Sudan University of Technology and Science

College of Graduate Studies

College of Languages

Investigating Difficulties Encountering   Secondary School Students in Writing Composition

تقصي الصعوبات التى تواجه طلاب المدارس الثانوية عند كتابة الانشاء

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

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بسم الله الرحمن الرحيم

قال تعالى :

(رَبَّنَا لاَ تُزِغْ قُلُوبَنَا بَعْدَ إِذْ هَدَيْتَنَا وَهَبْ لَنَا مِن لَّدُنكَ رَحْمَةً إِنَّكَ أَنتَ

الْوَهَّابُ)

صدق الله العظيم

Dedication

To my parents, brothers and sisters

Acknowledgements

I am very much indebted to my supervisor **Dr. Abbas Mukhtar Mohamed Badawi** who spared no effort and did his best to help me complete this work. I am also thankful and greatly indebted to my mother and my family for their substantial and continuous encouragement and backing me up till I got my job done.

Abstract

This study aims at investigating difficulties encountering students of high secondary schools in Khartoum North Locality, namely third year, when writing composition. Most students have problems in writing composition such as grammatical, spelling, punctuation mistakes and lack of sufficient vocabulary. Also the interference of their mother tongue in writing composition. In addition, the dropping out of books of literature from the components of secondary school curriculum has led to further decline and deterioration of writing skills.

The researcher adopted the descriptive analytical method. A questionnaire for teachers and a test for students in Khartoum North locality were used to collect data. The sample comprised 30 teachers and 20 students from Model Schools and 20 students from Government or Geographical Schools. The study came up with some results such asthe majority of teachers of English language are not well trained to teach writing composition and they are not exposed to training workshops on teaching writing composition. Also there is a geat difference between the level of English language of Model Secondary Schools students and Governmental School students. The study recommends that: teachers should raise students' awareness of the importance of writing composition, writing composition should be done according toa fixed timetable not let to teachers' initiatives and supervisors should follow up the rate of composition writing throughout the year and special attention should be paid to individual differences among students. Teachers of English language should have sessions of in service training.

المستخلص

هدفت هذه الدراسة إلى تقصي الصعوبات التى تواجه طلاب الصف الثالث، بالمدارس الثانوية، محلية الخرطوم بحرى، عند كتابة الأنشاء. تمثلت تلك الصعوبات التى تواجه الطلاب عند كتابة الإنشاء في الأخطاء الإملائية, النحوية والترقيمية إضافة إلى عدم إلمام الطلاب بذخيرة لغوية كافية تمكنهم من كتابة إنشاء خالية من الأخطاء والتداخل بين اللغة الأم وهى اللغة العربية واللغة الثانية وهى اللغة الإنجليزية. كما أن إلغاء مادة الأدب الإنجليزى من المنهج أدى الي تدهور وتدنى كتابة الإنشاء. لقد تبنّى الباحث المنهج التحليلى الوصفى أستخدمت الإستبانة لمعلمي محلية الخرطوم بحري وإختبار للدارسين في كتابة الإنشاء كأداة لجمع البيانات، وتشمل عينة الدراسة ثلاثين معلماً، وعشرين طالباً بالمدارس النموذجية,وعشرين طالبا من المدارس الحكومية الجغرافية، من محلية بحري . و خلصت الدراسة إلى أنٌ هنالك عدداً من أساتذة اللغة الإنجليزية لم ينالو تدريبا جيٌداًعن تدريس كتابة الإنشاء،إضافة إلى ان إساتذة اللغة الانجليزية لم يخضعوا لورش عمل تدريبية عن كتابة الانشاء كما يوجد فروقات بين مستوى الطلاب بالمدارس النموذجية، والمدارس الجغرافية . وأوصت الدراسة برفع مستوى الوعي لدى أساتذة اللغة الانجليزية عن كتابة الإنشاء،كما يجب ان تكون كتابة الإنشاء وفقا لجدول زمنى محدد ولا تترك لمبادرة المعلمين كما يجب على الموجهين متابعةٍ معدل كتابة الإنشاء خلال العام الدارسي . وأخيراً يجب مراعاة الفروق الفردية بين الطلاب وضرورة خضوع معلمي اللغة الإنجليزية لدورات تدريبية.

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Chapter One

Introduction

1.0 Background

The study aims at exploring the problems facing Secondary School students when they write composition. He tries to identify these problems and find solutions to them. These difficulties are critical problems facing most of students in particular and teachers in general. A lot of students find it difficult writing a composition due to student's lack of having reasonable vocabulary and how to use them properly and efficiently.

The researcher thinks dealing with this topic is very important because the skill of writing among students is very weak and needs being dealt with. For example, in an exam, students were asked to write about the topic "The Life in the Country". Most of students wrote about "Life in Sudan" instead of writing about "Life in Rural Areas"

1.1   Statement of the Problem.

Writing composition nowadays has become the most vital problem facing the students of Secondary School Level. Most of students, if not the majority, don't have the ability to write even a simple kind of composition. The students do not know when and how to use punctuation marks, they make a lot of grammatical and spelling mistakes. They even ignore the proper use of paragraphing.

1.2   The Research Questions.

This research aims at answering the following questions.

1.   What are the types of problems that face secondary school students when they write composition?

2.   What are the main factors which lead to these problems?

3.   Do the books of spine series provide students with the basis of writing skill and ample practice of writing?

4.   How can students improve their skill of writing?

5.   What are the most effective methods to help students overcome these problems?

6.   What are the techniques used by teachers to correct the students' mistakes.

1.3   The Research Hypotheses:

a.   Students at secondary school face difficulties in writing composition.

b.   Some teachers are not well-trained to teach students the efficient ways of writing composition

c.   There is difference between Exemplary or Model Secondary Schools students and Government or Geographical Secondary School students' level

1.4   The Objective of the Research.

The researcher seeks to investigate the areas of difficulties associated with writing compositions at Secondary Schools Level mainly those mistakes which are related to punctuation, grammatical, spelling mistakes, how to use vocabulary accurately. This study is expected to contribute to the identification of prominent obstacles of writing compositions and find solutions to them.

1.5 Research Methodology.

The researcher adopted the descriptive analytical method. The instrument of the data collection will be a questionnaire and a test.

1.6 Limitations of the Study.

This study will be limited to secondary school students, namely third year of Khartoum North Locality.

1.7 Organization of the Study:

This is to show the roadmap of the study. In short: to give summary of each chapter

Chapter Two

Literature Review and Previous Studies

2.0 Introduction

This chapter comprises two parts; the first is literature review and the second discusses previous studies which are closely related to the topic research.

In the Sudan and worldwide teachers face a tremendous challenge which how to develop students' skills and knowledge which will enable them to write efficiently.

Knob Lauch and Lil (1984) stated that writing is an intricate and complex task. It is the most difficult of all language to acquire. They also highlighted that many students face problems of communicating their ideas effectively. The problem is the lack of adequate stock of vocabulary, creativity in writing besides many factors."

W. Rosa Winter and Batrica (1997) defined writing as the process by which thoughts are translated into words which are fashion into sentences and paragraphs and composition.

Wila .M. Rivers (1981) stated 'Many colleges and university students with four, five or even six or more years of study of another language are unable to express themselves in a correct, clear and comprehensive manner in writing. Learning a foreign language is to put down at speed greater than that of drawing the conventional symbol of writing system that represents the utterance one has in mind".

Sea (2007) observed that most ordinary levels students ignore is the various types of essays. These are descriptive, argumentative, narrative and

expository. He further reported that lack of knowledge of types of essay causes students to provide contrastive devices to different essays.

2.1 Definition of Writing:

According to Cannar and Robert (1981) "The word composition can be defined as ,"The act of combining parts or elements to form a whole" it can also be defined as arts of putting words and sentences together in accordance with the rules of grammar rhetoric.

White (1980) pointed out that "When we write, we always have communicative purpose in our mind". This indicates that learners should know what they are going to write as well as the purpose of their writing.

According to Rhetoric by Albert (1971) "A composition is an essay or a report that supports a single main idea. The main idea or thesis is expressed in a sentence called the thesis of the statement. This statement usually appears in the introduction to introduce the main idea of a paragraph. The rest of composition support

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 composition and it states a single, unifying idea about the topic. Hammock (1995) stated that "The introduction to the topic serves three major points:

1.   Catches audience's attention.

2.   Set a tune or shows the writer.

3.   Present thesis statement usually at the beginning or the end of the introduction.

A composition is made of a number of paragraphs that support the main idea presented in the thesis statement. The body of paragraph should carry unity and coherence. Coherence is traditionally described as a relationship that links the ideas in the text to create meaning for the readers. A paragraph is about the main idea which begins with the topic sentence followed by supporting sentences and ending in a conclusion. The unity of the paragraph shoes that all sentences work together to express the main idea.

According to Rhetoric by Albert "A paragraph in which all ideas are sensibly arranged and clearly connected as coherence. Direct reference and transitional words can help to make a paragraph coherent. Direct references are nouns and pronouns which are used earlier. Transitional expressions are words and phrases that make a transition or shift from one the main idea to another. These words and phrases include prepositions that indicate chronological or spatial order and conjunctions which connect the ideas and show relationships. A failure to put them together in a good use often results in paragraphs that are difficult to understand.

A concluding sentence is the ending of the paragraph. It restate the topic sentence and draws a conclusion based on the information set in the paragraph. A concluding sentence often begins with a transition word to signal the reader towards the topic sentence.

2.2 **Importance of Composition.**

Since writing skill is not easy to acquire, we have to be very clear about the purpose of our teaching. For many students writing will be a skill in which they are not only least proficient even after a considerable practice but also the one which they have least to use

According to Zammel (1983) "Writing is much more than an orthographic symbolization of speech. It is most important purposeful collection and

organization of experience which means all thoughts, facts and opinions of the idea.

East Broke and Cluster (1985) point out that writing helps communicate without facial expression. Writing gives time to think, to try out the ideas on paper to choose words, to read what is written, to rethink, revise, rearrange and most importantly to consider effects on readers. The following points represent the general purposes of teaching the skill of writing (Byene 1998):-

1. They feel more secure. Some students don't learn easily through oral practice alone. They feel more secure if they are allowed to read and write. Writing is an aid for retention.

2. Written words provide learners with some tangible evidence that they are making progress in language. It satisfies a psychological need.

3. Exposure to a foreign language through more than one medium, especially if the four skills are properly integrated will be more effective than relying on a single medium alone.

4. Writing provides variety in the classroom activities. It serves as break from oral work

5. Writing is often needed for formal and informal testing for a large number of students.

2.3 Types of Writing.

2.3.1Controlled writing: in control writing students are provided with key words or expressions. Students need much more support because they can't write depending on themselves. According to ShaughNessy (2002) "Controlled composition incorporates certain techniques such as "missing words". It is the most efficient techniques. Rearrangement is another technique that can give learners insights. Sentence completion is another method whose aim is to ensure that the students can write correctly. In this

technique students are provided with in complete sentence and are asked to fill in the gap with appropriate words which are given. Word ordering technique helps the students to practice syntax. Students are given a group of words to make complete sentences.

2.3.2 Guided composition.

In guided composition students are given guiding words and they have to add more ideas but with little freedom

2.3.3 Free composition.

In free composition students are given only the title and they do everything. According to Raimes (2011) "Students should be able to discuss, make notes, share the findings and strategies before they begin to write. Free composition is useful because it enables students to generate ideas. In free composition students will develop the habit of thinking as they write and learn techniques which are helpful in writing. In free composition students should take into account the usage of grammatical structure. Punctuation, style and capitalization.In free composition students need more practice than controlled and guided composition. Free composition involves individual selection of vocabulary and structure for expressions of personal meaning. Raime claimed that "The rationalization for adopting free composition is based on assumption that the students would be motivated to express their thoughts and point of view freely. It also enables the teachers to evaluate the extent to which students have mastered their writing skill. One of the problems of free composition is that many students would find it quite difficult, so they make a lot of mistakes. Thus they find the task frustrating.

2.4 Parts of Composition.

All types of composition have three parts.

2.4.1 Introduction. Every composition needs a good introduction. In introduction a general idea about the topic are given. Introduction needs to be interesting to the reader.

2.4.2 The body

The body of your composition is where you express feelings, thoughts, and opinions on a given topic. The body of the composition is made up of paragraphs. Paragraphs help you organize your composition into meaningful parts. A paragraph always expresses one idea at a time. In long composition each paragraph should at least have four sentences.

2.4.3 Conclusion.

A conclusion is the final part of your composition. Just as your introduction of your composition creates good impression on your reader, conclusion should make the final impression on your readers. It is also your last chance to convince your readers. Here you simply summarize what you have said in your composition. A good conclusion should be straight.

2.5 How to write a composition.

You don't have to be a good writer to write well. Writing is a process by learning to tackle writing as a series of small steps instead of a big- all- at – once magic. You can learn how to brainstorm main ideas before you start writing. Organize a draft of main ideas and revise your composition in a polish essay. Don't shy away from including your opinions about a particular topic. Try to bubble or cluster your exercise by writing your topic in the centre of paper and draw outline diagramme and leave lots of room. Write the topic in the centre of the paper and draw a circle round it. Say your topic is "Trees". Around the centre of the circle write your main ideas as interested you. Around each main idea write more specific points or

observations about each more specific topic. Start looking for connections. Connect the bubbles with lines where you see related connection.
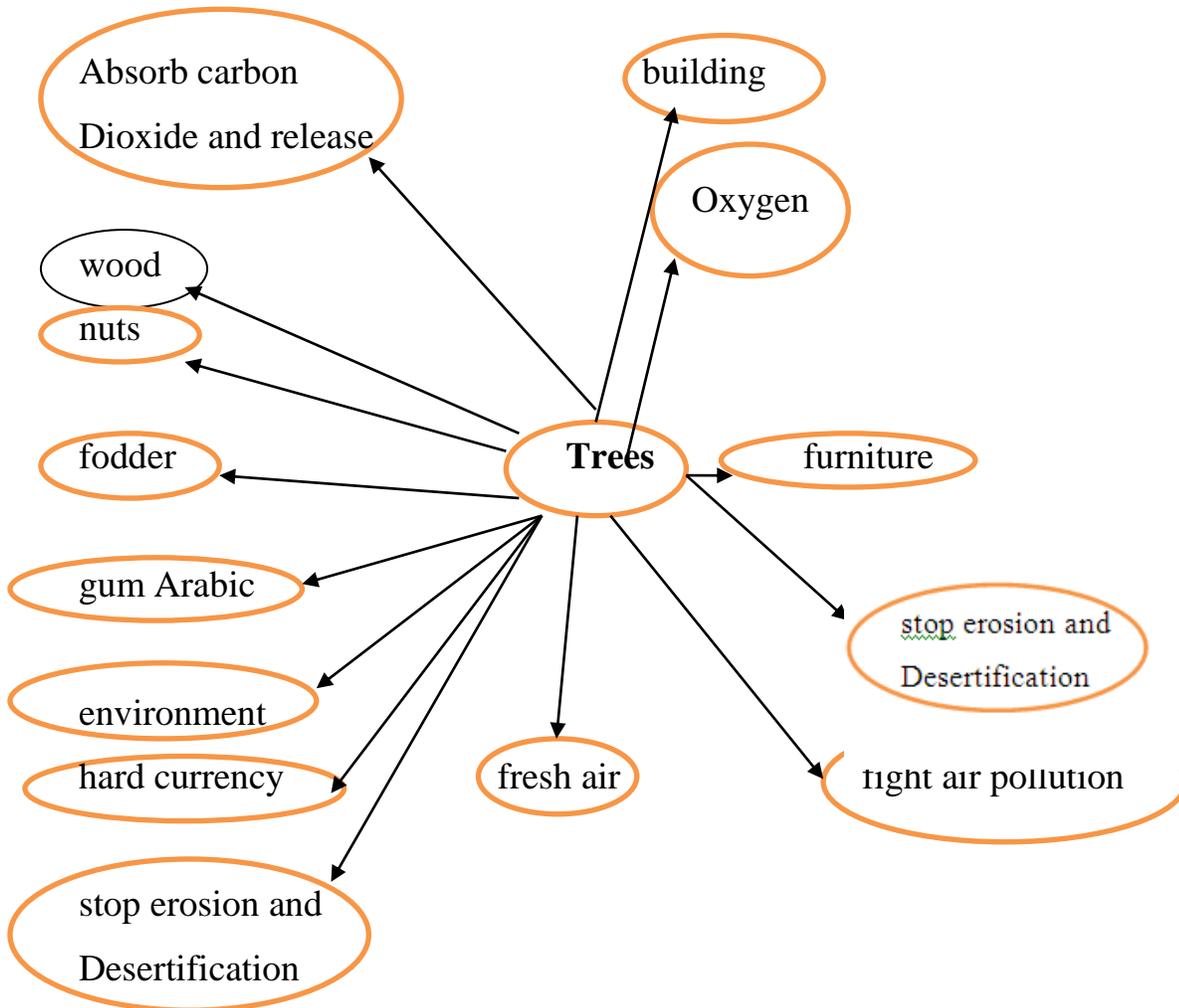
2.6 Write Thesis Statements.

Your thesis statement will guide your entire composition. A thesis statement is one debatable point that you are trying to prove. Think of five:

1.   Some teachers teach "the rule of five or the rule of five paragraph format for writing composition. This isn't a hard and fast rule but it can be helpful in building your argument and organizing your thoughts but some teacher prefer their students to come up with:

-       Introduction in which the topic is described or the problem is summarized.

-       Main point's paragraph in which you make and support your supporting argument.

-       Main point's paragraph two in which students make and support their second supporting argument.

-       Main point's paragraph three: in which you support your third supporting argument.

-       Conclusion paragraph: in which you summarize your argument.

2.   Back your main points with two kinds of evidence:

-       In good composition your thesis is like a tabletop- It needs to be held up with table legs.

-       Proofs include specific quotes from specific facts about the topic.

3.   Think of questions that need to be answered.

4.   Don't worry about "Sound smart" one mistake that most of the students make is spending too much time on Microsoft to upgrade their vocabulary with cheap substitutes.

2.6.1 Revising.

2.6.1.1 Get some feedback on your own rough draft.

-       It can be tempting to need to call it quite as soon as you get word count limit, but you be much better if you let the paper, sit for a while and

return to it with fresh eyes and be willing to make changes and get the draft revised into a finish products.

-        Try writing a draft a week before the due date and giving it to your teacher for comments. Take the feedback into consideration and make necessary changes.

2.6.1.2 Be writing for big cuts and changes. Good writing happens in revision. Breakdown words. Revision literally means "to look again". Many students think that revision is about fixing spelling errors.

2.6.1. 3. From general to specific: one of the best ways you can improve a draft into revision is by picking on points that are too general and making them much more specific. This may involve adding more supporting evidence in the form of quotations or logic.

2.6.1.4 Read the draft out loudly: one of the best ways to pick on yourself and see if your writing holds up is to sit with your paper in front of you and read it aloud. Does it sound right?

2.6.1.5 Proofread as the last step of the process: don't worry about commas and apostrophes until you almost ready to turn the draft in. Sentence level issues, spelling and typo are called "late concern

2.7 Typical Writing Problems and GIS strategies:

   In spring 2010 an interdisciplinary group of graduate students teaching R&C course came up with a list of issues typically found in students' writing as they began the course what teaching learning activities would you use to address the following issues? Where you look for resources? After listing typical problems in students' writing. This section provides links to exercises and activities developed by fellow GSI UC Berkeley"

2.7.1 Thesis Statement: It is clear for students what does this mean? Or how to craft one or how to critique an improved oneThe necessity of specific

thesis statement where in paper it should be placed and what sort of questions it answers can vary among disciplines.

2.7.2 Topic choice paper is organized around too large questions to address well in the assigned page count or around a kind of question that doesn't fit well in the course.

2.7.3 Structural Argument: An essay either contains several unrelated observations or points or contains several quotation or does not deliver the kind of argument that the introduction promises or failed to provide transitions that links one part of the argument to the next.

2.7.4 High School Habit: the students are loathe or uninterested to write beyond the familiar and comfortable five-paragraph essay.

2.7.5 Use of Quotations: composition shows incorrect incorporation of quotations in students' sentence structure or present quotations in place of students' analysis or lack appropriate citation of quotations.

2.7.6 Plagiarism: the students' use someone else ideas as if they were students' own. Plagiarism can take the form of cutting and pasting bits of writing in someone else's writing with acknowledgement.

2.7.7 Paragraph Structure: paragraph divisions appear at random or paragraph lacks topic sentence or they address too many points or they fail to link with the previous or following paragraph in a logical way.

2.7.8 Unfinished Paper: the paper has several points that have been adequately thought or linked or the order of presentation is not clear or the paragraph needs thorough editing and proofreading.

2.7.9 Sentence Boundary Errors: there are frequent commas splices or run- on-sentence or confusingly combined combining complex\ compound sentences or sentence fragment, punctuation mistakes are related to sentence boundary errors, not just "not knowing to use comma"

2.8 Correct word Usage: some words are misused, lack of precision, words choice has connotation.

2.8.1 Incoherent Writing: writing is so unclear that it is difficult to know what the point is or it difficult to discern whether the paper is incoherent because the ideas are incoherent.

2.8.2 Stigmatizing Errors: Errors that skillful writer would not make. For example, subject-verb agreement or lack of correct tense marker or incorrect preposition or incorrectly used set-phrases.

2.8.3 Stylistic Errors: for example verb tense may shift unnecessarily between present and past; sentence rhythm may be choppy or repetitive (the same sentence structure is used too often).

2.9 Writing Process:

2.9.1 Prewriting: prewriting or planning out what is going to be written is an essential step in the writing process and should occur for seventy percent of the writing time" Murry(1982) . According to Hillock (2007) "Research indicates that skilled writers spend a significant more time on organizing and planning what they are going to write". Students spend little time thinking and planning how to express their thoughts before they start writing them down.

Prewriting is the first step in writing process. It begins when students are ordered to write a composition. The starting point is thinking about how to gather information about the topic. There many devices that are used for gathering and organizing the initial information. Pamela (2004) claimed that prewriting is worth your time for the following reasons:

- It opens the doorway to your thoughts.

- It helps prevents writer's mind block.

- It builds confidence.

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- It sparks creativity.

- It tells when to quit.

Its purpose is to generate as much ideas as possible without stopping to judge them.

2.9.2 Free Writing: Is non-stop writing on a topic for a certain period of time. Pamela and Arlov (2004) "The point of free writing is that your flow of words never ceases, your pen never stops moving, if there is nothing to say, repeat your last thought again and again until another thought replaces it.

2.9.3 Focus Writing: It helps to zoom on the topic and brings ideas to close focus. It is used when the assigned topic is specific question or when you have narrowed your topic through previous prewriting.

2.9.4 Clustering: It is a technique for focusing ideas groups and narrowing the topic. Ideas are written in related groups. It begins by writing your topic in the middle of a blank paper and encircling it. New ideas are written around the subject. Then lines are drawn to connect ideas that are related to each other.

2.9.5 Topic Sub-topic Method: It is a way of narrowing the topic gradually step by step. It is a good way to choose a topic to write about and to focus ideas around the topic.

2.9.6 Outline: It is the last step of prewriting process. To organize the previous thoughts so as to determine the topic sentence and their supports. Here the writer decides which of the ideas he wants and where to place them.

2.9.7 Writing:

This step can be divided into two into sub-step- planning and drafting:

1.   Planning: thoughtful planning makes it easier for the learner to write. As Pamela and Alov(2004) claimed "careful planning or lack of it is always shown in the final draft"

2.   Drafting: in this stage the writer writes the essay from beginning to the end. He uses the note about the topic according to their organization. The draft includes introductory paragraph, the body which consists of many paragraphs then the conclusion. Any paragraph includes topic sentence, supporting sentences and concluding sentence.

2.9.8 Post writing: This step helps close the gap between the ideas in the writer's mind and what is written on the paper. It is done by revision proofreading and formatting

Feature of Effective Writing:

1.   **Focus:** focus is the topic/ subject established by the writer in response to the writing task. The writer must establish focus as he or she fulfills the assignment of the prompt. If the writer retreats from the subject presented in the prompt or addresses it too broadly, the focus is weakened. The writer may effectively use and inductive organizational plan which doesn't actually identify the subject matter at all. The presence, therefore of a focus must be determined in the light of the method of a development chosen by the writer. If the reader is confused about the subject matter, the writer has not effectively established a focus. If the reader engaged and not confused, the writer probably has been effective in establishing a focus.

2.   **Organization:** organization is the progression, relatedness and completeness of ideas. The writer establishes for the reader a well-organized composition which exhibits the constancy of purpose through the development of elements forming an effective beginning, middle and end.

The response demonstrates a clear progression of related ideas or events are unified and complete.

3.   **Support and Elaboration:** support and elaboration is the extension and development of the topic/ subject. The writer provides sufficient elaboration to present the idea and/or event clearly. Two important concepts in determining whether details are supportive or the concept of relatedness and sufficiency. To be supportive the subject matter, details must be related to the focus of the response. Relatedness has to do with the directness of the relationship that the writer establishes between the information and the subject matter. Supporting details should be relevant and clear. The writer must present his/her ideas with enough power and clarity to cause the support to be sufficient. Effective use of concrete specific details, strengthens the power of response. Insufficiency is often characterized by undeveloped details, redundancy and repetitious paragraphing of the same point. Sufficiency has less to do with the amount than with the weight or the power of information that is provided.

4.   **Style:** Style is the control of language that appropriate to the purpose, evidence and the context of the writing task. The writer style is evident through word choice and sentence fluency, the skillful use of precise, purposeful vocabulary enhances style to establish effective relationships between and among ideas, causes and/or statement appropriate to the task.

5.   **Convention:** convention involves correctness in sentence formation, usage and mechanics. The writer has controlled conventions that are appropriate to the writing task. Errors, if present, don't impede the reader's understanding of the idea conveyed.

How Do Features Help Teachers?.

Integrating the features of effective writing into the planning, drafting, revision, editing and publishing phases of the writing process helps teachers to improve their writing instructions by:

- Providing objective criteria for assessing students' writing. When the teachers faced with stock of papers to grade, they often slipped into focusing on surface details or aspects of writing that is easier to grade. The features help teachers to focus their comment, conferences and direct instruction son the most critical features of effective writing.

- Focusing direct writing instruction and conference on the right features at the right time: rather than teaching strict sequences of composition and grammar lessons throughout the year, teachers can provide students with flexible instruction inappropriate feature when they need it most during the writing process. Teachers can teach lessons on focus and organization when the students are planning their writing. During the revision the teacher can provide lessons on support and elaboration or style or, if necessary, review focus or organization. Lessons on convention can be reserved for the editing phase of the writing process, as students prepare their work for sharing or publication.

- Giving equal weight and equal instructional priority to each feature: focus and style are often neglected in writing while convention and organization are widely taught. By giving equal weight to five features, teacher can ensure that students receive the instructions they need to improve all aspects of their writing.

How do features help students?

The features of effective writing can help students to become better writers by:

- Allowing students to focus their attention on just one feature at a time: by reducing cognitive demand of writing, students can focus on the aspect of writing that is most important at each step (writing process).

- Providing students with more opportunities to succeed by focusing on areas of strengths as well as weaknesses. Evaluating students' writing with five distinct score helps the students to see themselves as multi-dimensional writers with weaknesses and strengths. Students who are poor spellers can be recognized for the quality of their ideas, while perfect spellers may realize that correct writing is not necessarily interesting writing. Students can learn to recognize their strengths and work to improve the area of their weaknesses.

- **Making expectations visible to students:** when the students know the criteria by which they will be evaluated, they have no longer had to rely on teachers to make judgments about the quality of their writing. They instead use the features to revise their writing continuously.

- **Teaching students to become critical readers of their own writing:** students who are taught to diagnose and correct their own writing problems are on their way to become self-regulated and independent writers. By providing instructional support including demonstration of writing strategies, "Think about guided practice in small group setting, conference with teachers and peers and opportunities to transfer strategies to new context and genre of writing. Teachers can move students towards independence.

- **Teaching students to become critical readers of writing of others:** Students can use these features to evaluate their peers' writing in order to give constructive feedback during conferences. Students can also learn to

read critically and evaluate the writing of professional authors and to appropriate their techniques.

Review of Previous Relevant Studies.

1. **Hassan Attieh (2006) University of Sudan for Technology and Science:**

Hasan identified a major and serious weakness in students' ability to write a cohesive and coherent composition. This weakness prevailed at students' level.

Hassan found out:

1. There is an astonishing degree of weakness in students' ability to write cohesive and coherent composition.

2. There is statistically significant difference in the number of cohesive device used in text written by students.

3. There is no statistically correlation between the number of cohesive devices used in text written by those students and the quality of those student' writing performance in general.

4. There is a significant difference with students' writing performance at cohesive and coherent level.

5. There are significant differences with students' performance both in the class and at home.

6. The researcher would like to assert that this is very important aspect of weakness should be taken into account and treated seriously by school teachers of university instructor, syllabus designers and decision makers.

Hassan's recommendations:

1. Teachers in general should devote more time, efforts and attention to writing skill so as to improve their students' production of cohesive and coherent text through focusing on inter-sentential level writing

2.   Teachers should not be tolerant with their students' mistakes and low progress during the teaching process.

3.   Teachers should train their students to use cohesive devices through focusing on both grammatical and semantic convention.

4.   Teachers should develop care which taken to improve their experience through attending workshops and reading most up-to-date references and methodology.

2.   **Alfred Gasim'sStudy:B**

Alfred Gasim (2005) University of Sudan master degree (2005) investigated difficulties facing the Sudanese secondary school students in writing as a foreign language. The population of this study consists of secondary school students and teachers in Khartoum district. Students sample was chosen purposely Al Zahedeen Secondary School for girls because the researcher works there and this facilitates the process of experiment. The sample consisted of 90 students each from each class (first, second and the third class). The teachers' sample consisted of 70 teachers. The sample tool is questionnaire their response exposed difficulties they face in writing.

Alfred found out:

1. Teaching programme contributed a great deal to overcome the students' difficulties in writing.

2. The teaching programme contributed effectively to improve students' performance in post-test was far better than pre-test.

3. There is a great significant difference between the mean of post-test and pre-test.

4. There is a great significant difference between the mean of the post-test and pre-test in guided composition of the first year indicating the effectiveness of teaching programme.

5. There was a great significant difference between the mean of the post-test in free composition of the second class in favour of post-test indicating the effectiveness of teaching porgramme.

Alfred Recommendations:

1.   Teachers of English language should be given special an adequate training on the methods of teaching composition.

2.   English language should be taught by specialized graduates.

3.   Students should be provided with suitable learning materials and adequate practice to promote their ability in writing.

4.   Teachers' view and ideas should be taken into consideration when designing school syllabus.

Chapter Three

Methodology

3.0 Introduction:

This chapter will demonstrate the methodology that was used to answer the research question. It covers the method of data collection, description of subject, data collection tools and the methods of analysis.

3.1   Methods and Tools of the Study

The researcher used descriptive-- analytical method as well as questionnaire and test as a primary tool to answer the following hypotheses stated in chapter one:

1.   Teachers of English Language at Secondary Schools are not well trained.

2.   Students of High Secondary Schools face difficulties when writing Composition.

3.   There is a tremendous difference between the level of Model Schools and Government Schools Students

3.2   Population of the Study:

The population of this study is thirty teachers at high secondary schools, Khartoum North Locality and 20 students from Model Schools and 20 students from Government Schools, third year.

3.3   Validity and Reliability of the Study's tools:

The tools that are used to collect this data for the study are of two types; a questionnaire and a test. To assure the validity of these tools the researcher was ordered by his supervisor to take the tools and to be checked and

assured by three doctors to maintain the validity of the tools to fulfill its aims in measuring and evaluating them. Those doctors are: Dr ,Montasir, Dr. Hillary M. Pitia, and Dr Sami A at Sudan University of Science and Technology. Some experts made their modifications by leaving out, adding and changing some elements. Then tools were taken back to the supervisor to check them and add his comments.

The tools which are used to collect data for this study is a-five –scale questionnaire which starts with strongly agree and ends with disagree and test of writing composition

The second part I teachers' questionnaire.

3.4 Data Collection Procedures:

Questionnaires were distributed to teachers in their offices at High Secondary Schools. Some of the teachers did the job immediately. The others asked the researcher time till next day.

The test was about writing a composition on the title "Trees" was distributed to students in their classes and given about 45minutes to write it.

Chapter Four

Data Analysis

4.0 Introduction

This chapter is about statistical analysis of the data that were collected from the responses of the subject of students and teachers. The answers of questionnaire's questions are represented in graphs to make it easier for the reader to understand. At the end of any main question, a brief summary contains the most important points. Three points are the answers of the question.

This chapter is divided into two sections. The first one is analysis of the teachers' questionnaire; the second is analysis of students' test.

4.1　Analysis of Teachers' questionnaire

Teaches' questionnaire is divided into two parts. The first one is about personal information. The second part is designed to answer the questions of the research.

Personal information

Gender:

Table(4.1)

Sex	Frequency	Percentage
Male	16	53.3%
Female	14	46.7%
Total	30	100%
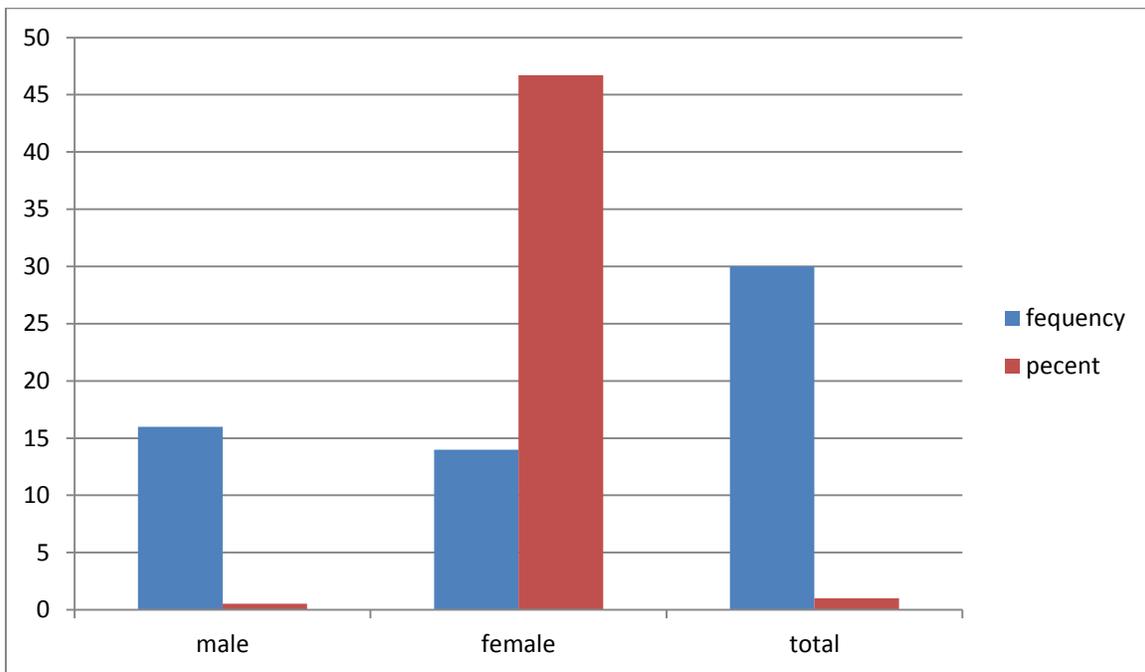
Graph (4.1)

Gender: It is obvious from the table and graph (4.1) that the number of male teacher is sixteen with percentage 53.3% of the total number of teachers while the number of female teachers is 14 with percentage 46.7%.

Degree of graduation

Table (4.2)

Bachelor of Art	25	83.3%
Master degree	3	10%
High Diploma	1	3.3%
PHD	1	3.3%
total	30	100%
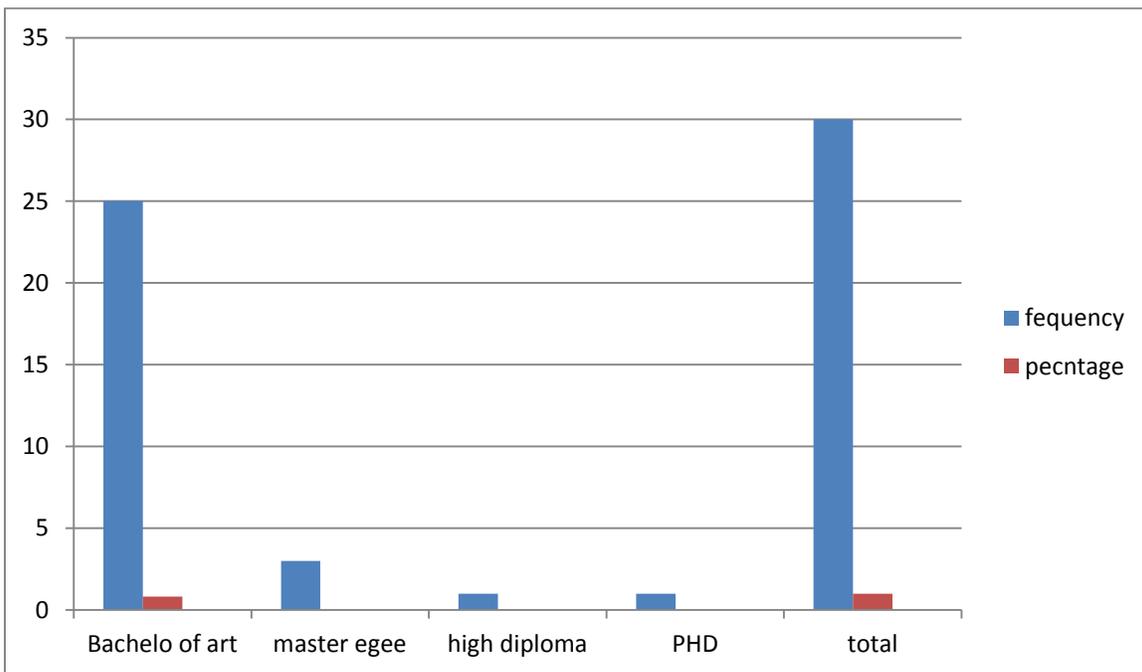
Graph (4.2)

From table and graph (4.2), it is found that 25 teachers have Bachelor of Arts and their percentage is 83.3 while only three teachers have master degree and their percentage is 10%. It is also found that one teacher has High Diploma and represents 3.3%. Finally only one teacher obtained PHD degree with percentage 3.3%.

Years of experience in teaching English language

Table (4.3)

	Frequency	percentage
2- 5	1	3.3%
5 - 10	2	6.7%
10 - 15	6	20%
More than 15 years	21	70%
total	30	100%
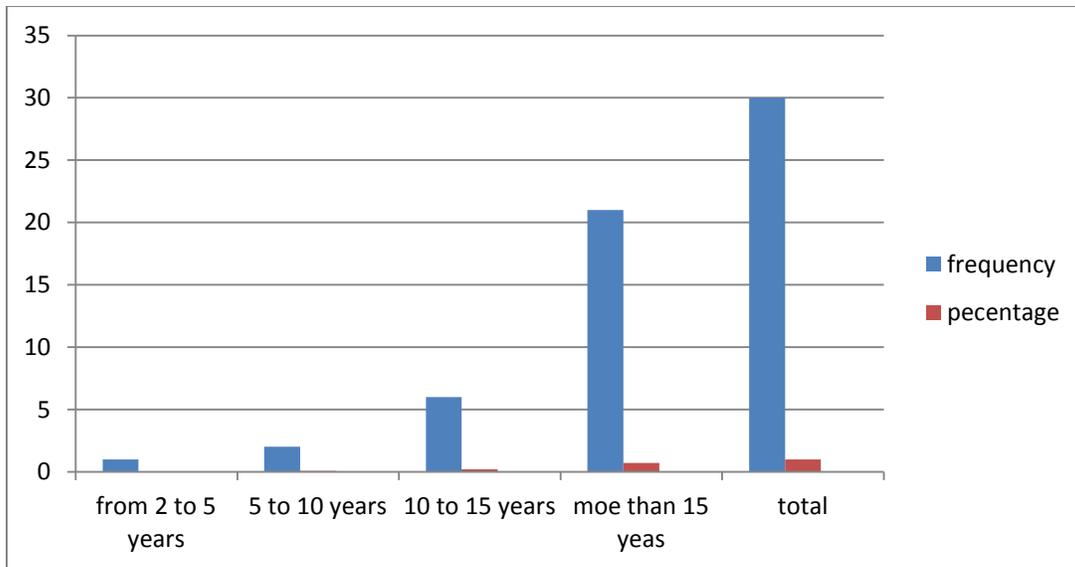
 Graph (4.3)

Asking about the years of work (experience), it is found, as shown in table (4.3" and graph (4.3),that 21 teachers have been working for more than 15 years and with percentage 70%. Six teachers whose years of work range

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from 10 years to 15 and with percentage 20%. It is Also found that 2 teachers whose years of work range from 5 years to 10 with percentage 6.7%. Eventually, it is found that only one teacher whose years of work range from 2years to 5 and his percentage is 3.3%.

Faculty of ……..

Table (4.4)

Education	21	70%
Arts	8	26.7
science	-	-
other	1	3.3%
total	30	100%
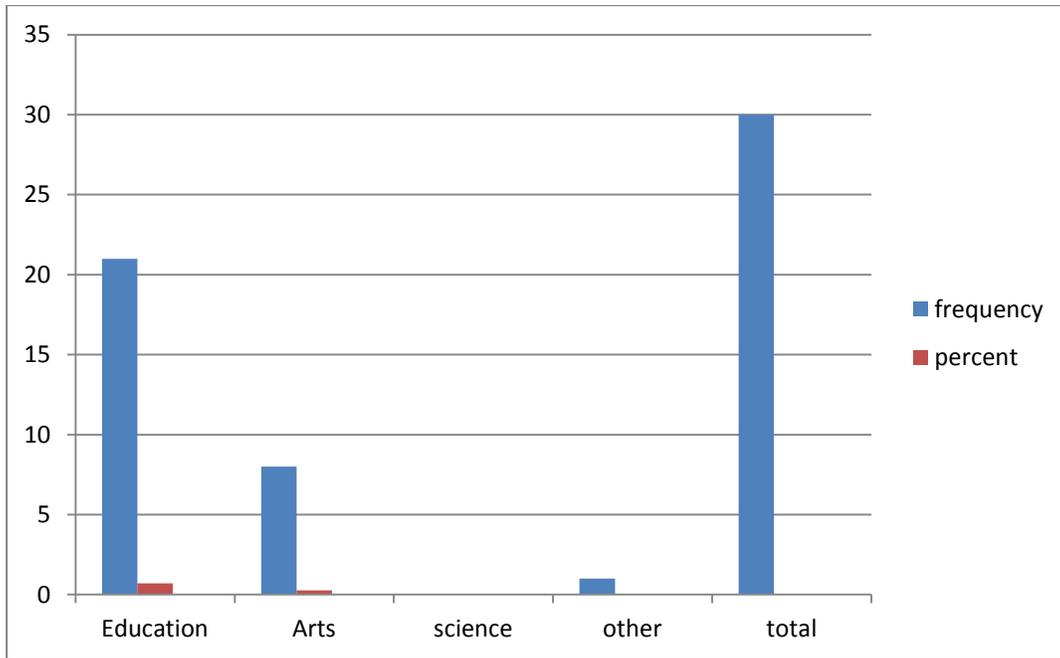
Graph (4.4)

The table and graph (4.4) show that 21 teachers graduated from Faculty of Education and their percentage is 70%. There are only 8 teachers who graduated from Faculty of Arts and their percentage is 26.7%. It is found that only one teacher did not graduate from the above mentioned faculties and his percentage is 3.3%.

Major subject:

Table (4.5)

English	29	96.7%
Arabic	-	-
Science	-	-
Other	1	3.3%
Total	30	100%
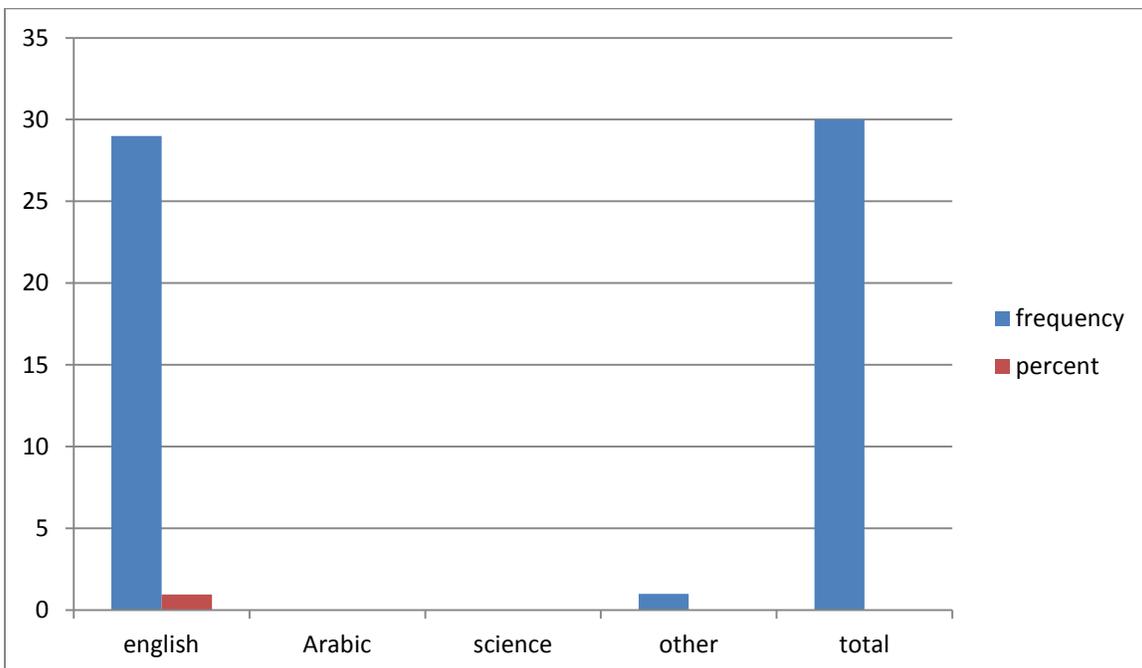
Graph (4.5)

Table and graph (4.5) show that 29 teachers whose major subject is English and with percentage 96.7% while only one teacher whose major subject is not English with percentage 3.3%

Have you had specialized training in English?

Table (4.6)

yes	19	63.3
no	11	36.7%
total	30	100%
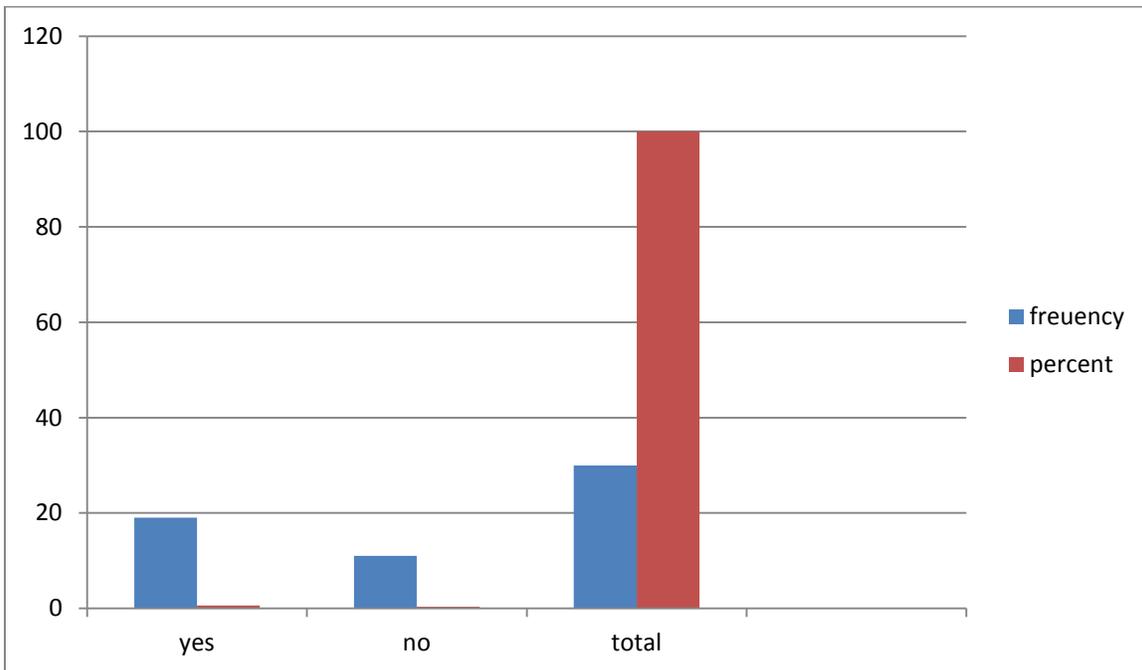
Graph (4.6)

When teacher are asked in the questionnaire whether they are subjected to training or not, as shown in table and graph (4.6), 19 out of 30 answered

"yes" and their percentage is 63.7% while 11 reported that they didn't receive any training and their percentage is 36.%. It is worth mentioning that those who are not trained are the newly appointed teachers which show that the ministry of Education used to pay a great deal of attention to training contrary to the current situation.

If you did where did you receive training?

Table (4.7)

Public institute	14	73.7
Private institute	5	26.3%
Total	19	100%
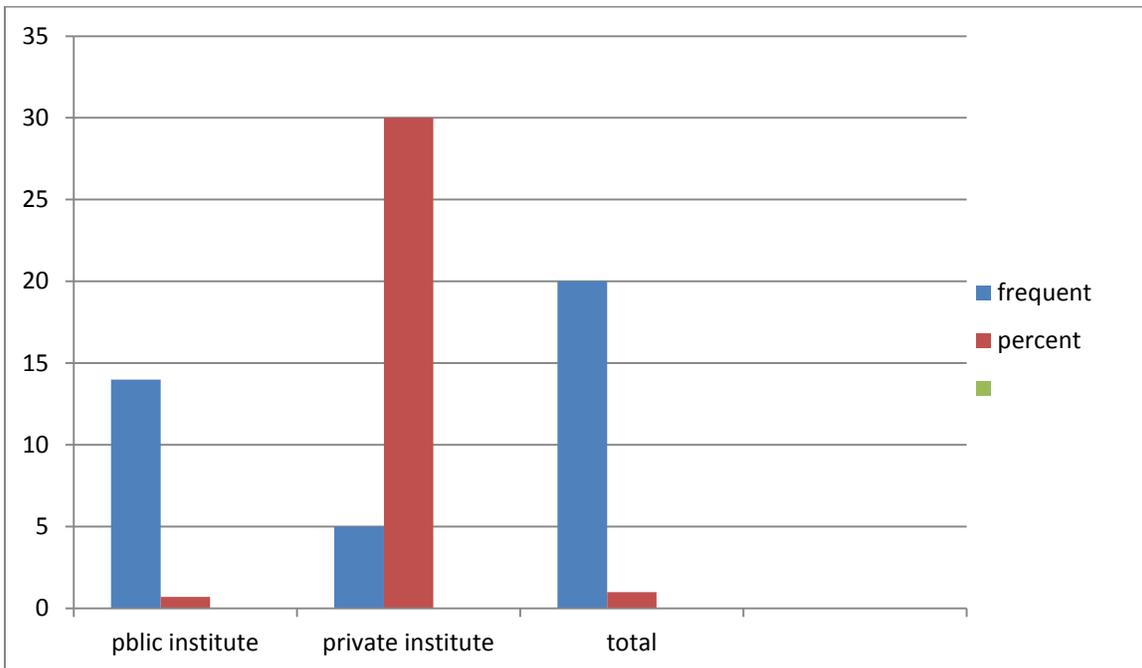
Graph (4.7)

It is clear from table and graph (4.7) that those who had training in public institutes are 14 and their percentage is 70% but 6 teachers were trained in private institutes with percentage 30%

4.1.2 Analysis of English Language Teachers' response to the questionnaire questions:

Statement one: table (4.8)

Statement	Strongly agree	agree	Neutral	Strongly disagree	disagree
Some of English teachers are not aware enough that students face problems when writing composition	3	10	0	11	6
	10%	33.3%	0%	36%	20%

Statement one:
Some of the teachers of English language are not aware that students face problems when writing composition.

It is obvious from table and graph (4.8) that there are 3 participants in the sample of the study who strongly agree with this statement with percentage 10%. Also there are 10 participants who agree with this statement with percentage 33.3%. Moreover, 11 participants expressed their strong disagreement with this statement with percentage of 36%. Finally, 6 participants expressed their disagreement with this statement with percentage 20%

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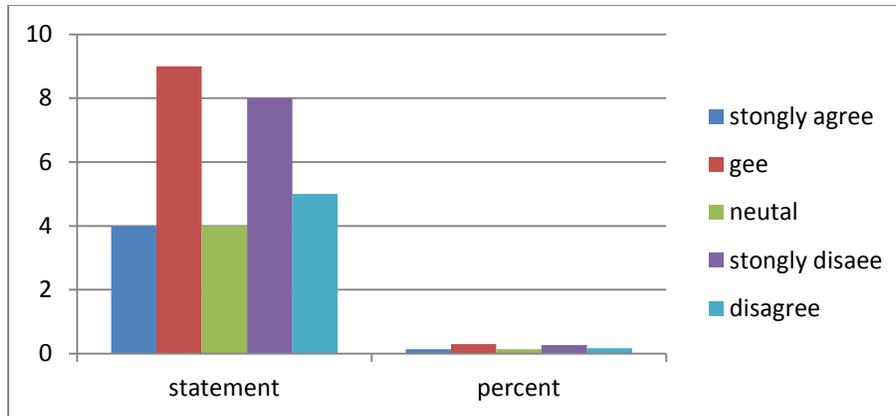
Graph (4.8)

Statement two:

table (4.9)

statement	Strongly agree	agree	neutral	Strongly disagree	Disagree
Some of teachers of English language don't know how to write a lesson plan for composition	4	9	4	8	5
	13.3%	30%	13.3%	26.7%	16.7%

Statement two:

Some of teachers of English language don't know how to write a lesson plan for composition

It is clear from table and graph (4.9) that there are 4 participants who strongly agreed with this statement with a percentage 13.3%. Also there are 9 participants who agreed and support this statement and their percentage is 30%. Also there are 4 participants who are neutral and their percentage is

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13.3%. Moreover, 5 participants who expressed their strong disagreement against this statement and with a percentage of 16.7%. 8 participants disagreed with this statement and their percentage is 26.7%.
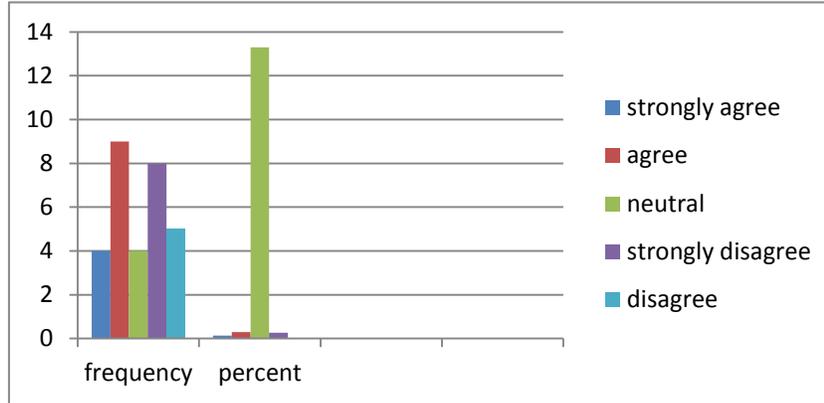
Graph (4.9)

Statement three

statement	Strongly agree	agree	neutral	Strongly disagree	Disagree
Teachers of English language are not exposed to training workshop on writing composition	9	11	4	0	6
	30%	36%	13.3%	0%	20%

Table (4.10)

Statement three:

Teachers of English language are not exposed to workshop on writing composition.

Analyzing this statement, it obvious from table and graph (4.10) that 9 participants strongly agreed with this statement and 30% is their percentage while 11 participants expressed their agreement with this statement and 36.7% is their percentage. Four participants are neutral and their percentage is 13.3%. None of the participants expressed their strong agreement towards

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this statement. Finally 6 participants expressed their disagreement against this statement and their percentage is 20%.
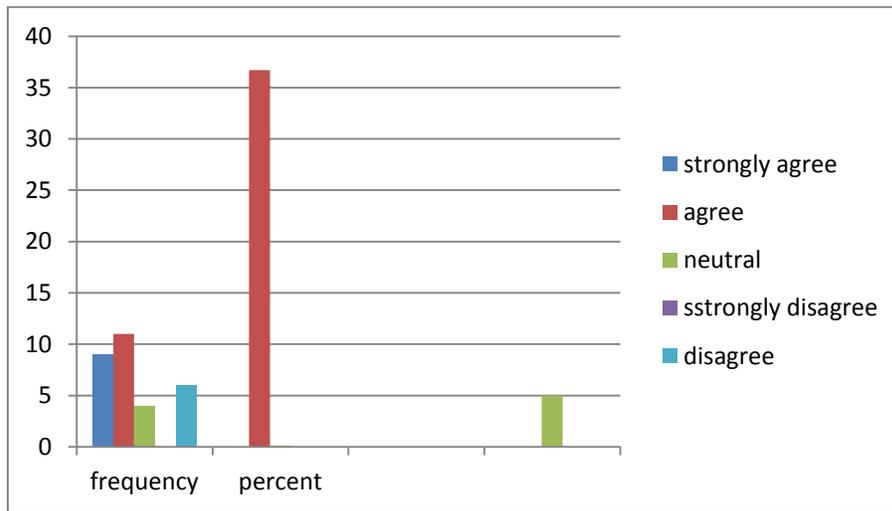
Graph (4.10)

Table (4.11)

Statement	Strongly agree	agree	neutral	Strongly disagree	Disagree
Ministry of Education is serious in organizing training to teachers	4	8	2	11	5
	13.3%	26.7%	6.7%	36%	16.7%

Table (4.11)

Statement four:

Ministry of Education is serious in organizing training for teachers.

Table and graph (4.11) , show that there are 11 participants who strongly disagreed with this statement and represent 36% , whereas 5 participants disagreed with this statement and their percentage is 16.7%.Two participants were neutral and their percentage is 6.7% . 4 participants expressed their strong agreement and their percentage is 13.3%. 8 participants expressed their agreement with this statement and their percentage is 26.7%.

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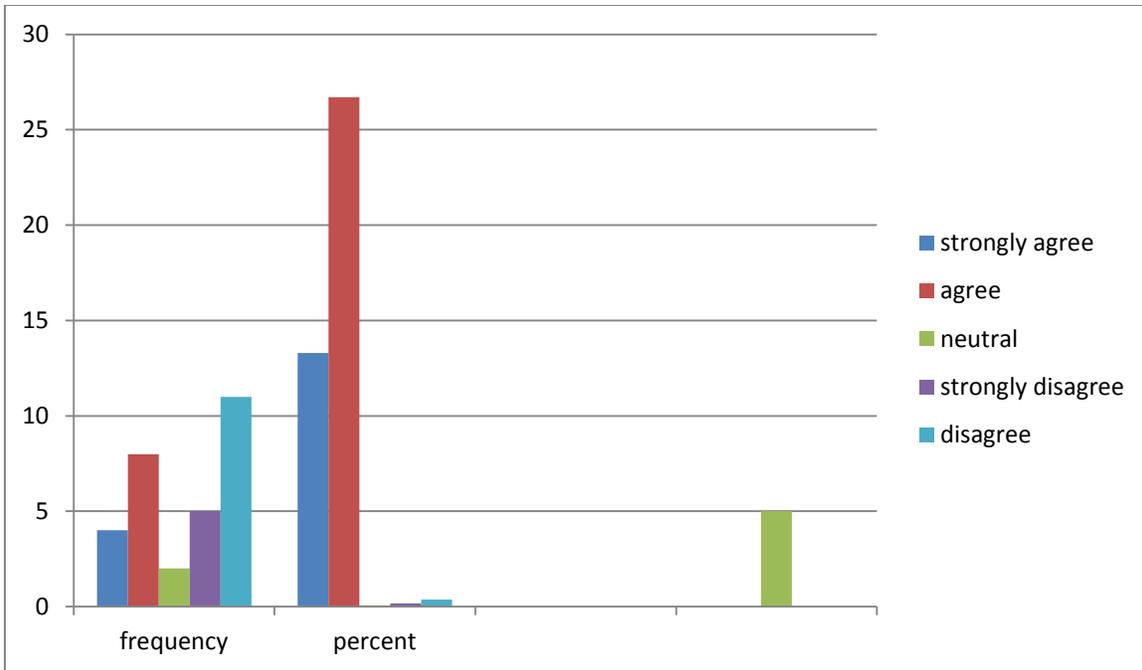
Graph (4.11)

Statement five: table (4.12)

statement	Strongly agree	agree	neutral	Strongly disagree	Disagree
Ministry of Education doesn't have efficient and qualified cadres to train teachers	10	11	2	5	2
	33.3%	36%	6.7%	16.7%	6.7%

Statement five:

Ministry of Education does not have efficient and qualified cadres to train teachers.

It is clear from table and graph (4.12) that there are 10 participants who strongly agreed with this statement with percentage 33.3% and 11 participants agreed with this statement and their percentage is 36.7% which is the highest percent. Only 2 participants were neutral with percentage 6.7%. While only 5 participants expressed their strong disagreement and

their percentage is 16.7%. Eventually 2 participants reported that they disagreed with this statement with percentage 6.7%.
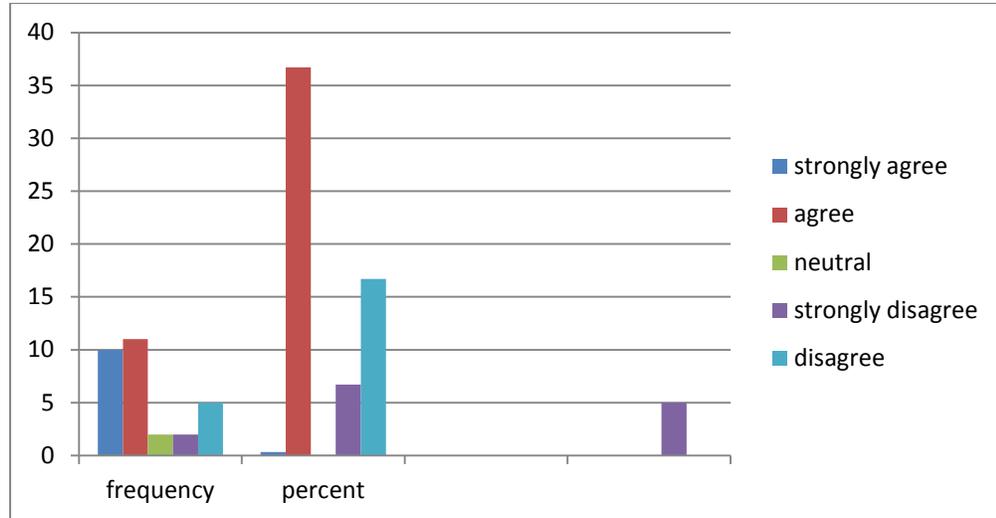
Graph (4.12)

Statement Six.

Table (4.13)

Statement	Strongly agree	agree	neutral	Strongly disagree	Disagree
Training is the best way to acquire practical skills for human resources	23	6	0	1	0
	76.7%	**20%**	**0%**	**3.3%**	**0%**

Statement six

Training is the best way to acquire practical skills for human resources.

It is obvious from table and graph (4.13) that the majority of the participants "23 out of 30 " strongly agreed with this statement and their percentage is 76.7% while 6 agreed with this statement with percentage 20%. One

participant expressed his strong disagreement with this statement and his percentage is 3.3%.
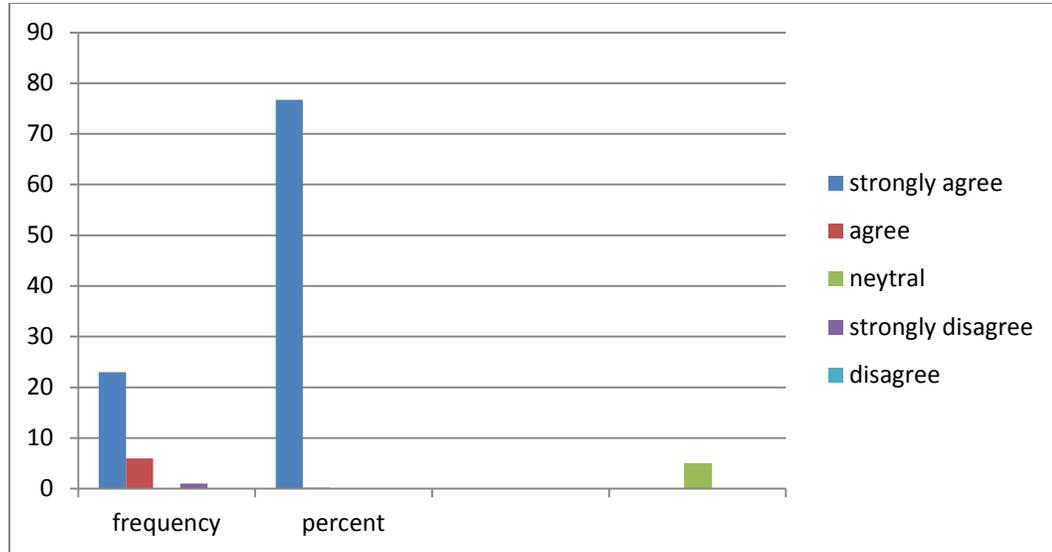
Graph (4.13)

Statement seven

Table (4.14)

Statement	Strongly agree	agree	neutral	Strongly disagree	Disagree	Total
Training has a great deal of influence on the process of writing	14	13	2	1	0	30
	46.3%	43.3%	6.7%	3.3%	0%	100%

Statement Seven.

Training has a great deal of influence on the process of writing.

It is quite clear from table and graph (4.14) that the great majority of the participants "14" strongly agreed with this statement and their percentage is 4 6.7 while 13 participants agreed with this statement and their percentage is

43.3%. Only two participants were neutral and their percentage is 6.7%. It is tremendously surprising that one teacher expressed his strong disagreement with this statement and his percent is 3.3%.
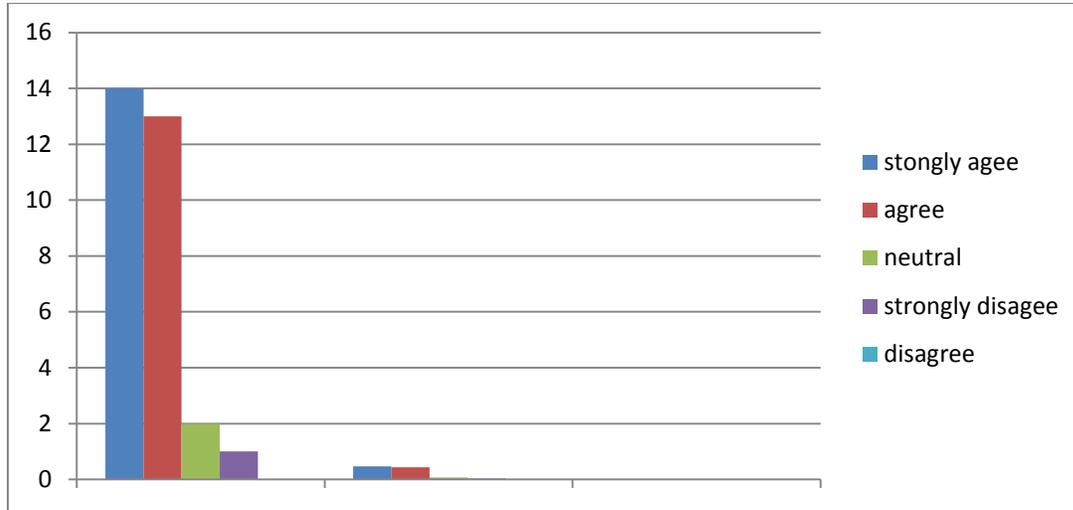
Graph (4.14)

Statement eight

Table (4.15)

Statement eight	Strongly agree	agree	neutral	Strongly disagree	Disagree
Ministry of Education does not pay a great deal of attention to increase and develop teachers' skills and competence since they are appointed till they retire.	15	10	3	1	1
	50%	33.3%	10%	3.3%	3.3%

Ministry of Education does not pay a great deal of attention to develop and increase teachers' skills and competence since they are appointed till they retire.

It is quite clear from table and graph (4.15) that half of the number of the participants, "15" strongly agreed with this statement with percentage 50% while 10 of the participants agreed with this statement and their percentage

is 33.3%. Three participants expressed their neutrality and their percentage is 10%. One participant expressed his strong disagreement towards this statement with a percentage of 3.3%. Eventually one participant reported that he disagreed with this statement with a percentage of 3.3%.
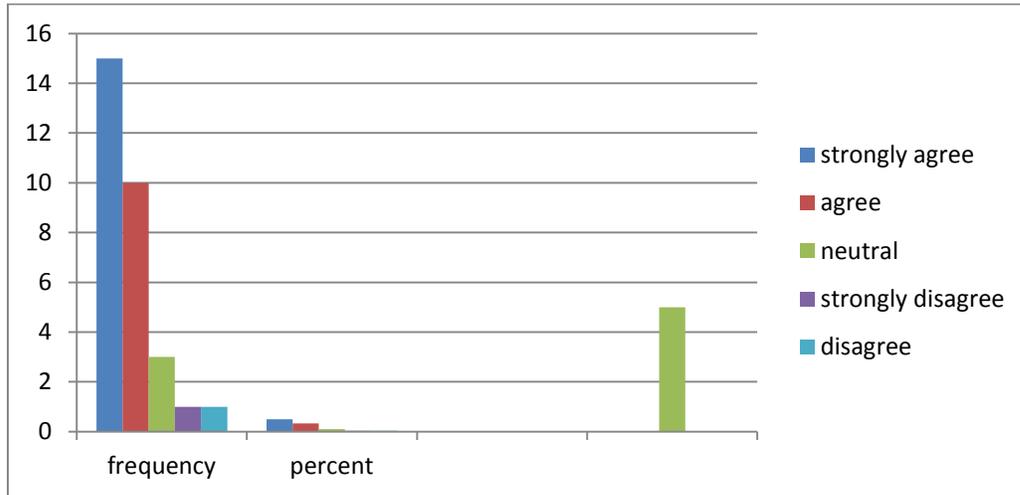
Graph (4.15)

Test of M A degree in English Language – linguistics

Hypothesis number two: Students at High Secondary School Face Difficulties in Writing Composition.

4.2 Analyzing the Composition:

The researcher distributed a composition paper entitled "Trees" to 20 students from Model or Exemplary High Secondary school, third year and 20 students from government or Geographical School third year from Khartoum North locality. Students wrote the composition and handed it in to the researcher who in turn marked the composition and made his analyses.

The result of test written by Model secondary school students.

Table (4.16)

Item	Frequency	percentage
Success	20	100%

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Failure	0	0%
Total	20	100%
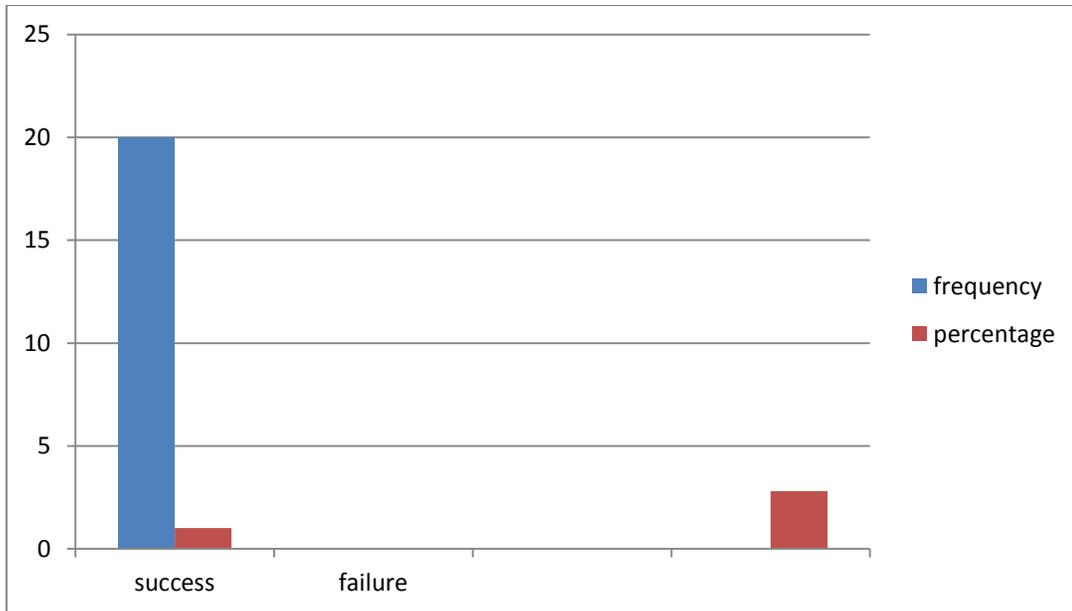
Graph (4.16)

Test Result

Tables and graphs below display the result of data analysis that obtained through the means test of Model School students.

Table (4.17) shows the proper use of coherence of Model school students

valid	frequency	percentage
Right use	19	95%
Wrong Use	1	%5
Total	20	100%

Graph (4.17) show the proper use of coherence of Model School students
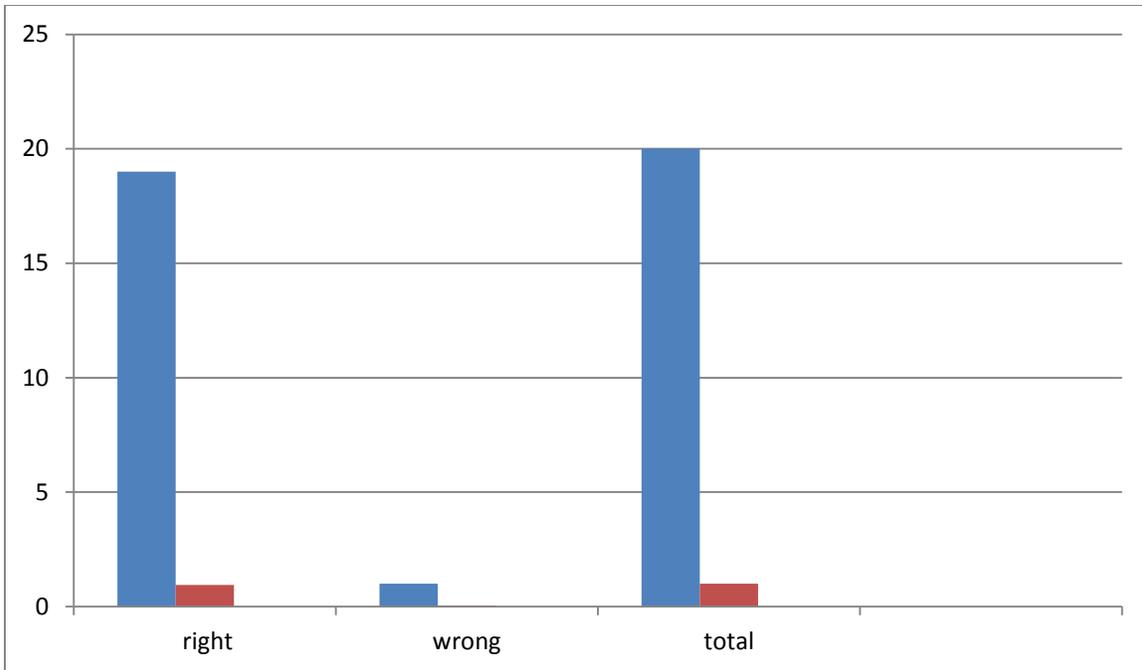
Graph (4.17)

Table and graph (4.17) show the distribution of the sample by the right use (95%) and wrong use is (5%) of Model School students.

Table (4.18) shows the proper use of spelling of Model School students.

Valid	frequency	Percentage
Right use	1	5%
Wrong use	19	95%
Total	20	100%

Graph (4.18) shows the proper use of spelling of Model School students.
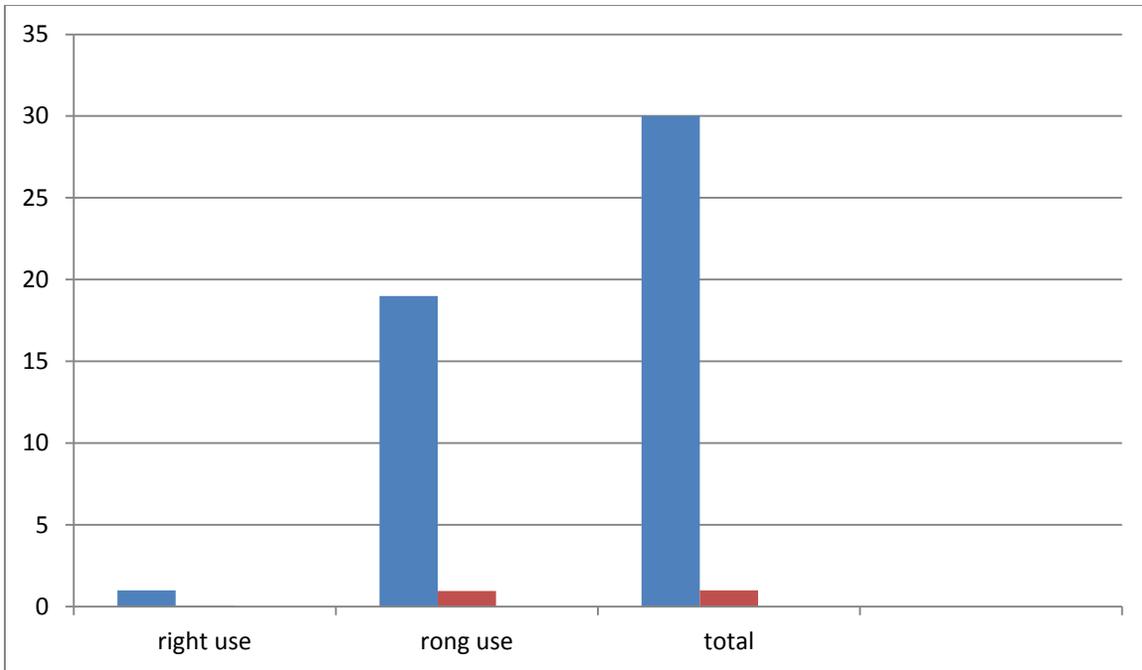
Graph (4.18)

Table and graph (4.18) show the distribution of sample of right use is (5%) and wrong use is (95%) of Model School students.

Table (4.19) shows the proper use of grammar of Model School students.

Valid	frequency	Percentage
Right use	2	10%
Wrong use	18	90%
Total	20	100%

Graph (4.19) shows the proper use of grammar of Model School students

Graph (4.19) bar chart with categories "right use", "wrong use", "total" showing frequency and percentage. Y-axis scale 0 to 35.
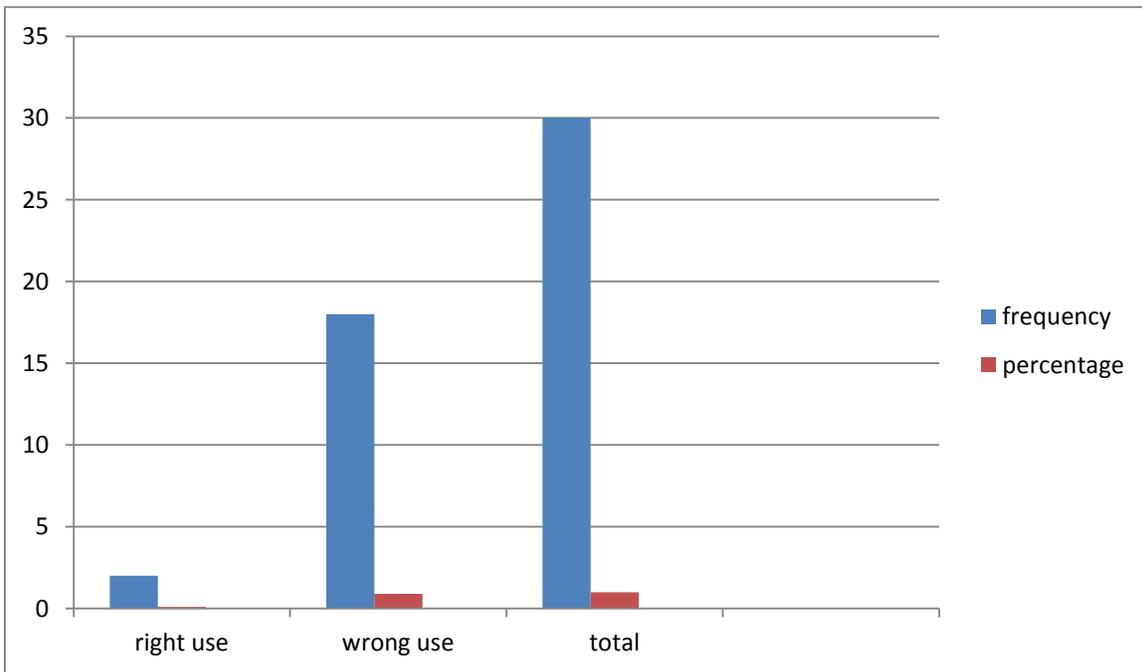
Graph (4.19)

The table and graph (4.19) above display the distribution of the right use (10%) and wrong use (90%) of Model School students.

Table and chart (4.20) show the proper use of punctuation of Model School students.

Valid	frequency	Percentage
Right use	14	70%
Wrong use	6	30%

Total	30	100%

Table (4.20)

Graph (4.20) show the proper use of punctuation of Model School students
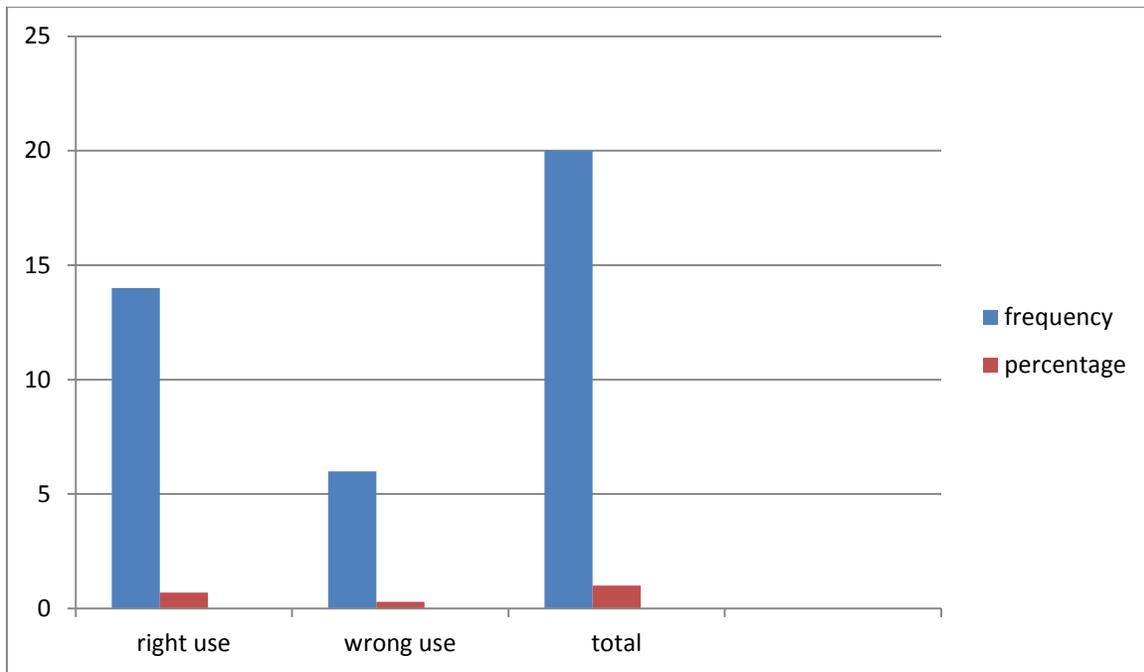
Graph (4.20)

Table and graph (4.20) above show the distribution the sample of right use (30%) and wrong use (70%) of Model School students.

Table and chart (4.21) show the proper use of topic sentence of Model School students.

valid	frequency	Percentage
Right use	19	95%
Wrong use	1	5%

	Total	20	100%

Graph (4.21) shows the proper use of topic sentence of Model School students.
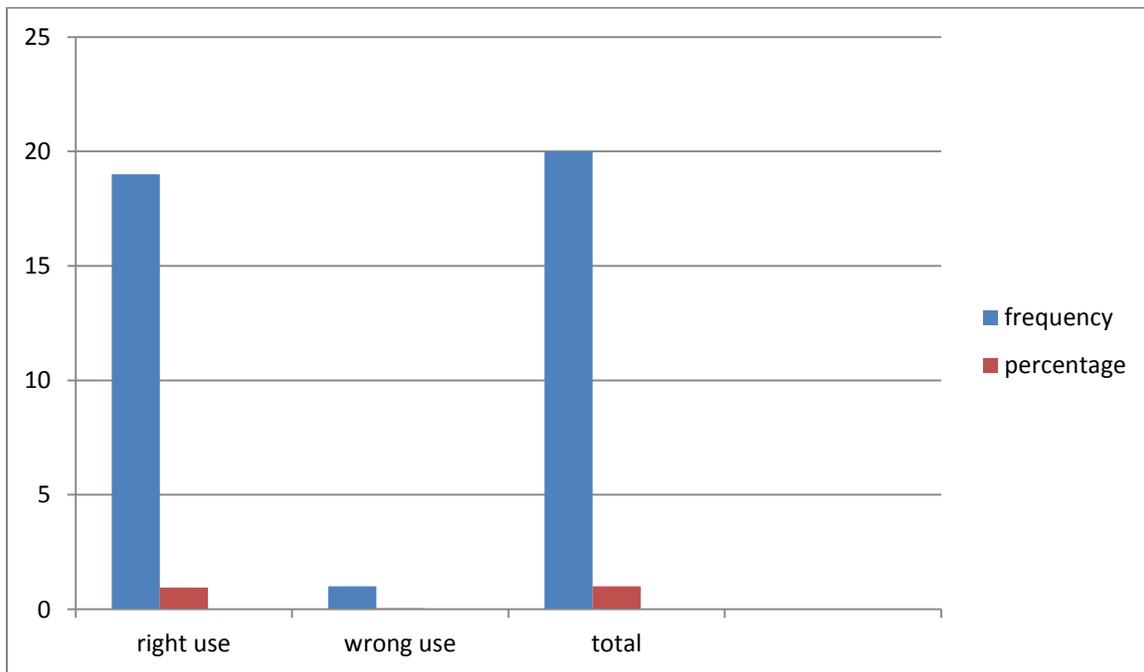
Graph (4.21)

The table and the graph above (4.21) show the distribution of the sample of right use (95%) and wrong use 5%) of Model School students.

Table (4.22) shows the proper us of supporting sentences of Model School students.

Valid	frequency	Percentage
Right use	**19**	**95%**

Wrong use	**1**	**5%**
Total	**20**	**100%**

Graph (4.22) shows the proper us of supporting sentences of Model School students.
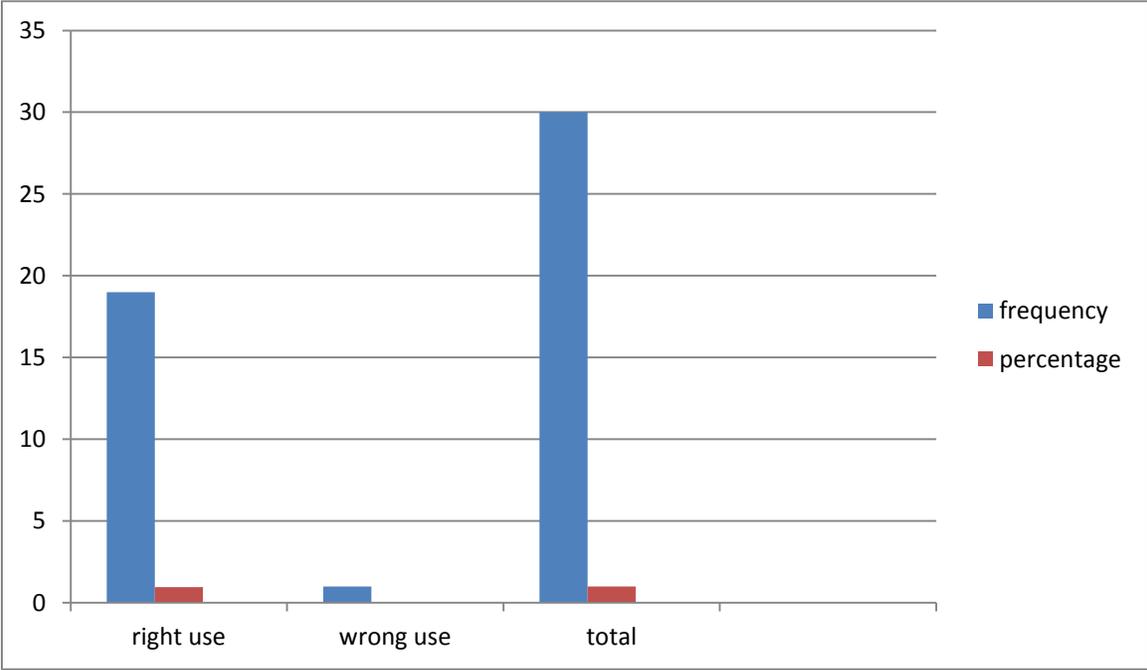
Graph (4.22)

Table (4.23) shows the proper use of concluding sentence of Model School students.

Valid	frequency	Percentage
Right use	14	70%
Wrong use	6	30%
Total	30	100%

Graph (4.23) shows the proper use of concluding sentence of Model School students.
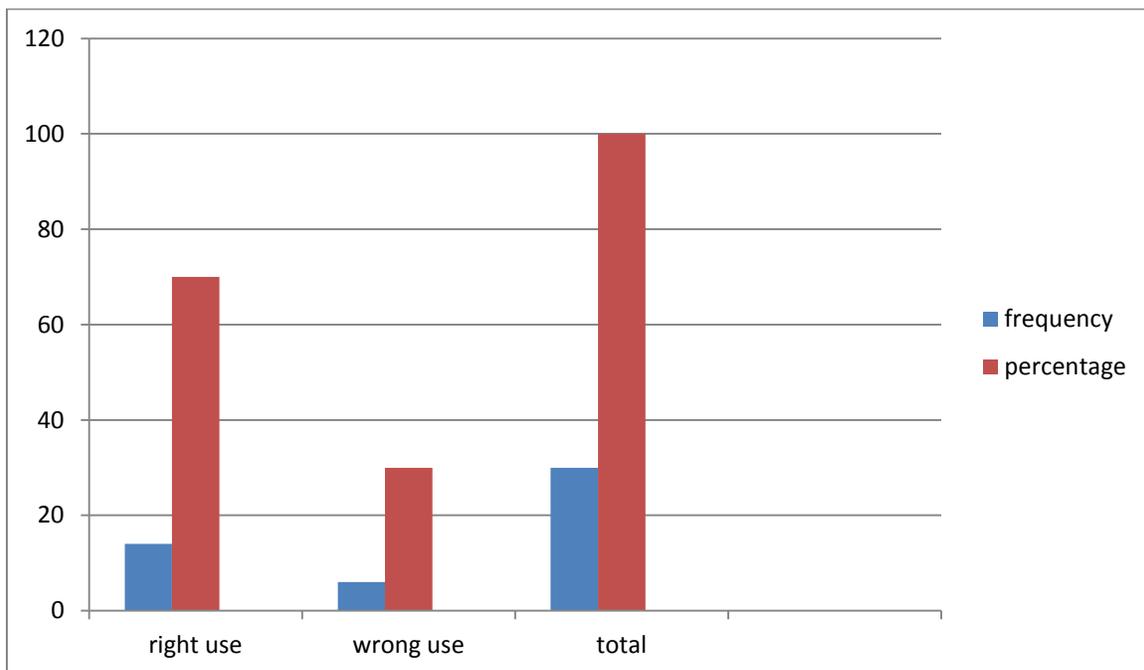
**Graph (4.23)**

Table and graph (4.23) show the distribution of the right use (70%) and wrong Use (30%) of Model School students.

Table (4.24) shows the students' mistakes made by Model School students.

No	valid	frequency	Percentage
1	Grammar mistakes	18	34.6%
2	Spelling mistakes	19	36.5%
3	punctuation	6	11.5%
4	Topic sentence	1	1.9%
5	Supporting sentence	1	1.9%
6	Concluding sentence	6	11.5%
7	coherence	1	1.9%
Total		52	100%
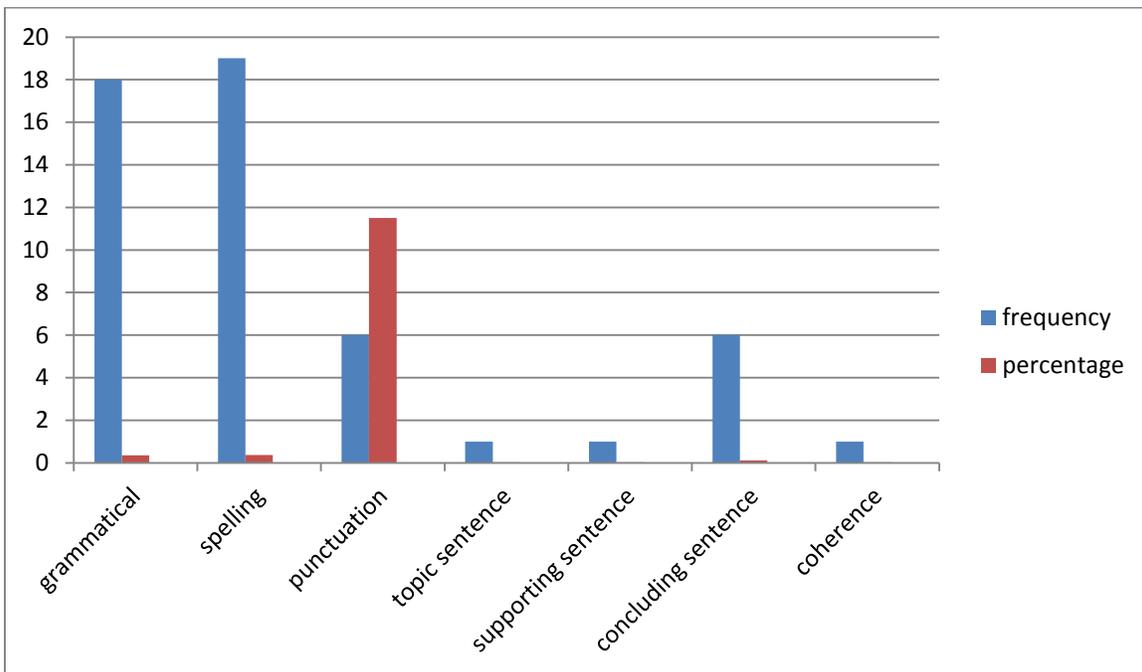
Graph (4.24)

The Result of the Test of Students at Government Schools:

Table (4.25)

Item	frequency	percentage
Success	6	30%
Failure	14	70%
Total	20	100%

Table and graph (4.25) show that only 6 students from government or geographical schools passed the test with a percentage of (30%) while 14 students fail to pass with a percentage of (70%) whish shows that students of government schools face a lot of problems when they write composition

Graph (4.25)
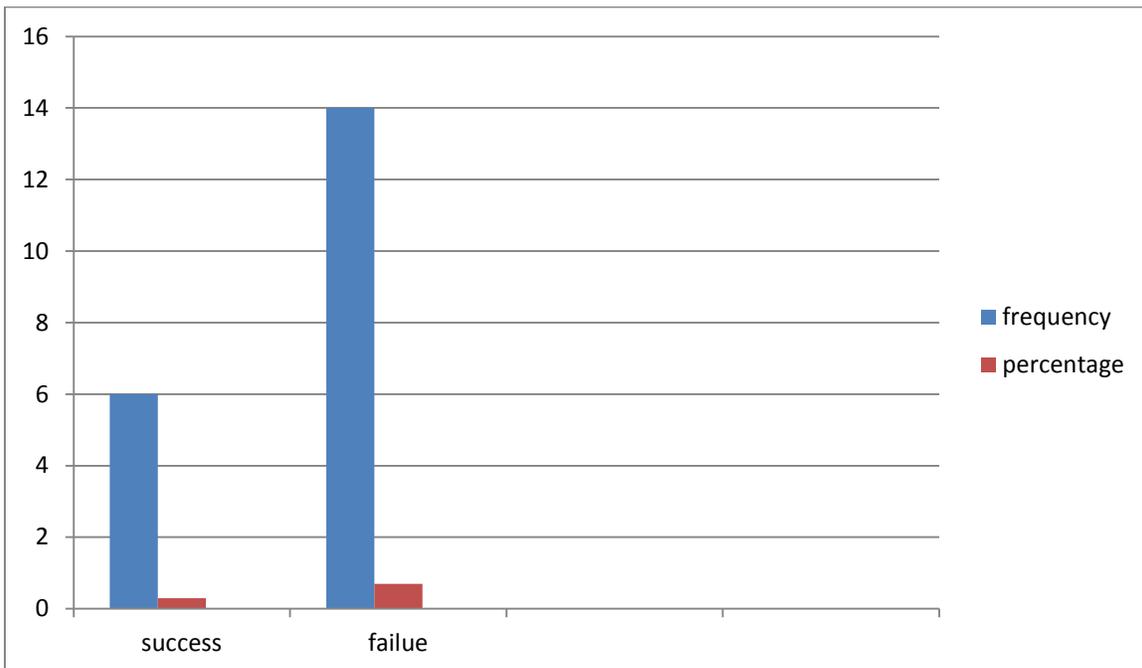
Graph (4.25)

Test Result

Tables and graphs below display the result of the data analysis that obtained through the means test

Table (4.26) shows the proper use of spelling of Students of Government Schools.

Valid	Frequency	Percentage
Right use	3	15%
Wrong use	17	85%
Total	20	100%
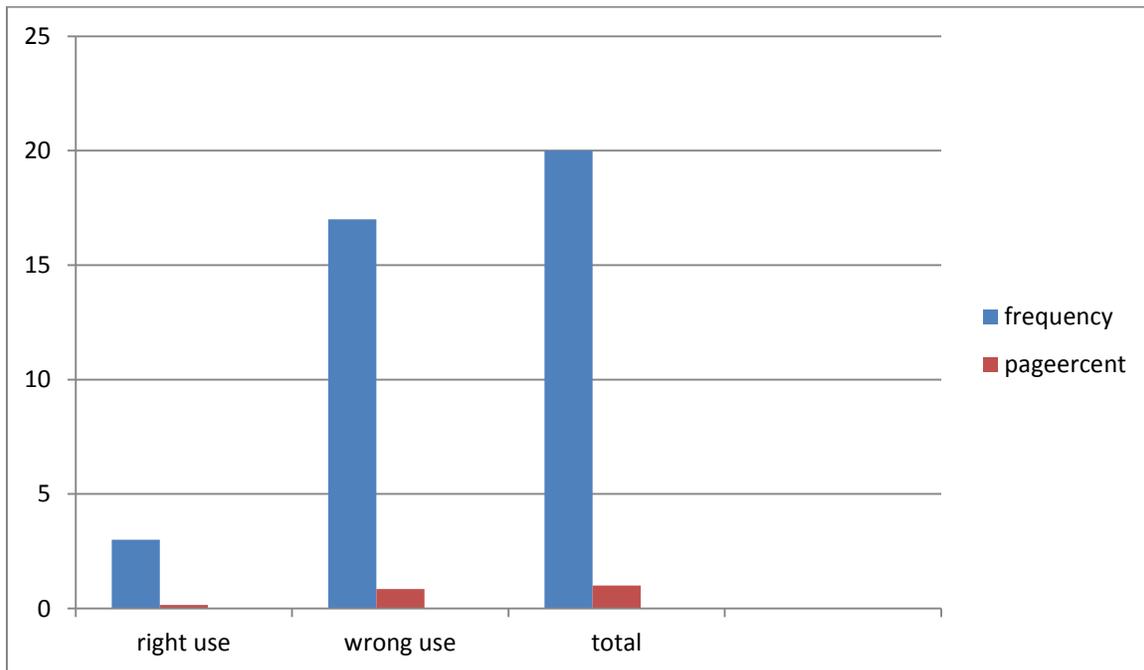
Graph (4.26)

The table and graph (4.26) above show the distribution of the sample of right use (15%) and the wrong use (85%) of Government School students.

Table (4.27) shows the proper use of punctuation of Government School students.

valid	frequency	Percentage
Right use	2	10%
Wong use	18	90%
total	20	100%
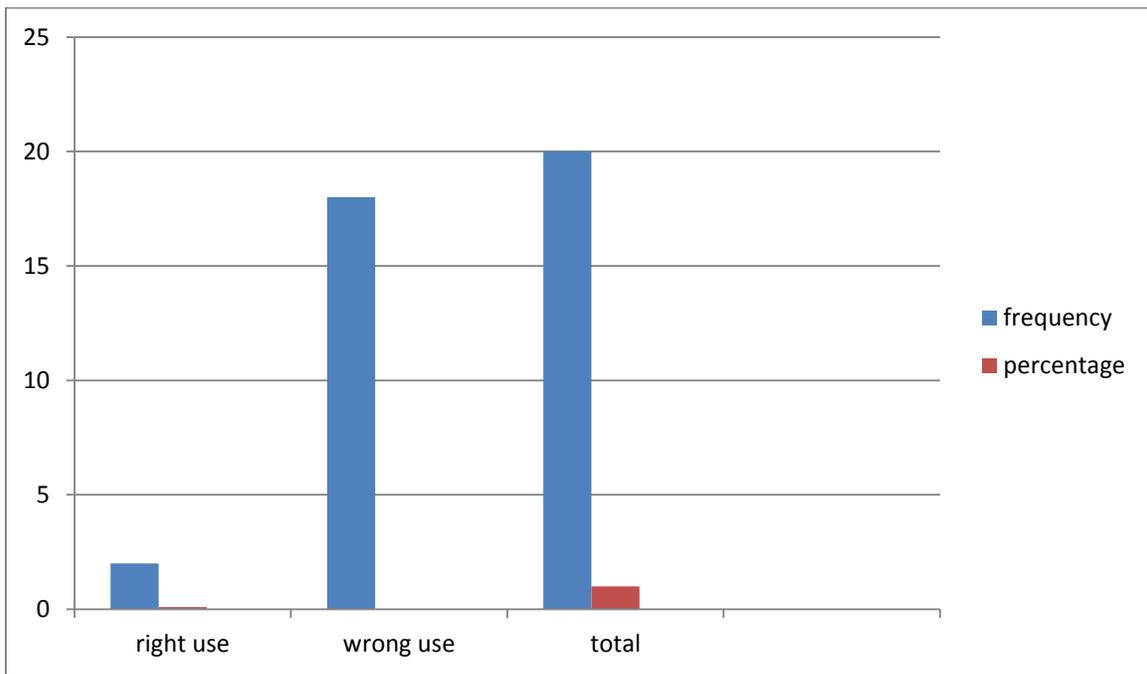
Graph (4.27)

The table and the graph above (4.27) show the distribution of right use of punctuation (10%) and the wrong use (90%) of Government School students.

The table (4.28) shows the proper use of topic sentence of Government School Students.

valid	frequency	Percentage
Right use	7	35%
Wrong use	13	65%
total	20	100%
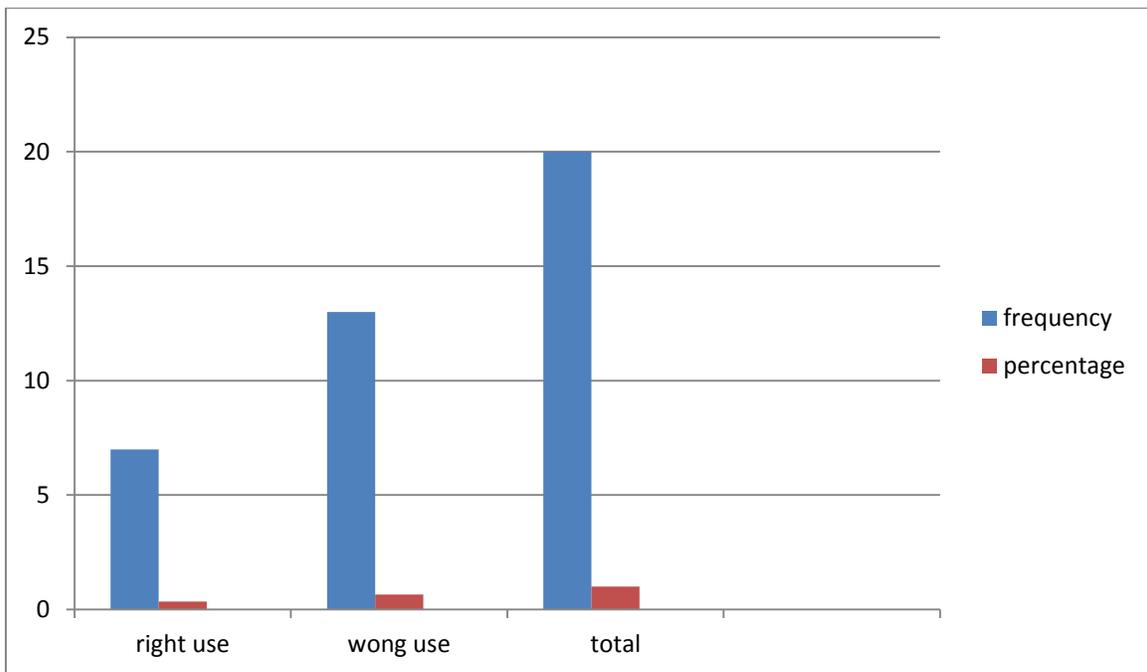
Graph (4.28)

The table and the graph above (4.28) show the distribution of the sample of the right use of topic sentence (35%) and the wrong use (65%) of Government School students.

Table (4.29) shows the proper use of supporting sentence of Government School students.

Valid	Frequency	Percentage
Right use	9	45%
Wrong use	11	55%
total	30	100%
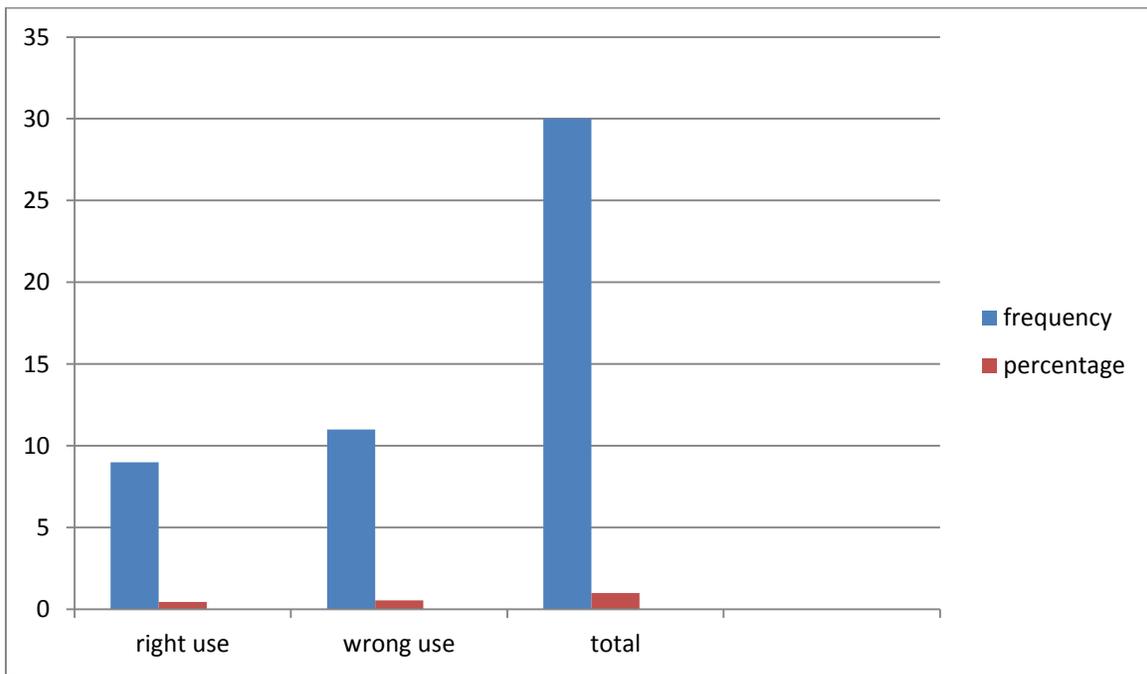
Graph (4.29)

Table and graph above (4.29) show the distribution of right use (45%) and wrong use (55%) of Government School students.

Table 4.30) shows the proper use of concluding sentence of Government School students.

Valid	frequency	Percentage
Right use	1	5%
Wrong use	19	95%
Total	20	100%

Table and graph above (4.30) show the distribution of right use (5%) and wrong use (95%) of Government School students.
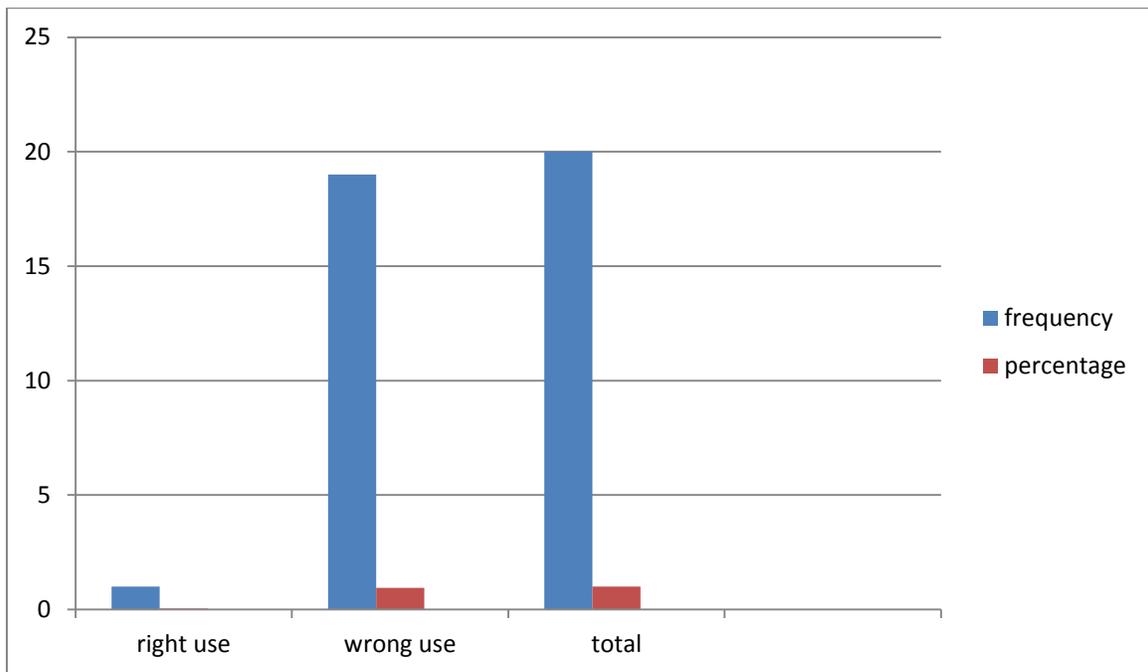
Graph (4.30)

Table (4.31) shows the proper use of grammar of Government School students.

valid	frequency	Percentage
Right use	2	10%
Wrong use	18	90%
total	20	100
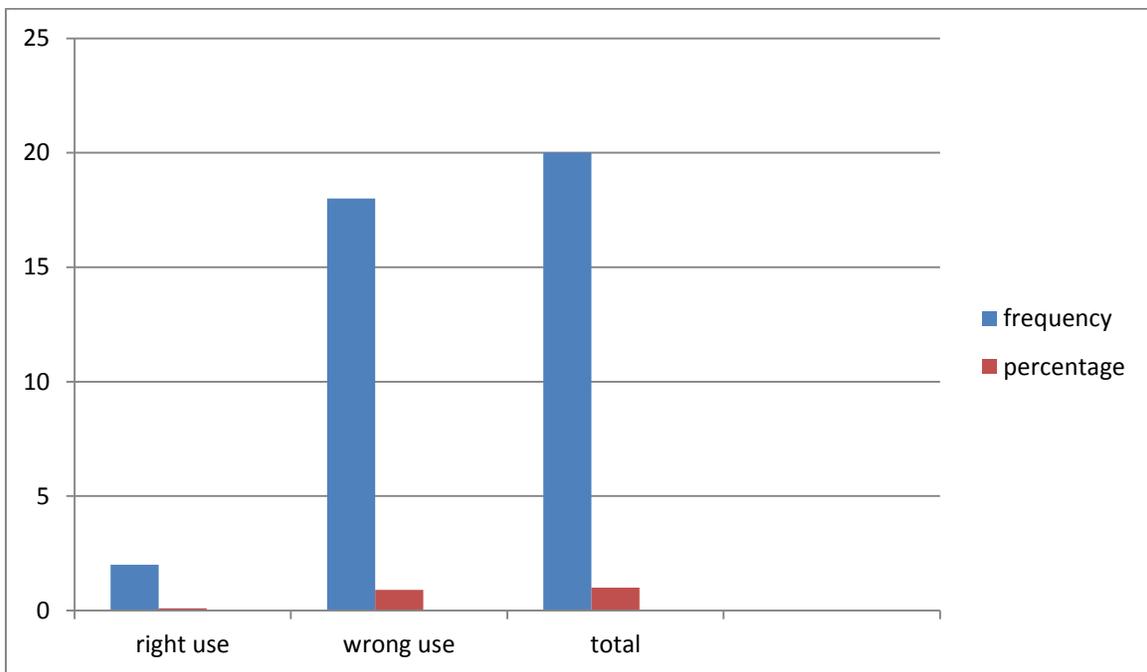
Graph 4.31)

The table and graph (4.31) show the result the distribution of the right use (10%) and the wrong use (90%) of Government School students.

Table (4.32) shows the proper use of coherence of Government School students.

valid	frequency	Percentage
Right use	11	55%
Wrong use	9	45%
total	20	100%
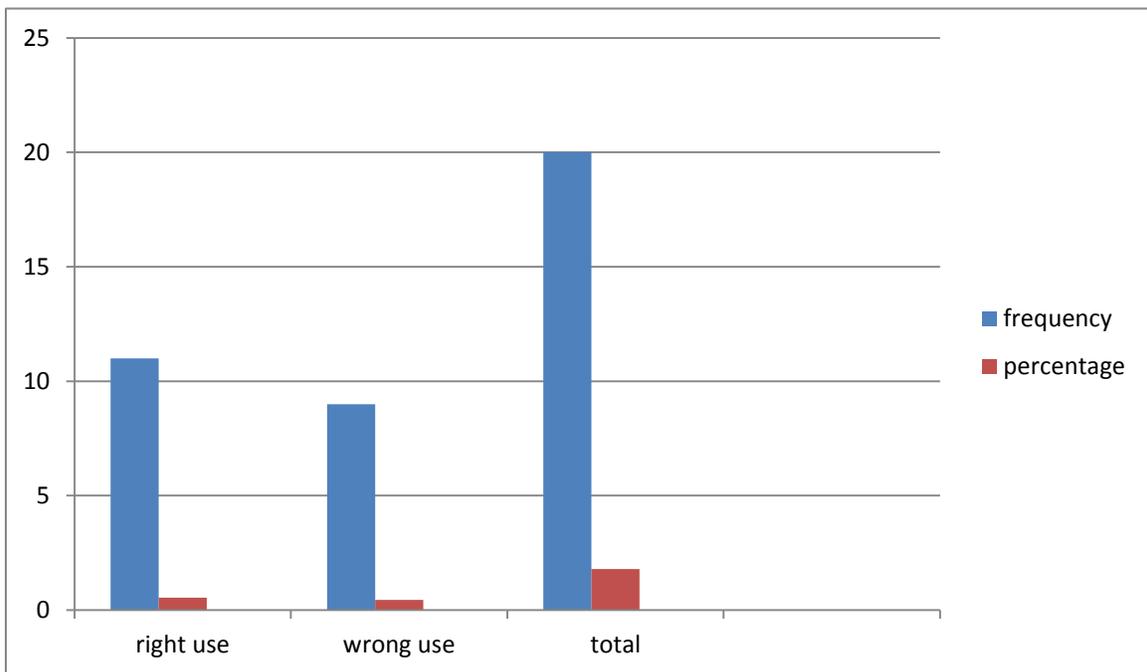
Graph (4.32) shows the proper use of coherence of Government School students.

Table and graph 4.32)s how the distribution of the right use of coherence (55%) and wrong use (45%) of Government School students.

Table (4.33) shows mistakes made by students of Government Schools when writing composition.

no	Valid	frequency	Percentage
1	Spelling mistakes	17	16.2%
2	Grammar mistakes	18	17.2%
3	Punctuation mistakes	18	17.2%
4	Topic sentence	13	12.4%
5	Supporting sentence	11	10.5%
6	Concluding sentence	19	18.1%
7	coherence	9	8.6
total		105	100%

Graph (4.33) shows the students' writing mistakes made by government school students
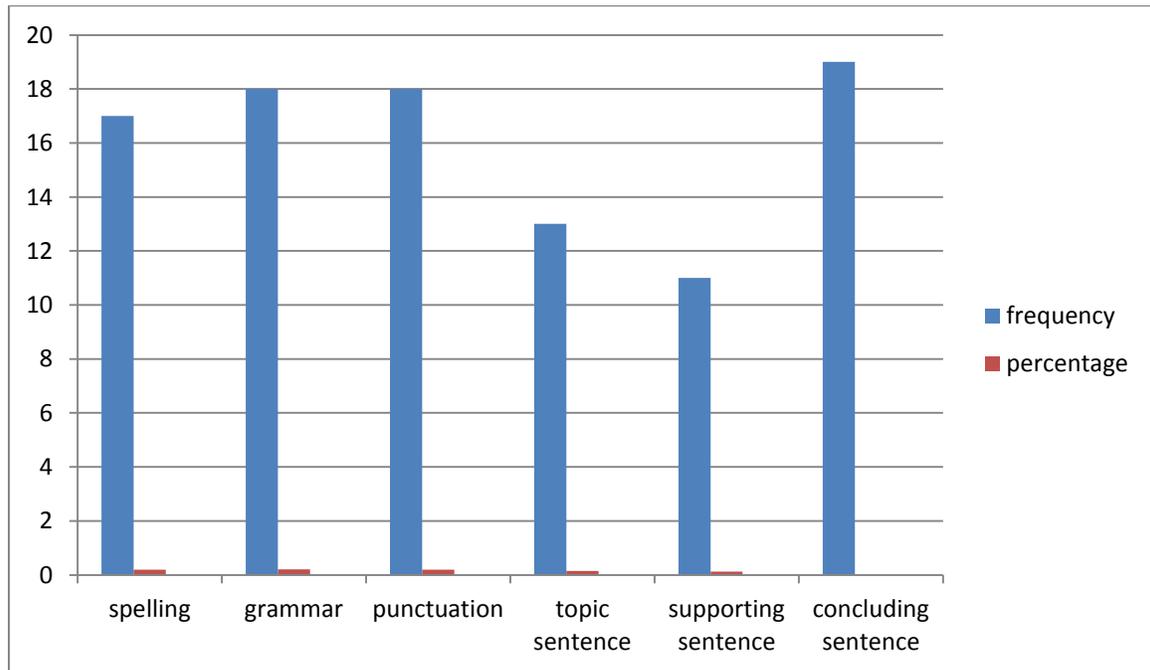
Graph (4.33)

Table and graph (4.33) show the distribution of the sample according to the frequency of the errors in their writing. The frequency of errors of spelling are 17 out of 20, grammatical is 18 out of 20, punctuation 18 out of 20, topic sentence 13 out of 20, supporting sentence 11 out of 20, concluding sentence 19 out of 20 and coherence is 9 out of 20.

4.3 **Comparison Between the Level of the Students of Model and Government Schools:**

 To prove the hypothesis "**There is a big difference between Exemplary or Model Secondary Schools students and Government or Geographical Secondary School students' level**"

The result of the test of Model school students:

Item	frequency	percentage
Success	20	100%
Failure	0	0%
Total	20	100%

Table (4.17)

Table (4.24   ) shows the students' mistakes made by students of model secondary schools.

No	Valid	frequency	Percentage
1	Grammar mistakes	18	34.6%
2	Spelling mistakes	19	36.5%
3	Punctuation	6	11.5%
4	Topic sentence	1	1.9%
5	Supporting sentence	1	1.9%
6	Concluding sentence	6	11.5%
7	Coherence	1	1.9%
Total		52	100%

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The result of the test of the students at Government Schools

Item	Frequency	Percentage
Success	6	30%
Failure	14	70%
Total	20	100%

Table (4.24)

Table (4.33) show mistakes made by students of Government Schools when writing composition.

no	Valid	Frequency	percentage
1	Spelling mistakes	17	16.2%
2	Grammar mistakes	18	17.2%
3	Punctuation mistakes	18	17.2%
4	Topic sentence	13	12.4%
5	Supporting sentence	11	10.5%
6	Concluding sentence	19	18.1%
7	Coherence	9	8.6
total		105	100%

1.   It is quite clear from table and graph (4.17) which shows the number of students who succeeded and those who failed. It obvious that all the 20 students of Model school passed the test with percentage 100% while only 6 students passed the test from Government or Geographical schools with percentage 30% and 14 students didn't pass with percentage 70% as shown in table (4.25) So this proves the accuracy of my above mentioned hypothesis. Also table and graph (4.25) and table and graph (4.33) show the big differences between the level of students of Model and Government Schools. 19 students from Model Schools made spelling mistakes with percentage 36.7% while 1**7** students from Government Schools made spelling mistakes with percentage 1**6.2**%. 18 students from Model Schools made grammatical mistakes with percentage34.6%. While 18 students from Government schools made grammatical mistakes with percentage 17.2%. Concerning punctuation mistakes, only 6 students from Model Schools made punctuation mistakes with percentage 11.5% while 18 students from government schools made punctuation mistakes with percentage 17.2%. One student from Model Schools did not begin with the topic sentence with percentage 1,9% whereas 18 students from Government Schools did not begin with a topic sentence   with a percentage 17.2%. Talking about supporting sentences, one student from Model School didn't add

supporting sentences with percentage 1.9% while 11 students from Government Schools didn't add supporting sentences with a percentage 10.5%. Only 6 students from Model Schools didn't use a concluding sentence properly with percentage 11.5% whereas 19 students from government Schools didn't write a concluding sentence with percentage 18.1%. Dealing with coherence all students from Model Schools except one student wrote coherent composition with percentage 1.9% while only 9 students from Government School didn't write a coherent composition with percentage 8.6%

4.4 Results and Discussion.

This section presents and discusses the results of the present study. The result will be revealed according to the research questions mentioned earlier in this study.

1. Students of high secondary schools face difficulties when writing composition.

From tables and graphs mentioned earlier show the weak and unbelievable levels of the students of government schools. To analyze their results it is found only 3 students who don't make any mistakes in spelling and 17 students made mistakes with percentage of 16.2% while only 2 students didn't make any mistakes in grammar and 18 students made mistakes with percentage of 17.2%. This shows the weakness of the students of government schools and they need a lot of effort from teachers and Ministry of Education to find solution to these two problems. Topic sentence errors (12.2%), supporting sentence error (10.5%), concluding sentence errors (18.1%). It is found that concluding sentence mistakes are the highest ones followed by grammatical and punctuation mistakes. Spelling mistakes comes on the fourth place followed by topic sentence error and finally comes supporting sentence.

4.5 Discussions of the results**.**

The present study aims at investigating difficulties face secondary school students , Khartoum North Locality, when they write composition. The result revealed that students face difficulties when writing composition. They lack the knowledge of grammar besides making hail of spelling, punctuation mistakes. Most of them ignore the topic sentence, supporting and concluding sentence moreover they know very little about paragraphing.

4.6   General Comments.

The tables and graphs mentioned above, which present the distribution of sample of right and wrong use, emphasize that student at high secondary school face real problems in spelling, grammar, punctuation, topic sentence, supporting sentence and concluding sentence.

4.7   Summary of the chapter:

In this chapter the researcher presented and discussed the analysis of the data, results finding and gave a general comment.

Summary, Conclusion and Recommendations and Suggestions for Future Studies:

5.0   Introduction:

Writing composition is described as the most significant aspects of learning English language as a foreign language. This study sheds light on writing composition which is considered to be one of the most crucial topics in the field of English language. The researcher has attempted to outline a roadmap to investigate difficulties that face students when writing composition. To fulfill the purpose of the study the researcher applied two tools, a questionnaire and a test. When one diagnoses the problem and the difficulties, it becomes easier to cure and remedy it as soon as possible by using the best strategy and techniques. This chapter includes a summary of the research, discussing the results gained when applying the tools. Moreover, brief recommendations and conclusion were given at the end of the chapter.

5.1. The Main Findings:

Most students have problems in writing composition particularly in grammar, spelling, punctuation mistakes and lack of sufficient vocabulary. Also the interference of their mother tongue makes it difficult to write composition. In addition to the lack of teaching materials and the dropping out of books of literature from the components of secondary school curricula has led to further decline of writing skills.

5.2. Summary:

The main purpose of this study is to investigate secondary school student's problematic areas in writing skill particularly in areas of sentence construction, punctuation marks, spelling and vocabulary. From the above mentioned data, grammatical mistakes are higher than the others. I attribute this to the way of teaching grammar. Most teachers teach grammar not in an inductive way. As we know this method of teaching is not effective. The most effective method of teaching grammar is to teach it inductively. Grammar should be taught through a text and make students deduct the rules of grammar. Using this way, students can practice inside the class, besides being more interested in the lessons. But the problems nowadays even if the teacher wants to teach inductively, our students protest. So a great deal of attention should be paid to teaching grammar. The majority of grammatical mistakes are (misuse of pronouns, the accurate use of tense, the use of definite and indefinite articles……..

The most substantial mistake in grammar is the agreement of the verb especially the verb "to be". Students do not know how to differentiate between the use of "is" and "are". Once I asked inside the class about the past participle of the verb "to be", to my great surprise no one could answer that simple question. While marking composition I found out that the students did not to add "s" or "es" when dealing with the third person singular when in present simple. Also when they deal with present perfect they do not know how to differentiate between the uses of "has" and "have" and most of them do not know "past" and "past participle" of verbs. Moreover, they cannot differentiate between "The gerund" and "Infinitive". Above all I found out that most students knew nothing about indefinite pronouns (someone, every one, anyone, no one …………….. Let me give

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one example in this respect "Someone have arrived" instead of "Someone has arrived". It worth mentioning that when students deal with past continuous, they can't differentiate between long and short actions.

Spelling mistakes come in the second stage. Most of students make very bad spelling mistakes. Most of students ignore the spelling changes when adding suffixes. Some students don't know when to change the final "y" when adding "s' or "ed".. Some students do not know when to double the last consonant preceded by a vowel and a stressed last syllable. Some of students completely ignore the omission or retention of the last "e" i.e. some students write "haveing" instead of "having".

Sentence structure is one of the challenging problems facing the students. There is a big difference between students' mother tongue which is Arabic language and English language which is their second language. In English language the sentence structure is "Subject + verb + object) but Arabic language begins with a verb followed by subject and ends with an object. I also found that students don't know about the types of sentence. They ignore the three types of sentence i.e. simple sentence, compound sentence and complex sentence. The students have little knowledge about words order, specially the order of adjectives when they want to use a number of adjectives.

When we talk about paragraphing, very few students are acquainted with the knowledge of using paragraphing efficiently. I discover that students wrote the whole composition in one paragraph. Many students lack the knowledge that a composition consists of a number of paragraphs as previously mentioned in chapter two. The worst of all that they don't know that each paragraph begins with a topic sentence.

The students don't use connective words. They write long-run on sentence. I also found that students' knowledge about the type of clauses is nil. As we know having knowledge about the types of clauses enables students to write effectively.

When talking about punctuation marks, I discovered that the students have very little knowledge of them. Actually, they don't know when to use semi-colons, colons …………e.t.c.

5.3 Recommendations

1. The crucial factor that has led to the degradation of writing skill in general and writing composition in particular, is the dropping out or abolition of literature. Literature is the most important factor that helps to upgrade the skill of writing. We, as teacher, rejoiced after the reintroduction of literature at our schools, but the lack of books of literature, lack of trained teachers to teach literature efficiently are the two factors that deprive students of getting full use of books of literature.

2. The government should improve the financial situation of teachers so as to work harder. Improving the financial situation of teachers is a substantial factor that leads them to be psychologically and financially stable, so they can contribute a lot to improve the skill of writing.

3. Part of speech should be taught separately as well as clauses. The students must be acquainted with the use of punctuation marks.

4. There should be a number of additional exercises for learners to practice their writing skill though effective strategies that can help them promote writing.

5. Teachers should pay special attention to individual differences among students.

6. Writing task at secondary school should be done according to a fixed program throughout the year. It should not be left to teachers' initiative. English language supervisors should follow up the rate of composition writing during school year.

7. English language teachers should revise students' exercise book to make sure that they have done their task.

8. The technique of pairs and group work is very important as class work. There is a need to invest teaching writing skill.

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9. Teachers should follow suitable method to teach writing skills.

10. Positive comments by teachers to encourage and motivate students to practice composition writing.

11. Teaching writing composition to students should start by teaching sentence pattern, simple sentence, compound sentence and complex sentence. Also teachers should begin teaching paragraph writing.

12. Special attention should be paid to teach the type of clauses.

13. Teachers of English language should be given special an adequate training on the methods of teaching.

14. English language should be taught by specialized graduates.

15. Students should be provided with suitable learning materials and adequate practice to build their capacity in writing.

16. More sessions of training should be held under the control and monitor of the teachers for the sake of promoting students' abilities in the process of writing.

17. Students' mistakes in writing should be given much feedback by the teachers.

18. Teachers should necessarily raise students' awareness of the importance of well- organized piece of writing.

5.4   Suggestion for Further Study

On the basis of the findings the researcher suggests some further study in order to cover the area of writing:

1.   Further studies are needed or the best method of teaching how to write composition.

2.   Further studies are also needed to find out the reasons behind these difficulties that face students when writing composition.

3.   Further studies are required to check teachers' abilities to teach writing composition.

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