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Exploring Determinants of English Paragraph Writing Difficulties among EFL High School Learners: A Study from Cambodia

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ABSTRACT

The primary purpose of this study was to identify factors affecting the English paragraph writing of 12th-grade students. The study was conducted at a high school in Thmor Korl, Cambodia, with special reference to grade 12. The issue was addressed using a qualitative research strategy. Two English language teachers and 84 students were selected for this study. Questionnaires were used in the study to survey factors affecting students' paragraph writing and examine ways to improve their skills. The data was analyzed quantitatively. The study's results illustrated that students lack of grammar, basic strategies for writing paragraphs, lack of practice, vocabulary, structure, paragraph organization, poor reading, motivation, time constraints, and teacher-related factors such as teachers' ways of giving feedback and teaching strategies. Therefore, students should be given chances to practice paragraph writing skills sufficiently to become effective paragraph writers, since paragraph writing requires practice and feedback. Beyond these findings, future researchers should study paragraph analysis and action research for more valuable results.

KEYWORDS:
Cambodia;
EFL learners;
English paragraph writing;
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Introduction

English is considered a significant language for communication. Asiah et al. (2020) assert that students should use writing as a tool for both learning and communication. The ability to utilize writing in original ways to communicate with others and our environment is the most crucial reason for pupils to develop strong writing abilities. There are four macro skills of the English language: listening, speaking, reading, and writing. Hartati (2019) states that one of the crucial talents that students should be able to master is writing, since it may allow them to reflect critically and thoroughly to create effective writing. Additionally, writing is essential to education, employment, and society's fundamental functions. Students will be taught how

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to present their ideas, write about themselves, and exchange their opinions with others through writing instructions. For the majority of students, writing is difficult.

While writing, English learners have to pay particular attention to features like accurate punctuation, suitable vocabulary use, sentence patterns, and paragraph organization (Chicho, 2022). According to Toba et al. (2019), writing is a part of English productive skills that EFL students should masterfully use for written communication and academic writing purposes, such as letters, essays, papers, articles, journals, project reports, theses, etc. There are many kinds of writing. One of them is writing a paragraph. Generally, a lengthy or short paragraph begins with a topic phrase that introduces the main idea of the entire passage. The supporting sentences, including ideas, facts, and instances, clarify the topic sentence's core idea for readers. A concluding sentence that encapsulates the entire paragraph's topic is used to end it (AlTameemy & Daradkeh, 2019).

However, students who want to write well-organized paragraphs must possess various complicated skills, including judging a paragraph's structure, vocabulary, syntax, and mechanics (Rohim, 2019). Utari (2022) believed good writing requires a strong vocabulary, accurate grammar and spelling, and faultless punctuation. This is the framework that makes reading enjoyable. Next, the text needs to make sense to be coherent. To make sense to the reader, the events must flow smoothly and be rationally related. Moreover, you must understand the writing style, vocabulary, and grammar standards to write well in any language (Boardman & Frydenberg, 2008). Thus, pupils must be capable of mastering those elements or characteristics. Therefore, students struggle to write paragraphs due to their restricted vocabulary, ignorance of grammar rules, and lack of experience (Messaoud, 2022).

Writing is regarded as a complicated skill due to the numerous factors involved. According to Richards and Renandya (2002), writing is the most challenging ability for second or foreign-language students to acquire. Based on the statement above, writing is a very significant topic, since we have to convey ideas from our brains through writing. Selecting words and blending them into a nice piece of writing is difficult. Aside from that, we must pay attention to the grammatical sentences. It is natural for students to believe that writing is a tricky topic since they must pay attention to many aspects, such as ideas, concepts, vocabulary, and grammar. Research has shown that learning strategies and writing processes impact writing problems (Bakry & Alsamadani, 2015). Writing is a challenging activity that requires several cognitive and metacognitive skills, such as brainstorming, planning, outlining, organizing, writing, and editing (Alisha et al., 2019). As a result, they could not express their thoughts in acceptable paragraphs or essays.

Moreover, Younes and Albalawi (2015) discovered three primary problems students encounter: grammar, punctuation, and spelling. According to the findings, various factors cause students' shortcomings in paragraph writing based on their opinions. Cheng (2007) studied teacher and student difficulties in writing lessons. Students seem inactive in class since they are lack of confidence to act as peer editors for their classmates' paragraphs and seldom precisely rework the teacher's comments. Studies were also conducted to solve the issues that EFL students have when writing essays. Based on her study's results, Imane (2015) hypothesized that writing exercises are more effective outside the classroom because enjoyable outdoor activities and a calming environment might affect students' moods and help them write more effectively. This is something that many teachers should think about to create an environment where students enjoy participating in paragraph-writing exercises.

Students should learn how to compose paragraphs as a component of the language learning and teaching process in general and specifically as it relates to second or foreign languages, since "writing offers an essential way of individual self-expression" (MacArthur et al., 2008). Additionally, writing conveys social interactions through the author's creation in their writing style. According to Hyland (2003), writing constitutes one of the primary ways we engage with others to construct a cohesive social reality. English is an additional language and teaching medium in the Cambodian school curricula. Students have been learning how to create paragraphs through the tasks and lessons developed in the textbooks.

Although writing paragraphs is one of the most important skills among the other three, it is the one that teachers and learners seem most reluctant to focus on because it requires them to make the most special efforts of all the skills. Students experience several issues; they believe that writing paragraphs is difficult because they lack the ideas to develop their sentences, and their inability to organize their ideas is caused by the lack of writing prompts (Kartawijaya, 2018). Numerous students have difficulty writing even an introductory paragraph, which is exacerbated for public school students (Farooq et al., 2012).

Moreover, several studies have been done on the writing challenges of students. In writing, students face issues with organization, unity, coherence, grammar, punctuation, capitalization, and spelling (Mohammed, 2015). Other researchers, such as Tesfay et al (2017), looked into the issues that EFL students have when writing paragraphs. Their study revealed problems with the sentence topic, the details that support it, the conclusion, and the factors that affect paragraph writing abilities, particularly spelling, grammar, punctuation, and capitalization errors. According to Harmer (2001), pupils struggle with written materials, including grammar, vocabulary, handwriting, spelling, layout, and punctuation. While Westwood (2008) outlines the pupils' writing challenges, including their handwriting and spelling, they generally divide the issues into three categories: those relating to students, teachers, and writing resources. Besides, the study by Kefyalew (2013) discovered that students had specific problems with the coherence and cohesiveness they used in their English paragraphs.

Therefore, the research problem in writing paragraphs is identifying the most effective strategies or techniques for creating coherent and persuasive paragraphs. This study problem may involve exploring different structures, writing styles, word choices, and other elements that contribute to the effectiveness of a paragraph. Additionally, the research investigates common mistakes or barriers to effective paragraph writing and develops methods to overcome them. This study aims to provide writers with evidence-based recommendations for improving their paragraph-writing skills. Most importantly, in high school, many students face paragraph writing issues because they don’t have enough time to learn. And yet fewer schools are teaching English because they are in rural areas. Then, regarding these difficulties, a study of factors affecting high school students' paragraph writing skills in Thmor Korl district needed to be conducted. It also attempted to determine whether pupils can follow the paragraph-developed method well. This study addressed two significant questions: What factors influence the paragraph-writing skills of students at the high school in Thmor Korl, and how can we improve them?

Method

The primary purpose of this study was to determine the factors affecting high school writing skills. A quantitative research design was used to answer the research questions and attain

the study's aims. According to Creswell and Creswell (2023), reality was measured objectively using data gathered through quantitative methods. Additionally, it was utilized to address relational queries about study variables. Likewise, the researcher used a quantitative approach for this study, based on its goals and research questions. Therefore, it will be used to analyze the data gained from both students and teachers about factors affecting English paragraph writing.

High school students and teachers in a high school from Thmor Korl district, Battambang province, were chosen as a sample for this study. The overall population refers to English students and teachers at the high school in Thmor Korl. The total number of students and teachers was 122, with 120 students in grades 12A and B. Thus, to collect the data for this study, the researchers purposively selected the whole population as the target population to answer the research questionnaires. However, the 86 participants attended this study because some students failed to join the class. Stratified Random Sampling was used to select samples as shown in Table 1:

Table 1. *Number of contributors who participated in this study*

Grade	Frequency	Percentage
12th A	41	47.67%
12th B	43	50%
English Teacher	2	2.32%
Total	86	100%

The sample size is one of the stages of conducting an epidemiological, clinical, or lab study. To avoid compromising the validity of the inference made from the investigation, the sample was neither too large nor too small (Faber & Fonseca, 2014). Through the whole population, at least 50% (including the students and teachers who are available and can give the target information) of the total must participate in answering the questionnaires. So, students and teachers who teach English in grades 12 A and B are selected to answer questions prepared by the researchers.

This study utilized a questionnaire to gather trustworthy information and accomplish its stated objective. In educational research, questionnaires were frequently employed to collect data on specific conditions affecting an individual or group (Koul, 1984). The questionnaire was divided into two crucial sections: the factors influencing paragraph writing and the ways of improving it. The first section focuses on pupils who had trouble composing paragraphs, using grammar rules, their capacity to construct sentences, using the proper tense, using the correct vocabulary, using the proper prepositions, using cohesive devices, using punctuation, writing the topic sentence for the paragraph, and students' proficiency with writing supporting sentences. Therefore, 120 students were asked to answer the questionnaire to fulfill the research objectives, focusing on factors influencing students' paragraph writing at the high school. Besides, the substance of the teachers' questionnaire is quite different from the content of their pupils' questionnaire. Two high school English teachers were given the questionnaire based on their teaching experiences. Its goal is to examine if they have any strategies to improve their high school students in paragraph writing.

The questionnaire was designed in both closed- and open-ended sections. With an open-ended one, the students can respond honestly and describe any difficulties they face

with composing paragraphs. And the closed-ended question offered in the form of a Likert Scale: 1) "Strongly agree, 2) "Agree", 3) "Disagree", and 4) "Strongly disagree". These questionnaires were administered directly to the students and teachers in the classroom. There are 48 items for survey questionnaires of students and 10 questions for teachers utilized in quantitative research data.

Before conducting this study at the high school in Thmor Korl, the researchers obtained clearances from the university's rector. They received an agreement to cooperate from the graduate school's head of academic studies at the National University of Battambang (NUBB). Then, the researchers brought this written agreement to the director of the high school in Thmor Korl to request permission to collect data at the research location. Lastly, after getting permission from the school principal, the observation was started. Questionnaires were used to collect primary data. The participants were students and English teachers who studied and taught at a public high school in Thmor Kol district, Battambang Province. Survey questionnaires were used to collect quantitative data, using 40 survey items for students and 10 for teachers.

Secondary data were gathered from the findings of earlier studies and obtained from various sources, including journals, published books, reports, research papers, theses, and the Internet or websites. These sources were then utilized in this research study's citations and references. Based on Holton and Burnett (2005), the quantitative research process can be seen as five steps outlined and detailed in the following section. First, the fundamental question to be answered by the study must be determined. Second, determining participants in the study. Third, choose the methods required to answer questions. Fourth, selecting analysis tools. Fifth, understanding and interpreting the results.

To answer the first and second questions, the study will instruct participants to rate each statement in the questionnaire on a 4-point Likert scale, providing orientation for applied research to analyze or validate Likert scales with items (Asún Inostroza et al., 2016). Therefore, the data collection will be carefully compiled and organized following the students' responses. SPSS version 23 will be a powerful tool for analyzing and interpreting data by using frequency and percentage for quantitative data.

Results

Open-ended and closed-ended questionnaires were developed to collect data and conduct study. The questionnaires were classified into Likert scales: strongly disagree, agree, and strongly agree. These questionnaires were collected from 84 grade 12 A and 12 B students at the high school in Thmor Korl. Two English teachers at the high school were asked to complete the open-ended questionnaire.

Research findings presented some issues with writing anxiety, grammar, paragraph structure, paragraph organization, time constraints, lack of reading, lack of motivation, vocabulary, teacher feedback, a lack of basic strategies for writing paragraphs, and a lack of practice. The pupils' issues with paragraph writing were mainly due to student-related variables, including a lack of strategic usage knowledge, students' writing reluctance, a lack of vocabulary, and a lack of frequent practice, as well as teacher-related ones like instructors' feedback-giving methods.

Therefore, two sections were essential to this result. The first one is about the factors that influence the paragraph-writing skills of students at the high school in Thmor Korl, which

mainly focuses on the students. The second is about ways to improve the paragraph-writing abilities of students at the high school, and the answers were written by the English teacher at the high school with an open question.

The reliability analysis released is acceptable for each study, with a Cronbach's Alpha of 0.710. The mean represents the average score for each statement and can be categorized into four ranges: strongly disagree (1 to 1.75), disagree (1.85 to 2.50), agree (2.60 to 3.25), and strongly agree (3.35 to 4.00).

Table 2.*The students' responses to paragraph structure*

No	Items	N	Mean	Std. Deviation
1	I don't understand the paragraph structure, such as the topic sentence, supporting sentence, and concluding sentence.	84	2.79	0.746
2	I can't write a clear topic sentence.	84	2.61	0.712
3	I can't write a clear supporting sentence.	84	2.62	0.805
4	I can't write a reasonable conclusion for my paragraph writing.	84	2.68	0.794
5	I can't catch the meaning of the topic.	84	2.79	0.729

In the first statement on Table 2, "I don't understand the paragraph structure, such as topic sentence, supporting sentence, and concluding sentence," the mean score is 2.79 with a standard deviation of 0.746. This belongs to the "agree" range, suggesting that most respondents agree that they don't understand the paragraph structure. The second statement, "I can't write a clear topic sentence," has a mean score of 2.61 and a standard deviation of 0.712. This also belongs to the "agree" range, indicating that respondents agree that they struggle with writing clear topic sentences.

Similarly, the third statement, "I can't write a clear supporting sentence," has a mean score of 2.62 and a standard deviation of 0.805. This is included in the "agree" range, indicating that respondents agree they face difficulties writing clear supporting sentences. The final statement, "I can't write a good conclusion for my paragraph writing," has a mean score of 2.68 and a standard deviation of 0.794. This also falls within the "agree" range, suggesting that respondents agree that they struggle with writing sound conclusions for their paragraphs.

Table 3.*The student's grammar result*

No	Items	N	Mean	Std. Deviation
1	I usually have difficulties with punctuation while writing.	84	2.63	0.847
2	I make grammatical errors such as tense, subject-verb agreement, fragments, and run-on sentences	84	2.76	0.801
3	I often get bad marks in writing due to grammatical errors	84	3.31	0.760
4	My writing is full of grammatical mistakes and errors	84	3.54	0.610
5	I am usually confused about capitalization	84	2.62	0.790
6	I usually use contraction forms in paragraph writing	84	2.82	0.838
7	I don't know what a fragment is in English	84	2.67	0.883
8	I am not clear about the Subject-Verb Agreement	84	2.76	0.786

Table 3 shows that students encountered grammar problems in their paragraph writing. The reliability data and findings provide insights into the respondents' perceptions regarding various aspects of writing, such as paragraph structure, topic sentences, supporting sentences, and concluding sentences. Regarding understanding the paragraph structure, including the topic sentence, supporting sentence, and concluding sentence, the mean score is 2.79 with a standard deviation of 0.746. This falls within the "agree" range, indicating that most respondents agree that they have difficulties understanding the paragraph structure. Regarding understanding the topic, the mean score is 2.79 with a standard deviation of 0.729. This falls within the "agree" range, indicating that respondents agree that they struggle to grasp the topic's meaning.

Based on the mean scores, the respondents agree with the statements about understanding paragraph structure, writing clear topic sentences, supporting sentences, and conclusions. They also agree that they face challenges in comprehending the topic's meaning. The reliability data and findings provide insights into the respondents' perceptions regarding their abilities to develop main points, organize ideas, and overcome mental blocks when writing paragraphs.

It shows that logically, the main point when writing a paragraph is to agree. The mean score is 2.77 with a standard deviation of 0.766. For the ability to logically organize ideas when writing a paragraph, the mean score is 3.33 with a standard deviation of 0.665. This suggests that respondents agree that they struggle with logically organizing their ideas. The same is true for experiencing mental blocks when starting to work on an English composition; the mean score is 2.98 with a standard deviation of 0.931. The respondents agree that they often face mental blocks when beginning to work on an English composition.

Table 4.*The students' responses to paragraph organization*

No	Items	N	Mean	Std. Deviation
1	I can't logically develop my main point when I write a paragraph.	84	2.77	0.766
2	I can't logically organize my ideas when I write a paragraph.	84	3.33	0.665
3	My mind often goes blank when I start to work on an English composition.	84	2.98	0.931

It can be concluded that the respondents agree with the statements related to their abilities to logically develop main points, organize ideas, and overcome mental blocks when writing paragraphs. Based on the mean scores, both statements fall under the category of "agree" (2.60 to 3.25). However, the first statement has a higher mean score (2.80) than the second statement (2.67), indicating that the respondents agreed more strongly with the first statement.

Table 5.*Students responded to time constraints*

No	Items	N	Mean	Std. Deviation
1	I feel my heart pounding when I write English compositions under time constraints	84	2.80	0.861
2	Your problem in paragraph writing is due to a shortage of time to learn English in your classroom	84	2.67	0.717

The result of Table 5 shows that students were struggling with the time constraints while they constructed paragraphs. This means that out of 84 people surveyed, the average rating for their reading ability was 2.79 out of a possible 4, with a standard deviation of 0.893, and the average rating for their motivation to write English paragraphs in class was 2.65, with a standard deviation of 0.814.

Table 6.*The students' responses to a lack of reading and motivation*

No	Scale Items	N	Mean	Std. Deviation
1	I am poor in reading background	84	2.79	0.893
2	I am not motivated to write an English paragraph in my class	84	2.65	0.814

The data suggests that many people in this group do not have a strong background in reading. Further, many students are unmotivated or ambivalent about this task, but there may also be a considerable variation in their attitudes and behaviors. Further exploration of the reasons and consequences of this lack of motivation may be needed to address potential learning and engagement barriers.

Table 7 shows the challenges faced by students. Based on the mean scores provided, the following analysis can be made: "I usually meet difficulties with homophones." (Mean: 2.82.2); "My vocabulary is poor and repetitious." (Mean: 2.713.3); "I can't use different words." (Mean: 2.75); "I can't use appropriate vocabulary to communicate with the reader effectively." (Mean: 2.87); and the last statement, "I can't notice vocabulary related to a topic that I will write about" (Mean: 2.70); these statements fall under the "agree" category, as the mean score is within the range of 2.60 to 3.25.

Table 7.*The students' responses to vocabulary*

No	Items	N	Mean	Std. Deviation
1.	I usually have difficulties with homophones.	84	2.82	0.779
2.	My vocabulary is poor and repetitive.	84	2.71	0.815
3.	I can't use different words.	84	2.75	0.820
4.	There are often misspelled words in my writing.	84	2.75	0.863
5.	I can't use appropriate vocabulary to communicate with the reader effectively.	84	2.87	0.773
6.	I can't notice vocabulary related to a topic I will write about.	84	2.70	0.708

Overall, the mean scores suggest that the participants agree with the statements related to vocabulary difficulties. In Table 8, the two statements related to the lack of basic strategy in writing paragraphs have similar mean ratings of 2.69 and 2.68, respectively. This suggests students view both factors as contributing to difficulties in writing new paragraph assignments. However, a slightly higher standard (0.867 compared to 0.791) indicates some variability in response to this item.

Table 8. *The students' lack of the basic strategy of writing paragraphs*

No	Scale Items	N	Mean	Std. Deviation
1	I am not confident in writing a new paragraph assignment because I don't have sufficient background knowledge of the topic I will write about	84	2.69	0.791
2	I lack basic strategies because I do not know how to develop ideas due to an unfamiliar topic	84	2.68	0.867

The findings suggested that more instruction on basic strategies for developing ideas may be needed to help students feel more confident and successful in writing new paragraphs.

In Table 9, the participants are not very confident in their English writing abilities and do not often engage in writing activities in English. They do not usually write in English, lacking the confidence to write a paragraph, and do not frequently write notes, messages, letters, or reports in English. However, it is notable that they report writing in English for pleasure in their free time, which may indicate some level of interest or enjoyment in writing despite their lack of confidence. Lastly, they mention they do not often write down their feelings about learning English in a diary.

Table 9. *The students' responses on a lack of practice*

No	Items	N	Mean	Std. Deviation
1.	I do not often write in English	84	2.62	0.849
2.	I don't have the confidence to write a paragraph	84	2.69	0.878
3.	I rarely write notes, messages, letters, or reports in English	84	2.83	0.819
4.	I write in English for pleasure in my free time	84	2.69	0.850
5.	I don't often write my feelings about learning English in a diary	84	2.96	0.911

Therefore, the result showed that students are lucky to have practice and confidence in writing paragraphs.

Discussion

The present study was designed to determine the factors affecting paragraph writing in high school and the best way to improve students' paragraph writing skills. In light of the research aims and objectives, a questionnaire for students and teachers with open-ended and closed-ended questions was utilized.

The data results show that most students face grammatical problems and always get bad marks in writing skills. The most difficult in grammar was that they seemed unclear about subject-verb agreement, and sentences were fragmented and ran on. They also face problems such as punctuation, capitalization, and tense errors. Moreover, students face problems with the paragraph structure because they don't understand topic sentences, supporting sentences, and concluding sentences. Other points the students faced were paragraph organization, time constraints, a lack of reading and motivation, the strategy of writing, and vocabulary, such as spelling. Similarly, Telaumbanua (2020) discovered that some kids

struggle with writing. The problems are grammar, vocabulary, spelling, punctuation, and layout. Deli and Arifmiboy's (2021) findings show that a lack of language, poor grammar, and motivation in learning English are the main reasons for difficulties.

On the other hand, a teacher is one of the most important people to succeed at learning paragraph writing. The quality of education teachers deliver is likely to be at risk if quality diminishes (Chapman, 1983). The appropriate feedback from EFL teachers and adequate assessment were noted; teachers have different methods to provide feedback and evaluation to the students. However, students suggested that teachers lack feedback and proper assessment. Based on the data provided by teachers, students struggled with grammar, vocabulary, structure, a lack of understanding of basic strategies, a shortage of time, and poor reading. So, giving feedback and assessments to the students while they struggle with their writing is not easy. The other research found that teachers are recognized as having significant facilitative roles in promoting student feedback through the curriculum's design, guidance, and coaching (Carless & Boud, 2018).

Even though writing is more complicated and has many challenges, teachers must address these issues by providing instruction in grammar, vocabulary, and sentence structure. Regular practice is vital to improving paragraph writing skills, though teachers may need to tailor their instruction and practice assignments to meet the specific needs of their students. The survey responses also indicate that teachers may have different views on the time provided for practice and need to assess the needs of their students and make necessary adjustments for students to optimize their writing instruction and practice. Popescu et al. (2015) discovered that writing a good paragraph takes a lot of practice, training, and general knowledge.

Other researchers have found that writing abilities should be developed, so students should write more outside of class and actively seek feedback in the classroom. Reading is especially essential for improving writing skills because it expands pupils' vocabulary through their usage of written English and its grammatical structures. Students should read scholarly texts related to their subject area and areas of interest. It is highly recommended. Therefore, Debela and Wolyie (2017) said that various factors influence pupils' ability to write paragraphs. The following are some of these: inadequate assessment of students' paragraph writing abilities; inadequate use of appropriate approaches, techniques, and strategies in teaching and learning paragraph writing skills; inadequate use of corrective feedback and reinforcement for students; inadequate student motivation during writing tasks; inadequate student reading background; inadequate student topic knowledge; inadequate student time to practice writing in the classroom; inadequate assessment of students' writing anxiety; and inadequate These elements reduced the significance of the paragraph-writing skill and led students and teachers in the school to ignore it.

This part concludes the research and makes a clear destination for answering research questions collected from the survey questionnaire (open-ended and closed–ended). The results of this research were very beneficial for English language teachers who were teaching in public schools and students who were studying in grade 12. Moreover, this research is helpful for students who lack academic writing skills.

Conclusion

In conclusion, the survey responses revealed that the participants faced a range of challenges in their grammar, vocabulary, sentence structure, paragraph organization, lack of practice, lack

of basic strategy in paragraph writing, and time constraints in their writing skills, with a particular need for interventions to improve their understanding of paragraph structure and related components. In addition, they do not understand the significance of developing paragraph-writing skills. Even a little effort was invested in their ability to write paragraph responses, highlighting the difficulties in organizing ideas logically, producing a central point, and experiencing writer's block. The data suggest that time constraints may impact students' experiences with writing, while variability within the sample indicates that not all individuals have the same challenges. Finally, participants also indicate a need for more instruction on basic strategies for developing ideas and improving vocabulary. More importantly, teachers play a crucial role in providing appropriate feedback and assessment, and addressing these issues by providing instruction tailored to the specific needs of their students. Regular practice, active seeking of feedback, and extensive reading are vital to improving paragraph writing skills. The research results have important implications for English language teachers, students, and policymakers in developing effective strategies to improve academic writing skills. Ultimately, this study highlights the need for continuous efforts to enhance the teaching and learning of paragraph writing in high school settings.

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