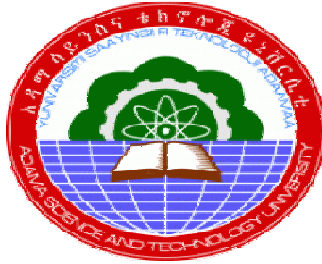


ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY



SCHOOL OF HUMANITIES AND LAW

DEPARTMENT OF ENGLISH

**A STUDY ON STUDENTS' PARAGRAPH WRITING SKILLS IN ENGLISH
LANGUAGE CLASSES: JELDU PREPARATORY SCHOOL GRADE 12 STUDENTS
IN FOCUS**

**FOR DEGREE OF MASTER OF ART IN TEACHING ENGLISH AS A FOREIGN
LANGUAGE (TEFL)**

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**SEPTEMBER, 2017
ADAMA, ETHIOPIA**

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

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**A Study on Students' Paragraph Writing Skills in English Language Classes:
Jeldu Preparatory School Grade 12 Students in Focus**

A Thesis of Degree of Master of Art in Teaching English as Foreign Language (TEFL)

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DECLARATION

I, the undersigned, declare that this Research entitle “A Study on Students’ Paragraph Writing Skills in English Language Classes: Jeldu Preparatory School Grade 12 Students in Focus” has not been submitted to any Institutions for the sake of award and all resources used in it have been duly acknowledged.

Name.....

Signature.....

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TERMINOLOGIES AND ACRONYMS

EFL: English as a Foreign Language

ESL: English as a Second Language

MOE: Ministry of Education

OQ: Open ended question

S1, S2, S3, S4...: Student 1, 2, 3, 4...

SSI: Semi-Structure Interview

T1, T2, T3, T4...: Teacher 1, 2, 3, 4...

PWT: Paragraph Writing Test

IR: Interview Response

ABSTRACT

The main purpose of this study is to assess the students' paragraph writing skills of grade twelve students of Jeldu Preparatory School. Descriptive research was designed to address the problems and sources for the paragraph writings problems, and to identify strategies teachers used to cope with the problems and here, qualitative method of data analyzing was used to collect data in using four data collecting tools such as single paragraph writing test, open ended questionnaire for students, semi-structured interview for teachers and students' exercise books were used. Accordingly, paragraph writing test was the major tool to check whether or not the paragraph writing skill was educationally set. Open ended questionnaires were also used to find out students' paragraph writing problems, sources of the problems and identify factors that affect the quality of their paragraph writings. Semi-structured interview were in next employed to identify how teachers coped with these writing problems and students' exercise books examining was helped to examine the students' experiences on paragraph writings. Hence, the study identified the students' related problems such as coherence, unity, completeness, adequacy, grammar, punctuation, capitalization and spelling. In addition, the students had lack of knowledge on how to write paragraphs ,construct types of sentences and form words into parts of speech, apply types of paragraphs and use structures of paragraph and lack of vocabulary knowledge and regular practice, and the teachers' related factors such as unequal perception to paragraph writing skills rather than to grammar, lack of letting the students practice paragraph writings' exercises to note takings, reporting, and letter writings, composing different short texts and answering written questions regularly. Generally, paragraph writing is a skill that can be acquired and improved via sufficient practicing and processing and students should get opportunity to practice on class exercises and assignment activities individually and collaboratively. Furthermore, they should practice on features of paragraph writings from the simplest one to the effective ones basically. To do that words and phrases formations, sentences constructing to the simple paragraph writings should be accompanied with helpful and effective activities and therefore, paragraph writing lessons should be provided sufficiently and appropriately to promote the basic paragraph writing skills in English language.

Chapter One: Introduction

This part treats background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and limitation of the study.

1.1. Background of the Study

Writing a paragraph is the process that goes through some procedures, stages, rules of writing, inessential elements of paragraphs to become an effective paragraph. By nature it needs much effort to be achieved. It is the writer's strong efforts which associated with interactions and progressions to let the writer competent and proficient. White (1995) suggests that writing is extremely a complex cognitive activity in which the writer has to control a number of variables which are from the cognitive, linguistic, and psychological makeup. When Hodges (1991) supports this, a writer needs an easy way, encouraging and interactive working class environment to become achiever. In recent years, there has been a growing awareness of the importance of the writing skills. Therefore, it has got a great attention in EFL curriculum/syllabus at both secondary and preparatory levels, as an important productive skill through which meaningful messages or ideas are conveyed. Accordingly, students who attain preparatory level education are required to generate further written materials such as paragraph, essay and composition. As they are grade 12, they are needed to write even simple compositions on a wide range of topics in the target language for it is the core language of the world. So that, at this level, students have to be encouraged to practice simple paragraph writings and become aware of paragraph writing skills than being engaged in activities limited at sentence level, phrase level, word level and knowing the grammar.

Accordingly, students are expected to compose paragraph with good elements and use sentences with correct grammar to communicate effectively. Writing a paragraph requires an overall sense of organization; each sentence must relate within the organizational framework. In a well-written paragraph, ideas and sentences must be arranged in a clear and logical way within the main idea of that paragraph. They have to be coherent and cohesive to convey meaningful message to the readers. So, students should be able to use appropriate words and sentences which are grammatical. A good paragraph is achieved when a topic sentence is intelligently chosen because it helps student to arrange the sequence of information in a

logical order. According to Grabe and Kaplan (1996) students of EFL are needed to have English writing skills ranging from a simple paragraph and summary skills to the ability to write essay. Because a simple paragraph writing skill is a pre-requisite course for composition and essay writing. EFL students need help from teachers to write paragraph so that they can acquire necessary knowledge. To be effective, they have to pay attention to the lower level skills of spelling, punctuation, capitalization, word choice, syntax, as well as the higher level skills of paragraph writing stages such as brainstorming, planning, drafting, revising, editing, and organizing.

Writing paragraph, in general, has many benefits for EFL school students when the base is good and it encourages composing well-interrelated and coherent text in English instructional language. When a writer writes a paragraph he /she knows more about language skills through brainstorming, planning, drafting, revising, editing, and organizing.

So that, EFL students basically they should get awareness about paragraph writing skills.

1.2. Statement of the Problem

The ability to write various genres of writing effectively through English instruction is very important for academic world achieving. According to Weigle (2002) English language ability in writing has an important and encouraging impact on the academic achievement of students. Writing is also an essential component of thinking, communicating and learning in school context, and so that writing tasks are a crucial tool for intellectual and social development. (Bruning and Horn, 2000:30)

In Ethiopian context, English is taught as foreign language in which students have been learning to write paragraphs based on the activities and tasks which are adapted in the text books. In other words, Paragraph writing is being practiced by learners based on the exercises or activities given in the textbook. Although more of the writing tasks in the syllabus require the students to write under process-oriented approach and collaborative approach, they seem incapable to develop paragraphs. But, the students' paragraph writing have errors such as wrongly forming words and phrases, errors in sentences constructing, grammar problems, punctuation marks and capitalizations using, and problems of unity, organization, cohesive device using and coherence. But, the writing tasks and activities in the

syllabus and textbook require to promote students' paragraph writing skills under process-oriented and collaboration-oriented approaches.

However, in the context of Jeldu Preparatory School, as the English teacher, the researcher has observed the grade twelve students' ineffectiveness in paragraph writings. Even, when the students have been given subjective questions on exams to write, different paragraph writing exercises such as note takings, reporting, and letter writings, composing different short texts and answering written questions, they could not give complete ideas in words, phrases, sentences or paragraphs levels. In addition, other English language teachers have also complaint on the students' paragraph writing when correcting and giving feedback on the students' exercise books. They found the students' exercise books with errors and difficulty on idea generating and expressing them through writing single paragraph. This is the same as: "inability to develop paragraphs causes the hindrances' of paragraph writing skills to compose paragraphs"!

Therefore, this study attempted to fill the gap that grade twelve students of the target school encountered while writing paragraphs. In this idea, the study tried to attempt the gap by showing some major problems and sources of the paragraph writing problems. Furthermore, it attempted how their teachers coped with the problems. So, the researcher thought that understanding students' paragraph writing problems, sources of the problems and selecting and using appropriate strategies to teach/learn paragraph writings were crucial to promote the paragraph writing skills. Therefore, the current study aims to assess the grade twelve students' paragraph writings abilities to promote paragraph writing skills with reference to Jeldu Preparatory School.

1.3. Objectives of the Study

1.3.1. General Objective

The main purpose of this study is to assess the paragraph writing skills of grade twelve students at Jeldu Preparatory School.

1.3.2. The Specific Objectives

The specific purposes of the study are to:

1. Identify which problems of paragraph writing hindered the students' paragraph writing skills of grade twelve,
2. Indicate sources of paragraph writing problems that hindered promoting the students' paragraph writing skills,
3. Explore how teachers cope with the hindrances of implementation of the students' paragraph writings to promote paragraph writing skills,
4. Investigate the wrong experiences of the students which affected their paragraph writing skills.

1.4. Research Questions

Based on the objectives, these research questions were answered throughout the study.

- i. What major problems do the students encounter while writing paragraphs?
- ii. What are the sources of the problems?
- iii. How do teachers cope with the problems?
- iv. How do students write their paragraphs?

1.5. Significance of the Study

This study is important in the ways that could promote paragraph writing skills of grade twelve students at Jeldu Preparatory School. The study identifies some problems and sources of the problems on students' paragraph writings that have hindered promoting of paragraph writing skills. The study also searches out some beneficiary paragraph writing skills strategies teachers used to cope with the students' paragraph writings hindrances of promoting paragraph writing skills, in the next, the study shows some ways in which the problems could be solved. Furthermore, the study shows teachers' some efficient directions for implementation of paragraph writings lessons and what they should have dealt with the problems and made favorite lessons' environment for paragraph writings. The study indicates students' bad experiences that have affected paragraph writings and shows effective strategies for the students' learning. The students of grade twelve who are at preparatory level could promote their paragraph writing skills through implementing the findings of the study on their paragraph writings. Furthermore, other researchers could use this study as review of literature in their future studying.

1.6. Scope of the Study

This study was limited to the students' paragraph writing problems and the possible sources of the problems, teachers' strategies to cope with the writing problems and students' previous wrong paragraph writing experiences. And the study focused on students' paragraph writing problems such as organization, unity, coherence, paragraph development, grammar, vocabularies, punctuation, capitalization and spelling. The study also focused on fifty-five sample students of grade twelve who were selected in using simple random sampling method and five English Language teachers.

1.7. Limitations of the Study

It was better if the study had included large number of students and all aspects of writing skills. However, the researcher had time constraints and financial inadequacies to focus only on paragraph writing skills. In addition, the researcher could not get the students and teachers on the time they were wanted during distributing questionnaires and interview.

Chapter Two: Review of Related Literature

This part treats definition of paragraph, concept of paragraph writing, importance of teaching paragraph writing, importance of learning paragraph writing, approaches in teaching paragraph writing- the product approach, the process approach, the controlled approach, the controlled approach, the guided approach, the free writing approach, the communicative approach and collaborative approach; types of paragraph writing - descriptive paragraph, narrative paragraph, expository paragraph and persuasive paragraph, structures of paragraph writing- the introduction, the body and the conclusion; paragraph writing process- brainstorming, planning/structuring, drafting, revising, editing and publishing/final draft; qualities of paragraph- unity, coherence, cohesion, logical order, completeness, variety and development; Ways of Paragraph Development- explaining a process, supplying reasons, providing examples, comparing and contrasting, defining a term and dividing and classifying; Effective Paragraphs; Paragraph Writing Problems and Difficulties; sources for students' paragraph writing problems- lack of conducive environment, lack of practice, lack of motivation; poor constructing of sentence types- simple sentence, compound sentence, complex sentence and compound- complex sentence, lack of vocabulary, poor organization and lack of helping students on developing paragraph.

2.1. Definition of Paragraph

A paragraph is a basic unit of organized group of related sentences to develop one main idea in consisting a topic sentence and a number of supportive sentences. Number of sentences within a single paragraph should be long enough to develop the main idea clearly, (Oshima & Hogue, 2006:2). Accordingly, the composed sentences together develop one central idea. The topic sentence main sentence starts with an indentation at the beginning which indicates a new subject or a different point of the same subject. Elements in it should be combined to form one complete meaning. In a paragraph, effective sentences involve starting with capital and stopping with a full stop. The words must make sense, express idea or get clear enough in an effective topic sentence of an effective paragraph.

Generally, a paragraph is a group of sentences about one topic which is the fundamental to inform, give an opinion, state facts about a text.

2.2. The Concept of Paragraph Writing

Paragraph writing is one of the language skills that uses as means of written communication through arrangement of appropriate words and phrases into constructive sentences into effective paragraphs. In this line, paragraph writing is a skill involving knowledge, concepts, and writing rules, and it includes organized ideas which can be developed through stages of paragraph writing. This is to mean, a paragraph shows us how the sentences are grouped together, unified, organized, punctuated, capitalized and at the end conveyed a message. Therefore, good paragraph is resulted from plenty of thinking, practicing, evaluating, and then revising. Accordingly, writing builds larger units from the smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make compositions such as letters, reports, and college themes.

Many researchers and instructors have noticed that this focus on product; may not truly reflect the complete nature of writing, and therefore they have to start trying to understand the process of the act of writing in communication (Zamel, 1982). Raimes (1985) also shows that writing is not only a language skill as an adjunct to a language learning, but an effective approach to developing language from words, sentences, and then after to discourses in language.

2.3. The Importance of Teaching Paragraph Writing

Teaching paragraph writing is important; in telling students the way messages of the context communicate logically and convey meanings for different purposes. Hedge (1991) discusses that writing is the most means of communication in the academic environment or outside in life of the learners. At schools for students' academic success in their writing ability is the basic requirement. In addition, outside the school, writing communication plays role in conveying messages and understanding several contexts of their world. Examining the importance of writing in the context of language learning is, the power of students to monitor the target language performance to a greater extent than other language skills as it is the most conscious and creative process. As Mesfin (2013), Writing provides the best opportunity to the writer in showing the most appropriate language that fits the purpose. Here, the writer has better chance to look into his/her language uses by looking backward and forward at sentences or paragraphs again and makes the necessary changes for a better written product.

In considering this importance of writings, in Ethiopia context teachers teach this target language.

Accordingly, "English for Ethiopia Students Textbook" that was designed and distributed to the preparatory schools of Ethiopia by Ministry of Education (MOE) has been in use since 2003 academic year for the importance of writings. There are activities like sentence writings; note takings, report writings, paragraph writings, and essay writings which are designed to be practiced in writings. Paragraph and essay types of writing such as descriptive, narrative, persuasive and expository writing are also designed. In the Grade12 English Syllabus first edition (2003, pp. 132-171) writing has got emphasis. At this designing, students are required to practice paragraph writing skills rather than being engaged with writing at words, phrases or sentences level. Even the students are recommended to compose paragraphs and essays types of writings. Hence, students at grade twelve should know how to write and have ability to write paragraphs effectively.

2.4. The Importance of Learning Paragraph Writing

Paragraph writing skill is more important nowadays because the skill needs well organized and precise writing. If the writing is skillfully composed, the communication will be good. In the paragraph writings all the contents of the paragraph have to be included in care so that the communications become effective. So that, students could reply letters from foreign friends or take English language subjective exams or write assignments in English to their teachers, write letters to English speaker friends or post important lessons on face book for friends of foreign in detail incorporating contents of paragraph. Similarly, Santos (2000) explains that there are reasons making writing increasingly essential: 1) more international linguists are promoting writing as their field of specialization, 2) more articles and journals are being published in English, and 3) more international students are pursuing their degrees in English speaking countries. Besides, Chen (2007) states in globalization system; the world of language seems to be one because of the perception of unlimited communication. For this reason, all members of global institutions, for their common benefits in terms of education and business cooperation, they communicate with one another. Comprehensibly in order to express thoughts and opinions, apart from oral interaction, writing is considered to be crucial.

In terms of EFL instruction, writing helps students learn about the target language. For example, first, writing reinforces the grammatical structures, idioms, and vocabulary that are taught to students. Second, when students write, they also have a chance to cope with the new language, to go beyond what they have just learned to say. Third, when they write, they necessarily become involving with the new language, getting effort to express ideas and using eyes, hand, and brain constantly to reinforce learning. As students struggle with what to put down next or how to put it down on paper, they often discover something new to write. In addition, EFL writing has always been considered an important skill in teaching and learning. According to Rao (2007) EFL writing is useful in two aspects: First, it motivates students' thinking, organizing ideas, developing ability to summarize, analyze and criticize. Second, it strengthens students' learning, thinking and reflecting on the English language. Harmer (2004) puts another important aspect of writing such as punctuation and capitalization that they are essential in writing. So, through writing, learners can know more about the use of punctuation and capitalization.

In general, paragraph writing is very important for communication in creating a communication channel between the writer and the reader. It is needed to transfer messages, knowledge, maintain learning well and do exams. Because of these importance, in Ethiopia, English writing is needed to be in focus of the country's preparatory and secondary schools basically and for it is considered to help for further scholar educations and to be international students.

However, in the study of Tsegaye (2006) most Grade Twelve Students are unable to write a single meaningful sentence in large texts like paragraphs or essays. In the same manner, the problem of paragraph writings and some component errors of paragraph writings are also there at the school of the researcher and that initiated him to study the problem.

2.5. The Collaborative Paragraph Writing Strategy

The strategy which named collaborative writing considered the students write their assignments in pairs or small groups and edit their work in peers. Teachers at EFL classes should try to design in considering the benefit this strategy has for students because in the context, learning is from peers or socially in combining social skills. Research has shown that collaborative writing strategy can have numerous affective benefits for the students. Research by Johnson & Johnson, 1998; Raimes, 1998; Rollinson, 2005) suggest that while students

work in pairs or small groups, they can enhance their interaction by lowering anxiety and raising students' self-confidence. In the lines of these researchers, collaborative writing works have benefit in that students combine a range of their social skills together at the time. As Villamil & De Guerrero, (1996) have indicated collaborative writing strategy helps the students in facilitating the feeling of accountability, cooperation and community in their writing works. In addition, Reid (1993) suggests that collaborative writing tasks can increase motivation, risk-taking and tolerance among students. Farther more, Foster (1998) notes that collaborative writing tasks can maximize students interaction among themselves in that pairs or small groups in the target language. The collaborative writing activities more help students in peers or small groups in classes interactively so that the students can learn paragraph writing socially through sharing their experiences in each other. It is crucial if teachers implement the strategy in classes.

2.6. Types of paragraph

There are mainly four types of paragraphs depend on the purpose of writings. For example, to inform readers about something, writers use expository and narrative. To entertain readers or express themselves, writers use narrative or descriptive and to influence persons, writers use persuasive. Hence, school students have to get aware of about these types of paragraph writings in getting help from their teachers and the students have to been given writing activities on all these types regularly for practising.

2.6.1 Descriptive paragraph

Descriptive type focuses on describing the characters, events, persons, objects, scenes and places in details, how things or persons look. According to, Savage and Shafeil (2007) in descriptive paragraph the writer introduces the subject that describes it in the topic sentence, then he/ she gives information by using sensory details (looks, smell, feel), in addition she/he explains how the writer himself or herself feels in supporting sentences; in concluding sentences the writer restates the main idea. In addition,. And it makes the reader see, hear, and sense everything and bring it to his/her life. Here, vivid nouns, adjectives, adverbs, etc. are used to depict. Smith (2003) states that descriptive writing use words of moods and feelings in order to create picture, and writers also use sensory details to establish a mood, and adjectives to describe the subject clearly. Moreover, Ran and Peter (1986) point out that descriptive paragraph types attempt to report accurately the appearance of the object as thing

itself independence of the observer's perception or feeling about it, and the factual account which informs impressionistic that focuses on the mood or feeling of the observer on the object.

Therefore, students should have knowledge how to write this type of paragraph. In addition, there should be such descriptive paragraph writing exercises in their text book which can support students to identify this type of paragraph writing through implication in using different approaches of paragraph writings.

2.6.2. Narrative paragraph

According to Beare (2014) narrative paragraphs are used to describe what a person does over a period of time. This in other words, narrative paragraph writing should focus on writing a story or a series of events and share the experiences about the context to be written in chronological order. According to Smith (2003) this type of writing is simply telling a story which may be factual or imagination, it is characterized by specific structure and methods for organization the events, and used past simple when narrate story.

Therefore, students should have knowledge how to write this type of paragraph. In addition, there should be narrative paragraph writing exercises in their text book which can support students to write a story or a series of events which are in chronological order about the context to be written through implication in using different approaches of paragraph writings.

So, students should aware of the narrative paragraph writing in getting help from their teachers and they have to been given such paragraph writing activities for practising.

2.6.3 Expository paragraph

Expository paragraph is academic writing used to explain, clarify, reveal or inform about a person, thing or ideas. It can list facts, give directions, or explain ideas, define what something is, how it works or it is made and why something happened, make comparisons, and show cause and effect. Since information in expository writing can usually be put into categories, it often uses logical order. According to Smith (2003) expository writing is used to explain process of something by using transitional words such as first, next and finally to make clear, and the writers try to support their main ideas by using facts. Alkuauli (2006) also states the purpose of expository writing is to explain and clarify ideas through definition,

comparison or information. In this line, expository paragraph is factual based on the real subjects that explains and state an opinion in text.

2.6.3.1. Forms of Expository Paragraph Development

1. Definition: In the definition form of expository paragraph writing, the key terms which are technical words, concept or idea need to be defined to make clarity on which the writer thinks the concept is not familiar with reader mind. In other words, it defines the boundaries of a technical term so that readers can better understand it or it introduces new or specialized terms to readers, or defines a key concept in the paragraph. And, defining the technical words, concepts or ideas is used to set the limits or to insure clarity within a given topic to help comprehending in contextual easily. Definition of technical words or concepts or ideas can be defined in giving examples, by comparing and contrasting those key words with other words, through analyzing their parts, categorizing or classifying them, or in telling the etymology of the key term.

2. Exemplification: In this form of developing expository paragraph the subject is defined scientifically in telling the structure, system, acquisition through giving examples. It is commonly used for academic writing since it is related with science. Exemplification way of expository paragraph writing uses examples to support the topic sentence for convincing in support with number examples. It provides more proof of the topic sentence with specific instances or supporting details. For example, linguistics is defined as the science of language that tells the structure and system of the language.

3. Comparing and contrasting: This way of exposing paragraph is in using comparison in identifying the similarities between two persons, places, things, or ideas. On the other hand, in using contrast for identifying differences between two persons, places things, or ideas. That is the way of writing the paragraph in concepts of difference or similarity between two persons, places, things, or ideas. To develop the expository paragraph comparison connectors such as: one idea....another idea, x; likewise y., x; similarly. , x; in like manner, y. , x; in the same way , y , and contrast connectors such as: whereas., but., in contrast...yet.

4. Process: This is a form of academic writing which focuses on a process of the subject. Usually this type of expository paragraph writing presents or explains the subject in its steps in a process. Here, logical orders of the events or actions of the subject are presented with

appropriate sequencing of ideas or steps. The writing is in the form of academic writing contains a main idea, supporting details, and a conclusion. To present process in expository writing connectors like first..., second..., third..., then....in process... in steps can be used.

5. Cause-effect: This kind of paragraph developing is used in academic writing when happenings or events or actions are linked with causes and effects in expressing the relationships. Mostly, it answers the questions why something happened and then states the outcomes or effects of the causes in the happenings. The cause –effect connectors that are to express the relationships of the causes and effects in this paragraph writings are: connectors of causes- because, since, as, for, because of, due to, owing to, on account of,... and some others connectors of results or effects- for this reason, as a result of, consequently, thus. And hence, causes in, result in, leads to, and means, so, so...that such...that, too... to be result connectors.

6. Division and classification: In this way of paragraph writings the writer dividing and classifying the items according to their similarities, types and characters those subjects have.

Therefore, students should have knowledge how to write this type of paragraph. If students have awareness about these forms of expository paragraph writing and use them in steps, they can easily write their paragraphs. In addition, there should be expository paragraph writing exercises which can support students to identify these forms of expository paragraph writings through implication.

2.6.4. Persuasive paragraph

Persuasive paragraph is used to convince reader to agree with the opinion in the paragraph.

Rahman (2010) puts as persuasive writing is used to persuade or convince others that the people ought to believe or acts as the writer wishes to believe or acts. In the process of writing, persuasive paragraph the writer should state some supporting facts to convince the reader. In order to persuade the reader on the facts, the writer should provide the reader with some arguments to convince.

Therefore, students should have awareness about persuasive paragraph writing. In addition, the students have to be given different exercises to practise in using appropriate paragraph writing approach.

2.7. Structures of Paragraph Writing

A paragraph consists three important parts: Topic sentence, supporting sentence and concluding sentence.

1. Topic Sentence: Topic sentence is the most general statement in a paragraph so that it states only the main idea. It does not state any specific details. Topic sentence is the most important sentence which contains the main idea of a paragraph. It briefly indicates what the paragraph is going to discuss (Oshima & Hogue, 2006: 4). Beare (2012) also states that topic sentence is one sentence which expresses the main idea, point, or opinion of a paragraph. It is a complete sentence that contains a subject, a verb and it is a complement. It uses a strong verb and makes a main statement. The topic sentence always contains both a topic and a controlling idea which limits the range of the topic in a single paragraph. Moreover, topic sentence clarifies one's precise attitude towards the subject. It provides the reader with a clear understanding of what a paragraph is about. The usual position of the topic sentence is at the beginning of the paragraph but it can sometimes occur anywhere in such unit.

2. Supporting Sentences/Developing Sentences: Supporting sentences are sentences which develop, support and explain the main idea by giving details, explanations, and examples. The whole sentences must be unified to the topic sentence and to each other as well. Here, supporting sentences are used for the unity of idea toward the topic sentence in the paragraph.

3. Concluding sentence: Concluding sentence is the summary of the important points. It signals the end of the paragraph (Oshima & Hogue, 2006: 4-5). It summarizes the main point of the paragraph in precise and brief ways. In other words, it expresses the final comment on the topic and leaves the reader with the most important points to remember. It usually occurs at the end of the paragraph.

2.8. Paragraph Writing Process

Writing paragraph is a work that can be completed in going through process: Brainstorming, planning /structuring, drafting, revising, editing and publishing/ final draft are the process for paragraph writings which are discussed in the following.

1. Brainstorming: This is the stage in which students think carefully and organize ideas before beginning paragraph writings. In other words, it is an idea-collecting or idea-generating technique and it is pre-writing activity. It is a requisite activity of the students which helps them be successful. According to Richard (1992), the more time students spend on pre- writing activities, the more successful their writing will be.

2. Planning/Structuring: This is the in which students outline their ideas or exchange ideas into note form. It functions as an organizer, a planner and a classifier of the ideas that are gathered in the brainstorming exercise so that it is a very useful summarizing technique. It helps the relevance of the paragraph ideas to the main idea- topic sentence.

3. Drafting: This stage is in which students write their first draft. Here, they do not expect perfection towards the paragraph writings. It is considered to be a further means of discovering ideas for more improvement.

4. Revising: This stage is in which students look at organization, main points which support for main ideas, examples, and connections between ideas. Noskin (2000) points out that revising is considered the heart of the writing process, the means by which ideas emerge and evolve and meanings are clarified.

5. Editing: This stage is in which students check their paragraph writings for mistakes and corrections. Once students have revised their paragraph writings, they move to the editing stage for checking mistakes and making corrections so as to come up with the final version.

Editing could be considered as the process of correcting sentence structure, word choice, spelling, punctuation, grammar and capitalization in those paragraph writings.

6. Publishing/Final draft: It is the final stage of the writing process in which students produce final copies of their paragraphs to hand in. In this stage, the writings those are revised and edited carefully may be published.

2.9. Qualities of Paragraph

Quality of paragraph means having the essential characters of paragraph which help binding the attention of reader to the written text to comprehend it. Unity, coherence, cohesion, logical order, completeness, variety and development are some parts which contribute quality of paragraph. And they are treated as the following:

2.9.1. Unity in Paragraph Writing

Unity in the paragraph means integrity of idea; that is, its sentences must relate to the dominant ideas of the paragraph. By unity means all the detail sentences clearly support the topic sentence. In this line, a good paragraph possesses unity when all the sentences develop the main idea. Every sentence and every detail in the paragraph explains the central idea stated in the topic sentence. Unity in the paragraph is achieved by (1) a topic sentence with its controlling idea (2) supporting details, and (3) a concluding sentence.

Therefore, students' paragraphs have to be with unity that means the paragraphs must be incorporated with topic sentences with their controlling ideas, supporting details, and concluding sentences to be unified unless they may leave the gap in the readers' mind.

2.9.2. Coherence in Paragraph Writing

Even though all sentences in paragraph relate to the Topic Sentence, the way they are related may not be enough. In that case, they can leave gap in reader mind. For this reason, sentences must cohere; that is, the thoughts contained in the former sentences should be clearly related to the thoughts of the following sentences and ideas must flow smoothly into the next. In other words, coherence expresses when all sentences and ideas in the written paragraph flow smoothly together to make clear and logical points about the topic. According to Schifffrin (1987) Coherence is a connection between utterances with discourse structure, meaning, and

action being combined. Coherence can be achieved by the use of certain devices like transitional words and phrases, pronoun reference, repeated key terms or parallelism. Primarily, coherence regards clear logical progression of thought from one sentence to the next.

As a result, to have a coherent paragraph, students have to keep unity of the paragraph, the paragraph have to be expressed in relationship between sentences with different cohesive devices to join sentences together for the signal flow of ideas in the text. There are linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and the transitions to make a paragraph coherent. They help to link sentences to one another (Boardman and Freedenberg, 2002:p.36). Hence, to begin a sentence, students have to organize the elements that occur early to connect a sentence to the preceding one by using the transitional signals such as, 'and', 'as', 'as result', 'therefore'. Moreover, they have to locate the action in place and time by using words like 'then', 'later', 'after'. Besides, expressions like fortunately and perhaps to judge what follows in a sentence.

2.9.3. Logical Order in Paragraph Writing

Paragraphs must be organized logically in sequence of thoughts or development of the subject. Events in it must be related in order of their occurrences, and all ideas should be connected with the leading ideas and arranged according to their importance of logical order.

2.9.4. Completeness in Paragraph Writing

Completeness is an element of quality of effective paragraph in which all the sentences of a paragraph clearly and sufficiently support the main idea. According to Freedenberg and Boardman(2002) paragraph is complete when all the major supporting sentences has fully explained the topic sentence or all the minor supporting sentences needs to explain each major supporting sentences. In this sense, completeness refers to supporting sentences should be enough to make the controlling idea of the topic sentence.

2.9.5. Variety in Paragraph Writing

When to write an effective paragraph, it is essential to avoid monotony and the paragraph should be composed in different lengths, structures and not be always of the same sentences and the same types. Similarly, students' paragraph writings must be composed with a variety of sentence lengths means not always short or long and with variety of types of sentences and

sentences means not always with the same types of sentences and sentences. In this line, a paragraph which contains too many sentences of similar type is often uninteresting even if it has good contents of paragraphs. Sentences lengths and patterns have not to be similar from the very beginning of the writing to the end of the writing to keep the variety. When each sentence is constructed with different sentence types and varied patterns and lengths in a paragraph, readers may not feel boring. Accordingly, students have to be encouraged by their teachers to avoid monotony sentences and types in paragraph writings.

2.9.6. Development in Paragraph Writing

When paragraphs are fully developed, they don't leave any questions in readers' minds. To write effective paragraph students must be sure to trace the full development of their ideas for readers so that the readers could understand the assumptions, evidence and reasoning in the writing. There are three ways to ensure paragraph development by: providing the right level of supporting detail, choosing the right kind of evidence and choosing the right pattern of development for your purpose.

The controlling idea and any other subordinate ideas within a paragraph should be sufficiently explained or illustrated; Every idea that is to be discussed in the paragraph should be adequately explained and supported through evidences and details that work together to explain the paragraph's controlling idea. A paragraph which lacks development is one that introduces a topic but fails to provide sufficient information to explain it to readers. Thus, an assigned topic may require a certain method of development and this method of development will require the use of certain patterns. Certain methods of development require certain structures (Raimes, 1981: 5). Students should be guided in using those patterns that are to be practiced.

2.9.6.1. Ways of Developing Paragraph

John Langan (1981) mentioned different types of paragraph development. These include: Explaining a process, supplying reasons, providing examples, comparing and contrasting, defining a term, dividing and classifying,

1. Explaining a process: Every day many activities are performed in process-that is, activities are carried out in a definite order series of steps. Many of these processes are familiar and automatic: for example, loading film in a camera, making coffee, processing data in a

computer. But, people may or may not be aware of the sequence of steps that makes up each activity. To aware people the writer has to explain the process in order of series steps in which the activities are performed. Accordingly, the paragraph students write have to explain the process in events that to be written.

2. Supplying reasons: There have to be reasons that help explaining actions or events in paragraph writing. By searching for reasons, readers understand and explain the situations of the events in the texts. In this types of paragraph developments students are asked to write clear and logical reasons for a certain opinion or result.

3. Providing examples: People often provide examples-that is, in details, in particular way, with specific instances-to explain statements that they make. The explanatory examples help to understand fully the statements that have been made in the paragraph. In this type of paragraph development, for example, students are asked to provide examples that illustrate a quality of the subject of the topic in the paragraph.

4. Comparing and contrasting: Comparison and contrast are two thought processes that happened in everyday life. When we compare two things, we show how they are similar and different. Accordingly, students have to care of their paragraph writings when they try to explain two things for the purpose of readers to comprehend in comparing g and contrasting the items.

5. Defining a term: Making something clear in a more complete and formal way by own personal understanding is giving a definition to a term. The meaning is then illustrated with a series of examples of a story. Hence, the subject is clearly illustrated with series of examples in the paragraph the reader could easily comprehend the text in the paragraph. So, students at schools have to be encouraged to write their paragraphs with such.

6. Dividing and classifying: In these types of paragraph development students are asked to write paragraphs in which they classify subjects according to their division and classification. In these types of paragraph development, students can easily develop their paragraph writing through generating, organizing, explaining, selecting and classifying their own ideas. Here, their teachers encourage, lead and motivate them.

2.10. Effective Paragraph writing

According to Greiffenberg (1977) in effective paragraph writing well-constructed sentences in levels of words, words into sentence and sentences into larger units help organized thoughts. So, these larger units which are called paragraphs are important to be good paragraph writings from constructing the sentences of which they are composed. In this line, contents to be important in effective paragraph have to be identified by students. For instance, when effective paragraph writing consist: topic sentence, explained ideas, supported theories, elaborated or commented ideas and a concluded sentence, the written paragraph becomes logically ordered and well structured and cleared. In other way, when it consists: unity and coherence, in effective paragraph these show how ideas have linked together, how transitions and linking words have used and when the coherence show reference back to topic sentence and previous sentences are all as much as included the paragraph become effective.

If students know about effective paragraph, they can write it well. Here, the students have to aware about the effective paragraph writings and they have to been given different exercises for practical. In addition, there should be texts which invite the students for more work and teachers have to focus on giving different practical exercises at this level.

2.11. Problems and Difficulties in Paragraph Writing

The writing tasks are challenging because many practical and theoretical issues should be included. Writing is a process which involves generating ideas, planning, and goal setting, monitoring, and evaluating what has been composed (White & Arndt, 1991). In fact, it is still an arduous task for most first and foreign language learners (Ingels, 2006). According to Shangness (1979) ' the major difficulties of students' are related to punctuation, syntax, common errors like problems in the inflection of regular verbs and nouns, subject-verb agreement and the use of articles. Other difficulties are spelling, vocabulary and the sentence problems in presenting and elaborating of a central idea.

Accordingly, Students of English as foreign language may face these difficulties to use appropriately the entire essential features of any different genres of writings unless they deliberately know where they can commit errors in paragraph writings. Some of these problems can be shortage of vocabulary, idea generating and organizing problem, use of punctuation, capitalization, spelling errors and weak grammar usage are some of the

problems of students commonly commit during developing paragraphs. It is crucial for students to be encouraged and get feedback by teachers to avoid the committed errors on practicing paragraph writings.

2.12. Sources of Students' Paragraph Writing Problems

Sources for students' paragraph writings problems are either related to students themselves or teachers. Students' related factors such as their interest, motivation and perspective they have towards paragraph writings when comparing with other language skills. Other factors like uncomfortable class environment conditions have also impacts on their paragraph writings. Teachers' related factors like teaching perspectives towards paragraph writing skills than other language skills and approaches the teachers use during teaching paragraph writings are other sources for paragraph writing problems. According to Al-Khsawneh(2010) teaching method and environment are the main causes of students' weaknesses in English writing. Some approaches to the teaching of paragraph writings have been involved from various teaching methods and lack of implementing EFL paragraph writings in class and out the class are perennial challenges for the students.

Paragraph writings' problems, which constitute problems for many EFL students in Ethiopian schools, are major challenges for both students and teachers of English at Schools. Therefore, these challenges that EFL students encountered in developing paragraphs are associated with various factors. Such as; lack of conducive conditional environment, lack of practice of students, lack of appropriate feedback, poor constructing of sentences, lack of vocabulary, poor style of organizing paragraph and lack of scaffolding students on developing paragraphs are treated as the next.

2.12.1. Uncomforted Conducive Environment on paragraph Writing

One of the factors that contribute errors on paragraph writings is uncomfortable environment. In this line, when students do not have good opportunity or comfort environment to practice paragraph writing in English basically in class or outside the class, they may face problems at the time they come to the writing activities lesson at class. Because of they had no opportunities for the students to practice paragraph writings in English language in their residential areas to speak and write. When students have such limited exposure to the

paragraph writing practice in the class and outside of the class, there will be a big possibility for them to commit errors in English language.

2.12.2. Lack of Practice of Students on Paragraph Writing

Paragraph writing is not an easy task in which students can easily compose it at a time. They have to practice to convert their competence into performance. To become best writer, the best way is to practice. In addition, using the most effective approach to teaching/learning EFL writing is not enough if students do not practice writing efficiently. Writing is therefore a skill acquired only through practice. It is, like dance and sport, an activity that could be improved only through practice (Andrews, 1999). Teaching is directing students to practice the language skills and learning is personal experience which requires the active and regular engagement of the learner.

In this line, when EFL class students, especially in paragraph writings, they are not well provided with sufficient paragraph writing activities and are not well practiced them regularly, they could not promote paragraph writing skills. This lack of paragraph writing practice problem may be emanate from language teachers perceiving with appropriate paragraph writings' teaching methods, or lack of sufficient writing activities and tasks which can let students' paragraph writings practices.

2.12.3. Lack of Appropriate Feedback on Paragraph Writing

Students gain benefits from sufficient writing practice and revisions on their drafts to produce a final piece of writing. In these processes, students often rely on feedback either from a teacher, peer, or self. Feedback that students receive from a source, or a combination of sources, provides them with information about what is good and what needs to be improved so that they can incorporate and use the feedback in their revisions and in the final product of their writing. Most EFL/ESL writing teachers would strongly agree with the statement that teacher correction feedback is a necessary part of any writing activity. Feedback on student writing can make learning more effective, as noted by Cardelle and Corno (1981), the more feedback students receive on their performance the better they understand what they need to do to correct their mistakes. Black and William (1998) elucidate that students can make gains in their learning when a given feedback is focused on the specific problems of the students' work and demonstrate at them the errors with its way of correction.

2.12.4 Lack of Intrinsic Motivation of Students on Paragraph Writing

EFL students may sometimes become less motive in writing paragraphs in English language. According to Norrish (1983) 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 students on paragraph writing practices. Teachers are needed to create motivating occasions, which intrinsically encourage students to write paragraphs.

2.12.5. Poor Constructing of Sentences in Paragraph Writing

There are four types of sentences in academic that could be incorporated to paragraph writings. These sentences have to be perfect grammatically, logically and clear when to compose effective paragraphs. Sometimes, students' sentence writings have not been effective in long text like paragraph writings. The followings are about these four types of sentences that students have to understand.

2.12.5.1. Simple sentence

Simple sentence is constructed only in one independent clause and it conveys a single idea. Structurally, either subject or predicate can be compound. It can also have a complement that completes the meaning of verb, noun, pronoun, adjective or adverb. According to Savage and Shafeil (2007) simple sentence structure is a statement that express a complete idea it may be affirmative, negative, question or complete sentence.

There for, students have to know and practice how simple sentence can be constructed so that they could use it when they want to express their ideas in paragraph writings.

2.12.5.2. Compound sentence

Compound sentence is another type of sentence that can be constructed from two or more independent clauses meaningfully and the clause each contains a subject and a predicate. The clauses in compound sentence can be linked by coordinating conjunction such as: and, but, for, nor, or, yet, so, therefore, either...or, neither...nor, not only...but also. It can also be using punctuation as comma or semicolon. In some ways, transitional words such as; also, in addition to, moreover, however and soon are further more important.

If students practice compound sentences in paragraph writings, they can not commit these types of sentences errors during paragraph writings.

2.12.5. 3. Complex sentence

Complex sentence can be constructed from one independent clause and at least one dependent clause. The independent clause is called the main clause, and the dependent clause is called the subordinate clause. These clauses are joined by conjunctions such as: as, as if, even if, if, because, unless, etc. In this way, in complex sentence there is variety that emphasizes on relationship of ideas to other ideas in the same sentence. So that in complex sentence there can be a precise relationship among ideas when introduced by relative pronouns like that, who, and which to make relative clauses through subordinating to main clause in complex sentence which can be resulted for a good paragraph. In complex sentence conjunctions like although, even though, after, if, since and when can introduce subordinate clauses in complex sentences to play their own meanings during paragraph developing. Kane (1988) expresses in complex sentence independent clause is called main clause and dependent clause has function as noun, adverb, or adjective that called the subordinate clauses, but in some exception complex sentence can only have main clause. For paragraph writings students have to understand how complex sentence is constructed so that they could use it without committing errors of these sentences constructions in their paragraph writings at preparatory level.

2.12.5.4. Compound- complex sentence

Compound-complex sentence can be constructed by at least two independent clauses and at least one dependent clause.

Accordingly, students of preparatory should be aware of how to construct these types of sentences in paragraph writings basically.

2.12.6. Ineffective Sentences Construction in Paragraph Writings

Effectively constructed sentences in paragraph writings help students, basically, to express ideas in mind logically and clearly so that the ideas and facts could be communicated well in the paragraph. Accordingly, sentences to be effective in paragraph, they have to have quality such as unity, economy, emphasis and variety.

1. Unity/ oneness: Sentences in paragraph have unity when everything has logically related to the purpose of the paragraph. Most students usually write whatever comes to their mind without considering its logical relation in the paragraph writings. Therefore, the written sentences become not unified and the paragraph not becomes effective at the moment.

2. Economy/ conciseness: When sentences in a paragraph express ideas without unnecessary wordiness, then they become concise writing which in other way construct concise paragraph. So, concise sentence writings in paragraph avoid wordiness and redundancy; the paragraph becomes clearer and more interesting for a reader. It is known when students write sentences in long text like paragraph, they committed such unnecessary repetitions of words in sentences writing; they indirectly committed in not effective paragraph writing.

3. Emphasis/stress: In a paragraph writing the main idea must be stressed in every sentence to make the paragraph well- constructed. Therefore, it is necessary for sentences to stress the main idea of the paragraph.

4. Variety/multifariousness: When to write an effective paragraph, it is essential to avoid monotony of sentence types and the sentences should be constructed in different lengths, and not be always constructed from the same sentences in a paragraph. The most important point is effective paragraph writings must be composed with a variety of sentence lengths means not always short or long and with variety of types of sentences means not always with the same types of sentences.

To sum up, an effective paragraph should have quality of sentences such as unity, economy, emphasis that indicates logical sequence of thought and variety means with good typical sentences.

2.12.7. Errors in Sentences Construction while Paragraph Writing

2.12.7.1. Run -on Sentences in Paragraph Writing

Run- on sentences occur when two independent clauses are not separated by punctuation nor joined by a comma with a coordinating connection. In other words, a run- on sentence is due to two or more sentences incorrectly joined. Most students commit such problems during their long text writing such as paragraph writings.

2. 12.7. 2. Comma in Paragraph Writing

Comma splice occurs when a comma alone connects two completed thoughts. In addition, when two complete thoughts appear in the same sentence, they need to be joined by specific connectors. Here, a comma is not enough and when a comma alone connects the two complete thought the result may be a faulty sentence. A comma splice can be corrected by: in using a period and write the two sentences separately, in using semicolon, in using a comma and a coordinating conjunction, and in making one of the clauses dependent. For the students such basic knowledge about comma splices is crucial so that they can join two dependent clauses when to compose paragraphs.

2.12.7.3. Faulty Agreement in Paragraph Writings

Agreement is the grammatical relationship between a subject and a verb or pronoun and its antecedent, or a demonstrative adjective and the word it modifies.

1. Subject-verb Agreement Errors: When the students use the words like *including, together with, along with, accompanied by, in addition to, except or as well as* in between the subject and the verb, they may get confusion on about what the verb should agree with. To construct sentences free from errors, they should have to indicate the ‘subject’ in sentence by avoiding prepositional phrases or phrases that begin with.

A verb agrees with its subject even when the verb comes before the subject. For example, there, here, who, which, what, and where can come before the subjects- singular or plural, the verb agrees to the subject depending on the number of the subject. Example, There are many+ plural noun....., There is a/the+ singular noun..., Here is + singular noun..., Where is + singular noun..., Who are + plural noun... Who, which and that are used as subjects, they use singular verbs if they refer to singular nouns and they use plural verbs if they stand for plural noun. Singular or plural, countable or uncountable nouns endings errors

2.12.7.4. Special words in Paragraph Writings:

Words like one, no one, nobody, anyone, anything, everyone, everybody, everything, someone, somebody, something and each are always agree with singular verbs. Most of students writing, especially, in long text commit problems with these special words while using them.

2.12.8. Lack of Vocabulary Knowledge of Paragraph Writing

In order to write quality paragraphs, students' lexical knowledge or vocabulary is crucial. Because words are base of writings and they help in forming phrases, clauses and sentences in paragraph writings in conveying meanings and helping communication in the writings and readers effectively. That means, vocabulary is important in students' daily written communication and lessons in EFL. But, lack of words hinders conveying mean and communication in the text. Nation (1995) and Putra (2009) asserted as the students' vocabulary knowledge and writing performance are correlated. Vocabulary knowledge alone is not making the students accurate on effective paragraph writings. The use of words in sentences for writings is also needed for grammatical knowledge to write paragraphs in rich of vocabulary.

2.12.9. Poor Way of Organizing Paragraph

According to Robinson.L (2004) Paragraph writing is a special organization in which one logical way is to explain the major points that support or state all points in the topic sentence by developing each point into sentences to organize paragraph. Another idea that provided by Widdowson (2007) states a thematic organization of paragraph (topic sentence) has the next sentences as rheumatic value (supporting sentences) develop the idea that proposed by a theme by means of examples, arguments, etc. Consequently, the views above discussed the same idea about the organization of paragraph. Organized paragraph has three main structures that are topic sentence, supporting sentences and concluding sentences. But, controversially, many students have written weak style of organization in paragraph writings.

2. 13. Insufficient Scaffolding for Students on Developing Paragraph

Students need help from their teachers to generate their prior knowledge and potential to develop paragraph. Russell (1990) suggests that instead of blaming students for their poor writing, teachers should support them to develop their writing skills. In addition, Vygotsky(1978) theory explains as students are able to use English language when there is a help from their teachers or peers in the classrooms. To help students improve writing, teachers' role and way of teaching are essential. As Chin(2000) strongly suggests, the most beneficial way of helping students to enhance their command of grammar in writing is the ground for discussing grammatical concepts. Hence, students are needed to be encouraged to learn grammar items based on their major grammar errors in paragraph

writings. In other words, if students have problem in verb choice in their writing, the teacher might present mini lesson on this grammar concept in the designed paragraph to be learnt. Therefore, teachers must prioritize and offer instruction on the grammatical elements since they are basically essential to write paragraphs effectively. According to Alamrew (2005) most often, writing at schools either in high or preparatory level is not taught effectively. Even though, writing paragraphs are difficult for the students, teachers should help students practice in giving socially related text in addition to the class lesson. But, teachers more usually focus on teaching grammar and vocabulary than teaching paragraph writings.

Chapter Three: Research Methodology

This chapter treats: the design, description of the area, Sample Size and sampling techniques, data gathering instruments, data collection procedure, and methods of data analysis of the study.

3.1. Justification for Descriptive Research

In this study, the descriptive research method was employed by using paragraph writing test, open-ended questionnaire, semi-structured interview and students' exercise books examining. The reason the researcher intended to design descriptive research was to describe, explain, and interpret conditions of the present. Its purpose is to examine a phenomenon that is occurring at specific place and time. It is concerned with conditions, practices, structures, differences, relationships that exist, opinions held, processes that are going on or trends that are evident. According to Kumar (1996), descriptive research method attempt to describe systematically a situation, problem or phenomenon of the present. Therefore, the researcher intended to use it since the method was considered to be important in gathering data of what people think, feel and do at the time of studying.

3.2. Description of the Study Area

The study was conducted at Jeldu Preparatory School of Grade 12 students, which is located in Oromia Region, West Shoa Zone, Jeldu District. The school was intentionally chosen for this study because the researcher has worked as an English Teacher in the target school and the existing situation which was the students' paragraph writing skills problem initiated him to conduct research on the topic.

3.3. Sample Size and Sampling Techniques for the Study

The subjects of the study were Jeldu Preparatory School Grade 12 students. There were 323 male and 230 female; totally 553 students in the school. Of those, the researcher intended to take 55 students; 32 male and 23 female as sample population of the study. From 8 sections of grade 12 these students were selected through simple random sampling technique. Five English Language teachers were chosen comprehensively. According to Galloway 1997 the reason students were chosen randomly from the sections was to give every student an equal chance of being selected.

3.4. Data Gathering Instruments

The study used data gathering instruments such as, paragraph writing test, open-ended questionnaire, semi-structured interview and exercise books examining. Paragraph writing test was the major instrument that the researcher intended to use. The reason is to check whether or not the paragraph writings' purpose were implemented for the paragraph writing skills to be promoted as it was educationally set. Here, the questionnaire, semi-structured interview and exercise books examining were as supportive data gathering instruments.

3.4.1. Paragraph Writing Test

The major data gathering instrument which was paragraph writing test helped the researcher to analyze the problems on students' paragraph writings of grade 12 of the target school and then generate both valid and reliable data for the study through thematically classification in relative to paragraph writing test checklist. This principle of data gathering technique was important to study the written paragraphs written of the participant preparatory students for the purpose to assess the students' paragraph writing abilities using the criteria of checklist that was modified and formed based on objectives of the study as it is shown in Appendix- B.

3.4.2. Open-ended Questionnaire

In order to obtain qualitative information regarding students' paragraph writing problems, sources of the problems and ways their teachers gave them corrections and feedback, the researcher preferred open -ended questionnaires for the participant students. Gillham (2000) expresses open- ended questionnaire as it is, the best when it is answered open. Jackson & Trochim, 2002 put the reason as the open-ended questions that designed with the purpose of yielding qualitative data through the text responses are the respondents' own words in the written form. Moreover, the open-ended items can offer descriptive, illustrative quotes, and can lead to the identification of some issues not previously expected (Dornyei, 2003). Therefore, the open-ended questions that were used in the questionnaire of the current study included items where no response options were offered, but rather a blank space to be filled in by the respondents (Dornyei, 2007). Hence, Open-ended questionnaire was designed for sample students to assess major problems and their sources of the problems of paragraph writings, and find out what correction and feedback the teachers were giving during helping students. The items in the questionnaire were mainly open ended because they provided the target respondents time to think and express their ideas freely. Moreover, the

students' questionnaire was translated into their mother tongue language (Afan Oromo) in order the researcher think the respondent students could explain points of their ideas freely and clearly.

3.4.3. Semi-Structured Interview

The semi- structured interview questions helped the researcher in providing reliable qualitative data because the majority of questions naturally appeared during the interview. The interviewer could create and avoid questions in order to adjust to the topic and led to more effective data collection. The majority of questions in the interview are formed during the interview; the interviewer could change. It is a qualitative method, there were no hypotheses set at the beginning of the research, since it would affect further direction of the research; the questions were rather designed in progress.

Laforest (2009) suggests semi structured interview is suitable and used mainly with small groups to study specific situations. For that the researcher intended to use semi-structured interview for five English language teachers of the school to find out the major problems and sources of difficulties in which the students were encountered on writing paragraphs and the teachers' teaching writing strategies that help students to cope with the paragraph writing problems. Hence, this interview helped and guided the researcher to probe and ask for clarifications to know the problems and sources of the problems for paragraph writings and to identify the strategies that could help to cope with the hindrance for promoting paragraph writing skills. Accordingly, the sources of students paragraph writing problems were less attention, few opportunity to get corrections due to large class size, lack of basic knowledge, lack of regular practice in the class or out of the class, limited knowledge of vocabulary, lack of motivation, feeling anxiety, inappropriate word selection and lack of conducive environments, lack of experiences from previous grades.

3.4.4. Students' Exercise books examining

This data gathering instrument for this study was students' exercise books examination to generate both valid and reliable data. So, out of 55 students' exercise books five of them were analyzed and identified in considering how students were being given corrections and feed-backs on some common and essential features of good paragraph such as organization, unity, paragraph development, grammar, spelling, capitalization and punctuation. During exercise books examining, the researcher used again the checklists that had used for

paragraph writing test as it is shown in Appendix-B. Therefore, these exercise books were analyzed as the students' paragraph writings were affected in applying features of paragraphs such as organization, unity, coherent, and paragraph development in case of grammar, spelling, capitalization, punctuation and appropriate word using errors in their paragraph writings.

3.5. Data collection Procedures

In this study, data were collected through paragraph writing test, open- ended questionnaire, semi-structured interview and the students' exercise books analyzing respectively. Accordingly, all sample teachers and students of grade 12 were identified. And then, the researcher gave paragraph writing test and also distributed open ended questionnaires to sample students and collected the materials. Next, the researcher read again and again each respondent's response for each item in order to incorporate the ideas he had already got when to interview the target teachers. At the end, the students' exercise books were analyzed, to know how they had been given corrections and feedbacks during paragraph writing activities such as class work activities and home take assignments.

3.6. Method of Data Analysis

The data gathered through students' paragraph writing test, students' questionnaire, teachers' interview and students' exercises were analyzed using qualitative data analyzing method and described accordingly. These were done by identifying the relevant data using thematically and classify into different categories to generate topics. This means the use of thematic codes in which the codes (problems) were presented on the basis of data. As Onwuegbuzie (2010) states while analyzing the data, the researcher integrated points that were generated through the given tools thematically and the data induced and then interpreted to reach on the relevant conclusions. Such process of organizing and analyzing the data were used by the researcher to develop and understand how each point was connected to each other. Finally, based on the analysis of the data, the researcher summarized the research findings, drew conclusions from the findings and suggested a few recommendations.

Chapter Four: Data Analysis and Discussion

This part treats the analyzed and discussed data that gathered through the study instruments. The study instruments were paragraph writing test for students, open-ended questionnaire for students, and semi-structured interview for teachers and students' exercise books examining. The data from all instruments have been analyzed integrally based on the major themes and sub themes to answer the research questions of the study. Accordingly, the discussion has four main sections: The first section deals with the students' problems on paragraph writing tests such as coherence and some other related problems items; unity and sub-sections problems of the unity; completeness and related problems; parts of paragraph like topic sentence with controlling ideas, supportive sentences and concluding sentences; sentences related errors ; words related errors ; The second section discusses sources of the students' paragraph writing problems such as less attention to practice, opportunity to get corrections due to large class size, lack of basic knowledge, limited vocabularies knowledge, lack of practices, lack of interest, and poor constructing of sentence types. The third section discusses strategies to cope with students' paragraph writings like assigning peers, pairs or group writing, applying individual writings, implementing process and collaborative writing strategy. The last section is about experiences of students on paragraph writings in consideration of essential features of good paragraph, basic and essential knowledge about paragraph writings and sub-section of supporting such as examining students exercise books.

4.1. Students' Problems on Data from Paragraph Writing Test

In this section, the sample students' paragraph writing tests were discussed and analyzed to identify the problems that the students faced during paragraph writings. Hence, all the considered items of problems in paragraph writings tests were discussed and analyzed in context of the study as in the next. But, out of fifty-five sample students only forty-nine sample students have taken the paragraph writing test willingly.

4.1.1. Lack of Coherence in the Sample Students' Paragraph Writing Tests

Table 1: The problems on coherence in students' paragraph writing test:

Items of the problems in coherent of paragraph writings	Errors in 55 written paragraphs
Coherence: 1.Lack of cohesive devices	49 paragraphs
2. Lack of flow of logical ideas	49 paragraphs
3. Lack of using variety sentences types/structures	49 paragraphs
4.Inappropriate uses of parallel grammatical sentences	49 paragraphs
5. Inappropriate uses of pronouns	43 paragraphs
6. Inappropriate uses of demonstrative adjectives	40 paragraphs

The data in the above shows the coherent problems that resulted from inappropriate using of cohesive devices flow of logical ideas, variety sentences types/structures, parallel grammatical sentences, pronouns and demonstrative adjectives that students committed in their paragraph writing tests. All forty-nine sample paragraph writing tests sentences were incoherent to relate in sentences and logically to be ordered in the paragraphs.

For further understanding, paragraph writing test of one of the sample student revealed the coherence problems,

My School

My school is jeldu preparatory. school is the base of knowlege. school where students get knowlege & anything. In school there is many things. Such as d/t books. When students wants education or knowlde go to school. In school There is Teachers & many students present. also school is the base of civilization & other things. The school is a place where Teachers teach students. According to the world There are many schools. There fore the school is very important for all peoples. (PWT: S13)

In the above writing, the thought in one sentence was not related to the thought of the following sentence since the paragraph has problem of coherence. For example, *My school is jeldu preparatory. school is the base of knowledge*. Here the idea must be about Jeldu Preparatory School; but, when the writer said- *school is the base of knowledge* – it is about any school, not about the specified school – Jeldu Preparatory School. Accordingly, the

paragraphs which were written by the students had no relation in the sentences and they were used cohesive devices inefficiently to fix sentences and ideas together in the text.

Really, producing a paragraph coherently is combining different sentences using different cohesive devices/ linking words: coordinating conjunctions, subordinating conjunctions, prepositions, and transition words or phrases to link sentences to one another to build the central idea. For more elaboration, some of the integral parts of coherence problems were discussed in the following with sample examples:

4.1.1.1. Lack of Cohesive Devices for Coherence

Cohesive devices help relationship between utterances with discourse structure, meaning and actions in the text. Let's study one of the students' paragraph writing tests,

My School

My school is jeldu preparatory. school is the base of knowlege. school where students get knowlege & anything. In school there is many things. Such as d/t books. When students wants education or knowlde go to school. In school There is Teachers & many students present. also school is the base of civilization & other things. The school is a place where Teachers teach students. According to the world There are many schools. There fore the school is very important for all peoples. (PWT: 13)

In the above writing, there were no appropriate connection between utterances with discourse structure, meaning, and action being combined to make coherence rather than an arrangement of sentences with no appropriate cohesive devices/linking words to relate ideas together. Further, the ideas in the paragraph each left away one another without joined together.

4.1.1.2. Lack of Flow of Logical Ideas for Coherence

In the above paragraph the ideas are not related to each other to be logically ordered in the context. For example, *In school there is many things. Such as d/t books. When students wants education or knowlde go to school. In school There is Teachers & many students present. also school is the base of civilization & other things. The school is a place where Teachers teach students. According to the world There are many schools. There fore the school is very important for all peoples.*

In revealing of this, in the student's and the other students' paragraph writings, ideas were not related to one others in following logical ideas in order of the context of the paragraphs.

4.1.1.3. Lack of Using Variety Sentences Types/Structures

In the student's paragraph writing the writing style is not in variety. Sentences lengths and patterns are almost similar from the very beginning of the writing to the end of the writing. When we study the writing, each sentence is constructed in simple sentence type with similar pattern and length up to the end. For example ... *My school is jeldu preparatory. school is the base of knowlege. school where students get knowlege & anything. In school there is many things. Such as d/t books. When students wants education or knowlde go to school. In school There is Teachers & many students present. also school is the base of civilization & other things. The school is a place where Teachers teach students. According to the world There are many schools. There fore the school is very important for all peoples.*

In the above written paragraph, the implication of paragraph writing in using variety of sentences constructions with different lengths, and different structure of sentences through the entire of paragraph writing was not exist. In truly speaking, the paragraph writings must be composed with a variety of sentence lengths means not always short or long and with variety of types of sentences and sentences means not always with the same types of sentences and sentences. In this line, a paragraph which contains too many sentences of similar type is often uninteresting even if it has good contents of paragraphs.

In this consequence, all forty-nine paragraph writings of the students' paragraph writings tests at Jeldu Preparatory School were with no sentences variety.

4.1.1.4. Inappropriate Uses of Parallel Grammatical Sentences

Advantage of Book

As we know the advantage of one country is measured by many ways. Among of them the number of literate & person is one. In this way the advantage of book is great. Book have unmeasurable value. If we read many books our knowledge become increase. We become wiser to use any of our resource. A person who reads different books and becoming efficient in all dimension. A country that have many book reader become more developed. A person who read book more become more making an intelligent decision.

Finally, To make good decision and develop our country we read book all time. (PWT: S2)

For exampleA person who read book more become more making an intelligent decision, ... A person who reads different books and becoming efficient in all dimension, ... To make good decision and develop our country we read book all time... These examples were parallel grammatical sentences errors that committed in the above student's writing.

Really, parallelism is a similarity of grammatical form for similar elements of meaning within a sentence or among sentences of the paragraph. Similarly, the implication of paragraph writing in using variety of sentences constructions with different lengths, and different structure of sentences through the entire of paragraph writing was not exist.have equal importance and to help the reader comprehend what is being written. To avoid parallel structures in sentences of a paragraph problem from their writing students ensure that phrases, clauses and items on a list be after a colon use the correct parallel structure in the paragraph.

But, the reverse happened among forty-nine paragraph writing tests of students of grade twelve at Jeldu Preparatory School.

4.1.1.5. Inappropriate Uses of Pronouns and Demonstrative Adjectives Pronouns

To study whether or not the students were using pronouns types appropriately, let's refer the sample paragraph writing test.

My School

My school was a base of all. Not for one time it look world through or at people. Except in relation to it life become bad. It was not only the most important place in the world to itself. It was the only place where teachers students and other people existed in it. It believed itself to be one of the greatest knowledge in the world because it gives knowledge to its all entire people in the school. (PWT: S48)

In the above sample student's paragraph writing tests pronouns were used monotonously. For example, nominative, possessive, and objective forms of the same pronouns join sentences in the paragraph repeatedly. ...it look world through...., to it life become bad. It was not

only.....to itself. , It was the only place...in it. It believed itself...because it gives knowledge to all its... Unnecessary repetition pronouns make the reader boring.

Really, pronouns, any types, use to direct a writer the subject running through the paragraph without getting into monotonous repetition. For example, nominatives, possessives, adjectives and objectives forms of the same pronouns join sentences in the paragraph together with unexpected repetition.

However, forty-three of the sample students' paragraph writing tests committed pronouns errors such as nominatives, possessives, adjectives and objectives where as forty sample students' paragraph writing tests were committed with adjective pronouns using inappropriate pronouns at the target school.

4.1.2. Problem of Unity in Students' Paragraph Writing Test

Table 2: Unity problems on students' paragraph writing tests

Items of problems in unity of written paragraphs	Errors in 55 paragraphs
Unity: 1. Lack of all sentences referring back to the topic sentence	49 paragraphs

Let's study "the unity" in one of the sample students' paragraph writing tests,

My Childhood

During my childhood I was keep the cattle and I drank my milk verywell I couldn't forget that. when I keep the cattle I forget the cattle and I play with my partiner, then the cattle was grazing the crop and my father come and call me. where is our cattle? Then come and slap me gentely then I decided that I keep the cattle very well and a respect my family. Then my father and mother decide to go to the school and start my Education. During I learned the elementary school I do my home work and I was talent my Education. then I succed the elementary Education. And I start secondary Education. at that time my father Died and I decide to Interrupt my education. Then my mother ecourage me and I succed the secondary school. then now I am learning Grade 12 and I will Join university.(PWT:S34)

In the above sample writing, "lack of unity" in the paragraph is from controlling idea which was not organized around the paragraph. Ideas in the paragraph were not with clear sense of purpose about the topic sentence. Ideas were repeatedly mixed with lot unrelated ideas in the

paragraph. It is consequence in that the sentences in the paragraph do not wholly support the topic sentence

In addition, the teachers' responses supported 'unity problem' of students' paragraph writings as in the next:

"The major problems I faced while teaching paragraph writings were the students' paragraph writings had mainly lack of unity due to all sentences in the paragraphs were not referring back to the topic sentence. Most of their sentences were put without ideas connection and relation rather only to fill the number of sentences and only the arrangement of sentences with no logical ordering. In addition, the sentences arrangements seem paragraphs but they were not fulfill the criteria for paragraphs and were not enough, for even all sentences were not related to the topic sentence. This in other words, the way in which the sentences were related might cause confusion and gap in the readers' understanding to the main idea."(IR: T1)

"Most of our students' paragraph writings were not adequate and they had paragraph writing problems like lack of unity, coherent, organization, punctuation, capitalization, verb form, word choice, vocabulary, and the three basic elements of paragraph such as topic, body and conclusion"(IR:T2)

In other way, in open –ended question students responded: "I had the problem of writing topic sentence and ways to state the topic sentence in keeping the paragraphs' unity while paragraph writings." (OQ: S11& S18)

The teachers' responses and the sample student's paragraph writing test revealed the 'unity problem' which was found out in the analyzing all the sentences in the paragraph writing. The sentences did not refer back to the topic sentence and the writing itself did not have appropriate topic sentence. For instance, the beginning was started by *during my childhood*. However, all sentences were not following the previous sentences in idea relation and they were not also related with one another. In short, the sentences were not clearly referring back to the topic sentence so that they resulted in 'errors of unity' in the paragraph. In addition, the conclusion part was unrelated and no summary points in the paragraph. So, the unity problem of the paragraph was caused from the inappropriate controlling idea from which the paragraph was organized. Composing unified paragraphs were serious problems in the

students' paragraph writing tests. The paragraphs seemed that the students' ideas were expressed well in their contents. But, the written sentences in paragraphs were many and the ideas they expressed were unrelated and mixed. They did not entirely support the topic sentence.

The teachers' ideas also shared that the students' sentences didn't unify the ideas in the paragraphs. In the idea of the above, the sample students' paragraph writings test and teachers' responses about unity of paragraph revealed that the students' paragraph writings at Jeldu Preparatory School had serious unity problems.

4.1.3. Lack of Completeness in Students' Paragraph Writing Test

Table 3: Incompleteness of paragraphs on students' paragraph writing tests

Items of the problems in the written paragraphs	Errors in 55 written paragraphs
Incompleteness: 1. Not fully developed	49 paragraphs
2. Lack of supporting details	49 paragraphs
3. Lack of evidence	49 paragraphs
4. Lack of examples	49 paragraphs
5. Lack of supporting reasons	49 paragraphs

The above data summarizes about students' paragraphs completeness problems that were in the sample students' paragraph writing tests.

Let's check the sample student's paragraph writings test on "completeness" from the next:

Rural and Town

Rural is many people lived sparsely and Town is few people live by densely According to Ethiopia The live of Rural people and Town are very d/t rural is lack of infrastruce like pure water, electric, road and like this. But towns are full of infrastructure like road, pure water supply, electric and so on.

Many of rural people are high fertility rate. low life expectancy but town are low fertility rate and low death rate.

Rural are lack of job opportunity b/c no industries rural area.

In the above writing, all the sentences could not support topic sentence, and no topic sentence in the writing. For example, if the writer thought the topic sentence is, “*Rural is many people lived sparsely and Town is few people live by densely*” The idea shows about “People distribution style in both places”; but, the writer used about infrastructures, fertility rate, life expectancy, death rate and job opportunity in two places to support the topic sentence “unrelated”.

Here, no cohesive devices that might relate the ideas to other sentences. At the end, no points of the writing summarize the main ideas of the writing. Accordingly, no clearly, sufficiently, fully explained sentences in the writing that resulted in “fully developed /completeness” writing.

In other way, students wrote their ideas in responding open-ended question by: “ I had problems in developing paragraphs in using supporting details, evidences, examples and reasons in English language due to these problems my writings had ‘lack of completeness’ in while paragraph writings.”(OQ: S25, 34, 42, &47)

T2 also put his ideas about “completeness” as,

” ...most students could not write complete paragraphs. Because, all the supporting sentences in the students’ paragraphs did not clearly, sufficiently and fully explain the controlling idea of topic sentence.... In addition ... Some of their problems were when they wrote their paragraphs their writings had lack of unity, coherent, organization, punctuation, capitalization, verb form, word choice, vocabulary, and the three basic elements of paragraph such as topic, body and conclusion. ”

Then, T5 responded on interview about “completeness” as,

”The major problems I faced while teaching a paragraph were, the students had grammar problem, lack of using words appropriately, lack of constructing appropriate sentences, lack of sentences referring back to topic sentence, problem in organizing ideas, punctuations, ... and at most their paragraph writings were not fully developed/ completed .”

Furthermore, the feature of the paragraph written by S14 showed the problem of completeness,

Advantage of Book

Book is the written of sentence w/c is used for giving knowledge. It is very important b/c it used for getting all thing wich is useful. to get wisdow it is the best one. every one have the right to read book b/c without knowlege living is nothing. so have to read book & to do in the prevalance of book & to keep book it in the best way. The book very usefull for getting the thing w/c important our the developmant of our country. so our country or very countryhave must to read the book to do inphe development of the book. The book is getting of creating the thing w/c is not found. so to keep it for damege is the right of very citizen.

In the above writing, there are no controlling idea, topic sentence, related supporting sentences, and concluding sentences. So that ... *completeness*... problem was found out as problems when the writing analyzed.

Truly, ‘paragraph completeness’ expresses when all the sentences of the paragraphs are clearly and sufficiently supporting the main idea of the paragraph. In other words, a paragraph is complete when all the major supporting sentences have fully explained topic sentence. In this sense, completeness refers to supporting sentences and they should be enough to make controlling idea of the topic sentence by supporting in detail through giving evidences, examples, or reasons.

But, from teachers and students ideas, lack of paragraph completeness which was from the problems of developing and supporting the paragraphs with details, evidences, examples and reasons were seen as the problems of completeness for the paragraphs.

In general, the written paragraphs were not fully developed; they had lack of supporting details, lack of evidences, lack of examples and lack of supporting reasons. So that the data revealed all written paragraphs of students of grade twelve could not fully develop and that resulted in lack of completeness at Jeldu Preparatory School.

4.1.4. Students' Problems on Writing Structures of Paragraph in the Test

Table 4: Inappropriate using of paragraph structure on students' paragraph writing tests

Items of the problems in the sample students' written paragraphs	Errors in 55 written paragraphs
Topic Sentence: 1. Lack in controlling ideas	49 paragraphs
2. Lack of clearly stated topic sentences	49 paragraphs
Supporting sentences: 1. Lack of related ideas with main ideas	49 paragraphs
Concluding sentences: 1. Lack of summaries of the main points	49 paragraphs

The problems of part of paragraph such as topic sentence, controlling idea sentences, supporting details and the concluding sentence in the student's paragraph writing test from the next:

Rural and Town

In our country Ethiopia rural area was wider than town in the previous time. But now town is become expanded rapidly. The expansion of town leads to the development of our country by giving d/t benefits for all citizens also live in rural & town. town & rural supply d/t materials for people. In rural area there are many vegetables & many crops which are important for human life & In town we can get industrial products to survive our life The peoples who are living in rural area less developed than town people. Because the government give more attention to the town. There are many social services in town but in rural there is none. The people who live town are more civilized than rural b/c they are educated people.

In the above sample writing, there are no topic sentence and controlling ideas from which the detail ideas were to be generated. In addition, no supporting sentences to support topic sentence and the concluding part is even not presented in using summary points of the main points of the writing so that it has problems on “ parts of paragraph”.

In the line of the above, T1 responded about “parts of paragraph” as,

“Many of the students have no knowledge on how to write paragraphs and also basically they cannot write types of sentences and tenses and some grammar to express their ideas that help their paragraph writings. ... In this way, their paragraph writings have lack of topic sentence, supporting sentences and concluding sentences. At all, the students writings have no unity, organization, word selection because of their limited vocabulary knowledge and that lead them to the error paragraph writings.”

T2 raised points about it as,

“Many students’ paragraphs are with the problems of subject-verb agreement, sentence combination, fragments, nasty generalizations, punctuation, ...topic sentence designing, supporting sentences composing, composing concluding sentences,... redundancy, fluency, discourse markers, and not to use the right paragraph writing layouts are the problems.”

In the right speaking, effective paragraph writing is related to dominant idea by incorporating a topic sentence with its controlling idea, supporting details, and a concluding sentence, but in responses there are no ideas of teachers which support the students’ paragraph have components of these parts.

In this concept, the data from teachers and students revealed the students of grade twelve in Jeldu Preparatory School were wrongly implementing the parts of paragraph which are topic sentence with its controlling idea, supporting sentences and concluding sentences for the summary of the main points about the topic sentence in their paragraph writings.

4.1.5. Sentences Related Errors in Students’ Paragraph Writing Test

Table 5: Sentences related errors in sentences’ paragraph writing

Items of the problems in the written paragraphs in sentences level	Errors in 55 paragraphs
Sentence errors: 1. Lack of subject-verb agreements.	49 paragraphs
2. Sentence types and Tense errors.	49 paragraphs
3. Word arrangements problems.	49 paragraphs
4. Punctuations errors.	43 paragraphs
5. Capitalizations errors.	40 paragraphs

4.1.5.1. Subject- verb Agreements Errors in the Students' Paragraph Writings

Rural and Town

Town is better than rural. b/c it includes all necessarily things w/c is important for better life. Someone who lives in Town has comfortable life than those who lives on rural area. People who live in the rural area are make or lose more force to progress their life style. but those who live in Town. They use the system to developer change their economical strategies by gaining knowledge from those have better life. persons who lives in Town has many necessarily things. they get social services like medical treatment near to their house and they get treat without damaging their in diseases.

In the above sample writing, ... all necessarily things w/c is....., ...those who lives on rural..., Someone who lives in Town has comfortable life than those who lives...., persons who lives in Town has many necessarily things., and ... they get social services like... near to their housewere some examples of subject-verb agreement errors in the paragraph.

T3 in semi-structured interview responded about subject-verb agreement errors as the next,

''Many of the students have no knowledge on how to write paragraphs and ... basically they cannot write types of sentences in using appropriate subject- verb agreements,... spellings, capitalization , punctuation, word arrangement, fragments, tenses errors, and tenses and some other grammar parts that contribute to their error paragraph writings. In this way, their paragraph writings have lack of topic sentence, supporting sentences and concluding sentences. At all, the students' writings have no unity, organization, word selection because of their limited vocabulary and that lead them to the error paragraph writings.''

T4 also responded about subject- verb agreement in the interview as the next,

''Many students' paragraphs are with the problems of subject-verb agreement, sentence combination, fragments, nasty generalizations, punctuation, topic sentence designing, supporting sentences composing, giving concluding sentences, redundancy, fluency, discourse markers, and not to use the right paragraph writing layouts are the problems.''

Subject- verb agreements errors were committed by students in paragraph writing tests. For example,

Sentences considered as errors	Acceptable corrections
All thing which is usefull.	All things which are useful.
Everyone have the right to read book.	Everyone has the right to read book.
Book has many advantage.	Book has many advantages.
The student develop the reading habits.	The student develops the reading habits.
Books has too many advantages.	Books have many advantages.
Book have many advantage in human life.	Book has many advantages in human life.
A book have many advantages.	A book has many advantages.
There are so many advantage of book.	There are so many advantages of book.
Many student is no change.	Many students have no changes.
Town and rural have own difference and similarities.	Town and rural have differences and similarities.

Here are, some other sample sentences errors that were committed by the students: Someone who lives...than those who lives...S1, Book have unmeasurable value., A country that have many book...,A person who read book...S2, In town there is ...no important vegetable for peoples livings...S3, Rural are many advantadge than town.S4,Rural and town is not the same.S5, The book has many advantadge...S6, Books are have many advantadge...S7, there are a source information about learning...S8, Book have many advantages..S9, Books has many advantadge...S10, The different knowledge are found in book..S11, The peoples who are living..S12, There is teachers and many students...S13, Everyone have the right to read book...S14, When students is spent more time...S15, Those are the advantdge that we get from book..S16, Others book is the knowledge...S18, Rural area are....S19, The natural science student are...S24, Many book get....S26, There are so many advantadge of book...S31, A book have many advantadges...S32, Book has many advantadge...S33, It have many advantadge ...S35, books has too many advantadge...S37, People who lives...S39, Book have many advantadge...41, Many student is no change...S42,

Really, while students construct sentences, they have to care of some common confusion words such as including, together with, along with, accompanied by, in addition to, except or as well as. When they use them between the subject and the verb, the students may have got confusion in what the verb should agree with. To decide the ‘subject’ in sentences the

students should avoid prepositional phrases or phrases that begin with the verb. In other ways, a verb agrees with its subject even when the verb comes before the subject with the words like there, here, who, which, what, and where. Other errors may appear with the subjects- singular or plural, the verb agrees to the subject depending on the number of the subject. Example, There are many+ plural noun..... There is a/the+ singular noun..., Here is + singular noun..., Where is + singular noun..., who are + plural noun... Who, which and that are used as subjects, they use singular verbs if they refer to singular nouns and they use plural verbs if they stand for plural noun. The subject and verb must agree in number: singular, or plural.

Even though ways to compose effective subject-verb agreement are followed some rules of the above, most of the students' paragraph writings tests were with such subject- verb agreement errors at Jeldu Preparatory of grade twelve students.

4.1.5. 2. Sentences Types and Tenses Errors in Paragraph Writings

Students basically have to have enough knowledge on how to construct the sentence types like simple sentence, compound sentence, complex- sentence and compound- complex sentence and with their tenses in paragraph writings.

My Childhood

During my childhood I was keep the cattle and I drank my milk verywell I couldn't forget that. when I keep the cattle I forget the cattle and I play with my partiner, then the cattle was grazing the crop and my father come and call me. where is our cattle? Then come and slap me gentely then I decided that I keep the cattle very well and a respect my family. Then my father and mother decide to go to the school and start my Education. During I learned the elementary school I do my home work and I was talent my Education. then I succed the elementary Education. And I start secondary Education. at that time my father Died and I decide to Interrupt my education. Then my mother ecourage me and I succed the secondary school. then now I am learning Grade 12 and I will Join university (PWT:S34)

The nature of the topic “ My Childhood” exposes the student to narrate the events in childhood through past tenses. However, the student's sentences were given in mixed tenses, some were also in past and the others were in present. For example, “... when I keep the cattle I forget the cattle and I play with my partiner, then the cattle was grazing the crop and

my father come and call me. ..where is our cattle? Then come and slap me gently then I decided that I keep the cattle very well and a respect my family. Then my father and mother decide to go to the school and start my Education. During I learned the elementary school I do my home work and I was talent my Education....’’

Moreover, let’s study the sample teachers’ responses on sentences types and tenses on students’ paragraph writings as the next,

T3: *’’Many of the students have no deep knowledge on how to write paragraphs basically because they couldn’t identify how to use the types of sentences and tenses and some grammar that contribute the hindrance for their paragraph writings. In this way, their paragraph writings have lack of topic sentence, supporting sentences and concluding sentences. At all, the students writings have no unity, organization, word selection because of their limited vocabulary and that lead them to the error paragraph writings.’’*

T4: *’’Many students’ paragraphs are with the problems of subject-verb agreement, sentence combination, fragments, nasty generalizations, punctuation, topic sentence designing, redundancy, fluency, discourse markers, and not to use paragraph writing layouts are the problems.’’*

T5: *’’The major problems I face while teaching a paragraph are the students have grammar problem, lack of using words appropriately, lack of constructing appropriate sentences, lack of sentences referring back to topic sentence, problem in organizing ideas and the writings are not fully developed, punctuations could be some hindrances in their paragraph writings.*

In the above, T3,4&5 expressed their ideas as the students paragraph writings experienced with inappropriate using of sentences types and relative tenses during their paragraph writings. In addition, their writing experienced with other language problems. In that adaption, the students committed these language problems during paragraph writing.

Some students responded the open-ended questions in expressing the problems that they had on constructing effective sentences types and tenses while paragraph writings as the next:

“I had the problems ofand lack of knowledge on constructing sentence types and tenses in appropriate way, grammar, capitalizations and punctuations in our paragraph writings.” (OQ: S15, S16, S18 & s23). Other students responded on open-ended questions by saying,

“while I have written sentences in paragraph writings, I have faced the problems of writing sentences types and tenses grammatically and I could not put generated and organized ideas in effective constructive sentences. The other problems were, I had limited vocabulary knowledge to construct effective sentences.” (OQ: S20, 23, 24, 27, 32, 37, 25, 34, 42& 47) S18 paragraph writing test, for example, showed tense error such as “... book *is* the knowledge of human being and ...*developed* the world.”

In addition to these, in the students’ exercise books examining, similar errors such as types of sentences construction errors in using inappropriate subject- verb agreements, spellings, capitalization , punctuation, word arrangement, tenses errors, and some other grammar parts that contribute to their error paragraph writings have been examined.

In the same manner to the above ideas, students of grade twelve at Jeldu Preparatory School were committed errors in subject-verb agreements, fragments, tense, word arranging, spelling, punctuation and capitalization that resulted from the students’ lack of knowledge on how to construct basic sentences. These mean the students had problems in implementing effective paragraph writings in case of the problems they had to construct effective sentences.

4.1.6. Words Related Errors in Students’ Paragraph Writing Test

Word errors mean the wrongly arrangements of words in phrases, clauses, or sentences. In constructing meaningful sentences, appropriate word formations to construct complete sentences, and sentences into larger unit text basically the words have to be free of errors.

Table 6: Word related errors in students’ paragraph writing

Items of word error in the sample students’ paragraph writing test	Errors in 55 paragraphs
1. Transition words errors	49 errors
2. Verb form errors	43 errors
3. Pronouns errors	42 errors
4. Nouns (singular or plural) errors	41 errors
5. Adjectives errors	40 errors
6. Spellings errors	47 errors

4.1.6.1. Transition word errors

Basically, transition words play part in relating ideas among sentences in context of paragraph to make the writing effective. But, most of sentences of the sample students' paragraph writings test in fifty-five, forty-nine were with inappropriate transition words. So, there were simply the unrelated arrangements of sentences in the paragraph.

4.1.6. 2. Verb form errors

The right forms of verbs for constructing effective sentences add meanings to the context of the paragraph. In forty-three verb forms in paragraphs of the students' writings, the verb form errors made ineffective sentences constructions which could be directly for ineffective paragraphs.

However, the students' paragraph writing tests, at most, they had verb forming problems which were structurally singular or plural, countable or uncountable nouns endings errors.

4.1.6.3. Pronouns, nouns (singular or plural) and adjectives errors

Pronoun reference errors occur when pronouns do not have a clear antecedent, the word to which the pronoun refers. In the other, the pronoun reference errors occurred when words or ideas that are suggested but not directly stated in the sentence. They occurred while the students do not know to what the pronouns are referring to.

The students' paragraph writings tests result about pronouns references errors in the next

Pronoun references errors identified from PWT	Pronoun references errors corrections
Town is better than rural it includes all necessarily things which is ...(PWT:S1)	Town is better than rural; it includes all necessarily things which are important...
A country that have many book reader become more developed.(PWT:S2)	A country that has many book readers become more developed
Town... their economy are depends on industrials.....(PWT: S4)	Town..... its economy are depends on industrials.....
Rural is many people lived sparsely...(PWT:S6)	Rural is where many people lived sparsely...

The book..some of it's advantage is.(PWT:S7)	The book.....some of its advantage is.....
Book is very important for our daily life and its teaches all of....(PWT:S10)	Book.....daily life and it teaches all of..
Book is very important... it used for getting all thing which is useful.(PWT:S14)	Book is very important... it's used for getting all things which are useful.
They have no enough book in the libirary.(PWT:S15)	There are no enough books in the library.
Book is give knowledge.. it advantedge is...(S21)	Book gives knowledge... its advantage is

4.1.6.4. Spellings errors

When words are formed out of convention from letters arrangements and they become meaningless which are to be spelling errors. However, the forty-seven spelling errors, the sample students' paragraph writings tests in the data gathered showed most students of grade twelve were with spelling errors at Jeldu Preparatory School.

This is the sample errors taken from S14 paragraph writing test. - *it used* - *it is used*, *every one have the right to read book* – *everyone has the right to read book*, *all thing is*- *all things are*... Word errors like 'b/c' for *because*, 'wich' for *which*, 'wisdow' for *wisdom*, 'knowlege' for *knowledge*, 'prevalance' for *prevalence*, 'usefull' for *useful*, 'w/c' for *which*, 'damege' for *damage* and 'very citizen' for *every citizen*. Capitalization problems: for example at beginning of some sentences like as, 'to', 'so', and 'every' are written with small letters.

Let's study some more examples of word errors which were committed in the students' paragraph writing tests,

Strateges-Strategies..S1,Intallegent-intelligent..S2,Agriculture-agriculture,-..S3,Theplace were-the place where, Domastically- domestically..S4, Advantege –advantage, Satisfication-Satisfaction..S5,Examlpl-example,knowladge–knowledge..S7,finall exmination, knowldgeble, sucessesful,-final, examination, knowledgeable, successful..S8, Ambigious- Ambiguous, advantege-advantage,..S9,Usefull-useful,enstrument-instrument..S11,previwus-

previous..S12,Knowlege-knowledge..S13,Wich-which,wisdom-wisdom, inphe-enough...S14, Knowlodge-knowledge ,advantege-advantage, expension-expansion, For thats question-for that question..S16, Expense much meney-expense much money..S17, Human bing, advantege- human being, advantage..S18, Agricultrueal area, imployment, -agricultural area, employment..S19, sencice, hauses-science, houses.. S22, Chalegeing, alwoys-challenging, always..S24,Oromic region-oromiaregion...S25,Practisized,ingenerally-practised, in generally..S26, Civilazed-civilized..S27, Buitiful, mamals-beautiful, mammals..S28, Expansusve area,population densite –expansive area, population density..S29, Litrare-literate, wich-which..S30,Entertaintment-entertainment..S33,Everthing-everything..S35, Backwardess-backwardness,humnanbeing-humanbeing..S36,Examination-examination..S39,Shortege-shortage..S40,Vigitable-Vegetable...S41, Countery-Country..S42, Besic nesseris-basic necessity..S43,Gauided-guided..S44, Intaraction- interaction..S45, Servise-service..S46, Was teached- was taught...47, Becawse-because..S48, Tawn-town..S49 and these spelling problems were the students' paragraph writing tests hindrances.

In this line, most of the sample students' paragraph writings were with word errors that resulted in poor construction of sentences and the sentences into the paragraphs. These sample words/phrases revealed that the students of grade twelve at Jeldu Preparatory School committed these errors and that contributed to sentences construction errors in paragraph writings tests. Concerning the problems, students stated that they faced big challenges in writing paragraphs. All sample teachers also agreed that the students had a lot of problems in writing English paragraphs.

For further clarification about the students' difficulty of implementing paragraph writings, students were asked open ended questions.

4.1.7. The Students' Open-ended Question Responses on Paragraph Writing Problems

OQ1. What major problems, if any, do you encounter with while writing paragraphs in English? Would you specify them?

“ I had problems of inappropriate using of discourse devices and punctuation marks in right places and vocabulary, punctuation, capitalization problems.” (OQ: S1, 2&3). “I had problems of using tenses, paragraph types, and capitalizations inappropriately , difficulty of knowing meanings of words in large text and having less experiences of using the four types

of paragraph writings, within meanings of words, word choosing, and punctuations and inappropriate using of capitalizations and having the problems of aware of how to use the types of paragraphs.’’(OQ: S4&6), ‘I had difficulty of spellings, identifying the basic and the easiest types to get help writing paragraphs in the target language.’’(OQ: S9, 10&22)‘My problems were spellings, difficulty with the language, grammar, no awareness about paragraph writings.’’ (OQ: S10, 11, 12, 13, 14, 5, 9, 17, 19&22), ‘I had the problems of using topic sentences, ways to state the topic sentence, word arranging in sentences, spellings, capitalization and punctuations.’’(OQ: S18, 20, 26, 28, 31, 35), ‘I had problems in spellings, limited in vocabularies, and using the sentences types in appropriate way.(OQ:S23),‘We had problems of vocabulary knowledge, punctuations, and capitalizations.’’(OQ: S24,27, 32, and 37), ‘I had the problems of vocabularies, grammar, punctuations, tenses, generating ideas, and organizing ideas and due to these problems our writing had lack of completeness in paragraph writings.’’(OQ: S25, 34, 42, and 47), ‘I had the problems of vocabularies, punctuations, meanings, word choices, grammar,’’ OQ : (S29, 30, 36, 49), ‘I had vocabularies, word arranging, grammar and no awareness of paragraph writings.’’(OQ: S33, 38, 39, 40 and 41) ‘I had the problems of vocabulary, punctuation, capitalization in paragraph writings. (OQ: S43, 44, 45, 46 and 48) and Six students from the sample did not have willing to write their responses.

From these data, the major problems of grade twelve students’ paragraph writing problems were identified thematically. These were: inappropriate using of discourse devices, generating and organizing ideas, problems of using topic sentences and ways to state the topic sentence, word arranging in sentences, using the sentences types appropriately, limited in vocabularies, punctuation marks, capitalization, spellings, and due to these problems paragraph writings had lack of completeness in students writings of grade twelve at Jeldu Preparatory School.

4.1.8. The teachers’ Interview Responses on Problems of Students’ Paragraph Writings

The teachers’ interview responses on students’ paragraph writing problems:

T1: ‘Many students cannot even construct sensible sentences. They are troubled to identify topic, supporting and concluding sentences during their paragraph writings. It is also difficult to them to use transitional words or expressions. The teacher also put the students

have challenging on organizing appropriate sentences to write coherent paragraphs. Many students have lack of vocabulary knowledge for sentence constructing to write paragraphs.’’

T2: ‘‘Most students are not interested to write paragraphs. Some of their problems are when they write their paragraphs their writings have lack of unity, coherent, organization, punctuation, capitalization, verb form, word choice, vocabulary, and the three basic elements of paragraph such as topic, body and conclusion.’’

T3: ‘‘Many of the students have no awareness of how to write paragraphs basically they couldn’t identify the types of sentences and tenses and some grammar that contribute the hindrance for their paragraph writings. In this way, their paragraph writings have lack of topic sentence, supporting sentences and concluding sentences. At all, the students writings have no unity, organization, word selection because of their limited vocabulary and that lead them to the error paragraph writings.’’

T4: ‘‘Many students’ paragraphs are with the problems of subject-verb agreement, sentence combination, fragments, nasty generalizations, punctuation, topic sentence designing, redundancy, fluency, discourse markers, and not to use paragraph writing layouts are the problems.’’

T5: ‘‘The major problems I face while teaching a paragraph are the students have grammar problem, lack of using words appropriately, lack of constructing appropriate sentences, lack of sentences referring back to topic sentence, problem in organizing ideas and the writings are not fully developed, punctuations could be some hindrances in their paragraph writings.

The data from T 1, 2, 3, 4&5 thematically the problems on the students’ paragraph writings. These problems were inability on constructing sensible sentences, writing topic sentence, supporting and concluding sentences, organizing appropriate sentences logically in using transitional words or expressions. Other problems were limited vocabulary knowledge, lack of unity, coherent, organization, punctuation, capitalization, verb form, word choice, vocabulary, and the three basic elements of paragraph such as topic, body and conclusion, and no awareness of how to write paragraphs basically.

According to the study of Tsegaye (2006) most Grade Twelve Students are unable to write a single meaningful sentence in large texts like paragraphs or essays. In the same manner, the

problem of paragraph writings and some component errors of paragraph writings were also there at the school of the researcher and the research analyzing found out from the teachers and students ideas. Therefore, students of grade twelve at Jeldu Preparatory School have faced these problems in their paragraph writings.

4.2. Sources of Students' Paragraph Writings Problems

4.2.1. The Teachers' Interview Responses on Sources of Students' Paragraph Writing Problems

The teachers' interview responses on sources of students' paragraph writing problems:

T1: *'' The sources were from less attention given by students to practice and large class size that made the teachers and the students not to get opportunity to contact each other and it led most students not to get corrections and teachers not to assess and check their understanding about paragraph writings. The next source is paragraph writing skill have not got more consideration and not given attention for practicing paragraph writings from primary to secondary even for preparatory schools when comparing with other language skills. ''*

The above data revealed that 'the sources' were less attention and consideration, and large class size from T1 interview responses.

T2: *''The students' less knowledge on how to write paragraphs, lack of regular practice in the class or out of the class, limited number of vocabulary, difficulty of using the target language, lack of motivation, feeling anxiety, interference of mother tongue and word selection were the sources of the problem of paragraph writings. ''*

From T2 interview responses 'the sources' were less knowledge, lack of regular practice, limited vocabulary, difficulty of the target language, lack of motivation, feeling anxiety and L1 interference caused the students' not to be skilled in paragraph writing.

T3: *'' The Students' limited number of vocabulary, lack of motivation, lack of practice, lack of appropriate feedback from their teachers and lack of conducive environments, lack of experiences from previous grades and no basic knowledge about sentence types, tenses, pronoun references, parallelisms, conjunctions, transitions to write coherent, united, fully developed paragraphs at the preparatory level. ''*

From T3 interview responses 'the sources' were less vocabulary knowledge, lack of motivation, lack of feedback on individual work, lack of conducive environments, no basic knowledge about paragraph writing.

T4: "The students' lack of back ground knowledge- at grassroots level, since writing is a skill that can be acquired via practice from the bases. Students had not got more and more practice regularly from the local topic at their lower grades to higher paragraph writings."

From T4 interview responses 'the sources' were lack of back ground, lack of regular practices. That meant those sources were factors for the students' paragraph writing skills.

T5: "The students had no practice of writings on paragraphs and had no interest to sacrifice their time on practicing. They had no basic knowledge to write paragraphs; even they had not known the types of paragraph writings so that they got difficulty to use the topics in relating with the appropriate paragraph types, in addition, they had lack of regular practice in the class or out of the class and had limited number of vocabulary."

The T5 interview responses' revealed that the students' sources of the problems for paragraph writing skills were *no practice, basic knowledge, lack of regular practice and less knowledge of vocabulary. These made the students' paragraph writing skills.*

From the teachers' 1, 2,3, 4&5 responses, the sources of students paragraph writing problems were less attention, few opportunity to get corrections due to large class size, lack of basic knowledge, lack of regular practice in the class or out of the class, limited knowledge of vocabulary, lack of motivation, feeling anxiety, mother tongue interference, inappropriate word selection and lack of conducive environments, lack of experiences from previous grades.

4.2.2. The Students' Written Responses on Sources of Paragraph writings

OQ2. What do you think are the sources of paragraph writing problems? Could you list them?

" My paragraph writing problems sources were difficulty of using the language, lack of vocabularies, spelling errors and lack of experiences." (OQ S5, 7, 8, 9, 26, 32, 35& 47), *" I had inability to use the target language, and lack of experiences so that I could not write paragraphs."*(OQ: S1, S25, S49, and S29), *"had no enough vocabularies and so that they*

couldn't use some selected words. (OQ: S2, 28, 30, 34, 36, 39), ' I was not given time for practice from my teacher so that I could not pay attention to ward paragraph writings.'(OQ: S10, 13, &14), 'the sources of the problems were resulted from unequal perception and attention of teachers towards paragraph writings in less than other language skills.'(OQ: S15, &16), 'Spelling errors, lack of awareness and difficulty in using the language during paragraph writings.'(OQ: S19, 20 &23), 'the sources of the problems were difficulty of selecting appropriate topics and errors of capitalizations and punctuations.'(OQ: S22, &24), 'spelling errors, lack of awareness paragraph writing problems were from the students limited number of vocabulary, lack of regular practice, difficulty to form words into parts of speech, knowledge about grammar.'(OQ: S4&6), 'Lack of enough vocabulary and experience of using selected words were sources.'(OQ:S32), ' lack of experiences, inability with the language, word formations to different parts of speech and knowledge of grammar that led them to inappropriate ways of paragraph writings.'(OQ:S17), ' The sources were from errors in spellings, less knowledge about paragraph writing skills.', ' The sources of paragraph writing problems were having no awareness, interests, and experiences.'(OQ: S18).

The students' open-ended question responses revealed that the sources for students' of grade twelve paragraph writings problems at Jeldu Preparatory School were difficulty of using the language, lack of vocabularies, spelling errors, lack of experiences, limited vocabulary knowledge, paying less attention, unequal perception and attention of teachers for paragraph writing skills, lack of awareness about paragraph writings, less knowledge about grammar, difficulty of word formations to different parts of speech and inappropriate ways of paragraph writings, lack of conducive environment, lack of practice of students, lack of appropriate feedback, poor constructing of sentences, poor style of organizing paragraph and lack of scaffolding students on developing paragraphs.

4.3. Strategies Teachers Use to Cope with Students' Paragraph Writings Problems

Some linguistics put some strategies to help coping with problems on paragraph writings. These strategies are assigning peers, pairs or group writing, applying individual writings, implementing process writing approach, accepting classmate comments and using collaborative writing approach.

However, let's study the strategies the sample teachers used to cope with the students' paragraph writing problems:

T1: *' To cope with the students paragraph writing problems, I let practicing them in small groups, explaining the essential components of paragraph, showing them the methods how sentences can be arranged in logical order. Even if I have used these techniques, my students could not have abilities to write effective paragraph writing.'*

T2: *' The strategies I used to cope with the paragraph writing problems were encouraging to practise in actual class and out of class. In addition, I tried giving them clues and hints, motivate and encourage them during writing, instruct them to focus on the basic parts of a paragraph like unity, coherence, cohesive devices.'*

However, the students' works on paragraph writing test showed ineffective paragraph writings.

T3: *'To cope with the paragraph writing problems I encouraged, gave hint and clue, instructed rules of writing paragraphs, told components of paragraph writing such as topic sentence, body of paragraph, and concluding. In addition, I tried to instruct them to do their paragraph writings' activities in the class and out of the class, how to join tense types and sentences structures and discourse markers, types of paragraphs and how they function in the writings.'*

However, the reverse is true, what the researcher observed on the students paragraph writing test.

T4: *' I focused on identification of types of paragraph writings because those help making their decision to begin writings. I give them more practice to familiarize them and to acquire the skills of paragraph writings.'*

But, the matter might be the students' had no good perception towards paragraph writings rather for grammars.

T5: *' To cope with the problems I tried to design group works, let applying individual writing and reporting while paragraph writings and guided them to practice writing paragraphs in using components of a paragraph such as how to design topic sentence for a topic, construct*

supporting sentences and make concluding sentences to summarize the main points of the paragraph.”

But the implication is with big difference with the teachers’ 1, 2, 3, 4, & 5 responses. What were the teachers responded were good, but in the implications of practical paragraph writings the students could not show their abilities. These indicate that they have not got base knowledge even though the teachers had told them the way to write paragraphs. Here, the teachers have used in letting the students to practice, explaining the essential components of paragraph writings, but the paragraph writing tests indicated that the students could not implement on the paragraph writings. As the teacher responded that the teacher tried to help the students in using different techniques, inversely the students of grade twelve at the target school could not write even single appropriate paragraphs as it was analyzed from the writing tests.

Few students responded the open –ended question about the way to cope with paragraph writing problems as,

S1: I Practised paragraph writings in passing through stages regularly. S2 responded as the problem could be solved in developing experience. S3: I try to find help from friends, but it couldn’t guide me to the right way. Here, most students couldn’t say anything about the question.

Even though the teachers of the target school said about ways to cope with the problems of paragraph writings as are discussed above, most of the sample students of grade twelve at Jeldu Preparatory School could not write effective paragraph. For example, on students’ paragraph writing test and the study made, the collected data revealed as they could not write even single paragraphs of their owns.

4.4. Views of Teachers’ on Experiences of Students’ Paragraph Writings

The interview responses of teachers on students’ paragraph writing experiences:

T1: *”Most often students composed paragraphs inappropriate ways. This in other words, they could not compose organized, coherent paragraphs.”*

T2: *‘‘The students have composed incomplete paragraph without considering essential features of good paragraph such as organization, unity, coherent, paragraph development and grammar, spelling, appropriate word using, capitalization and punctuation during teaching and learning paragraph writings.*

T3: *‘‘The students’ paragraphs were not well organized and developed in the structure. Some of them composed carelessly or they wrote without paying attention to the writings. They tried to finish writing process without practicing stages and having knowledge about paragraph writings.’’*

T4: *‘‘The students composed their paragraphs wrongly. Furthermore, they felt less confidence and motivation. They composed without passing through stages with no topic sentence, supportive sentences and concluding sentences. The paragraphs had no organization, unity, coherent, and they wrongly developed, with grammar errors, with wrong word using, and errors in spellings, capitalization and punctuation.’’*

T5: *‘‘Large number of students have written their paragraphs without considering some essential features of good paragraph such as organization, unity, coherent, development, grammar, spelling, word choice, punctuation, and capitalization. In addition, they could not consider the types and elements of paragraph. Even they could not form appropriate word and construct complete sentences in paragraph writings.’’*

From these teachers’ ideas concerning students paragraph writing experiences, T1 responded that students attended inappropriate ways of experiences so that they could not compose organized and coherent paragraphs, T2 responded as students have composed incomplete paragraphs with no essential features of good paragraph such as organization, unity, coherent, paragraph development and grammar, spelling, appropriate word using, capitalization and punctuation, T3 responded as students’ paragraphs have not been well organized and developed in structure. And they have composed carelessly without paying attention to paragraph writings. Furthermore, they have tried to finish writing process without practicing the stages for writings. T4 responded students composed paragraphs wrongly since they have felt less confidence and motivation. They have composed with no topic sentence, supportive sentences and concluding sentences in resulting in no organization, unity, coherent, and wrongly developed, grammar errors, wrong word using, and spelling, capitalization and punctuation errors. T5 responded students have composed their paragraphs without

considering some essential features of good paragraph such as organization, unity, coherent, development, grammar, spelling, word choice, punctuation, and capitalization. In addition, they could not consider the types, elements of paragraph and they could not form appropriate word and construct complete sentences in paragraph writings.

The students' responses of open-ended question on paragraph writing practice: "I had no much practice because both teachers and students had fewer perceptions on paragraph writing skills rather than for other language skills."(OQ: S22, 21, 18, 13), "I had no practice."(OQ: S10), "I had no practice because of my insufficient knowledge and awareness of structure of paragraph, grammar to write paragraph."(OQ: S9, 3, 6, 7, 23), "Teachers let students practice, but we could not have ability and interest to write paragraphs in English."(OQ: S1& S4)

So that paragraph writings of the students of grade twelve at Jeldu Preparatory School were accompanied with errors of paragraph writings as analyzed from the above data; the reason was they had no basic and essential knowledge about paragraph writings. It is understandable that the students have experienced wrongly than guided with the right way of paragraph writings.

4.5. Students' Exercise books examining

The students' paragraph writings were with problems in applying features of paragraphs such as organization, unity, coherent, and paragraph development in case of grammar, spelling, capitalization, punctuation and appropriate word using errors. More often their writings were focused only on grammar parts, but not on paragraph writings contents like the problems of word forming in sentences, sentences types and structure constructing in paragraphs, at the beginning of their paragraph writings the topic sentences seemed to lose controlling ideas, less related ideas and logically different controlling ideas formed, due to the lack of controlling ideas in a topic sentence, the ideas became unrelated and the paragraphs became less united. These indicated, the students were unable to create topic sentences which help them to compose supportive sentences. Besides, the absences of cohesive devices made absences of coherent sentences to support the ideas in paragraphs that led disorganized paragraphs. In concluding parts there were no sentences that showed summary of the points. Generally, the students had the problems almost similar with their paragraph writing test problems that in similarly revealed in analyse.

Chapter Five: Summary, Conclusion and Recommendations

This chapter treats the activities that were carried on through the study. It more focuses on what were going on through the study, concluding in the findings of the study and recommendations how to implement and promote students' paragraph writing skills.

5.1. Summary

Paragraph writing is an important writing skill that has many benefits for students in developing their better writing ability, offering better opportunity for supporting their future academic subjective writings and other works to result in good communications through writings. For this purpose, the study focused on major problems that students committed when they have written EFL paragraphs and treated to identify sources for students' problems in writing EFL paragraphs and explore how English language teachers cope with the hindrances of paragraph writings to help students in overcoming the problems and identify students' adopted experiences on paragraph writings. For this study, descriptive research design was employed to address these issues through qualitative research method. In this study, five EFL teachers who taught English in the target school were selected as a sample subject comprehensively and 55 grade 12 students were chosen as a sample through random sampling technique. In order to achieve the objectives four data gathering tools such as paragraph writing test and open ended questionnaire for students, semi-structured interview for teachers and students' exercise books examining. Therefore, the study indicated that the students had a lot of problems of paragraph coherence which related with lack of cohesive devices, lack of flow of ideas, lack of using variety sentences types/structures, inappropriate uses of pronouns, inappropriately uses in parallel grammatical sentences and demonstrative adjectives; lack of unity which refers back to topic sentence problems; completeness which were not fully developed, lack of supporting details, evidences, examples, supporting reasons; sentence errors which related to lack of subject-verb agreements, wrong spellings, capitalizations which were inappropriately using of capital and small letters; inappropriately using of punctuation marks; wrong word arrangements, and tense errors; word errors which related to word choices/vocabularies, errors in transition words, verb forming, nouns which related with plurals and singulars, and some other components to write paragraphs which were inappropriate to state topic sentence, errors in supporting sentences which were lack of related ideas and concluding sentences which were lack in summarizing the main points about topic sentence. Problems of paragraph organization, unity, development, grammar,

punctuation, capitalization and spelling were discussed in the study. These problems were mainly attributed to students' related factors like lack of knowledge on how to write paragraphs such as problems of constructing coherent sentences, using cohesive devices, writing united sentences in paragraphs, constructing error sentences which were related with grammar, word choices problems, lack of word power/vocabulary, organization, and regular practice, problems of using the right punctuation marks, using capital and small letters appropriately, problems of not to identify components of paragraph writings like selecting topic and designing controlling ideas for the topic and topic sentence, problems of writing supporting sentences for the topic and problems of summarizing the main points of the topic and teachers' related factors include teachers' ways of perceptions that they were only focusing on grammar. The other problems were, English teachers had no equal perception for the paragraph writing skills due to large class size to correct, and to assist students and these problems resulted in hindrance to promote paragraph writing skills.

The sources of paragraph writing problems were basically word errors to form parts of speech, errors in the sentences level such as the subject-verb agreement, structures in sentence types and tenses, word arrangements in sentences and lack of knowledge to write coherent, united, completed, and organized paragraphs and lack of regular practices. The teachers' related sources of problems were such as focusing only on grammar, lack of encouraging the students on practising paragraph writings, not giving them some extended time, lack of regular practising activities. The other sources for the students' paragraph writings are the perceptions from both the teachers and the students had towards paragraph writing skills rather than other language skills. As instructional language, all English language skills should have equal perceptions by both teachers and students because teaching and learning language skills are integral skills, interference of L1.

5.2. Conclusions

The following conclusions are based on the findings of the study of grade twelve students' paragraph writings of Jeldu Preparatory School:

For the paragraph writings problems that hindered the promotion of paragraph writing skills of grade twelve students are discussed as the next. The finding data from students' paragraph writings test revealed that the paragraph writings problems such as: coherent problem when different sentences are not combined in using different cohesive devices/ linking words:

coordinating conjunctions, subordinating conjunctions, prepositions, and transition words or phrases to link sentences to one another to build the central idea. Similarly, there are no appropriate connection between utterances with discourse structure, meaning, and action being combined to make coherent rather than an arrangement of sentences. The ideas in the paragraph each left away one another without joined together and there were no related ideas logically in order. Variety of sentences constructions with different lengths, and different structure of sentences through the entire of paragraph writing were not found because similarity resulted with boring. Words, phrases and grammatical sentences inappropriately paralleled. Pronouns errors such as nominatives, possessives, adjectives and objectives and demonstrative adjective pronouns were other problems of paragraph writings. Furthermore, inappropriate and illogical arrangement of sentences and word choices, lack of word power/vocabulary knowledge, poor flow of ideas; problem of unity because of the students' paragraph started to express about one issue and immediately left the former idea without concluding the earlier idea; grammar, punctuation, capitalization and spelling were other problems. Completeness problem from lack of supporting details, evidences, examples and supporting reasons are found. Problems of part of paragraph such as topic sentence, controlling idea sentences, supporting details and the concluding sentence are concluded. Sentences related errors such lack of subject-verb agreements, Sentence types and tense errors, word arrangements problems, punctuations errors, capitalizations errors. Word related errors such as transition words errors; verb forms errors, pronouns errors, nouns (singular or plural) errors, adjectives errors, spellings errors. The students committed these errors and that contributed to sentences construction errors in paragraph writings.

2. The finding of data revealed that, most of the paragraph writing problems sources are grouped into students' related factors and teachers' related factors. Paragraph writing skills are students' thinking works, individual experiences and the result of collaboratively social skills sharing among themselves so that they have to be engaged in writing activities. However, various factors are hindered the promoting of paragraph writings skills. Some of these are from students' related writing problems such as basically word errors to form into different parts of speech, arrange and use them to construct sentences; errors in the sentences level such as the subject-verb agreement, structures in sentence types and tenses, word arrangements in sentences and lack of knowledge to write coherent, united, completed, and organized paragraphs and lack of regular practices. The teachers' related factors such as focusing only on grammar, lack of encouraging the students on practising paragraph writings,

not giving them some extended time, lack of regular practising activities. The other sources for the students' paragraph writings are the perceptions from both the teachers and the students had towards paragraph writing skills rather than other language skills. As instructional language, all English language skills should have equal perceptions by both teachers and students because teaching and learning language skills are integral skills.

3. The finding data related to the strategies teachers coped with the problems of paragraph writings. While the teachers taught the students and gave writing exercises, they mainly focused on grammar, punctuation marks, capitalizations and spellings; left correcting parts and contents of paragraphs; organization of ideas, unity, coherence and development and completeness of paragraphs. Further problem was because of the large class size the students could not have opportunity to get immediate corrections from their teachers. The teachers are the most important to help students to write a good paragraph. However, the findings of the study indicated that teachers did not play key role in implementing paragraph writings to promote students' paragraph writing abilities. It is revealed that the teachers give little help in teaching paragraph writings. They did not help enough the students by using different strategies such as collaborative paragraph writings strategy.

4. The finding data revealed on experiences of students' paragraph writings that they had no basic and essential knowledge about paragraph writings. It is understandable that the students have experienced wrongly than guided with the right way of paragraph writings. students have composed incomplete paragraphs with no essential features of good paragraph such as organization, unity, coherent, paragraph development and grammar, spelling, appropriate word using, capitalization and punctuation, their paragraphs have not been well organized and developed in structure. Similarly, they have composed carelessly without paying attention to paragraph writings parts. Furthermore, they have tried to finish writing process without practicing the stages for writings. They composed paragraphs wrongly since they have felt less confidence and motivation. They have composed with no topic sentence, supportive sentences and concluding sentences in resulting in no organization, unity, coherent, and wrongly developed, grammar errors, wrong word using, and spelling, capitalization and punctuation errors. They have composed their paragraphs without considering some essential features of good paragraph such as organization, unity, coherent, development, grammar, spelling, word choice, punctuation, and capitalization. In addition,

they could not consider the types, elements of paragraph and they could not form appropriate word and construct complete sentences in paragraph writings.

5.3. Recommendation

The following recommendation points are drawn from the findings and the conclusions of the study:

- Paragraph writing skills are basic and fundamental for teaching/learning English in academic purposes so it is important starting teaching from types of paragraphs and then practise different paragraph writing exercises such as note takings, reporting, and letter writings, composing different short texts and answering written questions.
- Since writing is the skill that can be acquired via practice, students should pass through process and stages of paragraph writing more and more by developing continuous practice feelings in using individual and collaborative paragraph writing strategy in the class or outside the class.
- Students should consider essential features of good paragraph such as organization, unity, coherent, paragraph development, grammar, spelling, appropriate word using, capitalization and punctuation while learning paragraph writings.
- The students should develop the vocabulary skill and word forming skill in parts of speech in order to construct complete sentences and these help reducing anxiety while paragraph writings. In this line, the well constructed sentences lead to the effective detail sentences and support the topic sentence and discuss about the central idea in the paragraph writings.
- Teachers and students should give especial attention to paragraph writings lessons because most students tended to finish writing process without practicing stages and having knowledge about paragraph writings. Therefore, students should use them appropriately when they practice paragraph writings and teachers should also try to help students to implement all components of paragraph writings for promoting paragraph writing skills.
- Students should have opportunity to practice writing in the class and exchange ideas among their peers collaboratively. They should start from forming words, constructing types of sentences, identifying essential features of effective paragraph, using paragraph writing process, using parts of paragraph, types of paragraph

writings, and generating ideas. So, teachers should focus on paragraph writings equally as other skills to help students to practice paragraph writings.

- English teachers should have equal perception for the writing skills as to other skills and teach in integrally even if large class size to correct the students delay the class working, giving right feedback in using peers and group correction methods and to assist students for writing good paragraphs and promote paragraph writing skills.

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Appendix- A

Topics for Single Paragraph Writing Test for sample of students

1. ADVANTAGE OF BOOK
2. MY SCHOOL
3. RURAL AND TOWN
4. MY CHILDHOOD

INSTRUCTION: Write a single paragraph about a topic of your preference which is from the above lists. Include any necessary components of a paragraph and do not use less than ten lines.

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Appendix –B

A Single Paragraph Writing Test Checklist

The checklist is to help analyzing paragraph writings' problems, sources of the problems, how the students compose their paragraphs and teachers' ways to cope with the problems of grade twelve students at Jeldu Preparatory School.

1. Is the given topic/subject:

1.1. With controlling idea? Yes..... No.....

1.2. Clearly stated in the topic sentence? Yes..... No.....

2. Is the topic sentence in the paragraph developed by supporting sentences? Yes..... No.....

2.1. Are all supporting sentences related to the main idea of the topic sentence? Yes..... No.....

2.2. Are the concluding sentences summarizing the main points which related to the topic sentence? Yes..... No.....

3. Does the paragraph have unity?

3.1. In all its sentences by referring back or relating to the topic sentence? Yes.....No.....

4. Is the paragraph coherent?

4.1. In using appropriate cohesive devices of additions, sequences, examples, summary, results, contrasts, explanations, emphases and purposes to help sentences to flow logically? Yes.....No.....

4.2. In using reference words such as pronouns and demonstrative adjectives? Yes.....No.....

4.3. In using prepositions? Yes.....No.....

4.4. In using parallel grammatical structures? Yes.....No.....

4.5. In using variety structures or sentence types? Yes.....No.....

5. Is the paragraph complete:

5.1. Is it fully developed with all the sentences? Yes..... No.....

5.2. Is it supported?

5.2.1. With details? Yes.....No.....

5.2.2. By the right kind of evidences? Yes.....No.....

5.2.3. With examples? And Yes..... No.....

5.2.4. With the right reasons? Yes.....No.....

6. Is the paragraph with kinds of sentence errors?
 - 6.1. in subject-verb agreements? Yes.....No.....
 - 6.2. in Fragments? Yes.....No.....
 - 6.3. in Tenses? Yes.....No.....
 - 6.4. in Capitalizations? Yes.....No.....
 - 6.5. in Punctuations? And Yes.....No.....
 - 6.6. in Word arrangement? Yes.....No.....
7. Is the paragraph comprises word errors?
 - 7.1. in Nouns? Yes.....No.....
 - 7.2. in Pronouns? Yes.....No.....
 - 7.3. in Verbs? Yes.....No.....
 - 7.4. in Adjectives? Yes.....No.....
 - 7.5. in Prepositions? Yes.....No.....
 - 7.6. in Transition words? Yes.....No.....
 - 7.8. in Word choices? And Yes.....No.....
 - 7.9. in Spellings? Yes.....No.....

Appendix –C

Questionnaire for Students

Dear Student,

Thank you! For you are voluntary to fill in this questionnaire. Its purpose is to study grade twelve students' paragraph writing problems, sources of the problems, how the students compose their paragraphs and teachers' ways to cope with the problems at Jeldu Preparatory School. This study may have direct relation with your paragraph writing skills and academic achievements. Therefore, your information will be valuable. Hence, read each research question carefully and react accordingly.

1. What major problems, if any, do you encounter with while writing paragraphs in English? Would you specify them?
.....
2. What do you think are the sources of these problems? Could you list them?
.....
3. How do you cope with the problems?
.....
4. How do the topic sentence, support sentences and concluding sentences help you with your paragraph writing?
.....
5. How do your teachers make your practice paragraph writings?
.....
6. How do your English language teachers give you feedback on your writings?
.....

Appendix – D

Gaaffilee Barattoonni Akka Guutaniif Afaan Oromootti Jijjiirame

Barataa! Gaaffilee qorannoo kana guuttuuf fedhii waan godhatteef galatoomi. Kaayyoon qorannoo kanaas, Barattootni kutaa kudha lammaffaa Mana barumsa Qophaa'ina Jalduu rakkoo keeyyata barreessuu, maddi rakkoolee kanneenii, barattooti akkamiin keeyyata barreessaa turanii fi rakkoolee kanneen akkamiin daddamachaa turanii kan jedhu sakatta'uufi. Bu'aan qorannoo kanaa kallattin dandeettii keeyyata barreessuu fi barnoota keerratti bu'aa qaba. Waan kana ta'eef, deebiin ati gaafannoo kanneeniif barreessitu milkaa'ina qorannichaaf murtessaa waan ta'uuf deebii hubannoo qabduun akka barreessitu kabajaan sigaafadha. Gumaacha gootuuf galatoomi!

1. Rakkooleen ijoo yeroo keeyyata Afaan Ingliziitiin barreesstu siqunnaman yoo jiraatan maal fa'i? Ibsi?
.....
.....
2. Maddoota rakkoolee keeyyata barreessuu kanneenii maal fa'i jetta? Ibsuu dandeessaa?
.....
.....
3. Akkamiin rakkoolee kanneen keessa dabarte?
.....
.....
.
4. Akkamiin himi ijoon, himoottan callaa fi himoottan guduunfaa keeyyata kee barreessuu irratti sigargaaran?
.....
.....
5. Barsiistni kee akkamiin keeyyata barreessuu irratti sigargaaran?
.....
.....
6. Barsiisotni kee duub-deebii barreeffama keef akkamiin kennu?
.....
.....

Appendix –E

SEMI-STRUCTURED INTERVIEW QUESTIONS FOR ENGLISH LANGUAGE TEACHERS

Dear Teacher:

Thank you very much! For that you're willingly to be interviewed. Its purpose is to study grade twelve students' paragraph writings problems, sources of the problems, how the students compose their paragraphs and teachers' ways to cope with the problems at Jeldu Preparatory School. It is believed that you could be good sources of information for this study because you have experienced a lot with your students' paragraph writings. Based on this, the researcher hopes that you will react to this interview questions patiently.

1. What major problems do your students encounter while writing paragraphs?
2. What is the source of the problems?
3. How do you help the students to cope with the problems?
4. How do your students compose their paragraphs?

Thank you! For your cooperation!

Appendix –F

A Checklist Evaluation and Giving Feedback for Students' Exercise Books

Adapted from J.D.Brown (1994b:32) there are six general categories which serve as a basis for the evaluation and feedback of students' single paragraph writing.

1. Grammar: Is the paragraph with the correct use of :
 - 1.1. Tenses? Yes.....No.....
2. Sentence structures? Yes.....No.....
3. Content: Is the paragraph writing in the exercise book:
 - 3.1. Meaningful? Yes.....No.....
4. Logically sequenced in ideas? Yes.....No.....
5. Organization: Is the paragraph writing in the exercise book has some kinds of:
 - 5.1. Introduction? Yes..... No.....
 - 5.2. Main part? Yes..... No.....
 - 5.3. Conclusion? Yes..... No.....
6. Discourse: Is the paragraph writing in the exercise book has
 - 6.1. Sentence starters? Yes.....No.....
 - 6.2. Cohesions which grammatically link one part with others part?
Yes.....No.....
 - 6.3. Conjunctions? Yes.....No.....
7. Vocabulary: Is the paragraph writing in the exercise book:
 - 7.1. Has enough vocabulary? Yes.....No.....
8. Mechanics: Is the paragraph writing in the exercise book:
 - 8.1. Spellings? Yes.....No.....
 - 8.2. Capitalizations? Yes.....No.....
 - 8.3. Punctuations? Yes.....No.....

Appendix-G :

Photos of Participant students of grade twelve at Jeldu Preparatory School on paragraph writing test.



Appendix – H

Sample student paragraph writing test

Researcher's Proposed Topic for Single Paragraph Writing Test for sample of students

1. ADVANTAGE OF RURAL
2. MY SCHOOL
3. RURAL AND TOWN
4. MY CHILDHOOD

INSTRUCTION: Write a single paragraph about a topic of your preference which is from the above list. Include any necessary parts of a paragraph and do not use at least ten lines.

Topic/Topic RURAL AND TOWN

Rural area are the most important crop and different plant are core advantage. The rural area is the most agricultural area. The most dominant Ethiopian land are rural and many advantage like the people of Ethiopia so rural area are very important advantage town is urban area place then many material service some reason. The best life person of place many advantage having benefit such as employment many people are employment different advantage town is the most day of health because many material and service are having so the best place of life in Ethiopia rural and town are interrelated both are having advantage. No town because interrelated so advantage rural and town are interrelated.

Errors

Rural area are the most important plant are true

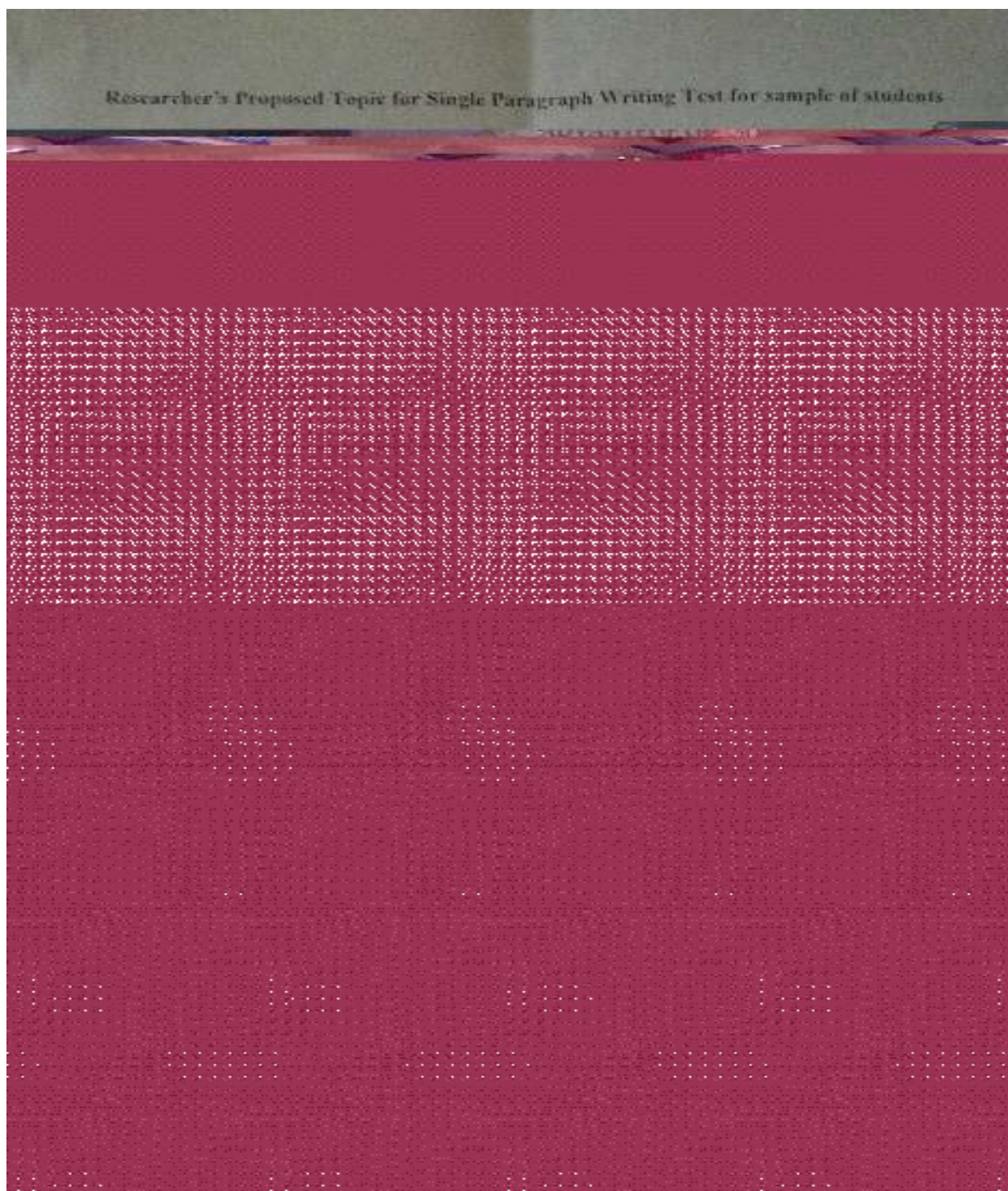
Appendix – I

Sample student paragraph writing test

[illegible]

Appendix – J

Sample student paragraph writing test



Appendix – K

Sample student paragraph writing test

Researcher's Proposed Topic for Single Paragraph Writing Test for sample of student

1. ADVANTAGE OF BOOK
2. MY SCHOOL
3. RURAL AND TOWN
4. MY CHILDHOOD

INSTRUCTION: Write a single paragraph about a topic of your preference which is from above lists. Include any necessary parts of a paragraph and do not use at least ten lines.

Title/Topic: ADVANTAGE OF BOOK:

Book has many advantage. Such as get knowledge, expand our knowledge, get answer for that's just to our mind. These are the advantages that we get from a book or advantage of book.

Other like, book, is importance in case of education. That means like teacher teach student from a book. Students are read and understand that teacher was taught them. So this is one of the advantage of book.

So, book is a one of available materials that person get knowledge, self confidence, helps, glad, information, examination test etc from a book. Therefore, as a one student you should read book again and again for develop his/her knowledge and confidence of this his education.

Errors

has many advantage = advantages (noun)
getting knowledge = getting knowledge