



Sudan University of Science and Technology
College of Graduate Studies
College of Languages



**Investigating the Difficulties Encountered by Secondary School
Students in Writing English Composition**

(A Case Study of Secondary School Students at East Nile Locality)

تقصي الصعوبات التي يواجهها طلاب المدارس الثانوية في كتابة الإنشاء باللغة الانجليزية
(دراسة حالة طلاب المرحلة الثانوية بمحلية شرق النيل)

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

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Dedication

I dedicate this work to my parents and to the rest of my family members
and colleagues.

Acknowledgements

All praise and great thanks are due to Allah the Almighty Who bestowed me with patience, perseverance and the means to make this study. First of all, my sincere gratitude and appreciation are due to my supervisor Dr. Abass Mukhtar Mohamed Badawi for his tireless efforts, guidance, great support and encouragement throughout the stages of this study.

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Abstract

This study aims at investigating difficulties encountered by secondary school students in writing English composition. The researcher adopts descriptive method. Two instruments are used for collecting data relevant to the study, namely interview to teachers of English at Sudan University of Science and Technology and written diagnostic test to secondary school students. The study sample of interviewees comprises of four teachers whereas the sample of written diagnostic test consists of (30) students. The researcher applied Microsoft Excel programme to analyse and verify the results. The results show that students at secondary school are unable to use sentence structure correctly. Moreover, students at secondary schools encounter problems in using vocabulary when they writing composition. Also students have problems in subject verb agreement. They have problems in using auxiliary verbs when they writing composition. The study recommends that teachers are advised to the students' awareness about the importance of writing composition. On the other hand, teachers should encourage students to develop their language skills and to give more attention to writing skills. Some suggestions are also proposed for further studies.

المستخلص

هدفت هذه الدراسة إلى تقصي الصعوبات التي يواجهها طلاب المدارس الثانوية في كتابة الإنشاء باللغة الإنجليزية . وقد إتبع الباحث المنهج الوصفي ، وتم استخدام إثنين من الادوات لجمع البيانات المتعلقة بالدراسة، المتمثلة في مقابلة صممت لأساتذة اللغة الإنجليزية بجامعة السودان للعلوم والتكنولوجيا وايضاً إختبار تشخيصي مكتوب لطلاب المدارس الثانوية .قد أختير عينة اربع معلمين بالنسبة لأداة الدراسة الأولى وعينة (30) طالبا للإختبار التشخيصي المكتوب .وطبق الباحث برنامج مايكروسوفت أوفيس أكسل لتحليل وتأكيد النتائج . واتضح جلياً من خلال نتائج الدراسة أن طلاب المدارس الثانوية لا يستطيعون بناء الجملة بصورة صحيحة. بالإضافة الى ذلك إن طلاب المدارس الثانوية يواجهون مشاكل في استخدام المفردات عند كتابة الإنشاء .كما أن لديهم صعوبات في توافق الفعل والفاعل عند كتابة الإنشاء ,وأيضاً طلاب المدارس الثانوية لديهم مشكلة في إستخدام الأفعال المساعدة عند كتابة الإنشاء .وقدمت الدراسة عددا من التوصيات أهمها :على المعلمين تنبيه الطلاب بأهمية كتابة الإنشاء و أيضا على المعلمين تشجيع الطلاب في تطوير مهارات الكتابة وبالأخص كتابة الإنشاء .و قُدمت بعض المقترحات للدارسات المستقبلية.

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research. It includes the background of the study, the statement of the study problem, objectives of study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of the study.

1.1 Background of the study

The rising interest in writing especially at higher levels has developed entirely to become a distinguished discipline on its own. Many researchers have different perspectives about the concept of writing, for everyone seeks to define it from a different angle according to a specific field of study. For Nunan, writing is “an extremely complex, cognitive activity for all which the writer is required to demonstrate control of a number of variables simultaneously”. (1989, p.36). This shows the complexity of the task of writing, and the clear link to the cognitive aspect that often creates a difficulty to learners during their writing. Nunan's idea about writing gives us more details about the skill of writing than what is overtly seen. Moreover, writing is also defined as “a process that requires extensive self-regulation and attentional control...writers must change ideas into text, repair organization and mechanics, and monitor their success—all while trying to formulate a coherent message” Ransdell and Levy (as cited in Singleton- Jackson, 2003). In fact, dealing with writing means being able to manage all the

different stages and aspects included to arrive at producing a successful piece of writing.

Moreover, other definitions about writing include Widdowson's (1978) as being an act of producing correct sentences and transmitting them into words on paper. This involves mainly the use of graphic language. In this definition, we are introduced to the skill of writing as a way to recording one's ideas and feelings, using a correct grammar in a concrete manner. Following Widdowson's definition, Troyka and Nudelman (1994) asserted that writing is more than just taking a pen in hand and expecting words to flow perfectly on paper. This indicates how sophisticated writing is, and the steps that need to be obeyed in the process. In doing so, writers

have to: generate their ideas, which need to be monitored, selected, and prioritized; to translate the ordered ideas into text, using correct lexicon, grammar and genre rules; and to review the text in order to clarify meaning and eliminate errors Biggs, et al.(as cited in Singleton-Jackson, 2003, p. 60).

Flower and Hayes (1980) have studied writing by looking at the involved mental operations as they interact recursively: planning and generation of knowledge, translation of the plan into speech, and editing or reviewing the plan or the newly created text. As a result, thoughts about the skill of writing have shifted from simple considerations as the misconception that writing is nothing more than an extension of thinking (Mandel, 1984), or the way of communication through which we express our ideas, feelings, emotions etc. (Harmer, 2001, p. 79).

Consequently, writing is no longer marginalized, and is regarded as significant as any of the other language skills.

1.2 Statement of the Study Problem

The researcher noticed that Secondary school students face some problems in the process of learning writing skill, because writing is one of the most difficult aspects of integrated skills, it requires effort for both students and teachers. Writing is considered a complex, challenging, and difficult process, because it goes through different stages so it needs more practice in developing learners' accuracy. This study will investigate some difficulties in writing English composition such as construction of sentences, using vocabulary, subject -verb agreement and auxiliary verb.

1.3 Questions of the Study

This study sets out to answer the following questions:

1. To what extent are students at secondary school able to use sentence structure correctly?
2. do students encounter problems in vocabulary when they write composition?
3. Are students at secondary school face difficulties in dealing with subject-verb agreement?
4. To what extent do students at secondary school have problems in using auxiliary verb when they write composition?

1.4 Objectives of the Study

This study sets out to achieve the following objectives:

1. It attempts to investigate whether students at secondary school are able to use sentence structure correctly.

2. And to find out students at secondary school have problems in vocabulary when they write composition.
3. Also to highlight students at secondary school face difficulties in dealing with subject-verb agreement.
4. It attempts to reveal students at secondary school have problems in using auxiliary verb when they write composition.

1.5 Hypotheses of the Study

This study sets out to test the following hypotheses:

1. Students at secondary school are unable to use sentence structure correctly.
2. Also students at secondary school encounter problems in vocabulary when they write composition.
3. They are face difficulties in dealing with subject-verb agreement.
4. Students at secondary school have problems in using auxiliary verb when they write composition

1.6 Significance of the Study

This study will be of great significance to the teachers in terms of teaching writing skills as well as students who will be exposed to different types of writing, such as writing paragraph, writing essay and writing reports. It will be of great significance to the curriculums and syllabus designers.

1.7 Limits of the Study

This study is limited to the investigation the difficulties encountered by secondary school students in writing English composition. It is hoped that it will tentatively cover the academic year (2018-2019). It is conducting at Sudan University of Science and Technology, College of Languages, and study sample is exclusively draw from secondary school students at Edbabikir north for girls-boys, third class.

1.8 Methodology of the Study

The researcher will adopts the descriptive method. The study will conduct the quantitative and qualitative approaches. Interview and diagnostic test will use as primary tools for data collection. An interview to teachers of English at Sudan University of Science and Technology (my colleagues) whereas the diagnostic test to secondary school students at Edbabikir north for girls-boys, third class

1.9 Organization of the study

This study consists of five chapters. Chapter one is the introduction of the study. It includes background of the study, the problem of the study, the objectives of the study, the questions of the study, the hypotheses of the study, significance of the study, research methodology, and limits of the study and organization of study. Chapter two is about literature review and previous studies. Chapter three is the research methodology, which includes research design, population of the study, instruments of the study, validity and reliability, and data collection procedure. Chapter four is about data analysis and interpretation. Chapter five is the final chapter of the study which includes summary of the main findings, conclusion, recommendation and suggestion for further studies.

1.10 Summary of the chapter

This introductory chapter was concerned with presentation of statement of the problem, objectives of the study, questions of the study, hypotheses of the study, significance of the study, scope of the study, methodology of the study, definition of study terms and outline of the research.

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction

This chapter will reveal the related literature review on investigating the difficulties encountered by secondary school students in writing English composition. It is divided into two parts; the first part is called theoretical background and the second part is called previous studies.

Part one: Theoretical Background

2.1 Definitions of Writing

According to MacMillan (1989:77) writing can be defined both formally and functionally. Formally it shows its physical representation as the “recording of human communication using signs or symbols to represent the spoken word”. Functionally, writing is defined as “a communicative event” (i.e. any piece of writing is an attempt to communicate something that the writer has a goal or a purpose in his mind).

Peter (1986:169) defines writing as “curiously solitary of communication, addressed to an absent and often unknown reader”. Therefore, the message of the writer should be very clear because there is no contact between him and his readers.

Moreover, Conner (1996) states that writing is an “opportunity to explore one’s inner feeling”. It is a method which can help us to express our ideas and beliefs. Tim (1997) gives a brief accounting of writing as “it is a continuing process of discovering how to find the most effective language for communicating one’s thoughts and feelings”.

Rivers (1981:292) points out that “writing skill functions as the home made of other skills which must not take precedence as major skills to be developed”. The researchers disagree with Rivers because in certain situation, writing is the only skill that is available for instance; reports, questionnaire...etc.

Byrne (1993:p.7) states that “writing enable us to provide the learners with more tangible evidence that they are making progress in the language learning increases the amount of language contact through the work can be set out of class.” Henry Rogers (2005) claims that “writing is not a language, language is a complex system residing in our brain which allows us to produce and interpret utterances” so, writing is an utterance and language is a tool which help us to produce and interpret that utterance. Henry also sees writing as “a complex activity, a social act which reflects the writers communicative skills which is difficult to develop and especially in EFL context.”

2.2 Importance of Writing Skill

Writing is considered as an important skill in teaching and learning. According to Rao (2007) writing is useful in two ways: first, it motivates student’s thinking, organizing ideas, developing their ability to summarise, analyse and criticise. Second, it strengthens students’ learning, thinking and reflecting on the English language.

Writing reinforces the grammatical structures, idioms, and vocabulary which they were taught to students. In addition to that when students write they also have a chance to be adventures with the language, to go beyond what they have just learned to say. Furthermore when students write, they become involved with the new language. The effort to express ideas and the constant use of eyes, hand, and brain is a unique way to reinforce learning.

As the students struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing their ideas. They find out a real need to find the right word and the right sentence.

Raimes (1983) pointed out that the close relationship between writing and thinking makes writing a valuable part of any language course. She identified the different components for producing a clear, fluent and effective piece of writing: content, the writer's process, audience, purpose, word choice, organization, mechanics, grammar and syntax.

Finally writing is a crucial skill for the students learning a language. Writing enables the transmission of ideas over vast distances of time and space and is a pre-requisite of a complex civilization.

2.3 Establishing a Framework for Writing Tasks

Writing has been a neglected area of English language teaching for some years. One only has to look at the large numbers of books available to the ELT profession on reading, and the scarcity of books on writing to see the imbalance, to take the comparison further, teachers have for some time been offered models of reading, principles for designing reading tasks, and practical suggestions for classroom methodology.

It is only recently, however, that research into writing has offered thought provoking ideas about what is good writers do, ideas which hold implications for teacher who wish to help their students to become good writers. In the absence of a well-established or widely recognized model of writing, teachers tend to have very varying ideas about the role of writing in the classroom, what writing involves, and the possible roles of teachers and students in developing writing activities. The approaches and activities presented in this book are based on a number of

assumptions about writers and writing which he goes to set out in this introduction as a frame of reference for the resources presented later. Tricia Hedge (1988)

The assumptions made about writing in this resource book can be listed and elaborated in the following way:

2.3.1 The Reason for Writing

A good deal of writing in the English language classroom undertaken as an aid to learning, for example, to consolidate the learning of new structures or vocabulary or help students remember new items of language. In this context, the role of writing is little different from its role in any other subject: it allows students to see how they are progressing and to get feedback from the teacher, and it allows teachers to monitor and diagnose problems. Much of this writing is at the sentence level and is what Ron White (1980) calls “sentence level reinforcement exercises”.

They clearly have their value in language learning, but successful writing depends on more than the ability to produce clear and correct sentences. I am interested in tasks which help students to write whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or group of readers.

Writing tasks which have whole texts as their outcome relate appropriately to the ultimate goal of those learners who need to write English in their social, educational, or professional lives. Some of our students know already what they need to be able to write in English. Others may be uncertain about the nature of their future needs. Our role as teachers is to build communicative potential. Many secondary students have to prove their competence in English and sometimes in other

subjects by producing compositions for examinations. In my own experience there have been substantial numbers of students who have no identifiable needs, present or future, for written English, but who enjoy writing, who are motivated to use their language resources in producing stories, reviews, essays and even poems. Simply to practise and improve their English. By encouraging the production of whole texts in the classroom, we can provide for these different motivations for writing.

Assumption 1

Classroom writing tasks should reflect the ultimate goal of enabling students to write whole texts which form connected, contextualized, and appropriate pieces of communication.

2.3.2 The Product of Writing

One approach to writing is to look at instances of writing and to analyse the features of written texts. This will tell us something about what it is that students have to produce, it is possible to build up a list of the ‘skills’ that writers need. It includes:

- Getting the grammar right.
- Having a range of vocabulary.
- Punctuating meaningfully.
- Using the conventions of layout correctly, e.g. in letters.
- Spelling accurately.
- Using a range of sentence structures.
- Linking ideas and information across sentences to develop a topic.
- Developing and organizing the content clearly and convincingly.

It is also possible to build up a checklist of the forms (letters, essays, reports) and the functions (narrative, description, comparison and contrast) of written texts and to show students how the features and organization of these different written products differ from one another. In setting and marking work teachers and students can focus on one or no a number of general skill, but ideally within the context of a whole text.

Assumption 2

Students need opportunities to practice various forms and functions in writing and within these to develop the different skills involved in producing written texts.

2.3.3 The Process of Composition

Perhaps the most important insight that recent research into writing has given us is that good writers appear to go through certain processes which lead to successful pieces of written work. They start off with an overall plan in their heads. They think about what they want to say and who they are writing for, they then draft out sections of the writing and as they work on them they are constantly reviewing, revising, and editing their work. In other words, we can characterize good writers as people who have a sense of purpose, a sense of audience, and a sense of direction in their writing. Unskilled writers tend to be much more haphazard and much less confident in their approach.

Assumption 3

Classroom writing tasks need to be set up in ways that reflect the writing process in good writers. We need to encourage our students to go through a process of planning, organizing, composing, and revising.

2.3.4 The Process of Communication

The process of writing involves composing, as suggested in point 3. It also involves communicating. Most of the writing we do in real life is written with a reader in mind –a friend, a relative, a colleague, an institution, or a particular teacher. Knowing who the reader is provides the writer with a context without which it is difficult to know exactly what or how to write. And yet it is possible to find writing tasks in some teaching materials which do not specify a context to help the students.

For example, a book I saw recently gave students a choice of compositions for homework, one of which was: ‘describe a place you know well’. If I were a student I would want to know why and who for? Does the task require the kind of description we would find in a travel brochure, a visitor’s guide, or a geography textbook? Or could I write about my home town in the way I would describe it to a pen friend who has never visited it? Without a context it is difficult to know what to put in and what to leave out, or how formal or informal to be. In other words, the selection of appropriate content and style depends on a sense of audience. One of the teacher’s tasks is to create contexts and provide audiences for writing. Sometimes it is possible to write for real audiences, for example, a letter requesting information from an organization sometimes the teacher can create audiences by setting up ‘roles’ in the classroom for tasks in which students write to each other.

Assumption 4

When setting writing tasks, teachers need to vary the audience, identify who the readers are to be, and try to make every piece of writing fulfil some kind of communicative purpose, either real or simulated. When

students understand the context they are much more likely to write effectively.

2.3.5 The Process of Improving

Helping our students with planning and drafting is only half of the teacher's task. The other half concerns our response to writing, a response which is important for a number of reasons:

- Writing requires a lot of conscious effort from students, so they understandably expect feedback and can become discouraged if it is not forthcoming.
- Learners monitor their writing to a much greater extent than they monitor their speech because writing is a more conscious process. It is probably true, then, that writing is a truer indication of how a student is progressing in the language and it can therefore give the teacher an opportunity for assessment and diagnosis of problem areas.
- Writing is much easier to revise than speech because it is permanent and therefore available. It is therefore possible for teachers to exploit writing for learning in several effective ways.

Responding positively to the strengths in a student's writing is important in building up confidence in the writing process. Ideally, when marking any piece of work, ticks in the margin and commendations in the comments should provide a counterbalance to correction of 'errors' in the script. Even more important are moves to involve students in the revising and editing of their own work so that the activity known as 'marking' becomes part of the writing process and a genuine source of learning for

both students and teachers. In other words, it become a process of improving.

Assumption 5

The process of marking, with its traditional focus on error correction by the teacher needs review and modification into a range of activities involving students as well as teachers, thus making revision an integral part of the process of writing.

2.3.6 Time for Writing

There is a widely held belief that in order to be a good writer a student needs to read a lot. This makes sense. It benefits students to be exposed to models of different text types so that they can develop awareness of what constitutes good writing. I would agree that reading is necessary and valuable but it is not sufficient. My own experiences tell me that in order to become a good writer a student needs to write a lot. This is especially true of poor writers who tend to get trapped in a downward spiral of failure; they feel that they are poor writers, so they are not motivated to write and, because they seldom practise, they remain poor writers.

This situation is exacerbated in many classrooms where writing is mainly relegated to a homework activity. It is perhaps not surprising that writing often tends to be an out-of-class activity: many teachers feel that class time, often scarce, is best devoted to aural/oral work and homework to writing. This can then be done at the students' own pace. However, many students would benefit from classroom practice in writing for which the teacher can prepare tasks with carefully worked out stages of planning, drafting, and revision. If poorer writers feel some measure of success in the supportive learning environment of the classroom, they will begin to

develop the confidence they need to write more at home and so start on the upward spiral of motivation and improvement.

Assumption 6

Students need time in the classroom for writing. The teacher's task is to select or design activities which support them through the process of producing a piece of writing.

2.3.7 Working Together on Writing

Another very good reason for spending classroom time on writing is that it allows students to work together on writing in different ways. Although the teacher's ultimate aim is to develop the writing skills of each student individually, individual students have a good deal to gain from collaborative writing.

Group composition is a good example of an activity in which the classroom becomes a writing workshop, as students are asked to work together in small groups on a writing task. At each stage of the activity the group interaction contributes in useful ways to the writing process, for example:

- Brainstorming a topic in group discussion produces lots of ideas from which students have to select the most effective and appropriate. Careful selection of content is an important part of the art of good writing.
- Skills of organization and logical sequencing come into play as the group decides on the overall structure of the piece of writing.
- While writing out a first draft, with one student acting as 'scribe' or secretary, and the other students arguing out the structures of

sentences, the choice of words, and the best way to link ideas, there is a spontaneous process of revision in progress.

Group composition has the added advantage of enabling students to learn from each other's strengths. It is an activity where stronger students can help the weaker ones in the group. It also enables the teacher to move around from group to group monitoring the work and helping with the process of composition.

Assumption 7

Collaborative writing in the classroom generates discussions and activities which encourage an effective process of writing.

2.4 Definitions of Composition

According to Conner and Robert (1981) the word composition can be defined as the act of combining parts or elements to form a whole. A composition can be a short essay writing as school exercise or an academic course for teaching the techniques of clear expository writing. A composition can also be defined as the art of putting words and sentences together in accordance to the rules of grammar and rhetoric. A composition is the art of constructing sentences which suggest at once a task set by the teacher, usually a written exercise to be done promptly than is convenient and handed in for critical inspection.

The word composition can be defined as a writing product which has the unity of thought within a paragraph. It must be coherent and logically ordered involving careful use of vocabulary, correct use of spelling, punctuation and correct usage of grammatical structure. White (1980:16) points out that "when we write, we usually have a communicative

purpose in mind’’. This indicates that learners should know what they are going to write about as well as the purpose for their writing.

According to Rhetoric by Albert (1971), a composition is an essay or a report that support a single main idea. The main idea or thesis is expressed in a sentence called the thesis statement. This statement usually appears in the introduction to introduce the main idea of a paragraph. The rest of the composition supports the thesis statement by providing specific information or details to reinforce, explain, or discuss the writer’s point of view on the topic. A good thesis statement serves two functions: it introduces the topic of the composition, and it states a single unifying idea about the topic.

Hammock (1995:30) states that ‘‘the introduction to a composition serves three major points. It: merits should be given to the production of ideas original statements and form of expressions’’.

Albert (1971) argues that a good composition involves unity, coherence, clarity and correctness. The definition of composition writing revolves around how accurately and sensitively a person is able to compose a statement so that the audience will be stimulated in thought. In long man dictionary of the English language (1984), composition is defined as ‘‘the act or process of composing special arrangement into proper proportion or relation into artistic form’’. Whereas in the Oxford advanced learners Dictionary (1992), composition is defined as the different parts of which something is made, the way in which different parts are organized or a short test that is written as a school exercise or a short essay. The oxford advanced learners Encyclopedic Dictionary (2004) identifies the term composition as ‘‘a short piece of non-fictional writing done as a school or college, or essay’’. Hence, the word composition has a much wider range

of meanings. It is a writing product that has unity of thought in all sentences within a paragraph. It must be coherent and logically ordered involving careful use of vocabulary, correct spelling, and correct usage of grammatical rules. Writing is more than the production of graphic symbols, it is a production of a sequence of sentences arranged in a particular order and linked together in a coherent way. Writing is a highly complex act that demands the analysis of many levels of thinking.

2.5 History of Composition

There is no doubt that developments in ESL composition have been influenced by and, to a certain extent, are parallel to developments in the teaching of writing to native speakers of English. However, the unique context of ESL composition has necessitated somewhat distinct perspectives, models, and practices. The history of ESL composition since about 1945, the beginning of the modern era of second language teaching in the United States—can be viewed as a succession of approaches or orientations to L2 writing, a cycle in which particular approaches achieve dominance and then fade, but never really disappear. This discussion will focus on the origins, principles, methods, and implications of the four most influential approaches of this period: controlled composition, current-traditional rhetoric, the process approach, and English for academic purposes.

2.5.1 Controlled Composition

Controlled composition (sometimes referred to as guided composition) seems to have its roots in Charles Fries's oral approach, the precursor of the audio-lingual method of second language teaching. Undergirding controlled composition are the notions that language is speech (from structural linguistics) and that learning is habit formation (from

behaviorist psychology). Given these basic notions, it is not surprising that from this perspective writing was regarded as a secondary concern, essentially as reinforcement for oral habits. Accordingly, in his teaching and learning English as a second language (1945), Fries addressed writing as an afterthought, stating that “even written exercises might be part of the work” (p.8) of the second language learner.

Some, like Erazmus (1960) and Briere (1966), believed that these written exercises should take the form of free composition-that is, writer-originated discourse- to extend the language control of the student and to promote fluency in writing. However, such free composition was soundly rejected by others, like Pincas (1962), who believed it to be a “naïve traditional view ... in direct opposition to the expressed ideals of scientific habit-forming teaching methods” (p.185). She developed this point by explaining that “the reverence for original creativeness dies hard. People find it difficult to accept the fact that the use of language is the manipulation of fixed patterns; that these patterns are learned by imitation; and that not until they have been learned can originality occur in the manipulation of patterns or in the choice of variables within the patterns” (p.186).

Pincas seemed to echo the majority opinion, one that focused primarily on formal accuracy and correctness, of employing rigidly controlled programs of systematic habit formation designed to avoid errors ostensibly caused by first language interference and to positively reinforce appropriate second language behaviour. The approach preferred practice with previously learned discrete units of language to talk of original ideas, organization, and style, and its methodology involved the imitation and manipulation (substitutions, transformations, expansions,

completions, etc.) of model passages carefully constructed and graded for vocabulary and sentence patterns.

In essence, in the controlled composition model, writing functions as “the handmaid of the other skills” (listening, speaking, and reading), “which must not take precedence as a major skill to be developed” (Rivers 1968:241) and must be “considered as a service activity rather than as an end in itself” (p.258). Learning to write in a second language is seen as an exercise in habit formation. The writer is simply a manipulator of previously learned language structures; the reader is the ESL teacher in the role of editor or proof reader, not especially interested in quality of ideas or expression but primarily concerned with formal linguistic features. The text becomes a collection of sentence patterns and vocabulary items – a linguistic artefact, a vehicle for language practice. The writing context is the ESL classroom; there is negligible concern for audience or purpose. While some might feel that the controlled composition approach is no longer operative in ESL composition, my own feeling is that it is still alive and well in many ESL composition classrooms and textbooks, even though it is addressed only infrequently these days in the professional literature (typically for ritual condemnation).

2.5.2 Current – Traditional Rhetoric

The mid-sixties brought an increasing awareness of ESL student’s needs with regard to producing extended written discourse. This awareness led to suggestions that controlled composition was not enough; that there was more to writing than building grammatical sentences; that what was needed was a bridge between controlled and free writing. This vacuum was filled by the ESL version of current-traditional rhetoric, an approach

combining the basic principles of the current-traditional paradigm from native-speaker composition instruction with Kaplan's theory of contrastive rhetoric. In this theory Kaplan, defining rhetoric as "the method of organizing syntactic units into larger patterns" (1967:15), suggested that ESL writers "employ a rhetoric and a sequence of thought which violate the expectations of the native reader" (1966:4). Thus, because first language interference was seen as extending beyond the sentence level, "more pattern drill,...at the rhetorical level rather than at the syntactic level" (1967:15) was called for. It was necessary "to provide the student with a form within which he may operate" (1966:20).

The central concern of this approach was the logical construction and arrangement of discourse forms, of primary interest was the paragraph.

Here attention was given not only to its elements (topic sentences, support sentences, concluding sentences, and transitions), but also to various options for its development (illustration, exemplification, comparison, contrast, partition, classification, definition, causal analysis, and so on). The other important focus was essay development, actually an extrapolation of paragraph principles to larger stretches of discourse. Addressed here were larger structural entities (introduction, body, and conclusion) and organizational patterns or modes (normally narration, description, exposition, and argumentation), with exposition typically seen as the pattern most appropriate for use by university-level second language writers. Classroom procedures associated with this view of writing instruction focus students' attention on form. At their simplest, they ask students to choose among alternative sentences within the context of a given paragraph or longer discourse. Another variety involves reading and analyzing a model and then applying the structural knowledge gained to a parallel piece of original writing. The most

complex types ask students (already provided with a topic) to list and group relevant facts, derive topic and supporting sentences from these facts, assemble an outline, and write their compositions from that outline.

In short, from the perspective of this version of current-traditional rhetoric, writing is basically a matter of arrangement, of fitting sentences and paragraphs into prescribed patterns. Learning to write, then, involves becoming skilled in identifying, internalizing, and executing these patterns. The writer fills in a pre-existing form with provided or self-generated content. The reader is easily confused and perhaps vexed by unfamiliar patterns of expression. The text is collection of increasingly complex discourse structures (sentences, paragraphs, sections, etc.) each embedded in the next largest form. The implicit context for writing is an academic one, with the instructor's judgment presumed to mirror that of the community of educated native speakers. Though current traditional practices have been regularly and vigorously attacked and inveighed against in the literature for a number of years now, their continuing influence is clearly reflected in many of the most well-known and popular contemporary ESL composition textbooks. Indeed, one could make a strong case for the notion that the current-traditional approach is still dominant in ESL writing materials and classroom practices today.

2.5.3 The Process Approach

The introduction of the process approach to ESL composition seems to have been motivated by dissatisfaction with controlled composition and the current-traditional approach. Many felt that neither approach adequately fostered thought or its expression-that controlled composition was largely irrelevant to this goal and the linearity and prescriptivism of current-traditional rhetoric discouraged creative thinking and writing.

Those who, like Taylor (1981), felt that “writing is not the straightforward plan-outline-write process that many believe it to be” (pp.5-6) looked to first-language composing process research for new ideas, assuming with Zamel (1982) that “ESL writers who are ready to compose and express their ideas use strategies similar to those of native speakers of English” (p.203) the assumptions and principles of this approach were soon enunciated. The composing process was seen as a “non-linear, exploratory, and generative process whereby writers discover and reformulate their ideas as they attempt to approximate meaning” (Zamel 1983a:165). Guidance through and intervention in the process were seen as preferable to control—that is, the early and perhaps premature imposition of organizational patterns or syntactic or lexical constraints. Content, ideas, and the need to communicate would determine form. In essence, “composing means expressing ideas, conveying meaning, composing means thinking” (Raimes 1983a:261).

Translated into the classroom context, this approach call for providing a positive, encouraging, and collaborative workshop environment within which students, with ample time and minimal interference, can work through their composing processes. The teacher’s role is to help students develop viable strategies for getting started (finding topics, generating ideas and information, focusing, and planning structure and procedure), for drafting (encouraging multiple drafts), for revising (adding, deleting, modifying, and rearranging ideas); and for editing (attending to vocabulary, sentence structure, grammar and mechanics). From a process perspective, then, writing is a complex, recursive, and creative process or set of behaviors that is very similar in its broad outline for first and second language writers. Learning to write entails developing an efficient and effective composing process. The writer is the center of attention-

someone engaged in the discovery and expression of meaning; the reader, focusing on content, ideas, and the negotiating of meaning, is not preoccupied with form.

The text is a product- a secondary, derivative concern, whose form is a function of its content and purpose. Finally, there is no particular context for writing implicit in this approach; it is the responsibility of individual writers to identify and appropriately address the particular task, situation, discourse community, and sociocultural setting in which they are involved. Although the process approach has been generally well and widely received in ESL composition, it is not without its critics. These critics have perceived theoretical and practical problems and omissions of the approach and have suggested that the focus of ESL composition be shifted from the writer to the reader-that is, the academic discourse community.

2.5.4 English for Academic Purposes

To date, much of the aforementioned criticism of the process approach has come from proponents of English for academic purposes orientation, which seem as much a reaction to the process approach as an attempt to construct a new and distinct perspective on ESL composition. One major part of this criticism is that the process approach does not adequately address some central issues in ESL writing. Reid (1984a, b) has suggested that the approach neglects to seriously consider variations in writing processes due to differences in individuals, writing tasks, and situations; the development of schemata for academic discourse; language proficiency; level of cognitive development, insights from the study of contrastive rhetoric.

Critics also question whether the process approach realistically prepares students for academic work. According to Horowitz (1986a), the approach “creates a classroom situation that bears little resemblance to the situations in which [students’ writing] will eventually be exercised” (p.144). He goes on to suggest that a process orientation ignores certain types of important academic writing tasks (particularly essay exams) and that what he sees as two basic tenets of the process approach- “content determines form” and “good writing is involved writing”-do not necessarily hold true in many academic contexts. Horowitz further states that a process-oriented approach “gives students a false impression of how university writing will be evaluated” (p.143). In essence, he asserts that the process approach overemphasizes the individual’s psychological functioning and neglects the sociocultural context, that is, the realities of academia-that, in effect, the process approach operates in a sociocultural vacuum.

The alternative proposed involves a primary focus on academic discourse genres and the range and nature of academic writing tasks, aimed at helping to socialize the student into the academic context and thus “ensure that student writing falls within ...[the] range ... of acceptable writing behaviors dictated by the academic community” (Horowitz 1986b:789). The suggested instructional methodology aims at recreating the conditions under which actual university writing tasks are done and involves the close examinations and analysis of academic discourse formats and writing task specifications: the selection and intensive study of source materials appropriate for a given topic, question, or issue; the evaluation, screening, synthesis, and organization of relevant data from these sources; and the presentation of these data in acceptable academic English form.

In brief, foreign English for academic purposes orientation, writing is the production of prose that will be acceptable at an American academic institution, and learning to write is part of becoming socialized to the academic community – finding out what is expected and trying to approximate it. The writer is pragmatic and oriented primarily toward academic success, meeting standards and requirements. The reader is a seasoned member of the hosting academic community who has well-developed schemata for academic discourse and clear and stable views of what is appropriate. The text is a more or less conventional response to a particular task type that falls into a recognizable genre. The context is, of course, the academic community and the typical tasks associated with it. While the English for academic purposes approach has gained many adherents of late, some perceive its emphasis on writing in various disciplines (particularly in scientific and technical fields) as questionable. These critics see a humanities – based approach with a primary focus on general principles of inquiry and rhetoric as more viable and appropriate. (see Spack's 1988 critique and the reactions of Braine 1988 and Johns 1988).

2.6 Importance of Composition

Learning a language means learning the four skills namely listening, speaking, reading and writing as they are considered the major components of the language. The words are arranged in certain combination to construct correct meaningful sentences which are linked according to their logical sequence to form paragraphs.

According to Zamel (1983) writing is much more than an orthographic symbolization of speech it is most important purposeful collection and organization of experience. Experience means all thoughts, facts,

opinions of ideas, Uf (1991) defines writing ‘’a’’ curiously solitary form of communication addressed to an absent and often unknown reader.

Writing involves the encoding of a message to some kind that is, the translation of thought into language. The importance of writing lies in the fact that it is considered an effective way which can help EFL students learn a language for the reason that writing reinforces the grammatical structures and vocabulary. Writing is the process of creative expression it is an important way which trains students to use language in order to communicate. Shaughnessy (2002) points out that writing is a comprehensive deflation of the language courses of study enabling students to have a certain degree of writing ability is an important task of teaching language courses and goals, the key issues of teaching writing is actually how to lead the way, so when teachers write instructions should cultivate and stimulate students’ interest in writing.

The major general finding from the research on teaching writing is that student, achievement is higher when the teaching approach emphasizes writing as a process rather than writing as a product.

In general, writing has been defined both. Formally, it is defined formally in Mac Millan encyclopedia (1986:169) to show is physical representation as the recording of human communication or using symbols to represent the spoken words this definition represents writing as the only up writing as a communication event. Easter brooks and Stoner (1985) point out that writing helps to communicate without facial expressions, writing gives time to think, to try out ideas in papers, to choose words, to read what is writing to rethink, revise, rearrange and most importantly to consider effects on readers.

2.7 Types of English Composition

There are graded types of English composition can be distinguished in educational courses.

2.7.1 Controlled Writing

Writing is probably the least important of four skills for many students they more likely need to listen to, to read and speak English than to write it, their need for writing is most likely to be for study purposes and also as an examination skill. The main importance of writing at controlled level is that it helps students to learn, write new words, and structures help students.

Remember that, as writing is done more slowly and carefully than speaking, written practice helps to focus student's attention on what they learn. In controlled writing students are provided with key words or expression for the reason that at a controlled stage, they need much support because they cannot write depending on themselves. According to Shaughnessy (2002) controlled composition incorporates certain techniques such as missing words it is one of most efficient learning techniques. An example of such a technique is this is my room, there are chairs and tables in it (number) Rearrangement is another technique that can give learners insights to correct or ordering and coherence of sentences. Sentences competition is a third method whose aim to ensure that students can write correctly. In this technique, the students are provided with incomplete sentences and are asked to fill the gaps with appropriate words which are given. Word ordering technique helps learners to practice syntax. Students are given a group of words to make complete sentence for instances, the teacher instructs students to put order a group of jumbled words such as: speak / the / English / can / well.

If the students own language uses a different writing system to English, the first task will be to master English hand-writing. So, the earliest activities will be copying letters, letters combination.

As soon possible students are be encouraged to go beyond mechanical copying and be given exercises which require them to think and add something of their own, but exercises at this level should still be controlled so that students are expected not to make a lot of mistakes.

2.7.2 Guided Composition

After fully practiced composition, students can shift to start writing guided composition. At the guided stage, students can add more ideas but with little freedom, examples of guided composition we are write a letter dialogues or exercises within different drills, in writing letters students are shown how to write a letter the teacher gives guide points and the theme of reply.

Students write a letter based on information provided, students also deal with a dialogue composition of which the first few lines are provided. In a guided composition, students know what is required of them. Students are given a chance in the selection of lexical items and structural patterns for their written exercise.

As soon they are mastered basic skills of write sentence, students to progress beyond very controlled writing exercises to freer paragraph writing, however, they will make this transition more easily and learn more if they are guided there are two main ways of doing this:

- **By Given a Short Text as a Model**

Students can read a short text and perhaps study particular features for example, the way of students are joined the use of verbs and verbs tenses,

or the use of passive. Then they can write a paragraph which is similar but which involves some changes.

- **By Doing Oral Preparation**

Another way of guided paragraph writing is to do oral preparation beforehand with the whole class. The students can make suggestions; the teacher can build up an outline or a list of key expressions on the board. Students, then, use this as a basic for their writing, this approach has several advantages:

- It is flexible; it can do in different ways according to the interest and ability of the class.
- Ideas about what to write come from the student themselves which make the activity more interesting and the class is involved as well.
- It does not require specially prepared text or other materials.

2.7.3 Free Composition

Free composition refers to a composition in which only, the title is provided and everything is done by students according to Raimes (2011) students should be able to discuss, make notes, share findings, and strategies before begin to write, Raimes (2011) points that free writing.

Is useful in generating ideas or setting ideas in motion in free writing students will develop the habit of thinking as they write and to learn the techniques which are helpful in writing.

What is important to start without hoeing worried about grammatical and spelling errors and to write down ideas naturally spontaneously and not to look back at what is written till being satisfied that the writing is enough an easy way to free writing is to set a limit time.

In free composition, students should take into account the usage of grammatical structure punctuations, style and capitalization. The most important step in free composition is that students need more practice in both controlled and guided writing and feel more satisfied to shift to free composition stage students are free to write whatever comes to their mind but the consideration for writing a good composition is essential to be taken into account. Free composition involves individual selection of vocabulary and structure for the expression of personal meanings Raimes (2011) claims that the rationalization for adopting free composition is based on the assumption that students would be motivated to express their thoughts and view point freely, it also enables teachers to evaluate the extent to which students have mastered the writing skill.

After fully practiced the common mistakes of three types compositions are zero expected to disappear. The students should avoid usage of informal word colorless style and ellipsis. Vocabulary is very important to improve the writing skill.

One of the problems of free composition is that many students would probably find it quite difficult, thus make a lot of mistakes. If so, they would find the task frustrating and actually cannot learn very much from it. As a result, students would approach the task in different ways and produce a wide variety of different paragraphs so only way to correct their work would be individually, book by book but this consuming the teachers a lot of time.

2.8 How to Write Composition Effectively

Smith (2006) and number of other researchers point out that, merely, spending more time in writing or write a large number of papers does not increase skills of writing in itself. However, when the approach to write

instruction emphasizes process and when instructional techniques used are effective, increase in amounts of writing time and practice will improve achievement, writing is a complicated and often mysterious process. A good way to read and listen actively.

According to Shaughnessy (2002) students are often faced with the concern that even though they feel well – versed about a subject they will not be able to express themselves well on paper, for many process of writing can become easier after write one or two sentences.

The important of composition stems from the fact that it is widely used as means of measuring the writing skills White Shaughnessy (2002:63) state that composition can be used to provide not only high motivation for writing but also an excellent effect on teaching Raimes (2011:20) point that: writing process is a series of actions that a learner does in writing. There is variation on the details of the cycle, but the core of composition never changes: prewriting, drafting, revising, editing, proofreading and publishing. Writing skills are complex and sometimes difficult to teach requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. Written English is probably more familiar for most teachers as a subject of analysis than spoken English.

2.9 Development of English Composition

According to rhetoric by Albert (1971), composition can be developed by:

2.9.1 Chronological Development

Chronological means to begin with the first step in a process and to describe the sequence in order until reaching the last step. The logical way to write about a process in order of time this kind of organization can be used in a single paragraph or an essay.

2.9.2 Spatial development

The word spatial comes from space. Spatial development means to arrange, the details according to their relationship to each other. Spatial developments are suited to subject matter dealing with places or areas.

2.9.3 Examples of Development

Among the various ways to develop analyses are examples. The number of examples needed to develop a paper depends on the difficulty of the subject and the length of the paper. In some cases, a single example is enough. Generally, a few – well – chosen examples arranged in order of increasing importance will be better than a large number of examples.

2.9.4 Comparison and Contrast Development

These types of organization work well in much subject area. Comparison or contrast is one of the effective ways to explain subject. For purposes of writing comparison and contrast are essentially opposite approaches comparison points out the similarities that exist between ideas whereas contrast is focusing on the differences between ideas, when writing either.

Comparison or contrast, two basic methods of development or a combination of them are used. The one to be used is determined by the nature of the subject matter.

2.9.5 Cause and Effect Development

Analysis by cause and effect tries to explain why something happened. Causal analysis is well suited for writing about scientific subject cause can be defined as that by which an effect is produced. Some causes are immediate, they can be discovered without effort because they occur in time to the effect produced, other causes may be more remote and thus

more difficult to uncover: those are the basic underlying factors that help to explain the more obvious ones, immediate and remote causes and effects will depend on two factors:

- The nature of subject.
- The audience written to.

2.9.6 Definition of Development

The English word definition comes originally from the Latin *de* and *finis* meaning to set a limit or boundary usually dictionary definition brief, logical and formal. The logical definition by its nature has two parts; the first part is its genus (class or category). The second part is its species or characteristics which differentiate it from other members of the same genus.

2.9.7 Logical Division Development

It is new aspect of analytical paragraph development that elaboration by classification or logical division. In choosing controlling ideas, the writer takes the first step in the process of logical division; logical division also is a very direct way. The direct way reveals the method of organization in the opening sentence logical division requires the order to have an alert resourceful mind.

2.10 The Factors that Affect Students' Writing

Many factors can affect student's writing among the essential ones are:

2.10.1 Learner's previous experience

It is worth noting that the first language interferes with the second language, hence, it is that when learners writing should not think in first

language to write second language or as a result of this common mistakes will appear.

The role of the first language in second language is always negative role. Transferred into L2 as a result. In this respect, Emig (1983) argues that, it is also popular belief that the role of L1 in L2 is negative, as result EFL students expected to write English composition through literal translation of Arabic expressing in addition students are expected to follow the same writing techniques that used in their native language.

2.10.2 The Effect of Mother Tongue

The effect of mother tongue is one of the main factors that effect on writing composition. The reason is that each language has its own system which differs from other language. Arabic is a Semitic language while English is a Germanic. Our Arabic is verbal while English is nominal. So, students' style in writing English is expected to follow their style in writing Arabic.

2.10.3 The Way of Composition is taught

The third factor that much effect on writing English composition is the way composition is taught. Teaching of writing composition should be graded; teachers must adopt the appropriate techniques for each of three types of composition. Thus, learners can be expected to tackle free composition successfully, and they can provide error, free writing products. Destructive techniques of feedback should be discouraged.

2.11 Part Two: Previous Studies

First study by Sadia Osman Ibrahim (2012)

M.A Degree in E.L.T. The Effectiveness of Using Writing Techniques in Developing Secondary School Students ‘written performance’.

The findings of this study revealed that teaching writing needs more efforts than other language skills, in addition to that writing provides additional contact with the language outside the classroom so it is an important mean of communication. The findings also showed that some of the writing problems were due to the teacher’s role in teaching writing skills, the material used, in addition to the time given to an English period is too short for practicing writing skills.

The study recommends that teachers should offer opportunities for their students to practice writing inside and outside the class.

Second study by Maher Abdulrahman Idriss (2016)

The Difficulties of Formulating Paragraphs that Encountered by Students In Writing Essay at The University Level.

The study has reached some findings as follows: Most of students are poor in formulating paragraphs in essay writing exactly the introductory and concluding paragraphs. Based on the result, the researcher recommends the following: EFL learners should be familiar with every step that can be followed to write an essay. Teachers should give their students enough time to practice writing essays.

Third study by Tahleel Merghani Osman (2017)

Investigating Difficulties Facing Students at Tertiary Level in Writing Composition.

The study has come up with the following results: many teachers of English are not well trained to teach writing composition. Moreover, teachers of English are not exposed to training workshops on teaching writing composition. The study has arrived with following recommendations: Teachers should raise awareness about the importance of writing composition, writing composition is highly recommended to be integrated in the curriculum in Sudan. Sudanese education policy should recommend teachers to use English writing composition effectively.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following methods of the study, description of sample and the instruments, validity, reliability and data analysis procedures. The study will adopt the descriptive method. Two instruments will be used as primary tools for data collecting methods in this study (interview to teachers, written diagnostic test to students).

3.1 Tools of the Study

The researcher will adopt two tools to collect the information of this study. The first tool includes the interview which will be given to 4 teachers of English language at Sudan University of Science and Technology whom were selected randomly. The second tool is diagnostic test which was conducted to (30) students at secondary school.

3.1.1 The Interview

The first tool is an interview which was given to the teachers at Sudan University of Science and Technology. This interview has included a covering page which introduces the topic of research identifies the researcher. An interview was designed based on the questions of the study. The questions of the study will turn to points of view that provide suggested answers from the teachers of English.

3.1.2 The Diagnostic Test

With regard to the diagnostic test as a main analytical tool for this research, this contained four questions. These questions correspond directly to the hypotheses of the study. The diagnostic test was distributed to students at secondary schools. The answers of the written diagnostic test were treated statistically for the purpose of findings. The aim of written diagnostic test is to diagnose the area of difficulties that encounter secondary schools students in writing English composition. The researcher himself and his colleagues conducted and collected the responses by giving the students written test.

3. 2 Validity and reliability of the research Tools

3.2.1 Validity of the Interview

By examining the validity for the study interview and validation of its statements according to the layout and illustrations, the interview was judged by four Ph.D. holding referees who are specialists in the study field of English. Some of the referees will make some amendments, and others will be recommended that the questionnaire is reasonable in terms of items . In this case , the researcher will revise all amendments, and some of typing mistakes on his questionnaire will be corrected.

3.2.2 Validity of Diagnostic Test

In order to check the apparent validity for the study test and validation of its statements according to the formulation and explanation, the questionnaire will be checked by four Ph.D. holding referees who are specialists in the study field. Some of the referees will make some suggestions, and others will confirm that the test is suitable. In any way, the researcher will study all suggestions, and some corrections on his test will be made.

3.3 Reliability and Validity

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures.

3.3.1 Reliability of Diagnostic Test

The test is reliable when it gives consistent result if it is reapplied in the same conditions Brown and Rogers (2002: 241). The researcher piloted the tools to calculate the reliability of the oral diagnostic test.

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (30) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table

Table (3.1)

Cronbach's Alpha	N of Items
0.80	4

3.4 Summary

This chapter has discussed the research methodology and the research tools adopted for data collection. The chapter has provided a detailed description of all the steps and procedures followed in each tools, including population, sample, validity and reliability of each instruments.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter is devoted to data analysis, evaluation and discussion collected through the study tools including the diagnostic test which is given to 30 participants who represent the students at secondary school.

4.1 The Responses the Test

The responses to the written diagnostic test of the 30 students were tabulated and computed. The following is an interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

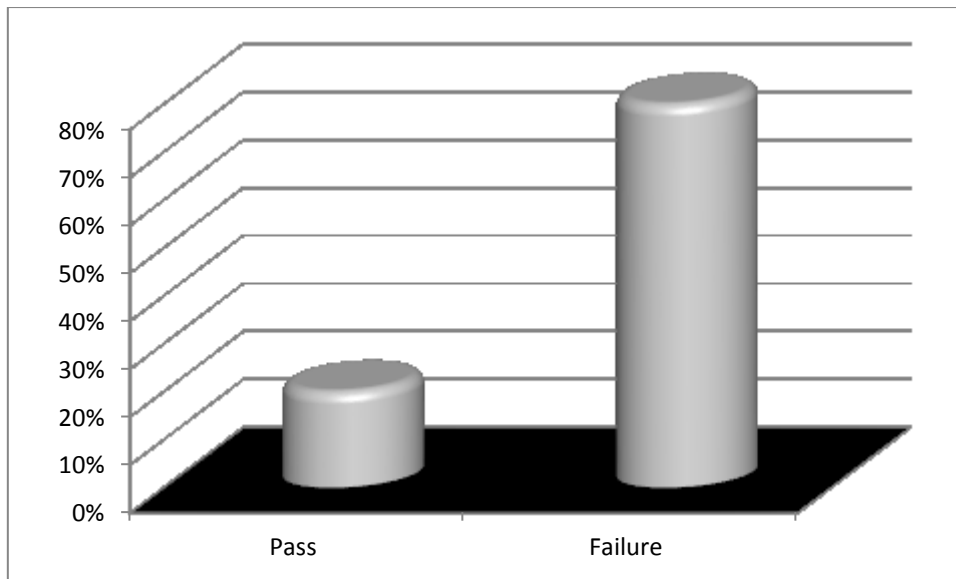
Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

Hypothesis (1): Students at secondary school are not able to use sentence structure correctly.

Table (4.1): the frequency and percentage for the respondents according to the part (1) of the test

Part 1	Frequency	Percentage
Pass	6	20%
Failure	24	80%
Total	30	100%

Fig (4.1)



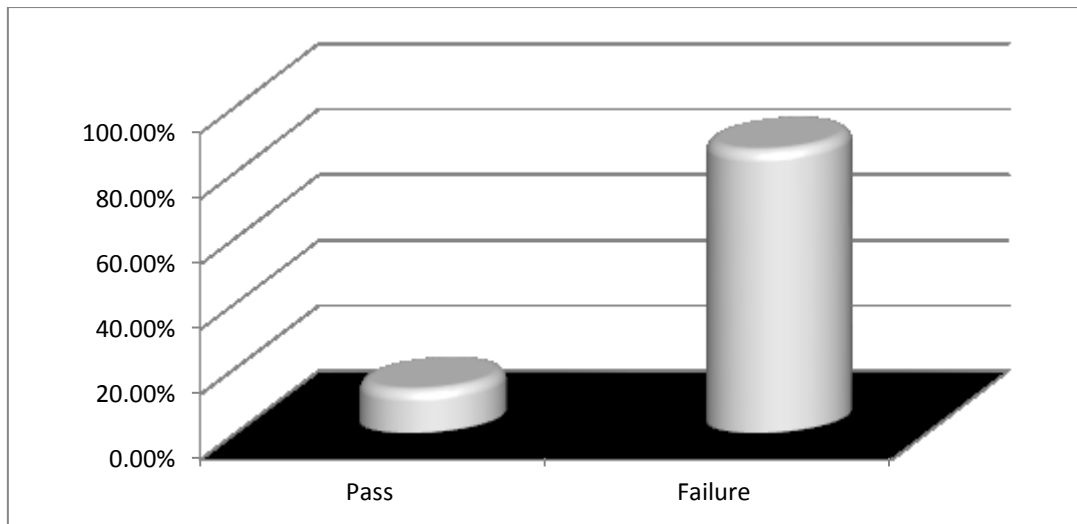
Regarding to the above table and figure display that there are only (4) students in the sample of study with percentage (20%)passed the question number (1), meanwhile, the majority of the students (26) students with percentage (80%) failed to pass the question , this result leads to the acceptance of the hypothesis related to question number (1)

Hypothesis (2): Students at secondary schools encounter problems in vocabulary when they write composition

Table (4.2): the frequency and percentage for the respondents according to the part (2) of the test

Part 2	Frequency	Percentage
Pass	6	13.3%
Failure	24	86.7%
Total	30	100%

Fig (4.2)



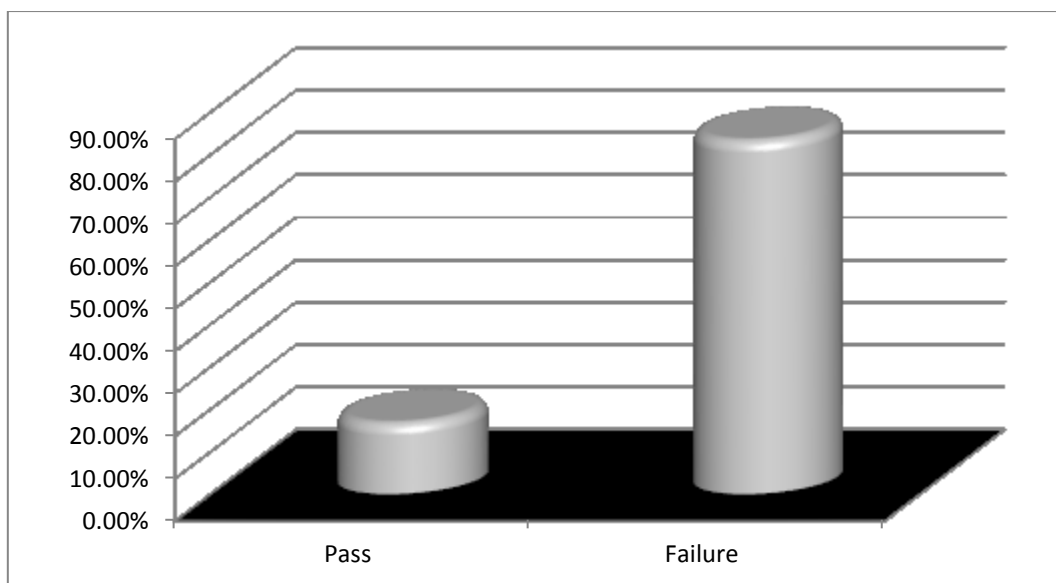
Regarding to the above table and figure display that there are only (6) students in the sample of study with percentage (13.3%) passed the question number (2), meanwhile, the majority of the students (24) students with percentage (86.7%) failed to pass the question, this result leads to the acceptance of the hypothesis related to question number (2).

Hypothesis (3): Students at secondary school face difficulties in dealing with subject-verb agreement.

Table (4.3): the frequency and percentage for the respondents according to the part (3) of the test

Part 2	Frequency	Percentage
Pass	5	16.7%
Failure	25	83.3%
Total	30	100%

Fig (4.3)



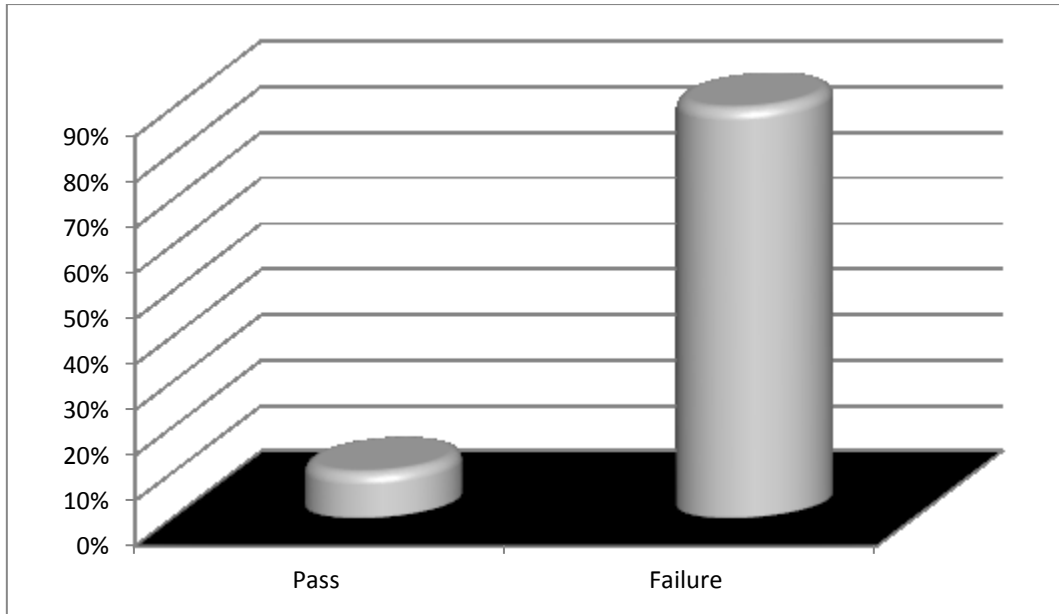
according to the above table and figure display that there are only (5) students in the sample of study with percentage (16.7%) passed the question number (3), meanwhile, the majority of the students (25) students with percentage (83.3%) failed to pass the question, this result leads to the acceptance of the hypothesis related to question number (3).

Hypothesis (4): Students at secondary school have problems in using auxiliary verb when they write composition

Table (4.4): the frequency and percentage for the respondents according to part (4)

Over all	Frequency	Percentage
Pass	3	10%
Failure	27	90%
Total	30	100%

Fig (4.4)



Regarding to the above table and figure display that there are only (3) students in the sample of study with percentage (10%) passed the question number (4), meanwhile, the majority of the students (27) students with percentage (90%) failed to pass the question, this result leads to the acceptance of the hypothesis related to question number (4).

Table No (4.5) The Frequency Distribution and decisions for the Respondent's Answers of all questions

Questions	Pass		Failure		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Part 1	6	20%	24	80%	Accept
Part 2	4	13.3%	26	86.7%	Accept
Part 3	5	16.7%	25	83.3%	Accept
Part 4	3	10%	27	90%	Accept
Over all	4	13.3%	26	86.7%	

This table shows the summary of the results for the overall test its clear that the number of students who failed to pass the test is greater than the number of students who passed it with percent (86.7%) this results means our hypothesis is accepted.

Table (4.6) One Sample T-TEST for the Questions of the Study

Questions	N	SD	t-value	DF	p-value
1	30	3.7	12.0	29	0.00
2	30	1.6	7.8	29	0.00
For all	30	2.7	15.0	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in all questions was (15.0) which is greater than the tabulated value of T – TEST at the degree of freedom (29) and the significant value level (0.05%) which was (2.3). This indicates that, there is no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that the hypotheses of our study is accepted.

4.2 The Interview Analysis

This is a four interviewee opinion. The researcher interviewed this clique of experts who have experience in the field of teaching methodology. The ideas of the interviewees are explained and discussed successively in details. The responses of the interviewees to the four questions are the followings: In response to the first question (Why do students at secondary school face difficulties in using correct sentences structure?)

The first respondent stated out that the students don't have full background on using correct sentences structure.

Regarding the second interviewee, he answered by drawing the attention to the syllabuses of including insufficient vocabulary.

On the other hand, the third one thinks that, students are lacking information about singular and plural, they are unable to distinguish between singular and plural.

Eventually, the fourth interviewee, he claims that most of students are suffering of this point; they have problems in using tenses in composition.

4.3 Verification of the Hypotheses

In first hypothesis, students at secondary school are not able to use sentences structure correctly (4) students with percentage (20%) passed and (26) students with percentage (80%) failed. The second one students at secondary school encounter problems in vocabulary when they write composition, (6) students with percentage (13.3%) passed and (24) students with percentage (86.7%) failed. The third hypothesis students at secondary school face difficulties in dealing with subject-verb agreement, just (5) students with percentage (16.7%) passed, while (25) students with percentage (83.3%) failed. Last one, students at secondary school have problems in using auxiliary verb when they write composition, and there are three students with percentage (10%) passed the question, while (27) students with percentage (90%) failed to pass the question.

From these hypothesis, it clear that the number of students who failed to pass the test is greater than the number of students who passed it, with percent (86.7%) this results means our hypothesis is accepted .

Summary of the Chapter

This chapter has covered the data analysis of the study which is about investigating difficulties encountered by secondary school students in writing English composition. This is done through an interview to the teachers of English at Sudan University and diagnostic test to secondary schools students. Moreover, it showed the data tabulated in figures and tables. Then, interpretations were made from the collected data. Finally, the researcher has discussed the results of the study.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

5.0 Introduction

This chapter presents the discussion of main findings gained when applying the tools and conclusions. Moreover, a brief recommendations and suggestions were given at the end of the chapter.

5.1 Main Findings

The results of this study investigate difficulties encountered by secondary school students in writing English composition.

The researcher has summarized following findings:

- Students at secondary school are unable to use sentence structure correctly.
- Students at secondary schools encounter problems in vocabulary when they write composition.
- Students at secondary school face difficulties in dealing with subject-verb agreement.
- Students at secondary school have problems in using auxiliary verb when they write composition.

5.2 Recommendations

In the light of the results of the study, the followings are recommended:

- Teachers are asked to encourage students to develop their language skills and to give more attention to writing skills.
- Teachers should raise the students' awareness about the importance of academic writing.

- Students should be informed by their teachers about the different types of writing so as to practice in producing them.
- Writing composition is highly recommended to be integrated in the English curriculum in Sudan. Sudanese educational policy should recommend students to learn English based on structural approach instead of adopting the communicative approach.

5.3 Suggestions for Further Studies

Writing English composition is still an inviting area in the field of languages learning. Thus, the researcher would like to suggest teaching of writing composition should be graded; teachers must adopt the appropriate techniques for each of three types of composition. Thus, learners can be expected to tackle free composition successfully, and they can provide error, free writing products.

5.4 Conclusion

This study pointed out that, the majority of students at secondary school are unable to write English composition effectively .And the reasons for that are many and varied. Useful definitions of writing are both formally and functionally. Formally it shows its physical representation as the ‘‘recording of human communication using signs or symbols to represent the spoken word’’. Functionally, writing is defined as ‘‘a communicative event’’ (i.e. any piece of writing is an attempt to communicate something that the writer has a goal or a purpose in his mind).

Rao (2007) writing is useful in two ways: first, it motivates student’s thinking, organizing ideas, developing their ability to summarize, analyze and criticize. Second, it strengthens students’ learning, thinking and reflecting on the English language.

To sum up, writing is more than the production of graphic symbols, it is a production of a sequence of sentences arranged in a particular order and

linked together in a coherent way. Writing is a highly complex act that demands the analysis of many levels of thinking.