



Sudan University of Science and Technology

College of Languages

College of Graduate Studies

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**The Difficulties of Formulating Paragraphs that
Encountered by Students in Writing Essays at the University
Level**

الصعوبات التي تواجه طلاب الجامعات في صياغة الفقرات عند كتابة المقال

A case study: second year- college of languages – SUST

A thesis Submitted in Partial Fulfillment of the Requirements of
M.A in English language (Applied Linguistics)

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الاستهلال

قال تعالى:

{الرَّحْمَنُ عَظَّمَ الْقُرْآنَ خَلَقَ الْإِنْسَانَ *عَلَّمَهُ
الْبَيَانَ}

صدق الله العظيم

سورة الرحمن الآية (1-4)

Dedication

This study is dedicated to my parents whose support knows no limit.

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Abstract

The aim of this study is to investigate the difficulties of formulating paragraphs that encountered by the University students in writing essay. The researcher has adopted the descriptive analytic approach to analyze the data collected from study sample. The analysis process has been done by using (SPSS) program where tables of results obtained. The study has reached some findings as follows: Most of students are poor in formulating paragraphs in essay writing exactly the introductory and concluding paragraphs. Based on the results, the researcher recommends the following: EFL learners should be familiar with every step that can be followed to write an essay. Teachers should give their students enough time to practice writing essays.

المستخلص

هدفت هذه الدراسة الي تحليل الصعوبات التي تواجه طلاب الجامعة في كتابة المقال. لتحقيق هذه الدراسة , استخدم الباحث اختبار الكتابة من اجل جمع بيانات العينة. تمت عملية التحليل بواسطة استخدام البرامج الاحصائي لعلم الاجتماع و يتم جمع النتيجة بشكل جداول. و توصلت نتائج الدراسة الي ان معظم الطلاب يواجهون صعوبات في صياغة الفقرات عند كتابة المقال ويظهر ضعف الطلاب اكثر في المقدمة والخاتمة. و علي حسب هذه النتائج, اوصي الباحث بالاتي: علي معلمي اللغة الانجليزية ان يحثوا الطلاب لممارسة كتابة المقالات بصورة مستمرة. علي المعلمين تدريب الطلاب عمليا لكتابة المقالات.

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Chapter one

Introduction

Chapter one

Introduction

1-0 Background

Researchers have been investigating the second language learning since the behaviorism era up today. The main reasons that encourage those researchers are due to the difficulties which hinder the second language learning. Hence, the researchers want to develop the knowledge of second language acquisition and developing quality of learning the second language by examining and studying carefully the difficulties that face the student in learning a second language.

Any language learner who tries to keep up development in his/her language competence, faces many difficult tasks in his/her field "writing". Writing is an important skill which learners need to develop. There are many types of writing that provide information to the learners in a systematic manners, among these types is essay.

Writing academic essay is not an easy task, to do this, the learners need to develop number of skills which help them to write academic and meaningful essays. So, this study will provide learners with enough information and steps about writing essay.

1-1 Statement of the Problem

The major concern of this study is to investigate the difficulties encountered by the university students of English during their learning writing essays. According to Goldberg (1981, p. 8) states that "many beginning essay writers have difficulty getting started". So, the

formidable problem that encountered by the students is how to start, then how to move smoothly to the end. This area is needed to be considered. Therefore, this study will try to investigate the difficulties encountered by the university students when they attempt to write essays.

1-2 Objectives of the study

It is believed that the difficulties reflect the way in which the learners acquire the language skills. If this true, then the best way is to show learners what are the steps that can be followed to overcome such difficulties. In other words, this study has the following objectives to be achieved:

It generally aims to make essay easier for learners and it aims to:

1. Enable learners to formulate introductory paragraph.
2. Enable learners to formulate body paragraph.
3. Enable learners to formulate concluding paragraph.
4. Enable learners to use conjunctions to link parts of essay with each other.

1-3 Significance of the Study

The difficulties that the second language learners face in the process of learning the language have been the cause of much interest to the researchers. So, this study is significant because it gives learners practice in using many common ways to organize essay parts: as a whole.

1-4 Questions of the study

This study aims at testing the difficulties that encountered by the students in writing essay. In other words, it has the following questions to be answered:

- 1- To what extent are EFL learners poor in formulating introductory paragraph?
- 2- To what extent are EFL learners poor in formulating body paragraph?
- 3- To what extent are EFL learners poor in formulating concluding paragraph?
- 4- To what extent are conjunctions can be problematic in essay writing?

1-5 Hypotheses of the Study

This study aims at testing the difficulties that encountered by the student in writing essay. In other word this study contains the following hypothesis to be tested:

- 1- It is hypothesized that the EFL learners are poor in formulating the introductory paragraph.
- 2- It is expected that the EFL learners are poor in formulating the body paragraph.
- 3- It is expected that the EFL learners are poor in formulating concluding paragraph.
- 4- It is hypothesized that the conjunctions are problematic, therefore, the EFL learners misuse the conjunctions in writing essays.

1-6 Methodology of the study

To achieve this study, the researcher has adopted descriptive analytic approach to analyze the data.

1-7 Limits of the study

This study is limited to the Sudan University of science and Technology- college of languages- second level- it conducted in the year 2016.

This study organized as:

Chapter one : introduction. Chapter two: literature review. Chapter three: methodology. Chapter four: results discussion. Chapter five: conclusion.

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature Review and Previous Studies

2-0 Background

This chapter consists of two parts: part one deals with historical background of writing and review the literature related to writing essay. Part two: deals with previous studies related to the problem which faces the students in writing essay.

Part One: 2-1 Historical background of writing

2-1-2 Writer's Process

When a writer starts writing, he/she finds that the most difficult part of writing is how to get begin his/her work. So, they will invent many ways to escape from this instant.

According to Burak and Blau,(2003, p.1) state that "often the hardest part of writing is getting started. Each of us concocted a hundred ways to delay that moment". So, the learners neglect the process of writing generally.

2-1-3 Writing Process

For most EFL learners, writing is a messy work, not straight forward, if you watch of writing of EFL learners at work, you will see more seemingly random activity- and more emotion than you expect.

Most writers when they begin to write, jump from task to task.

They may start writing, then backup and make a list. They may

Order their notes then write conclusion before they write paper

it self. They spend an hour on a single paragraph, or they may get the whole paper out in that hour. (Burak and Blau, 2003).

As we note from the words of these authors, when some writers start writing, they jump forward and backward. And they may end their work

before getting started well. Learners may complete one paragraph in one hour, or they may spend an hour to write the whole paper. So, what mentioned above about writing process, from disordering, jumping from task to task and completing the paper fast or spend hours to write one paragraph lead us to say that writing is a complicated process, it needs brainstorming, composing and organizing ideas to produce a well written work.

2-1-4 Brainstorming

One can not write anything unless she/he has an idea about what she/he is going to write about. So, thinking will let the learners to open their mind widely to collect ideas and link these ideas well to carry out his/her work.

"when you brainstorm, you open the floodgate of your mind. You allow all your ideas to rush out, bringing with them whatever flotsam and jetsam that get carried along". (Burak and Blau, 2003).

Brainstorming may happen in unconscious level. When learners first get an assignment, they read it carefully. They must give themselves time – time to think, talk, read about their subject. Even if they do not begin to write immediately, they can turn the ideas over in their mind and brainstorming consciously and unconsciously. When it is time to write, they may find their words flowing more clearly than they had imagined they would. (Burak and Blau, 2003).

2-1-5 Composing

Sitting on chair is difficult for those who have no ideas, but for the learners who have an ideas it is easy for them to sit there and start writing, so, according to them it dose not matter what piece of writing they are going to write, what they should do is to gather information for their paper. The pieces of writing that the learners write can be essay, article or research paper. They just focus on what they are going to write, organize their ideas as well as they can.

2-1-6 Organizing

Most of writing courses require from the learners to write five paragraph essay-in non academic field, people generally do not write essays contain five paragraph, instead, the five paragraph essay is a teaching device that is useful to teach certain concepts. (Burak and Blau, 2003).

As we know, any piece of writing needs a beginning, middle and ending. In essay writing these three paragraphs mean: a beginning means (introduction), middle means (body), and ending means (conclusion). So, all these three parts needed to be organized one after another in paragraphs. These three parts can be elaborated next.

2-2 Paragraph writing

A paragraph is a group of sentences about one idea which develops a thesis of your essay. It is like a sandwich, firstly a topic sentence, secondly a supporting sentences, lastly concluding sentence. These sentences formulate a text which is a paragraph.

According to Chaman and Stott (2007, p.127) defined the essay as "literally, means a unit of written language which comes between sentence and full text".

So, paragraph can be sentence or text about one idea. From this point we say that a paragraph groups together a number of sentences which are all linked in the same way. Any paragraph contains one topic sentence ,so the transforming from one part to another is important because the reader depend on the writer to give him/her clear information about specific topic.

Writers can give their audience an ideas of the fundamental structure of the text via language and linking a devices(cohesion) and through a achieved in paragraph structure.

Discourse Analysis

Representation Discourse Structure

The linearization problem

When the writer produces a text, he begins with the first point then this point will influence the readers of every thing that follows in the discourse. So, one of the constrains of the writer is that he/she can produces word at times.

The nature of reference in text and in discourse coherence is the interpretation of discourse. One pervasive illusion which persists in analysis of language is that we understand the meaning of a linguistic message solely on the basic to convey that message. (Brown and Yule, 2004).

What is the text?

Text can be defined as a record of communication event. When a writer wants to write a text, he begins with the first point, then this point will influence the readers of every thing that follows in the discourse.

Discourse analysis is study of texts and number of things centered about the question why the writer/speaker select linguistic form that they do on this particular movement.

One of the limitation on the speaker or writer is that he can produce just one word at a time, when he arranges these words into sentences and these sentences into texts, he confronts what has come to be called at linearization problem. He has to choose a beginning point, then this point that he has choose will attract reader's attention of every thing that comes later. (Brown and Yule, 2004).

2-3 what is coherence

Coherence is internal consistency and arrangement of parts of text. It may be created by writer or reader who receives the points found in the text. So, coherence is very important in writing for giving writer opportunity to organize his/her work.

"coherence is first essential in a text, a recognizable structure of thought and ideas. It is created partly by the writer or speaker, but also by the reader or listener who responds to the signals given by text"(Chaman and Stott, 2007).

composing move, composing move lead to the organizing move. These moves are achieved in any piece of writing – essay and other pieces of writing. Also cohesion and coherence are very important in writing process. And before writing the final report, the researcher has mentioned some points which are expected to help learners to be able to write well-but these points can be the basic element in writing process. These points are: choosing a topic which leads to narrowing topic, narrowing topic leads to developing a thesis, after developing thesis, the learners have select the style that enable them to convey their ideas as well as they can.

2-4 What is Cohesion

Cohesion on the other hand can be a relationship between the parts found within the text. These parts can be sentences, paragraphs...etc.

"cohesion is an idea which is mostly used to look at how sub-units within a text (sentences, questions and answer, paragraphs, verses and chapters) hold together"(Chaman and Stott, 2007).

Cohesion is very important because it can make a relationship between the parts found inside the text.

We know for example that text must have certain structure which depends on factors that can be different from those required in the structure of a single sentences. Some of these factors are described in the terms of cohesion. (Yule,1997).

Analyzing the cohesive links within a text gives us some insight into how writers structure what they want to say, and may be crucial factors in our judgment on whether some thing is well written or not.

It becomes clear that the connectedness which we use them in our texts is not simply based on connections between words just, there must be other factor which leads us to distinguish connected texts which make sense from those which do not. This factor is usually described as coherence.

2-5 Writing an Essay

Writing an essay is not different from writing paragraph, an essay is just longer than paragraph. It contains many paragraphs. Every piece of writing has parts that can be connected together to produce cohesive text about one topic. Essay is one of these pieces of writing that needs particular link between different parts about the same idea. So, to write a well organized essay, it is possible to build up a list of skills that you need to conduct your work.

2-5 The difference between paragraph and essay

As mentioned before, paragraph is group of related sentences about one topic. It contains three parts: topic sentence, supporting sentences and concluding sentence. On the other hand, essay is a group of paragraphs about one topic. Essay has three parts: introductory paragraph, body paragraph and concluding paragraph.

2-6 Steps of writing essay

Before you put your pen on your paper, you have to think about the following:

2-6-1 Choosing your subject (topic)

When a student starts writing, it is important to think about the topic that he/she is going to write about. So, choosing a subject is one of the most crucial decision that the learner should make in the essay writing process.

2-6-2 Narrowing your subject

When a student starts writing an essay, he/she must make his/her topic specific enough to be able to write short paper. If a learner has chosen or assigned general topic, it can be difficult to be written in short paper, so narrowing topic is very important element in writing essay.

2-6-3 Developing your thesis

The process of narrowing the subject should lead the learner to developing a thesis statement.

2-6-4 selecting your organization pattern

When the subject has been chosen, and narrowed into manageable topic, and you arrived at the suitable thesis, you should select an organization pattern will best convey your ideas.(Goldberg,1981).

After mentioning the important elements of writing generally, it is expected from the learner to put some ideas in his mind- these elements are linked to each other; brainstorming move lead to

The next pages are about the writing essay. It is to give information firstly about essay to make it easy for learners.

→ Using conjunctions to link the essay parts.

→ The essay parts.

2-7 using conjunctions to link the essay parts

Conjunction is a joiner word that connects texts such as: sentences, paragraphs and essays.

Conjunction can be divided into two main parts: coordinating conjunctions and subordinating conjunctions.

- Examples of common coordinating conjunctions:

(And, but, or, for, nor and so). So, one can use them to link his/her text.

- Examples of subordinating conjunctions:

Subordinating conjunctions come at the beginning of independent clause and establish the relationship between clause and the rest of sentence.

Here are some examples of subordinating conjunctions:

After, although, as, as if, because, before, even if, even though, if, if only, in order, once, rather than, so that till, unless, until, whenever, wherever, whereas, while...etc. these are subordinating conjunctions which can be used to link parts of essays with each other.

Essay parts

This table will show the three parts of essay:

Table (1)

Introduction
Thesis statement
Body
<u>Supporting paragraph</u>
Topic sentence
Supporting sentences
<u>Supporting paragraph</u>
Topic sentence

Supporting sentences
<u>Supporting paragraph</u>
Topic sentence Supporting sentences
Conclusion

From the above table, it is appeared that the essay has three parts connected together. These parts are : introductory paragraph, body paragraph and concluding paragraph.

2-8 The structure of an essay

The structure of that of paragraph, except essay has more paragraphs. An essay usually has three parts: introduction an essay is much like (beginning) , the body (middle) , conclusion (the end). The introduction and conclusion will be at least one paragraph, but the body can be many paragraphs. Each paragraph in the body has a topic sentence and supporting sentences which expand to form an essay. (O'DonneII and paiva, 1993).

It is clearly agreed that the shape of essay is the same with that of a paragraph, but essay contains three paragraphs about one topic.

Any paragraph has a topic sentence and supported with many sentences. So, if the student wants to write an essay to describe some thing, he/she has to formulate his/her thesis following the information given, then design a well introduction, then move to body. This body has three paragraphs (look at table 1) , after that conclude your essay by rewriting the introduction using other words but have the same meaning.

2-9 How to move from paragraph to another

Many people think that writing an essay is not an easy task. They see it as painful task, but if the learners has followed the main steps, it can be easy for them to write essays as well as they can.

most of us feel that writing an essay is difficult, painful task, but we can make that task much easier if we keep in mind the basic parts of an essay. (O'Donne11 and paiva,1993). This difficulty have solution if the learners keep in mind the min parts of an essay.

2-9-1 Introductory paragraph

Introduction is very important part in our task, because it must have the main idea or thesis of our essay. It should be clearly written with some key words that act like tools to limit the discussion.

For example if choose to write about(food), we know that this topic is vast, so it is necessary to limit it with key words such as delicious, nutritious or inexpensive. Then you can focus on these key words to formulate your thesis such as (nutritious food or inexpensive food or delicious food) .These key words help you to plan the next step of your essay.

2-9-2 Body paragraph

It consist of several paragraphs, each of which should include a topic sentence closely related to thesis and supporting sentences. For example, if the thesis statement is about (food), contains key word like nutritious, we can develop topic sentences for our paragraphs with ideas about vitamins, proteins or minerals. So, the learner can develop a topic sentence of their paragraphs with ideas like (vitamin) in paragraph one, protein in paragraph two and mineral in paragraph three. One can formulate topic sentence like this: the benefit of food that contains vitamins. This can be the topic sentence of first paragraph. After formulating topic sentence of first paragraph in the body of your essay, think of development of your paragraph by giving details about nutritious food in paragraph containing topic sentence dealing with vitamin and give examples of vegetables, fruits or meats that are containing vitamins to support your thesis.

Think the coming paragraph is body, it is closely related to the thesis-

Thesis: those who want to keep health, must have the nutritious food.

Topic sentence of body paragraph number one: the benefit of food that contains vitamin to our health.

Topic sentence of body paragraph number two: the benefit of food that contains protein to our body.

Topic sentence of body paragraph number three: the benefit of mineral food. After any topic sentence there are supporting sentences.

2-9-3 Concluding paragraph

Essentially, conclusion is a summary of the ideas in the essay. It must give the reader clear idea of the linking of introduction and body without introducing any new idea.

From the above information, we can formulate the following essay:

.....INTRODUCTION.....

.....

Thesis.....

BODY

Topic sentence

Supporting sentences

.....

.....

Topic sentence.....

Supporting sentences.....

.....

.....

Topic sentence

Supporting sentences

.....

.....

.....CONCLUSION.....

..

2-10 The tradition essay format

This section will not differ from the former, but it may add new information about writing essay.

Most of authors agreed that the traditional academic essays will contain three parts: introduction, body and conclusion.

The more traditional academic essay has an introduction, which sets the scene, main body in which the writer develops his/her argument, a conclusion, in which you bring every thing together.(Crème and lea, 2010).

These writers said that the traditional academic essay contains three parts: introduction in which the writer introduces his essay to the reader. It attracts the reader's attention. Body paragraph is also not less important than introduction in which the writer develops his/her argument.

Conclusion is also important part in essay, it link parts of essay together.

The opinion of the authors in the former section, and this section are the same, all of them agreed that essay has three main paragraphs connected to their each other. All these parts are important and complete each other.

2-11 Essay parts from Oshima and Hogue point of view

An essay introduction stimulates the reader's interest and tells what the essay is about. In an introduction we can formulate a thesis statement in the first or last sentence, like a topic sentence of a

paragraph, a thesis statement is a topic of an essay. (Oshima and Hogue, 2007).

Body paragraph according to Oshima and Hogue consist of two or more paragraphs, any paragraph develops subdivision of the topic.

They said that essay topic is longer than to be discussed in one paragraph, the learner needs to develop three body paragraphs to discuss the topic completely.

2-12 Conjunctions:

Conjunctions are words that used to link parts of essays, paragraphs or texts with each other.

We include conjunction here in our study of grammatical contribution in a text and its contribution to the relationship between segments of the discourse.

Discourse analysis ask some sorts of questions about conjunctions they do about other grammatical items: what roles do the conjunctions play in creating discourse, how are distributed in speech and writing, what restrictions on other use are there are not reflected purely through sentence analysis ,and what features of their use are inadequately explicated in conventional grammar?(Mc Carthy,2008).

For using of conjunctions, look at the coming text to find how conjunctions are linking sentences to one another.

Conjunction can be used for: additive (e.g. and, in addition) , adversative (e.g. but. how ever) , casual(e.g. because, consequently) , temporal(e.g. then, subsequently)

Look at (Advertisement for British nuclear forum from the guardian, 7 October 1998, p.17) to see the using of some conjunctions.

Wind power. Wave power. Solar power. Tidal power.

Whilst their use will increase they are unlikely to be able to provide large amount of economic electricity. Generally, the cost of harnessing their power is huge. *However*, there is more practical, reliable and economical way of ensuring electricity of the future. *And* that is through nuclear energy. It is not new idea, of course. We have been using nuclear electricity for 30 years. In fact, it now accounts for around 20% of Britain's electricity production. And it's one the cheapest and safest ways to produce electricity we know for the future. What's more world supplies of uranium are estimated to last for hundreds of years, which will give us more than enough time to develop alternatives if we need to. *So*, while some people might not care about their children's future. We do. (McCarthy, 2008).

Part two:

The previous studies related to topic:

The perceptions of first- year under graduate Malawian Students of Essay Writing Process.

Ckalik Okha (2009)

A good command of written English is essential for tertiary students in Malawi. Notably, their academic success is largely dependent on their mastery of written language but, in addition, recent years have seen more employers in Malawi emphasizing the need for excellent communication skills in both the language (Chichewa) and English.

The article analyzes Malawian first year under graduate perceptions of the essay writing process. A study in which 200 students from faculties of humanities and social science were survived was carried out at the University of Malawi's Chancellor college in 2006.

The results indicate that students find it very challenging to obtain sufficient and relevant sources text information, paragraphs or summarize information and use an appropriate academic style. It appears that the essay writing is challenging for first year under graduate partly due to lack of thought and timely training in essay writing.

Ckelikeskha. 2009- [http:// www.tandfonline.com](http://www.tandfonline.com)

Abstract (2)

Investigating the Difficulties Experienced by English Language learners in Writing Paragraphs (2012)

Prepared by: Mawahib Mohammad Ibrahim

The purpose of this study is to investigate problems experienced by students, secondary school in writing paragraph.

Population of this study consisted of secondary school teachers and secondary school students in kassala state, the students sample was chosen from kassala secondary school for boys and girls, the sample consisted of 80 students.

The teachers sample consisted of 85 teachers of English language in kassala, the test result exposed the difficulties they had students in writing paragraph.

To achieve the goal o this study, the researcher designed a questionnaire in a way that includes three domains: the students background, syllabi and motivations in the classroom. The questionnaire and test pointed out problems and difficulties facing the students in writing paragraph.

Finally, the researcher recommends that schools must be provide with

Modern teaching developed aids such as: flash cards, picture and computers to facilitate the process of writing.

Teachers have to exert effort to develop students' abilities in writing by using good methods and should try as possible as they could to be creative in offering.

Investigating and useful writing

Activities for students so as to develop their working skill.

Abstract no (3)

Assessing the EFL Sudanese Learners in Writing Paragraph at the tertiary level (2010)

Prepared by:

Mohammed Al-Mubarak Mohammed

This research is an attempt to assess the EFL Sudanese learners at the tertiary level in paragraph writing.

The study is based on two hypothesis:

The Sudanese learners at the first year at the tertiary level do not know the elements of paragraph writing, and they do not how to use these elements to build paragraph.

The researcher has used the prescriptive methods (written test) to assess the sample students' performance in paragraphs writing.

45 students at the first year – college of languages – Sudan University of science and technology chosen out of the total of 70 learners.

Learners are all majoring in English

The researcher comes out with the following results:

- The EFL Sudanese at the first year –college of education- SUST do not know elements of writing paragraph.
- These learners do not know how to use these elements to build paragraph, something which affirming the researchers hypothesis.

Finally, the researcher recommended the following:

- Teachers of English should be given more training.
- We must make use of the revolution technology in updating the teaching aids at the education in institution.

Summary of this chapter:

This chapter included two parts, part one which is the theoretical background about writing generally, then about writing essay. And part two which is the previous studies related to the study.

So the similarity between these studies and my study is the existence of the difficulties encountered by EFL learners. Therefore, the results which the researcher has achieved are same with the studies of these researchers. There is no noticeable differences of the results.

Chapter Three

Methodology

Chapter Three

Methodology

3-0 Introduction

This chapter discusses the methods, instructions, validity and reliability and procedures of the study.

3-1 Methods:

To achieve this study, the researcher has used descriptive analytical method to analyze data.

3-2 Subject:

The students: twenty students, both male and female have been chosen to participate in this study. All of them were university students- second year- Sudan University of science and technology-college of languages.

3-3 The instruments:

In this study, the researcher has used one tool to collect the data, the students' test is used. The study attempts to examine the difficulties of writing essay that encountered by university students. Thus, the data of this study has been elucidated through a test for students. The test which was prepared, consists of four statements about writing essay to collect the data of study and will be analyzed to satisfy the questions and hypothesis of the study. This instruments (too) is very important, because it shows an idea about the difficulties of writing essay that encountered by the students.

The test which is designed, reflects the students' ability in formulating (introductory paragraph), (body paragraph), (concluding paragraph) and using conjunctions for linking parts of essay.

3-4 Validity and reliability of the study:

3-4-1 The Validity

The test which is designed, was validated by the supervisor who added, omitted and corrected. His notes and suggestions were taken into the consideration, so, researcher has made a necessary modification before administrated the test. The essay writing test was designed by the researcher in consultation with some fellows, then presented to the supervisor for final evaluation. Before the test was distributed, it was given to the supervisor for final approval, then it was given to the number of subjects to face no problem in answering the questions.

3-4-2 The Reliability:

For reliability, the researcher has used statistic package social science to calculate his results.

3-5 The procedures:

To investigate the difficulties encountered by the university students, second year- in writing essay, twenty students have been chosen as a sample of the study to answer the essay writing test. These students have been handed out a test to be participated in this study. This tool is done in order to get data about the difficulties encountered by the university students in writing essay in English.

Summary of the chapter:

This chapter gives full discussion about methods and techniques being used by the researcher to calculate his study. It exhibits that this study is descriptive and analytical. The it describes instruments and procedures which the researcher has followed and the validity and reliability of the tools and how the researcher has collected the data of the study and how he analyzed them.

Chapter Four

Data Analysis and Discussion of the Results

Chapter four

Data Analysis and Discussion of the Results

4-0 Introduction

This chapter is devoted to analysis and analysis of the results. The data is collected by using test for twenty students to investigate the difficulties that encountered by the students in writing essay.

The source of difficulties of writing essay among students come as follows:

4-1 Table No (4-1)

The difficulties of formulating introductory paragraph:

Student No	Correct Response	Percentage	Wrong Response	Percentage
1	30	30%	70	70%
2	40	40%	60	60%
3	50	50%	50	50%
4	30	30%	70	70%
5	20	20%	80	80%
6	40	40%	60	60%
7	50	50%	50	50%
8	40	40%	60	60%
9	30	30%	70	70%
10	40	40%	60	60%
11	50	50%	50	50%
12	60	60%	40	40%

13	30	30%	70	70%
14	40	40%	60	60%
15	30	30%	70	70%
16	50	50%	50	50%
17	60	60%	40	40%
18	80	80%	20	20%
19	40	40%	60	60%
20	30	30%	70	70%
20 Students	Total 840	42%	Total 1160	Total 58%

According to the results from the above table, it is clearly appeared that most of students encountered difficulties in formulating introductory paragraph. 58% percent of the students are poor to introduce god paragraph, while 42% percent of the students have some ideas about how to formulate introduction.

s4-2Table No (4-2)

The source of difficulties of formulating body paragraph:

Student No	Correct Response	Percentage	Wrong Response	Percentage
1	40	40%	60	60%
2	50	50%	50	50%
3	30	30%	70	70%
4	60	60%	40	40%
5	20	20%	80	80%
6	40	40%	60	60%
7	30	30%	70	70%
8	50	50%	50	50%
9	40	40%	60	60%
10	60	60%	40	40%
11	40	40%	60	60%
12	30	30%	70	70%
13	20	20%	80	80%
14	40	40%	60	60%
15	30	30%	70	70%
16	50	50%	50	50%
17	40	40%	60	60%
18	50	50%	50	50%
19	30	30%	70	70%
20	40	40%	60	60%
20 Students	Total 790	39.5%	1210	60.5%

The table above showed that a lot of students are poor in writing good body paragraph.

30

The results of this table appeared that 60.5% percent of the students are poor in formulating body paragraph, whereas 39.5% percent have an idea of writing body paragraph. In body paragraph, the students do not focus that it has three paragraph. When they asked to write an essay they just expect that they can write whatever they have in their mine. They do not think that one can separate body paragraph number one from body paragraph number two. Some topics are bigger than to be discussed in one body paragraph, they need more paragraph, any paragraph has its own topic sentence and supporting sentences.

4-3 Table No(4-3)

The source of difficulties in writing conclusions:

Student No	Correct Response	Percentage	Wrong response	Percentage
1	50	50%	50	60%
2	30	70	70	70%
3	40	40%	60	60%
4	40	40%	60	60%
5	20	20%	80	80%
6	50	50%	50	50%
7	60	60%	40	40%
8	30	30%	70	70%
9	70	70%	30	305
10	20	20%	80	80%
11	30	30%	70	70%

12	40	40%	60	60%
13	60	60%	40	40%
14	50	50%	50	50%
15	80	80%	20	20%
16	40	40%	60	60%
17	20	20%	80	80%
18	50	50%	50	50%
19	30	30%	70	70%
20	30	30%	70	70%
20 Students	840	42%	1160	58%

Concerning the item above, the researcher has noted that many students are poor in concluding the essay paragraph. 58% of the students are weak in concluding essay paragraph, while 42% of the students conclude their essay paragraph well. Concluding paragraph is most important one in writing essay but the learners do not master it as it must be. Some students do not conclude their essay at all, others conclude it poorly without restating the information that they have written before.

4-4 Table No (4-4)

The source of difficulties in using conjunctions to link parts of essay

Student No	Correct Response	Percentage	Wrong Response	Percentage
1	60	60%	40	40%
2	40	40%	60	60%
3	30	30%	70	70%
4	30	30%	70	70%
5	50	50%	50	50%
6	30	30%	70	70%
7	20	20%	80	80%
8	40	40%	60	60%
9	50	50%	50	50%
10	10	10%	90	90%
11	60	60%	40	40%
12	30	30%	70	70%
13	40	40%	60	60%
14	40	40%	60	60%
15	70	70%	30	30%
16	20	20%	80	80%
17	50	50%	50	50%
18	50	50%	50	50%
19	30	30%	70	70%
20	50	50%	50	50%
20 Students	Total 800	40%	1200	60%

It is quite clear that the EFL learners of English encountered difficulties in using conjunctions to link parts of essay. It is appeared that 60% of the learners have difficulties in using conjunctions. Some of the students write whole paragraph without using the conjunction to link them. So, the results obtained from the sample come typically of the researcher's hypothesis.

Summary of the results

Since the aim of the study is to investigate the difficulties that encountered by the students in formulating the essay paragraph, the focus was on: introductory paragraph, body, conclusion and using conjunctions to link the essay parts. The results which achieved, showed that there are some difficulties comes as follows:

In an introductory paragraph, 58% of the students are poor in formulating essay introductory paragraph. The results come typically of the first hypotheses.

In body paragraph, 60.5% of the students are weak in formulating good body. The results are also come typically of the second hypotheses.

In concluding paragraph, 58% of the students are poor in concluding the essay paragraph. The results are come as it is hypothesized.

The using of conjunctions are also problematic, 60% of the students are poor in using conjunction to link the essay parts.

Summary of this chapter:

This chapter concerned to the analysis and discussion of the results of the study. The results obtained showed that students are poor in formulating essay paragraphs. The findings come typically of what has been hypothesized.

Chapter Five

Conclusions, Recommendations and
suggestion for further Studies

Chapter Five

Conclusions, Recommendations and suggestion for further studies

5-0 Introduction

This chapter concludes the study. It presents findings, Recommendations and suggestions for further reading.

5-1 Summary of the results

Since the aim of this study is to investigate the difficulties encountered by the university students in formulating paragraphs of essay, the researcher has come out with the following findings after analysis of the obtained data.

- The students are extremely poor in formulating introductory paragraph.
- The students are extremely poor in formulating body paragraph of essay.
- The students are extremely poor in formulating concluding paragraph.
- The students misused the conjunctions to parts of essay.

According to the above results students of EFL learners should be aware of the steps of essay writing.

5-2 Recommendations

Based on the results of the study, the following recommendations are recommended:

- The EFL learners should try more and more to improve their ability in writing essay paragraphs.
- The EFL learners should focus on using conjunctions when they try to write essay paragraphs.
- The teachers should encourage their learners to practice writing essay's paragraphs to improve their skills in writing generally.
- The designers of the curriculum should consider include this area in their designed courses.

Suggestions for further reading

The researcher might propose some suggestions

- The role of essays in promoting the students' ability in writing skills.
- The impact of practicing writing essays at secondary school level.

Summary of this chapter

This chapter introduced the conclusion, findings, recommendations and further reading. It is concluded the study.

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Appendices

Sudan University of Science and Technology

College of Graduate Studies

College of languages

Students' test

Answer the Following question

Dear Students

This study aims at investigating the difficulties of formulating paragraphs that encountered by the University Students' in writing essay. Your answer will be used for scientific purpose only.

Q (1) Write short essay about one of the following topics: (foot ball) or (standard of education at university now a days).

Topic No (...)

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