

# English First Additional Language learners' challenges in the implementation of process writing in Grade 10

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**Abstract:** This paper seeks to explore English First Additional Language learners' challenges in the implementation of process writing. The qualitative method was adopted, whereby document analysis and semi structured interview methods were used. The EFAL teacher and six learners from an identified secondary school were interviewed and learners' essays were reviewed. The study revealed that learners write essays that have no effective introduction, weak idea support (ideas in all the paragraphs were not linked), and poor conclusions. Learners are challenged with organisation of ideas in sentences and paragraphs; omission of words which affect the message conveyed; punctuations and lack of vocabulary. It was also evident that teachers do not successfully implement the process of writing in the classroom. There is a lack of teaching and assessment of essay writing skills in the classrooms. Therefore, this paper recommends that the Department of Education arrange ongoing training for teachers on the implementation of process writing and modern methods of lesson delivery. Learners should be given more practical writing activities, engage in the writing process, and given the opportunity to collaborate with the teacher or their skilled peers to improve their writing skills.

Keywords: English First Additional Language, Process writing, Writing skills

## 1. INTRODUCTION

Process writing is an approach to teaching writing that allows the teacher and the learners to go through the writing stages such as pre-writing, writing, and post-writing when drafting an essay (Zakime, 2018). This approach is important as it enables learners to communicate and naturally express their thoughts. Success in applying this process would improve the learners' essay-writing skills and make them become independent text producers. As such, this study aims to explore English First Additional Language learners' challenges in the implementation of process writing in Grade 10 in Maleboho Circuit, Limpopo Province.

The researchers as one of the EFAL educators in the Maleboho Circuit, observed that the Grade 10 EFAL learners have problems with constructing and linking paragraph sentences. This has become a serious challenge to learners' writing of coherent and cohesive essays because they are challenged to follow the writing process. Similarly, Ariyanti and Fitriana (2017) revealed that learners have difficulties with coherence. Their biggest problem was on paragraphing, especially the introductory part. Their ideas in all paragraphs were not connected to each other. Again, they tend to put more ideas in one paragraph, and it leads to ineffective introduction, weak support systems, and poor conclusion (Pablo & Lasaten, 2018; Mustika & Adnan 2019; Akram et al. 2020; Toba, Noor, & Sanu (2019).

Maruma (2017) cited in Ngubane (2018) revealed that the learners' inability to write coherently and logically affects the effective expression of their thoughts, ideas, and emotions in their essays. It becomes difficult for the reader to grasp the effectiveness of the essay's content. Thus, is crucial for learners to master the writing process.

Furthermore, a study conducted in an Iranian English additional class shows that battling with writing a coherent and cohesive essay is not only limited to schools within the Limpopo Province, but also a global challenge that stretches beyond South Africa (Derakhshan & Shirejini, 2020). The study established that learners find it difficult to coherently link ideas and properly conclude an essay.

A study conducted in Pakistan revealed that learners have difficulties in organising their essays, creating coherence and uniting their writing (Jat, Jarah, chana, & Mirani, 2020). It is difficult for the reader to grasp the message in the learners' essays because the ideas are not connected.

In Indonesia, a study reported that learners find it challenging to write coherent sentences and paragraphs. Those learners were aware of the processes in essay writing, but they frequently ignored them and paid more attention to writing (Bulqiyah, Mahbub, & Nugraheni, 2021). Thus, teachers need to conscientise learners to regularly adopt all the steps in writing. For this reason, learners should follow the said steps to improve their essay writing skills.

A South African study found that the learners' poor writing skills were mostly associated with the teachers' lack of knowledge of the effective writing methods to constructively support the development of writing (Ngubane, Ntobela & Govender, 2020). Another study conducted in South Africa by Ndlovu (2019) found that learners have challenges to communicate their ideas in writing because of the lack of vocabulary and the absence of creativity. Ahea, Ahea and Rahman (2016) indicated that learners face major problems such as grammar, punctuation, and spelling problems. Similarly, Ariyanti and Fitriana (2017) found common errors in the learners' essays such as tenses, personal pronouns, word order, subject-verb agreement, articles, and sentence fragments. These problems can be avoided if learners master the writing process. Unfortunately, writing is not frequently practised in English FAL classrooms.

Mhlongo, Pillay, and Maphalala (2018) pointed out that learners are not provided with sufficient time to write essays in class. Teachers administer essay writing tasks once a term as it forms part of the learners' continuous assessment activities. Learners also indicated that teachers do not provide immediate feedback and that feedback is never discussed with them in class. As a result, learners face challenges to write essays. Consequently, they lose interest to develop their essay writing skills. They perceive essay writing as a major challenge that poses difficulties for them to achieve their goals.

Moreover, teachers still use the traditional way of teaching, which does not activate the learners' eagerness to learn and actively participate in lessons. Nnamani et al. (2019) added that the traditional method of teaching writing does not provide learners with much assistance, thus blame the method used as part of the reasons for the learners' poor performance in essay writing. They further showed that the traditional method emphasises more on the organisation of ideas than the ideas themselves. It is concerned about the learners' product and focuses more on their ability to memorise and apply grammatical rules than discovering ideas and creating meanings.

Against this background, teachers should teach learners how to write their essays coherently. One way of doing so is to start by planning and most importantly, following all the writing steps and writing one idea in a paragraph.

## **2. AIMS OF THE STUDY**

The study aims to explore learners' challenges in the implementation of process writing in Grade 10. The challenges will then assist to identify the causes of the challenges, and thus identify ways to improve the learners' essay writing skills.

## **3. CONTEXT OF THE STUDY**

This study was based in a Secondary School in Limpopo Province, which is a public school located in a rural area named Ga-Hlako Village in Bochum, Capricorn North District. The school is based in a community where most people are unemployed and old people are illiterate. The school comprises of five teachers including the principal. There are three language teachers and one of them teaches the Grade 10 EFAL class. These teachers are overloaded with work, including teaching subjects, in which they did not specialise in. The school has 152 Sepedi-speaking learners. There are two blocks divided into five classrooms and two staffrooms.

## **4. RESEARCH METHODOLOGY**

The researcher adopted the qualitative research methodology to explore learners' challenges in the implementation of process writing. This methodology was relevant to this study as it provided support to the researcher to understand the nature and complexity of the essay writing challenges experienced by learners in class. The researcher actively interacted with the participants (the teacher and learners) during the data collection process. The qualitative methodology allowed the researcher to use semi-structured interviews guided by the following questions:

- What are the challenges and causes of implementation of process writing of essays among Grade 10 EFAL learners?
- What can be done to assist the learners to successfully adopt process writing in essay writing?

## **5. PARTICIPANTS**

The participants of this study are six learners and one teacher. The six learners are three males and three females, aged between 16-19 years. The participants were sampled using non-probability sampling. This sampling technique assisted the researcher to sample a satisfactory case that is aligned with the study's specific needs.

## **6. DATA COLLECTION**

The documents and semi-structured interviews as qualitative data collection methods were used. Semi-structured interview was adopted whereby the open-ended questions were asked and offered the participants the opportunity to express their views freely. It gave the researcher an opportunity to ask follow-up questions where necessary. Doing so helped obtain rich data to understand and interpret their perceptions on the implementation of process writing. The interview lasted for 6 to 10 minutes per participant. Audio recording was used during the interview to support the researcher's notes to ensure that the interviews were captured in detail. It then allowed for the accurate transcription before detailed analysis could be done. Again, learners were given an argumentative essay, and their scripts were marked and analysed.

## **7. DATA ANALYSIS**

The thematic data analysis was adopted to analyse data collected from interviews and documents were analysed using document analysis.

- Thematic analysis

The researcher followed the thematic data analysis to analyse data as outlined by Castleberry and Nolen (2018). Phase one was data compiling. The second phase data was disassembled to generate initial codes. The third phase was data interpretation. The fourth phase was data conclusion. The researcher analysed data, extracted select examples, finalised the analysis of the selected extracts, and related the analysis to the research questions.

- Document analysis

The learners' essays were collected for analysis. The researcher processed data collected from the learners' essay scripts into themes based on valid inference and interpretation. She examined the learners' essay writing scripts, coded the emerging themes, and drew conclusions from the coded data.

## **8. SIGNIFICANCE OF THE STUDY**

The study might assist the Department of Basic Education to see the need to train qualified teachers in English. This might also assist in reducing the lower performance rate in EFAL. The curriculum specialists might be able to assist teachers in effectively applying relevant strategies in class. Teachers might reflect on their current methods and strategies used to teach essay writing skills and adopt effective ones to help learners to successfully follow the process writing when writing essays. When learners become better writers they might develop a love for writing since this skill is crucial in their educational endeavours. Learners might be able to write diverse types of essays by arranging ideas logically and using cohesive devices to produce coherent essays that convey meaningful messages. This might provide them with opportunities for further education and careers in writing after completing Grade 12. Academic abilities and achievements depend on one's ability to express themselves well in writing.

## **9. DISCUSSION OF THE FINDINGS**

This study aims to explore English First Additional Language learners' challenges in the implementation of process writing in Grade 10. The study identified the following:

### **Data from documents**

The findings indicates that learners' essays lacked cohesion and coherence. Learners omitted words in their sentences, and used incorrect tenses, misspelt words, had difficulties with concord whereby the subject did not agree

with the verb, for example. They also made punctuation errors and showed lack of vocabulary. Bulgayah et al. (2021) noted that learners had problems with generating ideas and that affected their essays' coherence. Ariyanti and Fitriana (2017) indicated that cohesion and coherence are related and function to make the flow of ideas sensible and readable as well as having sentences and paragraphs connected to each other. Learners must, therefore, intertwine cohesion and coherence to create comprehensible essays.

Unfortunately, learners struggled to write coherent and cohesive essays. Their sentences and paragraphs comprised of many cohesive errors that affected the meaning and development of ideas. Pablo and Lasaten (2018); Mustika and Adnan (2019); Akram et al. (2020) stated that learners write essays that have ineffective introduction, weak support systems, and poor conclusion. Ariyanti and Fitriana (2017) revealed that learners have difficulties with coherence. Their biggest problem was on paragraphing, especially the introductory part. Their ideas in all paragraphs were not connected to each other. This was evident on the learners' scripts. The introduction lacks striking points that grasp the reader's attention. Its errors hinder the flow of ideas.

The learners' essays show a concluding paragraph that contains some cohesive errors that affects the paragraph's coherence. It does not summarise and tie up the essay (DBE, 2018). It clearly indicates that learners have difficulties with the essay's coherence and cohesion as discussed in chapter two.

### Data from interviews

- **Learners' essay writing challenges**

Learners experience challenges to grasp English essay writing skills. Ariyanti and Fitriana (2017) argued that learners face challenges to write essays because it requires an ability to assess good grammar, imagination and thought, explore major and supporting ideas, putting them together and, revising and then final editing. A study conducted in Pakistan revealed that learners have difficulties in organising their essays, creating coherence and uniting their writing (Jat, Jarah, chana, & Mirani, 2020). It is difficult for the reader to grasp the message in the learners' essays because the ideas are not connected. The essays lack coherence and cohesion. The participants highlighted the following as their essay writing challenges.

Participant L1 stated that,

*We have different types of essays and I am used to the narrative one. I get confused when it comes to tenses to use. I sometimes write verbs in past tense.*

Participant L2 gave her problems in this way,

*My problem is language. I usually do not understand the topic and I do not know how to write my ideas coherently.*

Participant L3 admitted thus,

*I struggle to write using the ideas I wrote on the mind-map.*

Participant L6 explained that,

*The hardest part is editing and making ideas flow from one sentence to another.*

The results suggest that learners have challenges with tenses and organisation of ideas in sentences and paragraphs. These affect the message conveyed in the essay. The consensus in reviewed studies was that the learners' essays lack coherence and cohesion. In addition, the connectives are often not used in their essays, no logical sequence, and it is difficult to follow the ideas conveyed (Pablo & Lasaten, 2018; Mustika & Adnan, 2019; Akram et al., 2020). It was also revealed in chapter two that learners make various mistakes in their essay writing. They lack the skill to organise information and conclude properly. Learners face challenges with paragraph writing, which weakens their writing (Akram et al. 2020; Shuvra & Roy, 2020). These challenges learners face need urgent attention.

Moreover, writing is regarded as difficult and challenging for EFAL learners because the writing process includes various issues such as the generation and organisation of ideas, drafting, revising, and editing (Khatter, 2019).

Teacher P1 indicated that,

*I have observed that learners struggle with the essay structure, grammar, and use of relevant information that supports the topic. Some also struggle with sentence construction, and they make a lot of punctuation mistakes.*

The results show that learners lack adequate skills to write meaningful essays. Learners could not use relevant information to support the topic, and hence lacked vocabulary. The challenges faced by learners as stated by the teacher are similar to what other researchers raised in chapter two. Mailula and Ngoepe (2022) found that learners encounter challenges in vocabulary, select wrong topics, and wrongly paragraph their work. While Ozfidan (2020) found that learners struggle with grammatical forms. Similarly, Fareed, Ashraf, and Bilal (2016) revealed that learners face challenges with vocabulary, writing anxiety, lack of ideas, and weak structural organisation. Thus, it could be concluded that learners encounter challenges with vocabulary, grammar, punctuation, and organisational structure. These challenges should be mitigated before learners reach Grade 12 where they would be expected to express their ideas in more skilful manner to qualify for the National Senior Certificate with relevant requirements to enter university.

- **Errors committed in essay writing.**

Learners commit many errors in their essays, and this affects their essays' comprehensibility. Document analysis revealed that learners committed errors such as spelling, concord, punctuation, omission, wrong tense use, and vocabulary. Ali and Ramana (2018); Moses and Mohamad (2019) stated that vocabulary is the most crucial aspect of writing as it is a basic component of the successful writing skill and the fundamental element in constructing meaningful sentences. Good vocabulary allows learners to write coherent and cohesive essays that could grasp the reader's attention. A study conducted in Iraq found that learners encounter challenges in writing essays, that is, limited vocabulary and word order (Ahmed, 2019). This study also found that learners lack vocabulary. The learners' responses to this issue are next.

Participant L1 indicated that,

*I usually do not know which word to use when I write. I use any word that I think is right but when I get my script back, I find that I used wrong words. Another problem is the use of wrong tenses.*

Participant L2 observed that,

*The problem is that when I write words like classroom, I separate it. I also repeat words in the same sentence and write incorrect spellings.*

Participant L3 indicated that,

*When I write, I include people as they or them. I have a problem of spelling words incorrectly.*

Participant L4 acknowledged that,

*I write wrong spellings and I get confused as to which words to use in my paragraphs. I end up cancelling a lot.*

The results imply that learners struggle with vocabulary. They have limited vocabulary and it has a negative impact on their essay writing. Akhtar, Hassan, and Saidalyi (2020) confirmed that learners have inadequate diversity of vocabulary, weak sentence structure and, lack of coherent and essay development. Similarly, a study published in Canada found that 50% of the learners have challenges with vocabulary. Another study conducted in South Africa by Ndlovu (2019) found that learners have challenges to communicate their ideas in writing because of the lack of vocabulary and the absence of creativity. Similarly, Ariyanti and Fitriana (2017) found common errors in the learners' essays such as tenses, personal pronouns, word order, subject-verb agreement, articles, and sentence fragments. In addition, learners have a problem with omission of words in sentences but none of them mentioned it. This might indicate that they are not aware of it. Sharma (2021) found that most learners commit errors in omission at the sentence level and the highest frequency of errors at the word level were prepositions.

Learners also did not mention punctuation errors. Yet, their essays showed that they do commit errors in punctuation. Khatter (2019) indicated that learners have punctuation problem as well as spelling, preposition, article, and use of wrong word form because they do not revise and edit their work. Again, teachers said the following to indicate errors committed by her learners when writing essays.

Teacher P1 noted that,

*These learners commit grammatical errors, spelling mistakes, and use poor homophones. Some of them write long sentences without punctuating them and sometimes their essays are not written in the right sequence. I get confused when I read their essays.*

The results suggest that the EFAL learners write essays with a lot of grammar, spellings, and punctuation errors. Learners also struggle to write essays in the correct sequence of ideas. Khatter (2019) found that the most frequent types of errors made by learners are punctuation errors, followed by spelling errors, preposition errors, article errors, wrong verb tense, and wrong word form, respectively. Uba and Souidi (2020) revealed that the learners' essays have a lot of errors in spelling and grammar. It can be concluded, therefore, that the most common errors that appear in their essays are grammatical and spelling errors. The results are consistent with Ahmed's (2019) observation that the majority of learners commit errors in grammar. Learners encounter challenges to use the suitable tenses. Secondly, learners have a challenge of punctuation, word order, spelling, prepositions, and connection of ideas that affect the essay's comprehensibility. These errors can be limited if learners revise and edit their essays.

- **Causes of essay writing challenges.**

According to Khatter (2019), to produce a coherent, cohesive, and a well organised piece of writing is a challenge because it includes the rhetorical conventions of English texts such as the structure, organisation, lexis, and grammar that differ from those in other languages. Ariyanti and Fitriana (2017) showed that most learners are rarely engaged with the interactive writing strategies such as process writing and that affects their essay writing abilities. The learners' responses were given thus.

Participant L1 noted that,

*We are not taught how to write essays. I sometimes struggle to arrange ideas in a mind map.*

Participant L2 suggested that,

*I get nervous when I write and most of the time I run out of ideas.*

Participant L3 said that,

*Not using some points I wrote on my mind map. I do not focus on one point in each paragraph.*

Participant L5 opined thus,

*We are not taught anything in class about writing essays. We do not practice writing on our own. The only time we write an essay is when we are given a task.*

Participant L6 responded thus,

*Not plotting the mind map first before I start my essay.*

Learners maintained that they are not taught essay writing in class. The results imply that learners struggle to write coherent and cohesive essays because they are not aware of the writing process. That is, some learners do not plan before writing, while others struggle with planning and organisation of ideas. Thus, teachers need to conscientise learners to regularly adopt all the steps in writing. For this reason, learners should follow the said steps to improve their essay writing skills. A South African study found that the learners' poor writing skills were mostly associated with the teachers' lack of knowledge of the effective writing methods to constructively support the development of writing (Ngubane, Ntobela & Govender, 2020). Al-Ghabra and Najim (2019) blamed teachers as they indicated that they show no effort and time to train their learners to overcome their essay writing challenges.

Venketsamy and Sibanda (2021) declared that teachers complain about insufficient support from knowledgeable people and appropriate teacher development and training. Thus, they face challenges to translate the curriculum into practice (Ngubane et al., 2020). The above argument shows that teachers need support and meaningful workshops on how to use necessary materials to teach essay writing.

Ahmed (2019) argued that the most common difficulties occur due to coherence, and the absence of vocabulary, idea expansion, organisation, and the use of unsuitable vocabulary. In agreement with Ahmed, teacher participant provided the following response when asked about the causes of the learners' challenges.

Teacher P1 responded thus,

*Poor planning in writing. They cannot use the parts of speech appropriately and their failure to organise the ideas or events sequentially.*

It is evident that learners face challenges to write coherent and cohesive essays due to the lack of skills to apply process writing, use of grammar rules and organisation of ideas to produce a comprehensible essay. Fareed et al. (2016) stated that learners face challenges that are influenced by numerous factors including untrained teachers, ineffective teaching methods and examination system, lack of reading and writing practices, large classes, low motivation, and lack of ideas.

- Frequency of essay writing activities.

The CAPS document states that in order for a learner to learn how to write well, one needs as much exposure to writing activities as possible (DBE, 2011). Writing is a huge effort in practice, paragraph organisation, language use, and mechanics because these aspects potentially influence the writing performance such as content and vocabulary. Elements on how to formulate ideas, develop, and analyse them before doing the essay writing as a final draft are also important (Ahea et al., 2016). Frequent writing practices across a variety of context and tasks enable learners to communicate functionally and creatively (DBE, 2018). However, in this study, learners also confirmed that they are not frequently given essay writing activities. They were asked how often they were given essay writing activities. They highlighted the following.

Participant L1 stated that,

*We are not given enough essay writing activities. Most of the time we just write formal tasks without given an activity to practice writing.*

Participant L2 added that, *"They do but after a long time"*.

Participant L3 indicated that, *"They do give us but not often"*.

The results suggest that learners are given limited writing activities and they do not practice writing on their own. However, teachers are required to teach writing for learners to develop cognitive academic skills. Learners need knowledge to write different essay types, a wide vocabulary, a good control of English grammar, spelling and punctuation, and a critical understanding of the potential effects of their writing (DBE, 2011).

EFAL essay writing and errors made are inextricably linked, therefore, learners should practice essay writing repeatedly to eradicate errors in their essays (Mailula & Ngoepe, 2022). Unfortunately, teachers do not give learners enough practical work to equip them with essay writing skills.

Teacher P1 acknowledged that,

*Once in a term learners are assessed on essay writing abilities guided by the annual teaching plan and the programme of assessment.*

The results imply that the teacher sticks to the annual teaching plan and programme of assessment when giving learners writing activities. This implies that learners are not given enough practical activities in class, thus they face challenges to write. However, it is the teacher's responsibility to ensure that they teach and assess learners' essay writing skills. This is because the envisaged essay writing experience brings rural EFAL learners' knowledge of grammar rules and their application thereof under scrutiny (Mailula & Ngoepe, 2022). If learners are given an essay writing activity once a term, they would not master the essay writing skills to become competent and confident writers.

- The use of CAPS in lesson planning and classroom activities

The teaching of writing in the FET phase includes teaching of essay and, longer and shorter transactional texts, which form EFAL paper three at the National Senior Certificate level. Therefore, the CAPS emphasises the teaching of essay writing as a process. It outlines the steps that should be followed such as planning, drafting, revising, editing,

proofreading, and presenting. As such, it is the teacher's responsibility to teach all aspects of essay writing to ensure that learners write comprehensible essays. Nonetheless, teachers do not consult the CAPS document when planning their lessons and writing activities.

Teacher P1 lamented thus,

*No ma'am. I do not use it. I rely on the annual teaching plans.*

The results indicate that teachers disregard the DBE's policy directives by implementing their preferred teaching plans instead of the prescribed ones. The annual teaching plan, however, only shows the topics that should be taught and when to cover the syllabus. On the other hand, the CAPS document contains all the necessary information that could assist the teacher to teach learners essay writing and the aspects that should be included in the lesson and writing activities. The use of CAPS document is crucial because it guides both the teacher and learners on how to write essays and assists both in working through the writing process (Mailula & Ngoepe, 2022).

- **Frequency of teaching essay writing in class**

From Grades 10 to 12, it is crucial that teachers focus on building the learners' reading and writing skills, ensure that there is continued support for the development of vocabulary, sentence and paragraph construction, and grammar (DBE, 2011). However, the reality is that teachers do not effectively teach essay writing skills. They just prepare learners for essay writing tasks. This was supported by the learners' responses. The researcher asked if learners were effectively taught essay writing in their class. Learners responded as follows:

Participant L1 asserted that,

*No, we are only taught English p1 and p2. P3 is not taught. We just wait to write tasks or examinations. They give us notes a day before we write.*

Participant L4 also responded negatively,

*No, because most learners do not know how to write an essay. They do not know the importance of and what makes a good essay.*

Participant L5 reiterated that,

*No, when it comes to essay writing, they totally do not teach us. They only prepare us when they indicate that we are writing p3 the following day. They only teach English p2 most of the times. They just come and talk about types of essays but throughout the year they do not teach us.*

The results reveal that teachers do not teach essay writing. They only prepare learners for task writing. Ngubane (2018) observed that little writing practices take place in EFAL classes. But, Ahmed (2019) claimed that the process of writing is the most difficult skill to improve, thus it needs a lot of time and requires more attention. The teacher should teach learners by designing creative lesson activities that motivate them to engage in practical writing activities within and without the school. It is evident that teachers in small schools do not have sufficient time to teach essay writing to learners due to work overload and many workshops to attend. This is what the teacher highlighted when she was asked how often she teaches essay writing in the class.

Teacher P1 pointed out that,

*Twice a week or twice every term. It depends on the workload because sometimes I have many workshops to attend so I do not have much time with my learners.*

The results suggest that teachers do not teach essay writing more often. An explanation for this could be that teachers have too much on their schedules to regularly attend to their classes. But the writing skill is important to learners because it is the source of communication at school and in class, and a major factor in academic endeavours (Ahmed, 2019). Therefore, teachers should ensure that learners are engaged in process writing and are given more practical writing tasks regularly.



## 10. CONCLUSION

The aim of the study was to explore English First Additional Language learners' challenges in the implementation of process writing in Grade 10. Therefore, it was found that learners write essays that have no effective introduction, weak idea support and poor conclusions. They struggle with writing because they are rarely taught writing as a process, and they are not engaged in practical writing activities. This is supported by Haland, Hoem, and Tigue (2019) who found that limited time is devoted to writing, with 19% of teachers not giving learners opportunities to write texts in class. Thus, teachers should teach writing skills more often for learners to master the process writing skills. Some of the challenges experienced by learners are organisation of ideas in sentences and paragraphs and omission of words which affect the message conveyed, lack of vocabulary, and punctuations. The findings of this study suggest that it is vital for learners to be taught how to revise and edit their work. Teachers should know the purpose of teaching writing to equip learners with writing techniques, engage learners in critical thinking activities, including how to generate and organise ideas (Mailula & Ngoepe, 2022; Uba and Souidi, 2020). They should teach more vocabulary to learners.

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