



Sudan University of Science and Technology



College of Graduate studies

College of Language

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

تقصي الصعوبات التي يواجهها طلاب المرحلة الثانوية في كتابة الانشاء

**A Thesis Submitted in Partial Fulfilment of the Requirement for the MA
degree in English Language**

(Applied Linguistics)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الآية

قال تعالى:

"وَقُلْ رَبِّ زِدْنِي عِلْمًا"

صدق الله العظيم

(طه الآية 114)

Dedication

To my dear Ayman, to my beloved parents, to my lovely daughter, to brothers and sisters.

Acknowledgments

All praise is due to Allah the Almighty for enabling me to conduct this academic piece of work. Appreciation is due to my supervisor Abbas Muktar for the terse guidance throughout the conduction of this study.

Abstracts

The study aims at Investigating the Difficulties Encountered by Secondary School Students Common Errors in Writing Composition. The methodology used in this study is descriptive one. The population of the study were (30) of secondary school students from alkadarow secondary schools (15) of them are boys and (15) of them are girls. The study has illustrated through the analysis of the test that: The general style of student's writing revealed the low ability in using the rules of grammar correctly, Most male and female student uses the punctuation marks incorrectly and apart of the students do not use them at all, Many of the students are ignorant the correct style of writing composition, this causes a major problem in the sequencing and the coherence of the written piece, ALL the written texts are not arranged as it should be, student could not arrange the words correctly to give an understandable meaning, There are differences between the written language performance of male and female students. The study presented some recommendations: Giving the students intensive lessons to explain the rules of the language in details also solving many exercises related to the grammar rules. Teachers should find the most appropriate method to teach grammar, Teachers should focus on teaching students punctuation marks and not neglect them by allocating lessons to them,

مستخلص الدراسة

تهدف الدراسة الي تقصي الصعوبات التي تواجه طلاب المرحلة الثانوية في كتابة الانشاء.

انتهجت الدراسة المنهج الوصفي

التحليلي، تكون مجتمع الدراسة من طلاب المرحلة الثانوية، شملت عينة الدراسة (30) من طلاب المرحلة الثانوية منهم 15 طالبو 15 طالبة بمدارس الكدر والثانوية؛ اظهرت الدراسة من خلال التحليل النتائج الاتية: الشكلا لعمامكتابها الانشاء يكشف عن ضعف مقدرات الطلاب في استخدام قواعد اللغة بالطريقة الصحيحة؛ بعض الطلاب والطالبات يضعون علامات التريقيم بطريقة خاطئة؛ الكثير من الطلاب يجهلون الطريقة الصحيحة لكتابه الانشاء بالتالي هذا يسبب مشكلة رئيسية في تسلسل وتماسك القطعة الكتابية؛ معظم الطلاب لوحظ انهم لا يستطيعون ترتيب الكلمات بالشكل الصحيح لاعطاء جملة ذات معنى مفهوم؛ هنالك فروق بين مقدرات الطلاب والطالبات في اداء الانشاء الكتابي. قدمت الدراسة بعض التوصيات اهمها: اعطاء الطلاب دروس مكثفة لشرح وتفصيل قواعد اللغة وحل الكثير من التدريبات التي تخصها، ينبغي ان يركز المعلمون علي شرح علامات التريقيم وتدريب الطلاب علي استخدامها وعدم اهمال ذلك. هذا وهناك بعض الاقتراحات لدراسات لاحقة.

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Chapter One

Introduction

Chapter One

Introduction

1-0 Overview

The process of writing is a medium of human communication that involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbols. Writing systems are not themselves human languages (with the debatable exception of computer languages); they are means of rendering a language into a form that can be reconstructed by other humans separated by time and/or space. While not all languages use a writing system, those with systems of inscriptions can complement and extend capacities of spoken language by enabling the creation of durable forms of speech that can be transmitted across space (e.g., correspondence) and stored over time (e.g., libraries or other public records). It has also been observed that the activity of writing itself can have knowledge-transforming effects, since it allows humans to externalize their thinking in forms that are easier to reflect on, elaborate, reconsider, and revise. Writing relies on many of the same semantic structures as the speech it represents, such as lexicon and syntax, with the added dependency of a system of symbols to represent that language's phonology and morphology. The result of the activity of writing is called a text, and the interpreter or activator of this text is called a reader.

1-1 Statement of the Problem

As a researcher I observed that most students are unable to express themselves in a clear, correct and comprehensible manner in writing and they are hesitant and show less self – confidence when they are asked to write a piece of writing

Nunan (1999) stated that “the most difficult task to do in language learning is to produce a coherent, fluent, extended piece of writing, which is even more challenging for second language learners.

Students’ difficulties in writing may occur because of many factors, including psychological, linguistic and cognitive aspects. Raimes (1983) thinks that “when students complain about how difficult it is to write in a second language, they are talking not only about the difficulty of finding the right words and using the correct grammar but also about the difficulty of finding and expressing ideas in a new language

This study is an attempt to identify the kind of difficulties and error that secondary school students face when they write in English and to propose solutions to overcome writing difficulties.

1.2 The study Questions

This study seeks to answer the following research questions:

1-What are the writing difficulties secondary schools students usually encounter?

2-What are the common errors do secondary school students encounters when writing in English?

3-Are there any differences between male and female ability in writing composition?

1.3 The Study Hypotheses

1- Secondary school students are face difficulties when writing composition.

2- Secondary school students encounter some grammatical and spelling, punctuation, coherence errors when they write English.

3- there are differences between male and female ability in writing composition.

1.4 Objectives of the Study

This study aims at investigating writing difficulties of secondary school student .

The objectives of the study are the following:

The main purpose of the study is to identify the difficulties that students encounter in writing composition.

To identify the common error that secondary school students committed.

Provide suggestions and recommendations hoping to improve student writing materials.

1.5 Significance of the Study

The significance of the study will reflect on the both teachers and students of English at, secondary school students considering the skill of writing as an important tool in academic performance. A great demand of writing proficiency is required from students to accomplish various tasks ranging from homework assignments to dissertations. Teachers at the Department of English at the school will find this study useful in exploring students' major difficulties in writing. Additionally, students will benefit from the findings of the research to learn more about the different stages included in writing composition, and attempt to build on which a better understanding of the writing process. More interestingly, this study provides overt perceptions about the skill of writing for teachers as well as for future researchers who wish to carry studies on this subject.

1.6 methodology of the study:

The study is conducted using the descriptive analytical method, case study to achieve the main objective of the research, collecting data is done through student test.

1.7 Limits of the Study

The study is carried out to the following limitations:

Location: Alkadarow secondary schools KhartoumBahri

Time: the study is limited to school year 2022-2023

Theme: the study is limited to the difficulties of writing composition and writing common errors

Chapter Two

**Literature Review and Previous
Studies**

Chapter Two

Literature Review and Previous Studies

2-0 Introduction:

This chapter presents a theoretical background of writing difficulties and writing errors. In addition, it examines some related study's findings.

It is known that English is an international language. It is bridge to the outside world, because it is the language of science and technology in addition to new discoveries in all fields. From what is mentioned above it becomes very significant to learn English as the first language in the world.

Writing has largely attracted the attention of researchers as being a crucial skill that contributes in learning any language and without which further education may be largely impossible (Shangarfan, & Mamipour 2011). The process of writing, as it seems to most people, is a difficult one to carry; takes a lot of time and requires excessive attention. Learning to write and succeeding at it is usually problematic. For most of students often encounter several difficulties in writing, and they consider it as a challenging task to carry as a result of various instructions they need to respect.

[Olivia Valdes June / 2019] Students, professors, and researchers in every discipline use academic writing to convey ideas, make arguments, and engage in scholarly conversation. Academic writing is characterized by evidence-based arguments, precise word choice, logical organization, and an impersonal tone. Though sometimes thought of as long-winded or inaccessible, strong academic

writing is quite the opposite: It informs, analyzes, and persuades in a straightforward manner and enables reader to engage critically in a scholarly dialogue.

2-1 Definition Writing

Writing has been with us for several thousand years, and nowadays is more important than ever, it is a medium of human communication that represents language with signs and symbols.

Writing is a combination of process and product [sokolik, 2003:98] the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible. [George yule, 2006:211] states we can define writing as the symbolic representation of language through the use of graphic signs.

According to Nunan, [2003] Writing are physical and mental act. It's about discovering ideas, thinking about how to communicate and develop the discovered ideas into statements and paragraphs that will be comprehensible to a reader.

Also writing is defined by [Widdowson's 1978] as being an act of producing correct sentences and transmitting them into words on paper.

It also defined by [David R. Olson a Canadian cognitive developmental psychologist] he states Writing, form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language; This definition highlights the fact that writing is in principle the representation of language rather than a direct representation of thought.

2-2 Definition of Composition

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. Richard Nordquist (2019) In the literary sense, a composition (from the Latin "to put together") is the way a writer assembles words and sentences to create a coherent and meaningful work. Composition can also mean the activity of writing, the nature of the subject of a piece of writing, the piece of writing itself, and the name of a college course assigned to a student. Just like a musician and an artist, a writer sets the tone of a composition to his or her purpose, making decisions about what that tone should be to form a structure. A writer might express anything from the point of view of cool logic to impassioned anger. A composition might use clean and simple prose, flowery, descriptive passages, or analytical nomenclature.

2-3 Definition of Difficulty

Difficulty defined by (Merriam-Webster/ the lexicographers at Oxford Dictionaries as the quality or state of being hard to do, deal with, or understand: the quality or state of being difficult.

According to (Cambridge Dictionary): it means to have problems or be in a difficult situation.

2-4 Definition of Academic writing

Academic writing is a style of writing that is objective, unbiased, and focuses on supporting information with reliable and credible data and evidence. Academic

writing is geared toward contributing to the body of knowledge on a topic or field of study.

Sandra L. Shannon [2011:2] make a comparison between academic writing may be defined broadly as any writing completed to fulfill university or college requirements, scholarly writing is produced to inform a specialized audience of other scholars in a particular field. Scholarly writing is crafted by one professional for other professionals (“Definition of Academic Writing,” 2011). Graduate students may wish to think of scholarly writing as a subset of academic writing.

2-5 Writing Process [Skills and Strategies]

Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer’s block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing.

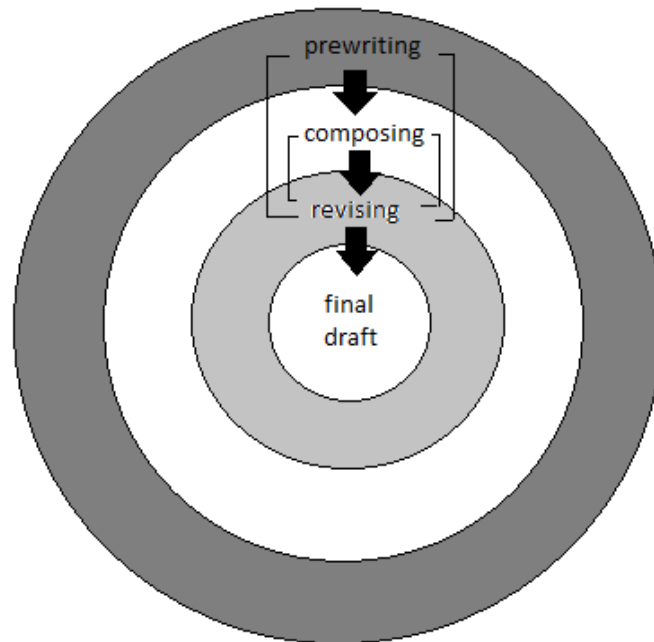
Although they will often overlap, and sometimes students will move back and forth between them, the writing process can generally be broken down stages. When a student learns to internalize the three steps of the writing process, he or she will likely produce a logical and well-written composition.

[William J. Kelly: P 3-4] A successful piece of writing is much more than the word you see on a piece of paper. In other word writing isn’t just a final product. It is a process consisting of three stages: prewriting, composing and revising.

***Prewriting** is the first stage of the writing process. Think of prewriting as planning. No one would expect a musician, artist to perform at top level without some kind of exploration, or warm up. The same is true of a writer. When you prewrite, you generate ideas on a subject that you can then develop into a piece of writing.

***Composing** is the second of writing process. It involves taking the ideas generated during prewriting, expressing them in a correct sentence, and then arranging them in a paragraph form.

* **revising** is the third stage of writing process. It means Refining and polishing your draft,” illustrate, a final piece of writing actually develops from several earlier versions, called drafts. Think of revising as reseeing. When you revise, you reexamine and the return to the earlier stages of the writing process.



[Kristine Brown and Susan Hood (1989:6-34)] states: the next three units are very important. They describe the main three stages of the writing process.

•**Preparing to write:** Most writing requires some preparation. How long you spend on this preparation, and what you do, largely depends on your reader, your purpose, the content, and the writing situation.

•**Drafting:** The drafting stage is where you really begin writing. The most important thing here is to get words onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording.

•**Revising:** The revising stage is where you check that:

- You have said what you wanted to say.

- You have said it in a clear and appropriate way.

[Nunan 2005] “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables, simultaneously at the sentence level; these include control of contents, format, sentence structure, vocabulary, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraph and text.” According to Nunan writing process is of three stages

* **Prewriting:** As a prewrite, the teacher reviews what the children have been doing, he writes down the children's ideas on the board.

***writing:** After you have done prewriting, the next step is to get thoughts and ideas down on paper.

***revising:**Revising occurs when a writer looks for feedback from a teacher They also often see the teacher's role as either saying that everything is fine or being a copyeditor and fixing all spelling and grammar errors.

2-6 Importance and Needs of Writing Skills

Writing is one of the important ways of expressing your thoughts, and communicating ideas and views to others. Some have the innate ability to put their thoughts into words. Writing is more beneficial, specifically for those who are emotional, and do not express verbally. This tool allows them to express their ideas, thoughts or their existing mental condition, which otherwise, may not be possible. People express themselves by writing novels, short stories, biographies, and even personal diaries, etc. Interestingly, 93% of teens in American schools are fond of writing, when it’s not a part of their school curriculum; rather when it is for them. So, by proper guidance and counseling, the writing abilities of these teens

can be channelized in such a way that, they could stand in good stead in the chosen avenue of their lives.

[William J. Kelly] states: Writing is an odyssey, a voyage through the world of ideas. Every journey begins with a single step, and you took this first step on your writing odyssey when you opened this book. In your excursion through this world of exploration and discovery, you will learn how to express your ideas effectively. Each time you write you will discover the power of your ideas and the connection between them. As you learn more about yourself and the world of writing, you will also develop greater skills in term of usage, spelling, and punctuation.

In addition, your effort to master writing will gain you some practical rewards. Express your good ideas clearly, directly, and correctly, and you earn better grades.

Satya Brink (2020) Written communication is an exceptional characteristic of the human species. Over hundreds of years, writing has helped individuals to inform, collaborate and alert other, while societies benefitted from written history, culture and knowledge. In our time, how you successfully use the gift of writing, depends on you.

Writing is a life skill, not only an essential job-related skill, because it is often the basis upon which others judge your learning, your values, your ideas and your contribution to society. Regardless of your career or occupation, everyone has to write to communicate with others, whether it is a friendly email, a formal business memo, a report, a job application, a press release or a message of condolence. Your writing skills determine if you receive the desired reaction from your reader. Did you inform, persuade, calm or entertain as you hoped? The effectiveness of your communication can affect your daily life and your life course outcomes. So, miscommunication can have serious consequences and unintended effects.

Writing is personal. It represents us when we are absent in space and in time. Writing expresses who we are, even after our life time. It makes our knowledge, our personal aspirations and our work for the future visible to others. Writing is the means to explain our ideas to ourselves and to others while preserving our personal experiences and our memories. No one else can do it for you. In this way, writing connects you with yourself. Writing is not fleeting; it is permanent. It is a record of what you wished to communicate at a point in time.

Writing enables you to reach a much larger audience, in many places and over time. Keep this in mind, if you want an on-line presence. If writing was judiciously planned, thoughtfully written and designed for the intended readers, it lives on in the minds of those who read it. If you are reading this and it made sense to you, it means that the writer directed the message to you.

2-7 Sentences

Craig Shriver [2019] A sentence is a group of words giving a complete thought. A sentence must contain a subject and a verb (although one may be implied).

[Oxford Dictionary] sentence can be define as set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. Mostly all the studies define the sentence as a group of words that usually contains a subject and a verb, it expresses a complete idea, it also begins with a capital and ends with a full stop or a question mark.

2-7-1 Types of Sentences

According to [Craig shrives:2010] A sentence can convey a statement, a question, an exclamation, or a command. There are four types of sentence:

- A Declarative Sentence.

A declarative sentence states a fact and ends with a period (full stop).

- An Imperative Sentence.

An imperative sentence is a command or a polite request. It ends with an exclamation mark or a period (full stop).

- An Interrogative Sentence.

An interrogative sentence asks a question and ends with a question mark.

- An Exclamatory Sentence.

An exclamatory sentence expresses excitement or emotion. It ends with an exclamation mark.

2-7-2 Sentence Structures

According to [Craig shrives:2010] sentence structures is of four types :

- A Complex Sentence.

A complex sentence has an independent clause and at least one dependent clause

- A Compound Sentence.

A compound sentence has at least two independent clauses

- A Simple Sentence.

A simple sentence has just one independent clause.

- A Compound-Complex Sentence.

A compound-complex sentence has at least two independent clauses and at least one dependent clause.

2-8 Writing Paragraph

A Paragraph is the essential building block of your writing. It marks the flow of your argument, with each paragraph focusing on one main idea and a cluster of connected sentences to expound upon and amplify it. Your argument progresses by moving from the main idea in one paragraph to the main idea in the next. the Paragraph also provide the reader with visual help in following your argument as they appear as separate block of text on the printed page.

Usually there is only one main idea in each paragraph and this is expressed in a topic sentence. The other sentences support and expand on the idea in the topic sentence in different ways. The last sentence can often be important too, as it can be used to summarize the gist of the paragraph.

There are two structures to learn in English that are important in writing: the sentence and the paragraph. Paragraphs can be described as a collection of sentences. These sentences combine to express a specific idea, main point, and topic and so on. A number of paragraphs are then combined to write a report, an essay, or even a book. [T.V. Yakhontova, English academic writing: 2003] paragraphs are an important feature of any type of writing. A paragraph may be defined as a textual unit usually consisting of a number of sentences which deal with one main idea

Paragraph can be defined as a group of related sentences which discuss one idea starts with introductory sentence and end with conclusion sentence.

According to the [Oxford Dictionary] it is a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.

2-8-1 Parts of paragraph

Mostly all paragraphs of three parts a topic sentence, and supporting sentence, and some paragraphs have concluded sentence.

- [T.V. Yakhontova, English academic writing : 2003] The topic sentence of a paragraph tells what the paragraph is about. A topic sentence can be put in any place in the paragraph, but putting it at the beginning guides paragraph development.

- Supporting sentence: A supporting sentence is a sentence with information that supports a main idea or claim. Supporting sentences give a reader details to understand a main idea, or evidence to show why a claim is true or correct. You will find supporting sentences in the middle of a paragraph – after the topic sentence, and before a concluding sentence; it Provide useful details, Present facts and evidence, Provide examples.

- **Concluding sentence:** A concluding sentence is used to signal that your paragraph is coming to an end. Writing a concluding sentence can be more difficult than you realize. Failing to realize that it is used to close the final thoughts on a subject is a common mistake many writers make. It reviewing the main points mentioned in a paragraph, Restating the topic sentence, it found at the end of a paragraph, it Do not introduce new ideas or topics.

2-9 Writing Composition

2-9-1 parts of writing composition:

All types of composition have three parts.

2.9.1.1 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.

2.9.1.2 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.

2.9.1.3 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.

2-9-2Types of Writing Composition

Richard Nordquist (2019) the four classical types of composition (description, narration, exposition, and argumentation) are not categories, per se. They would almost never stand alone in a piece of writing, but rather are best-considered

modes of writing, pieces of writing styles that can be combined and used to create a whole. That is to say, they can inform a piece of writing, and they are good starting points for understanding how to put a piece of writing together. Examples for each of the following composition types are based on the American poet Gertrude Stein's famous quote from "Sacred Emily," her 1913 poem: "A rose is a rose is a rose."

2-9-2-1 Description

A description, or descriptive writing, is a statement or account that describes something or someone, listing characteristic features and significant details to provide a reader with a portrayal in words. Descriptions are set in the concrete, in the reality, or solidity of an object as a representation of a person, place, or thing in time. They provide the look and feel of objects, a simultaneous whole, with as many details as you'd like.

A description of a rose might include the color of the petals, the aroma of its perfume, where it exists in your garden, whether it is in a plain terracotta pot or a hothouse in the city.

A description of "Sacred Emily" might talk about the length of the poem and the facts of when it was written and published. It might list the images that Stein uses or mention her use of repetition and alliteration.

2-9-2-2 Narration

A narration, or narrative writing, is a personal account, a story that the writer tells his or her reader. It can be an account of a series of facts or events, given in order and establishing connections between the steps. It can even be dramatic, in which

case you can present each individual scene with actions and dialog. The chronology could be in strict order, or you could include flashbacks.

A narration about a rose might describe how you first came across it, how it came to be in your garden, or why you went to the greenhouse that day.

A narration about "Sacred Emily" might be about how you came across the poem, whether it was in a class or in a book lent by a friend, or if you were simply curious about where the phrase "a rose is a rose" came from and found it on the internet.

2-9-2-3 Exposition

Exposition, or expository writing, is the act of expounding or explaining a person, place, thing, or event. Your purpose is not to just describe something, but to give it a reality, an interpretation, your ideas on what that thing means. In some respects, you are laying out a proposition to explain a general notion or abstract idea of your subject.

An exposition on a rose might include its taxonomy, what its scientific and common names are, who developed it, what the impact was when it was announced to the public, and/or how was it distributed.

An exposition on "Sacred Emily" could include the environment in which Stein wrote, where she was living, what her influences were, and what the impact was on reviewers.

2-9-2-4 Argumentation

Also called argumentative writing, an argumentation is basically an exercise in comparing and contrasting. It is the methodological presentation of both sides of an

argument using logical or formal reasoning. The end result is formulated to persuade why thing A is better than thing B. What you mean by "better" makes up the content of your arguments.

Argumentation applied to a rose might be why one particular rose is better than another, why you prefer roses over daisies, or vice versa.

Argumentation over "Sacred Emily" could compare it to Stein's other poems or to another poem covering the same general topic.

2-10 Coherent and Cohesion

Coherence in linguistics is what makes a text semantically meaningful. It is especially dealt with in text linguistics. Coherence is achieved through syntactical features such as the use of deictic, anaphoric and cataphoric elements or a logical tense structure, as well as presuppositions and implications connected to general world knowledge. The purely linguistic elements that make a text coherent are subsumed under the term cohesion. Cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning. It is related to the broader concept of coherence. There are two main types of cohesion:

*grammatical cohesion: based on structural content

*lexical cohesion: based on lexical content and background knowledge.

Both Cohesion and coherence are terms used in discourse analysis and text linguistics to describe the properties of written texts.

A text may be cohesive without necessarily being coherent: Cohesion does not spawn coherence. Cohesion is determined by lexically and grammatically overt intersentential relationships, whereas coherence is based on semantic relationships

[Stephen Bailey. 2011:115] Cohesion means joining a text together with reference words (e.g. he, theirs, the former) and conjunctions (e.g. but, then) so that the whole text is clear and readable [Eli Hinkel.2004:279] Cohesion refers to the connectivity of ideas in discourse and sentences to one another in a text, thus creating the flow of information in a unified way. In addition, in text books on writing and composition, cohesion can also refer to the ways of connecting sentences and paragraphs into a unified whole. Although the terms cohesion and coherence are often used together, they don't refer to the same properties of text and discourse. Cohesion usually refers to the connections between sentences and paragraphs, and coherence can also refer to organization of discourse with all elements present and fitting together logically.

2-11 Improve writing skills

Satya Brink (2020) Thankfully, writing is a skill which can be learned like any other. Furthermore, the learned skill will serve you all your life.

- Read widely. Reading a variety of material will help to grow your vocabulary and introduce you to different styles of expression. If you read an unfamiliar word, look it up. Your reading vocabulary is larger than your written one, but you can work to reduce the gap between them by using the new words you learn in your writing.
- Capture your ideas in writing. This requires strategic thinking in order to sharpen your focus to make ideas clearly understood.
- Practice. The more you write, the easier it will be to develop a personal style that is recognizable. Like most skills, practice will make writing easier and more effective.

- Target your communication. Keep your reader in mind when writing. Careful choice of appropriate words and selection of the right length of communication will help to discipline your writing.
- Rely on good writing practices. Always read what you have written before sending it to others. A good trick is to read your work aloud, when many of its shortcomings become evident. Correct your spelling and grammatical errors. Check for organization of ideas, sentence structure and logic flow in paragraphs. Will your readers understand your message and respond the way you wish? Will you be happy with your writing if you read it much later?
- Examine examples. Reading the Curriculum vitae of others can show you the best way to showcase your own skills and job experiences.
- Benefit from responses and feedback. Readers responses provide valuable lessons for future writing. Questions can show you where the message was not clear. Thank readers when they quote you, repeat your message or share your writing with others. Remember that the process of writing should be enjoyable. Writing is serious business when its impact is important. But write also for fun, taking pleasure in a turn of phrase, a touch of humor and word play. Writing skills will then come naturally to you. When you write your name under what you wrote, you should experience a feeling of accomplishment.

2-12 Areas of Difficulty

[Peter Westwood; 2008:60] In order to plan and implement support for struggling writers, it is necessary first to identify their areas of specific difficulty. [Graves (1983)] emphasized the value of viewing students' written work diagnostically to determine where each one is located on a developmental continuum from

beginning writer to proficient writer. It is also necessary to observe the strategies a student is already using, and what he or she can do unaided. [Romeo (2008)] strongly supports the view that students' daily writing should be used in a formative assessment manner by teachers to determine their students' strengths and identify what still needs to be taught. Areas of difficulty are those listed below:

•Weak writers produce a much smaller amount of work than more proficient writers

To break into the cycle of negativity and avoidance, it is necessary to find ways of simplifying writing tasks to make them more achievable for weaker writers (Saddler, 2006). Examples of this may include talking through key aspects of what is to be written before the students begin to work; providing key words, phrases and opening sentences on the whiteboard; using gapped paragraphs in which the student only needs to add material; teaching the student a strategy for expanding upon basic ideas. It should also be noted that using a word processor for writing often results in students working much harder and producing longer written texts (Polkinghorne, 2004).

•Weak writers spend little or no time thinking and planning before they start to write

Lack of planning is one of the reasons why some students write very little, and why their ideas are not presented in a logical order or with sufficient detail (Hess &Wheldall, 1999; Saddler & Graham, 2007). Saddler (2006) indicates that the content of their writing is less coherent than that of proficient writers, and is lacking necessary elaboration of main points. Effective writing requires the writer to spend adequate time generating ideas and sequencing these ideas into the best order before starting to write. This process does not seem to come naturally to

weaker writers, so they need to be taken through the planning stage in a more structured manner with the teacher clearly modelling the steps. Teaching students to use a 'story planner' strategy can also be of great help. As with all strategy training, the process will need to be repeated many times, with frequent reminders of its purpose and value.

•Weak writers are usually reluctant to review, edit and polish a first draft

Effective writing usually has to pass through a number of stages, starting with the initial formulation of ideas through to the first written draft, with subsequent editing and revising to yield the final product (Hess & Wheldall, 1999; Saddler & Graham, 2007). This planning, composing, editing and publishing sequence must be made clear to students, and they must have many opportunities to go through the stages with feedback. Students confer with the teacher and with their peers to obtain comments and suggestions on their written work as it progresses. Wojasinski and Smith (2002) acknowledge that students with learning difficulties are often resistant to going through the stages of process writing, preferring instead to write quickly to get the job done. However, they also report that when weak writers are actively taken through the stages with plenty of encouragement from the teacher their results are always better.

•writers tend to be preoccupied with the mechanical aspects of writing

This has been identified as one of the main characteristics of students with a specific learning disability in writing (Connelly et al., 2006); but it is also a common problem with almost all weak writers too (Graham & Harris, 2005; Lin et al., 2007). While transcription skills are reasonably important, they are certainly not as important as the creation and expression of good ideas during the composing stage of the task. The tendency to obsess over lower-order skills may reflect the

undue importance that parents (and some teachers) attach to accuracy and neatness whenever a student writes. It may also occur because a student lacks automaticity in handwriting or keyboarding, and the transcription process is therefore labored. It is reported that some 23 percent of students have significant difficulties with handwriting (Graham et al., 2008) and that poor handwriting and spelling interfere with the composition process by draining too much cognitive effort away from the creative and expressive components. Cognitive load increases significantly for writers when they must consciously attend to the mechanical sub-processes of writing .

•Weaker writers have problems with spelling

Learning to spell in a language like English is not an easy task, and many students have difficulties generating the correct spelling of the words they want to use in their writing (Saddler, 2006; Thomson & Snow, 2002). In the past two decades their problem has been compounded by the trend in schools to devote very little time to formal instruction in spelling. Instead, from the early years of schooling, children have been encouraged to invent their own spelling so that they can concentrate more on content and on writing interesting text. The whole language approach and process writing have encouraged teachers to deal with spelling at an individual level, as part of the corrective feedback given to students on their written work. More recently, this perspective has been challenged and it is now believed that spelling skills should be explicitly taught as part of instruction in using the alphabetic code (e.g., Edwards, 2003; Fresch, 2007; Medwell& Wray, 2007; Thomson & Snow, 2002). Learning to spell, like learning to read, is not a natural language process so students need instruction that equips them with effective strategies for analyzing and encoding words. Spelling difficulties are present not only in students who exhibit general problems in writing but also in

some students who are otherwise very good readers and writers. For this reason, it is worth looking at spelling difficulty in more detail.

2-13 Automaticity in Spelling

Peter Westwood (2008) Spelling, particularly of common everyday words, is a skill that needs to become automatic. Lack of automaticity seriously hampers the ability of students to express their ideas clearly and easily in writing. Correct spelling only becomes automatic if students have regular and intensive periods in which to write, and if they receive support and corrective feedback from the teacher and peers. Medwell and Wray (2007) and Christensen (2005) suggest that the automatic spelling skill that develops through practice is dependent upon what they term efficient ‘orthographic-motor integration’ – meaning that competent spellers internalise common letter sequences (orthographic units) as a physical response expressed through the fingers as they write. These units, once internalised, then

flow automatically from the pen (or through the keyboard) as proficient writers produce their work. In many ways this psycho-motor mastery of orthographic units in writing parallels what occurs with rapid word recognition in reading; thus instant recognition and recall of specific groups of letters underpins both reading and spelling. Shahar-Yames and Share (2008) suggest that the process of spelling may actually facilitate the acquisition of both phonic and visual skills because it requires close attention to letter sequences. Medwell and Wray (2007) point out that to facilitate effective orthographic-motor integration, young children should be taught to develop a smooth and efficient writing style. Many years before, Peters (1974) had also identified the connection between a swift and easy handwriting style and spelling ability.

2-14 Common Writing Errors

Lunsford, Andrea A. and Karen J. Lunsford (2008)

2-14- 1 Wrong Word

Wrong word errors take a number of forms. They may convey a slightly different meaning than you intend (compose instead of comprise) or a completely wrong meaning (prevaricate instead of procrastinate). They may also be as simple as a wrong preposition or other type of wrong word in an idiom.

Use your thesaurus and spell checker with care. If you select a word from a thesaurus without knowing its precise meaning or allow a spell checker to correct spelling automatically, you may make wrong-word errors. If prepositions and idioms are tricky for you, look up the standard usage. Here are a couple of wrong word examples:

Did you catch my illusion to the Bible?

Illusion means “an erroneous perception of reality.” In the context of this sentence, allusion was needed because it means "reference.”

Edmund Spenser’s *The Faerie Queene* is a magnificent sixteenth-century allegory. A spell checker replaced allegory with allergy.

2-14-2. Missing Comma after an Introductory Element

Use a comma after every introductory element—whether word, phrase or clause—to clarify where it ends and the rest of the sentence begins. When the introductory element is very short, you can skip the comma, but including it is never wrong.

Without a comma after the introductory element, it's hard to see the location of the subject ("they") in this sentence:

Determined to make their flight on time they rose at dawn.

2-14-3. Incomplete or Missing Documentation

Documentation practices vary from discipline to discipline. But in academic and research writing, it's a good idea to always cite your sources: omitting documentation can result in charges of plagiarism. The examples below follow MLA style. In this example, the page number of the print source for this quotation must be included.

The Social Media Bible defines social media as the "activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media."

And here, the source mentioned should be identified because it makes a specific, arguable claim:

According to one source, it costs almost twice an employee's salary to recruit and train a replacement. Cite each source you refer to in the text, following the guidelines of the documentation style you are using.

2-14-4. Vague Pronoun Reference`

A pronoun (e.g., he, this, it) should refer clearly to the noun it replaces (called the antecedent). If more than one word could be the antecedent, or if no specific antecedent is present, edit to make the meaning clear.

In this sentence, it possibly refers to more than one word:

If you put this handout in your binder, it may remind you of important tutoring strategies. In some pronoun usage, the reference is implied but not stated. Here, for example, you might wonder what which refers to:

The authoritarian school changed its cell phone policy, which many students resisted. To improve this sentence, the writer needs to make explicit what students resisted.

2-14-5. Spelling

Even though technology now reviews much of our spelling for us, one of the top 20 most common errors is a spelling error. That's because spell checkers cannot identify many misspellings, and are most likely to miss homonyms (e.g., presence/presents), compound words incorrectly spelled as separate words, and proper nouns, particularly names. After you run the spell checker, proofread carefully for errors such as these:

Vladmir Putin is the controversial leader of Russia.

Everywhere she walked, she was reminded of him.

2-14-6. Mechanical Error with a Quotation

When we quote other writers, we bring their voices into our arguments. Quotation marks crucially show where their words end and our own begin. Quotation marks come in pairs; don't forget to open and close your quotations. In most documentation styles (e.g., MLA Style), block quotations do not need quotation marks. Consult your professor's preferred style manual to learn how to present block quotations.

Follow conventions when using quotation marks with other punctuation. Here, the comma should be placed inside the quotation marks:

"A woman must have money and a room of her own if she is to write fiction", Virginia Woolf argues.

2-14-7. Unnecessary Comma

We often have a choice about whether or not to use a comma. But if we add them to our sentences when and where they are not needed, then we may obscure rather than clarify our meaning.

Do not use commas to set off restrictive elements that are necessary to the meaning of the words they modify. Here, for example, no comma is needed to set off the restrictive phrase of working parents, which is necessary to indicate which parents the sentence is talking about.

Many children, of working parents, walk home from school by themselves.

Do not use a comma before a coordinating conjunction (and, but, for, nor, or, so, yet) when the conjunction does not join parts of a compound sentence. In this example, no comma is needed before the word and because it joins two phrases that modify the same verb, applies.

This social scourge can be seen in urban centers, and in rural outposts.

Do not use a comma before the first or after the last item in a series.

The students asked their TAs to review, the assignment rubric, a sample paper and their comments, before the end of the quarter.

Do not use a comma between a subject and verb.

Happily, the waiters, sat down during a break.

Do not use a comma between a verb and its object or complement.

On her way home from work, she bought, a book at the bookstore.

Do not use a comma between a preposition and its object.

On her way home from work, she bought a book at, the bookstore.

2-14-8. Unnecessary or Missing Capitalization Capitalize proper nouns and proper adjectives

The first words of sentences, and important words in titles, along with certain words indicating directions and family relationships. Do not capitalize most other words. When in doubt, check a dictionary.

Financial Aid is a pressing concern for many University Students.

2-14-9. Missing Word

If you read your work out loud before submitting it, you are more likely to notice omitted words. Be particularly careful not to omit words from quotations. Soccer fans the globe rejoiced when the striker scored the second goal.

2-14-10. Faulty Sentence Structure

If a sentence starts out with one kind of structure and then changes to another kind, it will confuse readers. The information that families have access to is what financial aid is available and thinking about the classes available, and how to register. Maintain the grammatical pattern within a sentence. Each sentence must have a subject and a verb, and the subjects and predicates must make sense together. In the example above, thinking about the classes available does not help

the reader understand the information families have access to. Parallel structures can help your reader see the relationships among your ideas. Here's the sentence revised: Families have access to information about financial aid, class availability, and registration.

2-14-11. Missing Comma with a Nonrestrictive Element

A nonrestrictive phrase or clause provides additional information that is not essential to the basic meaning of the sentence. Use commas to set off a nonrestrictive element.

David who loved to read history was the first to head to the British Library.

The clause who loved to read history does not affect the basic meaning of the sentence. The clause could be taken out and the reader would still understand that David was the first to head to the British Library.

2-14-12. Unnecessary Shift in Verb Tense

Verbs that shift from one tense to another with no clear reason can confuse readers. Martin searched for a great horned owl. He takes photographs of all the birds he sights.

2-14-13. Missing Comma in a Compound Sentence

A compound sentence consists of two or more independent clauses. When the clauses are joined by a coordinating conjunction (for, and, nor, but, or, yet, so), use a comma before the conjunction to indicate a pause between the two thoughts.

Miranda drove her brother and her mother waited at home.

Without the comma, a reader may think at first that Miranda drove both her brother and her mother.

2-14-14. Unnecessary or Missing Apostrophe (including its/it's)

To make a noun possessive, add either an apostrophe and an s (Ed's phone) or an apostrophe alone (the girls' bathroom). Do not use an apostrophe in the possessive pronouns ours, yours, and hers. Use its to mean belong to it; use it's only when you mean it is or it has.

Repeated viral infections compromise doctors immune systems.

The chef lifted the skillet off it's hook. Its a fourteen-inch, copper skillet.

2-14-15. Fused (run-on) Sentence

A fused sentence (also called a run-on) joins clauses that could each stand alone as a sentence with no punctuation or words to link them. Fused sentences must be either divided into separate sentences or joined by adding words or punctuation.

The house was flooded with light, the moon rose above the horizon.

He wondered what the decision meant he thought about it all night.

2-14-16. Comma Splice

A comma splice occurs when only a comma separates clauses that could each stand alone as a sentence. To correct a comma splice, you can insert a semicolon or period, connect the clauses with a word such as and/or/because, or restructure the sentence.

The students rushed the field, they tore down the goalposts.

2-14-17. Lack of Pronoun/antecedent Agreement

Pronouns typically must agree with their antecedents in gender (male or female, if appropriate) and in number (singular or plural). Many indefinite pronouns, such as everyone and each, are always singular. However, they can be used to agree with a singular antecedent in order to use inclusive or gender-neutral language. When antecedents are joined by or or nor, the pronoun must agree with the closer antecedent. A collection noun such as team can be either singular or plural, depending on whether the members are seen as a group or individuals.

Every guest left their shoes at the door.

2-14-18. Poorly Integrated Quotation

Quotations should be logically and smoothly integrated with the writing around them, the grammar of the quotation complementing the grammar of the neighboring prose. They usually need to be introduced (with a signal phrase) rather than dropped abruptly into the writing.

An award-winning 2009 study of friendship "understanding social networks allows us to understand how indeed, in the case of humans, the whole comes to be greater than the sum of its parts" (Christakis and Fowler 26). "Social networks are intricate things of beauty" (Christakis and Fowler xiii). Maintaining close friendships is good for your health.

2-14-19. Missing or Unnecessary Hyphen

A compound adjective requires a hyphen when it modifies a noun that follows it.

This article describes eighteenth century theater.

A two-word verb should not be hyphenated.

The dealers want to buy-back the computers and refurbish them.

2-14-20. Sentence Fragment

A sentence fragment is part of a sentence that is presented as if it were a complete sentence. The following illustrate the ways sentence fragments can be created:

Without a subject

The American colonists resisted British taxation. And started the American Revolution.

No complete verb

The pink geranium blooming in its pot.

Beginning with a subordinating word

We visited the park. Where we threw the Fris bee.

2-15 Previous Studies

Maha El Sanousi Babiker (2020)

The Title Investigating the Difficulties Encountered by Sudanese Secondary School Students in Writing English Sentences

This study aims to investigate the Difficulties Encountered by Sudanese secondary school students in writing English language sentences. The researcher adopted a descriptive analytical method to analyze the data collected. A test was used as tool for data collection. The sample of the study consisted of 40 students drawn from Al thwra Alharah 17 secondary school for girls. The data were analyzed using the statistical package of social studies program (SPSS) and excel which provided percentage results for test. The study came out with following important results: second year students are not able to write English sentences correctly. Second year students are not able to differentiate between sentences parts. Second year students are not able to place punctuation marks in correct places. Second year students are not able to identify the use of punctuation marks. Second year students are not able to arrange words to give a meaningful sentences. The researcher recommended that teachers should apply new strategies and modern techniques for teaching how to write English sentences. The teachers should apply new techniques for teaching punctuation marks.

Mubrarak Abbas Dafalla Abdalla (2019)

The title: Investigating Difficulties Encountering Secondary School Students in Writing Composition

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 as the 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 great 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 to a fixed timetable not left 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

Ibtisam Ali Al Badi (2015)

The Title: ACADEMIC WRITING DIFFICULTIES OF ESL LEARNERS

This small-scale survey investigated the academic writing challenges of ESL learners. It aimed at answering two questions which are what are the academic writing difficulties encountered by ESL learners and what are the factors that may cause these difficulties? The subjects were 20 postgraduate students of four nationalities studying at a university in Australia. Two questionnaires were used to gather the data of this study. Questionnaire 1 contains closed questions. To support the quantitative data collected from the first questionnaire, 2 subjects were asked to complete a similar questionnaire and it mostly contains open-ended questions. The results suggest that the subjects tend to have similar difficulties in academic writing regardless of their previous educational contexts. The most common one is related to language use as well as coherence and cohesion. Others are related to writing own voice, finding relevant topics and sources; and the last and less problematic one is referencing and citations. Another conclusion which can be drawn is that a variety of factors may contribute to those difficulties. The main factor is the lack of previous experience and knowledge about the conventions of academic writing and the expectations of the institution they are studying at.

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

the title: a major and serious weakness in students" ability to write a cohesive and coherent composition.

The study 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.

The study recommended the following:

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

Chapter Three

Methodology

Chapter Three

Methodology

3.0 Introduction

This chapter presents the methodology of the study and it will mention every component involved in conducting this research from population, population frame and techniques used for testing the data

3-1 Methodology of the Study

The study is conducted using analytical descriptive method to achieve the main objective of the research. Collecting data in this study is done through students' test delivered to a randomly selected student.

3-2 population and Sample of the Study

The population of the study were the secondary school students in Alkadarow secondary school for girls and boys

The sample is a group of 2nd year student in Alkadarow secondary school it consisting of 30 students,15 are male students and 15 are female students .The sample was chosen randomly for the sake of validity and objectivity of the study, and also to avoid the interference of external factors in the findings of the research

3-3 Tools

Test:

***Validity and Reliability of the of the Test**

The test referred to three expert English language teachers in addition to the supervisor to ensure that the test is valid for measuring hypotheses

***the description of the test**

The test is written work distributed to the student, the major aims of the test are as follow

- to identify the validity of the hypotheses
- show the writing difficulties that faces secondary school student when the write in English
- also identify common writing errors

The data collection procedures:

After confirming the validity of the questionnaire and the test, permission is taken from the school administration, the questionnaire is distributed to English teachers, and the test is given to students, then Both the questionnaire and the test were analyzed To check the validity of the hypotheses.

Chapter four

Data analysis

Chapter four

Data analysis

4-0Introduction:

This chapter include data analysis.it reflect the obtained result. It also represents the principle of statistical analysis that was used to test the data finally this chapter discusses and interprets the obtained results.

4-1procedure and analysis of data:

As a whole, 30 test sample were distributed, 15 of them to male students and 15 of them to female students. The analysis of the test will be orderly in the accordance to their relevant hypotheses stated in chapter (1).accordingly all the axes of the test are subject to the analytical criteria and rating calculations mentioned below:

Cranbach's alpha method: -

Where reliability was calculated using Cranach's alpha equation shown below:

$$\text{Reliability coefficient} = \frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}$$

$$\text{Validity} = \sqrt{\frac{n}{n-1} * \frac{1 - \text{Total variations questions}}{\text{variation total grades}}}$$

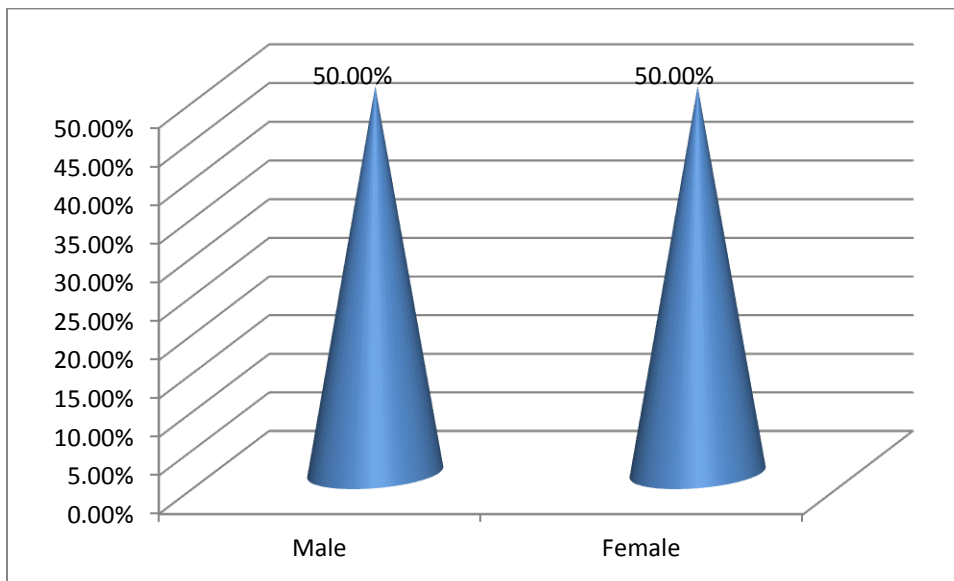
Cranbach's alpha coefficient = (0.78), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study

Validity coefficient is the square root of the reliability coefficient is (0.88), and this shows that there is a high sincerity of the scale and that the benefit of the study

Table (1) illustrates the frequency and percentage for the sex

Valid	Frequency	Percent
Male	15	50.0%
Female	15	50.0%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: prepared by the researcher of the excel 2016

Table (1) illustrates the views of the distribution of the sample by the statement as follows male by (50.0% (and female by (50.0%).

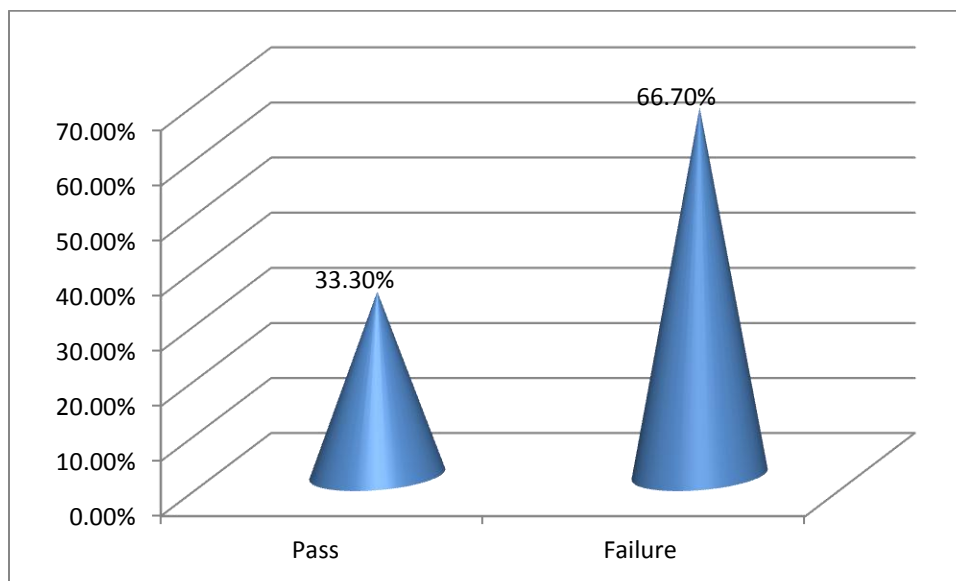
Hypotheses no.(1):

In order to test the first hypotheses of the study, which wording: Students at secondary school face difficulties in writing composition. The researcher applied T test the result of this procedures are showed at the following table:

Table (2) illustrates the frequency and percentage for the result

Valid	Frequency	Percent
Pass	10	33.3%
Failure	20	66.7%
Total	30	100.0%

Source: IPM SPSS 24 package



Source: prepared by the researcher of the excel 2016

Table (2) illustrates the views of the distribution of the sample by the statement as follows pass by (33.3%) and failure by (66.7%).

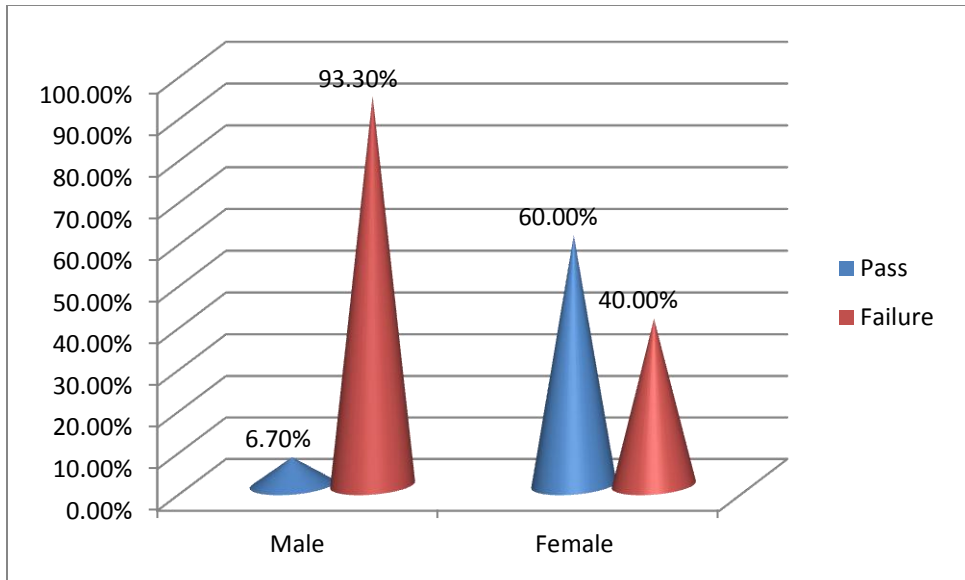
Hypotheses no.(3):

to test the third hypotheses related to the study, which states There are differences in writing composition abilities between male and female students at secondary schools. The researcher analyzed the T test results by sex and the procedures are showed at the following table:

Table (3) illustrates the frequency and percentage for the result by sex

Valid	Male		Female	
	Frequency	Percent	Frequency	Percent
Pass	1	6.7%	9	60.0%
Failure	14	93.3%	6	40.0%
Total	15	100.0%	15	100.0%

Source: IPM SPSS 24 package



Source: prepared by the researcher of the excel 2016

Table (3) illustrates the views of the distribution of the sample by the statement as follows **male** pass by (6.7%) and Failure by (93.3%) and **female** pass by (60.0%) and failure by (40.0%)

Table (4) t-test result showing group means of the test

N	Mean	Std. deviation	T – test	Df	Sig.	Significant
30	4.8333	6.0405	-4.685	29	0.00	Significant

Source: IPM SPSS 24 package

The value of (T) test calculated to signify the differences between the numbers of individuals of the study for the hypothesis was (-4.685) with signify value (0.000) which is less than the level of significant value (0.05) These refer to the existence of differences statistically for the failure.

Hypotheses no.(2):

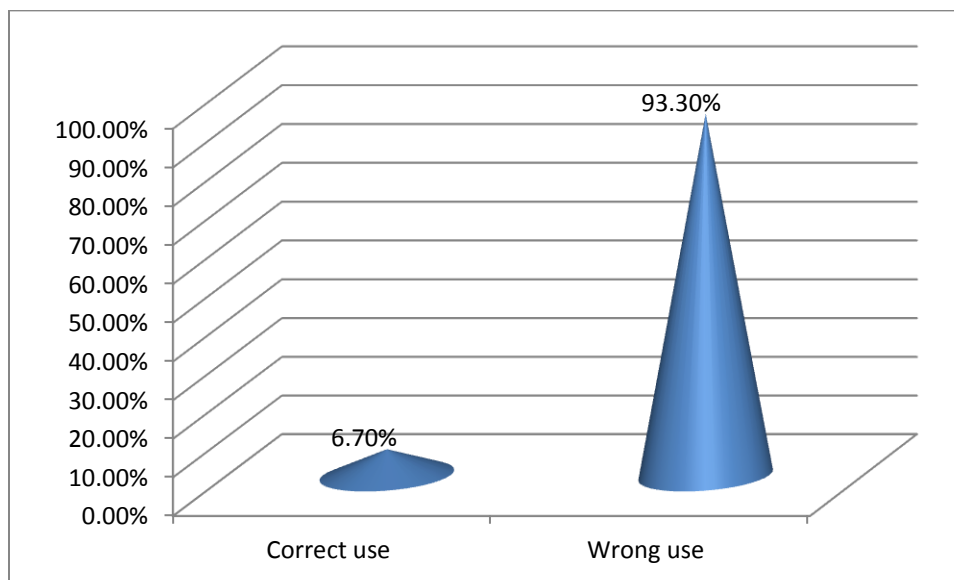
Secondary school students encounter some grammatical, spelling ,punctuation, coherence difficulties when they writing in English.after marking the written material of the student and observing the areas of difficulties that student face when writing composition the data was analyzed as shown in the table below:

Male student's mistakes

Table (5) illustrates the frequency and percentage for the grammar

Valid	Frequency	Percent
Correct use	1	6.7%
Wrong use	14	93.3%
Total	15	100.0%

Source: IPM SPSS 24 package



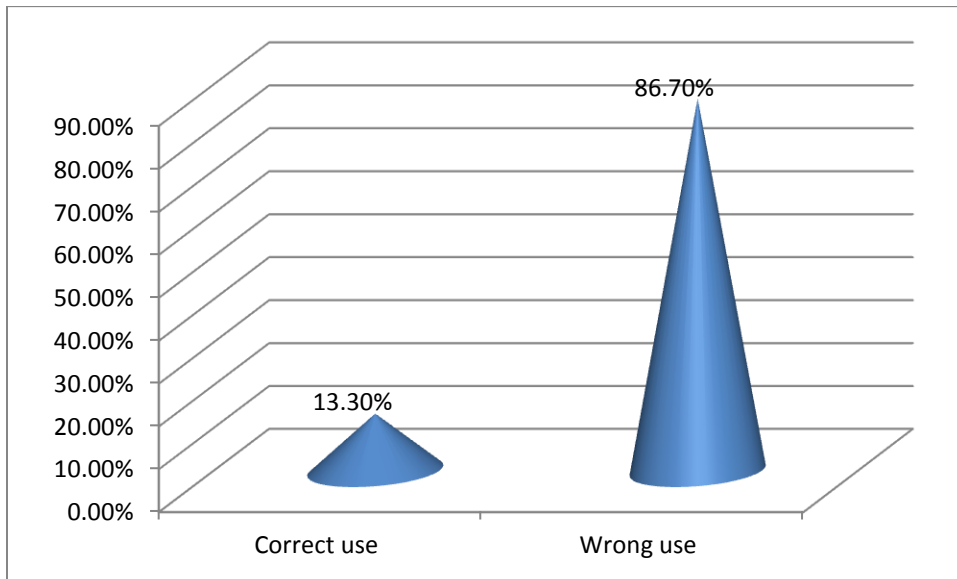
Source: prepared by the researcher of the excel 2016

Table (5) illustrates the views of the distribution of the sample by the statement as follows correct use by (6.7%) and wrong use by (93.3%).

Table (6) illustrates the frequency and percentage for the spelling

Valid	Frequency	Percent
Correct use	2	13.3%
Wrong use	13	86.7%
Total	15	100.0%

Source: IPM SPSS 24 package



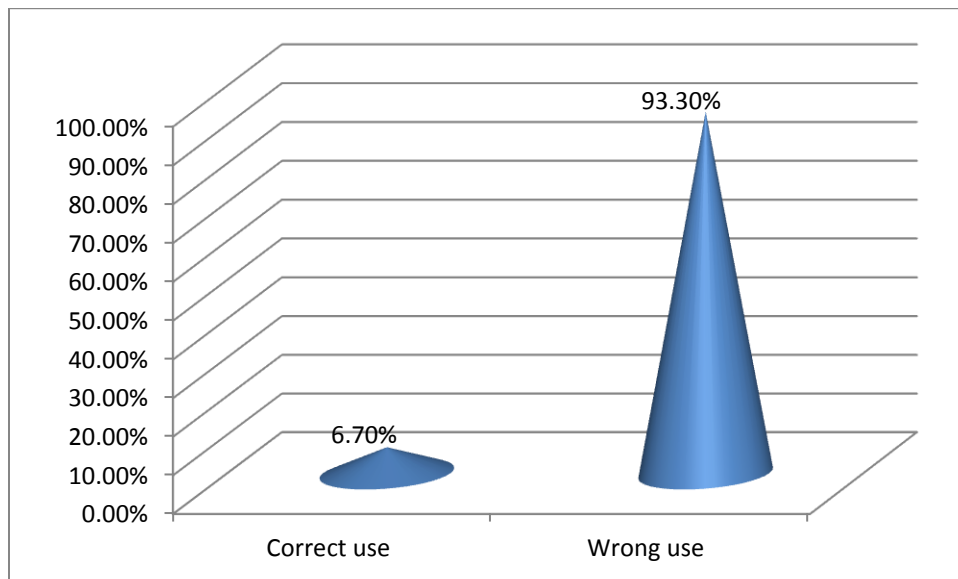
Source: prepared by the researcher of the excel 2016

Table (6) illustrates the views of the distribution of the sample by the statement as follows correct use by (13.3%) and wrong use by (86.7%).

Table (7) illustrates the frequency and percentage for the punctuation

Valid	Frequency	Percent
Correct use	1	6.7%
Wrong use	14	93.3%
Total	15	100.0%

Source: IPM SPSS 24 package



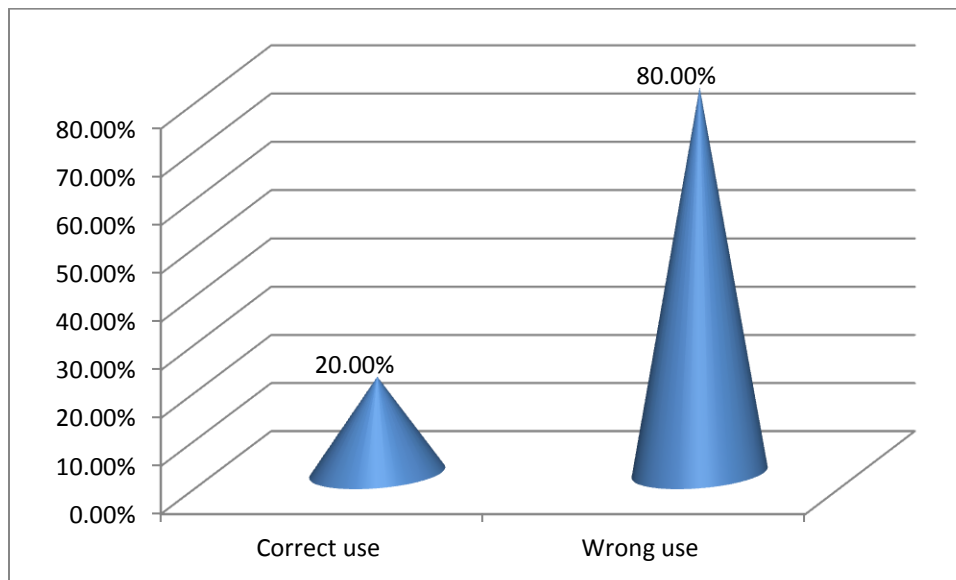
Source: prepared by the researcher of the excel 2016

Table (7) illustrates the views of the distribution of the sample by the statement as follows correct use by (6.7%) and wrong use by (93.3%).

Table (8) illustrates the frequency and percentage for the coherence

Valid	Frequency	Percent
Correct use	3	20.0%
Wrong use	12	80.0%
Total	15	100.0%

Source: IPM SPSS 24 package



Source: prepared by the researcher of the excel 2016

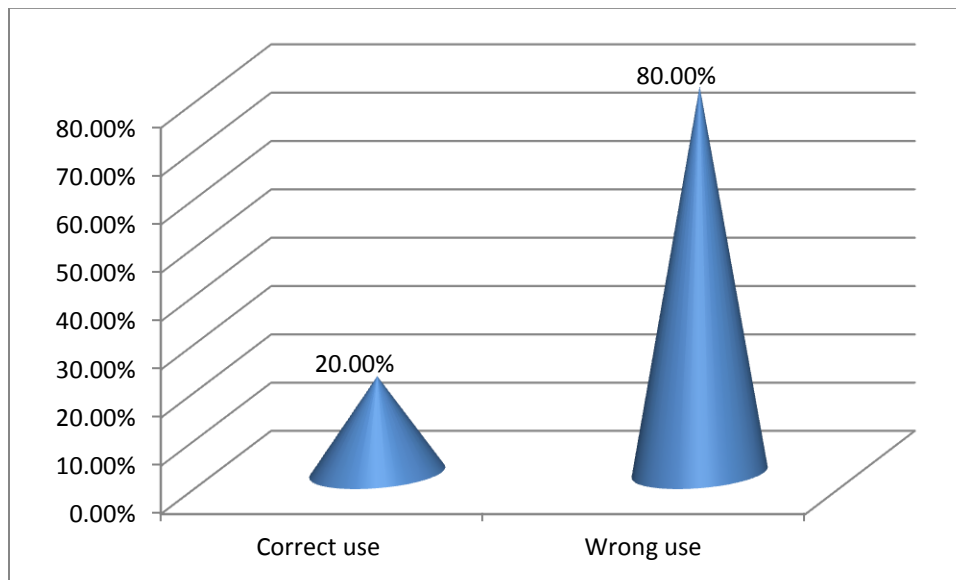
Table (8) illustrates the views of the distribution of the sample by the statement as follows correct use by (20.0%) and wrong use by (80.0%).

Female student's mistake

Table (9) illustrates the frequency and percentage for the grammar

Valid	Frequency	Percent
Correct use	3	20.0%
Wrong use	12	80.0%
Total	15	100.0%

Source: IPM SPSS 24 package



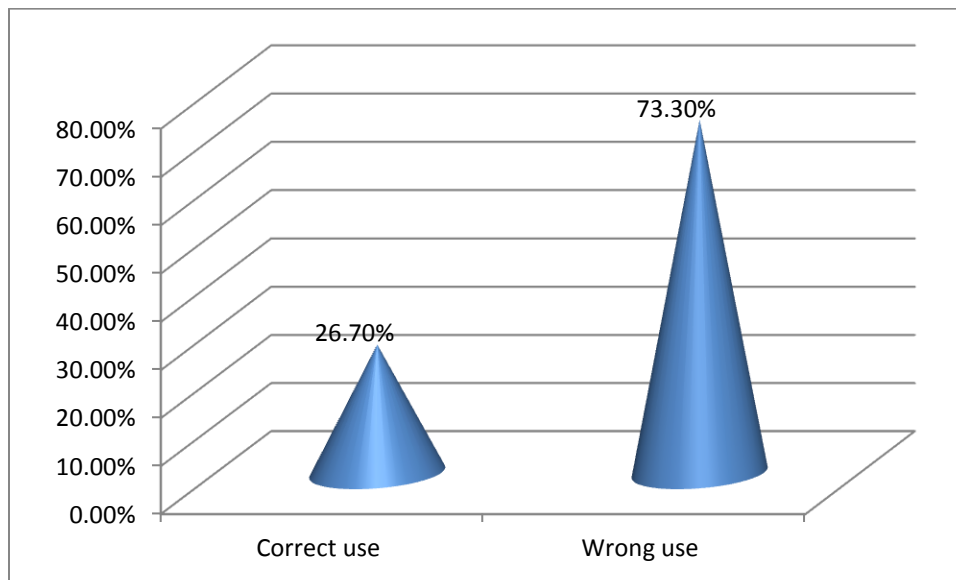
Source: prepared by the researcher of the excel 2016

Table (9) illustrates the views of the distribution of the sample by the statement as follows correct use by (20.0%) and wrong use by (80. 0%).

Table (10) illustrates the frequency and percentage for the spelling

Valid	Frequency	Percent
Correct use	4	26.7%
Wrong use	11	73.3%
Total	15	100.0%

Source: IPM SPSS 24 package



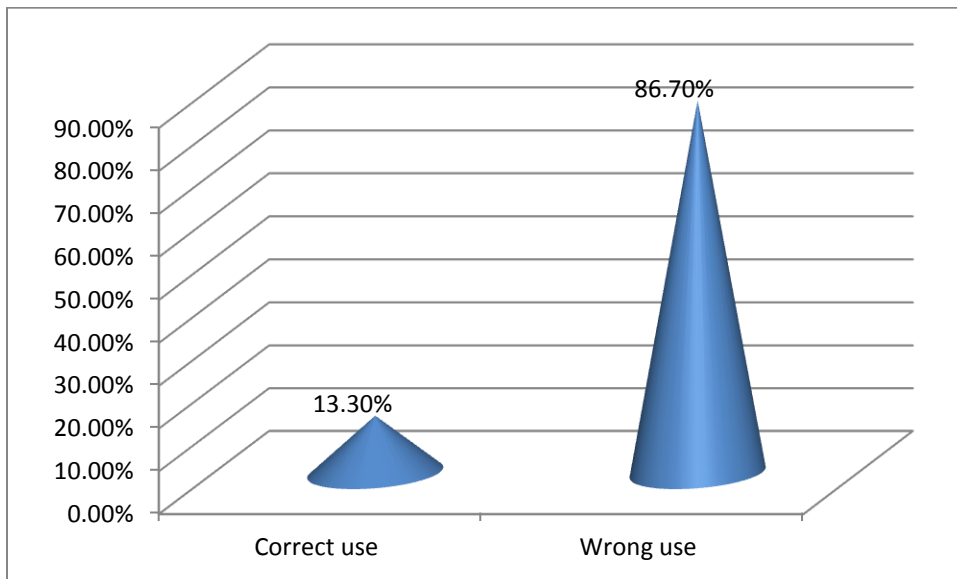
Source: prepared by the researcher of the excel 2016

Table (10) illustrates the views of the distribution of the sample by the statement as follows correct use by (26.7%) and wrong use by (73.3%).

Table (11) illustrates the frequency and percentage for the punctuation

Valid	Frequency	Percent
Correct use	2	13.3%
Wrong use	13	86.7%
Total	15	100.0%

Source: IPM SPSS 24 package



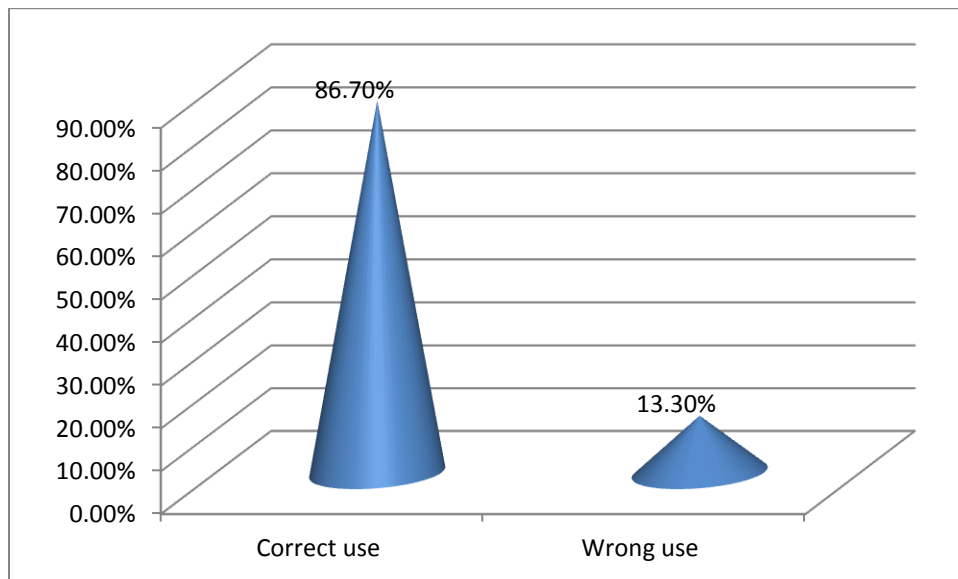
Source: prepared by the researcher of the excel 2016

Table (11) illustrates the views of the distribution of the sample by the statement as follows correct use by (13.3%) and wrong use by (86.7%).

Table (12) illustrates the frequency and percentage for the coherence

Valid	Frequency	Percent
Correct use	13	86.7%
Wrong use	2	13.3%
Total	15	100.0%

Source: IPM SPSS 24 package



Source: prepared by the researcher of the excel 2016

Table (12) illustrates the views of the distribution of the sample by the statement as follows correct use by (86.7%) and wrong use by (13.3%).

Test of hypotheses:

Table (13) illustrates t-test results for the student at secondary school face difficulties in writing composition

No	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Statistical significant
30	4.83	6.04	-4.685	29	0.00	Significant

Source: IPM SPSS 24 package

Table (13) shows that the value of the t- tests (-4.685) by significant value. This means that the student at secondary school face difficulties in writing composition.

Table (14) illustrates chi-square test results for the secondary school students encounter some grammatical, spelling, punctuation, coherence difficulties when they writing an English composition

No	Chi-square	Df	Sig.	Median	Statistical significant
30	46.13	1	0.000	4.0	Significant

Source: IPM SPSS 24 package

Table (14) shows that the value of the Chi-square tests (46.13) by significant value. This means that secondary school students encounter some grammatical, spelling, punctuation, coherence difficulties when they writing an English composition.

Table (15) illustrates chi-square test results for there are differences in writing competition abilities between male and female students at secondary schools

No	Chi-square	Df	Sig.	Median	Statistical significant
30	27.292	16	0.000	4.0	Significant

Source: IPM SPSS 24 package

Table (15) shows that the value of the Chi-square tests (27.292) by significant value. This means that there are differences in writing competition abilities between male and female students at secondary school for female.

4-2 Results and discussions

It is very clear from the table and graph NO. (2-4) which shows the number of student who pass and those who failed , the rate was 33.3%. Accordingly the validity and credibility of the hypotheses that I set for the study was proven.

Also table and graph No. (3.4) showed the differences between the abilities of male and female students in writing composition, nine female student pass the while just one male student pass the test, this also reflects the credibility of the hypotheses that I set.

The study aimed to reveal the difficulties that high school student face in writing composition, by analyzing the results of the study it was proved that secondary school students really face difficulties in writing composition, the reasons behind this difficulties is the lack of knowing the rules of grammar and the inability to spell words the correct way also most students do not have the ability to write composition in the correct style

Chapter five

Findings, Recommendations and Suggestions

for Future Studies:

Chapter five

Findings, Recommendations and Suggestions

for Future Studies:

5.0 introduction:

The findings of the study have been listed and discussed followed by the recommendations and a number of suggestions for further studies.

5.1 The findings of the study:

The study is about investigating the difficulties encountered secondary school students in writing composition

1-The general style of student's writing revealed the low ability in using the rules of grammar correctly.

2-Most male and female student uses the punctuation marks incorrectly and apart of the students do not use them at all.

3-Many of the students are ignorant the correct style of writing composition, this causes a major problem in the sequencing and the coherence of the written piece.

4-All the written texts are not arranged as it should be, student could not arrange the words correctly to give an understandable meaning.

5-There are differences between the written language performance of male and female students.

5.2 Recommendations:

Based on the findings of the study, the researcher recommends the

Following:

1-Giving the students' intensive lessons to explain the rules of the language in details also solving many exercises related to the grammar rules.

2-Teachers should find the most appropriate method to teach grammar.

3-Teachers should focus on teaching students punctuation marks and not neglect them by allocating lessons to them.

4-Teachers should devote lessons to teach the students how to write the composition, explain and detailing how to write and how to generate ideas.

5-Due to the weakness of all students in writing a completed meaningful sentences students should be taught semantics and sentence structure.

6-Teachers should use encouragement, compliments to entice students into the educational process; they should also take into consideration the individual differences between students.

5.3 suggestions for further studies:

The study suggests the following:

-A similar study can be conducted: investigating the academic writing difficulties of ESL learners

-A similar study can be conducted: investigating the difficulties encountered by secondary school student in writing sentences.

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Appendix

