

**Problems Facing Port Sudan Locality
Secondary School Students in Composition
Writing
(A case Study Port Sudan Secondary Schools)**

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Abstract

The study aimed to investigate the problems faced by secondary school students in writing composition in Red Sea state. And to see to what extent Students are motivated to write a good composition . The researcher will use quantitative method, that is a guided response type of questionnaire which will be distributed to secondary school teachers in Port Sudan Locality who represent the study Population. The researcher used a questionnaire as a tool of data collection. The questionnaire will checked by a number of experts teachers in English Departments in Red Sea University. The questionnaire administered to (50) of specialists in EFLT.The sample of this study was chosen The researcher used the descriptive analytical randomly. method. Data were analyzed statistically using SPSS program. The finding showed that secondary school students are unable to arrange sentences to give a meaningful text, students do not apply writing strategies and techniques when writing composition, also the majority of them avoid writing a composition because they think that they do not have a rich vocabulary. And their teachers are not aware of methods of writing, that should be adopted in teaching composition. Also some English Teachers give an extra time and concentration to Grammar, meanwhile, neglecting Composition Writing . According to the above results, the researcher recommended that: students should be given a considerable practice to facilitate writing composition, students should be trained on how to apply writing strategies and techniques when writing composition, and English teachers should care for methods of writing to be adopted in writing composition. The thesis was concluded in some suggestions for further studies to be conducted using other instruments as interview, test and survey.

مستخلص

تهدف هذه الدراسة الي تقصي المشكلات التي تواجه طلاب المرحلة الثانوية في كتابة التعبير الانشائي في ولاية البحر الاحمر , ولنري الي أي مدى يتم دافعية كتابة تعبير انشائي جيد.

استخدمت الباحثة الطريقة الكمية وهي نوع من الاستبيان الذي تم توزيعه علي معلمي المدارس الثانوية في محلية بور تسودان الدين يمثلون سكان الدراسة , واستخدمت الباحثة الاستبيان كأداة لجمع البيانات تم فحص الاستبيان من قبل عدد من الاساتذة الخبراء بقسم اللغة الانجليزية بجامعة البحر الاحمر وقد تم تطبيق الاستبيان علي (50) من المتخصصين في تدريس اللغة الانجليزية الاجنبية وقد تم اختيار عينة هذه الدراسة بطريقه عشوائية واستخدم الباحث المنهج الوصفي التحليلي وتم تحليل البيانات احصائيا باستخدام برنامج SPSS وأظهرت النتائج ان طلاب المدارس الثانوية غير قادرين علي ترتيب الجمل لإعطاء نص ذي معني ولا يطبقون استراتيجيات وتقنيات الكتابة عند كتابة التعبير كما ان الغالبية منهم لا يكتبون لاعتقادهم انهم لا يملكون مفردات غنية , والمعلمون لا يعرفون اساليب الكتابة التي ينبغي اعتمادها في تدريس التعبير الانشائي , كما ان بعض معلمي اللغة الانجليزية يمنحون وقتا اضافيا لقواعد اللغة وفي الوقت نفسه يهملون التعبير وفقا للنتائج المذكورة اعلاه اوصت الباحثة بتقديم ممارسة كبيرة لتسهيل تكوين كتابة التعبير يجب تدريب الطلاب علي كيفية تطبيق استراتيجيات وتقنيات الكتابة عند كتابة التعبير ويجب علي معلمي اللغة الانجليزية ان يهتموا بأساليب الكتابة الواجب اعتمادها في كتابة التعبير وقد اختتمت الاطروحة ببعض الاقتراحات لإجراء المزيد من الدراسات باستخدام ادوات اخري مثل المقابلة , الاختبار , والمسح.

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5:1 Findings

1-The majority of the responders, (90%)of the samples agree that EFL learners must be taught the correct spelling and punctuation marks).

1. 2- the majority of the responders (80%) support EFL learners must know types of the sentence.
2. 3-the majority of the responders ,(72%) approved that learners have to teach classes how to use punctuation correctly in terms of full stop, comma, semicolon ... etc.)
3. 4- The finding indicates that(74%) of the responders are in line to the statement EFL learners in secondary school must be aware of paragraph writing, unity, coherence and cohesion.
4. 5- More than half (68%) of the responders support the statement(difficult in composition writing for EFL learners, are due to poor vocabulary).
5. 6- The finding indicates that more than half(58%) of the respondents approve the statement EFL learners should have suitable place for practicing writing
6. 7-. the majority of the responders(76%) approve the statement teaching EFL learners how to write correct grammar.
7. 8-The finding indicates that half of responders (50%) support the above statement. (Fear making mistakes hinder EFL learners from writing composition).
8. 9-less than half (48%) of the respondents support the above statement(composition writing tests are ignored at secondary level).
9. 10- less than the majority (68%) support the above statement (Attracting students attention to word choice besides subject verb agreement).
10. 11- more than half (54%) approve the statement (some students difficulties in composition writing are due to mother tongs interference) .
11. less than half (48%) of the respondents support the above statement(composition writing tests are ignored at secondary level) .

5:2 Recommendations

In the light of the results mentioned above , the researcher suggested the following recommendation for both students and teachers in order to solve some ,if not all ,of the problems facing students when writing a composition.

To the Student

1. student must apply the writing techniques by practicing them a lot so that they can be able to write a good composition.
2. student must read their pieces of writings (composition) many times before delivering any composition in order to clarify their ideas about the message they want to give to the reader and correct some possible mistakes.
3. Students should ,or are advised to, attend English conversation clubs so that they can enrich their vocabulary, knowledge and fluency to better organize their ideas at the moment of writing a composition about a specific topic.
4. Students do not have to be afraid or shy to ask any question to their teacher because he/she is one that helps them a lot to understand the different topics and clarify doubts.
5. Students are also advised to read a lot of English books ,of different issues so that they can enrich their vocabulary ; consequently ,they become better at writing a composition in terms of punctuation marks.
6. Students must look for more extra information in magazines ,books ,paper or even the internet when finding the explanation of a specific topic was not clear enough as there is a lot of teaching material and websites related to writing that will be very helpful and useful to them.
7. Students must try to make peer reviews with their classmates. That is a great method of sharing perspectives to correct the mistakes.

To the Teachers

1. English – language teachers ought to devote more time to writing a composition.
2. It is preferable that English teachers devote, for instance, two periods at the beginning of each school year for explaining the main points about writing a good piece of writing (a paragraph, a composition , a letter or so)

3. Language teachers should be patient and tolerant with their students. They should always bear in their minds that a good and successful teacher is like a candle which consumes itself to light the way for others .
4. Good and experienced teachers of English should be nominated by the school administration to teach for the literary branch.
5. English composition teachers must encourage their students to read at least two books per a month so that they can be able to enrich their vocabulary and knowledge about different topics .
6. English teachers must oblige their students to write paragraphs of a specific number of words as a weekly or daily exercise so that they can practice writing skill a lot , English language teachers should frequently give their students exercise to tackle the weakness of their performance. Beside English language teachers should adopt creative methods in order to develop writing skill in their students since it is considered as the most important language skill.

5:3 Summary

The research is about the problems facing secondary school students in composition writing . The study is significant since it suggests remedial problems for the producer of language. This ,of course, helps in motivating students to use English language in a proper way.

As for the study, it aims at improving the students writing skill and to identify the problems hindering the developing of writing skill among the students in the secondary schools. Also, to investigate the implementation of teaching writing by using group work methods to students at secondary level.

The researcher used descriptive analytical method to deal with the data gathered for the research.

Concerning the instrument used in the research is questionnaires for teachers.

The researcher used such a method so as to deal with the different points of the research problem.

The researcher analyzed data that was gathered through the questionnaire with many findings among which are:

Writing is the most important skill among the other skills. Some of the teachers do not use the techniques of group- work in their classes and the majority of the students do not participate in writing activities and the English societies of the school because they are afraid of mistakes, wrong use of punctuation or so.

Finally , the researcher recommended that careful attention should be paid to writing skill in teaching English- language , moreover, English teachers should encourage and motivate their students to work hard and do lots and lots of exercises on writing so that they can improve their writing skill and the same time to enhance their English expression and correct use of words when they write a composition.

5:4 Suggestions for Further Studies

As writing is very essential teaching / learning process , the researcher recommends to carry further studies to this subject from other important aspects such as the importance of school tools , syllabuses , environment , classrooms , books and the teacher himself / herself .

