



ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

**Investigating Factors that Affect Grade 8 Students' Paragraph Writing:
the Case of Werha Yekatit Primary School**

By

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January, 2023

Addis Ababa

**INVESTGATING FACTORS THAT AFFECT GRADE 8 STUDENTS'
PARAGRAPH WRITING SKILL: THE CASE OF WERHA YEKATIT PRIMARY
SCHOOL**

BY

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Advisor

Dr. Tamene Kitila

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LIST OF ABBREVIATIONS

EL English language

EFL English as foreign language

ESL English as Second Language

L1 First Language

TEFL Teaching English as a Foreign Language

ABSTRACT

The main purpose of this study was to investigate factors that affect students' paragraph writing skills. The study was conducted in Werha Yekatit Primary School. In order to address the problem a mixed research method which contains both qualitative and quantitative method of data collection and analysis was employed. To achieve the first objective of study, paragraph writing test was used. To address, the second, the third and the fourth objectives textbook and teacher's guide analysis, classroom observation and teaches' semi-structural interview were used. The researcher analyzed the paragraphs written by 40 students. Analysis of textbook and teacher's guide was used mainly to assess the activities related to paragraph writing. Classroom observation conducted to assess how much the teachers emphasized teaching paragraph writing. Two teachers were observed while they were teaching writing lesson. The semi-structural interview was employed to triangulate the information gained from the students about the factors for students' poor paragraph writing and gain data about students' paragraph writing problems. The data was used to identify the factors affecting students' paragraph writing problems and the kind of problems students had in paragraph writing. All data collected from the different instruments were analyzed qualitatively and quantitatively.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

In teaching English as a foreign language, learners are subjected to master the four skills which are listening, speaking, reading and writing. Since writing is one of the four skills, students are expected to develop their writing skills. Students' English language ability in writing paragraphs plays a great role in both contemporary academic and future careers. Hence the key role of English language ability in writing has an important and encouraging impact on the academic and achievement students. This is because the ability to write effectively through English becoming increasingly important in our global community (Weigle, 2002). However, Students face great problems in completing their writing productions.

Lado (1955) views writing in a foreign language in terms of the ability to manipulate the structures, vocabulary and conventional representations. He puts it as follows "We mean by writing in a foreign language the ability to use structures, the lexical items and their conventional representation in writing"(p.248).

According to White and Arndt (1991),"Writing is also a problem solving activity developing in progress"(p,11). This means that writing does not come naturally or automatically, but through cognitive efforts, training, instruction and practice. Even if it is a problem solving skill, writing involves processes such as generating ideas, a voice to write, plan, goal setting, monitoring and evaluating what is to be written.

Similarly, Richards and Schmidt (2002:529) state, "Writing is viewed as a result of complex process of planning, drafting, reviewing and revising." That is to say the final product is the result of various operations.

Generally, writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is complement to speech and spoken language.

Writing skills are important part of communication. Good writing skills allow you to communicate your message with clarity and ease to a far larger audience than through face to face or telephone conversations.

Today, when any one can be their own publisher, we see more examples of poor writing skills both in print and on the web. Poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammar mistake. The purpose this study was to identify and describe factors that affect grade 8 students' paragraph writing skill in Werha Yekatit Primary School.

1.2. Statement of the Problem

During learning paragraph writing skills in English, for many years in teaching, teachers may know that learners like to write good paragraph, but they have some problem in paragraph writing skills. Nunan (2000:217) state, "It is an enormous challenge to produce a coherent, fluent piece of writing in second language." Having the ability to write effectively is not an easy task to learn. It is a difficult and complex task.

Since writing skill is complex and a difficult skill to learn, the learners face a lot of problems when they start to write paragraphs. Therefore, this study is going to investigate some of the factors that may affect Werha Yekatit Primary School grade 8 students' paragraph writing achievements.

Some local studies have been conducted on students' writing skills problem. For instance, Deresse (2012), studied "Factors that hinders the development of Students' Writing Skills." The purpose of the study was to identify and analyze the factors that hinder the development of students' writing skills in the classroom. The findings revealed that teachers' inadequate teaching skill, students' poor background knowledge of vocabulary and writing skills as a whole affect students' writing skills development. But, in his study, he didn't include resource factors, external factors like institutional and English language teachers' feedback that may influence students' writing skills.

Similarly, Kefyalew (2013) conducted a study on “The Academic Writing Problem as Manifested in MA Students’ Literature Review the Case of TEFL Post Graduate Students at Haramaya University.” The main focus of the study was to assess the academic writing problems of TEFL post graduate students as manifested in their written academic literature review as part of writing their research proposals. The findings showed that the papers couldn’t reflect the features of good academic literature review due to lack of linguistic proficiency analytical and critical thinking skills deficiency and the students were generally found to be less successful in organizing ideas into academic, in using others’ ideas, and citing sources properly in their writing.

Furthermore, Mohamed (2015) conducted a study on ‘Assessing students’ paragraph writing problem in Bedeno Secondary School with special reference to grade10 students.’ The findings revealed that students encounter problem of organization, unity, adequacy, grammar, punctuation, capitalization and spelling in writing.

Even though the above mentioned researchers have conducted studies on writing problems faced by EFL students, none of them has addressed paragraph writing in relation to factors that affect students’ paragraph writing skill related with the three parts of paragraph this study was thus designed to.

Therefore, the current study is different from the earlier studies in that it investigates factors that affect students’ paragraph writing skill in relation to the three parts of a paragraph: writing topic sentence, supporting sentences, and concluding sentence and it also examined student- related, teacher-related and resource-related factors which influence paragraph writing skills on the selected Werha Yekatit School Woreda 04 Kirkos Sub-city. .

1.3. Research Questions

In order to achieve the objectives the following research questions are formulated.

1. What is the students’ paragraph writing performance level?
2. What specific deficiencies characterize grade 8 students 'writing skill?
3. What are the causes of the students’ paragraph writing deficiencies?

1.4. Objectives of the Study

1.4.1 General Objective

The main objective of the study is to identify factors that affect grade 8 Werha Yekatit Primary School students' paragraph writing.

1.4.2. Specific Objectives

The specific objectives of this study are:

1. To describe Werha Yekatit primary school grade 8 students' paragraph writing skill performance.
2. To identify specific deficiencies seen in grade 8 students 'writing a Werha yekatit primary school.
3. Explore the cause of Werha Yekatit primary school grade 8 students' paragraph writing deficiencies.

1.5. The Scope of the Study

This study is delimited to identify factors that affect grade 8 students' paragraph writing skill in English. And the study is concerned on only grade 8 English language teachers and students, particularly in Werha Yekatit Primary School.

1.6. Significance of the Study

This study has the following importance: the research provides information about factors that affect grade 8 students' paragraph writing. Since the study focuses to investigate factors that are affecting grade 8 students' paragraph writing, it provide information on the students paragraph deficiencies and the causes of those deficiencies..

The research helps for teachers to apply good teaching method of writing paragraph. And it assists English language teachers who are in Werha Yekatit Primary School in particular, by reflecting ways of helping their students to write a good paragraph. In addition, the research

provides the basis to do more researches in similar issues to improve paragraph writing skills, it provide information for syllabus designers.

1.7. Limitation of the Study

The researcher had time constraints and financial in adequancies. As a result, the sample size of the study was limited to three teachers and forty students of werha yekatit primary school. The researcher planned to observe paragraph writing lessons more than once however, two teachers were observed only once. This happened as a result of the researcher couldn't find more a one paragraph writing lessons in the given time. Even though, this limitations were there, the researcher tried to manage the study.

1.8. Definitions of Key Terms

Factors: factors in this study refer to the obstacles which hinder the development of EFL students' paragraph writing skills.

Performance: Refers to the ability or level of competence of a student in Paragraph writing measured by means of an achievement test.

Paragraph Structure: refers to the three parts of paragraph: topic sentence, supporting sentence and concluding sentence.

Improvement: The process of making the learning of paragraph writing skills better.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter presents literature review related to the study: definition of Writing ,aspects of writing , definition of Paragraph, structure of paragraph, qualities of good paragraph, steps in paragraph writing, writing strategies approaches of teaching writing, importance of Paragraph Writing, learning paragraph writing, the role of English language teachers and students in paragraph writing, factors affecting EFL students' paragraph writing and writing resource related factors.

2.1 Definition of Writing

Writing is one of the communication tools. One can express his idea, thought and feeling through writing. Writing is also a medium for sharing information. Nunan (2002:86), says writing as a process and it more focuses on various classroom activities which are believed to promote the development of skilled language use. Nunan (2002:91), also adds writing is clearly a complex process and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously and few feel comfortable with a formal writing task intended for the eyes of someone else.

Writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered more or less exactly without the intervention of the uttered (Peter and William, 1996). Writing systems are both functional, providing a visual way to represent language, and also symbolic, in that they represent culture and people. In the writing systems of the world, Coulmas (1991) described them as follows:

As the most visible items of language, scripts and orthographies are emotionally loaded: indicating as they do group loyalties and identities. Rather than being mere instruments of a practical nature, they are symbolic Systems of great social significance which may, moreover, have profound effect on the social structure of a speech community.'

From this we can understand that writing becomes more complex and complicated when it involves producing sentences in order to carry the messages in different languages. Pincas

(1992), stated that “Writing is a system of graphic symbols i.e. letter or combination of letters which related to sounds we produce while speaking.

2.2 Aspects of Writing Skill

When we discuss the aspects of writing skill, there are some important matters that need to be outlined in this discussion. They include 1, micro and macro skill of writing 2, mechanical component of writing and 3, cohesion and coherence of writing.

The first aspect of writing skill is its micro and macro components. Brown (2001), mention a list micro and macro skills for written communication which focuses on both the form of language and the function of language firstly; the micro skills of writing mentioned by Brown cover several important aspects.

There are producing graphemes and orthographic pattern of English producing writing at an efficient rate of speed to suit the purpose producing an acceptable core of words and using appropriate word order patterns, using acceptable grammatical systems such as tense, subject verb agreement and act. Expressing a particular meaning in different grammatical form, using cohesive devices in written discourse and using the rhetorical forms and conventional of written discourse.

Meanwhile, the macro skills of writing cover some other aspects. They are accomplishing the communicative functions of written texts according to form and purpose, conveying links and connection between events and communicating such relations as main idea , supporting ideas , new information, given information generalization, and exemplification and finally developing a better of writing strategies that includes such as accurately in using pre-writing devices , writing with fluency in the first draft using paraphrases and synonyms ,soliciting peer and teacher feedback for revising and editing.

The last aspect will center on the discussion of the cohesion and coherence of writing skill. The two aspects play important role in the process of good paragraph composition and cannot be separated in the process of writing since they are closely related to one another.

Moreover, Harmer (2004), states that both cohesion and coherence are needed to make the writing more accessible. The first thing to know is cohesion. Cohesion can be defined as linking relationship of a number of linguistics elements that can be seen in the structure of the text surface. According to Harmer, there is two of cohesion.

They are lexical (repetition of words) and grammatical cohesion (pronoun, possessive reference, and article reference). On the other hand, coherence is defined in slightly different way that is whether the writing works can easily be read and understood. Oshima and Hogue (1990), stated that to be able to have the coherence in writing a writer needs to focus on the sentence movements.

The movement of one sentence to the next sentences must be logically and smoothly delivered. In other words, the sentences must flow smoothly. He then adds four ways that can be done by the writer to achieve coherence in their works. The involve repeating key nouns, using pronouns, using transitional signals and arranging the sentences in logical order.

As summary, the micro and macro skill, the mechanical components and cohesion and coherence are important aspects of writing. Each of them has contributions towards the good paragraph compositions. Therefore, they must be considered in each stage of the process of writing, especially when the teachers want to make their students' writing works more accessible.

2.3. Definition of Paragraph

Paragraph has been defined variously by different writers since there is no universally accepted definition. Paragraph is combination of sentences, intended to explain, illustrate, prove, apply some truth; or to give a history of events during any definite portion of time, relation to any one subject of thought (Dunca, 2007).

Paragraph is the next division of discourse beyond the sentence and is "A collection of sentences with unity of purpose" (ibid). Besides, Njoku (1997), defines a paragraph as the largest single unit of an essay. It develops one single, main idea by means of supporting facts.

A paragraph is a group of related sentences whose purpose is to express one basic, central idea (main idea). All the sentences in a paragraph should work together to build up the main idea. Juzwiak (2009), states that paragraph is “A distinct section or portion of a piece of writing usually intended” (p,4). What is noticeable from these definitions is that all of them share the same idea. That is the paragraph is the group of interrelated sentences which carry meaning.

As suggested by Folse et.al (2010), learners cannot express their ideas without certain progression in the linguistic phase. Thus, the combination of words resulted in sentences which also related together in order to construct a meaningful paragraphs through which writers can express their thought.

2.4. Structure of Paragraph

Mayers (2006), and Khoury (2007), point out that the structure of a paragraph consists of three important parts. That is, regardless of its type, a paragraph has three main parts: topic sentence, supporting details and concluding sentence.

2.4.1. Topic Sentence

Topic sentence is a beginning section which typically describes the scope of the document and gives the brief explanation of the paragraph. It is a commencement of whole project which will help readers to have an idea about the following text before they actually start reading it.

2.4.2. Supporting Sentences

The supporting sentence consists of one or more sentences, ideas and arguments. The supporting sentences that follows the topic sentence should be more specific and develop the idea expressed it. The supporting sentences can be made more specific using various details, facts, statistics, examples, opinions and personal experience and these are ordered in a logical manner (O’Dannel and Paiva, 1994).

The supporting sentences can be made more specific using various details, facts, statistics, examples, opinions and personal experience and these are ordered in a logical manner (O’Dannel and Paiva, 1994).

2.4.3. Concluding Sentence

Concluding sentence is often the most difficult part of a paragraph /essay to write and many writers feel that they have nothing left to say after having written the paper. It summarizes the text, offers a solution to the problem, predicts a situation, makes a recommendation, or restates a conclusion (Reid, 1994). Most important, the concluding sentence should ensure that the reader gets the paragraph's main point and takes away the intended message. Understanding a conclusion's purpose, significance and features are essential to writing an effective concluding sentence.

2.5. Qualities of a Good Paragraph

Paragraphs constitute the basic unit of organization in an article. They have the virtue of allowing the writer to concentrate on the central topic one aspect at a time. While there is no simple formula for writing a good paragraph, the writer should know that a paragraph in support of one's topic should adhere to certain principles to assure clear progression of thought. Therefore, as Parsada (2006) described, a good paragraph should contain the following points. These are unity, coherence, completeness, organization and length.

2.5.1. Unity

A paragraph must have unity; that is, its sentences must stick to the dominant idea of the paragraph. An effective device for ensuring unity is the topic sentence which states the central idea of the paragraph. The topic sentence should appear near the beginning of the paragraph. It should foreshadow what's to come and suggest the order in which details will be discussed. A paragraph will have achieved its purpose when it reaches the closing sentence.

2.5.2. Coherence

Unity in a paragraph is not enough, for even if all sentences relate to the topic sentence, the way in which they are related may be cause confusion. Sentences must cohere; that is, the thought contained in one sentence should be clearly related to the thought of the following sentence. According to Schiffman (1987 as cited in Mohamed, 2015), coherence is regarded as a connection

between utterances with discourse structure, meaning, and action being combined. Coherence can be achieved by the use of certain devices, among them transitional words and phrases,

Pronoun reference, repeated key terms or parallelism. Primarily, coherence rests on clear logical progression of thought from one sentence to the next. Examine the paragraph which follows, noting how to underline words contribute to coherence.

2.5.3 Completeness

When we have developed our paragraph on the basis of our topic and topic sentence, our details shouldn't be either too few or too many. They should be governed by our topic and topic sentence. We shouldn't be verbose; we have to be to the point (precise). Our paragraph should be wound up or completed.

2.5.4 Organization

The facts we use should be structured or organize in a meaningful way. If not, readers can't find out line of thought or idea. You should bear in mind that what you write is read in your absence. You will not be there to explain and make it clear; your words explain themselves. Thus, write in clear and meaningful way (Johns, 1985a, 1986b; Swales, 1982).

2.5.5 Length

Since a paragraph is a unit that develops certain points, we have to decide its length. This means if we want to make longer: we have to know whether we can manage to develop the unity of idea. We have to give account that the psychology of a reader must be developed, i.e., we have to be sure for our succession in changing the readers mind. In general, our paragraph should discuss only one topic; should have the necessary transitional devices; should create sense of wholeness and the idea should be the right order.

2.6 Steps in Paragraph Writing

Writing as a skill is a sophisticated process consisting of different steps to arrive at the final form. Although different types exist in writing, their content and the purposes behind them, they

do share the same process. Singleton-Jackson (2003), refers to writing as “... a mystery to researchers with regard to how the process of writing occurs and what makes it proficient”(p.11). In this sense, emphasis is put on the complexity of this task illustrating the interference of different cognitive activities in the task. Moreover, in their study about writing Flower and Hayes (cited in Singleton- Jackson, 2003), account for the mental operations as they interact recursively, and have distinguished “Planning and generation of knowledge, translation of the plan into speech, and editing or reviewing the plan or the newly created text” This model proposed by Flower and Hayes has made an influential impact in the research on writing and inspired many researchers later on to follow their studies. Several researchers, among them Harmer (2004), mentions, the process of paragraph writing has four basic steps that are as follows:

2.6.1. Planning

Williams (2003:114), claims that “Planning is one of effective features of the writing process, although it can be one of the more challenging.” And then returns to define planning as “Reflecting on the material produced during pre-writing to develop a plan to achieve the aim of the paper” (p.106). At this stage writers, before beginning to write, consider three main issues (Harmer, 2004). At first, Harmer indicates that writers need to think about the purpose of their writing; by doing so, they will identify the text type they will produce along with the language used and the information included. Secondly, writers must account for the audience they are addressing allowing them to adjust their writing to leave a certain impact on the readers.

Concluding, Harmer emphasized on the content structure of the piece of writing in which it is organized in terms of facts, ideas or arguments. In short, planning is the step stone for the writing development by which the writers collect all sorts of information about the purpose of writing the addressed audience and the information that will used.

2.6.2. Drafting

After the first stage of planning for the writing, writers now need to follow another step that is drafting. It is producing the first version of the piece of writing that is a subject of amendment.

Donohue (2009), refers to drafting as the stage where “The students are able to draft their own writing” (P.12).

Therefore, in the drafting stage, writers need to put all what he see relevant to the piece of writing they are composing regardless to spelling mistakes, grammar mistakes and others. Therefore, the purpose behind drafting is together as much information, ideas and arguments that will be used later on in writing. Along the writing process there may exist a number of drafts until we reach the final version (Harmer, 2004).

2.6.3. Editing

During this steps writer check their drafts for cohesion and coherence and rewrite what they think is unclear or ambiguous to form an understandable passage .This phase is about revising what a writer has done so far with careful emphasis on the elements of style and grammar lexis and so on. Editing also concerns “Focusing on the sentence level concerns, such as punctuation, sentence length, spelling, agreement of subjects and predicates, and style, ”(Williams,2003). In fact, editing is significant phase by which the writers shape their writing, and prepare them to be published, Harmer (2004), suggests that revising of one’s writing by another reader helps the writer improve the quality of his writing (p.5). Whereas Donohue (2009), describe drafting as the stage at which students’ reflect on the previous stages and plan for the next.

2.6.4. Publishing (the final version)

After editing the drafts and making the changes that needed to be done, writers are now ready to make the final version of their piece of writing to be sent to the intended audience. Donhue Concludes that “The final stage of writing process includes sharing reflection, and assessments of the students’ writing” (p. 14). The final version is therefore supposed to be the refined, errors-free copy delivered to the teacher or any other entity in order to be evaluated. When describing the paragraph writing process as listed above, we will obtain these steps as follows:

Planning--- version	Drafting	–Editing	–Final	
------------------------	----------	----------	--------	--

Figure1. The linear model of writing process (Harmer, 2004:5).

However, the process of writing cannot be considered to follow such linear representation. Harmer indicates that “The process of writing is not linear, as indicated above, but rather recursive “(p.5). Agreeing with this, Donohue (2009):

The writing process is not a linear as presented in this typical model, where a piece starts at the beginning with students prewriting their ideas, and ends when the piece is published. Instead, the writing process is recursive. This means that the writer is constantly revising the previous stages and finding new ways of refining a piece of writing in order to improve it (P.9).

Thus each step is a subject of repetition, and more often we can have more than one planning and so on. For this reason, the conventional linear representation is not valid and does not reflect what most writers experience when writing.

The process wheel as presented by Harmer shows a more agreeable scheme of the writing process, in which it explains the different steps in involving writing and demonstrates their interrelation .It is worth mentioning that these stages apply for the different kinds of writings, e-mails, invitations, letter, message, shopping lists etc.,

As result, the process wheel suggested by Harmer and accepted by other researchers implies the students follow a cognitive process in which they are constantly revising previous steps and to end up with the final version.

2.7 The Writing Strategies

Kirby and Crovitz (2013) stated that “Teaching writing is challenging, it may be one of the toughest jobs a teacher faces” (p.9),however “It can also be rewarding”(p.11).The effective teaching of writing for Kirby and Crovitz, requires time divided between practice, sharing writing, completing the piece of writing and time to respond and evaluate all of that writing(p.9). The teaching of writing also occurs with the help of certain strategies. Teaching these strategies

to learners will surely have a positive effect on their writing for instances, adolescents strategies such as planning, revising and editing their paragraphs has made remarkable impact on the quality of their writing (Craham and Perin, 2007).The writing strategies are variant as their application and implementation in syllabuses.

Thus, the teacher is the center point which directs the students towards a successful writing achievement. The writing strategies are identified by several researchers as the teaching of generic processes such as brainstorming (Troia and Craham, 2004),or the strategies for achieving writing tasks such as story writing (Fitzgerald and Markham,1987). Additional to the writing strategies writers may employ in during their paragraph, there exist a number of strategies used to engage students in writing. The NSW Department of Education and Training (2007), have proposed a series of strategies which promotes students to write and demonstrated their implementation in paragraph writing classes.

2.7.1. Modeling Writing

Teachers use this strategy to allow students “To gain knowledge about language, vocabulary and text structures required to write for a range of purposes” (The NSW Department of Education and Training, (2007:29). Models used in this strategy are real world texts students read, they might vary from newspaper articles to literary works depending on the teacher’s selection. The implementation of this strategy starts by introducing the text type to students while clarifying the audience and the purpose behind writing the text. Then the teacher points out to the type and the features of language used by the author and he ends up with providing students with chances to practice the writing skills they have acquired studying these models (p.28).

2.7.2. Guided Writing

In guided writing strategy, the teacher’s role is as the name of the strategy denotes is a guide for students and the work cooperatively in order to compose a written text. This strategy “...can involve the whole class, small groups or individuals”, it can also be with help of the teacher “ a key strategy for assisting students who need additional support in writing” (The NSW department of education training, (2007).

In short, guided writing emphasizes on the role of the teacher in fostering and facilitating student's writing, by focusing on their needs, measuring and assessing the student's achievement of the outcome then the teacher helps students develop in writing (The NSM department of education and training, 2007).

2.7.3. Independent Writing

The aim of this strategy is to provide students with opportunities to explore their own skills in writing different text types (The NSM department of education and training, 2007), a part from the teacher's guidance and collaborative writing with peers. In independent writing, students learn to identify the purpose of their writing, the audience, and the use of different skills to help them accomplish the writing tasks. This strategy also helps students become aware of their writings increases self- assessment.

2.8. Approaches to Teaching Writing

2.8.1 Product-Oriented Approach

Product oriented approach has been applied by the English language teachers many years ago in the process of teaching paragraph writing. The concern of this approach is on the correctness of final products of writing. Picas (1982), in Badger and White (2000), cites that the product-oriented approach to the teaching of paragraph writing focuses more on the linguistic knowledge, such as the appropriate use of vocabulary, grammar and language devices.

Brown (2004), says that composing their works, students must obey three main requirements. Every paragraph must meet certain standards of English, 1, rhetorical style, 2, use accurate grammar and 3, be organized based on the convention to make the audience find it easy to understand the text.

In this approach students' writing works will be measured based on some criteria. The scoring criteria commonly involve content, organization, grammar vocabulary and writing mechanics, for example spelling and punctuation.

Taking about the writing activities, Badger and White (2000), state that four stages of learning writing are commonly done by the students in this approach. They are familiarization, controlled writing, guided writing and free writing. The familiarization is aimed at making the students aware of certain features of particular text. In controlled and guided writing stages, the students practice the skills until they are ready for the free production activity.

In conclusion, the product oriented approach is emphasized mostly on students' final products of writing. Since final products are the concerns of this approach, the activities of writing also controlled by the teachers. They need to do particular efforts to avoid errors in the text composition, for example by focusing more on the correctness of the grammar.

2.8.2 .Process-Oriented Approach

Unlike the product-approach that focuses on the final product, this approach concerns more on the process of how the students develop ideas and formulate them in to effective writing works. Students are seen as the language creators in which they are given chances to experience the process of writing, try to organize and express their ideas clearly.

As Badger and White,(2000), states that there are a number of stages that the students will experience in composing a piece of writing work namely pre-writing, drafting, revising and editing. That means, experiencing the preceding stages of writing will make the students write clearer. As conclusion, the process approach views writing as the activity of linguistic skills and writing development. As the unconscious process that occurs when the teacher facilitates the students in learning the exercises of writing skill.

After discussing the characteristics of product-oriented and process -oriented to teaching writing, the process of teaching writing must focus on both approaches. Teachers of English must be able to keep the balance of both approaches. They cannot, example neglecting the final products of writing or vice versa. In the teaching and learning process, firstly the students are exposed to learn the organization of the writing because the clear expression of ideas is the main point in writing and the grammatical problems will become the focus in the following step.

2.8.3. The Genre Approach

The genre approach is considered as the latest approach in the teaching of paragraph writing. However, it is thought to be an extension of the previous product approach (Badger and White, 2000). The notion of genre was explained by Swales (as cited in Barger and White, 2000 :58), as "...a class of communication events, the members of which share some set of communicative purposes. "This notion was introduced in the genre approach as an explanation to the fact that writing differs across social contexts (Badger & White).

In addition, with the features derived from the product approach that writing is merely about linguistic knowledge, students in the genre approach are exposed with different types of writing and write for various purposes. Luu (2017) stated that genre in writing, mainly refers to the distinct structure of texts, the different use of language in terms of grammar, vocabulary that writers use to convey their ideas. Moreover, this approach argues that successful writing occurs when students take into account both the context and the expectations of the readers in terms of grammar, organization and the content.

As for the role of the teacher, Luu, claims that the teacher is generally a guide who provides students with careful support during writing activities, so they will achieve a mastery over the genres. As a result, students in the genre approach are first acquainted with the different features of texts, purposes for writing while considering the context and the needs of the readers before they can engage in writing

2.9. Importance of Paragraph Writing

Paragraph writing has always been considered an important skill in teaching and learning. As commented by Rao(2007), EFL writing is useful in two respects: First, it motivates students' thinking, organizing, developing their ability to summaries, analyses and criticize. Second, it strengthens students' learning, thinking and reflecting on the English language. Besides, writing process is a form of problem solving which involves generating ideas, planning, goal setting, monitoring, and evaluating what has been composed(White&Arndt,1991).

Developing writing skills is very important for students in their day to day interaction both inside the classroom and outside the classroom. The paragraph writing needs the learners to practice their writing skills regularly. One of the biggest problems we see in students writing is lack or insufficient use of paragraphs. Paragraphs are so important in writing; good paragraphing helps the readers understanding and enjoys our writing. Good ideas are not enough to write a good essay they need to be organized so that they make sense.

According to Hyland (2003: 69), “Writing is one of the main ways that we create a coherent social reality through engaging with others.” In addition to that, in learning how to write, students can give and create different styles and they feel relaxed and secure in writing better than those who find difficulties in learning the oral skill. Furthermore, writing is used in formal and informal testing, but oral is not. For example, oral capacities cannot be tested because of the huge number of students in addition to time allocated, however; writing can do so. Paragraph writing remains the most important part of any written assignment. Learning to organize good paragraphs is very interesting for communication. After brainstorming, topic selection and writing the thesis the next step is to write a paragraph. As you have to write multiple paragraphs to form a paper and you should make them coherent and connected logically.

2.10 Learning paragraph writing

Learning paragraph starts with knowing what makes a good paragraph. A good paragraph will have:

Topic sentence – this is a sentence that introduces the main idea of the paragraph, Supporting sentences- those support the main idea or argument., Closing (concluding) sentence- the concluding or closing sentences summarizes the idea. It also transition to the next paragraph.

Learning how to write a good paragraph is one of the most important writing skills once can develop. It makes once piece of writing stronger and helps readers stay engaged. Here is how learners can do it.

Step 1 Brainstorming

Think about the ideas and learners position on the topic and what research support your position. The first step in writing whether a paragraph or a paper, is brainstorming. Think about your idea, your position in the topic and what research supports your position. Always spend time thinking before putting pen to paper to write.

Step 2 Write your topic sentence

First write your topic sentence. This sentence tells the reader what your point of view is and what the paragraph tells them. It establishes the main idea or scenario for the following words.

Step 3 Write your supporting sentences

The majority the paragraph is supporting middle sentences. The number you include depends on your writing audience.

Step 4 writing your last sentence

The last sentence of a paragraph does one or two things. Either it concludes the thought completely, or it transitions to the next paragraph. ([http: become writer today. com.](http://becomewritertoday.com))

2.11. The Role of English Language Teachers and Students in Paragraph Writing

In the teaching of paragraph writing, the teachers serve as facilitator, motivator, and controller and give instructions on what and how the students do on writing and the students actively involved in the task. Providing instructional strategies to teach paragraph writing can enhance students' engagement or involvement in the learning process.

Cooperative group learning (Ghaith, 2003), and the use of technology (Al-Jarf, 2004; Ramachaudran, 2004), shift the focus from teacher controlled classrooms to student centered ones. Udvari-Solner(1996), argues for teaching strategies that extend further than delivering instruction to include content that is relevant to the student's lives; Udvari-Solner, Villa, and Thousand(2005), stipulate corrective feedback as part of teaching strategies and designing a teaching-learning process can promote meaningful participation for all students with the classroom.

2.12 Adequate Idea Development

Some writers fail to make paragraphs complete by providing enough evidence to prove the topic sentence. While a short, emphatic paragraph is sometimes desirable, the brief, under-developed paragraph is often a sign of an inexperienced writer. The inadequately developed paragraph may be cured by the inclusion of more details, not by padding out sentence, not by further generalizing or by the adding repetitious statements. Hence, a paragraph which lacks development is one that introduces a topic but fails to provide sufficient information to explain it to readers (Kramer 1995). Thus, an assigned topic may require a certain method of development and this method of development will require the use of certain patterns.

2.13. Paragraph Writing Problems

The features of paragraph writing make it a difficult skill. Regarding this idea, Nunan (1991), asserted this; writing is the most difficult skill to learn as it involves a number of elements such as mechanics, content, format, grammar, vocabulary etc.

In addition to this, writing is a difficult skill to learn because it requires cautiously structured, combined and organized sentence to form a text. The presence of meaning and message intensifying devices such as punctuation, capitalization, underlining, etc. make writing difficult

(Byrne, 1988) and Reid, (1993), added that writing is very difficult, as it demands correct grammar, punctuation, capitalization, spelling, content and diction. As indicated in the above literature, the difficulty of writing Werha Yekatit students encounter is related with its features. The features of paragraph writing are presented below.

2.13.1 Content Problem

Learners of English as a second or foreign language also face problems of exploring ideas and thought to communicate with others (Clifford, 1987). According to Leki (1991), this could be because of the traditional methods teachers use to teach writing for spelling, punctuation, and learning grammar. Clifford (ibid), suggests that teachers should encourage students to focus on the message, ideas or thoughts they wish to convey rather than grammar, spelling, punctuation and others.

2.13.2. Linguistic Problems

Byrne (1988), says that because of the absence of the prosodic features in writing, the writer has to compensate these features by keeping the channel of communication open through his/her own efforts by selecting appropriate structures and by using appropriate connecting devices so that the text can be interpreted on its own. Similarly, Hedge (1988), thinks that so as the writer to compensate the absence of the prosodic features in writing, he/ she has to write with high degree of organization, careful choice of vocabulary and using complex grammatical devices. Thus, grammatical problems, mechanical problems, sentence structure problems and problems of diction are linguistic problems that hamper students' effective writing in English.

2.13.2.1 Tense Problems

Tense indicates the time of happening. In English, there are twelve tenses. Primarily these are present, past and future and each of them has indefinite, continuous perfect and perfect continuous forms.

Lynch (2006), explains tenses in detail as follows: the simple present tense used to talk about general events. But note that there are some other uses for the simple present tense, for example in conditional or if sentences, or to talk about the future. We often use the present continuous tense in English. It is very different from the simple present tense, both in structure and in use. Continuous tenses are also called progressive tenses. So the present progressive tense is the same as the present continuous tense. We use the present continuous tense to talk about: action happening now.

We use the simple past tense when the event is in the past the event is completely finished. We say (or understand) the time and/or place of the event. The simple future tense is often called will, because we make the simple future tense with the modal auxiliary '-will'. Therefore, knowing the invention of tenses is very indispensable to be competent in writing paragraphs. This is because tenses are integral part of grammatical competence parts. (Abushhad , 2011).

2.13.2.2. Problem of Sentence Structure

Sentences reflect various syntactic structures Reid (1983). However, incapable learners use run-on, incorrect, and fragmented sentences. Kharma (ibid), states that those students who have the problem of writing good sentences structures are unable to produce longer sentences requiring subordination.

2.13.2.3. Problem of Word Choice

A good writing should consist of appropriate and varied range of vocabularies used along with proper grammar and varied range of sentence structures (Norish,1983). According to Reid (1983), when the writer practices the choice of vocabulary that would reflect a concern for the reader and the purpose of writing, the composition written by the student would become sensible to his /her reader.

However, writing in a second language using the appropriate place is a problem for students. For example, White (1980), states that usually students use ‘big words’ in their essays or paragraphs to impress the reader, their teacher. The effort to impress the reader leads to a problem of diction.

2.13.2.4 Punctuation Problems

Punctuation is simply a devise for making it easy to read and for understand writing or printed matter (EL noo, 2003: 153).In speech, we can make a pause between word and phrase, we can use gestures, give emphasis to a word and raise or lower the voice to help to the listener to understand our meaning; in writing much of that work is done by punctuation.

According to Byrne (1988), the fact that punctuation has never been standard to the extent as spelling makes it is problematic. Similarly, Carrol and Wilson (1995), state “Students’ writing encounter punctuation problems as there are no universal rules of punctuation.” From this we understand that using punctuation marks in paragraph writing is one problem that the students face while writing paragraph.

2.13.2.5 Spelling Problem

Spelling is an important aspect of paragraph writing. Good spelling knowledge is the engine for efficient reading and writing. Without a doubt, English spelling is a complicated matter. The main complexity in English orthography is the spelling of vowel sounds (Rollings, 2004). The same combination of letters can construct different sound and different combination of letters can give the same sound or pronunciation in English.

In addition to this, the influence of other languages, various pronunciations and other historical reasons, the English spelling system which has become inconsistent is complex for students (Gower et al, 1995). It means that, the inconsistency and variation of words leads to spelling problems students encounter in paragraph writing.

2.13.2.6 Problem of Organization

According to Kharma (1986), learners have the problem of structuring the paragraph, topic development of a paragraph, structuring the whole discourse and a theme in a discourse. "The most common students' problem in paragraphing is either the paragraph is not limited to a single topic or the topic is not developed or exemplified adequately" (West, 1966) and Raimes, (1983), states that the other problem of organization in students' writing is the difficulty of differentiating a topic and supporting ideas or generalization and specific details. Pincas (1982), has also showed that learners have the problems of writing united paragraphs because of their failure to use cohesive devices appropriately.

2.14. Factors Affecting EFL Students' Paragraph Writing

Though writing skill is considered as important, a lot of research studies conducted in the various EFL context strongly suggested that EFL learners, who study in institutions that use English as a medium of instruction, face several problems in writing skills that hinders their academic progress (Tahaine, 2010; Rababah, 2003; Bacha, 2002; Kharma and Hajjaj, 1997). These kinds of writing problems are caused by many factors which might be related to the students' way of learning, the teachers' style of teaching, the social and cultural setting of the learner and even to the institutions where the students are attending. Therefore, the following are the most common factors which affecting grade 8 Werha Yekatit students' paragraph writing.

2.14.1. Student-Related Factors

The most common student related factors which affect students paragraph writing skills include lack of vocabulary, developing negative attitude towards writing skills, writing anxiety, lack of practice and lack of self -confidence.

2.14.2. Lack of Vocabulary

In order to write well paragraphs, students' lexical knowledge or vocabulary is also very important words carry meanings and help students communicate with their readers effectively. Lack of words usually creates a breakdown in communication. Putra(2009, cited in Mohamed 2015), asserted that students' vocabulary knowledge and writing performance correlate significantly.

2.14.3. Attitude

Students' attitude towards writing also plays a vital role in paragraph writing. Regarding attitude, Grander and Lambert (1972 as cited in Derese 2012), conducted extensive studies to examine the effect of attitude on language learning. They said that the attitude learners have towards the member of cultural group whom they are learning affects positively or negatively their learning style. Positive attitude towards the target language teaching (Brown, 1994) he added that second language learners benefited from positive attitude and that negative may lead to decrease motivation and in likelihood because of decreased input and interaction to unsuccessful attainment proficiency.

Therefore, second language learners should avoid negative attitude or develop positive attitude towards the target language. Moreover, Werha yekatit primary school English language teachers have the responsibilities to solve the negative attitude of grade 8 students by giving advice and motivation when they teach writing skill. Thus, the researcher strongly believe that if students develop positive attitude towards writing skills, they become creative writers and are able to convey their ideas well in written form.

2.14.4. Lack of practice

Practice is most important factor in learning language in general and paragraph writing in particular. Italo (1999) as cited in Mohamed, (2015), states that the learners must take the responsibility for their learning if meaningful learning is to take place. He also added that the best ways to learn any skill would be to practice it. To become driver, the best way is to drive; In addition, using the most effective approach to teaching EFL writing is not enough if learners do not practice enough writing. Writing is a skill acquired only through practice. Students didn't practice writing enough in the classroom and that didn't let them be good at writing.

2.14.5. Writing Anxiety

Anxiety is another unpleasant state of mental or psychological problem which causes fear towards the given activity. Writing anxiety is defined by Kurt and Atay (2006), as a fear of the writing process that over weights the project gain from the ability to write. Kurt and Atay (2006), further explained that learning to write in a foreign language involves as much anxiety as learning the other skills because writing is predominantly product oriented skill which requires individual work that students feel they are deprived of help and encouragement. Thus, the researcher of this study believes that in order to reduce writing anxiety, students have to make practice and the English language teachers should motivate and facilitate their students to write well.

2.14.6. Lack of confidence

Another factor for students' paragraph writing problem is lack of confidence. Horwitz and Cope (1986), argue that people who feel competent in their native language can lose confidence when asked to use their second language. Moreover, learners of foreign language are often subjected to threats to their self-perception in that they give less value to themselves in the foreign language classroom settings. Thus, in order to become an effective writer, students are expected to develop self-confidence and initiation.

2.15. Teacher- Related Factors

English language teachers have a big role in students 'paragraph writing and their contribution affects positively or negatively towards it. Thus, in this part, teachers' ways of giving Feedback in writing paragraph, the role of teachers' feedback, teachers' motivation to students and error correction methods for students.

According to Kroll (2003), two major components that are most essential for improving students' writing skills in any writing task include: provision of feedback on students' written assignments and assessment. In addition, Omulando (2009), asserts that teaching and learning resources enhance teaching and learning process in English language classrooms.

2.15.1. The Role of English Language Teachers' Feedback

Teachers provide feedback on student writing to support students' writing development and nurture their confidence as writers. Thus, the role, importance, and effect of feedback in English as a second language (ESL) or English as foreign language (EFL) have been key issues in several in the teaching of writing (Paltridge, 2004, Reichelt, 1999). Carless (2006) confirms that students who receive feedback during the writing process have a clearer sense of how well they are performing and what they need to do to improve. Feedback can also modify students' thinking or behavior toward their work and focus their attention on the purpose of writing. Furthermore, feedback can provide assessment on how well the students perform their work or their

accomplishment of a given task (Schwartz and White, 2000), as feedback is meant for helping Students narrow or close the gap between their actual ability and the desired performance (Brookhart, 2003). Teachers are responsible for helping students develop their ability to reach their learning goals through teaching

Feedback raises students' awareness of the informational, linguistic expectations of the informational, linguistic expectations of the reader. As Williams (2005), suggests, feedback in writing can stimulate explicit knowledge of student writers. Williams describes explicit knowledge as the knowledge of language rules that students can articulate and provide reasons that certain rules should be applied. Students who receive feedback will resort to their prior

knowledge about language and writing rules that they have learned. In writing student writers will apply explicit knowledge as stimulated by the feedback on their writing.

Feedback can increase students' attention on the subject they are writing. Students who receive feedback will pay more attention to what they have written that, beyond their knowledge or awareness, their work does not meet certain standards. The feedback that they receive draws students' attention to those aspects of their writing that need remediation, and by doing so; they learn how to improve their performance.

The increase of attention will lead to writing improvement which can be defined as a gain in accuracy in both form and content of writing (Ash well,2000). So, EL teachers' corrective feedback plays a vital role in students' paragraph writing skills.

Ellis (1994) says that students' motivation is closely linked to language acquisition. To motivate students, on their writing teacher should include comments of praise and encouragement in their written feedback. If teachers see their students' response as the end of the interaction, then students will stop there. However, the response includes specific direction on what to do next; there is a chance for application of principles (Lees, 1979). On correction errors, Norish (1983) writes: "When considering correction of as the stage of more or less free writing, it is useful and stimulating exercise for the students to check their work in groups or pairs. This saves the teachers' time and encourages communication among the students."

However, in general and in most cases, the teachers' feedback is unclear, inaccurate and unbalanced. As a result, the feedback given does not help students develop their writing skill (Cohen and Cavalcanti, 1990). Zamel (1985), also found out that the written responses given by teachers were vague and abstract which do not help students revise their writing. In addition to this, the corrections EFL teachers made were related to surface level problems, that is focusing on spelling, tense and punctuation forgetting content and organization of the writing that affect meaning and communication (Zamel,ibid).According to him, the correction of students' written errors is often ineffective in reducing errors because teachers correct mistakes inconsistently.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter deals with the methodology of the study. It also describe the research design, the study area, sampling method, method of data collection, method of data analysis, description of variables and procedures of data collection.

3.1. Research Design

The main purpose of this research is to investigate the factors that affect Werha yekatit primary school grade 8 students' paragraph writing. Therefore, for the accomplishment of the intended objectives of the study, descriptive research method was used. This research selected this method since descriptive research attempt to describe information systematically towards the issue. Qualitative and quantitative method of data analysis was also used.

3.2. The Study Area

The study was conducted in Werha Yekatit Primary school which is found in Woreda-04 Kirkos Sub-city, Addis Ababa. The researcher selected this school since she has taught in this school for about seven years. This helped the researcher to observe classes closely and get relevant information..

3.3. Population of Study

Grade 8 students and their English teachers at Werha Yekatit Primary were the target population of the study. The researcher chose grade 8 because they were learning about paragraph writing. Also, the researcher has been teaching grade 8 students. In teaching this grade, the researcher has observed students' problem in paragraph writing.

3.4. Sampling Size

Forty students (17 male and 23 female) participated in this study. Seventy students (30 male and 40 female) grade 8 students were attending their lessons in two sections in the academic year 2022/2023 academic year. Forty of these students were randomly selected for participation in the study. The samples were 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 research. Thus, 40

students were selected randomly as the researcher believed that these 40 students are enough and can represent other learners to make generalizations about factors that affect students' paragraph writing skill. And also, 3 English language teachers of the school included in the sample size. The researcher limited the number of students because analyzing paragraphs written by more than 40 students is a highly demanding task.

3.5. Sampling Techniques

The study employed comprehensive sampling and simple random sampling method. The simple random sampling technique was used to select the 40 students out of the 70 grade 8 students. The reason why students were chosen randomly from two sections was to give every student an equal chance of being selected (Galloway, 1997). Comprehensive sampling method was used to select the teachers because there are only a limited number of teachers in English language teaching.

3.6. Data Gathering Instruments

The researcher used paragraph writing test, writing activities in the textbook and instructions in the teacher's guide, classroom observation and teachers' interview to obtain data that could address the research questions.

3.6.1 Paragraph Writing Test

Paragraph writing test was used to find out the students writing deficiencies in paragraph writing. The test was used to evaluate student writing skill level, and deficiencies in their paragraph. The researcher prepared paragraph writing test that has two topics for students to pick one topic and write paragraph.

3.6.2 Textbook and teacher's guide analysis

Textbook and teacher's guide were used as source of information on the activities used to teach paragraph writing. This is done to identify writing activities related factors that affect grade 8 students' paragraph writing.

3.6.3 Classroom observation

Classroom observation was carried out to get information on how much the teachers focus on teaching paragraph writing and to get information on the ways how the teachers teach writing, give feedbacks and also correct errors on the students writing skill. The observation was done once for each two male teachers while they are teaching writing lesson because of limitation of paragraph writing lesson in in the given time.

3.6.4 Teacher Interview

Teacher interview was used to get information concerning the teachers feeling, attitude or emotion towards their students' paragraph writing skill and the difficulties they face in paragraph writing.

Hence, using semi- structured interview question, the researcher interviewed three English teachers. The interview was designed by the researcher based on the objective of the study. Notes were taken during the interview.

3.7. Procedure of Data Collection

First, information about factors affecting students' paragraph writing was collected using a paragraph writing test. The paragraphs written by 40 students were analyzed critically this helped in identifying the problems students have in paragraph writing. Second, the data about activities regarding teaching paragraph that was collected from the textbook and teacher's guide was analyzed. Then, classroom observation data on how teachers teach paragraph writing was analyzed. Finally, semi-structured interview conducted with three English language teachers who teach in the selected classes of the Werha Yekatit School.

3.8. Method of Data Analysis

The data collected through test analysis regarding factors affecting students' paragraph writing was analyzed by carefully studying what they have written qualitatively and quantitatively. In this case, ideas which indicated the frequency of writing problems contain numbers and percentages. These were summarized in tables; quantitative method of data analysis was employed. However, most of students' written paragraphs were analyzed qualitatively. Second,

the information collected on paragraph writing activities through the assessment of textbook and teacher's guide, and the data that are gathered from classroom observation were analyzed qualitatively. Then, data semi-structured interview data was analyzed qualitatively. Eventually, based on the analysis of the data from all sources, the researcher tried to summarize the research findings, draw conclusions from the findings and forward some recommendations.

3.9. Ethical considerations

After receiving official letter of the cooperation from Addis Ababa University, the researcher was communicated the institution and individual participants legally and smoothly. The purpose of the study was made clear and understandable for all respondents. Any communication with the concerned bodies was accomplished voluntarily consent without harming and threatening the personal and institutional well-being. In addition, all information obtained from individual respondents and the teachers' documents will be kept confidential.

CHAPTER FOUR: RESULTS AND DISCUSSIONS

This chapter presents the results of the data gathered through paragraph writing test, assessment of textbook and teacher's guide, classroom observation and teacher interview. The analysis of the data from the instruments has been carried out based on objectives of the study. This section presents data on students' paragraph writing problems related to the three parts of paragraph (topic sentence, supporting sentence and concluding sentence), unity, organization, idea development, tense, punctuation, capitalization, spelling and word choice.

4.1. Students' Paragraph Writing Problems

In this section, paragraphs written by 40 students were evaluated to see the deficiencies that students have during paragraph writing. There are different problems that can be seen in the students' paragraph writing but here some of the problems are selected to analyse the students' paragraph writing. The frequency of problems found in the paragraph writing of the students was calculated using the following formula.

Percentage of problems = $\frac{\text{number of students that have problems in paragraph}}{\text{Total number of subjects (40)}}$

Total number of subjects (40)

The percentage of problems in the students' paragraph was calculated and illustrated in tables.

Table.1. Summaries Students' paragraph Writing Problems

Classification of problems	Frequency of paragraphs with writing problems (No of Problems from, 40 paragraphs)	Percentages (%)
Topic sentences writing problem	32	80
supporting sentences writing problems	33	82.5
Poor organization	36	90
Weak unity	36	90
Spelling errors	39	97.5
Punctuation problems	34	85
Concluding sentences writing problems	38	95

As can be observed from Table (1) above, 80% of the students had problem of writing clear topic sentences while the figure for problem of writing supporting sentences is (82.5%) , students who faced difficulty in developing good idea is (90%) of the respondent. Similarly, respondents who had problems in concluding sentences is (95%), (97.5%) of the study participants had spelling error problems., students who faced difficulties in using correct punctuation (85%) and students who had problems in writing a well unified paragraph is (90%). This may indicate that students had big problem in identifying and applying the parts and features of good paragraph in their paragraph writing tasks. That is, as indicated in the table, each student who had problems in writing clear topic sentence also had poor writing supporting sentence, poor idea organization, weak unity and spelling errors in their writing.

4.2. Analysis of Students' Paragraph Test

The researcher analyzed the sample paragraphs written by the 40 selected students. Thus, it is found that only some students know the three parts of paragraph, but most of them do not know them. They simply write without recognizing them. The learners do not introduce well what they need to write. In addition, most of them did not write complete paragraphs and even they do not summarize it well. The English language teachers' responses and what is found in the practically written sample paragraph have a direct relationship. Most of the students cannot identify the three parts of paragraph. Accordingly, the above listed students' paragraph writing problems are caused by various factors. These are analyzed in detail as follows.

4.2.1. Problems Related to Writing Topic Sentences

Topic sentence is a sentence used to introduce a paragraph. It is the most important sentence because it carries the main idea of the text. Thus, writing an appropriate topic sentence is a vital skill in which language learners must develop. Out of the 40 sample participants, 8(20%) of them wrote good topic sentences. For example, look at the following paragraph written by S 18: on the title of Advantages and Disadvantages of Living in the City.

Advantages and disadvantages of living in the city.

'City has both advantages and disadvantages. Advantage of living in the city :-first city is important of people because city have a technology and it has bitter than other place so,

Advantage of living in the city to people creation of employment, it have bitter work and it has comfortable place so it's comfortable to people. And many transport... ‘

As can be seen in the above paragraph written by S18, the student wrote a good topic sentence to introduce her paragraph ; *living in a city has both advantages and disadvantages* is listed in one sentence called the topic sentence. Then, the topic sentence is well stated at the beginning of paragraph and also, well supported well by details.

However, as indicated in Table 1, 32 (80%) of the students have a big problem with writing clear topic sentences that specify the text and carry the main idea of the paragraph. When they write, they simply begin by supporting sentences that cannot tell what the whole paragraph is going to be about. For example, here is one paragraph written by S 34, on Advantages and Disadvantages of living in the city.

‘advantage of living in the City is we use water, electric and very chance of education etc... disadvantage of living in the city is in the city usually many car so, on the students, childrens or any people reach the car accident....

As shown the above Extract, there is serious problem in writing a topic sentence. The topic sentence is too specific and exclusive.

4.2.2. Problems Related to Writing Supporting Sentences

The topic sentence is usually fairly general and always complete. The supporting sentences that follow it should be more specific and develop the idea expressed in the topic sentence. Supporting sentences are sentences that support the topic by giving condensed and relevant information. It is a part of the paragraph that provides detail information using different illustrations and exemplifications to strengthen the issue. One of the most important issues language learners have to develop is to write fully and completely.

Unless the students illustrate their points using appropriate information, they cannot convey full idea to the reader. In this study, out of 40 students, only 7(17.5%) of them wrote good supporting sentences in the paragraph writing test. For instance, S 26 wrote the following paragraph on the title "writing a biography of one of your parents or relatives"

My young sister

'her name is Entisar Kedir. She was born in 2006 E.C. she is 9 years old girl. And also she is a grade three student she learns in werha yekatit primary school. She is a clever student in Amharic subject. She have a good character specially her respect for other peoples like old people or her parent s...

As can be observed in Extract 26, although there is a problem of organization, unity, spelling and other errors in the text, the student tried to support the idea using many supporting sentences.

Nevertheless, a problem of writing appropriate supporting sentence to expand their paragraph is a problem observed in many of the paragraph written for the test in this study. The learners in the selected school did not develop their paragraphs with sufficient information. They wrote few ideas which cannot strengthen the topic with enough details. Here is one example written by S14, of Advantages and Disadvantages of living in the city

' living in the city is the best advantage and disadvantage. City and area village advantage live any people happy. '

As indicated in this paragraph, the student wrote very little which couldn't completely convey the intended message about advantages and disadvantages of living in the city.

4.2.3. Problems Related to Writing a Concluding Sentence

A concluding sentence is the last part of the paragraph that summary the main ideas of the text. Students are expected to write a sound concluding sentence by restating the central idea of the text. In doing so, the students should conclude what was discussed in the paragraph without directly stating the words used in topic sentence and the supporting details. In this study, only 2 (5%) of the students have written an appropriate concluding sentence.

For example, S 13 wrote the following paragraph about his parents or relatives.

'My parent

My parent is so good parent.my mother is Helen. She born in Gurage. She work Anbesa bus she is driver.she is 37 old. My father bname is Tesfaye he is so good father, he born Eritrea. He work in potic. He is 38 old. I like my mother name b/c that name is the bybel name she woman is thegod name and I lik my small brother name He name is sofonyas is grad 2 he nam is the hard pried of god. He is 8 old. He is the bast student. Generally my parent is so good parent.'

4.2.4. Lack of Unity

Writing a unified and smooth paragraph which develop one idea is an important skill which English language learners are expected to develop. Nonetheless, the students face a problem of writing a well unified paragraph. Out of the total of 40 paragraphs, 36 (90%) of them have a problem of unity. The sentences do not talk about one theme. For example S 15. on the title of A Biography of your Parents or Relatives has this to write.

'My parents

My parent is beautiful parents. Father work is goem work department father is very father. Father favorite is enjoy can but my father my school, my food , my cloth other struse my and father daily life is happy life. My mother is Norway country is because work my father very much.'

4.2.5. Weak Organization

Organization is one of the most important qualities of a good paragraph organizaion refers to how the ideas in the text are tied up, linked in logical and smooth manner. So as to convey a clear idea to readers, English language learners are expected to write well-organized and coherent paragraphs.

However, Werha Yekatit students faced a big problem in writing coherent paragraphs In this study, 36(90%), of the students did not write a well-organized and coherent paragraph.

The paragraph they wrote did not flow smoothly from one point to the other. When writing paragraphs, learners should use transnational markers that connect sentences and ideas together. The students wrote simply run on and fragmented sentences. For instance, in the writing a biography about one of her parents or relatives S 27 has written the following.

My sister

My sister is grade 12 student. She is a clever student. She is first children. She birthday is August 12. She is helps my parents. In grade 12 score is the 1st score is 5. The 2nd 4. My sister is my house head.

4.2.6. Punctuation Problems

Punctuation deals with the use of punctuation marks such as full stop, commas, question mark, exclamation mark, hyphen, apostrophe in a paragraph. Writing paragraphs with an appropriate punctuation mark helps the writer to convey a smooth and complete meaning to the reader. However, the students faced problems in writing paragraph with correct punctuation mark. Due to this, their written text became run-on, fragmented and difficult to understand. For instance S 15 wrote the following paragraph about his parent or relative.

'My uncle

He is my hero he did him plan. when he is children he is clever student.he need to be a docter in the future. he lern in Addis Abeba to grade 1-12 but him brother live in america and he said that “ you are clever student so that I will teach in america.” and My uncle is very happy in him brother he learn america doctrate he is now a special doctor.'

4.2.7. Capitalization Problem

The students had a big problem on the use of capitalization. When students cross from one sentence to another in a paragraph, they did not put the letters correctly. Some of them did not put full stop at the end of sentences. The other students put period at the end of one sentence but

did not start by capital letter in the next sentence. For example, S 4 wrote the following paragraph about his parents.

'my parents lived on home is abyot kirs akademy in the my mother is works ferenters and my father is works beldeng material in the works my home is mother and father and brather. my brother old 18yeres brather s a student.....'

4.2.8. Problem of Word Choice

Word choice is the use of an appropriate word to write the given topic. When they write paragraphs, language learners should use suitable vocabularies that can go with the giventopic so that they can convey complete, clear and smooth ideas to the readers. Nevertheless, the students faced a big problem in putting the right words in the right place. Based on the analysis of the students 'sample written paragraphs ,word choice is one of the serious problems students faced .It is better to see the following example written by S,12.of Advantage and Disadvantage of living in the city.

'advantage of living in the city first city is important of people city haved. Benefitital diversion of resource. Resource utilized for the production of goods...

The writer tried to produce many sentences based on background information and kept to transmit complete sentence. However, he failed to use common lexical words appropriately. For example, the first line of the second sentence 'haved ' should be written in 'has' form. In addition, adverbs are used in wrong place, ' diversion is wrongly used in this student's paragraph.

4.2.9. Spelling Problems

Spelling words in paragraph writing is an important skill that students should develop. Spelling refers to how words in English are written. In order to convey clear meaning to the readers, English language learners have to know how words are spelt. However, the students in the selected school faced several problems when they write paragraphs. According to the data found from the students' written paragraphs, spelling error becomes the first frequently happened problem. That is, of the 40 participants, 36 (97.5%), of them had problems in writing words

correctly thought the degree of their problems varied. It is better to see the sample paragraph which is written by S 32. Advantage and Disadvantage of living in the city

'I liv in kera with my 2 siter and 1 yung brather ther lived in sebeta. Monday up to frayday. I liv in kera saterday i go in sebeta I com Monday1:30...

This is the students' effort to write a paragraph about him instead of writing about the given topic. However, this student faced many errors in relation to grammar. As can be seen above misuse of words, problems related with articles, misuse of tense, errors related to subject- verb agreement create problems to understand the paragraph properly.

For example words are wrongly spelt, sentences are fragment, articles are used in wrong places etc. Besides, I liv..., yung brather..., it has...are examples of problems related to subject –verb agreement on the paragraph seen above.

4.2.10. Problems Related to Tenses

The students have a big problem with the use of appropriate tense forms in writing paragraphs. Many students do not know the past, present, progressive form of verbs in constructing sentences

Table 2.Tense problems Observed in students' paragraphs

Categories of problems	Number of paragraph with tense problems	Percentages (%)
Omission of -ed for regular verbs	8	20
Addition of -ed to irregular verbs	16	40
Using present tense instead of past tense	6	15
Using past tense instead of present tense	29	72.5

As can be seen in the above table, students have different problems in using tenses to write paragraph. They have problems of omission and additions of unnecessary words, Misuse of tenses are also another problem. As indicated in the above table, using past tense instead the

present tense is (72.5%), this is followed by (40%), addition of –ed ‘to irregular words. Omission of -ed‘ to regular verbs, and using present tense instead of past tense problems are third and fourth accounting for (20%) and (15%), percent of the other problems stated respectively.

The learners in the selected schools did not write using appropriate tense forms to describe activities they want to express. They wrote without considering the meaning of sentences for the reader. For example, the following paragraph was written by S.29, about advantages and disadvantages of living in the city.

‘The people who lived in the city have advantages and disadvantages. First, they got clean water and quality education. And they may got treatment when their families was sick. The disadvantage of living in city is the environment may be dirty and we can be catch disease like influenza. The other disadvantage is the environment will be pollutant by different factories and we got clean water.’

Several problems can be observed in the paragraph shown above. For example the words 'lived', -got', -was' in the whole line of the paragraph are used inappropriately. To say a paragraph has grammatical competence, it must have correct forms of verbs. This writer tried to write the advantage and disadvantages of living in a city, but the paragraph lacks proper tense forms.

The second example of paragraph writing is by S.23, see below.

‘There are most advantages than disadvantages living in the city. the advantages is having good living house, have good living style ,get quality education, get enouf transport, get quality healthcare, have good job chance and the like. But when we living outside city, all the above thing are miss. and we live very poor. so, according to my opinion I went to living in a city.’

The above student seems that he intends to write about the advantage and disadvantage of living in a city in listing forms. In addition, the student compared both advantages and disadvantages and took the position of living in a city is advantageous. However, the student did not use the progressive (_ing), forms of verbs accurately. For example words like ...‘have‘, _get‘, in line two and three are indicators of problems of the writer.

The writer deviated from the grammatical rules of present continuous tense and focus on how to express his/her ideas in paragraph pattern. Therefore, it is understood that students have no awareness about grammatical conventions in writing activities.

4.3 Teachers perception of their students' writing performance

Item 1. What is the paragraph writing level of your students?

A. Excellent B. Very good C. Good D. Average E. Bad

According to the data from the interview, only one teacher affirm that the level of their students are in average, while two teachers who think that the students level in paragraph writing are bad. These results show that learners are not good as they have to be at their grade level.

Item 2. Do you your students have any deficiencies in paragraph writing? Yes--/No-

As the response indicated, all the teachers (100%) declare the fact that their students have problems when they write paragraph. This is shown that students have deficiencies on their paragraph writing.

Item 3. If your answer to question number 2 is yes, please state the kind of deficiencies your students face in paragraph writing.

According to teachers' justifications, these deficiencies are shortage of vocabulary, problems on word choice, writing organized ideas, identifying and writing the three parts of paragraph, spelling errors, punctuation problem etc...

Item: 4. Do you give your comments and feedback on what they have written? Yes/No

As the responses indicated (100%) all teachers declare that they give comments and feedbacks to their students paragraph writing.

Item: 5. If your answer to question number 4 is yes, what kind of feedback do you give them written or oral? Please explain it briefly

The teachers were asked whether they provide feedback and comments to their students or not. All the three teachers (100%) indicated that they give comments and feedback to their learners. For example, T1 said:

‘As a rule, I usually provide them written feedback since written feedback is crucial for them to understand it easily and can ask their friends accordingly. But most occasionally, I deliver them oral feedback not individually but to the whole class as a comment.)’

According to his idea, the kind of feedback given the students is not always restricted to one type of feedback. Depending on the purpose of the paragraph to be written, teachers can give either written or oral feedback. Besides, T2 also mentioned the following idea.

‘I give them written comments and feedback for what they write but such kind of feedback is given when students are given individual, pair or group assignments on writing and sometimes in the teaching learning process. Since writing tasks take time to check, I provide them some writing activities and comments are given accordingly.’

The result showed that the teacher do not stick to one feedback type. The kind of comments given to learners is different from situation to situation depending on the type of the given paragraph. So both teachers’ reflections are almost similar in which they sometimes give written feedback and sometimes oral feedback and comments. However, T3’s response contradicts with the two teacher’s idea and said, “I give them oral feedback to use the correct structure of paragraph, to be careful the lesson, to correct word choice and grammar.” This means that the teacher uses only one type of feedback and he does not care about the kind, purpose and the nature of the writing tasks he give them. Thus, as checking written paragraphs take much time, the teachers sometime give writing drills and feedback accordingly.

Item: 6. What do you think the factors that affect your students' paragraph writing skills?

The teachers were asked the factors that affect their students in paragraph writing; then most teachers mentioned the following factors: lack of practice, shortage of vocabulary, method of teaching, way of giving feedback, poor prior knowledge of the language and lack of teaching materials. For example, T2 said:

'I think lack of vocabulary, worry about writing, lack of practice, knowledge of grammar, poor prior knowledge of the language and unable to use steps in writing are causes of their writing. For example, students have serious problem regarding to vocabulary. Their choice of words is not appropriate. You always see repetition of the same words in their paragraph and they use the one in the place of another one which give very weak sentences. Besides, when they write in any writing tasks they do not think in the target language which caused loss of confidence; and interruptions during participants' written productions'

4.4 Analysis of writing activities in the textbook and in the teacher's guide

Item 1. How much do the teacher's guide and the text book focus on teaching paragraph writing?

One section in each chapter provides writing lesson to teach students writing and from five chapters, three of them have paragraph writing lesson in the writing section. For instance: in Chapter 2, Section Six writing part teaches some points about paragraph compared with the other chapters.

Item 2. Does the textbook give activities to practice the process of writing paragraph ?

Only one activity focuses on teaching how to write paragraph by showing the students the process of writing and let them write step by step, but the other activities in the other chapter don't focus on the process of writing. For instance: chapter 2 gives one activity that is to complete a paragraph by using the given information in the table and in chapter four, section six writing part activities such as: rearranging words to form complete sentence, complete given paragraph in the text by writing supporting sentences are given to the students. Chapter five,

section six writing part gives students one activity that is writing a memo based on the given examples so it is difficult to say the textbook gives activities to practice how to write paragraph.

Item 3. Does the teacher's guide let the teacher focus on teaching the process of paragraph writing?

To some extent, only one lesson lets the teacher focus on teaching their students the process of paragraph writing but the other two chapters don't focus on teaching the process of paragraph writing. They focused on teaching the structure of sentence and punctuation.

Item 4. What kind of writing activities does the textbook focuses on?

Three writing lessons focus on guided and controlled activities by giving examples and information to complete the given writing task and let the students rearrange words to make complete sentence.

Item 5. Do the activities let the students freely develop their own paragraph?

Since the text gives students examples and information to complete and write paragraphs, it gives only guided writing activities and these activities don't let students freely develop their own paragraph. So, both controlled and independent writing activities are important for students to practice paragraph writing effectively.

Item 6. Do the teachers' guide and textbook give enough time to practice writing paragraph?

Since limited activities are given in the text book and the teacher's guide, they don't focus much on teaching paragraph writing, the students don't have the chance to practice paragraph writing in the classroom.

Grade 8 English textbook has five chapter that are covered in the first semester, and it contains one writing lesson in a unit which doesn't give enough time to practice paragraph writing, and The textbook has the maximum three writing tasks and these are guided activities that do not allow students to practice writing freely .

4.5 Analysis of classroom observation

In this section two male teachers were observed in two different sections while they were teaching writing in the classroom. Classroom observation checklist was used during the observation. The researcher analyzed the checklist by looking at main issues that can be factors for students' paragraph writing deficiencies.

Item 1. Did the teacher give students writing task to practice in the classroom in the given 45 minutes writing lesson?

Teacher 1 gave his students writing task to do in the classroom however, he gave them the writing task for 15 minutes which was difficult for the students to finish their paragraph in the given minute. The 2nd teacher immediately gave them the writing task as homework.

Item 2. Did the teacher emphasize only on the product or process of paragraph writing?

The 1st teacher tried to focus on the process of writing by moving round and tried to look how the students were writing their paragraph for some minute. Because the time was very short, he did that only for some students.

The 2nd teacher emphasized only on the product since he had already given the task the previous day as homework, he couldn't check the process of writing in the classroom but focusing on teaching both the process of writing and the product is necessary for students to be good at paragraph writing.

Item 3. Did the teacher move round and check what the students were writing?

The 1st teacher of course tried to move and check some students writing process but in the 2nd classroom observation the teacher gave them the task for their homework so there was no checking students' writing task in the classroom.

Item 4. Did the teacher give written feedback to the students' paragraph writing task?

In the 1st class observation yes, the teacher gave written feedback only for some students' paragraph writing because of shortage of time. In the 2nd class observation there was no giving feedback.

Item 5. Did the teacher encourage the students to practice writing paragraph during writing lesson?

In the 1st class observation yes, the teacher encouraged the students when he was checking what they were writing by moving round in the classroom but in the 2nd class observation there was no encouraging students to practice writing during writing lesson because the teacher gave them the writing task to do it at their home.

4.6. Factors for Werha Yekatit Students Poor Paragraph Writing

The main aim of this study was to investigate Werha Yekatit students' paragraph writing problems. The researcher found that students in selected section faced several problems in paragraph writing. The students' paragraph writing deficiencies could have emanated from various factors.

Hence, this section is intended to obtain data whether there were factors which could affect students' paragraph writing. Therefore, the major factors which triggered the difficulties for paragraph writing were seen from three angles: student- related factors, teacher- related factors and materials- related factors. To this effect assessment was done on the writing activities of the students' textbook and teacher's guide, class observations were done to find out the teaching and learning process of paragraph writing and three English language teacher were asked close-ended and open-ended questions to reflect their ideas regarding the students' paragraph writing problems, . According to the English language teachers who teach in the selected classes were interviewed. (See appendix V). All the questions are related to students- teachers' and teaching material-related factors that are affecting students' paragraph writing. Thus, their responses were discussed and analyzed in integrated way as follows.

4.6.1 Students' Related Factors

Students related factors studied in this study include shortage of vocabulary, lack of practice, writing anxiety, lack of confidence and carelessness. Therefore the above students-related factors are analyzed in integrated ways as follows.

4.6.2 Shortage of Vocabulary

Shortage of vocabulary is the one cause for students' poor paragraph writing. Regarding this Rababah (2003), as cited in Mohamed (2015), clarified that students could not give voice. To their thoughts because they lack the adequate stock of vocabulary. This leads to unmotivated to takes part in writing tasks. Out of the total of 40 students 39 of them had that shortage of vocabulary which is the major factors for Werha yekatit students' paragraph writing problems. Due to the lack of words the students cannot express their ideas fully in paragraph form based on the finding of the paragraphs written by the sample students the research observed that the learners started to write but in the middle they stopped and write few ideas and cannot convey complete message in paragraph form.

4.6.3. Lack of time

Making practice is an important skill that an English language learners in general and paragraph writers in particular should apply it. As practice makes perfect, learners must practice in paragraph writing. In the class observation the researcher has seen lack of time was the major problem that couldn't let students practice writing and lack of practice is first cause for students' poor paragraph writing.

4.6.4. Lack of Confidence

Lake of confidence is found to be the fifth factor for the learners' paragraph writing problems. Two teachers mentioned on the teachers' interview lack of confidence could be another factor that hinders EFL students in paragraph writing. The result indicates that student encountered a big problem in paragraph writing due to lose of confidence during writing.

This may indicate that some EFL learners lose their confidence in language learning in general and in paragraph writing in particular. Even those who might be good at their mother tongue

could face challenges to write another second language. Moreover, learners of foreign language are often subjected to threats to their self-perception in that they give less value to themselves in the foreign language classroom settings. They feel inferiority complex and believe that they cannot write well in a foreign language.

4.6.5. Carelessness

The other factor hindering Werha Yekatit students' paragraph writing is carelessness. The teachers mentioned on the teachers' interview that due different reasons, the students become careless in paragraph writing tasks. This may indicates that even though students are eager to write paragraphs, they do not know how to write and become careless at writing.

Carelessness happened due to different reasons, is another cause for students' poor paragraph writing. Because of a variety of reason, EFL/ ESL learners may sometimes become careless in writing or speaking in target language (Norrish, 1983 and Edge, 1989). According to Norrish, carelessness may happen as a result of lack of motivation. This lack of motivation, on its part, may occur when the materials to be taught and the way these materials are presented do not suit the learners.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

This section includes, brief accounts of the overall activities accomplished in this study, the conclusions drawn from the possible recommendation suggested.

5.1 Summary

The main purpose of this study was to investigate factor that affect students paragraph writing problems. And also, the study identified the students' paragraph writing performance level, specific deficiencies characterized in their paragraph. The study was conducted in Werha Yekatit Primary School Woreda 04 Kirkos Sub-city, Addis Ababa. In order to achieve the first objective of this study, paragraph writing test was used. Paragraph writing test was used to investigate factors that are affecting grade 8 students' paragraph writing .The researcher analyzed the paragraphs written by the 40 students carefully.

To attain the second and the third objectives about factors that affect students' paragraph writing, the researcher used textbook and teacher's guide analysis, classroom observation and semi-structural interview with three English language teachers. The three tools were used to identify the factors that affect students' paragraph writing and the kind of deficiencies that students have in paragraph writing. All data collected from the instruments were analyzed qualitatively and quantitatively in integrative way.

The students' engagement in writing a good paragraph was affected by various factors. Students related factors such as shortage of vocabulary, lack of practice, writing anxiety, lack of confidence; negative attitude, lack of motivation were identified. In addition, the researcher identified the major problems students have in paragraph writing. The first problems are related to the three parts of paragraph in which students have a problem of identifying these parts and cannot write according to the parts. The other problems are related to student's difficulty to write paragraphs that can fulfill the quality of good paragraph such as organization, unity and adequacy. Furthermore, spelling, grammar, punctuation, word choice and capitalization are the other problems students encounter.

In addition, the cause of deficiencies characterized in three ways these are: student-related, teacher-related and factors related to student's textbook and teacher's guide.

5.2. Conclusion

Based on the finding of the study, the following conclusions are drawn.

- Werha yekatit primary school grade 8 students' paragraph writing performance was not good at the level of their grade level.
- There are many problems that students encountered in paragraph writing in Werha Yekatit Primary School. These include the problem of identifying the three parts of paragraph such as topic sentence, supporting sentences and the concluding sentence. From these, writing supporting details is the most serious problem students faced in paragraph writing. Concluding sentence and topic sentence writing problems are found to be the second and the third problems in paragraph writing. Hence, the students are incapable of opening, developing and summarizing their paragraphs appropriately and they simply write without recognizing these parts.
- Writing disorganized, weakly unified, and inefficiently developed paragraph are another problem students faced during paragraph writing. Besides, spelling errors, grammar, capitalization and punctuation problems are the common problems the students faced while writing paragraph. Due to these, the students written paragraphs are fragmented, disorganized, weakly developed .So that it is difficult to understand by the readers.
- The above mentioned paragraph writing deficiencies are caused by various ways. These causes are students'-related, their English language teachers'-related and causes related to their textbook and teachers' guide. Of these, teacher- related, students'- related and teaching material related factors are the first, second and third factors for students' poor paragraph writing respectively. Students'-related factors include lack of regular practice, shortage of vocabulary, lack of confidence, carelessness and their attitude towards writing, Lack of appropriate feedback and lack of motivation are to teacher related factors while in availability of reference materials in the school was also noted as a further cause for students' in adequate paragraph writing skill.

- English language teachers do not often teach their students different writing activities and learners are not encouraged to write. Instead, the teachers focus on the structural grammar of language teaching than the integrating paragraph writing activities with other language skills.
- Based the on the ideas gained from the English language teachers through the semi-structural interview, the time given to the content and the shortage of vocabulary are the most common and indirect causes that force English language teachers not to focus on paragraph writing.
- According to the textbook and teacher's guide analysis lack of sufficient activities and tasks didn't let the students to practice writing effectively and the activities which were in the textbook didn't let students freely develop their own paragraph.

5.3. Recommendations

Based on the finding of the study and the conclusion drawn, the following recommendations are provided.

- Teachers are the most important manpower that can help learners to write well. Thus, they should tell their students what to write, how to write, when to write and even where to write. They should use active learning methods that can improve students writing abilities and encourage them to write.
- Writing is a skill that can be improved through regular practice. Taking this in to account, the students should be interested and eager to write. They should have motivation to practice writing a lot in the classroom and outside the class. If students do not make practice, they develop writing anxiety and lose self-confidence. Hence, the students should practice well to be confident
- The student should know the parts of the paragraph and write accordingly. That is, they should know how to open their paragraphs, how to develop it through illustrations and sum up the main points discussed in the whole paragraphs by letting them practice the process of writing paragraph in the classroom.
- While teaching, English language teachers should focus more on writing tasks. This means that even though writing is a challenging task to teach especially in large classes, teachers should try their best to use not only the paragraph writing but also the paragraph writing process. They should make students actively involve with the language as well integrate paragraph writing activities with other language skills.
- When English language teachers give their students paragraph writing tasks, they should also provide them appropriate feedback and comments both in written and oral form. They have to lead, encourage, control, and finally give them feedback. This is because unless students are given feedback to what they write, they may not understand their deficiencies. Therefore, English language teachers should give their students appropriate feedback and motivation.
- Grade 8 textbook and teacher's guide also need to provide more activities for the students to practice writing paragraph. Practice always makes perfect, so unless they practice writing by giving enough time, students can't improve their writing skill.

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Appendix I

List of paragraph writing activities

Instruction – the paragraph test analysis is carried out by analyzing students' paragraph. The paragraph is writing by the sample students making them to choose one from some alternative topics presented.

The following questions are focused for the analysis.

- Are the sentences, ideas or information in their paragraphs appropriately in logically arranged?
- Are the sentences in the paragraph talk about one idea and developed well?
- Is every sentence complete, not a fragment?
- Do the subject and predicate agree in number in each sentence?
- Is every words spelled correctly?
- Are sentences punctuated correctly?
- Are words capitalized properly?
- Are all words used correctly?
- Do the writings contain all parts of the paragraph?

Choose one of the given topics and write one paragraph

1. Write a short biography of any of your parents or relatives .

2. Write a paragraph on advantages and disadvantage of living in the city.

Appendix II

CHECKLIST

Checklist to analyze the textbook and teacher's guide on teaching paragraph

1. How much do the teacher's guide and the text book focus on teaching paragraph writing?
2. Does the textbook give activities to practice process of paragraph writing?
3. Does the teacher's guide let the teacher focus on teaching the process of paragraph writing?
4. What kind of writing activities does the textbook focus on?
5. Do the writing activities let the students freely develop their own paragraph?
6. Does the teacher' guide gives enough time to practice writing paragraph?

Appendix III

Checklist for classroom observation on teaching paragraph writing

The purpose of this classroom observation is to collect data regarding Werha yekatit grade eight students the factors that affect paragraph writing.

part I, personal data of the teacher

1, sex----- grade-----

Part II, research questions

NO	QUESTION	YES	NO
1.	Does the teacher give students writing task to practice in the classroom?		
2.	Does the teacher emphasize only on the product or process of writing?		
3.	Does the teacher move round and check what the students were writing?		
4.	Does the teacher give written feedback on the students' paragraph writing task?		
5.	Does the teacher encourage the students to practice paragraph writing during writing lesson?		

Appendix VI.

Semi-structural Interview of English Language teachers.

Dear teacher:

The purpose of this interview is to collect data about your students' paragraph writing problems and the factors which hinder their paragraph writing skills. Since the information you provide is vital for the study. I kindly request your response for the following questions.

Part I: Interview for teachers

1. What is the paragraph level of our students?

A. Excellent B. Very good C. Good D. Average E. Bad

2. Do your students have any deficiencies in paragraph writing?

A. yes B. no

3. If your answer to question number 2 is yes, please state the kind of problems your students face in paragraph writing.

4. Do you give your comments and feedback on what they have written? Yes/No

5. If your answer to question number 4 is yes, what kind of feedback do you give them written or oral? Please, explain it briefly.

6. What do you think are the factors that affect your students' paragraph writing skill?