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The table is crystal that although teacher rarely taught about simple sentence structure. However, unconsciously they seldom gave to the students some activities strictly related to simple sentence structure, for example, gap filling, match etc. therefore, it should sound good if they gave it in response to the lesson to be practiced inside the classroom.

The observed lesson has shown that the teacher sometimes corrected students' mistake. However, since the lesson was not actually based on writing, teacher' focus was on the content of comprehension. That is, the teacher ignored some students' writing mistakes. Doff (1988, p. 157-158) suggest the following ways of correcting mistakes according to his experience "*I collect the books at the end of the lesson and correct them during the lunch hour. Then I give the books back next day.*" *I just go through the answers and get students to correct their own work*" *Sometimes I write sentences on the board."* *"I ask students to sit in pairs and correct each other's work, helping each other. Then we all go through the answers together."* *"I ask students to exchange their books with the person next to them. Then I go through the answers and they correct each other's work."* These ways are one of the best ways to correct sentence structure writing.

The table has shown that the issue concerning' motivation for students to improve their simple sentence structure writing, teachers seldom acted as to encourage the students to improve it. On the contrary, in the interview, the teacher tended to cover this truth declaring that they motivate.

The table has clearly unveiled that teachers sometimes gave Feedback as well as correcting mistakes. But this point was considered just because it happened. That is, the feedback was not systematically related to writing as such, however the teacher tended to say something related to inaccurate writing in general without mention the simple sentence structure or verb agreement. If the focus was on the simple sentence structure, it would work. However, in general, students do not real know where and how they made mistakes or the feedback was based on.

## **4.5. Discussion**

This subsection focuses on the discussion of the data presented and analyzed in the previous sections. To do so, the specific objectives were taken into account to discuss the findings. It is structured in the following way: (1) frequency of teaching types of simple sentence structure writing and its types; (2) simple sentence structure writing activities and procedures practiced inside and outside the school; (3) motivation and writing of simple sentence structure writing; (4) correction and feedback, and (5) documents analysis.

### **4.5.1. Frequency of teaching types of simple sentences structure writing and its types**

The findings have shown that the majority of English teachers rarely teach simple sentence structure and its types. Since teachers rarely teach simple sentence structure writing and its types, students write simple sentence inaccurately for the lack of holding knowledge regarding it, this fact can be found in observation as well as the test analysis. All these show the *lack of knowledge* on the students' side through the teachers' failure in dealing with simple sentence structure in the classroom.

In addition to this point, Maxom (2009, p 158) argues that “the problem for many students is that they do not understand what a sentence actually is”. Without a basic grammar rule, they tend to come up with ‘sentences’ like these: e.g. *The blue bag there. She not go to school*, which is dangerous for students in grade 12. That is why students face problems in writing all possible types of simple sentence structures.

Therefore, teachers should do something for their students concerning this matter. It is believed that teacher should cover students' need, not just follow the syllabus blindly. If the reality is different, better try to look for a way round to deal with in order to help the students' progress, especially in writing skill because later on they may be asked to write an application letter, cv etc, in English, how will they cope? So, it very important that teacher incorporate simple sentence structure writing because it from this point student later on can come with their own sentences and complex structures.

### **4.5.2. Simple sentence structure writing activities and procedures practiced inside and outside the school**

The findings has clearly shown that teachers do not give activities related to simple sentence structure writing in the classroom as well as activities for the student to practice outside the school, except composition. Therefore, as evidence of this fact can be seen in the interview outcomes where the majority of teachers affirm that they do not teacher simple sentence structure writing because this content does not appear in syllabus. Consequently, students do not do any activity related to simple sentence structure outside the school to improve their writing since their teachers do not talk about it, because if we take into account our reality, most students depend on the teacher. However, some try to talk about but unconsciously, that is to say, they teacher it without any planning and the lesson this way becomes unsystematic becoming hard for the student to understand.

Although teachers claim that the content related to simple sentence structure does not appear in the syllabus, however after being analysed the syllabus and the scheme of work was found that the syllabus (see annex I) brings the content related to sentence structure writing but teacher just ignore to include in the scheme of work (see annex II, III and IV) and to teacher to their students. So, this issue is clearly seen as the *lack of exposure in simple sentence structure*.

According to Magno et al (2009, p. 2) “the total amount of time in which an individual has contact with a language, it may be in verbal or written form, formal or informal ways (...).” On the same string of thought, British Council (2015) sees exposure as the contact that a learners have with the language that they are trying to learn, either inside or outside the classroom setting. In relation to composition, the findings have shown that the focus of this activity is not on the structure, but on the content of the topics that teachers assign their students.

So, at level of simple sentence structure that students are found through the test score they did, the findings have shown that composition may be very advanced for them and this point Thompson (2001:98) says that “the progression from writing simple sentences in English to English compositions is a very big leap”. The author continues saying that, “you must progress very gradually and carefully from giving students controlled and guided writing activities to encouraging their creativity in free writing”. In this view, Doff (1998:33), argues that it is important to show what the structure means and how it is used, by giving examples; and show clearly how the structure is formed, for students to make their own sentences. To say that the students should first master the sentence structures before going to advanced activities.

In addition to this crucial point, Richard and Rogers (1986, p. 157) suggest that, it is important to select different activities at different levels of learners need to attain a particular level of proficiency. As for Doff (1988:70) outlines some ways of practicing the structure and this ways teacher should adapt or incorporate into the lesson he was giving. For example the teacher should use repletion, substitution, single word prompts and many other classroom activities.

Therefore, it is believed that teachers are responsible to choose the appropriate activities according to the students' level of understanding because if the activities are too difficult for the students to practice, then students will not make effort to solve them. So, teachers should take some of their times dealing with simple sentence structure step by step and check their progress through composition with focus on the content as well as in the simple sentence structure. So, learners' inaccurate simple sentence structure writing is for the lack of knowledge because teachers do not teach about it.

#### **4.5.3. Motivation for improvement of simple sentence structure writing**

The issue concerning' motivation for students to improve their simple sentence structure, the majority of results have shown that teachers do not motivate the students to improve their simple sentence structure writing. In the interview, majority of teachers tended to hide this issue claiming that they motivate the students.

However, the students' responses were totally different from the point of view of the teachers. Students responded likewise affirming that their teachers do not motivate them as to improve their writing skills. On the contrary, they just frighten them when they make mistake. In addition to this, the observed lesson has shown that teachers seldom motivated students concerning simple sentence structure writing. Therefore, this point reveals that the *lack of motivation as one of the factors affecting learners inaccurate simple sentence structure writing*.

According to Harmer (1991:5), "motivation is deemed as some kind of internal drive that encourages somebody to pursue a course of action in order to achieve a certain goal, either long or short term goal." As for Nacira (2010 cited in Dornyei, 2005, p 72) "it is extremely necessary for students to be motivated in order to carry out their writing tasks and achieve a satisfactory level in writing in English." Taking into account the contribution of the writers, it is clear that if



teachers motivate the students, they will improve their writing skill is and may become a great writer later on. Students have so many goals, but to reach them, they need an internal drive that will come from their teacher as professional and experimented person. In addition to this point, Harmer (2007:330), sees teacher motivation as one of the teachers most important role, “motivator- one of the principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit” (2007:330). So, teacher should always motivate students. So, students’ lack of motivation is one of the factors’ affecting their inaccurate simple sentence structure writing.

#### **4.5.4. Correction and Feedback**

The findings have shown that sometimes teachers correct mistake and give feedback. Actually, it is unbelievable it was observed that there were times that teacher ignored students mistake. That is, some students wrote wrong sentences on the board and teacher simply looked at the content of the sentence ignoring the writing skills and not taking into account the correction of the writing skill. Of course, the lesson was not based on the writing skill, it was actually based on the reading comprehension, even though teachers are the responsible for the correction of any students’ mistake in the classroom either writing or speaking.

Thus, if students are not told their mistake and given correction or feedback at the lesson, when they go out the classroom, they will think that they correct and they will make the same mistake in the future.

Though, teachers do their best in term of correcting and giving feedback, however, they are reinforced to avoid ignoring mistakes in the classroom. In this light, Doff (1988, p. 157) suggests the following ways of correcting writing mistakes according to his experience “*I collect the books at the end of the lesson and correct them during the lunch hour. Then I give the books back next day.*” *I just go through the answers and get students to correct their own work*” *Sometimes I write sentences on the board.*” *“I ask students to sit in pairs and correct each other’s work, helping each other. Then we all go through the answers together.”*. *“I ask students to exchange their books with the person next to them. Then I go through the answers and they*

*correct each other's work.*". These ways are one of the best ways to correct sentence structure writing.

It is known that the teacher plays different roles according to the task or lesson, Harmer (2007, p. 330) when touches on the teachers role, he says that one of the teachers' role is Feedback provider. The same writer says that teachers should respond positively and encouragingly to the content of what the students have written. The teacher has to choose what and how much to focus on, taking into account the students need at a particular stage of their studies and on the tasks that they have undertaken.

So, for the teacher to respond positively, should take into account the difficult of students to overcome as they provide feedback

## **Conclusion**

This study has shown that among many factors affecting learner's Inaccurate Simple sentence structure writing were selected the following: lack of knowledge on the sentence structure, lack of exposure to the simple sentence structure writing activities inside and outside the school and lack of motivation for improvements . Teachers teach do not teach simple sentence structure because it does not appears in the syllabus, which means even seeing that their students are perishing, making writing mistakes, they do not spend their time to help their students difficult just because it does not appear in the syllabus.. The lack of exposure makes students make many mistakes. Actually, since the teachers do not touch on sentence structure and activities to be practiced inside and outside the classroom, students are not exposed to it. Nobody does any job if he is not motivated, so students will never improve their writing if they cannot contemplate the reasons why behind the improvements. Therefore, lack of motivation on the students is a great factors affecting learner's inaccurate simple sentence structure writing. Teachers see students simple sentence writing mistakes and just leave like that, they do not use their words to tell them the benefit behind learning how to write accurately.

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