These are serious problem areas that they noticed the student's reason for making errors.

3: what is the main reason for student making errors and mistakes in their writing?

The respondent replied that the reason for student making mistakes in their writing, the main reason is mainly lack of practice. Specially, the slow learns and some average learners do face problem in making sensible sentences. Because of this those group of students need to work with active learners and the help of the teacher.

4. Do you think that there are enough support, materials and time for teaching writing?

The respondent said that actually through there are may be few reference materials in their library. The students are no interested to use the reference material, because they could learn effective way writing a paragraph from the handout provide. Good examples are given in the handout.

5. What are the major challenges that hinder you and your students in paragraph level writing? Class size? Load? Student background? Giving feedback on student written work?

According to their to their responses, most slow learners and some average learner feel afraid when they read their paragraph to the whole class. But it is natural that students learn from their own mistakes as well as the mistakes both average and fast/active learners. Sometimes, teachers may not allow the entire student to present their works in front of their classmates. The number of students in each class is very high. Because of this, only a limited number of students get the chance.

6. When student write a paragraph, what kinds of challenges that the students have hinder on writing paragraph?

The respondents said that, when student write a paragraph, there is spelling, grammar, punctuation problems in their paragraph writing. Furthermore, the students also don't understand the quality of good paragraph, components of paragraph about unity, coherence, and organization in addition, the main problem students are lack of confidence and learning from own and their seat-mates and the other problem is that they prefer to copy from their fellow friends to write their own paragraph. Because of that they do not develop confidence in writing their own paragraph.

7. As you think, how can students improve their paragraph writing skill?

According to respondent's explanation any students can write effective paragraph when he/she writes himself or herself and then, show their works to their friends and their teacher. If any student learns from his/her mistakes, then he/she was work better gradually. Thus, students should accept where his/her mistakes lie students and then, employ the comment given by either their friends or their teacher.

8. Any other ideas (if any) please?

It is difficult to develop a skill of something without the help of some body. To be able to write effectively about a subject, students need to know and understand the subject matter. They need to learn the specific vocabulary and the text structure and language features that was help them write successfully in that subject areas. They also need to be aware of the purpose of their writing. As a result, students need help from their teachers to explore their potential that leads to develop paragraph. The respondents responded that instead of blaming students for their poor writing, lecturers or teachers should support them to develop their paragraph skills.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This section summarizes the overall process of the study. It includes conclusions drawn from the findings of the study and recommendations of how to improve students paragraph writing problems.

5.1. Summary

Paragraph level writing is an important skill that has many benefits for the targeted learners in terms of developing better language ability, offering a better opportunity for supporting the student's future career . As mentioned earlier, the main purpose of the study is to assess student practice and paragraph writing problems with reference in wolkite University second year English language and literature students. The study focused on assessment of the practices and challenges of paragraph level writing, major problems that students face when they write paragraph, indenting causes for students' problems in writing paragraph, and exploring how English language teachers attempt to help students to overcome the challenges.

The research design is employed, and trying to address these issues, quantitative and qualitative research method is used. in this is study, two teachers who taught writing in the aforementioned teachers were selected as a sample subject comprehensively, 12 students were chosen as a sample through random sampling techniques. In order to achieve the objectives, three data gathering tools were used . These were document analysis of paragraph written by students ,closed ended and open ended questionnaire for second year major English language and literature students and interview for teachers .the study indicated that the students had a lot of problems in paragraph level writing. Their paragraphs have problem of organization, unity, paragraph development, grammar, punctuation, capitalization and spelling. The students problems in writing paragraph were mainly attributed to students related factors like lack of knowledge of strategic use students writing apprehension, shortage of vocabulary and lack of regular practice and teachers related factors include teachers ways of feedback. the finds again showed that English teachers were not on the position of using different strategies to

assist student to write a good paragraph and their activities to students to write a good paragraph were inadequate.

5.2. Conclusions

On the basis of the findings, the following conclusion is drawn: As the findings of the study show, there are some problems that second year major English language and literature learners face, problem of organization like inappropriate and illogical arrangement of sentence and poor flow of ideas, problem of unity because most of paragraphs start to talk about one issue and immediately moves to another issue without concluding the former idea; problem of paragraph development because no explanation or illustration were given in their paragraphs to make the ideas clear; grammar; punctuation, capitalization and spelling problems.

As to data obtained from questionnaire, interview and document analysis, most of the paragraph writing problem seems to be resulted from different causes. The causes are grouped into two: student related factors and teacher related factors. Students are the most stakeholders influential person to be engaged in writing activities. However, their engagement in writing a good paragraph is hampered by many challenges. So, student related causes include lack of knowledge of strategic use, background of students, shortage of vocabulary and lack of regular practice. The teacher related causes include teacher's ways of giving feedback may cause these challenges to exist. The other causes that hinder the students paragraph writing ability were the students background, passiveness to learning writing in general and paragraph level writing in particular, the less attention given to the paragraph teaching and learning by teachers and students respectively.

When teachers give feedback on writing exercise, they mainly focused on grammar, and spelling forgetting focusing on organization of ideas, unity, paragraph development, punctuation though they know that their students have problems of organizing ideas, unity, paragraph development, punctuation when writing paragraph. Experienced and responsible teachers are the most important to help students

5.3. Recommendations

On the basis of the finding and the conciliation drawn from them, the following recommendations are forwarded. Effective paragraph writing is skill that needs continuous practice. Taking this in to account, the students should practice writing paragraph a lot in the classroom and outside the class.

The students should know how the three parts of the paragraph: topic sentences, supporting sentences and concluding sentences in writing paragraph. The sentences or ideas in their paragraph should be appropriately and logically arranged to keep the flow of ideas.

The students should develop the vocabulary skill for generating ideas in order to use consistent words and complete sentences and reduce their writing anxiety. The finding of the current study showed that stage of writing or rules governed for good writing receive very little attention in second year English paragraph writing classroom because most students tended to finish writing process without practicing stage or process of writing .therefore, students should use them appropriately when they practice paragraph writing and teachers should also try to help students to apply while writing paragraph.

The teachers should try their best to train students to practice paragraph writing more in the class room by providing enough time so as to minimize their problems in writing English.

In teaching paragraph writing and giving feedback, the teachers should pay attention to all teachers of good paragraph writing than focusing mainly on the mechanical aspects such as grammar and spelling. In addition, teachers should use different ways of giving feedback like peer editing, working in group, and demonstrating how to overcome the challenges and combine both types of oral and written feedback which is constructive and corrective for the students 'error.

The University as well as the department should be emphases such problems. As to data obtained from questionnaire, interview and document analysis, most of the paragraph writing problem seems to be resulted from different causes. So, student related cause solved by student others by the parties.

REFERENCE

- Abbot, Edwin a. 2007.ow to write clearly: rules and exercise on English composition*
- Atkins, hailm and nuru (1996),skill developing methodology ,A.A.U printing press.*
- Byrne, d, 1988.teaching writing skills. London: Longman press*
- Chen,a.(2007).discovering the appropriate writing procedures on basic college writing*
- Glencoe,(2003) writers choices grammar and compassion: California edition.*
- John langman (2003) collage writing skill fifth edition. Atlantic cape community college*
- Langan,J,(20001) : collage writing skill. New York MC grow Hill company.*
- Leggett, G,et al .J (1998) Hand book for writers. Tenth edition: practice hall: loc.*
- Oshima, A and Hogue (2006) writing academic English. Person Education printing press.*
- Rimes, A (1985) Techniques in Teaching writing. Oxford: University press.*
- Santos. T,(2000) on the future of second language writing: the split. Journal of second language writing, 9(1), 8,10.<http://dx.doi.org/10.1016/S1060>.*
- Weigle, S.C. (2002). Assessing Writing. Cambridge University press.*

	brainstorm, write, edit and proof read when writing a paragraph on a given topic?					
2	How often do you teachers tell you to sit and write the final draft at once when writing on a given topic?					
3	How often does your teacher give you sufficient time while writing?					
4	How often are you interested in writing paragraph in writing classroom?					
5	How often does your teacher evaluate and give necessary feedback on your written paragraph?					
6	How frequently do you think is teacher well experienced and responsible to help you better practice paragraph writing?					
7	How often do you think is teacher motivated to let you practice paragraph writing?					
8	How frequently are your teachers interested and motivated in helping you write paragraph					

	exercise in and outside the classroom?					
9	How often do you think that group discussions help to support students improve their writing skill and achieve					
10	How often does your teacher you to follow the writing process to improve Your writing and appreciates your ability/talent?					
11	How frequently do your writing teachers give feedback on content, organization and the writing proces					
12	How repeatedly do your writing teachers give you feedback, on mechanics of writing?					
13	How frequent do writing errors occur in student's paragraph writing					

15. What do you think are the roles of writing teachers in writing classroom.

.....

16. How do you think writing can be learnt and paragraph writing skill can be improved

.....

17. Are there factors that affect student's paragraph writing ? yes no

If you say yes specify

.....

If you say no specify

.....

Thank you in advance for your cooperation!

Appendix B

Wolkite University

Collage of Social Sciences and Humanities

Department of English Language and Literature

Interview Guidelines for Teachers

1. What type of teaching approaches to writing do you usually use in writing paragraph in the classroom?
2. what are the common problems that are usually observed in your paragraph writing while you are thought the student?
3. What are the main reasons for students making errors and mistakes in their write in paragraph?
4. Do you think that there are enough support, materials and writing time for teaching writing?
5. What are the major challenges that hinder your students in paragraph level writing? Class cleanness? Load? Student's background? Giving feedback on students' written work?
6. When Students write a paragraph, what kinds of challenges that the students have on hinders on writing paragraph?
7. As you think, how can students develop/improve their paragraph writing skill?
8. Any other ideas (if any) please?