



Sudan University of Science and Technology

College of Graduate Studies

College of Languages



Exploring Problems faced by EFL Secondary School Students in Writing Composition

**تقصي المشكلات التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية بالمدارس الثانوية
في كتابة التعبير الإنشائي**

**A Thesis Submitted in Partial Fulfillment of the
Requirements of MA Degree in English Language
(Applied Linguistics)**

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DEDICATION

This work is dedicated to my dear beloved children.

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All praise to Allah the almighty, Who enable me to a achieve this work. My thanks and gratitude is due to Him. My deep gratitude and respect to Dr. Hillary Marino Pitia for his patience, guidance and thoughtful comments. Thanks are due to Dr. Mahmoud Ali Ahmed and Dr. Muntasir Hassan Mubarak for reviewing my test and questionnaire. I am also thankful to

Mr. Hussien Elshiekh for his help. I would also like to express special thanks to my family for their support and encouragement to achieve this work.

ABSTRACT

This study aims at investigating the problems faced by secondary school students in writing composition in Khartoum State. A test and questionnaire were used tools for data collection; the test was administered to thirty of third year EFL students of secondary school, where the questionnaire administered to ten of specialists in EFLT. The sample of this study was chosen randomly. The researcher used the descriptive analytical method. Data were analyzed statistically using SPSS program. The findings showed that secondary school students are unable to arrange sentences to give a meaningful text, students do not apply writing strategies and techniques when writing composition and teachers are not aware of methods of writing that should be adopted in teaching composition. According to the above results, the researcher recommended that: students should be given considerable practices to facilitate writing composition, students should be trained on how to apply writing strategies and techniques when writing composition, and English teachers should care for methods of writing to be adopted in writing composition. The thesis was concluded in some suggestions for further studies to be conducted using other instruments as interview and questionnaire.

المستخلص (Arabic Version)

تستهدف هذه الدراسة إلى تقصي المشكلات التي تواجه طلاب اللغة الإنجليزية كلغة أجنبية بالمدارس الثانوية في كتابة التعبير الإنشائي بولاية الخرطوم . استخدم الباحث اختباراً واستبياناً أداةً لجمع البيانات ، استخدم الاختبار لثلاثين طالباً من الصف الثالث بينما استخدم الاستبيان لعشرة من المعلمين المتخصصين في تدريس اللغة الإنجليزية ، وتم اختيار عينة الدراسة عشوائياً . استخدم الباحث المنهج الوصفي التحليلي ، تم تحليل البيانات إحصائياً باستخدام برنامج SPSS ، أظهرت النتائج أن: طلاب المدارس الثانوية غير قادرين على ترتيب الجمل لإعطاء نصاً ذا معنى ، طلاب المدارس الثانوية لا يطبقون إستراتيجيات وتقنيات الكتابة في كتابة التعبير الإنشائي وأن معلمي اللغة الإنجليزية ليسوا على إدراك بعمليات الكتابة التي يتحتم تطبيقها في تدريس كتابة التعبير الإنشائي ، وفقاً للنتائج أعلاه أوصى الباحث : إعطاء الطلاب ممارسات وتدريبات مكثفة لتسهيل كتابة التعبير الإنشائي ، تدريب الطلاب على قواعد استخدام إستراتيجيات وتقنيات الكتابة في كتابة التعبير الإنشائي، إلمام واهتمام معلمي اللغة الإنجليزية بعمليات الكتابة وتطبيقها في كتابة التعبير الإنشائي ، ختمت الدراسة ببعض الاقتراحات ، بأن تكون هنالك دراسات أخرى في هذا المجال باستخدام أدوات أخرى مثل المقابلة والاستبيان.

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CHAPTER ONE

INTRODUCTION

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INTRODUCTION

1- 0 Background of the Study

There are main categories of communication: oral, written and non-verbal. This research explores the problem encountered by secondary students in writing composition; it will focus on writing composition in secondary schools in Sudan. Composition is the best elaborated way in expressing ideas, thoughts and feelings, it is a communication means. It needs a considerable knowledge of the language rules (Grammar). There are many principles and rules that should be followed and taught by secondary schools teachers who must be qualified enough. (Harmer 2006: 113) and (Chastain 1988: 245). Students face difficulties in expressing themselves in writing, since the inception of the audio-lingual movement in which the oral skills have received major attention and writing has been considered less important. (Chastain : 1988: 252). Most students find themselves in a bad situation specially in examination in which they cannot write a piece of writing in English so this has resulted in students output and the proper orientation. (AL-Nakkash 1978: 130) This difficulty comes from many things:

- a: the necessary information.
- b: the ability to arrange this information in a suitable order.
- c: the power to express this information clearly, pleasingly and effectively.

This problem springs from the inadequate training and skills of the teachers.

Problems spring from teachers themselves because they are second language learners (English) and had faced a similar condition in writing composition as students do. So some teachers only focus on errors and

ignore the strategies of how to compose single short paragraph as a result of the lack of knowledge of the second language. (Gephard (2006: 214, 218). In short writing composition should pass through four phases and steps as following:

a: pre-writing: pre-writing that begins with an introduction to a topic then asking students to think deeply of the title to collect their thoughts, list all the ideas related to the topic and think of all the words they know connected to the topic.

b: drafting: building appropriate sentences which convey the thoughts.

c: revision: shaping meaning and improving language.

d: editing: requires recognizing problems in grammar (e.g. subject, verb disagreement, improper pronouns use, incorrect word tense).

1-1 Statement of the Problem

The secondary school students face problems when they write composition, they are unable to arrange sentences to give a meaningful text and they do not apply writing strategies and techniques when writing composition, also English teachers are not aware of methods of writing process that should be adopted.

1-2 Objectives of the Study

This study aims to:

- 1- Identify the points of weakness in writing composition which face secondary school students.
- 2- Suggest needed techniques and strategies that suit Sudanese students in secondary schools.
- 3- Actuate English teachers to pay attention to the methods of writing for better performance for students.
- 4- Find solutions for such weakness in writing composition.

1-3 Questions of the Study

- 1-To what extent are secondary school students able to arrange sentences to give a meaningful text?
- 2- Do secondary school students apply writing strategies and techniques when writing composition?
- 3- Are teachers of English language aware of methods of writing process that should be adopted in teaching composition?

1-4 Hypotheses of the Study

This study has the following hypotheses:

- 1- The secondary school students are unable to arrange sentences to give a meaningful text.
- 2- The secondary school students do not apply writing strategies and techniques when writing composition.
- 3- Teachers of English language are not aware of methods of writing process that should be adopted in teaching composition

1-5 Significance of the Study:

The findings of this study would serve as a base for assisting English language teachers adopt teaching strategies that will enhance learning writing composition skills among students. The study would enable curriculum developers and text book writers to come up with materials that will address the problems students face in composition writing. The researcher hopes that the findings enable teacher's trainers to come up with better methods of training language. Also the findings of the study enable students to identify factors that help them develop their writing composition.

1-6 Methodology of the Study:

In order to carry out this research, to achieve its objectives and to answer its questions, the researcher has adopted the descriptive analytical method.

1-7 Limits of the Study

This study is limited to investigating the problems encountered by secondary schools students in writing composition, this study conducted in Khartoum State, Bahri Locality, Elshaheed Abdalwahid Atyeib Secondary School in the academic year (2017 - 2018).

CHAPTER TWO
LITERATURE REVIEW AND PREVIOUS
STUDIES

CHAPTER TWO

LITERATURE REVIEW and PREVIOUS STUDIES

2.0 Introduction

This chapter consists of two parts. In part one, the researcher defines the term writing composition, word forms, writing strategies and techniques besides, that the researcher discusses the types of writing composition and the problems of EFL students in writing composition, while in part two the researcher discusses the related previous studies relevant to the present study.

2.1 Part One: Definitions of COMPOSITION

There are many definitions have been presented define composition and here are definitions due to Miriam Webster dictionary for terminology which are as follows:

- a-** the act or process of composing; specifically : arrangement into specific proportion or relation and especially into artistic form.
- b-** the painting's unique composition
the arrangement of type for printing hand composition
- c-** the production of type or typographic characters (as in photocomposition) arranged for printing
- d-** the manner in which something is composed
- e-** general makeup
- f-** the changing ethnic composition of the city's population
- g-** The qualitative and quantitative makeup of a chemical compound
- h-** the chemical composition of a polymer

- i- mutual settlement or agreement
- The two parties came to a composition.
- j- a product of mixing or combining various elements or ingredients

k- a composition of rubber and cork

Here also another definition stated at English Dictionary, Collins, where it begins with the word composition forms. (British Dictionary definition for composition about cookies, terms, and privacy c 2018 dictionary. com LLC).

2.2 Word Forms:

2.2.1 Uncountable Noun: .(Random House, 2018)

- When you talk about the composition of something, you are referring to the way in which its various parts are put together and arranged.

Television has transformed the size and social composition of the audience at great sporting occasions

- The compositions of a composer, painter, or other artist are the works of art that they have produced.

Mozart's compositions are undoubtedly among the world's greatest.

- A composition is a piece of written work that children write at school.

We had to write a composition on the subject "My Pet."

- 1 mass noun: The nature of something's ingredients or constituents; the way in which a whole or mixture is made up.

‘The social composition of villages’

2.2.2 More Example Sentences

Synonyms

- The action of putting things together; formation or construction.

‘The composition of a new government was announced in November’

- count noun: A thing composed of various elements.

‘a theory is a composition of interrelated facts’

- archaic: Mental constitution; character.

‘Persons who have a touch of madness in their composition’

- often as modifier A compound artificial substance or material.

‘Composition tiles’

- Mathematics: The successive application of functions to a variable, the value of the first function being the argument of the second, and so on.

‘Composition of functions, when defined, is associative’

- Physics: The process of finding the resultant of a number of forces.

‘The composition of forces’

- A creative work, especially a poem or piece of music.

‘Chopin's most romantic compositions’

- mass noun: The action or art of producing a creative work such as a poem or piece of music.

‘The technical aspects of composition’

- An essay, especially one written by a school or college student.

‘We had a class composition, ‘My Best Friend’’

- The artistic arrangement of the parts of a picture.

‘None of the other photographs shared this particular composition’

- mass noun: The preparation of text for printing by setting up characters or by establishing its style and appearance electronically.

‘an external contractor providing computerized composition and typesetting’

- A legal agreement to pay a sum in lieu of a larger debt or other obligation.

‘he had been released by deed on making a composition with the creditors’

- A sum paid in lieu of a larger debt.

‘Royalists redeemed their sequestered estates by paying compositions’

- Late Middle English: via Old French from Latin composition (n-), from commoners 'put together'.

Pronunciation

Composition

/kɒmpə'zɪʃ(ə)n/

2.3 Writing Strategies and Techniques

Writing strategies are the tools writers use to do their work, they are deliberate, focused ways of thinking about writing. Writing strategies can take many forms. It can be a formal plan a teacher wants students to follow to write a book, report, or can be something as simple as a trick to remember how a word is spelled.

Here are nine writing strategies that can help you snag your reader and keep them interested:

- 1- A captivating opening sentence.
- 2- A sense of direction: the opening paragraph...
- 3- A tone of sincerity.
- 4- Speak to your audience.
- 5- The value of an outline.
- 6- Have fun.
- 7- Open a dialogue.
- 8- Timing is everything.
- 9- Above all else be clear.

2.3.1 Captivating Opening Sentences:

Is writing something that catches your readers' attention and interest and make them interested from the beginning. Do not assume that the reader is automatically interested in your subject.

2.3.2 A sense of Direction (the opening paragraph):

The opening paragraph of an article is like travel itinerary. It should tell the readers where they will be going and what they will find there. Make it creative or make it straight forward, but always make it clear.

2.3.3 A tone of Sincerity:

Just because you are not sitting beside your reader it does not mean that the basic rules of human interaction do not apply readers are looking for into your authenticity, and in sincerity is as distasteful on the page as it is as cocktail party. Convey your passion and authority in a subject or your reader will ditch you.

2.3.4 Speak to your Uudience (image sources):

Who is reading your articles? What is their life like? Do they have a family? Are they starting a career? Knowing why someone is coming to your article is a major step in knowing what to say to them, most importantly, how to appeal to them on an emotional level.

2.3.5 The Value of an Outline

Is an effective writing strategy that will get you from A to Z without leading your reader through a maze of digressions and secondary thought, know what you want to say before in article before you say it.

2.3.6 Have Fun

This is the most important writing strategies for success, yet it is varly discussed. Simply put, if you do not enjoy what you are writing about or at least find some value in writing it, your disinterest will seep in it the article and your words will fall flat. Find something to enjoy in what you are writing; interest will make your content sparkle.

2.3.7 Open Dialogue

You would not speak in person to a group of interested people and expect them not to converse with you, so do not make the mistake in your writing. when writing a blog post or article, remember that you are actually having a conversation.

2.3.8 Timing is Everything

Timeliness cuts through the fog of an over saturated internet. If you are

writing on a subject that is topping the headlines, put a new spin on it. If your subject is as old as time itself, present it in modern, relevant light.

2.3.9 Above all Else be Clear

The writer George Orwell once said that good writing is like a clear pane of glass. Clarity is the all important hallmark of good writing. Do not confuse your reader. Know what you want to convey and do it as simply as possible.

2.4 Techniques

The style a writer uses and seen in the diction or the language used. (Henry, August 1,(2014) There are five great examples of writing techniques that bring the story to life for readers which are as follow:

- Invoke multiple senses
- Create intriguing, complex characters.
- Evoke strong emotions.
- Use rich character voice.
- Pull the reader into the action of course, interesting characters and engaging dialog are important, but writing gripping action scenes is a skill all its own.(Olson. C.B. (1992) strategies for using writing to learn across. University of California)

2.5 Four Types of Writing

A writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers.

However, every piece writers write is for a specific purpose—for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many writers' styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. (Olson . (2010).Knowing all four different types and their

usages is important for any writer. Here are the categories and their definitions:

2.5.1 Expository

Expository writing explains or informs. It talks about a subject without giving opinions.

Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.

* Expository writing usually explains something in a process is often equipped with facts and figures and is usually in a logical order and sequence.

When Would You Use Expository Writing?

- Textbook writing.
- How-to articles.
- Recipes.
- News stories (not including opinion or editorial pieces).
- Business, technical, or scientific writing.

Example

Many people associate the taste of pumpkins with fall. In October, companies from Starbucks to McDonalds roll out their pumpkin-flavored lattes and desserts. Here is how to make an easy pumpkin pie using only five ingredients. First, make sure you have all of the ingredients.

This writing is expository because it is *explaining*. In this case, you can already tell that the piece will be about how to make a pumpkin pie.

pumpkin containing vitamin A, that fact is used as evidence to support the opinion. These opinions make this an example of persuasive writing.

2.5.2 Descriptive

Descriptive writing focuses on communicating the details of a character, event, or place. | Source

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

Example

In good descriptive writing, the author will not just say: “The vampire killed his lover.”

He or she will change the sentence, focusing on more details and descriptions, like: “The bloody, red-eyed vampire, sunk his rust-colored teeth into the soft skin of his lover and ended her life.”

- Descriptive writing it is often poetic in nature, it describes places, people, events, situations, or locations in a highly-detailed manner and the author visualizes what he or she sees, hears, tastes, smells, and feels.

When You Would Use Descriptive Writing?

- Poetry
- Journal or diary writing
- Nature writing
- Descriptive passages in fiction

Example

The iPhone 6 is unexpectedly light. While size of its screen is bigger than those of the iPhones that came before, it is thinner, and its smooth, rounded body is made of aluminum, stainless steel, and glass. The casing

comes in a whitish silver, gold, or a color the company calls “space gray,” the color of the lead of a pencil, with darker gray accents.

This is an example because it describes aspects of the phone. It includes details such as the size, weight, and material.

2.5.3 Persuasive

Persuasive writing tries to bring other people around to your point of *view*. Source. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

* Persuasive writing persuasive writing is equipped with reasons, arguments, and justifications, in persuasive writing, the author takes a stand and asks you to agree with his or her point of view and it often asks for readers to do something about the situation (this is called a call-to-action).

When You Would Use Persuasive Writing?

- Opinion and editorial newspaper pieces.
- Advertisements.
- Reviews (of books, music, movie, restaurants, etc.).
- Letter of recommendation.
- Letter of complaint.
- Cover letters

Example

Following the 2012 Olympic Games hosted in London, the UK Trade and Investment department reported a £9.9 billion boost to the economy. Although it is expensive to host the Olympics, if done right,

they can provide real jobs and economic growth. This city should consider placing a bid to host the Olympics.

This is persuasive writing because the author has a belief—that “this city should consider placing a bid to host the Olympics”—and is trying to convince others to agree.

2.5.4 Narrative

A narrative tells a story. There will usually be characters and dialogue. Source. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”

* In a narrative writing a person tells a story or event, has characters and dialogue, .has definite and logical beginnings, intervals, and endings, and often has situations like actions, motivational events, and disputes or conflicts with their eventual solutions.

When You Would Use Persuasive Writing?

- Novels
- Short stories
- Novellas
- Poetry
- Autobiographies or biographies
- Anecdotes
- Oral histories

Example

“I don’t think that’s a good idea,” said Jaelyn.

“You never used to be such a girl!” retorted Orin, pushing open the door.

Reluctantly, Jaelyn followed. This is a narrative because it’s telling a

story. There are different characters conversing, and a plot is unraveling.

2.6 Conclusion

These are the four different types of writing that are generally used. There are many sub-types of writing that may fall in any of those categories. A writer must know all these styles in order to identify the purpose of his or her own writing and make sure it's something the audience wants to read.

2-7 The Problems of EFL Students in Writing Composition

The teachers due to their long teaching experiences at high secondary school had noticed that the majority of students are hesitant and show less self-confidence when they are asked to write a piece of writing (composition, letters or e-mail), this impression was supported by a number of surveys of students test- paper.

From these surveys of students test-paper, the researcher has noticed that the majority of students do not do well in answering the questions of writing composition, i.e. they either do it carelessly and get low marks or they do not answer it. Some compositions are so bad that teachers cannot decipher them. The researcher has also noticed that nearly all the students get good marks in oral tests, but they get low marks in written ones, this obviously indicates their weakness in writing, especially in free compositions.

Tracing such difficulties is very important in order to put an end to them or at least to minimize them. This task should be “insider job” i.e. the teachers who have direct contact with their students.

2.8 Part Two: Previous Studies

This research is going to present four previous studies related to the same title and the contents of these researches, will present two national studies done by Sudanese researcher and to more two researches done by non Sudanese researches so as to support the contents of this research.

2.7.1 Study One

The first study has been carried out by (Humaida, (2016) . This study aimed at investigating the problem that face secondary school students in composition writing in Port Sudan town. The study looked at the problems that face the students when they write a composition and try to restore them. The researcher adopted the descriptive analytical method since it fits the aim and the nature of the study. So as to put this methodology in reality, the researcher used the questionnaire and test as tools for data collection.

The researcher resulted in the followings: students in the secondary schools level in Port Sudan town were unable to master the composition writing skills. The students failed to master any of the skills of the writing. The research suggested the following recommendation: students should be given considerable practices in composition writing, since practice makes perfect.

Students should be given sufficient and efficient exercises on the composition writing skills. Teachers must instill the confidence in their students and expand their awareness of different kinds of writing.

2.7.2 Study Two

Another study which has been run out related to the contents and the title of this research is done by (Kareem (2014), where she stated in her study that the majority of EFL students face difficulties in writing composition which reflect negatively on their exam results. The researcher had noticed this problem and decided to trace the difficulties they face in order to put an end to them or at least to minimize them, therefore, a questionnaire was designed and exposed to a jury of 21 specialists in EFLT.

Then, the final version was distributed randomly to a sample form for four secondary school in Baquba: (192) students from the scientific

branch and (117) students from the literary branch. The data obtained were processed statistically. Then, the conclusion has been made on the basis of the findings, and the recommendations have been drawn. The research is of great use for EFL teachers especially for those who are novice.

2.7.3 Study Three

Another study that was carried out by (Andiem, (2014) . This study aims to investigate the challenges in teaching composition writing in Kenyan secondary schools. This was accomplished through the study objectives which were to: establish the challenge encountered in teaching and learning of composition writing, investigating if there are adequate resources to teach composition writing and find out the techniques teachers used to teach composition writing. The study was based on **(Slinkers (1975)** inter-language theory and (Krashens (1985) in put hypothesis theory. The inter-language theory posits that learners develop an inter-language in the process of second language acquisition; and teachers should view error made by students as step towards target language. The input hypothesis stresses on the role of input teaching on mastery of a second language. The study employed descriptive survey research design. The research was undertaken in Pokot County. The researcher used satisfied random sampling to select the three categories of schools; three boys, two girls and three mixed schools. Systematic random was used to select 20 from three students from each of the selected schools. This formed about 30% of the accessible population (Kerliner (1973) recommends as being a representative sample for a descriptive research study. A total of 160 students and 16 teachers participated in the study. (Frankel and Wallen (2006) recommend at least two subjects a descriptive study and 176 respondents were used in study data was collected through students and teachers questionnaire and a

writing task for the students. Both close - ended and open-ended questionnaire were used. Data was analyzed using descriptive statistics. The study revealed that writing is not taught effectively in schools. It was also evident that both teachers and students face challenges which include inadequate resources, heavy work loads on the part of the teachers, and lack of motivation, mother tongue influence and limited use of English both in schools and homes. The study recommends that, teachers should give learners tasks that motivate them, use techniques that are learners centered such as dramatization role- play and group writing. The schools managers should provide adequate resources and develop school language policies that will encourage the use of English in the school compound. The teacher service commission should post more teachers to the schools curb the issue of work load so that language teachers can have sufficient time to train learners on writing skills.

2.7.4 Study Four

This study was carried out by (Zamil, (2015). The study attempts to: investigating learners problems in composition writing. It aims at stressing the importance of improving EFL learner's composition writing. It also aims at ensuring that, using literary texts enhances learners' composition writing and showing some teaching techniques that improve learners writing skills. The study adopts the descriptive analytical method. A questionnaire was the tool used for collecting the data from (50) EFL secondary school teachers at Almanagil locality. Collected data were statistically analyzed by the (SPSS) program. The results show that: most EFL students are not able to produce expressive, coherent and logically sequenced ideas in composition. Reading literary texts enhances students writing skills. Brainstorming techniques develops EFL students essay writing process. Composition writing facilitates students' acquisition of the basic study skills needed for writing English texts.

Collaboration offers students the opportunity to interact on different aspects of writing. Overloaded classes impede teacher's performance in teaching composition. Limited word knowledge is the main short comings in EFL classes in the light of these results, it is recommended: students should review their written work. Teachers' performance should find enough time to correct learners' written work. Feed back and follow up strategies should be practiced in the writing process. There should be a systematic classroom process in teaching composition.

CHAPTER THREE

METHODOLOGY

CHAPTR THREE

DESIGN and METHODOLOGY of the STUDY

3-0 Introduction

In this chapter the researcher discusses the methods that are used for collecting and analyzing data and describes the participants of the study. Then the researcher discussed the validity and reliability of the study.

3-1 Population

The population of the study are the Sudanese secondary school students and teachers who are teaching English in secondary schools in Khartoum State, the researcher has collected data using a test distributed to students and a questionnaire prepared for English teachers.

3-2 The Sample

The sample of this study is the third year students of secondary school, who are doing their first term (July 2018 – 2019) in Khartoum State. It consists of 30 students; these 30 students are bilingual, English and Arabic users.

3-3 Tools and Procedures

Data of the study are collected through a test and questionnaire. The test consists of two questions. **Question One** is 10 out ordered sentences; students are required to arrange the sentences to give a meaningful text. **Question Two**, students are required to write about their own school. The students of secondary school agreed to allow the researcher to conduct the test. The test was conducted in a classroom at Al shaheed Abadellwahid Altyeb – Alhlfaia – Governmental School – Bahri Locality, students were given an hour to do, the test was marked by the researcher and the total marks of each paper are 10 marks. The questionnaire consists of 15 statements to answer by English teachers. The researcher analyzed the data statistically using SPSS program.

The results of the test and the questionnaire will be shown in the following chapter.

3-4 Validity:

Validity refers to whether the research investigates the problems that are purported to investigate. There are two types of validity : internal and external validity. It is worth to mention that the topic of the research comes under the title Exploring the Problems Faced by EFL Secondary School Students in Writing Composition , where the problems of the study concluded as follows: the secondary school students face problems when they write composition, students are unable to arrange sentences to give a meaningful text , they do not apply writing strategies and techniques when writing composition and English teachers are not aware of methods of writing that should be adopted in teaching composition. Thus what can be assured here is that the researcher investigated the problems of the research which were mentioned earlier and presented the back bone of the study using all required tools and procedures that achieve research validity.

3-5 Reliability:

Reliability refers to whether the research can produce the same very similar results if it is conducted again under the same or very similar conduction. There are also two types of Reliability: internal and external Reliability. Thus to achieve Reliability the researcher consults some experts of English language (Dr. Mahmoud Ali Ahmed and Dr. Muntasir Hassan Mubarakat the university to judge the questionnaire and the questions of the test after they had been designed by the researcher to fulfill the aims of the study and produce required findings to make sure that the designed questionnaire and the questions of the test are coincide with the hypotheses and the problems of the study. They agreed that the questionnaire and the questions of the test are appropriate to cover the questions and hypotheses of the study to achieve the study aims.

3-6 Summary

In this chapter, the researcher shows how the data are collected through a test and questionnaire, and in the following chapter the researcher analyzes the data using SPSS program.

CHAPTER FOUR

**DATA ANALYSIS, RESULTS
AND DISCUSSIONS**

CHAPTER FOUR

DATA ANALYSIS, RESULTS and DISCUSSIONS

4-0 Introduction

This chapter analyzed the results that are obtained from the questionnaire for English language teachers, it consists of fifteen statements responded by English teachers, where the students were given a test, the test consists of two questions, both questions were designed to explore the ability of students in re-arranging sentences to give a meaningful text, and the other question asks the students to write about their own school. Both, the questionnaire and the test, attempt to achieve the results through mentioned hypothesis whether they are true or not. For analyzing data, SPSS has been used to give reliable results.

4.1 Data Analysis

4-1.1 Descriptive statistics

It is very important to mention that the questionnaire consists of fifteen statements every five statements expresses only one hypothesis, that questions 1, 2, 3, 4 and 5 conclude hypothesis one, the statements 6, 7, 8, 9, and 10 conclude the hypothesis two and statements 11, 12, 13, 14 and 15 conclude hypothesis three. The most important thing that should be mentioned here in concerning the comment on each result achieved hypothesis has been done which has been taken individual hypothesis (with their questions and responds).

4.1.2 Results:

Hypothesis One: The secondary school students are unable to arrange sentences to give a meaningful text

Table (4.1): Students have no sufficient practice in using vocabularies in sentences.

Item	Frequency	Percent
Strongly agree	7	70.0
Agree	3	30.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.1) shows 70% have strongly agree that " students have no sufficient practice in using vocabularies in sentences" and 30% are agree. These results and percentages ensure the hypothesis that says the students have no sufficient practice in using vocabularies in sentences.

Figure (4.1)

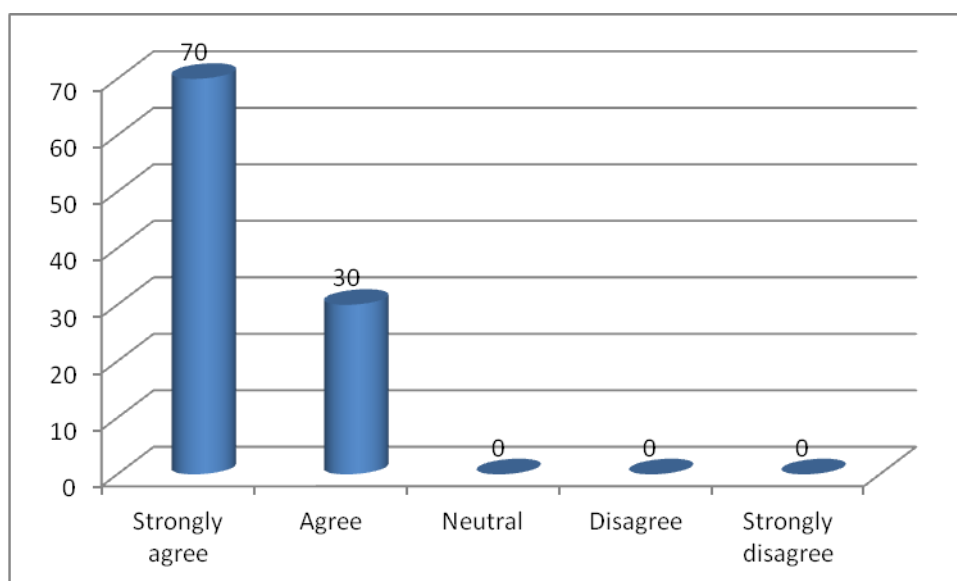


Table (4.2):Students face difficulties in joining sentences.

Item	Frequency	Percent
Strongly agree	9	90.0
Agree	1	10.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.2) shows 90% have strongly agree that " students face difficulties in joining sentences " and 10% are agree. The percentages provided above by using this questionnaire confirm the fact that students face difficulties in joining sentences which is very important in writing composition.

Figure (4.2)

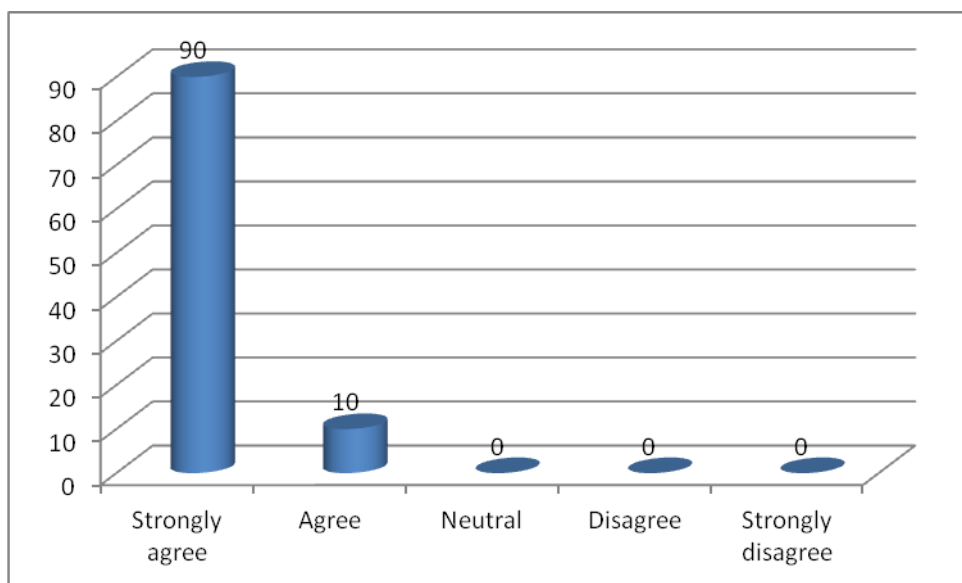


Table (4.3):Students lose a lot of marks because of their ignorance of using punctuation marks in their correct places.

Item	Frequency	Percent
Strongly agree	7	70.0
Agree	3	30.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.3) shows 70% have strongly agree that " students lose a lot of marks because of their ignorance of using punctuation marks in their correct places " and 30% are agree. Having 70% strongly agree that " students lose a lot of marks because of their ignorance of using punctuation marks in their correct places" coincide with this hypothesis.

Figure (4.3)

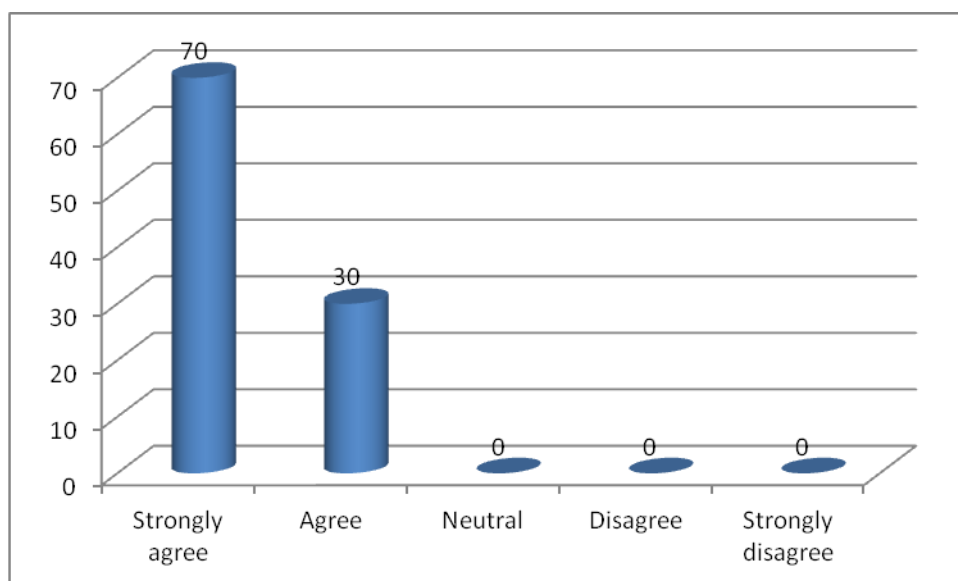


Table (4.4):Students are not trained in using brainstorming when they are asked to write composition.

Item	Frequency	Percent
Strongly agree	8	80.0
Agree	2	20.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.4) shows 80% have strongly agree that " students are not trained in using brainstorming when they are asked to write composition "and 20% are agree. 80% is a big percentage and definitely a sure what we have assumed in this hypothesis.

Figure (4.4):

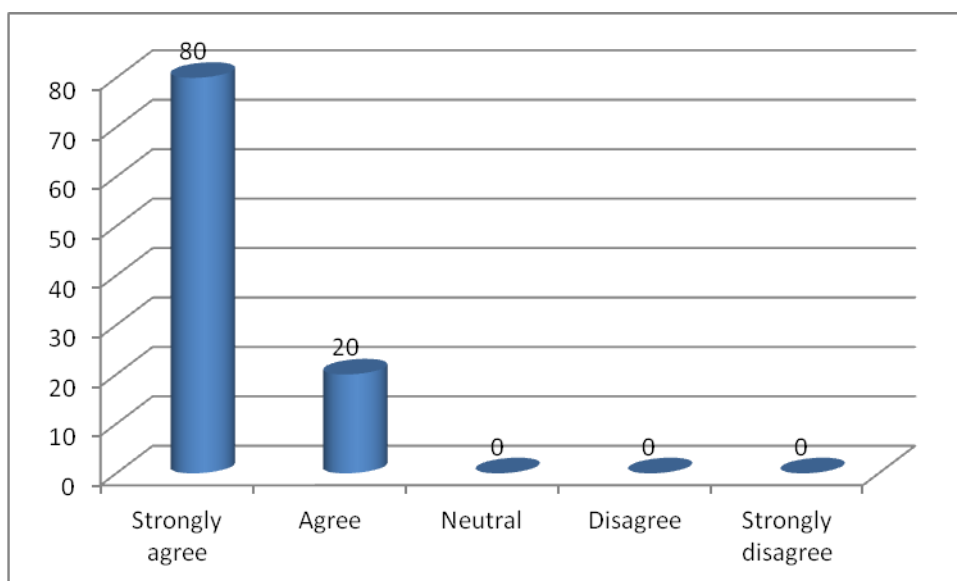
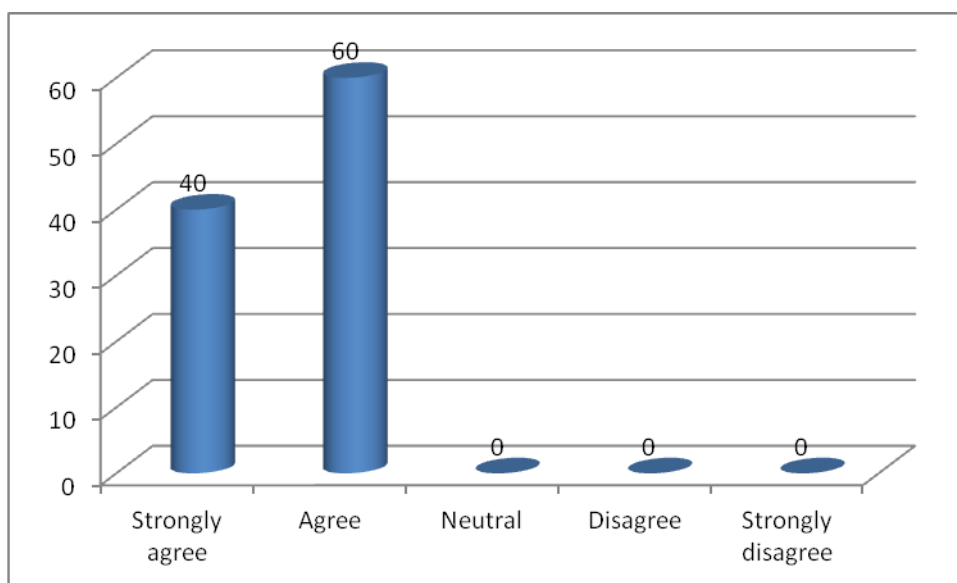


Table (4.5):Students lack knowledge about the steps of writing composition.

Item	Frequency	Percent
Strongly agree	4	40.0
Agree	6	60.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.5) shows 40% have strongly agree that " students lack knowledge about the steps of writing composition " and 60% are agree. All interviewed teachers agreed that students lack knowledge about the steps of writing composition that means this hypothesis is correct also the steps of writing composition is very important and essential one.

Figure (4.5):



Hypothesis Two : The secondary school students do not apply writing strategies and techniques when writing composition.

Table (4.6):Students are not well trained in the ways of writing composition such as using topic sentences.

Item	Frequency	Percent
Strongly agree	10	100.0
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.6) shows 100% have strongly agree that " students are not well trained in the ways of writing composition such as using topic sentences. The full percent in having 100% strongly agree that " Students are not well trained in the ways of writing composition such as using topic sentences" the results a ensures that students know nothing about the ways of writing, therefore it confirms this hypothesis.

Figure (4.6):

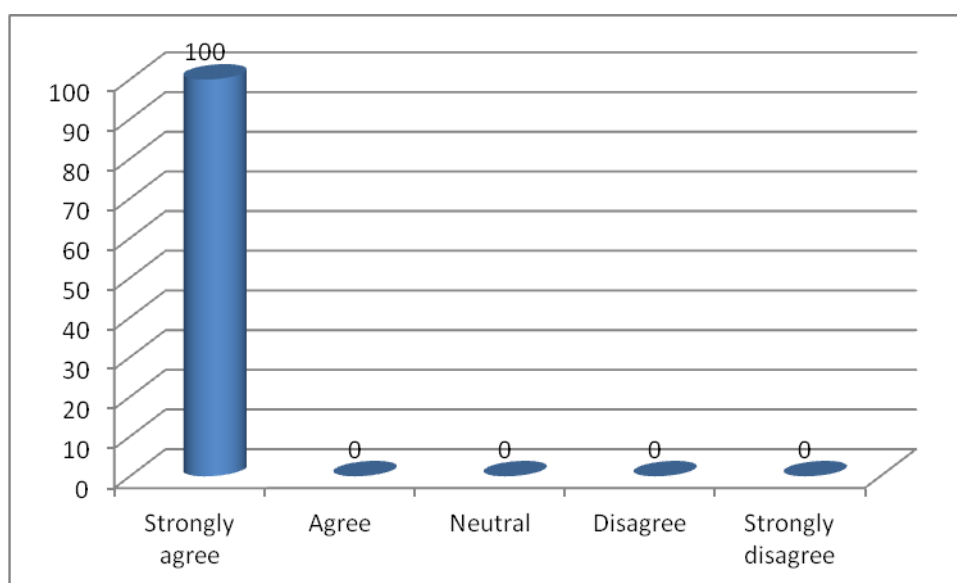


Table (4.7):Students always concentrate on new vocabularies rather than sentence structure, style, grammar and spelling.

Item	Frequency	Percent
Strongly agree	3	30.0
Agree	7	70.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.7) shows 30% have strongly agree that " students always concentrate on new vocabularies rather than sentence structure, style, grammar and spelling " and 70% are agree. These percentages show that this hypothesis is true, and no one disagree.

Figure (4.7):

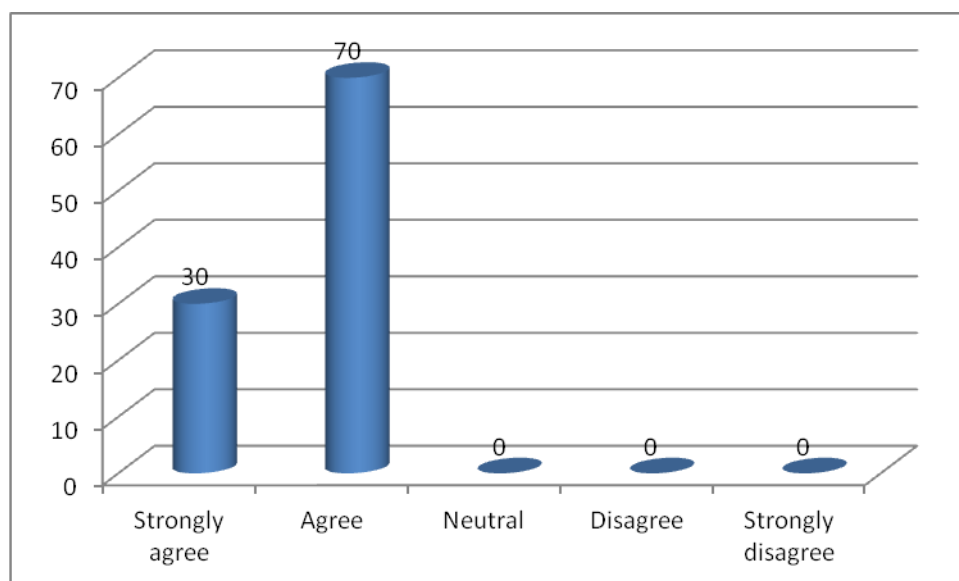


Table (4.8):Students face difficulties in writing composition about certain topics when they have not enough information about topics given.

Item	Frequency	Percent
Strongly agree	10	100.0
Agree	0	0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.8) shows 100% have strongly agree that" students face difficulties in writing composition about certain topics when they have not enough information about topics given" . This result proves that all students face difficulties in writing composition about certain topics when they have not enough information about topics given, which means always write in vacuum .

Figure (4.8):

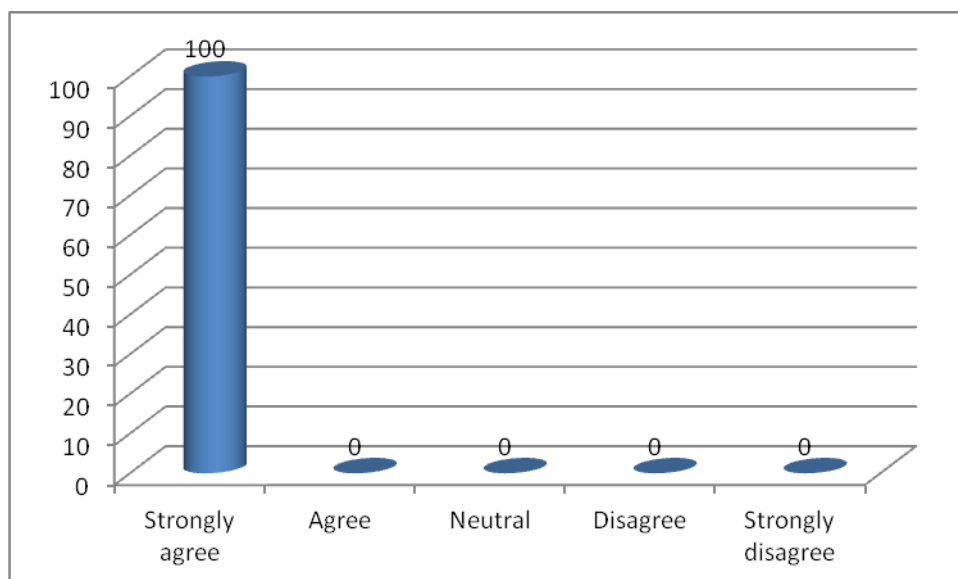


Table (4.9):Students face difficulties in dividing composition into paragraphs.

Item	Frequency	Percent
Strongly agree	2	20.0
Agree	8	80.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.9) shows 20% have strongly agree that " students face difficulties in dividing composition into paragraphs " and 80 % are agree. This result shows the truth fullness of the hypothesis and enhances the pre-assumption on which the study stands.

Figure (4.9):

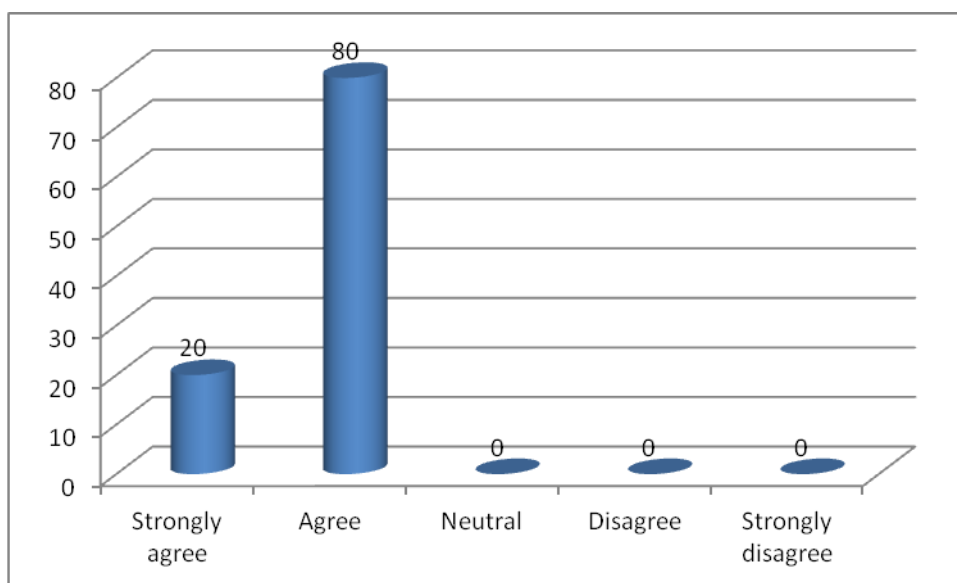
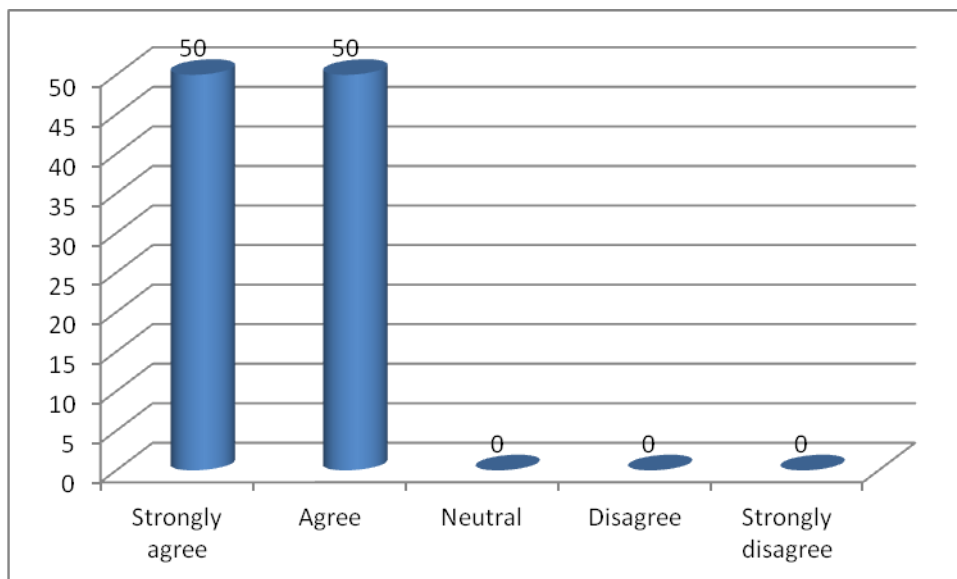


Table (4.10):Students face difficulties in expressing their thoughts in a clear and brief way.

Item	Frequency	Percent
Strongly agree	5	50.0
Agree	5	50.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.10) shows 50% have strongly agree that " students face difficulties in expressing their thoughts in a clear and brief way " and 50% are agree. No one disagree that " students face difficulties in expressing their thoughts in a clear and brief way" , which means all students face such difficulties as the research assumed this hypothesis.

Figure (4.10):



Hypothesis Three : Teachers of English are not aware of methods of writing process, that should be adopted in teaching composition.

Table (4.11):English teachers give their students ready-made composition and that causes weakness in their ability to write about their own thoughts and ideas.

Item	Frequency	Percent
Strongly agree	2	20.0
Agree	7	70.0
Neutral	1	10.0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.11) shows 20% have strongly agree that " English teachers give their students ready-made composition and that causes weakness in their ability to write about their own thoughts and ideas " and 70% are agree and 10% neutral. 95% between " strongly agree and agree " I think that " English teachers give their students ready-made composition and that causes weakness in their ability to write about their own thoughts and ideas " . This percent shows that teacher do not let the students show their ability and creativity in providing their own thoughts and ideas and this confirms that, above hypothesis is correct.

Figure (4.11):

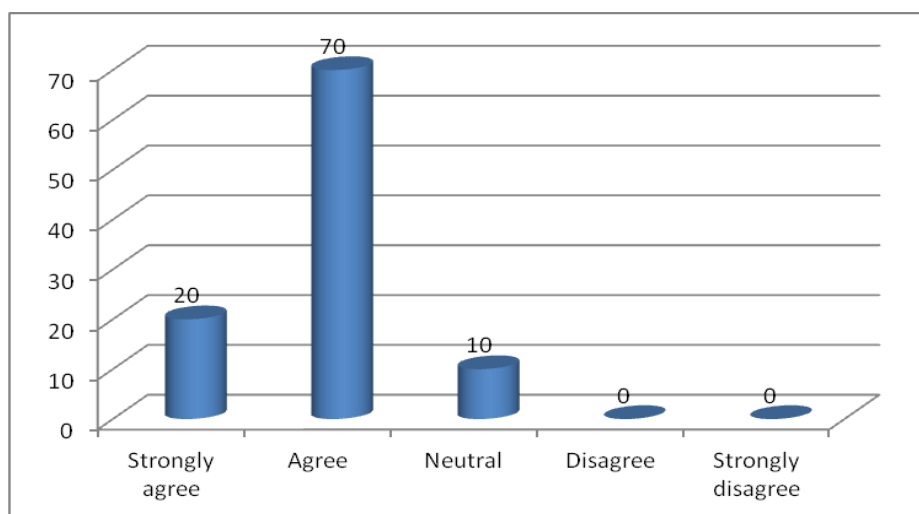


Table (4.12):English teachers do not teach their students how to use punctuation marks in their correct places when writing composition.

Item	Frequency	Percent
Strongly agree	2	20.0
Agree	6	60.0
Neutral	2	20.0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.12) shows 20% have strongly agree that " English teachers do not teach their students how to use punctuation marks in their correct places when writing composition" and 60% are agree and 20% neutral. 20% strongly agree, 60% agree and20% neutral, with this hypothesis, shows that English teachers do not teach their students how to use punctuation marks in their correct places when writing composition, and this can be one of the problems students face in writing composition.

Figure (4.12):

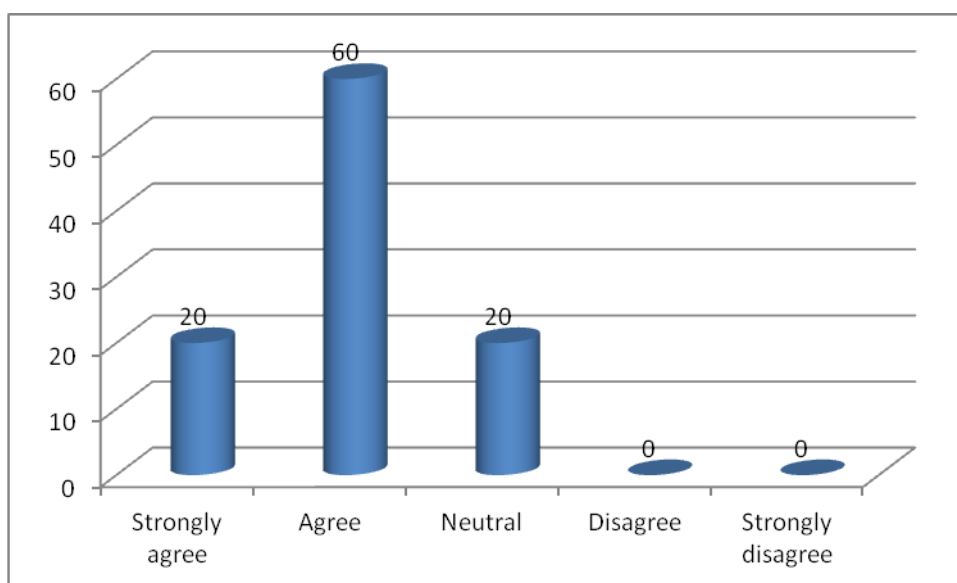


Table (4.13):English teachers always concentrate on teaching vocabularies rather than teaching the way of writing composition.

Item	Frequency	Percent
Strongly agree	7	70.0
Agree	3	30.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.13) shows 70% % have strongly agree that" English teachers always concentrate on teaching vocabularies rather than teaching the way of writing composition" and 30% are agree . The result coincides with the hypothesis that "English teachers always concentrate on teaching vocabularies rather than teaching the way of writing composition" and that means there is deficiency in teaching the ways of writing composition.

Figure (4.13):

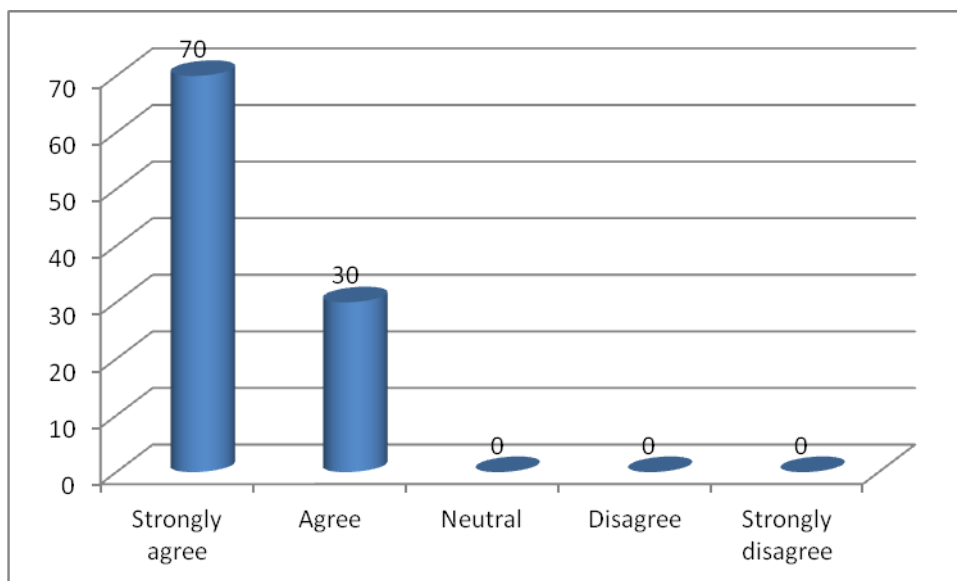


Table (4.14): English teachers always concentrate on teaching grammar rather than teaching the ways of writing composition.

Item	Frequency	Percent
Strongly agree	5	50.0
Agree	5	50.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.14) shows 5% have strongly agree that " English teachers always concentrate on teaching grammar rather than teaching the ways of writing composition" and 50% are agree. It is also shown from these percentages , that " English teachers always concentrate on teaching grammar rather than teaching the ways of writing composition " that means, due to given hypothesis , teachers do not put teaching the ways of writing composition of their propriety.

Figure (4.14):

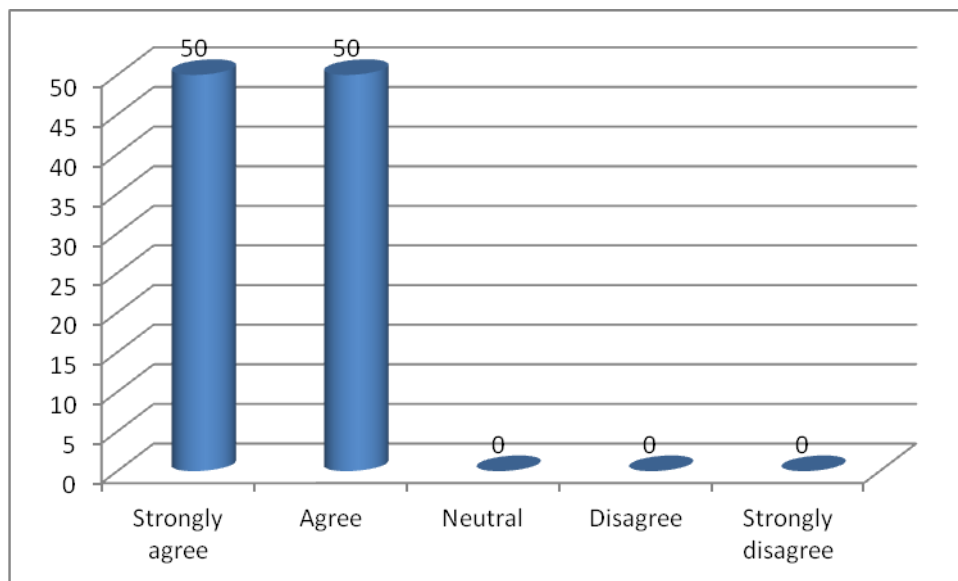


Table (4.15):English teachers are not well trained to teach writing composition.

Item	Frequency	Percent
Strongly agree	4	40.0
Agree	6	60.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	10	100.0

Table (4.15) shows 40% have strongly agree that " English teachers are not well trained to teach writing composition" and 60% are agree . The result insures that "English teachers are not well trained to teach writing composition" and that confirms the above mentioned hypothesis is correct.

Figure (4.15):

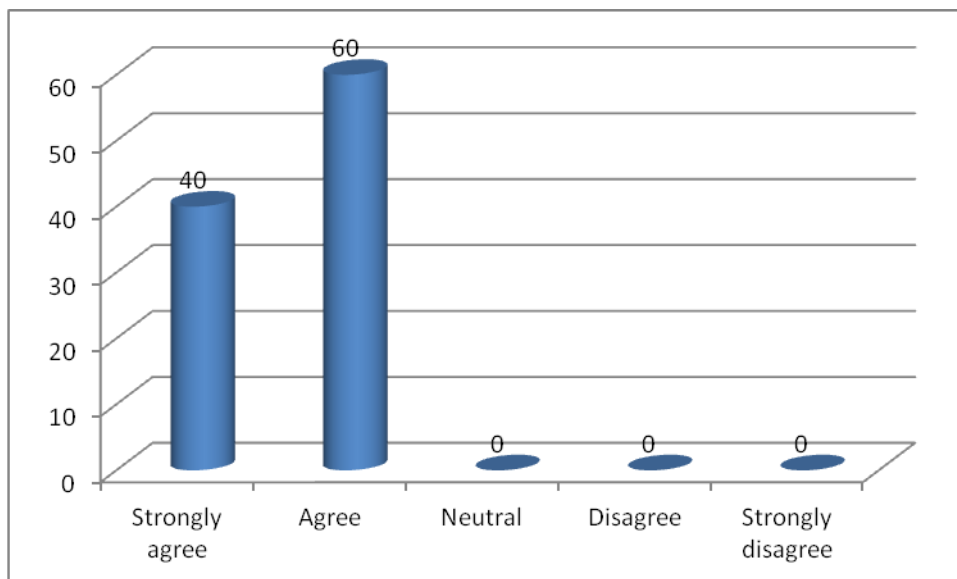


Table (4.16): Test of hypothesis one : The secondary school students are unable to arrange sentences to give a meaningful text.

	Chi-Square	d-f	P-Value	Mean	Std. Deviation	Median	Result
Students have no sufficient practice in using vocabularies in sentences.	1.600	1	0.206	4.70	.483	5.00	Agree
Students face difficulties in joining sentences.	6.400	1	0.01	4.90	.316	5.00	Agree
Students lose a lot of marks because of their ignorance of using punctuation marks in their correct places.	1.600	1	0.206	0.206	.483	5.00	Agree
Students are not trained in using brainstorming when they are asked to write composition.	3.600	1	0.05	4.80	.422	5.00	Agree
Students lack knowledge about the steps of writing composition.	.400	1	0.53	4.40	.516	4.00	Agree

Most of P-values are above of 0.05 level that means not significant different at the 0.05 level. All of mean above "3" that is means agree about statements of hypothesis one.

Table (4.17):Test of hypothesis Two : The secondary school students do not apply writing strategies and techniques when writing composition.

	Chi-Square	d-f	P-Value	Mean	Std. Deviation	Median	Result
Students are not well trained in the ways of writing composition such as using topic sentences.	-	-	-	5.00	0.000	5.00	Agree
Students always concentrate on new vocabularies rather than sentence structure, style, grammar and spelling.	1.600	1	0.206	4.30	0.483	4.00	Agree
Students face difficulties in writing composition about certain topics when they have not enough information about topics given.	-	-	-	5.00	0.000	5.00	Agree
Students face difficulties in	3.600	1	0.05	4.20	0.422	4.00	Agree

dividing composition into paragraphs.							
Students face difficulties in expressing their thoughts in a clear and brief way.	0.00	1	1.00	4.50	0.527	4.50	Agree

Most of P-values are above of 0.05 level that means not significant different at the 0.05 level. All of mean above "3" that is means agree about statements of hypothesis two.

Table (4.18):Test of hypothesis Three : Teachers of English are not aware of methods of writing process, that should be adopted in teaching composition.

	Chi-Square	d-f	P-Value	Mean	Std. Deviation	Median	Result
English teachers give their students ready-made composition and that causes weakness in their ability to write about their own thoughts and ideas.	6.200	2	0.04	3.10	0.568	3.00	Agree
English teachers do not teach their students how to use punctuation marks in their correct places when writing composition.	3.200	2	0.20	4.00	0.667	4.00	Agree
English teachers always concentrate on teaching vocabularies rather than teaching the way	1.600	1	0.20	4.70	0.483	5.00	Agree

of writing composition.							
English teachers always concentrate on teaching grammar rather than teaching the ways of writing composition.	0.00	1	1.000	4.50	0.527	4.50	Agree
English teachers are not well trained to teach writing composition.	.400	1	0.52	4.40	0.516	4.00	Agree

Most of P-values are above of 0.05 level that means not significant different at the 0.05 level. All of mean above "3" that is means agree about statements of hypothesis three.

Table (4.19):Hypothesis one The secondary school students are unable to arrange sentences to give a meaningful text.

Item	Frequency	Percent
Strongly agree	35	70.0
Agree	15	30.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100.0

Table (4.19) shows 70% have strongly agree that " hypothesis one the secondary school students are unable to arrange sentences to give a meaningful text " and 30% are agree.

Figure (4.16):

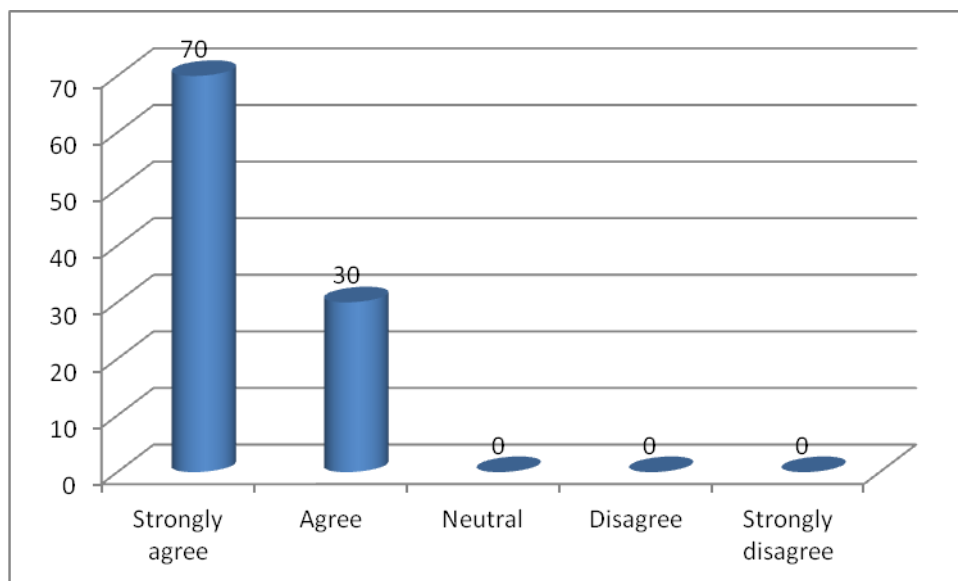


Table (4.20):Hypothesis Two The secondary school students do not apply writing strategies and techniques when writing composition.

Item	Frequency	Percent
Strongly agree	30	60.0
Agree	20	40.0
Neutral	0	0
Disagree	0	0
Strongly disagree	0	0
Total	50	100.0

Table (4.20) shows 60% have strongly agree that " hypothesis two the secondary school students do not apply writing strategies and techniques when writing composition" and 40 % are agree.

Figure (4.17):

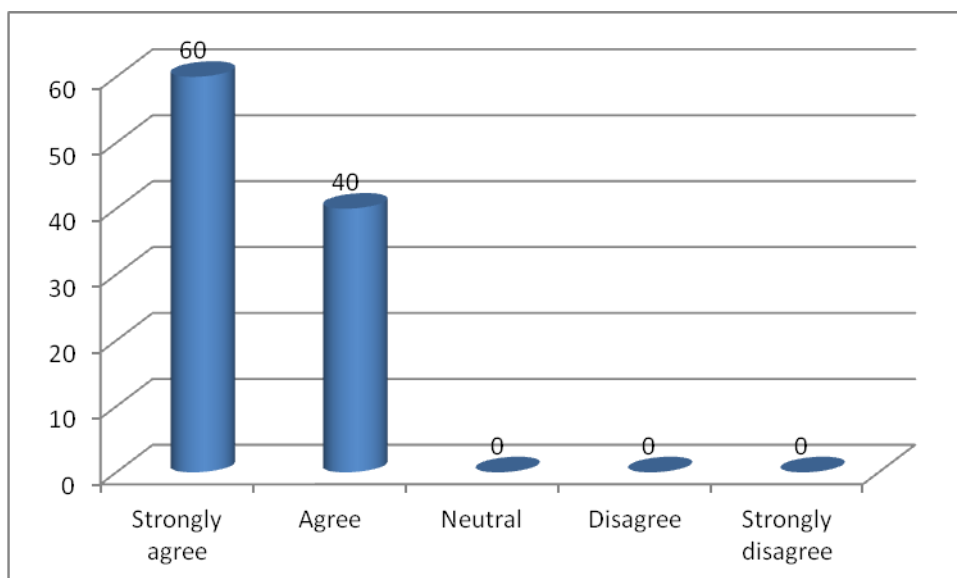


Table (4.21): Hypothesis Three Teachers of English are not aware of methods of writing process that should be adopted in teaching composition.

Item	Frequency	Percent
Strongly agree	18	36.0
Agree	22	44.0
Neutral	9	18.0
Disagree	1	2.0
Strongly disagree	0	0
Total	50	100.0

Table (4.21) shows 36% have strongly agree that " hypothesis three teachers of English are not aware of methods of writing process, that should be adopted in teaching composition " and 44% are agree and 18% neutral.

Figure (4.18):

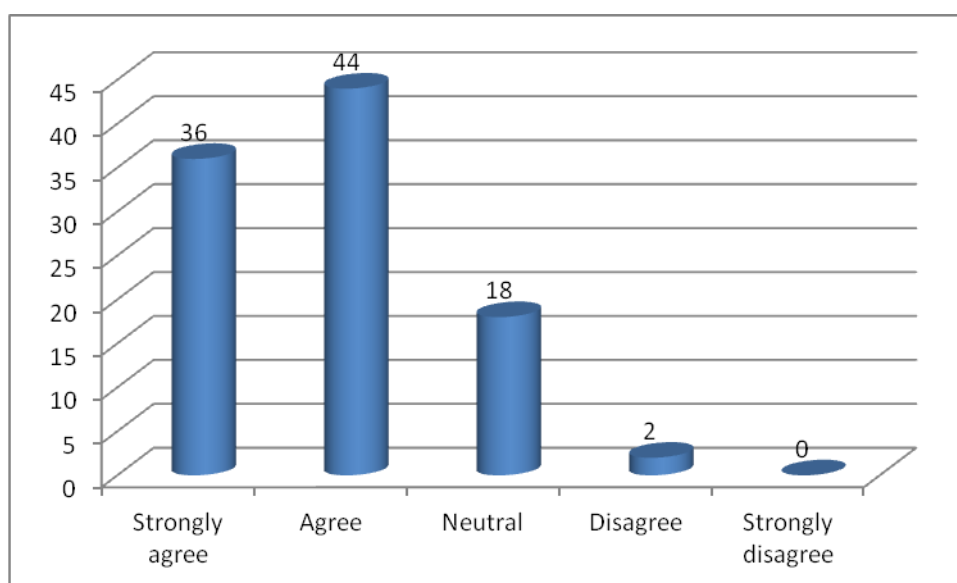


Table (4.22): Test of all hypothesis

	Chi-Square	d-f	P-Value	Mean	Std. Deviation	Median	Result
Hypothesis one The secondary school students are unable to arrange sentences to give a meaningful text.	8.000	1	0.00	4.70	.463	5.00	Agree
Hypothesis Two The secondary school students do not apply writing strategies and techniques when writing composition.	2.000	1	0.15	4.60	.495	5.00	Agree
Hypothesis Three Teachers of English are not aware of methods of writing process, that should be adopted in teaching composition.	21.200	3	0.00	4.14	.783	4.00	Agree

- P-values of hypothesis one is less than 0.05 level that means is significant different at the 0.05 level. Mean above "3" that is means agree about hypothesis one, is means the secondary school students are unable to arrange sentences to give a meaningful text.

- P-values of hypothesis one is above 0.05 level that means is not significant different at the 0.05 level. Mean above "3" that is means agree about hypothesis two, is means the secondary school students do not apply writing strategies and techniques when writing composition.
- P-values of hypothesis one is less than 0.05 level that means is significant different at the 0.05 level. Mean above "3" that is means agree about hypothesis one, is means Teachers of English are not aware of methods of writing process, that should be adopted in teaching composition.

Test:

Table (4.23): Question one(Rearrange the following sentences to give a meaningful text)

Item	Frequency	Percent
Success	4	13.3
Failure	26	86.7
Total	30	100.0

Table (4.23) shows 13.3% are success " rearrange the following sentences to give a meaningful text " and 86.7% failure. After a given test to the students to rearrange a sentences to give a meaningful text , the statistical result shows that 14% have succeeded and 86% have failed, which means that student's ability in arranging sentences is very poor and their level is lower and this ensures that they are not well trained in this kind of writing composition ways.

Figure (4.19):

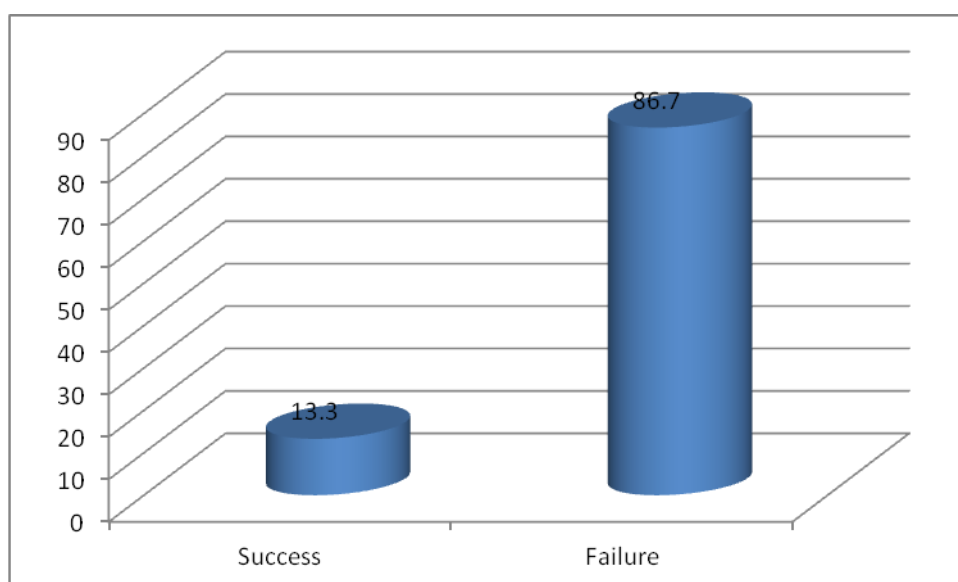
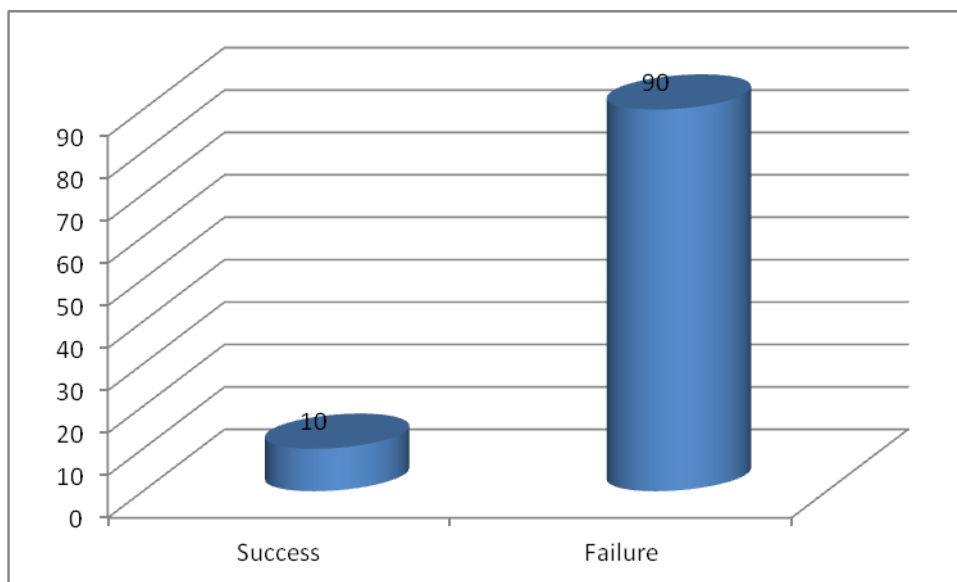


Table (4.24): Question Two (write about your own school by answering the following questions)

Item	Frequency	Percent
Success	3	10.0
Failure	27	90.0
Total	30	100.0

Table (4.24) shows 3% are success " write about your own school by answering the following questions " and 90% failure. This result in percent that students are not able to express about their own thoughts and ideas because they do not know how to write composition and how to follow the write ways in writing meaningful text.

Figure (4.20):



Discussion of the results of the study's hypotheses:

This part concerned with discussing the results of questions of the students test and teachers questionnaires to the hypotheses of the study:

Hypothesis One: in the secondary school students are unable to arrange sentences to give a meaningful text, from the results of the data analysis it was found that this hypothesis is proved where the result came as majority of the study sample agreed with this hypothesis. The percent of 70% have strongly agreed and 30% have agreed. We can come to conclude all this results confirm the truthfulness of the hypothesis one.

Hypothesis Two: The secondary school students do not apply writing strategies and techniques when writing composition. The results of the analysis of data achieved found that, a second hypothesis has been proved and that related to the percent that shows 60% have strongly agree and 40% have agree with this hypothesis. It can be set according to statistical results that the secondary school students do not apply writing strategies and techniques when writing composition and that means hypothesis two is true.

Hypothesis Three: The Teachers of English are not aware of the methods of writing that should be adopted in teaching composition. From the data analyzed 36% strongly agree , 44% agree and 2% disagree. These results proved that teachers of English are not aware of the methods of writing that should be adopted in teaching composition.

The results of data that have been collected and analyzed proved that all hypotheses mentioned in this study are true.

The test that was given to the students also proves that the students knowledge and ability in writing composition are very poor and represents a real problems that they face.

CHAPTER FIVE

MAIN FINDINGS, (CONCLUSION) RECOMMENDATIONS AND SUGGESTINNS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, (CONCLUSION), RECOMMENDATIONS and SUGGESTIONS for FURTHER STUDIES

5.0 Introduction

In this chapter, the researcher looks at the findings that are to be obtained from the study and the analysis of the students test and English teachers questionnaire. Later on the researcher states some recommendations that may help students to overcome these problems. Then the researcher shows suggestions that may be useful for further studies.

5.1 Main Findings

The findings that achieved by this study after fulfilling the requirements of the academic researches embodied in the followings:

- 1- Secondary school students are unable to arrange sentences to give a meaningful text.
- 2- Secondary school students do not apply writing strategies and techniques when writing composition
- 3- Teachers of English are not aware of methods of writing process, which should be adopted in teaching composition.

5.2 Recommendations

- 1- There should be considerable spaces in practicing written and oral expressions that ease and facilitate composition writing skills and techniques.
- 2- Students should be trained on writing composition techniques and strategies.
- 3- Teachers should be trained on all necessary knowledge about the methods and techniques of writing composition given in courses.

4- English teachers should be patient and tolerant with their students.

5.3 Suggestions for Further Studies

Referring to the findings of this study, the researcher provides some suggestions for the future researchers, teachers and students:

1. The researcher suggests that it would be better for future researchers to conduct studies on this topic by adding other instruments such as an interview and questionnaire.
2. Teachers should pay attention to composition writing methods and techniques.
3. Teachers should teach composition skills, strategies, techniques and methods so that students understand and apply them in their writing composition.

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APPENDIXES



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University for sciences and Technology

College of Graduate Studies

College of Languages

English Language Department



Diagnostic Test – Secondary School Third Year Students

Time allowed: 1 hour

This test is used as a tool for data collection for the research entitled:
Exploring the Problems Faced by Secondary School Students in Writing Composition.

Hypothesis One:

The secondary school students are unable to arrange sentences to give a meaningful text.

Question one:

Rearrange the following sentences to give a meaningful text:

- When the shooting started people suggested that they had to go to the judge. The judge heard the story and wanted to defend the man because he was one of his relatives.
- And he said if the man brings the twenty Dinars it is yours .
- He turned to the man, but the man apologized, saying: I am sorry sir; I thought you are the person who hit me, but Juha did not escape this excuse and insisted on his trail.
- The judge then ordered the man to pay Juha 20 Dinars.
- The man went and did not attend.
- One day, Juha was shopping; a man came from behind him and hit him on the cheek.
- And he went to the judge and slapped the judge on his face

Question Two:

Hypothesis Two:

Secondary school students are not apply writing strategies and techniques when writing composition.

write about your own school by answering the following questions:

- Where do you study?
- Where is your school?
- When does your school start and end?
- How many classes, offices, ~~va~~aulrooms, libraries and laboratories are there in your school?
- Are there any activities in your school? What are they?
- How many teachers are there in your school?

Question one:

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Question Two:

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University for sciences and Technology

College of Graduate Studies

College of Languages

English Language Department

Questionnaire



Dear teachers,

This questionnaire is used as a tool for data collection for the research entitled: **Exploring the Problems Faced by Secondary School Students in Writing Composition.**

Please put a tick (√) for one of the appropriate options: Strongly agree, Agree, Neutral, Disagree, Strongly disagree.

Thank you for cooperation.

Hypothesis one:

The secondary school students are unable to arrange sentences to give a meaningful text.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Students have no sufficient practice in using vocabularies in sentences.					
2. Students face difficulties in joining sentences.					
3. Students lose a lot of marks because of their ignorance of using punctuation marks in their correct places.					
4. Students are not trained in using brainstorming when they are asked to write composition.					
5. Students lack knowledge about the steps of writing composition.					

Hypothesis Two:

The secondary school students do not apply writing strategies and techniques when writing composition.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6. Students are not well trained in the ways of writing composition such as using topic sentences.					
7. Students always concentrate on new vocabularies rather than sentence structure, style, grammar and spelling.					
8. Students face difficulties in writing composition about certain topics when they have not enough information about topics given.					
9. Students face difficulties in dividing composition into paragraphs.					
10. Students face difficulties in expressing their thoughts in a clear and brief way.					

Hypothesis Three:

**Teachers of English are not aware of methods of writing process,
that should be adopted in teaching composition.**

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11.English teachers give their students ready-made composition and that causes weakness in their ability to write about their own thoughts and ideas.					
12.English teachers do not teach their students how to use punctuation marks in their correct places when writing composition.					
13.English teachers always concentrate on teaching vocabularies rather than teaching the way of writing composition.					
14.English teachers always concentrate on teaching grammar rather than teaching the ways of writing composition.					
15.English teachers are not well trained to teach writing composition.					