



A Study of Difficulties Faced by Students While Writing “Rules of Composition”

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Abstract

Background: The present study focuses on difficulties faced by students while writing "rules of composition." Composition should provide closure to the essay, tying together the main points and leaving the reader with a sense of resolution or understanding. It should be concise and clear, without any ambiguity or confusion, and ideally, it should leave the reader with something to think about or consider further.

Objectives: Researcher chose this topic because writing is a way of evaluating a student's understanding of a given subject and it is also a tool for engaging students in the learning process of writing composition. An action plan is a detailed plan outlining actions needed to reach one or more goals

Analysis

- i). The researcher planned to conduct her research by giving questionnaire to the students.
- ii). Questions were analyzed and interpreted accordingly.
- iii). The researcher came to know about different problems related to rules of writing composition

Findings: Students needed extra coaching for remembering the body and rules of writing composition

With the teacher acting as a coach rather than a checker of writing, the feedback given to the student can encourage learners to improve their writing skills. If these criteria are met, all students within their unique goals can be expected to do well learning the rules of writing a composition of a foreign language. Students showed improvement in their writing paragraphs competence after they had been trained how to write rules of composition effectively.

Applications: Student used the information provided by researcher while writing compositions in their schools and daily life

Improvements: Students scored good marks in their compositions and remembered all the criteria and strategies in writing compositions.

Keywords: Rules, body, conclusion, unity, order, variety, difficulties, students, instructions.

1. Introduction

Composition refers to a short and formal piece of writing whose focus is on presenting or supporting a singular subject of discussion. When you write a composition, you submit a claim on a particular topic by outlining a specific point of view, making an analysis, interpreting facts, or establishing ideas by the use of research evidence. So, whether you are writing an argumentative essay, a descriptive composition, an exploratory, an analytical or a review essay, you have to follow an outlined organization.

- i). An academic composition comprises three parts.
- ii). An introduction, which informs the reader what you are writing.
- iii). The body, which is the central part of the discussion provides an in-depth analysis of your topic through evidence.
- iv). The conclusion is the last section of the essay, which surmises all the information discussed in the piece.

Types of Composition

There are Four Types of Composition:

- Description
- Expository
- Narration

Argumentation

- i). **A description is a piece of writing that makes a clear statement about its subject. Here is an example of a description:** Water, chemical symbol H₂O, is a clear, colorless liquid that has a freezing point of 0 degrees Celsius and a boiling point of 100 degrees Celsius. Water is the most abundant atom in our atmosphere. All life-forms on Earth need water.
- ii). **A description doesn't speculate or offer up opinions or interpretations. It simply states the facts:** Expository is an interpretation of the facts. It expands on a description by introducing additional facts that shed light on how the subject fits into a larger discussion. It

might explore related facts and what they imply and/or pivot to related topics through thoughtful transition sentences and extrapolation. It's still grounded in fact; an exposition doesn't include its author's opinions on the subject. Take a look at this example:

Although water is the most abundant atom in our atmosphere, entire regions are devastated by yearly droughts. These droughts can lead to mass starvation due to crop loss. Switching to more sustainable agricultural practices can reduce the impact of droughts, and doing this successfully requires cooperation between governments and corporations.

- iii). Narration is the mode of writing that presents the author's point of view. The writing is still about its subject rather than its author, but it discusses and explores the subject through the author's description of their experience. Here is an example of narrative writing:

I've always had a healthy respect for water, and I'd say that comes from an experience with it I had as a small child. It was a delightful summer day and my family decided to take the boat out. But then the sky suddenly turned gray, and our delightful summer day became a terrifying summer thunderstorm, with forceful winds pushing the boat as my brother and I tried to bail the pooling rainwater out with buckets.

See how this example is about the author's thoughts and feelings about water, whereas description and exposition stick to objective facts? Personal essays are perhaps the most common type of narration composition.

- iv). The last type, argumentation, isn't really argumentative. Rather, it's similar to a persuasive essay. In an argumentation composition, the writer presents two or more positions on an issue and, through a logical exploration of each, demonstrates why one position is the best choice. Take a look at this example:

Researchers have identified multiple strategies we can use to prevent droughts. These include rainwater harvesting, desalination, switching to renewable energy sources, and combating deforestation. These strategies have different success rates . . .

In this example, the writer would go on to compare these different drought prevention strategies and their recorded success rates.

2. Rules of Writing Composition

Principles of Paragraph Structure

- i). **Unity:** The first and most important principle to be observed in constructing a paragraph is that of Unity. Just as each sentence deals with one thought, each paragraph must deal with one topic or idea- and with no more than one. In writing an essay, for example, every head, and every sub-head, should have its own paragraph to itself. And every sentence in the paragraph must be closely connected with the main topic of the paragraph. The paragraph and every part of it must be the expression of one theme or topic. (Note:- A good practice is to read a chapter in a book, and give a short heading or title to each paragraph, which will express in a word or brief phrase the subject of the paragraph). The topic, theme or subject of a paragraph is very often expressed in one sentence of the paragraph - generally the first. This sentence is called the topical sentence (because it states the topic), or the key-sentence (because it unlocks or opens the subject to be dealt with in the paragraph).

- ii). **Order:** The second principle of paragraph construction is Order-that is, logical sequence of thought or development of the subject. Events must be related in the order of their occurrence, and all ideas should be connected with the leading idea and arranged according to their importance or order. (Note:- The two most important sentences in the paragraph are the first and the last. The first, which should as a rule be the topical sentence, should arouse the interest of the reader; and the last should satisfy it. The first, or topical, sentence states the topic - a fact, a statement, or a proposition; the last should bring the whole paragraph on this topic to a conclusion, or summing up.

- iii). **Variety:** A third principle of paragraph construction is Variety; by which is meant that, to avoid monotony, the paragraph of composition should be of different lengths, and not always of the same sentence construction

- iv). **Logical Sequencing of Thoughts:** In composition writing, logical sequence or thought refers to the logical order in which you organize your ideas and arguments to make your writing coherent and easy to follow. A well-organized composition should have a clear beginning, middle, and end, and each paragraph should build on the preceding one to create a cohesive narrative or argument.

- v). **Conclusion:** Overall, a conclusion should provide closure to the essay, tying together the main points and leaving the reader with a sense of resolution or understanding. It should be concise and clear, without any ambiguity or confusion, and ideally, it should leave the reader with something to think about or consider further.

To sum up: The essentials of good paragraph construction are-

- Unity.
- A good topical sentence.
- Logical sequence of thought.
- Variety.
- A full and rounded final sentence in conclusion.

3. Need of the Study

Researcher chose this topic because writing is a way of evaluating a student's understanding of a given subject and it is also a tool for engaging students in the learning process of writing composition.

Composition writing enables students to organize thoughts and creates a way of improving their thinking, thereby deepening understanding.

Writing composition develops essential skills and functions in the education of a student, thereby making them helpful to them. One, writing of essays by students enables them to practice and perfect skills transferable throughout their learning career and into their profession.

For example:-

- One develops the ability to read and write, think, organize ideas, and communicate in an efficient manner.
- Two, it enables students to build up a formal and organized method of writing that passes information without a doubt.
- Three, it helps in organizing your thought on what you are learning, builds vocabulary, and a distinct writing style.

Improving writing skills also helps in developing the necessary writing skills to complete other writing assignments.

Most higher education institutions offer an entire course on Composition writing because it helps students recognize good writing and develop their own communication skills. Moreover, students gain confidence when they learn to make assertions and present evidence in a logical order.

Definition of the Terms

- **Study:** The devotion of time and attention to gaining knowledge of an academic subject, especially by means of books.
- **Difficulties:** A thing that is hard to accomplish, deal with, or understand. In writing, composition refers to the process of putting together written work, such as an essay or a novel. This involves organizing ideas, structuring paragraphs and sentences, and using language effectively to convey meaning.
- **English:** The global language used widely for communication with each other.
- **Students:** It denotes someone who is studying in order to enter a particular profession.

4. Rationale

The researcher has taken the topic of difficulties faced by the students of 9th Std of Deepa Education Hub while writing rules of composition. Every student has a little fear while writing rules of composition during the exams. Therefore, researchers developed a questionnaire which included 20 statements related to the difficulties faced by the 9th standard students while writing rules of composition.

The researcher created a Google form and sent it to the students and 32 students filled it up enthusiastically.

5. Statement of Aim

"Difficulties faced by students of Std. 9th of Deepa Education Hub, while writing rules of composition.

6. Objectives

- To study the difficulties faced by the students while writing rules of composition.
- To study that, how far the students find it comfortable to write rules of composition without any fear.
- To demonstrate the importance of rules of writing composition training in a classroom, in order to prompt more teachers to reconsider the relationship between the student and writing composition
- To study difficulty in identifying and helping their issues.
- To evaluate the effectiveness of the training, to see if, how and to what extent the approaches raise the learners' awareness of their improvement and confidence in writing.

7. Plan of Action

An action plan is a detailed plan outlining actions needed to reach one or more goals. It is a sequence of steps that must be taken for a strategy to succeed.

The researcher planned to conduct her research by giving questionnaire to the students.



Fig 1: Plan of Action

8. Sample

The researcher conducted her research from Deepa Education Hub, Ghatkopar, where 32 students in all. Among which 21 students were girls and 11 boys

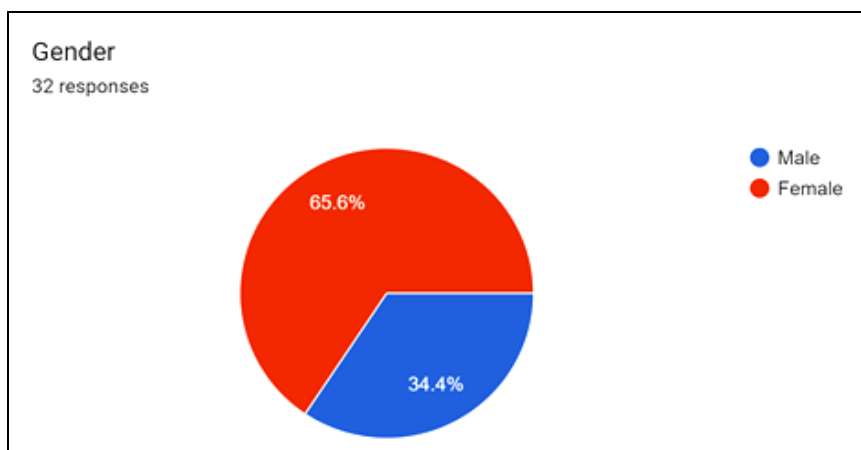


Fig 2: Gender

9. Tools Used

The researcher has adopted Survey method to study the problem. The researcher prepared a questionnaire of 20 questions to find out the reasons for the problem.

The major data gathering tools are as follows:-

- a. Personal information of the students Name of the student Age

The researcher found out the problems that the students face. After finding out the problem, the researcher chose a topic for study on "Difficulties faced by students while writing rules of composition."

The researcher decided to take a Survey. Then the researcher prepared a questionnaire which included 20 questions. On, 26th April, 2023 the researcher conducted a survey in standard 9th.

10. Analysis and Interpretation

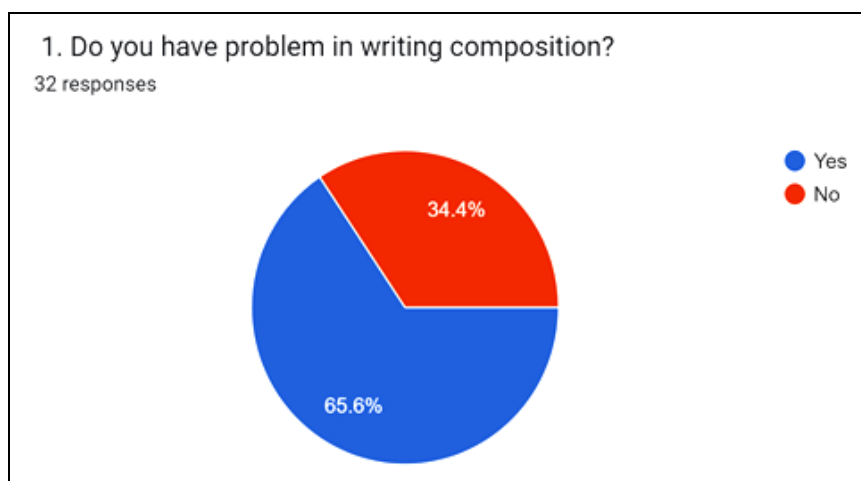


Fig 3: Do you have problems with writing composition?

1. Interpretation

The above figure shows the percentage of students having problems in writing composition. It interprets that 21 students said yes and 11 students said no.

Analysis: The above figure states that less than 65.6 % of students have problems in writing composition and the rest don't have problem in writing composition.

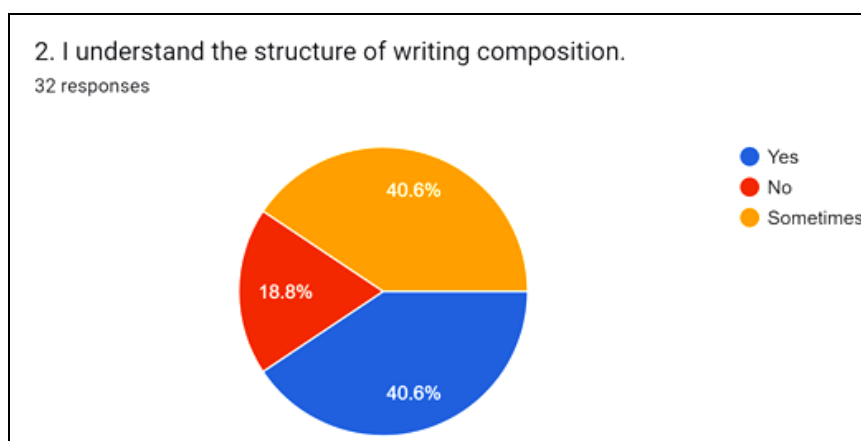


Fig 4: I understand the structure of writing composition.

2. Interpretation

The above figure shows the percentage of students that are already aware about the structure of writing composition. It interprets that 13 students said sometimes and 6 said no and the rest 13 said yes for this question.

Analysis: The above figure states that less only 18.8 % of students cannot understand the structure of writing composition rest 40.6 % students sometimes understands very well and other 40.6 % students know properly the structure of writing composition.

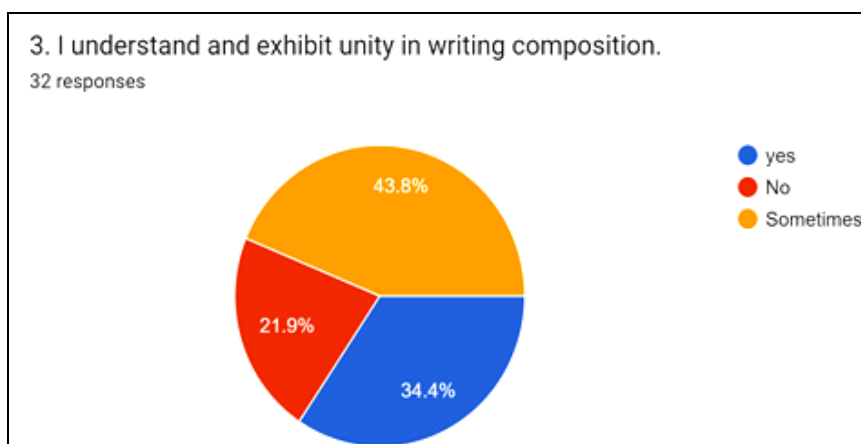


Fig 5: I understand and exhibit unity in writing composition.

3. Interpretation

The above figure shows the percentage of students that understand and exhibit unity in writing composition. It interprets that 14 students sometimes understand and 7 said no and the rest 11 said yes means they understand unity in writing composition.

Analysis: The above figure states that more than 34.4% doesn't understand and exhibit unity in writing composition .Approx 65% needs attention and practice to exhibit unity in writing composition.

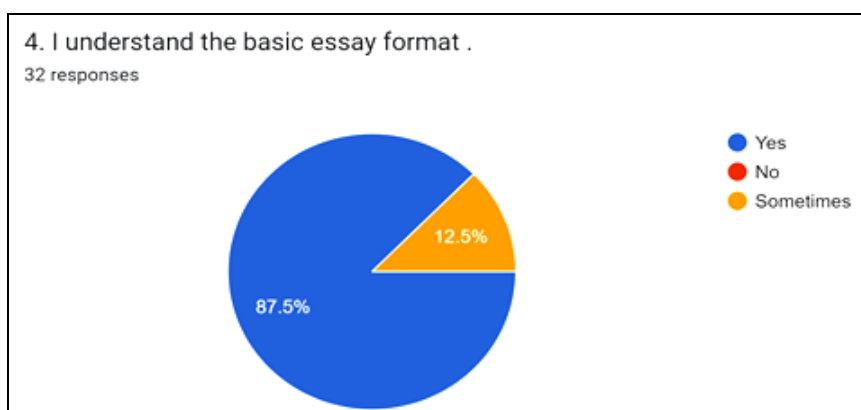


Fig 6: I understand the basic essay format

4. Interpretation

The above figure shows the percentage of students that are already aware about the basic essay format. It interprets that 4 students among 32 said sometimes the rest everyone i.e. 28 said yes and understands it very well.

Analysis: The above figure states that the majority of students i.e. 87.5% knows the basic essay format and the rest 12.5 % have little clarity about the format of essay writing.

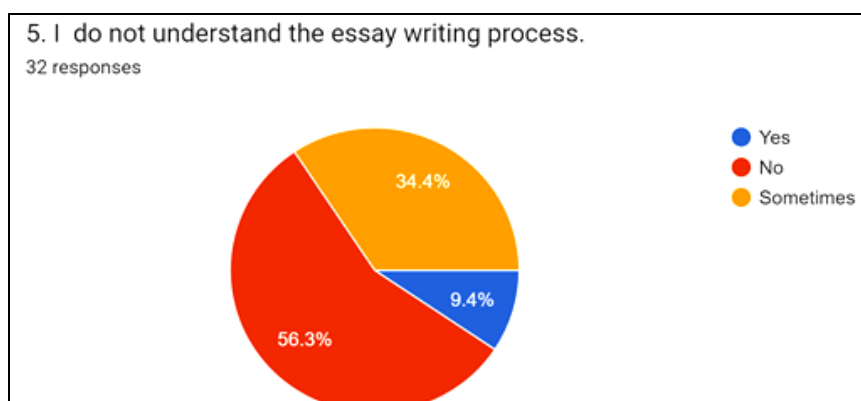


Fig 7: I do not understand the essay writing process

5. Interpretation

The above figure shows the percentage of students that do not understand the process of writing composition. It interprets that 11 students sometimes understand and 18 said no states majority understands the process of essay and the rest 3 said

yes means they don't understand the writing composition process.

Analysis: The above figure states only 9.4% do not understand process of writing composition .Rest 34.4 % sometimes understand and 56.3 % understands very well.

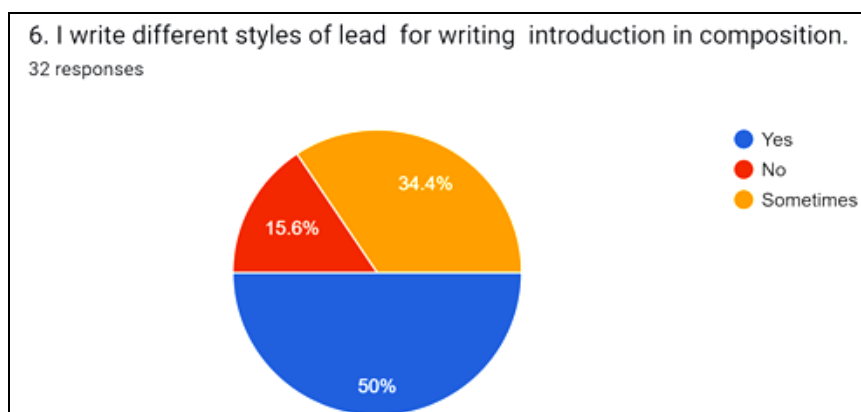


Fig 8: I write different styles of lead for writing introduction in composition

6. Interpretation

The above figure shows the percentage of students writing different styles of lead for introduction in composition. It interprets that 16 students write styles very well rest 11 said sometimes and 5 said no means they don't use different style of leads for introduction in a composition

Analysis: The above figure states that 50 % of the students writes different styles of lead for introduction in composition. Rest 34.4 % sometimes forgets to write & only 15.6 % don't uses different leads of styles at all for writing introduction in a composition.

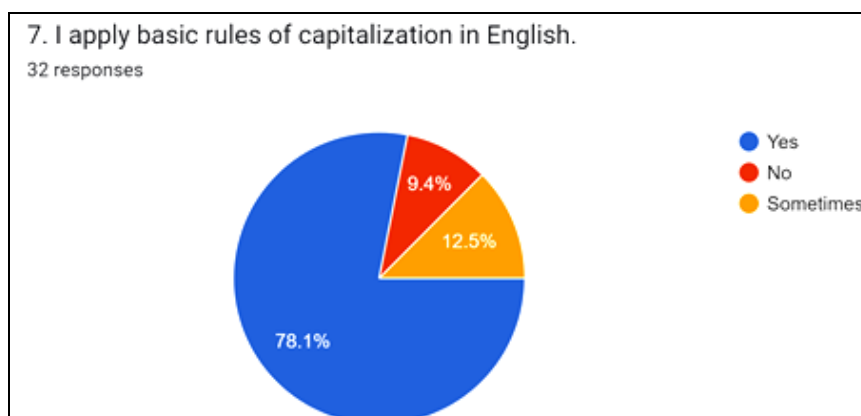


Fig 9: I apply basic rules of capitalization in English

7. Interpretation

The above figure shows the percentage of students that apply basic rules of capitalization in writing composition. It interprets that 4 students sometimes forgets and 3 said no means they don't know rules of capitalization and the rest 25

said yes means they understand and apply basic rules of capitalization in English.

Analysis: The above figure states that less than 78.1% don't apply or sometimes forgets the basic rules of capitalization in writing composition.

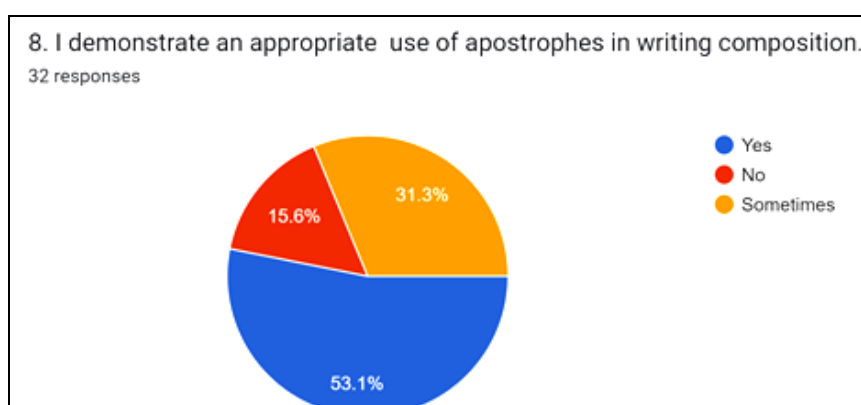


Fig 10: I demonstrate an appropriate use of apostrophes in writing composition

8. Interpretation

The above figure shows the percentage of students that use appropriate apostrophes in writing composition. It interprets that 10 students sometimes use and 5 said no that means they never use appropriate apostrophes in composition and the rest 17 said yes means they accurately use apostrophes in writing

composition.

Analysis: The above figure states that 53.1 % students use appropriate apostrophes in writing composition whereas 31.3 % sometimes uses apostrophes and rest 15.6 % of students are not aware about the use of apostrophes in writing composition.

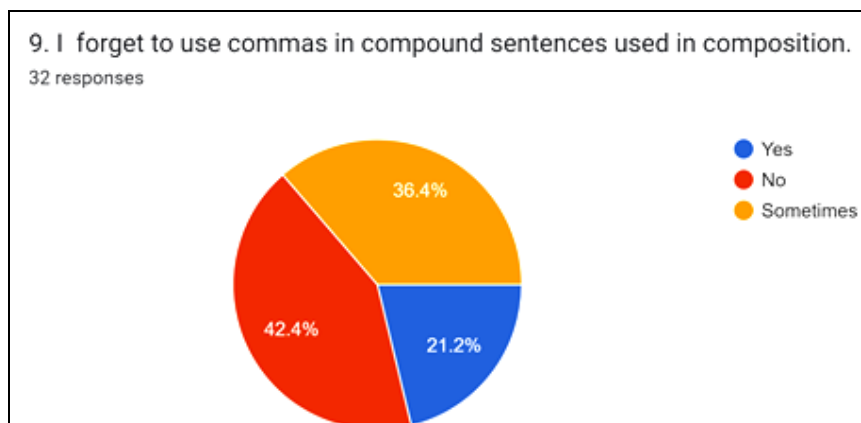


Fig 11: I forget to use commas in compound sentences used in composition.

9. Interpretation

The above figure shows the percentage of students forget to use commas in compound sentences uses in composition. It interprets that 12 students sometimes uses commas and 14 said no means they often uses commas in composition and the rest 7 said yes means they usually forget to add commas while

writing composition

Analysis: The above figure states that 21.2 % forgets to use commas while writing composition while 36.4 % students sometimes forget to uses commas and the rest 42.4 % students uses commas appropriately in compound sentences while writing composition.

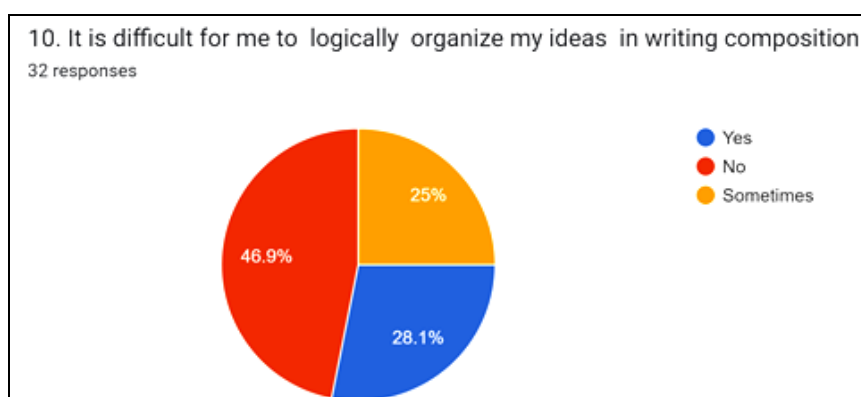


Fig 12: It is difficult for me to logically organize my ideas in writing composition.

10. Interpretation

The above figure shows the percentage of students finding difficulty to logically organise ideas in writing composition. It interprets that 08 students sometimes understand and 15 said no means they organise ideas very well and the rest 09 said

yes means they find it difficult to logically organise ideas in writing composition

Analysis: The above figure states that more than 28.1 % find it easy to logically organise the ideas in writing composition.

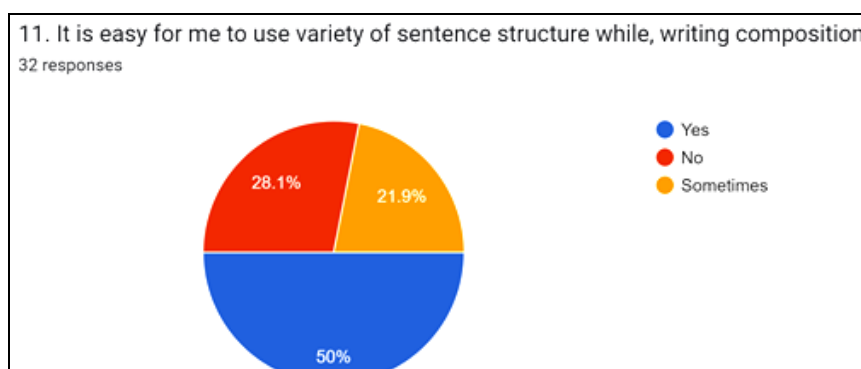


Fig 13: It is easy for me to use a variety of sentence structure while writing composition.

11. Interpretation

The above figure shows the percentage of students who find it easy to use a variety of sentence structure in writing composition. It interprets that 7 students sometimes find it easy and 9 said no as they find it difficult to use a variety of sentence structure and the rest 16 said yes means they understand and use different sentence structure while writing

composition.

Analysis: The above figure states that more than 50% students find it easy to use a variety of sentence structure in a composition while 28.1 % find it difficult to use variety of sentence structure in a composition whereas 21.9 % sometimes finds it easy to use variety of sentence structure in composition writing.

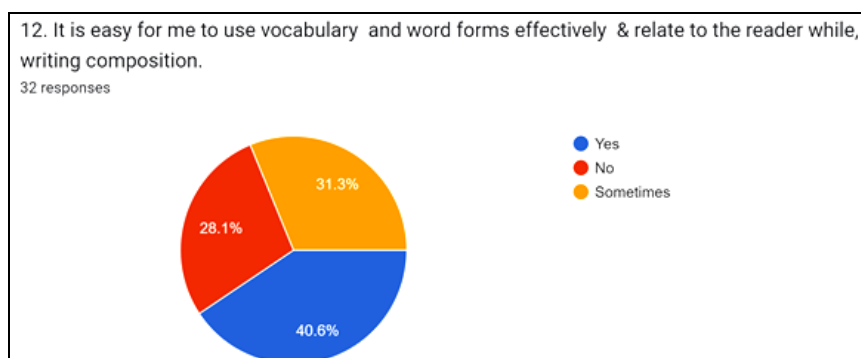


Fig 14: It is easy for me to use vocabulary and word forms effectively & relate to the reader while writing composition.

12. Interpretation

The above figure shows the percentage of students using vocabulary and word forms effectively while writing composition. It interprets that 10 students sometimes understand and use vocabulary and 9 said no that means they never use vocabulary and find it difficult to relate to the reader and the rest 13 said yes means they use word forms and

relate to the readers while writing composition.

Analysis: The above figure states that 40.6 % find it easy to use vocabulary and word forms while writing composition while the rest 26.1 % don't use at all and few students, i.e. 31.3 % sometimes find it easy to use vocabulary and relate to the reader while writing composition.

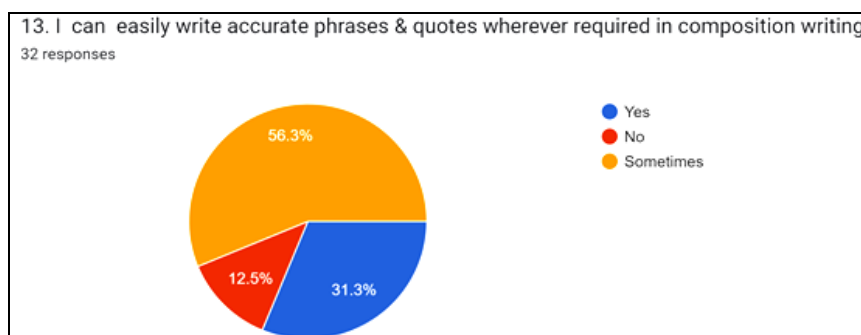


Fig 15: I can easily write accurate phrases & quotes wherever required in composition writing

13. Interpretation

The above figure shows the percentage of students that easily write phrases & quotes in writing composition. It interprets that 18 students sometimes find it easy to write quotes and 4 said no as they find it difficult to use phrases for them while writing composition and the rest 10 said yes means they can

easily use phrases and quotes wherever required in composition writing.

Analysis: The above figure shows that 12.5% Students find it difficult to use phrases and quotes while writing composition and the majority of them can write phrases very well wherever required.

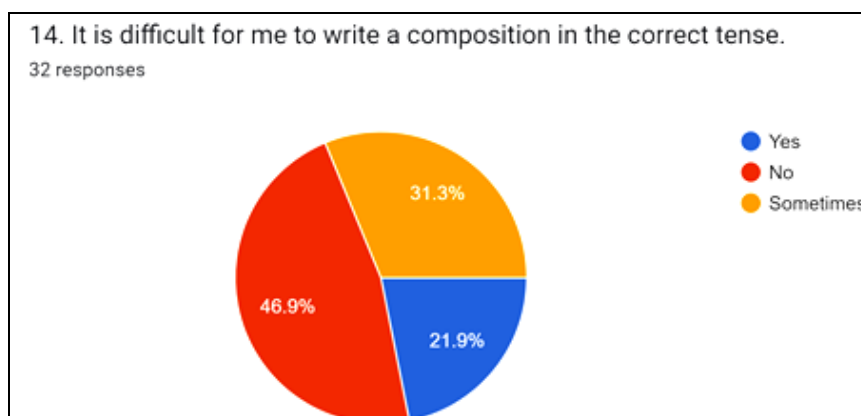


Fig 16: It is difficult for me to write a composition in the correct tense.

14. Interpretation

The above figure shows the percentage of students that find it difficult to use correct tense while writing composition. It interprets that 10 students sometimes understand and sometimes find it difficult and 15 said no that means they use correct tense while writing in composition and only 7 students could not understand at all to use correct form of tense.

Analysis: The above figure states that 46.9% knows to use correct form of tense in the composition whereas 21.9% requires practice and guidance to know the correct tense while writing composition and rest 31.3% students sometimes tend to make mistakes to use correct form of tense while writing composition.

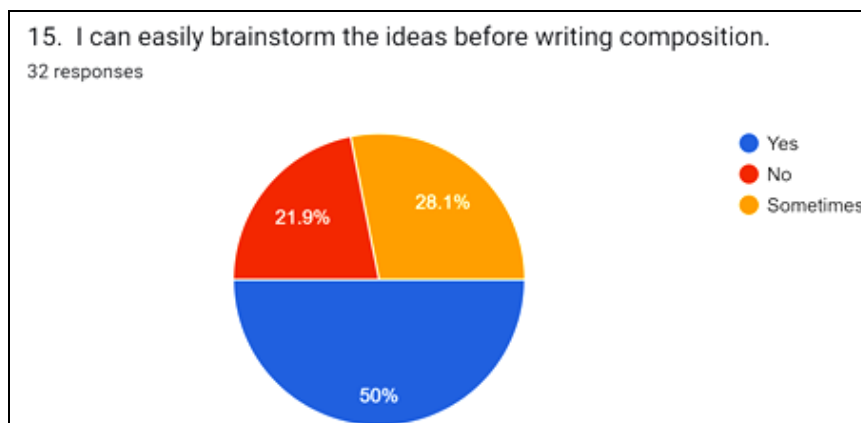


Fig 17: I can easily brainstorm the ideas before writing composition

15. Interpretation

The above figure shows the percentage of students that can easily brainstorm the ideas before writing composition. It interprets that 9 students sometimes find it easy and 7 said no that means they require help to brainstorm ideas and the rest 16 said yes means they can easily brainstorm before writing

composition.

Analysis: The above figure states that 50% of the students can easily brainstorm their ideas before writing composition while 28.1% sometimes need help whereas the rest 21.9% need help before writing composition.

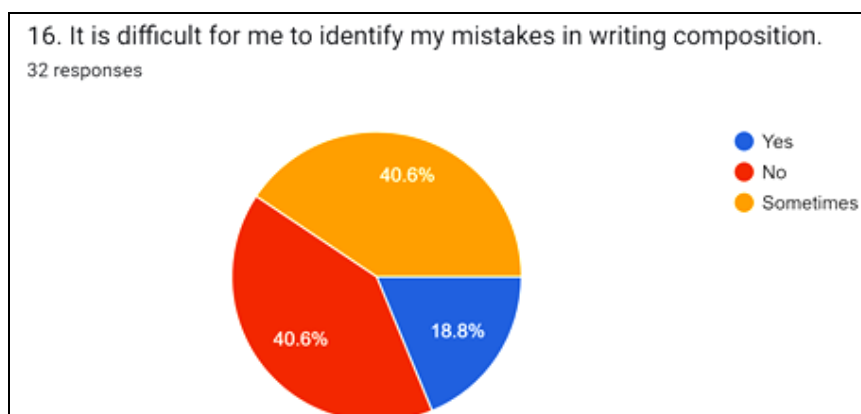


Fig 18: It is difficult for me to identify my mistakes in writing composition

16. Interpretation

The above figure shows the percentage of students that find it difficult to identify their mistakes in writing composition. It interprets that 13 students sometimes find it difficult to identify their mistakes and 13 said no that means they can easily find their mistakes while writing composition and the

rest 6 said yes that find it difficult to identify their mistake.

Analysis: The above figure states that less than 18.8% students find it difficult to identify their mistakes while the rest half sometimes find it difficult and the other half of the students can clearly identify their mistakes while writing composition.

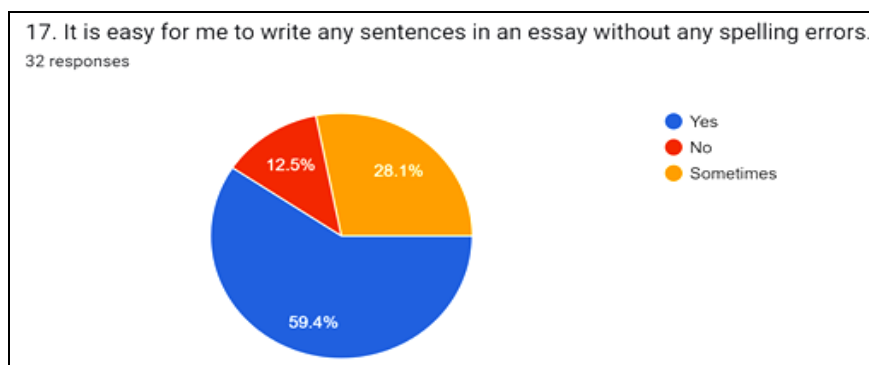


Fig 19: It is easy for me to write any sentences in an essay without any spelling errors.

17. Interpretation

The above figure shows the percentage of students who can write error free sentences while writing composition. It interprets that 9 students sometimes make mistakes whereas only 4 said no that find it difficult to write sentences properly while the rest 19 said yes states that they can write sentences

without any errors in composition writing.

Analysis: The above figure states that only 12.5% students needs help to write sentences without any errors whereas 59.4% students i.e. more than half can rectify their sentences while writing composition and 28.4% sometimes find it difficult to identify their mistakes while writing composition

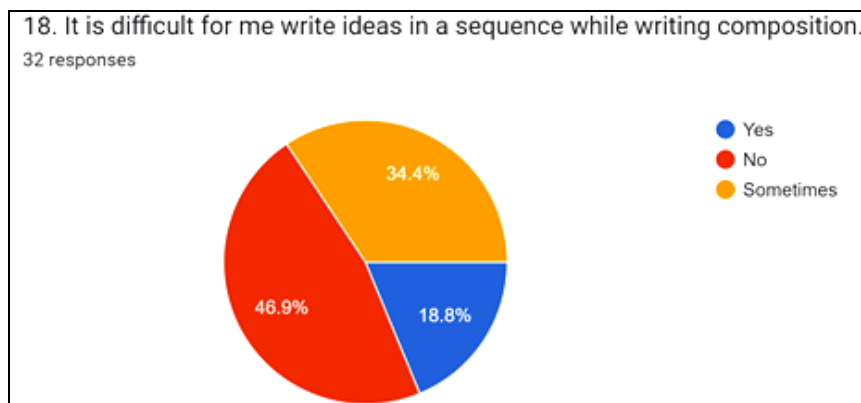


Fig 20: It is difficult for me to write ideas in a sequence while writing composition.

18. Interpretation

The above figure shows the percentage of students that find it difficult to sequence their ideas in writing composition. It interprets that 11 students sometimes find it difficult and 15 said no that means they can sequence their ideas very well and the rest 06 said yes that needs to pay attention while

sequencing their ideas while writing composition.

Analysis: The above figure states that 18.8 % need practice and guidance for sequencing their thoughts while writing while majority 46.9% can sequence their thoughts very well while writing composition.

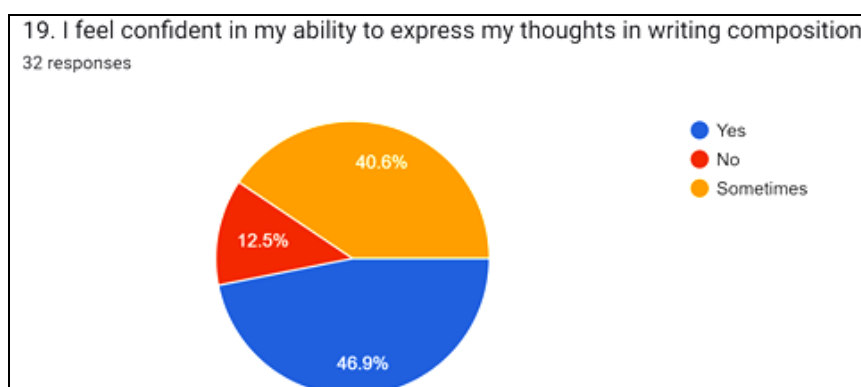


Fig 21: I feel confident in my ability to express my thoughts in writing composition.

19. Interpretation

The above figure shows the percentage of students that can confidently express their thoughts in writing composition. It interprets that 13 students sometimes feel confident and only 4 said no that needs motivation to write composition and the rest 15 said yes means they can confidently express their thoughts while writing composition.

Analysis: The above figure states that 12.5% students needs to be motivated and gain confidence while express their thoughts while writing composition while 40.6% need a little push or guidance to build their confidence and the rest 46.9% are confident enough to express their thoughts while writing composition.

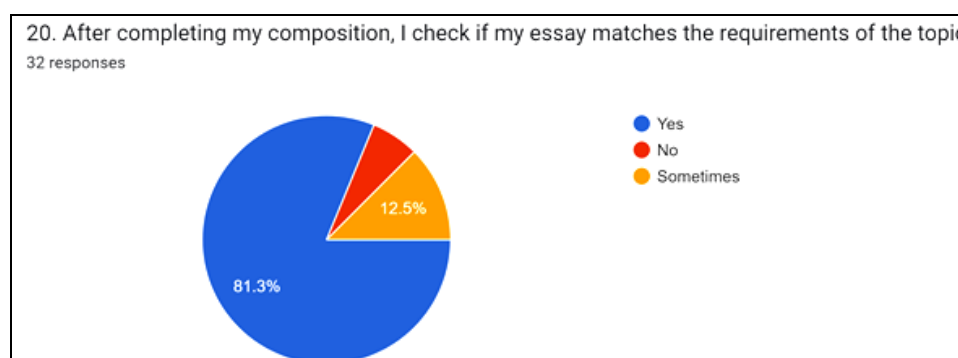


Fig 22: After completing my composition, I check if my essay matches the requirements of the topic.

20. Interpretation

The above figure shows the percentage of students who check the requirements of the topic while writing composition. It interprets that 4 students sometimes forget to check and 2 said no and the rest 26 said yes that means before starting and writing they check the requirements while writing composition.

Analysis:

The above figure states that more than 81.3% check the requirements of the composition writing before completing the composition and only 2% may accidentally forget while the rest 12.5% may forget due to lack of attention or distraction to check for the requirements before completing the composition writing.

Question Bank (Yes/No/Sometimes)

1. Do you have problems with writing composition?
2. I understand the structure of writing composition.
3. I understand and exhibit unity in writing composition.
4. I understand the basic essay format
5. I do not understand the essay writing process
6. I write different styles of lead for writing introduction in composition
7. I apply basic rules of capitalization in English
8. I demonstrate an appropriate use of apostrophes in writing composition
9. I forget to use commas in compound sentences used in composition.
10. It is difficult for me to logically organize my ideas in writing composition.
11. It is easy for me to use a variety of sentence structure while writing composition.
12. It is easy for me to use vocabulary and word forms effectively & relate to the reader while writing composition.
13. I can easily write accurate phrases & quotes wherever required in composition writing
14. It is difficult for me to write a composition in the correct tense.
15. I can easily brainstorm the ideas before writing composition
16. It is difficult for me to identify my mistakes in writing composition
17. It is easy for me to write any sentences in an essay without any spelling errors.
18. It is difficult for me to write ideas in a sequence while writing composition.
19. I feel confident in my ability to express my thoughts in writing composition.
20. After completing my composition, I check if my essay matches the requirements of the topic

Findings

Changing outlooks on language learning and teaching have influenced a move from teacher-centered to learner-centered classrooms.

Both writing and reading require bottom-up processing: Writing skills refer to the ability to convey ideas, thoughts, and messages effectively through the written word. Reading skills refer to the ability to comprehend and interpret written information.

The teachers reported that the students learned how to improve their writing skills and they knew their weaknesses. All students can do well in learning the rules of writing

composition of a foreign language if the teacher and student participate in the total learning process.

With the teacher acting as a coach rather than a checker of writing, the feedback given to the student can encourage learners to improve their writing skills. If these criteria are met, all students within their unique goals can be expected to do well learning the rules of writing a composition of a foreign language. Students showed improvement in their writing paragraphs competence after they had been trained how to write rules of composition effectively.

Conclusion

Writing and composition is an integral part of the learning process. As you engage in writing, you inevitably understand issues and improve your language skills. In education, essay writing promotes your reasoning and critical thinking and promotes your perception of life. You become a better researcher while in college and it makes you ready for the job market. Students should continue to write because this affects learning in many ways.

Reflection

Throughout the entire procedure of Action Research Researcher gained a lot of information regarding child's level of understanding. And most importantly I learnt how different strategies play a vital role in effective teaching and learning. A traditional classroom using chalk and board is no longer sufficient to teach a particular concept. Being an English language teacher I realized how being in an English medium school does not necessarily develop a child's command over English especially in writing.

Based on the results of an action research survey on writing rules of composition, it is likely that teachers would reflect on the following:

The Effectiveness of Traditional Writing Rules: The survey has revealed that some of the traditional rules of composition, such as the strict adherence to the five-paragraph essay, may not be as effective as previously thought. As a result, teachers may reflect on the need to update their teaching methods to better reflect current best practices in writing instruction.

The Need for Individualized Instruction: The survey has also revealed that students have different writing needs and preferences. Therefore, teachers may reflect on the need to provide individualized instruction and feedback to students to help them develop their writing skills.

The Importance of Teaching Critical Thinking: The survey may have highlighted the need to focus on teaching critical thinking skills rather than just the mechanics of writing. Teachers may reflect on the need to encourage students to think critically about their writing and the writing of others.

The Need to stay up-to-date with Research: The survey has revealed the importance of staying up-to-date with the latest research on writing instruction. Teachers may reflect on the need to continually update their knowledge and teaching practices to ensure that they are providing the best possible instruction to their students.

Also the Importance of Collaboration: highlighted the need for teachers to collaborate with one another and with other professionals, such as writing coaches or language experts, to improve their teaching practices. Teachers may reflect on the benefits of working together to improve student writing outcomes.

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