

**INFLUENCE OF BRAINSTORMING TECHNIQUE ON STANDARD
SEVEN LEARNERS' ACHIEVEMENT IN ENGLISH COMPOSITION
WRITING IN PUBLIC PRIMARY SCHOOLS IN KISUMU COUNTY,
KENYA**

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**Thesis submitted in fulfillment of the requirements for the Doctor of
Philosophy Degree in Language Education of the Department of
Educational, Communication and Technology of the University of Nairobi**

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DECLARATION

This thesis is my original work and has not been presented for the award of a degree in any other learning institution.

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DEDICATION

This study is dedicated to my late son Simon Njenga Kanyora (You taught me that determination and struggling are the true meaning of life.)

My nuclear family-my husband and son Jeff Kanyora (son, you are the main reason why I strive for the best every day. I thank God for giving me the privilege of being your mother.

My loving mum (You have always been there for me in every hour of need).

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BGM	Buzz Group Method
BSM	Brain Storm Method
BST	Brain Storming Technique
BWM	Brain Writing Method
BW	Brain Wave Method
BSM	Brain Storm Method
CWT	Composition Writing Test
ECS	English Composition Scores
ELS	English Language Scores
FWM	Free Writing Method
IGM	Individual Group Method
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
LCG	Learner Control Group
LEG	Learner Experiment Group
LG	Learner Generated
MMM	Mind Mapping Method

MOEST	Ministry of Higher Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
P4C	Philosophy for Children
PSM	Pie Storm method
RGM	Relay Group Method
RPM	Role Plays Group Method
RRM	Round Robin Method
RGM	Resources Group Method
RM	Revised Group Method
SGM	Small Group Method
SM	Skill Group Method
SPSS	Statistical Package for Social Science
TW	Team Work
TCG	Teacher Control Group
TEG	Teacher Experiment Group
TG	Teacher Generated
TMM	Three Minutes Method
WGM	Whole Group Method
WPM	Word Play Method
ZPD	Zonal Proximal Development

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ABSTRACT

Adaptation of brain storming technique to teach Standard Seven learners English composition writing offers the learners an opportunity to work well in groups where behavior, collaboration and communication is natured. The present study was guided by the following objectives: To examine the influence of individual group technique on learners' achievement in composition writing skills; To determine the influence of whole group technique on learners' achievement in composition writing skills; To examine the influence of small group technique on learners' achievement in composition writing skills; To determine the influence of Round Robin technique on learners' achievement in composition writing skills in public primary schools in Kisumu County and to examine the influence of Relay technique on learners' achievement in composition writing skills. The study was guided by Piaget's (1967) theory of cognitive development, specifically "constructivist" views of discovery learning. Quasi experimental; pre-test, post-test control groups design was adopted in which six sub county public primary schools in the Kisumu County, in Kenya were purposively selected. The study sample size borrowed the criteria by Amin (2005) which extensively drew from Krejcie and Morgan (1970) who commented that the accessible sample data of 1100-1000 with simple size between 278 and 285 is acceptable. The study used a sample size of 292 including: six teachers of English, 6 head teachers and 280 standard seven pupils (60 in the control group and 220 in the experimental group) of public schools in Kisumu County. Data was collected via tests for learners, teacher and learner questionnaires, classroom observation schedules and check-lists. Descriptive and inferential statistics were used for quantitative data while qualitative data was analyzed and interpreted thematically. Descriptive statistics obtained frequencies, percentages and means. Inferential statistics on independent t-test was obtained to test significant difference between groups. The study hypotheses were tested at 5% level of significance. For individual method of brainstorming learning, the study found out that free writing method was moderately used ($M=3.20$, $SD=1.240$) in teaching composition in public primary schools while individual teaching method was poorly used ($M=2.55$, $SD=1.208$). For whole group learning method, the study found that brain writing method was moderately used ($M=3.40$, $SD=1.269$), pie storm teaching method was highly used ($M=3.733$, $SD=1.796$) while brain wave and brain writing methods contributed least to learners' composition writing skills. For small group learning method: revised method was as moderately used ($M=3.80$, $SD=2.960$) as buzz method ($M=3.40$, $SD=2.106$) in teaching composition while three-minute method was highly used ($M=4.20$, $SD=2.269$) in composition teaching. For the round robin method, individual method was moderately used ($M=3.80$, $SD=1.160$), small groups was poorly done ($M=2.30$, $SD=1.208$) adopted in teaching composition. For relay method, skills method was rarely used ($M=1.50$, $SD=1.840$) and resource method was seldom used ($M=3.20$, $SD=1.240$) in teaching composition writing in public primary schools in Kisumu County. Pre- and post-test findings indicated an increase in pass rate for the experiment group implying that brainstorming teaching technique improved class pass rate and thus learners' achievement in composition writing. The mean of the experimental group was higher than that of the control group. The difference between the post- test means scores was statistically significant ($t(278) = 54.77$, $p=0.000$) indicating that the experimental group's performance was significantly better than that of the control group. The One-Way ANOVA results revealed that there was a significant difference somewhere among the mean scores on the dependent variables for the four groups $F(2.332, p=0.001)$. The computed z values for brainstorming technique elements revealed a z-statistic value higher than the z- Critical value and p-value less than 0.05. Thus, the study rejected all the five null hypotheses as there was a significant influence between: individual group method, whole group method, small group method, round robin method and relay method; and learners' achievement in composition writing skills in public primary schools in Kisumu County. The study concluded that brainstorming is an effective technique to be embraced in the teaching of composition writing to enhance learners' achievement in Standard Seven. Teachers should be exposed to the new trends of teaching in order to change the approaches they currently use to facilitate teaching and learning. Policy makers and implementers, Ministry of Education and Kenya National Examination Council, should address the use of brainstorming technique in order to provoke critical-thinking in learners.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Introduction presents the background of the study, statement of the problem, purpose, objectives and hypotheses. The chapter also presents the significance of the study, limitations, delimitations, assumptions and concludes with operational definition of terms.

1.1 Background to the Study

Adapting of brain storming technique in teaching learners English composition writing offers learners an opportunity to work in groups to nurture behaviour, collaboration and communication which in turn translates to learner's achievement. Collaboration builds interpersonal relationship among learners which improves composition writing (Heuette, 2015). Adaption of Brain storming during learning instruction is realized using varied technique in composition writing to improve attainment in composition writing. However where this approach is hardly used learners conceptualization of composition writing skills remains weak subsequently learner's achievement in composition writing is low. In support of this position Wambui (2017) affirms that collaboration in brain storming improves value creation achieved in discussion when each participant is playing a specific role, which is likely to better higher achievement in composition writing. Value systems enhance peaceful coexistence allowing learners to share different cultural backgrounds experiences to boost attainment in composition writing. Lack of value creation in appreciating all participants during composition writing will impede learning resulting to low attainment. Brain storming in composition writing improves moral values during discussions, shared work and differentiation which may boost higher scores in composition writing (Kamau, Odundo, Inyega, 2020).

Differentiation aspects in teaching and learning caters for learners with varied entry points hence mastery of concepts in composition writing is improved. In instances where differentiation and sharing in groups is not encouraged achievement in composition writing is unlikely to be realized resulting to low attainment in composition writing. More still,

appropriate use of group work supports composition writing, enhances cohesion due to many classroom variations of teaching and learning processes such as whole group strategies (Pattini, 2010). Additionally where inappropriate group work is used, cohesion is compromised, learners competencies and capability remains weak hence low achievement in composition writing. Moreover group work in composition writing stimulates critical thinking through generated ideas; in order to translate to higher learning achievement in composition writing (Al-Maghrawy, 2012). Although critical thinking is not stimulated through generated ideas conceptualization of composition writing poses a challenge to learners impeding attainment.

In addition learners transiting to subsequent learning levels tend to draw extensively from prior knowledge to scaffold to higher knowledge; vast writing is unavoidable likely to look for information to improve learner's achievement in composition writing (Rowan, 2014). While prior knowledge is not drawn extensively scaffolding is threatened lowering mastery of concepts resulting to low scores in composition writing. In an effort to realize higher knowledge, focus of instruction may target on building competence in composition to better fluency and overall learning achievement in composition writing. Consequently, learners should endeavor to build competency in fluency and understanding for higher scores in composition writing skills; additionally lack of competencies and capabilities lowers achievement in composition writing. Brainstorming technique promotes creative thinking during composition writing resulting in higher attainment (Al-maghrawy, 2015).

Inadequate exposures to critical thinking creates learners with limitations in creativity, subsequently achievement in composition writing is low. Brain storming forms foundation of intelligences by forming patterns that influence sustained learning achievement in composition writing (Almatairi, 2015). Forming foundation of intelligences boost higher grades in composition writing, where patterns that influence sustainable learning are not implemented attainment is not realized. In instances where BST is emphasized during instruction process, learners are able to interconnect with surroundings using imagination enshrined in composition writing for better understanding of concepts (Maaertz, 2017); however, where learners are not assured of safety, warmth and security, learning achievement is not realized. Brain storming from time to time enables learners to freely

articulate ideas and thoughts on content being delivered. Learners move beyond patterns by overcoming impediments to effective composition writing, improving attainment in composition writing (Al-asar, 2000). When learners ideas are not valid free articulations of thoughts and ideas are discouraged hence conceptualization of composition writing remains weak. In addition BST helps to generate knowledge by pausing ways of tackling issues in composition writing which are necessary for improved learner's achievement in composition writing (Jarwan, 2005). Inquiring based learning in BST is essential to probe learners on ways of tackling issues in composition writing. More still where this approach is not used to generate ideas learners understanding of concepts is a challenge resulting to low grades in composition writing.

In support of this position Barr (2016) affirmed that BST provides learners opportunity to express ideas about content given by the teacher for enhanced composition writing. Lack of stimulating class interest impedes free articulation of ideas, construct of thought process, which in turn results to low achievement. Additionally where BST is inappropriately used, environment to express learners' ideas may be weakened hence lower achievement in composition writing. Effective adaptation of BST boost chances of acquiring competences in composition writing ,critical for better understanding of concept to improve attainment in composition writing (Al –asar, 2000). BST may be adapted to stimulate class interest to freely articulate ideas, construct thought process and achieve higher grades in composition writing furthermore, where BST is hardly adapted learners conceptualization of composition writing remains a complex task. Therefore minimal BST sessions with less regard to previous knowledge tend to weaken formation of patterns that are necessary to master current content for improved composition writing and accelerated learning achievement, instances where previous knowledge tend to weaken formation of patterns that are necessary to master concepts attainment is low.

The sessions give the class an opening to draw from previous knowledge and form patterns between the current content and previous knowledge with which the learner is most comfortable with in composition writing. In addition the learner is encouraged to listen and embrace facts from more knowledgeable members by showing respect which is critical for team learning, besides where moral value is not embraced members of groups hardly benefit

from more knowledgeable participants, conceptualization and capability of composition writing skills remains weak. Brainstorming is one method of generating creativity and solving problems for improved learning achievement in composition writing (Heuett, 2015). More still where BST is not implemented learners tend to experience difficulties to comprehend tasks individually pausing critical issues of creativity and solving problems hence low achievement. Brain storming is a way of listening and generating ideas required for resolving daily issues which may impede effective positive learning during composition writing before and after Wang, Rose & Chang (2011). In instance where BST is implemented improved learning is realized in composition writing. In group work brain storming helps learners dissect topic as facilitators listen and note for further guidance to improve learning, however where learners are not discussing in groups a lot of difficulties in sentence construction and paragraphing impedes higher scores in composition writing. Brain storming allows learners to focus on content while in a large or small group, enhancing the flow of ideas, imagination and thinking skills in a discussion for a sustained learning achievement in composition writing (Lidiya, 2012). Imagination and creativity increases levels of thinking skills boosting higher grades in composition writing. Competencies and capabilities are hardly achieved in instances where flow of ideas, imagination and thinking skills are not embraced resulting to low attainment in composition writing.

Besides, a task is passed by the teacher allowing learners to express likely answers, relevant words and ideas which boost mastery of concepts to improve attainment in composition writing (Maaertz, 2017). Therefore where discussions in groups are not encouraged learners face difficulties in vocabulary usage, generating ideas thus attainment in composition writing remains weak. Brainstorming assist learners practice generation of ideas, to build more detailed understanding to raise attainment and listing down more concrete form, on a piece of paper or in a computer program (Al-Daoud, 2004). Moreover, where BST is hardly used generating ideas, building detailed understanding and listing concrete form is difficult translating to low achievement in composition writing. Effectiveness of SGM boost achievement in composition writing by weeding out difficulties that impede exposures and engagement to stimulate construction of sentences and use vocabulary to enhance mending of paragraphs Qatari (2010). This in turn improves acquisition of composition writing skills

for better learning achievements, where exposures and engagement to stimulate constructions of sentences are not enhanced learning attainment in composition writing remains low.

Brainstorming is group activity achieved on formation of cohesiveness which assists learners knit ideas together for mastery of concepts in composition writing skills, when learners are not able to knit ideas together achievement remains weak (Pattani, 2010). Brainstorming may be premised on storming own thinking, sharing, and engaging with others to truly get into a fulfilling frame of mind for developing composition writing skills, where BST is not implemented sharing and engaging in discussion groups is weakened resulting to low learning achievement. Similarly Gebhard (2000) states that brain storming provide content suggested by facilitator or learner from which ideas stimulates connectedness with the topic while facilitator (or a learner or two) demystifies meaning for enhanced learning achievement, where ideas stimulation connectedness with the topic is not enhanced conceptualization of composition writing skill is a complex concepts, resulting to low attainment.

Although unhelpful right or wrong link in such activity, learners may shy from airing out individual viewpoint to give meaning to content for higher learning achievements, however BST inspires, empowers and motivates learners to actively participate resulting to learning achievement. Facilitator leads the discussions, first in small groups, followed by whole group for better understanding and subsequent higher grades in composition writing, lack of group discussions to share ,generate ideas in composition writing impedes higher scores (Dehgham, 2013). The critical thinking is provoked promoting efficient and effective understanding of content for better composition writing, where BST is not implemented critical thinking and understanding of concepts is not promoted thus low attainment. Enhancement of composition writing is achieved when learners participate in group work resulting in correct sentence construction, vocabulary usage and paragraphing, instances where BST is not well structured learners conceptualization remains weak. Further, brainstorming brings about an atmosphere of liberty, controlled by essential rules such as no assessment or disapproval, giving wild ideas confidently, builds on information of knowledgeable, and endeavors for quantity and quality of mastery for better achievement in composition writing, however instances where learners feel that freedom of sharing own ideas is not appreciated and environment is not

conducive, learning achievement is low. Moreover Rowan (2014) indicated that brain storming as a creative activity determines a definite wrapping up for a specific issue regarding the knowledge in form of a list of thoughts that are instinctively generated by the members, lack of group activities denies members opportunity to generate ideas together, which in turn results to low attainment. In support of this position Osborn (1953) posits that brainstorming involves solving problems where groups of learners share ideas, generate ideas, collaborate and cooperate in order to boost paragraphing boosting attainment, however instances where BST is hardly used learners conceptualization of composition writing remains weak.

Collaboration, cooperation and communication are three principles of brain storming that converge to enhance thinking and stimulate learners' minds to generate ideas in problem solving enhancing attainment in composition writing. Stimulation of learners' minds to generate ideas in problem solving is hardly used in teaching and learning composition writing resulting to low attainment. A group of learners thinking together is superior to a single learner thinking on his or her own during composition writing, improving learning achievement. Therefore team work enhancement, exposure to different dimensions of writing, sharing experiences translates to improved composition writing skills; however lack of teamwork impedes attainment of shared goals, creativity and variety of exposures, which in turn results to weak learning.

Further, Friedlander (2013) indicated that brainstorming nurtures value systems, assisting participants to view issues differently, which in turn results to improved learners achievement in composition writing. Nonetheless where sharing is not encouraged, peaceful coexistence is not nurtured hence low learner's achievement. In addition Osborn (1953) advocated that "individuals operating in a brainstorming group suggest twice as many ideas as individuals working on their own." eliminates past immediate judgment for generated ideas, and gradually accumulate a pool of high quality and original ideas, which are subsequently filtered, enhancing quality of compositions, thus boosting higher grades. BST improves quality of composition writing skills in a school system, where this approach is used learners tend to understand more and end up with better learner's achievement. Additionally where this approach is hardly used attainment in composition writing is not

realized. Quantity breeds quality: An increase in the number of ideas generated means greater probability of achieving a more qualitative set of ideas after filtering (Stroebe W. Nijstad A & Rietzchel F. 2010). Nevertheless, if qualitative set of ideas are not well structured learning composition writing is a complex task for learners hence achievement remains weak. Vocabulary influences sentence construction and composition writing and language in the context to better learning achievement (Black, 2016). Vocabulary builds proper sentence construction, where learners are not able to appropriately use vocabulary in a sentence construction conceptualization remains weak. On the other hand Kamau (2019) indicated that brainstorming adds value to both the facilitator and learner which enables learners work in teams harmoniously to acquire competencies in composition writing skills. Value creation in teamwork is critical in promoting peaceful coexistence during composition writing before and after, where it is lacking learning achievement in composition writing is not realized.

Moreover, Fleming (2014) indicated that BST permits learners to pour out thoughts without worrying about whether they make sense or how they fit, however, communication, collaboration and team work is enhanced to better attainment in composition writing, in instances where appropriate communication, collaboration and team work is lacking attainment in composition writing remains a difficult task . In the same breath, Goering and Baker (2010) affirmed that lack of reading fluency was an area of greatest impediment in reading which negatively affected composition writing skills resulting to low attainment. Even though brainstorming offers advantage in number of generated ideas facilitating learner's mastery of concepts of composition writing to improve learner's ability to build more competencies and capabilities, where it is hardly used little achievement is realized.

Members of the group are able to build their solutions on ideas of others by re-thinking and making them better in composition writing skills to better learning achievement. On the other hand Manktelow (2003) pin-pointed pedagogy used for enhancing learners' world of creative writing, solving issues, constructing sentences that carry meaning and generating ideas improving composition writing to gain more competencies, however where BST is hardly adapted to boost learners masterly of composition writing skills, results to low achievement. Further, Son (2001) argued that brainstorming encourages members of the group to generate

possible number of diverse and innovative ideas spontaneously in class and not limited to critical launch of ideas that represent solutions to the problem resulting to learners competencies in composition writing skills. Encouragement to members to generate ideas, inspires, empowers and motivate learners, however if not thought well members may be discouraged to contribute thus little achievement is realized. Supporting this view, Rahaman (2014) opinionated that group working enhanced higher scores, creating conducive class environments which facilitated teaching and learning, where learners shared experiences, presented group work and critiqued each other's work in composition writing, these unique aspects of BST improved composition writing skills. However if classroom environments and group work are not well structured, it impedes learning and teaching processes ,which in turn results to low attainment in composition writing.

Engaging learners in BST ensures utilization of interactive writing methods such as individual group method (IGM). According to Crowe (2017), points that IGM encourages the social interaction, putting thoughts in a diagram as a powerful approach in creativity, generating ideas, enhancing paragraphing resulting to learner's achievement in composition writing. This implies that learners are able to recognize vocabulary, constructing sentences and paragraphing boosting effective composition writing, in instances where IGM is hardly adapted little achievement in composition writing is realized. Similarly, Al-maghrawy (2014) indicated that IGM demonstrates critical thinking, value creation in varied groups promoting peaceful coexistence during composition writing before and after. However, where IGM is not appropriately used learning achievement in composition writing is low.

In support of this position, Friedlander (2014) asserted that learners were able to connect own experiences with BST enabling a high level of understanding concepts after engaging in IGM, where this approach is not enhanced learners conceptualization of composition writing remains weak. Subsequently, Manik (2017) recommended use of meaningful IGM that would increase reading fluency and composition writing, which in turn results to improved scores, where this approach is not used reading fluency and composition writing remains a difficult concept to learners thus decline in achievement. Further, MMG and FWM methods present opportunities of learner's organization of composition writing and conceptualization of sentences construction in a logical flow of paragraph for further writing skills resulting to

independent writers. MMG and FWM as brainstorming instructional approaches if not well structured tend to degenerate learners achievement in composition writing. Moreover, these methods integrate English language skills namely listening, speaking, reading and writing which make learners active participants in the composition writing process to better learners achievement, however instances where this approaches are hardly used learners conceptualization of composition writing remains weak. Since BST incorporates precise methods to help learners in both fluency and composition writing, the study sought to determine the influence of BST on learner achievement in composition skills in primary schools in Kisumu County. Individual group method as a brainstorming technique instructional approach includes components like, mind mapping (MMM) role play (RPM), free writing (FWM) and word play (WPM) as free writing, free speaking, phrase connotation, and drawing a mind map, achieved on visual note-taking in which learners schematically presents thoughts subsequently achievement in composition writing is improved.

According to Diehl and Wolfgang (2002), Individual Group Strategy enhances creativity in the writing skill that outdo generation of ideas and more useful in composition writing for better understanding and learning achievement, where IGM is not used subsequently achievement in composition writing remains weak. In support of this position Chandra (2016) opinionated that individuals are responsible for their actions, learning, abilities and contributions of peers as well to better attainment in composition writing, where groups are not formed instilling moral values and responsibility, it becomes impossible creating challenges of improving learners achievement. This collaboration stimulates understanding of composition writing skills translating to learners' achievement. More still where learners work in isolation collaboration to stimulate understanding lacks resulting to low attainment in composition writing. Individual group technique improves the quality of composition writing skills in a school system, where this approach is used learners tend to understand more and end up with better higher grades in composition writing. However in instances where individual group method is hardly used learners conceptualization of composition writing skills remain weak.

Whole group method in the view of Kamau, Odundo and Inyega (2019) affirm that the approach boosts critical thinking by adding value to learning and teaching of composition writing skills to improve attainment, where this approach is not utilized conceptualization of composition writing remains weak. Whole group method as a brainstorming technique instructional approach includes components like brain wave (BW), brain writing (BWM) and Pie storm (PSM) where learners take up roles which build self-esteem by answering inquiry questions anchored on composition writing skills to boost higher attainment, however where WGM is hardly used learners achievement remains a complex task. Similarly, Al-maghrawy (2014) posits that WGM demonstrates critical thinking, value creation in varied groups promoting peaceful coexistence during composition writing before and after. Conversely, where WGM is not appropriately used learning achievement in composition writing is low. It was essential to engage learners in WGM for word recognition skills to assist in organization of composition writing and sentence construction to improve learner's competencies and capability of composition writing skills.

According to Osborn (1953), brain storming encourages participants to provide wild and unexpected answers which enable learners in conceptualization of composition writing skills to boost understanding to improve attainment, where mastery of concepts is not realized learning achievement degenerates. WGM guide learners on critiquing each other's work during class presentations, enhancing self-esteem and confidence in composition writing translating to learner's achievement; however in instances where WGM is not implemented self-esteem, confidence of learner's ability to build more competencies and capabilities is not realized consequently low attainment. In the same vein Honig (2001) argued that the method contributes lesser ideas experiencing time wastage by delving ideas in depth for detailed understanding of composition writing skills to better attainment, in instances where WGM is not utilized delving ideas in depth for detailed understanding is difficult subsequently learning is low. In support of this position Wang, Rosé, & Chang (2011) argued that groups working together generate ideas for deeper understanding of content and working independently to achieve desired outcomes in composition writing skills to boost conceptualization of composition writing.

Additionally where this approach is hardly used learning achievement in composition writing degenerates. Critiquing each other's work is critical in building learner's confidence, self-esteem which boost better higher scores in composition writing skills. This unique aspect of BST encourages all participants to actively engage in discussions improving mastery of concepts and confidence resulting to improved attainment in composition writing. Subsequently if building learner's confidence, self-esteem is not embraced conceptualization of composition writing remains weak (Osten, 2002). Whole group method is where well-structured competences and capability of composition writing skill is improved to boost learner's achievement in composition writing. More still in instances where WGM is hardly used learner's composition writing remains weak, hence low achievement.

SGM is characterized by language behavior having learners on group facilitation connected with a chain of discussions which are problem based with unique ways in which content is handled through efficient and effective feedback to accelerate mastery of composition writing skills to improve attainment, where chain of discussions which are problem based with unique ways in which content is handled are not well structured learning achievement is low. Small group method as a brainstorming instructional approach includes components like Buzz group (BGM), three minutes group (TMM) and revised group (RM). It was essential to engage SGM to enable learners relate with own experiences to assist in organization of composition writing and sentence construction to improve learners competencies and capability of composition writing skills.

In Small group's method, learners add perspectives to an issue based on cultural differences promoting peaceful coexistences during composition writing skills before and after hence learning achievement (Wood, 2003). This exchange inevitably helps learners to better understand other cultures and points of view which improve learners' achievement, consequently where this approach is not used achievement are not realized. In the class group work, the capability to work as part of a team is vital and encouraging team members to connect is often a difficult management challenge which impedes attainment. However, the small group surroundings provides learners with a more comfortable atmosphere in which they can actively rather than passively build on the expertise and talents of the group to better learners achievement (Wood, 2003). This informal setting can help learners to obtain a

greater approval of the role of others through group problem solving and open discussion, which promotes collaboration and cooperation resulting to learner's achievement (Harden & Laidlaw, 2012). Subsequently where building interpersonal relationship among learners is not encouraged learning remains weak. SGM does so by being interactive and it has been consistently shown to engage learners in active discussion and critical thinking enhancing attainment in composition writing (Crosby & Hesketh, 2004). In addition where this approach is not utilized learners tend to withdraw hence low attainment in composition writing. Furthermore, small group learning allows learner to develop interpersonal, presentation and communication skills which are useful lifelong skills during composition writing before and after to improve attainment in composition writing (Crosby & Hesketh, 2004).

Inadequate interpersonal, presentation and communication skills pose a challenge thus achievement is low. These basic skills are difficult to develop in isolation without multisourcing feedback from teachers, peers and self-assessment to improve attainment in composition writing; however in absence of multisourcing feedback learning is degenerated. In support of this position Robillard (2011) affirms that SGM provides learners with an ideal surroundings enabling clarity on issues, testing hypothesis and evaluating ideas to boost understanding of concepts of composition writing to boost learner achievement, where this approach is not utilized higher scores are not realized. This unique aspect of SGM positively affect learners in inspiring, empowering and encouraging learning resulting to elaborative knowledge and production of composition writing skills improving attainment, subsequently learning remains weak where this approach is not implemented. Hedge MV, (2011) asserted that Small group method is an instructive approach that is growing in recognition in teaching and learning in class boosting competencies and capability of composition writing to boost attainment, however where SGM is hardly used learning deteriorates.

Further Chandra (2016) indicated that SGM is effective approach of teaching boosting mastery of concepts in composition writing skill resulting to attainment, in instances where SGM is not utilized little achievement is realized. This is indicative of the movement from a conventional teacher centered approach to more learners -centered learning, which is characterized by active involvement and independent learning boosting learner's

achievement, where active involvement and independent learning not well structured achievement is low. However, small group teaching is one of the most difficult and highly skilled teaching methods and should be planned carefully to boost learner mastery of concepts in composition writing skills (Rasuol, 2010). Where SGM is not implemented achievement is not realized. In support of this position Jacques & Salmon, (2007) indicated that small group approach demands a higher teacher: learner ratio and both teachers and learners should think on how to work with it to improve attainment in composition writing, in instances where the ratio is not workable learning degenerates.

According to Qatari (2010) small group numbers varies based on class size to strengthen demystification of comprehension passages for improved composition writing skills to boost attainment, where the class is huge learning is degraded. On the other hand, an ideal small group would comprise of a maximum of 10 participants to boost mastery of concepts consequently enhance higher attainment, which is dependent on class size and anticipated composition writing skills (Al-maghawry, 2012). Small group method improves mastery of concepts if appropriately used, however in instances where SGM is hardly used teaching and learning is weak, which in turn results to low achievement in composition writing skills.

RRM of brainstorming technique, involves arranging learners in groups of four to six and having one participant as a recorder during composition writing based on learning for higher attainment, where RRM is not applied learning is weak. On the other hand, RRM exposes learners to develop communication and collaboration skills, enhancing relationships that permit teamwork, which is likely to better learner's achievement in composition writing. More still if RRM is not used learning composition writing remains weak. It was essential to engage learners in RRM to build vocabulary and mastery of content to assist in organization of composition writing and sentence construction to improve learner's competencies and capability of composition writing skills.

The facilitator controls the session and assigns task where participants think through, verbalize responses and reconstructing sentences from comprehensive passages to gain requisite composition writing skills. Further Kalgan (2009) states that Round Robin helps in building team procedures by which morals and values for peaceful coexistence during and

after teaching and learning process for accelerated acquisition of composition writing skills to improve attainment. However where RRM is hardly used learners conceptualization of composition writing skills remains a complex task hence learner's achievement is low. RGM of Brain storming technique gives learners opportunities to express ideas freely about topic assigned to boost composition writing skills; however, where it is hardly used conceptualization of composition writing remains weak. Relay group method as a brainstorming instructional approach includes components like skills group(SM) and resource group (RM). It was essential to engage learners in RGM to assist in organization of composition writing and sentence construction to improve learner's competencies and capability of composition writing skills.

In support of this position Widiari (2011) opinionated that RGM improves composition writing skills for accelerated learning achievement of tenth grade learners, where RGM is not implemented attainment is low. Widiari's class action study was triggered by learner's inability to resolve problems of finding and organizing ideas during composition writing to realize higher learning attainment in composition writing. In instances where RGM is hardly used conceptualization of composition writing remains weak. Further Kamau *et al.*, (2019) affirms that learners experience challenges in organizing ideas in composition writing to boost understanding for better achievement, consequently RGM enhances learner's achievement in composition writing. In instances where RGM is not embraced learning is weak resulting to moderate learner's achievement.

In Poland, Powel (2015) indicated that use of brainstorming to improve individual thinking enables learners retain ideas when working alone, which improves group mastery of composition writing skills to improve attainment, where BST is not utilized little achievement in composition writing is realized. In support of this position Shohreh (2016) in Malaysia argued that brainstorming technique has a positive significant effect on participants' reading comprehension ability. However the study did not look at influence of brainstorming technique on writing composition skills in improving learner's achievement. This study sought to examine influence of brain storming on standard seven learner's achievement in English composition writing.

In Kuwait, Almutairi's (2015) indicated that differences at the levels of (0.05) between the experimental group and control group in total score and sub score of creative thinking in favour of the experimental group indicating the effectiveness of using brainstorming in developing creative thinking skills boosting attainment. The findings asserted that Kuwait schools effective approach used to promote problem solving allowing learners to communicate, cooperate and collaborate in idea generation. However the study did not look at influence of brainstorming technique on writing composition skills in improving learner's achievement. This study sought to examine influence of brain storming on standard seven learner's achievement in English composition writing.

In Saudi Arabia, Alshammari (2015) affirms that brainstorming is an effective instructional strategy that needs to be utilized by facilitators in daily teaching and learning in order to deliver content in appropriate way. However the study did not look at influence of brainstorming technique on writing composition skills in improving learner's achievement. In Iran, Cobra, Rizi, Najafipour, Haghani, and Dehghan (2013) indicated that brainstorming effectively enhanced composition writing, which in turn improves learner's achievement in composition writing. Differences of both groups were significant at $p < 0.001$, this unique aspect of brainstorming helps in conceptualization and capability of composition writing skills. The study provided a gap for the present study to explore Brain storming teaching of composition writing in standard seven learner's achievement.

In Jordan, Alm-Khatiba's (2012.) findings indicated statistically significant differences at the levels of $p < 0.05$ between experimental and control groups indicating the effectiveness of using brainstorming strategy in developing creative thinking skills. Regionally, particularly in Nigeria where the brainstorming learning method is widely practiced in pre writing composition. This study sought to examine influence of brain storming on standard seven learner's achievement in English composition writing. In support of this position Kentucky (2015) noted a significant correlation between intercultural sensitivity and foreign languages teaching using brainstorming method which boost learner's attainment; however the study did not look at the aspects of composition writing. In South Nigeria, Owo, Idode, Ikut (2016.) indicated that there is significant difference in mean knowledge and mean academic performance in favor of the brainstorming group in effects of instruction strategies. More so,

the study revealed no significant interaction effects of instructional strategies. The study provided a gap for the present study to examine Brain storming teaching of composition writing in standard seven learner's achievement.

In Kenya, brainstorming teaching method is more popular with private schools as opposed to their public counterparts (GoK Report, 2014), a matter that is quite worrying. Although the basic contribution of the composition writing skills in language in guiding learners acquire the thinking and imaginative skills, the Kenyan education system does not function in isolation with the society and so, along with academic aspects, the social aspects of learning too, have to be focused on. Evaluation of English Language in Kenya Certificate of Primary Examination (KCPE) assess competency in writing skills, especially in perceptive of sentence construction, paragraphing and interpreting topics recommended by KICD in the Primary school English curriculum.

Learners are expected to display mastery of content in order to understand what is required. However, the Kenya National Examination Council (KNEC, 2013-2017) report made known that learner had challenges in application of learnt concepts on expected task by giving insufficient information, poor interpretive and critical thinking skills. Moreover, learners hardly mastered language use which led to failure of interpreting task from the content. Inadequate writing skills contribute to learner's negative attitude to writing skills and little information is retained as exemplified in KCPE results in English Language of 2013 to 2017. The means realized were EL 53.06, EC 41.90 posting deviation of -11.17, EL47.62, EC 41.45 posting deviation of -6.17, EL 49.98, EC 41.38 posting deviation of -8.8, EL 5.52, EC 40.25 posting deviation of -10.27, EL47.62, EC 39.60 posting deviation of -8.02 and respectively which revealed a downward trend falling short of the expected average percentage mean of 40% (KNEC).

Table 1.1: KCPE Mean Scores in English Language and Composition for Kisumu County from 2014 to 2017

Category	Mean Score Performance				
	2013	2014	2015	2016	2017
Language	53.06	47.62	49.98	50.52	47.62
Composition	41.90	41.45	41.38	40.25	39.60

Source: The Kenya National Examination Council (2017)

1.2 Statement of the Problem

Adaptation of brain storming technique facilitates the mastery of content to boost conceptualization of composition writing, which in turn enhances learning achievement. However, where BST is not used learner tend not to understand concepts hence low attainment. More still brain storming technique enhances collaboration which builds interpersonal relationships among learners which is likely to improve composition writing skills to better learners scores in composition writing, where collaboration is not nurtured learning is weak, consequently achievement is not realized. Communication is boosted during sharing moments of discussions hence higher scores realized, in instances where sharing and communication is not evident learning achievement is weak.

Cooperation is critical in teamwork to enable the learners achieve shared goal to better conceptualization of masterly of composition writing skill which in turn boost learning achievement; however in absence of cooperation learners tend not to benefit hence achievement remains weak. Critical thinking helps learners in various groups to critically analyze issues which are enhanced during question and answer sessions translating to better learner's achievements. In instances where critical thinking is not practiced attainment is low. Learners working together, solving problems presented in tasked activities boost peaceful coexistence during composition writing .Therefore the quality of composition writing skills is improved and mastery of understanding of concepts, enabling attainment of improved learner's achievement. Consequently inadequate group work activities, solving problems presented in tasked activities remains weak hence low attainment. Differentiated learners actively participating in idea generation, improving quality of conceptualization of

composition writing skills boost learning achievement. Inadequate use of this unique aspect of BST degenerate competencies in mastery of concepts, hence low learner's achievement.

Brainstorming as an instructional technique improves the quality of writing among learners in composition writing across schools systems, where this approach is applied learners tend to understand more with better learners achievements. However instances where BST is hardly used learner's conceptualization of composition writing skills remains weak, subsequently learner's achievement is low. Brain storming is one approach that has shown it may improve learner's attainment since it promotes team working, communication, cooperation, problem solving among learners. This approach contributes to the mastery of concepts representing strong learning and teaching in groups. However recent development has shown decline in public primary schools Kisumu County in learner's achievement in composition writing skills.

This study is interested in examining what could be responsible for this low learners attainment. Could it be teachers teaching methods? Is there a significant difference at the level of significance ($\alpha = 0.05$) for using brainstorming technique in teaching English composition writing skills in enhancing learners achievement compared to the control group?. This study sought to examine influence of Brain storming technique on standard seven learners achievements in public primary schools Kisumu county, Kenya, as shown on table 1; 1 that shows a detailed KCPE results from (2013-2017).

1.3 Purpose of the Study

The purpose of the study was to establish learner's achievement in composition writing skills in public primary school who participated in Brainstorming technique and the significant difference in achievement between those exposed to brain storming technique and those who used conventional methods.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

- i. Examine influence of individual group method on learners' achievement in composition writing skills in public primary schools in Kisumu County.
- ii. Determine influence of whole group method on learners' achievement in composition writing skills in public primary schools in Kisumu County.
- iii. Examine influence of small groups' method on learners' achievement in composition writing skills in public primary schools in Kisumu County.
- iv. Determine influence of Round Robin method on learners' achievement in composition writing skills in public primary schools in Kisumu County.
- v. Examine influence of Relay method on learners' achievement in composition writing skills in public primary schools in Kisumu County.

1.5 Research Hypotheses

The study used non-directional research hypotheses, which according to Ivy, Jacobs, Zaire & Sorensen (2006), are suitable when dealing with quasi-experimental studies. The study was thus guided by the following five research null hypotheses based on study objectives.

Hypothesis H_01 : There is no significant difference in achievement in composition writing skills between learners exposed to individual group method and those who used conventional methods.

Hypothesis H_02 : There is no significant difference in achievement in composition writing skills between learners exposed to whole group method and those who used conventional methods.

Hypothesis H_03 : There is no significant difference in achievement in composition writing skills between learners exposed to small group method and those who used conventional methods.

Hypothesis H_04 : There is no significant difference in achievement in composition writing skills between learners exposed to Round Robin group method and those who used conventional methods.

Hypothesis H_05 : There is no significant difference in achievement in composition writing skills between learners exposed to relay group method and those who used conventional methods.

1.6 Significance of the Study

The study seeks to provide empirical information on effectiveness of BST on learner achievement in composition writing skills in public primary schools. The significance attached to composition writing skills, the study added knowledge on putting policy into practice by putting insight to curriculum development, teachers and language educators on effectiveness of multidimensional approaches that actively engage learners during writing lessons. The study projected to add to the policy of integrating language and composition writing; integrating all language skills through teaching of composition writing skills. The study envisions improving learner achievement in composition writing skills towards raising literacy levels as envisaged by Kenya Vision 2030.

Kenya Institute of Curriculum Development (KICD) and particularly for the basic education curriculum which need to reflect novel instructional approaches and strategies capable of equipping learners with 21st Century skills such as critical thinking, inquiring questions and problem solving, which the brainstorming technique builds in learners. Teachers of English and learners to emulate use of brainstorming methods to improve composition writing skills. For policy makers and implementers, the findings of the study will provide concrete evidence to guide policy review in favour of child-centered instructional approaches in teaching composition writing skills among learners in primary schools

1.7 Limitations of the Study

According to Orodho (2012) indicated that limitations constraints, both theoretical and practical are imminent to researchers. Misconception that study touches on teacher's competency and evaluation may send bad signals to respondents. Creating a good rapport with respondents and clarifying that the study is purely an academic exercise reassures respondent, thus winning their confidence. Absenteeism of learners participating in the study was noted. Parked calendar of events in our public primary schools is another limitation. Limited number of current empirical literature on BST in public primary schools level to be reviewed since most studies were conducted at elementary and middle school level.

1.8 Delimitations of the study

The study was limited to brain storming technique which included Individual Group method (IGM), Whole Group method (WGM), Small Group method (SGM), Round Robin method (RRM) and Relay group method (RGM) The strategies were adapted as a way to enhance competencies in composition writing skills of learners in primary schools. The study was also limited to standard seven learners in public primary schools in Kisumu County who sat for pre-test and post-test, filled questionnaires and participated in group discussions and were also observed during writing skills instruction. Teachers of English in specific schools were also engaged in the study and they filled questionnaires and participated in oral interviews

1.9 Assumptions of the Study

The assumptions of the study were:

BST would be dependable for creating an interactive classroom atmosphere that would improve learner's composition writing skills. The treatment and the control groups would have similar characteristics and writing skills ability before the treatment and would be well thought-out as suitable for the study. The difference in mean achievement in writing skills between the two study groups would be accredited to the treatment of BST. Participants would appreciate the purpose of the study and give necessary information to form the basis of the study findings.

1.10 Operational Definitions of Key Terms

Learners achievement	It refers to the learner' results after sitting for pre and post-tests based on the pass mark of 40%.
Brain writing method	Think and process rather each other's work, ideas are written on index cards, ideas are randomly shared with other participants.
Brainstorming method	Approach that brings inclusiveness to all learners, offers differentiated methods, and embraces value creation as learners work in organized groups.
Brainstorm technique	Learners in groups generating ideas in order to write a composition.
Composition writing	A creative, innovative and imaginative way of communicating personal ideas on a piece of paper on a particular topic
Dependent variable	It is the outcome or effect variable.
Experimental design	A plan for an experiment that specifies what independent variables will be used, the number of levels of each, how subjects are assigned to groups, and the dependent variables
Free writing method	Free writing provokes thinking and permits learners to jot down with concentration and energy in a short writing activity, script with no stops and editing about a definite topic
Independent variable	Characteristic believed to influence other variables also called the experimental or treatment variable, manipulated variable, cause or treatment.
Learners' achievement	Scores in a test
Pie Storm method	A group of learners writing their own ideas on a piece of paper for 10 minutes and exchanging the papers with other learners to build on what others have written.
Role Play method	Encouraging thinking skills, imagination and flow of ideas. Learners take up different roles to depict characters in the particular work, thus enhancing retention of concepts learnt.
Round Robin method	Fun/unintimidating way to encourage learners to write for fluency in writing/having them to write about anything at specific point for fluency.
Whole group method	Learners work together in discussions after chalk/talk style to improve constructions of sentences, paragraphing and positive correlations.
Validity	The extent to which a test measures what it is proposed to measure. A test is suitable for a specific reason for a particular group.

Individual group method	Effective in solving simple problems, generating a list of ideas and focus on abroad issue.
Relay group method	A method that enhances group organization, collaboration and cooperation
Small group method	Enhances better group productivity ,improved attitudes and increases achievement
Three minutes group	A timed method where learner's present group work and others critique.
Revised group method	A method of formations of groups.
Buzz group method	Learners working in low voices buzzing like bees.
Brain writing method	Learners are in groups, provided with a material to put their findings and are timed.
Relay group method	Learners are given opportunity to express their ideas freely.
Resource group method	Learners in a group discovering clarifications to problems and intensifying usefulness.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. 1 Introduction

Introduction presents the philosophical underpinnings, evolution for writing skills, P4C (philosophy for children), sociological and phenomenology perspectives of teaching and learning composition writing have been discussed. Subsequently, related literature on themes that include the study of Individual group method, Whole group method, Small group method, and Round Robin method and Relay group method. Lastly, the model that anchored the study, theoretical and conceptual framework on which the study was based is also discussed.

Brainstorming technique is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political fields. Brainstorming strategy was introduced by Alex Osborn, an American advertisement company manager in 1938 as a result of his inconvenience of traditional business meetings. Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems in order to improve attainment (Jarwan, 2005). On the other hand, creative thinking is known as a compound of mental activity aiming to direct a strong desire to look for solutions or reaching original solutions that were not known before to improve learner's achievement in composition writing (Jarwan, 2008). When exposures of solving problems is not attained, learners mental activity to engage in solutions to problems will not be stimulated, so learning composition writing is degenerated.

Similarly Hoing (2001) defined BST as the multiple thinking that includes the breaking up of old ideas, making new connections, enlarging the limits of knowledge and the onset of wonderful ideas to better attainment. With regard to creative problem solving BST is based on the cognitive theory that adopts the concept of the cognitive structure and that BST is a mental process of creating a solution to a problem to gain higher scores in composition writing. BST is a special form of problem solving in which the solution is independently

created rather than learned with assistance to better higher scores in composition writing. Creative problem solving always involves creativity to boost learning achievement, where in instances learners are not exposed to creativity learners attainment in composition writing is not realized (Qattami, 2010). Learners tend not to understand concepts where creative problem solving is an issue of concern hence low attainment in composition writing. In support of this position Kamau, Odundo and Inyega (2020) affirmed that Brain storming nurtures cooperation, collaboration, communication and value system in group work, which in turn promotes peaceful coexistence during composition writing before and after. However, in instances where cooperation is not nurtured attainment in composition writing is unlikely to be realized.

Madison Avenue advertising executive Alex Osborn developed the original approach and published it in his 1953 book, "Applied Imagination." Since then, researchers have made many improvements to his original technique. The approach described here takes this research into account, so it's subtly different from Osborn's approach. Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. BST encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking to better masterly of composition writing hence higher scores realized.

On the other hand Al-maghrawy, (2012) indicated that brainstorming enhances creativity forum for general ideas to better attainment in composition writing. Learners who are hardly exposed to creativity end up with low attainment in composition writing. Further Zayton (2001), opinionated that brainstorming was developed by Alex Osborn to produce ideas without inhibition boosting quality of composition writing resulting to better learners achievement. Idea generation in group work boost learners achievement in composition writing .However where this approach is not applied learning composition writing remains weak. Brainstorming technique involves oral and pre-writing exercises for helping the learner and for expressing ideas by the teacher to gain competencies of composition writing. Brain storming technique is used under the discussion method enhancing peaceful

coexistence during composition writing before and after. Brainstorming has a great significance in the teaching process which in turn enhances learner's achievement. Referred to its importance for learners (Sayed, 2009) in as follows: 1. Helps learners to solve problems, and innovate solution. 2. Helps learners to benefit from the ideas of others through the development and build on them. 3. Helps the cohesion of the learners and build relationships among them and evaluate the views of others. "And its significance for the teacher referred to in. (Humaidan, 2005). Helps the teacher to conclude ideas that are broader than learners' thinking solutions makes the teacher more democratic and respectful of views regardless of different points of view.

The major reason of brainstorming as a teaching strategy is to foster and enhance communication skills, help to encourage thinking and decision-making skill as well as foster different viewpoints and opinions improving attainment. It may equally be used in all areas of learning. However, the limitation is that it is generally not suitable for younger levels because of the level of way of thinking required in order for it to work. The teacher must equally be able to guide and give aid as necessary considering the class environment as such considerations often decide the outcomes. In brainstorming techniques, the instructor carefully plans lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant. Learners are encouraged to learn about the subject by actively sharing information, experiences, and opinions. The flow of communication is a transaction among all the learners rather than recitation and response between individual learners and the teacher. Therefore mastery of concepts and competencies of composition writing is improved. Further brainstorming provides learners with opportunities to express ideas freely about content given by the teacher for enhanced composition writing skills. Barr (2016) indicated that reading skills in Minnesota public secondary schools struggle in reading comprehension with resultant low level skill acquisition and lower learning achievement. Small group learning offers learners with a chance to develop comprehension skills to relate handle issues and relay messages for enhanced learning achievement

2.2 Philosophical underpinnings and Subject Matter

These theoretical and philosophical underpinnings are often left understood in the more direct ‘how-to’ sequence of events that dominates academic writing about small group strategy teaching, but it is significant pausing here to think about the deeper question of why we teach in small groups. Small group teaching provides an alternative approach to teaching and learning than that obtainable by the more traditional didactic master-apprentice/teacher-learner model. Much of the academic creative writing about small group teaching heralds from psychology and associated disciplines, and in this respect the work of the Russian psychologist Lev Vygotsky (1962; 1978) has distinctly influenced more recent thinking about why small group teaching is ‘good’ pedagogically.

Vygotsky’s vision of pedagogy is based on the idea of learning as an interactive, social process, within which the teacher facilitates the move of the learner into ‘zones of proximal development’ in order to cultivate new knowledge. TOPÇIU, and MYFTIU, (2015), asserts that scaffolding and zones of proximal Development fastens the cognitive development of a child, thus allowing learning to be more interesting and children are fully engaged. That is, the role of the instructor is to facilitate rather than to order the nature of what is being learned, meaning that learners have an active role in this process. In brain storming technique, the learners own the lesson all-inclusive taking different roles in various groups enhancing team work translating to learning achievement.

In agreement to this, during Brain storming technique, learners are placed in small groups in which the facilitator supports and guides them at individual level through modeling and correction of errors while writing composition. At the same time, the facilitator guides on suitable strategies to be employed. Therefore, learner individual capacities are guaranteed at all levels of learning from the scaffold received. The facilitator provides the ‘scaffolding’ around which learners are able to construct their own learning, building on prior knowledge. For this reason, this approach to pedagogy is often referred to as collaborative learning, because it is centered on the interactions between teachers and learners, than seeing learning as a one-way interaction where knowledge is imparted from the teacher to the learners. Within what is known unreliably as the socio-cultural, cultural-historical or ‘constructivist’

tradition in psychology and educational research, this fundamental principal remains important to the idea of ‘good’ teaching tradition in general. In turn, it is this social, interactive approach to learning that is at the heart of all ‘good’ small group teaching. Learner’s achievement is achieved in composition writing when effective small group method is used in all groups formed.

The narrative on small group teaching from psychology also draws links between social relations and cognition (that is, how our brains develop, and how we think and learn). A ‘cognitive’ approach to small group teaching, building on the theories of Piaget, would suggest that learning interactively in small groups is beneficial to learners because the process of debating decisions, dealing with conflict, and reconciling divergent perspectives is an essential part of how cognitive development takes place. This thought about cognition also underpins the notion of ‘cognitive elaboration (Dansereau, 1988), which points out that cognitive development is based on reformulating or elaborating existing knowledge into new forms – a sort of unlearning and relearning of knowledge.

According to this developmental perspective, small group teaching nurtures cognition through social interaction. Research into ‘social cognition’ (Levene & Resnick, 1993) also points along these lines, that cognition, while taking place individually, is inherently social in its construction. In these different ways, perspectives from psychology generally focus on individuals in social context, exploring how the particular traits or cognitive abilities of these individuals might combine to create a particular atmosphere or dynamism within small group teaching, and in so doing influence the kind of teaching and learning taking place. Composition writing skills are enhanced through such environments of social context where all participants bring along different experience from their cultural and backgrounds during discussions.

In general terms, we might say that perspectives from sociology and anthropology, on the other hand, focus first and foremost on social and cultural context, and subsequently on how individuals might in their own distinctive ways reflect social structures and cultural practices in their interactions with one another. Within the sub-disciplines of the sociology and anthropology of education, social relations are from first principles considered to be key in

educative processes. This means that sociological and anthropological perspectives are very useful for exploring how larger social issues of authority, ability and uniqueness might also come into the process of small group teaching (issues such as class, gender, ethnicity, and so on). Socialization in group discussion exposes learners to varied experience valid in boosting attainment in composition writing.

A lesser amount of study has been conducted within sociology and anthropology than among psychologists that deal with small group teaching as a practice per se. However, there exist many sociological accounts of teaching and learning upon which teachers can draw to develop and enhance their approach to small group teaching. Learning can never happen in a vacuum; rather group working facilitates shared encounters that are very valid in composition writing. Reading accounts of social life in educational settings can help you shed light on how broader cultural and social influences might impact on your teaching practice. An early example of this focus within anthropological research on education (in its broadest definition), for example, is Margaret Mead's work among adolescents in Western Samoa (1943). Mead argued that stereotypical Western experiences of coming of age were not universal to all humans, as posited by prominent psychologists at the time, but was instead the result of social and cultural context. Sharing experiences in BST improves learning achievements.

Much more recently, the anthropologist Rebekah Nathan (aka Cathy Small) (2005) has written about her experiences pretending to be an undergraduate at a North American university. Nathan masqueraded as a student so that she could see university through undergraduate eyes. While ethically problematic, this serves as one account among many that can be thought-provoking for new teachers. Over the last century, many other social theorists have added to our understanding of how social and cultural forces profile our experiences, our interactions and our identities, particularly in educational or other institutional settings. Presentation, genuineness, authority and influence are among the vital themes in this narrative. In Brain storming working together brings varied cultural, social experiences which adds value to the composition writing. Brainstorming technique offers opportunity for all participants to actively participate, share, present, and critique each other thus improving quality of the composition writing translating to learner's achievements.

This skill is certainly crucial to attain the goal of suitable social learning in perfect classes as presented by Dewey. Lim (2006) further agrees with teachers taking the role in classes that use P4C, teachers are not directing the dialogue, but rather are seen as skilled facilitators of the discussion taking place among learners (Lim, 2006). Once teachers have modeled and facilitated P4C frequently enough, these discussions look more like learners-led conversations. Brain storming technique changes the role of the teacher to be a facilitator and the learners own the lesson.

The philosophical underpinnings of teaching Brain storming technique can be tracked from John Dewey whose views about the various world views build up from real experiences and other philosophers in education such as, Johann Heinrich Pestalozzi, Fredrick Froebel and Aristotle. In learning environments no curriculum exists in an empty space but it is considered with the values, traditions, beliefs, whole customs or way of life of humanity. The main thought about curriculum is the wide-ranging philosophical issues such as goals and purposes of schooling. Information is well thought-out not only by use of educational apparatus which have been expensive to mankind and society in the past, but also the area under discussion disciplines on which the general public and the world of today rely on. Contemplation must also be given to psychological issues, to the backdrop of human growth, to theories of teaching and learning. The facilitator should not be expecting similar outcome for individuals just because they are in the same curriculum. The school program of study therefore advocates for learners' achievement of information, skills and attitudes that would suit coexistence in the general public.

Ngaraju *et al.*, (2013) asserts that the teacher-centered learning form does not give sufficient opportunity for the learners to converse optimally in the classes. In the meantime, individual presentation skill was not deemed optimally to perceive individual growth but it highlights merely knowledge-based paradigm. Other significant fundamentals in the presentation and discussion such as presentation skill, confidence, and self-sufficient presentation are not well addressed yet in the teaching and learning process. Individual group offers the same to all learners as they interact in their group activities. Sharing ideas, thinking skills, critical thinking, social encounters in their various groups, hands on approaches where learners take up the responsibility of their learning enhances writing skills which translates to learners'

achievements in composition writing. The Philosophy of subject matter is information used in working out a problem in a given circumstance through observation, recall, reading, discussions or suggesting ideas (Noddings, 1998). Subject matter should be imparted in a purposeful way by having learners work through solving problems. We might also add into the mix here Dewey's (1916), ideas in which he believed that education is an essentially social process borne of relations between learners and teachers. Dewey was also predominantly interested in the how learners learn through knowledge, both within specific learning encounters and in their ability to build on prior knowledge and experience to develop new knowledge.

In addition to this, Dewey (1916) saw education not only as a social process, but also as a means to social change. Brainstorming technique nurtures socialization, communication and collaboration to facilitate understanding of concepts taught. Dewey would argue that the small group serves as an ideal context within which individuals can focus their attentions both on individual success and through collective democratic participation. In the various groups of brainstorming technique all learners are inclusive where differentiation enhances learner's achievement for the entire group. Relevance to why small group teaching is a good way to teach, was Dewey's idea that working towards both individual and group-focused goals is not only a natural and primary part of efficient pedagogy, but also the key to progressive social change. The small group method permits cooperation and collaboration where varied experiences are shared promoting learners achievement.

More recent educational thinkers, such as Stephen Brookfield and Stephen Preskill (2005) have developed these facts to demonstrate the associates between relations, conversation, and promoting an independent approach to education. It is important to recognize that social dealings also involve discussions of influence and power, and that Dewey's idea of education, when applied to small group teaching, must be reconciled with the realities of social interactions that are in their very nature asymmetrical and prone to maintaining inequitable hierarchies. So, the essentially 'good' thing about small group teaching is that it encourages learning through social interaction, and allows learners to become actively engaged in the educative process. Thus all participants benefit from the method translating to learner's achievement.

There are lots of ways of phrasing this perspective of small group teaching: Brown and Race (1995) suggest that it is reflective of the best aspects of social learning more generally, while Jaques (1991), Exley and Dennick (2004) talk about a focus on content and process – both the development of substantive subject knowledge and learning valuable skills through the process of teaching and learning in small groups. However, we phrase it, in practice this translates to a number of different key areas of learning and development for learners in small groups. The flexible and reflexive nature of small group teaching implies that instructors can adjust their way to deal with guidance with the end goal to meet the individual needs. Separation (that is, fluctuating one's way to deal with instructing with the end goal to meet the scholarly and social needs of individuals differentiated) enables instructors to focus on the particular learning and aptitudes that differentiated need to create. At the point when done successfully, this individualized or customized way to deal with instructing and learning will enable differentiated to create nitty, gritty subject information as well as higher scholarly/scholastic aptitudes, for example, basic reasoning and investigation.

In a perfect world, close to home communication with a scholar in their field will likewise enable differentiated to build up a new feeling of scholastic and additionally disciplinary personality, which will encourage commitment in the substantive exercises occurring. Thus, the little gathering instructor may likewise gain specifically from differentiated, and enhance his or her showing practice subsequently. As far as evaluation, the abnormal state of intelligence in little gathering instructing implies that educators can give developmental (or continuous) appraisal of advancement (otherwise called evaluation for adapting), as opposed to just concentrating on summative or end obviously/exam-type sort of evaluation. Being evaluated along these lines enables differentiated to effectively take part in gaining combined ground amid the way toward instructing and adapting, instead of considering appraisal to be a result of the learning background, even where last/particular examinations direct formal outcomes (Black and William 1998).

Encouraging active participation of learners in the learning process demands responsibility and organization on the part of learners (and teachers), and in this respect small group teaching fosters an independent approach to learning. Emphasizing the learning that takes place independently outside of contact hours can encourage learners to recognize the active

part that they play in the educative processes of small group teaching. Simultaneously, close interaction with other group members can generate a sense of community within the small group and/or a sense of shared disciplinary identity; and, quite simply, social interaction can make learning more interactive and fun. This may be particularly important for apprehensive learners who may not participate as much in larger groups, or for those who for whatever reason seem reluctant to learn. Part of what makes small group teaching enjoyable and effective is the flexibility that comes with teaching in a small group. Small group teaching is sometimes more flexible temporally (i.e. in terms of when the teaching takes place) and spatially (i.e. where the teaching takes place, and how this space is organized in terms of seating arrangements, resources, appropriateness for activities, etc.). Learners can be encouraged to develop a sense of ownership through helping to define these spatial and temporal boundaries (Jaques, 2007). Small group advocates for learners' participation in class activities, sharing ideas, learners weigh pros and cons of a given situation with each other to find a solution to the problem, working in cooperation with one another, learners understand the concepts of mastery of composition to better the learner's achievement.

Brain storming technique learning in groups allows the idea of discussions, speaking, collaborating, presentation, and critiquing each other's work. This enhances the life skill element outside the classes. Writing is one of the four skills that should be learnt and mastered in language learning to boost attainment. Facilitator skills are vital and need the teacher to make sure that both the assignment is achieved and the group operation is maintained. Small group learning allows learners to develop, debating, discussions, dealing with conflicts, reconciling, divergent perspectives, which are essential, how cognitive developments take place. This enhances problem solving, interpersonal, presentational and communication skills, all useful to life outside the classes. (Arifani; 2017)

2.2.1 Evolution of Brain storming technique Instruction

Writing systems can be seen as part of the historic development of language evolution, as it provides humans with a form of communication that can be recognized and read to help future referencing and visual recall, which is otherwise unattainable by speech. This specific skill is only made achievable given the essential biological preconditions that are present in

humans after millions of years of evolutionary changes. Since writing systems can be observed and is used regularly in our daily lives, it is a highly significant research area that is worth studying as it provides us with important information that could possibly be applied to new writing systems amid the generations to come .It first began as a system of pictograms in the fourth millennium BC. A writing implement known as a stylus is pressed into soft clay to produce wedge-like impressions that represent *pictographs* (disconnected and fragmented drawings of fundamental objects and ideas) and *phonograms* (syllabic signs and symbols).

In the third millennium, the pictorial cuneiform became simplified and more abstract as the number of characters in use grew smaller. It is known as Hittite cuneiform and consists of a combination of logo phonetic, consonantal alphabetic and syllabic signs “Cuneiform script”, n.d). (*Logophonetic* refers to two major types of signs that denote morphemes and sounds. *Consonantal alphabetic* has no vowels written and *syllabic signs* are basic signs that contain a consonant and a vowel). The original Sumerian script was later adapted for the writing of a few languages such as the Akkadian (Old Assyrian language), Hittite and Urartian languages. Over time, this adaptation led to the development of Ugaritic alphabet and the Old Persian cuneiform, a semi-alphabetic cuneiform script

In support of this position Elbow, (2012) indicates that writing system is a conventionalized method of writing in place of verbal communication visually, which is regarded as a reliable form of information storage and transfer (“Writing System”, n.d.). While writing systems commonly use both phonetic and semantic signs in their characters, there are three main ways of classifying writing systems around the world. Before writing systems were documented, it is possible that humans had a certain way of recording important information, as objects found from ancient times had marks that may have been used as a system of counting or a method of storing information. Researchers are still debating what the marks represent, but it is fairly certain that all writing systems had to go through a period of evolution before achieving the systematic and conventionalized forms that we know of today

Similarly Mark, (2011) indicated that Cuneiform is a system of writing first developed by the ancient Sumerians of Mesopotamia c. 3500-3000 BCE. Mesopotamia is modern day Iraq and Kuwait and the first documented place in history where writing achieved widespread use. All

of the great Mesopotamian civilizations such as the Sumerians, Akkadians, Babylonians, Elamites, Hatti, Hittites, Assyrians, Hurrians and others made use of cuneiform. The word 'cuneiform' comes from the Latin word *cuneus* for 'wedge' owing to the wedge-shaped style of writing. In the same vein Hollar, (2011) argued that Cuneiform was gradually replaced by the Phoenician alphabet when the Assyrian and Babylonian empires fell in the 7th and 6th centuries BC. By this time Aramaic was becoming the common language of the area, and the Phoenician script became widely used. Also, by the second century CE, the cuneiform script had become extinct, and all knowledge of how to read it was lost until it began to be deciphered in the 19th century again ("Cuneiform script", n.d). In other words, the reason for the disappearance of cuneiform was largely because it was a non-alphabetic way of writing. It could not compete successfully with the alphabetic systems being developed by the Phoenicians, Israelites, Greeks, and other peoples of the Mediterranean (Hollar, 2011).

Further Schumm, (2014) indicated that Cuneiform required a plethora of symbols to identify each and every word; hence, the writing was complex and limited to highly-trained scribes. The alphabetic systems were simple enough for people to learn and draw, making its use much more accessible and widespread. In addition Scoville, (2015) indicated that Egyptian writing evolved throughout its long history. Diverse versions of the hieroglyphic script were developed: hieratic and demotic. Hieratic permitted scribes to write faster and fewer time-consuming compared to hieroglyphs. It was much more uniform and was used only for religious texts. On the other hand Bard, (2015) affirmed that demotic script replaced hieratic while hieratic was used by priests up till the 3rd century AD. Coptic is the latest period of the Egyptian language. During the Ptolemaic and Roman period in Egypt, the Greek and Roman culture became more influential and Christianity started to dislodge some of the traditional Egyptian cults, introducing Coptic. Egyptians began writing in Coptic alphabet to adapt the Greek alphabet, with several signs from demotic which represents Egyptian sounds that the Greek language did not have. Coptic was the first alphabetic script used for the Egyptian language and it is still used today.

2.2.2 Philosophy for Children (P4C)

Philosophy for Children (P4C) is an inventive teaching method that was initiated by American philosopher Matthew Lipman in the 1990's (Murriss & Thompson, 2016). P4C was planned to promote critical thinking skills in classrooms and create a community of inquiry among learners (Hopkins, 2007; Lim, 2006; Murriss & Thompson, 2016)). P4C “creates a culture of critical thinking, inquiry and open-minded dialogue” in classrooms in the 21st century (Lim, 2006). P4C is a program that contains specially written passages and short stories, planned to introduce learners to philosophical issues that improve and promote their critical thinking skills, resulting in improved higher -level thinking skills and increased literacy achievement (Lim, 2006; Murriss & Thompson, 2016). Guilford(2004) believes that using word play in the classroom relates to these four research-grounded statements about word play: Word play is motivating and an important component of the word-rich classroom; Word play calls on learners to reflect meta-cognitively on words, word parts, and context; Word play requires learners to be active and capitalizes on possibilities for the social construction of meaning.- Word play develops domains of word meaning and relatedness as it engages learners in practice and rehearsal of words.

P4C is planned to tackle deeper and sometimes insightful global issues with learners, such as, but not limited to poverty, war, freedom, and pollution (Hopkinson, 2007). Often the dialogue about the discussion topics presented in P4C is initiated by learner's questions, as opposed to teacher-directed questions (Murriss & Thompson, 2016). Learners are capable of beginning the discussions with their own background information and set of beliefs, which is aligned with learner-centered ideology. Learners acquire knowledge and take on appropriate social behavior by becoming engaged and reflective listeners, who respect and challenge the different opinions of their peers (Hopkinson, 2007). This is a skill so as to be certainly crucial to the goal of suitable social learning in perfect classrooms as presented by Dewey. Lim (2006) further agrees with teachers taking the role in classrooms that use P4C, teachers are not directing the dialogue, but rather are seen as skilled facilitators of the discussion taking place among learners (Lim, 2006). Once teachers have modeled and facilitated P4C frequently enough, these discussions look more like learners -led conversations. Dewey's philosophy and theories about school being an institution that should endorse communal and

ethical development, P4C is planned to foster “joint co-operation, trust, tolerance, fair mindedness and a keen degree of compassion to their peers (Flinders & Thornton, 2013; Lim, 2006). P4C has been an invaluable program in some schools to elevate consciousness of worldwide and ethical issues when introduced at the appropriate cognitive and emotional level of learners. This program encourages learners to think for themselves and take responsibility for their own learning, behavior, and decision-making (Hopkinson, 2007). Hands-on approaches of learners taking charge of their learning as compared to teachers directing them are evident in Dewey’s first choice for learner-centered educational decision-making.

In addition BST supports the philosophy of P4C in regard to the value systems encouraged during the learners centered approaches in composition writing which promotes peaceful coexistence during composition writing before and after. BST has similar set –up of enhancement of critical thinking, socialization, sharing varied experience from different cultural backgrounds to boost learners’ achievement. During group work discussions the facilitators’ guides the learners on the task at hand, however the lesson is wholly for the learners. All learners are actively involved in the team work for the success of their composition writing by generating ideas together. Different roles are assumed by different learners, whereby all ideas are valid. Differentiation is an important element, in order to cater for all learners need. Collaboration and cooperation is evident thus, enhances team work, trust, tolerance, fair-mindedness to a degree of compassion to all peers. Socialization is promoted in BST, as learners need each other in the different groups, inquiring based learning motivates each learner to critically think and add value in their group. The facilitator’s guides the group work, which effectively and efficiently improves learner’s achievement in English composition writing. The implication is that the ability of phonemic awareness, identification of vocabulary, sentence construction and understanding of meaning of, vocabulary and background knowledge all collectively play a vital role for effective composition writing skills improving learner’s achievement.

2.2.3 Sociological foundation for Brainstorming technique Instruction

This arrangement of convictions set Dewey apart from thinkers that upheld traditional classroom settings. As opposed to conventional classrooms, Dewey imagined that schools and classrooms ought to be illustrative of genuine circumstances, enabling youngsters to participate in learning exercises reciprocally and transparently in an assortment of social settings (Dewey, 1938; Gutek, 2014). This idea would be a point of difference in adapting today, as it is tremendously not quite the same as what is occurring in classrooms with the solid accentuation on executing the Common core standards. Similarly Schiro, (2013) States that Dewey's reasoning that learners are the objective not what they procure, ought to be the primary plan of the instructive procedure, has left an enduring impact on instructors who share in his convictions and theories about training and how youngsters learn generally and adequately. Slaughter (2009) points out that capable urban training /education is by a long shot a standout amongst the most demanding issues in instruction today. With the final result in numerous urban secondary schools bringing about high disappointment rates and low differentiated impetus, urban instructors must realize totally new possibilities for instructional significant plans to use in their classrooms.

According to Slaughter, (2009) Dewey's major evidence in the 21st Century was recognized as the father of progressive education and was a supporter of social learning. Over the years a number of his facts and philosophies, even though looking very unlike, are being used to support learner participation in classrooms through the use of responsive classroom curriculum. This shows evidence of Dewey's theories in the 21st century regarding the main agenda of building a community of learners. This creates safe, warm environments for learning as advocated by Dewey's belief. Learners acquire concepts better when the atmosphere is warm, safe, assuring security; trustworthy and interactions are evident (Flinders & Thornton, 2013). By making a community with an atmosphere of trust, learners will feel great going out on a limb and confiding in their cohorts, all of which move in the direction of the objective of advancing a positive social-passionate setting which will result in expanded scholastic accomplishment. The morning meeting gives learners a feeling of having a place, feeling critical, and having a tone of fun, which are all fundamental instruments to a triumphant classroom (Kriete, 2002). Similarly Lillard (2013) puts more

emphasis that Montessori education permits learners an enjoyable experience which enhances academic growth as compared to traditional methods implemented in today's classrooms. The fun learning stimulates thinking because all learners are engaged fully. Further, no extrinsic motivation is needed in the Montessori curriculum. With Montessori education; children are learning important academic, social, and life skills through active and playful experiences (Peng & Md-Yunus, 2014; Lillard, 2013). Maria Montessori was the brain child of the hands-on approaches as it supports Dewey's thoughts in the 21st century classrooms. The manner in which composition writing is conducted in class should influence achievement in the learners work. Therefore, adapting a technique that views composition writing as an understanding that is built through teachers' facilitation and exciting participation, for learners to be actively engaged, creative and imaginative is vital for production of excellent composition writing work which promotes learners achievement.

2.3 Individual Group Method and Learners' Composition Writing Skills

Individual group method is a dimension of brainstorming method with various sub-dimensions such as free writing, mind-mapping, word-play and role-play. In individual-group method, ideas are generated and each is considered to comply with a complete document. The components are all special in that they all contribute to the whole group work. Brainstorming technique provokes creativity and solving problems in the educational, commercial, industrial and political fields. Brainstorming technique was introduced by Alex Osborn, an American advertisement company manager in 1938 as a result of his inconvenience of traditional business meetings. Brainstorming means the use of brain to the active problem solving and the brainstorming session aims to develop creative solutions to problems during composition writing to enhance learner's attainment (al-Khatib, 2012).

Group discussions empowers learners to critically solve problems and better critical thinking skills resulting to higher scores in composition writing skills. In the same breath Friedlander (2013) indicated that brainstorming is rapid, uncritical free-association on paper, writing columns of single words or very short phrases. The idea is to get our brain spinning or freewheeling, just dumping stuff out without any concern about its relevance, appropriateness, usefulness or logic. Because we typically seek to control what we write,

gaining the relaxation to brain storm in this way sometimes takes a little practice. The main advantages of BST are that it can begin instantly, move quickly, and often produce unexpected ideas or angles. With a little practice, though, brainstorming becomes a rapid low stress technique, so unproductive session is not very costly in time or effort. (Fleming, 2014). Even though BST boost mastery of concepts, teachers tend to fear due to class population. More still, where it is not utilized composition writing remains a complex task in composition writing.

While group brainstorming is often more effective at generating ideas than normal group problem solving, Individual brainstorming produces more – and often better – ideas than group brainstorming. This can occur because groups aren't always strict in following the rules of brainstorming, and bad behaviors creep in. Even though brain storming requires all participants to be proactive in generating ideas, majority depend on answers drawn from members in the group without their contributions. This is called "blocking." When you brainstorm on your own, you don't have to worry about other people's egos or opinions, and you can be freer and more creative. For example, you might find that an idea you had hesitated to bring up in a group develops into something special when you explore it on your own. However, you may not develop ideas as fully when you are on your own, because you need the wider experience of other group members to draw on.

Conventional group problem solving can often be undermined by unhelpful group behavior. While it is important to start with a structured, analytical process when solving problems, this can lead a group to develop limited and unimaginative ideas. By contrast, BST provides a free and open environment that encourages everyone to participate, improving attainment in composition writing. The findings point out the significance of creating a sociable learning environment which is likely to result to higher grades in composition writing. Consequently there is need to create a classroom environment that makes learning motivating and productive to boost learners achievement in composition writing.

Quirky ideas are welcomed and built upon, and all participants are encouraged to contribute fully, helping them develop a rich array of creative solutions in composition writing. When used during problem solving, brainstorming brings team members' diverse experience into

play enhancing competencies and capability of learning achievement in composition writing. It increases the richness of ideas explored, which means that you can often find better solutions to the problems that you face. It can also help you buy-in from team members for the solution chosen – after all, they're likely to be more committed to an approach if they were involved in developing it. Additionally brainstorming cultivates fun learning, team members bond, as they solve problems in a positive rewarding environment thus attainment is realized .Conducive environment in teamwork boost value systems enhancing peaceful coexistence during composition writing before and after. While BST can be effective, it's important to approach it with an open mind without being judgmental .Discussions facilitate openness allowing quality contributions, encouraging self-esteem and confidence which is likely to boost achievement in composition writing.

Further Crowe (2017) indicates that mastery of content by the change in score on identical pre-/post-tests was measured. Investigation of whether activity type or learner demographics predicted the likelihood of reporting working with a dominator, being comfortable in their group, or working with a friend, establishing whether learners who more strongly agreed that they worked with a dominator were 17.8% less likely to answer an additional question correct on the 8-question post-test. Similarly, when learners were comfortable in their groups, content mastery increased by 27.5%. Working with a friend was the single biggest predictor of learners comfort, although working with a friend did not influence achievement. Finally, learners were 67% less likely to agree that someone dominated their group during the jigsaw activities than during the single group activities. In conclusion group activities that rely on positive interdependence, and include turn-taking and have explicit prompts for learners to explain their reasoning, such as our jigsaw, can help reduce the negative impact of inequitable groups.

Team working is evident in giving all participant an equal chance to contribute to the success of the group, thus improves self-esteem and confidence which in turn translate to learners achievement in composition writing. In the same vein Sabarun (2015) revealed that at the 5% and 1% of significant level, there was a very statistically significant difference on learners' writing achievement both for the bright and poor learners between the learners who wrote a time order paragraph using brainstorming technique and those who wrote a time order

paragraph without using brainstorming technique. In support of this position Kamau (2020) affirms that brain storming technique enhances composition writing skills on the experiment group as compared to groups who were exposed to conventional methods. Learners' competencies and capability in composition writing skills boosted learners' achievement. Further Gillies, (2016), indicates that Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among learners from pre-school through to tertiary level and across different subject domains, which in turn improves peaceful coexistence during composition writing skill before and after. Cooperation and collaboration are educational approaches to teaching and learning in brain storming technique which involves groups of learners working together that improves mastery of concepts in composition writing skills hence achievement is realized.

Nonetheless where collaboration is not utilized there is low attainment in composition writing. In addition Kamau (2019) affirms that collaboration and cooperation in team work enhances effective individual group work in composition writing. In instances where all learners are given equal opportunity behavior, and communication is instilled, which enhances peaceful coexistences of learners during composition writing before and after. Individual group method improves the quality of composition writing skills in a school system, where this approach is used learners tend to understand more and end up with better learner's achievement. Nevertheless in instances where individual group method is hardly used learners conceptualization of composition writing skills remains a difficult task

2.3.1 Free Writing Method on Learners' Achievement in Composition Writing

Free writing method is probably the best known and most common pre-writing skill. Free writing (FWM) works well when learners have some thoughts on a topic, but cannot put them as a piece of writing .Free writing also functions as a development tool, liberating isolated ideas into good writing .This competencies masterly of content in composition writing enhances learning achievement. Free writing (FWM) is a method of gathering ideas by writing rapidly about anything that comes to mind for a set period of time without pausing, editing and stopping. It has been checked and embraced as a method of enhancing learners' composition writing skills (Elbow, 1998).Free writing provokes thinking and

permits learners to jot down with concentration and energy in a short writing activity, which translates to generating varied thoughts enhancing creativity, which in turn boost learner's attainment in composition writing. Further Elbow (2000) emphasizes that when anxiety of writing a good production is done away with, learners will enjoy the writing skill and this forms part of their therapy and empowerment in composition writing skills. Free writing has the benefit of helping learners on the best way to communicate what needs to be conveyed improving learners scores in composition writing. Moreover Elbow (1991) asserted that writers should simply write while staying on topic for ten minutes straight. The quality of writing is not important because the purpose of free writing method is not the result but in the process of simply putting down one's thoughts on paper.

Similarly Camacho (1995), ideas can be expressed from one's mind by free writing (FWS), quantity being important without any criticism of these ideas enhances confidence and self-esteem translating to higher grades in composition writing. More still where learner writes several drafts that result in ideas which are good and bad, the writer can eliminate those ideas which are not useful and keep only the most important ones based on the needs of the audience by using the free writing method (Reid, 1984). There is a difference between the two methods compared with the learners who find out what they want to write beforehand. In the same vein Reid (1984) indicated that in her own experience, radical outliners are inflexible, even if the writer already knows what he or she wants to write when starting to write. This means the quality of the writing will be guided by how much the writer exposes own knowledge of the topic. The information related to prior knowledge reflects on the outcome of their writing efforts. Besides, discussions and brainstorming on topics and questioning which was conducted at initial stages supported establishment of learners' content background knowledge. Activating content background knowledge is enhanced through discussions as learners relate own experiences with others at the same time with emerging issues to improve achievement (Rao, 2007).

Notwithstanding its undeniable benefit, free writing isn't free of dissatisfaction, the most grounded of which has been focused towards its conspicuous absence of centre or control. In the meantime, as Elbow respects the non-editing part of the free writing as freeing and development composing less blocked, it is questionable by other researchers who see free

writing as hurried, arbitrary, disconnected and complicated (Fox and Short, 1986). In Fishman's (1997) study, free composing was utilized as a composition to-learn strategy alongside different systems to enable learners to get a handle on the remedial data in investigating the use of focused free writing in developing academic writing to improve attainment. Finally Somerville and Crème (2005) asserted that free writing method was compelling, when co-instructed by a subject educator and a writing advisor. Among the decent variety of composing practices, the learners did in the composition strand of the course, intentional free composing was found, from both the learners' and the guide's points of view, to be the most winning part.

At that point, when analytical relationship between intentional free composition and exposition composing of the course was done, the facilitator could recognize an undeniable tie between the main bit of concentrated free composition and the last article, mirroring a chain of manners of thinking beginning from an engaged pondering on the theme through the underlying free composition act, moving towards additional comprehension of the point, and finally getting an individual voice with power on the topic. In support of this position Somerville and Crème's (2005) examined mirrors of the present expanding consideration of academic staff to issues of learners writing in higher education and collaborative developments to address such issues. They report on the execution of free writing in instructing and learning to better understanding of concepts in composition writing thus learning achievement. The current investigation planned to additionally investigate the utilization of concentrated free writing with regards to improving learner's instructive ability development, principally in the territory of academic.

Moreover Cynthia (2004) indicated that ways to improve the academic writing of learners in various institutions of learning are effective and ineffective writing methods. Her findings put emphasis on the use of free writing method since it instills the power of thinking skills exploring new items that have a positive impact on self-esteem through spontaneous composition writing on the actual topic promoting learners achievement. Further, Scott (2006) vindicated that learners' engagement can be enhanced when learners are immersed in active learning that is "authentic", reflective and collaborative. Such emerging need in higher education inevitably challenges the traditional "skills-based" approach to learner's

composition writing. Innovative pedagogies that are creative, motivating, stimulating and emphasizing learner's engagement in a productive learning process boost attainment in composition writing. Learners become more aware of personal strengths and difficulties in composition writing, and thus developed more confidence which is likely to better attainment.

The implications arising from the discussion based on learners free writing samples and feedback about their FWS experiences suggest that focused free writing can be used as an empowering learning tool beyond the writing class to enhance learners in the disciplines to improve achievement. Moreover Astuti and Kumalarini (2013) argued that round table brainstorming can improve the writing ability and improve all the components of the learners' composition writing skills hence boosting achievement in composition writing. Further Noor (2013) indicated that brain storming improves learners masterly of concepts that enhance composition writing to better concepts resulting to high scores. In addition Fawzi, Mohammad, and Hussein (2013) asserted that brainstorming technique offers a good method to make the learners practice composition writing to improve competencies and capability which is likely to better learner's achievement.

In support of this position Al-khatib, (2013) showed that both types of brainstorming were motivating to learners with more preference given to guide brainstorming, which promotes understanding of concepts enhancing learner's attainment in composition writing. Inspiring, empowering and motivation play an essential role of enhancing masterly of concepts to improve achievement in composition writing. Moreover Linda (2009) asserted that free writing has the potential for wider applications when free writing is fully utilized and becomes a regular and integral part of the teaching and learning process. Learners will be empowered to think through problems, make discoveries, gain insight and express them with confidence through spontaneous writing focusing on a specific topic. However, she still noted that, the empowering function of free writing deserves further application and research amongst the collective endeavors of academic staff and learners in enhancing teaching and learning practice.

Further Kabita (2015) asserted that differentiated classroom caters for understanding of concepts to better composition writing skills. Learners of different levels are inclusive in the group work activities that facilitate acquisition of values, communication, critical thinking, thus higher attainment in composition writing. However, active involvement of all participants helps learners to better composition writing skills which result to higher scores. In support of this position Rahaman (2014) vindicated that BST establishes a purposeful reason for collaboration among learners by incorporating cooperative learning. Learner-centered teaching enabled participants become more aware and knowledgeable on composition writing skills thus improving attainment. In addition learners' collaboration and cooperation through participation in group work facilitates higher grades in composition writing. Learner's motivation and enthusiasm is realized as a result of receiving scaffold from facilitators and other peers; created independent learners due to self-drive, self-esteem and active participation as a result of embracing BST technique boosting learner's achievement in composition writing.

2.3.2 Mind-Mapping Method on Learners' Achievement in Composition Writing

According to Buzan (1993) mind mapping is a powerful graphic method, which provides a universal key to unlock the potential of the brain. Mind mapping method imitates the thinking process, namely enabling us to move from one topic to other topics back and forth. Recording the information through symbols, pictures, emotional meaning and colors, it exactly does the same like our brains process it. The best mind mapping is colorful and uses more pictures and symbols; usually like an art. Mind mapping assists in the calling of information, all the coordination sub-dimensions are used in co-operative learning in groups in the classrooms. In addition Nacka (2011) opinionated that imagination in word play wholly depends on the communicator since production is perceived as an original output.

Learners need to be creative, innovative and with great imagination to better conceptualization of composition writing to improve achievement. Moreover Toasty (2013.) argued that the objective of mind-mapping is realized by way of the re-organization of some recognizable linguistic fundamentals in such a way as to qualify them with several added semantic value. Often this is done by the background concurrence of the inventive meaning

against the conventional one, which leads to some semantic value. One of the goals of such concurrence is to depict concentration to itself, but also to the consequential substandard way of showing the reality. In support of this position Maghsoudi and Haririan (2013) vindicated that the instruction of brainstorming technique had a positive effect on EFL learners writing improvement and also make them more active. The study provided a gap for the present study to explore brain storming technique of teaching composition writing in standard seven learner's achievement.

Further Manouchehry, Farhangi, Fatemi, and Qaviketf (2014) indicated that there is effect of two brainstorming techniques on the improvement of Iranian intermediate EFL learners writing skill. Results of the study revealed that brainstorming technique instruction had positive effects on EFL learners writing achievement .It also made them responsible for better learning which translated to learner's achievement in composition writing. Further Riswanto & Prandika, (2012) affirms that Mind mapping comprises of writing down a fundamental idea and coming out with new and related ideas from the centre. The mind mapping method can be used to explore a wide range of topics in writing and also used in every kind of writing such as: descriptive, expressive, recount, convincing and argumentative.

In addition Warsidi, Arafah and Makka (2014) stated that the learners' writing ability can be enhanced through the collaboration of mind mapping and organizational pattern. The improving items in writing were contents, organizations, vocabularies and language use. Hence, the use of collaboration of mind mapping and organizational pattern builds the learners' positive attitudes since it can inspire and help them to write composition. Further Padang and Gurning (2014) asserts that Mind Mapping approach could increase the learners' achievement in composition writing and also help the teacher in their lessons of teaching composition writing. This improvement not only resulted in the increment of the mean of the learners' score, but also greatly enhancing the learners' interest, inspiration and expression in composition writing .In the same vein Keles (2012) vindicated that mind mapping can help learning by providing a chance for visual stimuli, assessment, checking understanding, elaboration, note-taking, summarizing, illustrating sequence of events and other creative ways of instruction to improve attainment in composition writing.

Moreover Bharambe (2012) indicated that mind mapping provides a useful focus for learners to systematize their feelings and ideas to present information clearly and attractively in composition writing hence boosting higher grades. Similarly Roebuck, (2012) posits that mind map is a vastly superior note taking method since it does not lead to “semi-hypnotic trance” state included by other note forms .Mind maps provides an effective study method when applied to written material which improves acquisition of composition writing skills for better learning achievement. In addition Aysequi (2010) indicated that teachers’ usage of mind mapping revealed that good choice of methodology in all stages of teaching was wanting since only the evaluation and introduction catered for the method. This needs teachers of English to embrace mind mapping to attain high scores in composition writing.

In the same breath Crowe and Sheppard (2015) asserted that mind maps reveal that although decisions made in one area of research methods may affect decisions made in another, there is no pre-determined connection between each area and the research design chosen. Moreover the study showed that mind maps can be used to guide in teaching through the concepts of research methods and may help to produce more robust research. The findings of the study revealed that reviewing of mind mapping has its constituents and uses reviewing computer -based mind mapping software, literature on skit tools and how good they are at interface design and their widget- based computers. The study provided a gap for the present study to examine brainstorming teaching of composition writing in standard seven learner’s achievement.

Further Hun and Chik (2018) indicated that the effectiveness of mind mapping in relation to learners’ academic achievement in class. Similarly mind mapping was more effective than traditional teaching which enhanced learner’s scores in composition writing. The study also established that mind mapping focused on assessing the feasibility and the applicability of the mind map method and effective tools for summarizing understanding and recalling information. The findings were that mind mapping is effective because 100% of information recalled increased and participants’ achievement marks improved. Effectiveness of BST technique will enliven the interest of the academically differentiated which in turn enhances learner’s achievement in composition writing. Mind maps were chosen because they can represent ideas that are linked with the central theme. There are also very few rules of

creating mind maps and it has been said that the main rule is simply to bring your brain and imagination to conceptualization of composition writing to realize learners achievement (Buzan and Abbott 2005). It is this lack of rules that makes creating mind maps an easy and natural method of organizing and visualizing complex data, such as research methods and the interactions among the data.

Furthermore, mind maps can also help people learn concepts better than traditional linear formats and note taking (Farrand et al. 2002; Williams et al. 1997) Mind maps are also intended to be self-contained accounts of the idea they represent and they are built in a free-form manner rather than as a stepwise process. Similarly Buzan and Abbott (2005) claim that there is more pleasure and motivation to learn at school when using this MMG method. Teachers, on the other hand, confirmed that there were no emotional problems and behavior deviation in the learners learning process. Such an approach raises facilitators of English composition writing effectiveness and efficiency to improve grades in composition writing. The findings point out the value of creating a responsive learning atmosphere hence there is need to create a classroom environment that makes learning exciting and profitable.

2.3.3 Role Play Method on Learners' Achievement in Composition Writing

In role playing, learners imitate different characters using a lot of creativity to portray a true picture of reality of emerging issues in society. This method enhances self-esteem and provides a chance for learners to empathize with others in different scenario or view. According to Jones, (1985) this is precise but a working description of role play is harder to arrive at largely because it is linked with theatrical activity in the minds of teachers, also because of bewilderment in the literature arising from its relatedness to play games and simulations. Learners are capable of imitating characters in real life.

RPM provides a chance for learners to embrace values towards each other and understand different opinions which enable them to apply in the outside world as life skills gains. In support of this position, Marlin (2019) indicated that the teacher asks the learners to brainstorm the list of ideas in a small group by using mind mapping and story mapping. The learners use mind mapping as an alarm word about the topic that happened in the past by finding the keyword in small group. After that, the learners use story mapping to build up the

word into story by creating the main idea. Finally, the learners present the recount text (personal recount) in front of the class. More still, brainstorming technique can be an option method in speaking activity related to a recount text development.

In addition Stortch, (2018) indicated that learners use mind mapping as an alarm word about the topic that happened in the past by finding the keyword in small group method. Subsequently, the learners use story mapping to develop the word into story by creating the main idea in composition writing boosting the scores. All the learners concur that the pre-writing approach helped them in the generation of ideas and supporting points and examples, thus they wrote more compositions enhancing attainment. Interestingly, role playing has made an impact on the learners' awareness of real issues convincing us that the potential of role playing has yet to be fathomed. When treated collaboratively, written tasks provide the learners with a chance to be occupied in task-related conversation, nurturing the co-construction of the scaffold required for the extension of the learners' (Zone of Proximal). Finally, pre-writing, role-playing, brainstorming or graphical organization responsibilities in relation to writing improve the processes involved in the generation of ideas, which, in turn, increases the quality of composition writing (Lee & Tan, 2010; Voon, 2010). Further, Talley (2017) indicated that the most effective teaching and learning method that is implemented in the class to meet the needs of differentiated learners inspired and empowered learners with difficulties to help in conceptualization of composition writing. The present study found a knowledge gap in implementing BST technique on learners in public primary schools with the purpose of improving composition writing skills.

The study concluded that reading instruction changes when a differentiated learner is introduced to multiple grouping methods, vocabulary instruction, and comprehension methods that are embedded in the instruction during composition writing. The findings of the study identified that games, group work, high interest texts, and plays or poetry influence differentiated learners to engage in the process of reading to boost learner's scores in composition writing. In the same vein Awad (2013) affirms that, role play support learners with a good background of English and those with limited vocabulary acquire language skills in the learning process. More, still role-play is used in teaching composition writing to better learner's achievement. In addition Heather (2011) argued that learning of the English

language is greatly influenced by role play as learners' language acquisition processes are stimulated and supported which boost the acquisition of masterly of concepts in turn better learning achievement in composition writing. This proposition is further held by Zyoud (2010), who asserts that drama can be considered as a blanket covering a wide range of oral activities improving sharing experience that facilitates competencies and capability of composition writing skills". Additionally, when teachers overlook utility of role play in teaching and learning of speech work learner's achievement is lowered. In support of this position Mwangi (2016) indicated that teaching methods such as role play, simulation, language games and mime have a significant influence on learner achievement in composition writing.

On the other hand Comajoan (2014) concurred with Mwangi in stating that teaching English language through dramatization has benefits in listening and meaningful interaction where learners use their language resources during the teaching and learning process. More still interactions in group work has potential of building learners self-esteem and confidence which is likely to boost high score in composition writing. Similarly, Heather (2011) asserted that dramatization pedagogy provides authentic communicative environment for the learner, which stimulates understanding of concepts enhancing learner's high grades in composition writing. In the same vein Stephanie (2011) stipulated that dramatization is effective in motivating learners and promoting self-esteem through non-threatening environments for improved learner's achievement.

This study findings align with the views of Prasad (2011) argued that teaching English language using dramatization motivates learners to learn and provides them with a relaxing and challenging study environment which in turn promotes masterly of concepts of composition writing skills. Even though BST promotes excellent environments of learning, teachers face challenges to group learners due to the class size. Further, Barbu and Lucia (2007) reaffirmed that dramatization employs the use of role-play as an activity; for example, learners develop a story and act in class, hence boosting oral and composition writing skills for improved learner achievement. This left a gap for the present study to utilize similes and proverbs to support composition writing skills.

In addition, Munther (2013) confirmed the usefulness of role-play in learners' communicative competence and emphasized that dramatization stimulates learners' authentic conversation, which raises learner achievement in composition writing. It helps the learner to overcome fear of emotional, linguistic errors, and social constraints (Maley & Duff, 2005). In instances where these difficulties are not overcome learner achievement remains low. Therefore, dramatization relieves the learner from non-acquisition of difficult concepts raising high grades in composition writing. On the other hand Zyoud (2010) asserted that dramatic genres such as role-play, simulation, mimicry and language games are utilized to stimulate acquisition of composition writing skills. Even though BST has massive benefits, teachers tend to fear to embrace, inherently time for preparation. In the views of Stephanie (2011) dramatization is significant in facilitating learning of oral skills. When dramatization is used in teaching and learning of the English Language for example speech work, the learner acquires speaking skills, which raises high scores in composition writing. In instances where teachers overlook utility of dramatization in teaching and learning of speech work learner achievement is lowered. Additionally, Prasad (2011) posits that learners develop speaking skills hence they become fluent in speaking the English Language which is likely to boost composition writing grades. The study provided a gap for the present study to examine BST teaching of composition writing in standard seven learner's achievement in Kisumu County, Kenya.

In support of this position Barbu and Lucia, (2007) concurred with the views of Stephanie (2011) when they remarked that learners develop non-linguistic abilities such as gestures and body movement when role play is used in learning the English Language. In addition RPM retains memory of concepts taught resulting to high grades in composition writing. Even though BST has significant benefits teachers tend to fear to embrace, inherently time for preparation. Further findings by McGuire (2003) reveal that learners acquire oral skills when role-play is used in teaching speaking skills which boosts mastery of composition writing skills. More still learners are actively involved in the lesson improving mastery of concepts. Teachers tend not to effectively use inherently time constraints.

In addition, Athlemoolan (2004) argues that role play presents the learner as an active participant in the learning process improving mastery of concepts in composition writing. Additionally RPM assist in enhancing teamwork to achieve desired goals thus higher scores in composition writing. Further Athlemoolan (2004) puts emphasis on the need for the English language teacher to adopt the correct methodological approach in the execution of his lesson which is learner centered promoting ownership and value systems. In instances where learners are dormant, learning remains weak. Similarly, Hayes (1984) indicated that role play entails transforming a book or event into a play or film which becomes exciting and stimulates the acquisition of skills by the learner. Even though stimulation better acquisition of composition writing skills and motivation has massive benefits teachers hardly embrace, thus achievement remains low. The study provided a gap for the present study to examine influence of BST technique in composition writing in standard seven learner's achievement in Kisumu County, Kenya.

In support of this position, Zyoud (2013) asserted that dramatization facilitates learning of oral skills, manifests innovations, empowers imaginative prowess, and assists learners to explore new horizons of knowledge in the learning process. More still learner's creativity, imagination and sharing in groups widens their critical thinking skills resulting to better mastery of concepts improving attainment in composition writing. Additionally, Goodwin (2001) observes that role play enhances understanding of the English language concepts to conceptualize mastery of composition writing skills. Even though RPM has massive benefits teachers tend to fear to embrace, inherently class size and time constraint. Similarly Fleming (2006) indicated that in instances where recitation is inappropriately used effective mastery of concept remain weak and learner achievement is low. RPM makes learning very effective and learners enjoy participating in the communication of ideas which builds interpersonal relationship among learners which is likely to boost learning achievement in composition writing. More still where it is hardly utilized achievement is not realized.

Additionally, Cawthon and Dawson (2009) vindicated that learners get involved in a high cognitive process of thinking, creativity, and acting when role-play is used in learning of the composition writing to boost attainment. Creating BST requires evaluating of the topic, hence effective understanding of the language and critical thinking is activated for learners to

connect and find out deeper meaning of the topic to get together ideas required. Learners develop understanding of the topic through first hand involvement as they carry out with the topic resulting to improved grades in composition writing.

In addition, Coval and How (2001) supported that using role-play method in learning enabled learners acquire confidence and self-esteem that facilitates learning achievement in composition writing. Additionally learners with low self-esteem and confidence tend to withdraw from participating thus little learning is achieved. However teachers hardly get time to handle such massive issues due to class population hence low attainment in composition writing. Further, Prasad (2011), Rooney (2004), Goodwin (2001), and Davison (1998) argued that role play makes language learning active and motivating which in turn improves conceptualization of composition writing. Even though RPM has substantial benefits teachers tend to fear inherently time for preparation. Similarly, learners gain the confidence and self-esteem needed to utilize language during the learning process improving grades in composition writing.

In support of this position Barbu and Lucia (2007) affirmed that the definition of simulation as a reality where a simulated and structured environment is created and learners can be guided to act mirroring real life and participants act as instructed by a teacher enhances creativity and imagination that improves learner attainment. Conducive class environments play a big role in assuring learners that they are loved, valued and that they matter boosting competencies and capability of composition writing thus achievement is realized. The study found that the association between classroom atmosphere and achievement in composition writing was intervened by learners' writing motivation. Therefore, creating a classroom atmosphere enhancing fun in writing making learners motivated to write boosting higher scores in composition writing.

In the same vein Sarah (2003), Stronge (2002) and Guskey (2000) asserted that behavior is not controlled in a simulation, therefore, the participants bring to the situation their own skills, experience and knowledge enhancing attainment. Collaboration and cooperation builds interpersonal relationships among learners which is likely to improve composition writing, where it is hardly used learning remains weak. Moreover, Dawson (2006) stated that

simulation activities stimulate authentic learner to learner conversation and interaction. Even though teachers tend to stimulate learners, the class size impedes teachers in reaching out to all participants thus low achievement. Similarly Covell and Howe (2001) asserted that role-play and simulation develop conversational competence and learners use language freely and creatively to better the composition writing skills. Socialization in group learning is essential in conceptualization of concepts to boost understanding, hence improved composition writing scores.

According to Maley and Duff (2005), when learners present a short play to the class, language skills such as speech work, reading, and pronunciation are acquired and composition writing skill is boosted thus higher grades are realized. Further Zyoud (2010) and Almond (2005) concurred with these views and supported the use of dramatized poetry in enriching reading, listening, vocabulary, and stylistic techniques among learners, which in turn improves mastery of concepts in composition writing skills. Even though RPM has substantial benefits teachers tend to fear inherently time for preparation hence low grades in composition writing.

In addition, Belz (2002), cited in Heather (2011), indicated that learners will derive benefits from drama engagement as their language acquisition processes are stimulated and supported to boost the competencies and capabilities of composition writing skills. Peaceful coexistence during composition writing before and after allows learners to share cultural backgrounds experiences, which is likely to better competencies in composition writing thus higher scores. Additionally Baldwin (2004), Goodwin (2001) and Johnson and Morrow (1981) support and applaud the role of drama in developing the necessary linguistic skills especially when learners express their ideas accurately after a learning session in composition writing skills to improve composition writing grades. Learners' owning the lesson encourages free expressions in class presentation critiquing each other's work and enhances critical thinking.

Moreover, Stephanie (2011) argued that the teacher who employs the use of gestures, tonal variation, and mimicry to depict the oral narrative in teaching and learning adds value which in turn assists learners to better grades in composition writing skills. However, the use of the

approaches can only be rendered effective if learners are given suitable support to complete the given assignment in order to better attainment in composition writing. Contrastingly, Comajoan (2014) stated that situational language method is based on the premise that language learning must take place in situational context such as shopping, catching a bus or visiting the doctor.

Additionally Miller and Saxton (2004) and Gish and O'Neill (2008) define simulation as a structured set of circumstances that mirror real life and where participants focus on dialogues, vocabulary, language patterns, and grammatical structure as found in situational strategy to boost higher scores in composition writing. Further Rooney (2004), Stronge (2002), and Dougill (1987) support that use of simulation in learning, speaking, and composition writing skills improves learner's achievement. Learners tend to actively participate well in class discussions if teachers use simulation in teaching and learning processes. Even though stimulation has massive benefits teachers tend to fear inherently class population. Additionally; Rooney (2004) indicated that learners' experience in working using the integrated drama-based tasks helps them to develop speaking skills especially when simulation is used as a learning strategy which boosts competencies and capability of mastery of concepts to improve learner's achievement. The study provided a gap for the present study to examine BST technique of composition writing in standard seven learner's achievement

In the same vein, Stronge (2002) concurred with the views of Rooney and supports that engaging learners especially when writing the scripts for their groups promotes critical thinking enhancing attainment in composition writing skills. Drama-based activities such as role-play and simulation are used by linguists to boost learners' oral skills, vocabulary, and increase their language writing skills to understand the concepts taught to better composition writing scores. Moreover, Stephanie (2011) supports the use of dramatic genres in promoting communicative competencies and acquisition of non-verbal language skills in learners. Collaboration and cooperation builds interpersonal relationships among learners which is likely to better grades in composition writing. Even though interpersonal relationships are built in communication using this approach, teachers tend to fear inherently time for preparation. On the other hand, Desialova's (2009) study based on behavioral learning theory

affirmed that role play can be used in the teaching and learning of the composition writing skills to improve learning achievement. Even though RPM has substantial benefits teachers tend to fear inherently time for preparation.

Additionally, Goodwin (2001) supported the use of role-play in the learning of English language writing skill and argued that learners practice speech work and convey a message using the medium of sound, which in turn translate to better learner achievement. However, in instances where it is not used high scores in composition writing are not realized. According to Stronge (2002), the learner learns the structure of the sound system which involves vowels and consonants to construct better sentences improving in composition writing thus boosting attainment. More still where sentences construction pose a challenge to learners, scores in composition writing achievement is not realized. Furthermore, Awad (2013) stated that dramatization can be used in learning of the supra-segmental features such as stress and intonation. Dramatization is an approach that enhances learner's retention of memory of concepts taught, which is likely to boost attainment in composition writing. Additionally, Awad (2013) reaffirmed that syntax enhances the creativity of expression in language and highlights on the significance of syntactic structures such as interrogatives and relative clauses in the learning of English Language when using role-play improving attainment in composition writing. Role play method involves all learners' participation resulting to high scores in composition writing. The study provided a gap for the present study to examine BST technique of composition writing in standard seven learner's achievement.

Moreover, Philips (2003) stated that interrogatives such as what, who, where, and whose are useful in sentence construction to build up a web where idea generation is provoked in composition writing. Learners tend to answer questions when the thought process is led by use of interrogatives to assist in combining ideas from varied experiences to boost composition writing skills. In instances where learners are not provoked to think idea generation is weak thus low achievement is realized. Similarly Blatner (2002) argued that dramatic genres such as role-play can be used to teach interrogative skills. Role play methods provoke learner's critical thinking on mastery of competencies and capabilities to better scores in composition writing. In addition, Kempe and Holroyd (2004) stated that dramatic genres can be made part

and parcel of the communicative classroom methodology in the teaching and learning of English Language which integrates language skills in a natural way assisting learners to acquire reading and composition writing skills. Further, Munther (2013) supports that mime entails the art of teaching through non-verbal communication and exaggerated expressions, actions, and gestures.

In support of this position, Desialova (2009) and Burns and Gentry (1998) adduce that mime creates sensitivity and sense of awareness especially in portraying character, acting out situations or a narrative using gestures and body movement. Additionally, Fleming (2006) states that motivation is increased when mime becomes a medium for performing roles using words because it focuses on conveying the richness of meaning through visual language. More still, Judith (2002) asserted that dramatic activities (games, role-play, simulation, and mime), provide innovation in language teaching and learners acquire speaking and listening skills boosting higher scores in composition writing. However, the use of the approaches can only be rendered effective if learners are given suitable support to complete the given assignment to improve composition writing resulting to learner's achievement. The study provided a gap for the present study to examine BST technique of composition writing in standard seven learner's achievement.

Further Stephanie (2011); Maley and Duff (2005); Hayes and Suzanne (1984); Barrows and Zarins (1983) support the use of mime in learning the English language and emphasize that learners are able to work in groups, make decisions and become better communicators. Mime in learning composition writing is effective in group work enhancing socialization essentially important in sharing varied cultural background resulting to high grades. Moreover, Wiston (2004) stated that miming and language games are used in the teaching and learning of English language therefore, making composition writing more interactive. Learners act and orally communicate their feelings which are likely to boost attainment in composition writing.

On the other hand, Liu and Ding (2009) on role-play indicates that in India, drama improves oral communication and provides learners with an opportunity to sharpen listening and speaking skills likely to better masterly of composition writing. Additionally, Rooney (2004)

asserts that mime is useful in the development of speaking, reading, and composition writing skills resulting to high scores. Language games promote oral skills and encourage discourse among learners. In support of this position, Ulas (2008) and Wagner (1998) argue that language games liberate learners from the confines of the conventional classroom environment. It gives the learners an opportunity to draw on their own experiences, thus creating the resources in which part of the language class is based enhancing peaceful coexistence during composition writing before and after to improve attainment in composition writing.

Additionally Goodwin (2001) asserted that language games provide learners with imaginary or real world within which to act out a given situation. Imagination of real world or emerging issues is essential in learners composition writing in order to create a given situation thus higher grades. Even though this has substantial value in composition writing, teachers hardly expose learners inherently class size. On the other hand, Philips (2003) stated that language games have a set of rules and instructions for learners to follow in composition writing, however teachers find it a challenge to embrace this approaches due to time for preparation. Further, Barbu and Lucia (2007) added that language games present active learning and teaching approach, which incorporates: role-play, simulation, and mime to better mastery of concepts in composition writing thus higher attainment. In addition Burns and Gentry (1998) supports the use of language games in providing opportunity for learners to acquire listening, speaking and composition writing skills to boost learning achievement.

On the other hand Dougill (1987) affirmed that role-play and language games have a set of clear rules and encompass an element of competition; however, learners grasp new concepts in the learning process to improve composition writing scores. In support of this position Comajoan (2014) supports that language games and asserts that they illustrate the boundless creativity of human language and human speakers boosting attainment in composition writing. Creativity and imagination is essentially to assist learners in conceptualization of concepts thus achievement is realized. The study provided a gap for the present study to examine BST of composition writing in standard seven learner's achievement.

More still, Barbu and Lucia (2007) indicated that teachers and learners' attitude towards role-play as a tool for empowering learners' linguistic ability is essential in composition writing to boost competencies and capability thus higher scores. Teachers and learners attitude towards RPM needs to be positive to enhance higher grades in composition writing, However where the attitude is negative achievement is not realized. Additionally Carter (2002) and Ulas (2008) state that passive learners get an opportunity to participate in asking questions and motivate their friends to participate in acting role-play, which is likely to better learning achievement in composition writing. Similarly, Awad (2013), Carrol, (2006) O'Neill and Lambert (1982), Fernandez and Coll (1986) supports that use of dramatic activities in its role of making learning an interactive process by promoting both fun and being academically rewarding resulting to improved attainment in composition writing.

Kenya Institute of Curriculum Development has consistently challenged the methodology of the English Language teaching in Kenyan Secondary schools. Gathumbi (2006) was very critical of teachers who use outdated teaching strategies. More still recommended research on methods that can be productive, captivating, and learner-centered. In support of this position Gathumbi (2006) agreed with Mundi, Kiiro, Kithingi, Awoli and Maundu, (2004) who recommended that teachers should carefully select instructional methods which boost learners achievement, for example role play, mime and simulation to better masterly of concepts. In the same vein Prasad's (2011) asserted that dialogue and role-play are effective methods to boost learner participation and content retention while Maley and Duff's (1978) indicated that drama promotes linguistic competence enhancing composition writing skills. Further Awad (2013) stated that when using role-play in learning the English language, learners can be trained on using scripted manuscript or wholly improvised performance. However, if learners are given a choice of what to say, and if there is a clear aim to be achieved by what they say in their role-play, they may participate more willingly and acquire relevant content during the learning process enhancing learner's achievement in composition writing.

English language is the most widely used language in our educational institutions today. It is the language of instruction in all Kenyan primary and secondary schools and in tertiary institutions and universities. It is urgent, therefore, to raise the standard of English language

composition writing skills both in academic institutions and in the social world (MOE, 2013). Further Athlemoolan (2004) explains that the success of teaching the English Language as a foreign subject depends on the methodological approach which the teacher adopts in the execution of his lesson. The problem has been that most teachers focus on the lecture or grammar approach as they believe it is the best way to teach. Additionally Athlemoolan (2004) explains that this approach is flawed as the learners do not have the opportunity to learn the language in authentic situations because their interaction with the foreign language which leads to meaningful language production is limited.

Carter (2001) asserts that if dramatic genres are appropriately interwoven during teaching–learning process, higher learner achievement is likely to be realized. For example, role-play can be used to teach the novel; when the English language teacher writes a summary of the twelve chapters of a novel and then identifies the major characters. Afterwards, the teacher organizes small groups to act each chapter in class. Through this, the learners acquire listening skills, they develop decision making skills and their speaking skills are polished, thus improved learners attainment in composition writing (Comajoan 2013). The study provided a gap for the present study examine BST teaching of composition writing in standard seven learner’s achievement in Kisumu County, Kenya.

A study by Johnstone (1985) on use of dramatic genres, and Livingstone’s (1983) research on dramatization support the utility of role-play in learning of the English Language. In addition, the study by Dawson (2006) explained that in role-play, self-esteem and confidence are built in learners especially when they are using the target language boosting learner’s achievement in composition writing. Similarly Kempe (2000) indicated that role-play is effective in the communicative approach of learning and teaching of the English language. Through role-play there is presentation and introduction of a topic within the English language syllabus. For example, the teacher can introduce speech work through a short dialogue which involves various characters. Learners are then allowed to practice the dialogue and in that way enhance their academic achievement in composition writing. Moreover, Kempe (2000) explained that the marking exercise is done through communicative style while Carter (2001) encourages an open, explanatory, creative, and imaginative way of learning, which enhances learner achievement in composition writing.

Additionally Desialova (2009) asserted that there is a positive effect on class dynamics in facilitating learning and interaction for higher learner achievement in composition writing. Learner's interactions in various groups assist them to share varied experiences, which in turn boost conceptualization of concepts hence higher grades in composition writing. Even though interactions have massive benefits teachers tend to fear inherently class population, thus low achievement in composition writing. On the same vein Barbu and Lucia (2007) role-play has clear advantages for composition writing learning, however teachers hardly use it, thus learning remains weak. Role-play encourages learners to speak, giving them the chance to communicate using non-verbal communication such as body movement and facial expressions.

Further, Desialova (2009) concurred with these views and elaborated that role-play provokes real communication involving ideas, and provide learners with adequate exposure to utilize spoken language during a discourse; boosting learner achievement. In Royka's (2002) study, learners enjoyed real communication when using role-play and changed their attitude towards dramatic genres. Further, Royka (2002) stated that role-play integrates language skills in a natural way, therefore, promoting careful listening and that it was effective in enhancing verbal expression required in reading and writing skills which in turn results to enhanced learners achievement. The study on the utility of role-play by Maley and Duff (2005) support these viewpoints and affirm that learners are motivated, while whole person learning and multi-sensory inputs are promoted. Therefore, learners are able to capitalize on their strengths, and it offers unequalled opportunities to cater for learner differences to better learner's achievement in composition writing.

These views were supported by Aldavero (2008) who asserts that role-play provides the opportunity for learners to use language meaningfully and appropriately. In addition Judith (2002) asserted that simulation uses functional language where participants play a role of interaction which demands appropriate language behavior, for example, social skills and social remarks suited to that situation promoting peaceful coexistence during composition writing before and after. Furthermore, Heathfield (2005) supports that if a participant is given the role of the chairman of a Board of Directors, the language used should be formal, authoritative, clear, and diplomatic. Simulation provides a structured environment where the

participants have all their facts and information which they can use to acquire knowledge and learn language skills such as reading, writing, listening and speaking to improve attainment in composition writing. Heath field (2005) while conducting a study on the use of simulation puts emphasis and reiterates, that simulation ensures learner achievements, where it is hardly used low attainment is realized. On the same vein Chausiya (2012) supports that effectiveness of role play method in teaching dialogue found out that role playing is an effective way of developing speaking skills, encouraging learners to develop their confidence and improving interpersonal skills. There was a remarkable progress made by learners who were taught by role play method. RPM encourages fluency-based activities that encourage learners to develop and it creates fun environment for learning and speaking skills, to minimize the boring situation. Chausiya's study is relevant to this study as it shows how active participation, interaction and communication form part of acquisition of composition writing skills. Higher learners' achievement can be realized through the use of modern and creative instructional methods that are likely to capture the learner's interest and imagination. The study provided a gap for the present study examine BST teaching of composition writing in standard seven learner's achievement in Kisumu County, Kenya.

2.3.4 Word Play Group Method on Learners' Achievement in Composition Writing

Guilford (2004) *indicated that* word play is a verbal wit: It is the manipulation of language (in particular, the sounds and meanings of words) with the intent to amuse. It is also known as logo logy and verbal play. Most young children take great pleasure in word play, which Grainger and Grouch (1999) characterize as a "subversive activity through which children experience the emotional change and power of their own words to overturn the status quo and to explore boundaries. Teaching using WPM as brain storming instructional approach has proven to be important in teaching and enhancing the understanding of different concepts. Mukori (2011) who support word play, Suhail (2014) who advocates for free writing; Crowe and Shappard (2015) who supports use of mind maps and Chausiya (2012) who supports role play, all agree that individual technique in brainstorming is effective in developing speaking, confidence and improving inter-personal skills which in turn results to peaceful coexistence during composition writing before and after.

Moreover Gutek, (2014) asserted that John Dewey was a logical thinker, progressivism, teacher, savant, and social reformer, who unequivocally noted that individuals have an obligation to improve the world a place to live in through training and social change .Dewey guessed that learning was "a focal fixing" in social and good advancement. Dewey's perspective and rationality about tutoring and learning have affected countless instructors throughout the years and are woven all through many learning speculations, for example, dynamic training, constructivism, learners focused hypothesis, and experiential information, which is all not quite the same as what Dewey depicts as a regular classroom setting (Schiro, 2012). Dewey (1938) depicted dynamic instruction as "a result of disappointment with ordinary training" which forces grown-up principles, topic, and techniques Dewey trusted that regular training as simply portrayed was more remote than the degree of youthful learners. Dynamic training ought to incorporate socially captivating learning encounters that are formatively fitting for youthful kids (Dewey, 1938). Dewey imagined that fruitful instruction came basically through collective communications, and that the school setting should be considered as a social establishment (Flinders and Thornton, 2013). He viewed training as a "technique for jobs and not basis for future living" (Gutek, 2014). This arrangement of convictions set Dewey apart from thinkers that upheld traditional classroom settings. As opposed to conventional classrooms, Dewey imagined that schools and classrooms ought to be illustrative of genuine circumstances, enabling youngsters to participate in learning exercises reciprocally and transparently in an assortment of social settings (Dewey, 1938; Gutek, 2014). This idea would be a point of reference in adapting today, as it is tremendously not quite the same as what is occurring in classrooms with the solid accentuation on executing the Common core standards.

In addition Schiro, (2013) States that those Learner-centered educators believe that Dewey's work is supportive of many of their beliefs about how learners conceptualize concepts. In learner-centered classrooms, one can see much of John Dewey's social learning theory and educational beliefs in action. He viewed the Journal of Inquiry & Action in Education, 9(1), 2017 93 Page classroom as a social entity for children to learn and problem-solve together as a community. In these classrooms children are viewed as unique individuals; learners can be found busy at work constructing their own knowledge through personal meaning, rather than teacher-imposed knowledge and teacher-directed activities (Schiro, 2013). Children will be

seen learning-by doing in these classrooms and they will be solving problems through hands-on approaches. When teachers plan for instruction, learner's interests will be taken into consideration and curricular subjects will be integrated with an emphasis on project learning. The educational experience encompasses the intellectual, social, emotional, physical, and spiritual growth of the whole child, not just academic growth (Schiro, 2013). On the other hand Slaughter (2009) points out that capable urban training /education is by a long shot a standout amongst the most demanding issues in instruction today. With the final result in numerous urban primary schools bringing about high disappointment rates and low differentiated impetus, urban instructors must realize totally new possibilities of instructional significant plans to use in their classrooms.

According to Slaughter, (2009) Dewey's major evidence in the 21st Century was recognized as the father of progressive education and was a supporter of social learning. Over the years a number of his facts and philosophies, even though looking very unlike, are being used to support learner participation in classrooms through the use of responsive classroom curriculum. This shows evidence of Dewey's theories in the 21st century regarding the main agenda of building a community of learners. This creates safe, warm environments for learning as advocated by Dewey's belief, enhancing learner achievement.

Learners acquire concepts better when the atmosphere is warm, safe, assuring security; trust worth and interactions are evident (Flinders & Thornton, 2013). By making a community with an atmosphere of trust, learners will feel great going out on a limb and confiding in their cohorts, all of which move in the direction of the objective of advancing a positive social-passionate setting which will result in expanded scholastic accomplishment, thus attainment improved. The morning meeting gives learners a feeling of having a place, feeling critical, and having a tone of fun, which are all fundamental instruments to a triumphant classroom (Kriete, 2002).Further Lillard (2013) puts more emphasis that Montessori education permits learners an enjoyable experience which enhances academic growth as compared to traditional methods implemented in today's classrooms. Fun learning stimulates thinking because all learners are fully engaged, which improves competencies and capability of composition writing. Further, no extrinsic motivation is needed in the Montessori curriculum. With Montessori education; children are learning important academic, social, and life skills

through active and playful experiences (Peng & Md-Yunus, 2014; Lillard, 2013). Maria Montessori was the brain child of the hands-on approaches as it supports Dewey's thoughts in the 21st century classrooms.

Dewey was a proponent of project learning, constructivism, and community building in classrooms. Due to the era of high-stakes testing in the 21st century, learners are spending less time on learning activities that incorporate project learning and other meaningful educational activities such as taking field trips (Sobel, 2004). Rather, there is a lot of text book-based learning going on in traditional classroom settings in an effort to practice and prepare learners for success on high-stakes tests. Important environmental issues, such as pollution and environmental degradation, are not being taught about in classrooms, as "there is very little serious environmental education in American schools" (Graham, 2007). Place-based education attempts to remedy this concern in classrooms across the United States. Dewey's ideologies are present in place-based education.

According to Graham (2007), place-based education draws on the progressive idea that education should be multi-disciplinary in nature and that learning activities should be authentic and "seek to extend learning beyond the walls of the school". Dewey's social learning theory objects of place-based education is to have learners successfully build associations with each other, which shows proof. The other objectives of place-based education are to reinforce learners' relations to their area and the land; to create associations between humans and their natural communities (Graham, 2007). In the same vein Graham (2007) points out that "by linking learning to real-world experiences, learners can make meaningful links among cultural, political, and social issues" Dewey was a proponent of making learning experiences centered around learners' interests and developing socially responsible citizens; all of these real-world, meaningful links that occur in place-based education, contribute to creating educational experiences that result in socially responsible citizens.

In conclusion the emphasis on implementing Common Core standards across the United States has changed the dynamism in classrooms today for both learners and educators. The main focus in traditional classrooms today is on preparing learners for passing standardized

exams and state assessments. Dewey's influence has positive effect on education (Theobald, 2009). Dewey theories are still valid today in most parts of the world. The advocacy is the interactions of learners, critical thinking to apply in daily life, and subsequent learner comfort when setting up for teaching. Learners who are exposed to this type of programmes benefit a lot especially in being critical thinkers, optimistic contributors to their local communities and to society as they grow up into adult citizens. Individual group offers the same to all learners as they interact in their group activities. Sharing ideas, thinking skills, critical thinking, social encounters in their various groups and hands on approaches where learners take up the responsibility of their learning, thus enhancing writing skills which translates to higher attainment in English composition writing.

2.4 Whole Group Method and Learners' Composition Writing Skills

A whole group teaching approach is usually very teacher-centered. A lesson is presented - often in the chalk/talk style and then either an exercise is set for the whole group or a discussion is initiated. The main problem here is that the entire lesson is aimed at the average learner in the room. A Whole Group method is not a hands-on approach. More still, Javadi (2013) advocated for brain storming technique to be used in daily delivery at the *schools*. Current research has shown the significance of the connection between spoken language and cognitive growth (Mercer, Dawes, Wegerif & Sams, 2004). As a channel of communication learners are able to convey messages using language thus exchange their experiences and different views enhancing higher scores in composition writing. Additionally where communication is a barrier, learning remains a challenge thus achievement is not realized in composition writing. Similarly, Rhondas and Kiedinger (2011) emphasis was put on the positivity of the unity of the relationship of brain- based learning strategy and likely learners' achievement in composition writing. Nonetheless, in instances where learners' peaceful coexistences in group work are not encouraged, sharing of varied experiences impedes learning hence low grades in composition writing. Whole group method is where well-structured competences and capability of composition writing skill is improved to boost high scores. However in instances where WGM is hardly used learners composition writing remains weak, which is likely to lower achievement

2.4.1 Brain Wave Group Method on Learners' Achievement in Composition Writing

Kiendinger (2011) asserts that whole group method as an instructional brainstorming technique enhances construction of paragraphs and positive correlations between brains-based learning methods and expected learner's achievement. Even though BST boost construction of sentences and paragraphs, where it is not used learners tend to find it a complex task in composition writing. Learner's knowledge of paragraph work and sentence construction is essentially important in enhancing higher grades in composition writing. More still, where the concepts of paragraph is understood, learners composition writing is likely to result to higher achievement .Additionally Martini (2011) asserted that BW approach did not only focus on the improvement of subjects' ability but also the subject's responses after having the lessons. During the teaching and learning process, learners became much more active in construction of paragraphs thus improving learner's achievement.

2.4.2 Brain storm group Method on Learners' Achievement in Composition Writing

Friedlander (2013), states that brainstorming is a quick, gullible free-association on paper, writing columns of single words or very short phrases. The idea is to get our brain spinning or freewheeling, just discarding stuff out without any concern about its significance, correctness, worth or reason. We naturally seek to control what we write but gaining the recreation to brainstorm in this way sometimes takes a little practice. The main advantage of brainstorming is that it can begin immediately, move rapidly, and often produce unexpected ideas or angles. With a little practice, though, brainstorming becomes a rapid, low-stress technique, so an ineffective session is not very expensive in time or attempt. Additionally Sabarun (2013) revealed that at the 5% and 1% of significant level, there was a very statistical significant difference on learners' writing achievement both for the bright and poor learners between the learners who wrote a time order paragraph using brainstorming technique and those who wrote a time order paragraph without using brainstorming technique. Brainstorming exercise is an individual or group method for generating ideas and increasing creative efficacy. A teacher can use brainstorming technique as a first step in the learning process in order to create new ideas, find solutions to specific problems, support conceptual design by generating metaphors, ideas, and generating social cohesion within

product teams (Wilson, 2013). The study provided a gap for the present study examine BST teaching of composition writing in standard seven learner's achievement in Kisumu County, Kenya.

In addition Scane, Guy and Wenstrom (1991) support that “brainstorming activities motivate learners who do not usually want to write by creating a non-threatening atmosphere”. In class seven where learners typically struggle with writing tasks, a non-threatening atmosphere might assist in the development of composition writing skills. Further, in each classroom, it is valuable to teach learners different brainstorming techniques in order to activate their thinking and create ideas which are essential to second language acquisition. However, the ideas obtained at this stage may or may not be directly related to the topics, so brainstorming is beneficial in giving learners the opportunity to see their own ideas down on paper before they actually begin to write (Harmer, 2001). Brainstorming technique facilitates generation of ideas in a group of learners' critical thinking, problem solving, communication, cooperation and collaboration, enhancing understanding of concepts to improve attainment in composition writing. Brainstorming allows learners embrace, adds new experiences to the old ones in order to develop in ways to critique own work, boosting the composition writing skills (Wilson, 2013).

Further facilitators ought to use key inquiring questions to confirm whether learners have understood concepts taught, to better competencies and capabilities of composition writing skills. In the same breath the learner's cultural background knowledge will assist the facilitator to address cultural issues in composition writing considering the diversity that is the class set up to better learner's achievement (Moreillon, 2007). Another feature is that facilitators should make certain that what learners are given to write on a task is relevant to their cultural background, captivates interest, and that they are within the brackets to facilitate learning achievement in composition writing. On the other hand, when learners brainstorm on characters, they analyze the characters' actions, behavior, and relationships with others to boost mastery of concepts, which in turn improves attainment in composition writing (Flynn, 2004). Comprehension of texts is thereby enhanced and deeper understanding of characters and authors' purposes enhances high scores in composition writing (Hsui, 2011).

Consequently, when learners brainstorm on similes/proverbs, this becomes part of the learners' imagination of the characters to relate with own experiences and those of the characters in the text improving composition writing skills. In addition, learners synthesize and develop understanding of characters and story line through each writing, which in turn results to learner's attainment in composition writing.

2.4.3 Pie Storm Group method on Learners' Achievement in Composition Writing

Westby, (2012) indicated that in pie storm approach the teacher divides the circle into 4 or 6 parts, representing sub-topics. Learners are instructed to generate ideas for each sub-topic and these are written down. At the end of the session, the diagram represents all the ideas that make up the total topic. Further, Westby (2012) opinionated that the Norwegian school might benefit from trying a teaching method more similar to the one used in American schools. The researcher gathered information on how these two-teaching social and individual factors affected the studies in the different countries. However, the study still had its bottlenecks as the studies focused on implementing the teaching methods to a Norwegian School, comparing /contrasting advantages and disadvantages associated with two different teaching modes and using the opinions of teachers who had experience of both teaching modes. This study seeks to find out, if Pie Storm is effective in teaching composition writing skills.

2.4.4 Brain writing group Method on Learners' Achievement in Composition Writing

Brain writing method (BWM) process involves having each participant anonymously write down ideas on index cards. The ideas can then be randomly shared with other participants who add to or critique the ideas. Alternatively, the ideas can be collected and sifted by the team or class. This approach is also called "Crawford Slip Writing," as the basic concept was invented in the 1920's by a professor named Crawford. In brain writing method, learners are divided into groups. Writing material is provided in the groups to put their findings and the whole process is timed. Learners switch over by letting the next participant write something on the paper. The process goes on until all participants get a chance. Further Rhonda (2011) asserted that there was a constructive correlation among brain based knowledge methods and expected learners' attainment for these learners. A constant creative writing review can additionally discover the potential of brain study or how it links to learning. Educators need

to continue to learn the general structures and functions of the brain writing, and gain more skills in implementing the method of brain based learning in classroom. In addition Rhonda (2011) posits that learners are encouraged to think and process rather than just respond in order to understand concepts in composition writing skills to improve attainment. Pedagogy follow ups and the test scores accurately represent what learners understand rather than what they can reiterate. This is usually perfected by a group of individuals writing down their own information on a section of a paper and after a period of ten minutes, rotating the papers to current learners and constructing from what the other individual wrote. The rotation goes on until all learners have jotted down on the paper.

Similarly Ore set *et al.*, (2014) states that in order to achieve the desired outcome of brain writing method; clearly formulated ideas should be avoided so that participants can be more creative to boost learning achievement. The Watson-Glaser Critical Thinking Skill by Edward Glaser's on basic reasoning capacity was produced in 1941, he characterized that basic reasoning includes a few things: 1) an insightful demeanor in thinking about issues; 2) learning of legitimate examination; 3) aptitudes in applying the techniques for basic reasoning. Watson-Glaser gives the view that basic reasoning is a range of abilities that emphatically underlie differentiated accomplishment in learning. For quite a long while, Watson-Glaser has looked into and created basic reasoning abilities. This advancement depends on consolation in joining the states of mind, learning and abilities that are framed from basic reasoning aptitudes, improving learner's achievement,

The Watson-Glaser steps look at how learners with basic reasoning, when they tackle an issue are depicted as follows: 1. Deduction making learners' capacity to recognize genuine or false ends from the information given 2. Acknowledgment of assumptions: of capacity of differentiated to perceive a presumption of an announcement given orally or composed. 3. Reasoning: The capacity of differentiated in deciding a choice on the end that must be pursued from the given data. 4. Understanding (Induction): The differentiated capacity to consider and choose whether the proof and ends acquired can be summed up. 5. Assessment of arguments: The capacity to give differentiated more suitable and pertinent contentions through particular inquiries of the given issue. The means above are an instrument created by

Watson-Glaser that can be utilized broadly in estimating and evaluating differentiated basic reasoning aptitudes in schools and colleges.

This instrument is viewed as a device in evaluating accomplishment to enhance basic reasoning abilities. Following 85 years of improvement of Watson-Glaser's work with the trust of a few instructive organizations and organizations, Watson-Glaser presented an adjustment in their work in particularly; Watson-Glaser II changed the five structures into three indistinguishable structures without diminishing the quintessence of need in the objective of basic reasoning capacity. Induction, Deduction and Interpretation that are interconnected can be contained and connected with the withdrawal of decision .While recognition, presumptions and assessment of arguments are as a free, entire gathering advocates for learners conceptualizing together, evaluating each other's work along these lines basic reasoning upgraded amid gathering work dialogue on undertaking given and introduction. Entire gathering bonds learners, assortment of standards, supposition and experience are generally energized familiarity and significant trade of thoughts among the members.

The gathering exercises guarantee the facilitators access to all learners. Play and persuading amusements are imperative to animate learning. Learners gain addressing procedure which is pivotal today. As indicated by Kemendibud (2016) one of the goals of training in Indonesia dependent on the educational modules of 2013, is to build up of the attitude identified with the learning framework in endeavoring to improve basic reasoning capacity. The trademark utilized in estimating this capacity was Watson-Glaser's basic reasoning aptitude. Watson-Glaser was one of the figures in the advancement of basic reasoning aptitudes, in his work; he made reference to that basic reasoning spotlight on the connection between normal idea and the procedure of instruction. The abilities estimated by Watson-Glaser in creating basic reasoning aptitudes were recognizing assumptions, evaluating arguments, and drawing conclusions. This idea was relied upon to be utilized in creating, enhancing people of polished skills. Additionally accomplishments in understanding learning differentiated both inside and outside the school. Entire gathering too enhances basic reasoning and learners accomplishment since cooperating add value to the assignment talked about and betters' comprehension of ideas to all members. Whole group offers the same to learners in the class

discussions, where participants tackle issues, evaluate each other's work during group presentations, basic reasoning is advocated, facilitator has a chance to assess all learners and lastly cooperation adds value as Watson- glazier's theory advocates.

2.5 Small Group Method and Learners' Composition Writing Skills

Barley, Major and Cross(2014) asserted that learning in small groups plays an increasing role in modern methods and there is evidence that learners work better in SGM and outperform learners working individually ,in areas like knowledge development, thinking skills and social skills enhancing peaceful coexistence during composition writing skills before and after. In the same vein Daydson and Major (2014) indicated that positive effects of cooperative learning on learners achievement and development of higher order thinking skills, improves understanding of masterly of concepts of composition writing boosting learners achievement. SGM teaching is an instructive approach that may be used to facilitate learning. SGM is an important tool as it provides learners with a perfect setting in which they can clarify misunderstandings, test hypotheses and evaluate ideas (Robillard *et al.*, 2011). In recent years, we have seen many Universities reform their curricular to include SGM; however, there is a general paucity of literature examining its effectiveness as educational intervention. On the other hand De Long *et al.*, (2010) indicated that Small group learning offers a dynamic and collaborative setting for teaching ,which in turn boost masterly of concepts in composition writing. In addition Amin & Hoon, (2006) vindicated that learners taught in this way retain more substance for longer periods as it prepares learners to be independent thinkers, enhancing learner's achievement. SGM assists learners to remember concepts taught realizing high grades in composition writing.

Furthermore, small group learning has been shown to have a direct positive effect on learners motivation to learn, which in turn plays a central role in promoting the elaboration of knowledge and productivity (Harden & Laidlaw, 2012) (Dolmans *et al.*, 2005). However, it brings with it the need for highly skilled educational techniques, leadership and a higher teacher: learner ratio, which may prove costly in financial and logistical terms the various facets of small group learning, the merits and de-merits of such methods, the leadership challenges associated with such an approach and explore how or if one can assess the success

of a teaching or learning method. SGM are some of the many unique approaches effective and available to a university when implementing a curriculum (Jacques D, 2003). The combination of small group method depends on the cultural context, however, in Europe, 6-10 learners are generally regarded as a small group for teaching and learning purpose (Jacques D, 2003). In addition (Bales *et al.*, 1951) argued that active participation by all members of the group is vital and it's leadership. SGM consists of minimum 4 learners and maximum of 20 learners. However, good management of the team facilitates collaboration and cooperation which promotes attainment in composition writing. Small group method improves mastery of concepts if appropriately used ,however in instances where SGM is hardly used teaching and learning is weak ,which in turn results to low achievement in composition writing skills.

Further Wood (2003) affirms that when groups work as a team, a facilitator planning is very essential in the success of the sessions. Furthermore, small group learning enhances learner's ability to interact which facilitates team spirit and working ethos that translates to self-esteem and life skills boosting understanding of concepts, which in turn enhances competencies and capability of composition writing skills (Crosby & Hesketh, 2004). Small group method has countless benefits compared to large group method; specifically understanding of concepts taught is attained as compared to conventional methods, where rote learning is evident (Harden & Laidlaw, 2012). Critical thinking and learner's active participation is added advantage in mastery of concepts of composition writing (Edmunds & Brown, 2010). Furthermore, small group learning facilitates mastery of problem solving, interpersonal, presentation and communication skills that will be used in learning of composition writing and lifelong skills (Crosby & Hesketh, 2004).

The ability of team working is essential in motivating groups to work in cohesion, being one challenge in leadership which in turn enhances peaceful coexistence during composition writing and after. However, the small group nurtures active participation rather than passive one in order to build on the expertise and talents of the group (Wood, 2003). Collaboration and cooperation is instilled through this informal setting where value systems are enhanced, small group tutorials useful educational tool with many advantages. However, effective small group learning in classroom is not an easy task, it requires proper planning and enough

resources to facilitate smooth running throughout the sessions to boost competencies of composition writing skill.

Fundamentally, the input to successful learning depends on the facilitator, who is used to teach lesson comfortable in the role as facilitator in small group settings. Often, this can lead to small group work deteriorating into mini-lectures (Jason & Westberg, 1982). However, cases that arise can be dealt with clear leadership and by understanding the sequence of defined steps that groups go through i.e. Forming- storming- norming - performing model group (Belbin, 2004). This allows the facilitator to have self-assurance and appreciate that the difficulties that may arise are normal part of the small group learning process. It is imperative that the team leader impresses on staff the role of small group sessions in promoting the Comprehension and application of previously acquired information i.e. it is not the setting for transmitting new information (Mamede *et al.*, 2006).

Small group leaders must also formulate clear objectives, teaching methods and organize a physical setting which can present logistical and financial issues due to the higher teacher: learner's ratio required. Many facilitators find mind map useful when preparing for small group teaching and there are many online aids to assist when planning small group sessions (McDermott & Clark, 1997). It is generally acknowledged that small group teaching is considerably more difficult to manage than a lecture as more attention needs to be paid to individual learners' behavior, personalities and difficulties (Edmunds & Brown, 2010). The facilitator plays a crucial role in this process as group leader. A supportive facilitator who gives guidance and feedback is more likely to reduce anxiety, build confidence and promote reflective learning which in turn boosts learning achievement (Hattie & Temperly, 2007).

SGM is an effective and efficient instructive interference; although it is not without its challenges. Using SGM discussions will assist learners focus on information where understanding of concepts is an issue of concern to better conceptualization of composition writing skills. The realization of SGM has been recommended as an approach to improve learners' achievements amongst average learners. Facilitators have been worried about improving instruction to increase learner's achievement (Jones, 2013). In addition (Jones, 2013), asserts that effective small group intervention can reduce the number of struggling

readers to less than 5% of the school's population. It was explained that small group method should focus on skills that build on learning theories that identify differences in learner's capability. Skill centered activities will permit learners to build information which will help develop their cognitive skills (Lane, 2015) and make small group method important. Research has demonstrated the use and benefits of SGM using clear instruction through lessons. Facilitators use differentiated approaches to focus on definite skills desirable by learners likely to better scores in composition writing (Morgan, 2014). Facilitators may use research-based approaches to build up learners intellectual skills, so they are prepared with the knowledge needed for educational achievement. To meet the need of learners in small groups, facilitators plan their practice for learners' commitment using reading centers, literacy lessons, and hands-on activities to encourage critical thinking in order to better composition writing skills (Morgan, 2014) .The relationship of learner -teacher class size has a direct impact on learning. Further research has presented information that learners acquire more and facilitator's are more effective in smaller classes. The study provided a gap for the present study to examine BST teaching of composition writing in standard seven learner's achievement in Kisumu County, Kenya.

The result of having smaller classes produces positive learner's outcomes and raises the level of academic achievement in composition writing (Chetty, 2011). More still research has also indicated that learners in their early years perform better in smaller classes (Fredriksson, 2015). Smaller class sizes are a benefit for both the teacher and learners for academic success in composition writing. The classroom environment will vary based on the class size boosting mastery of concepts in composition writing. In addition Stiefel *et al.*, (2015) affirmed that class size has an effect on cognitive outcomes. When classes are reduced there has been an increase in learner's achievements and cognitive ability in composition writing. The results of analysis contribute to facilitators showing more accountability for learner's acquisition and the instruction from facilitators is easier to follow. The class size is conditionally a way to measure how parents, facilitators, and policy makers measure academic success .Reducing class sizes can be a very popular education policy resulting to higher scores in composition writing.

Similarly Gary-Bobo (2013) indicated that there are still some implications that are unknown. It is critical that policy makers use accurate information to ensure the academic success of learners when establishing class size for learner –facilitator’s ratio. The success of learner’s acquisition of concepts becomes the focal point in the decision of small classes in our school. In order to cater for individual differences and enhancing mastery of concepts, small classes are essentially important resulting to better attainment in composition writing. Facilitators will be able to provide individualized instruction and pay more attention to discipline improving achievement in composition writing (Chingo, 2013).

Classroom observation of teachers has also indicated that smaller class sizes give learners tailored instruction and learner achievement increases. Learners have an inclination to behave better and pay more attention in smaller settings enhancing learning achievement in composition writing (Blatchford, 2011). A smaller setting makes it difficult for trouble makers to interrupt lessons because they are not able to hide in a reduced classroom likely to boost attainment. More still smaller class sizes have a big impact on learners when facilitators get the support they need from administrators. The administrative support will encourage facilitators to be effective on how they deliver their lessons and how they interrelate with learners to better attainment in composition writing.

A small group teaching can involve a wide combination of exercises, including courses, workshops, instructional exercises, tutor-less or learner -led instructional exercises, labs, problem-based learning (PBL) groups, and a scope of online arrangements of small groups of learners adapting together. Small group teaching may likewise occur inside bigger gathering training when learners are separated into smaller numbers for group work. Similarly, Exleyan Dennick (2004), for instance, draw on Booth (1996) to propose that when all is said and done a 'small' group should comprise of somewhere in the range of five and eight individuals, with six as an ideal number for tutor-style small group teaching. This type of learning allows learners to develop problem solving, personality, presentational and communication skills, boosting learner’s achievement in composition writing. Writing is one of the four skills that should be learnt and mastered in language learning to boost mastery of concepts of composition writing.

Moreover Hanna, Taqai and Nowieyah (2014), indicated that the learners who worked in groups did not improve. However, most learners reported that they enjoyed the tasks and would like to work in a group more often to better attainment in composition writing. The method of forming a group also seemed to affect learning positively improving attainment in composition writing.

Further Bonita (2012) indicates that there is more commitment among the groups to make final decision and more dysfunctional brainstorming. Social academic variables, method of formation of groups affected learning. Learners who worked in groups never improved, studies report that they had fun doing the activity in groups which resulted to better scores in composition writing. In addition Barnett and Clark (2008) suggested advantages of facilitating higher order thinking skills, motivating learners and fostering reading comprehension improved learners achievement. In the same vein Patel and Jain (2008) states that writing is a kind of language behavior, unlike a picture. This presents sounds of language over visual signs. Writing maybe significant for one group of learners but not so much important for others. Writing is a fundamental type of learning language since it offers very good means of fixing the vocabulary, sentences pattern and spelling. Writing is competently learnt when exercises in writing parallel practice it, improving attainment.

According Martal (2014) posits that concrete knowledge of research-based instructional methods that can be used in co-teaching situation may reduce rates of teacher frustration and attrition, and will improve academic and behavioral performance of learners in a variety of settings and imagined that the methodology of based instruction can be in cooperated in order to cut down teacher disappointment and wearing away. In addition Patel and Jain (2008) put more emphasis that writing is a type of linguistic activity, an image is not. It depicts the sounds of verbal communication through visual symbols. Writing may possibly be very significant for one cluster of learners but much less essential for others. Writing is a fundamental type of knowledge than verbal communication because it offers better means of fixing the words, spelling, and sentence patterns enhancing masterly of concepts in composition writing skills. Writing is most powerfully achieved when exercise in writing parallels practice in other skills to boost attainment in composition writing. It provides an excellent consolidating activity resulting to better high grades in composition writing.

Moreover Mitchell *et al.*, (2015) indicated that Small group method instills the leadership roles in the groups enhancing value systems, which in turn translate to peaceful coexistence during composition writing before and after. All participants feel loved, valued and that the matter in their various groups in respecting different view-points. This is thoughtful of working life where there is a rising trend to work in multi-disciplinary teams. Interestingly, it has been shown that leader inclusiveness enhances inter-professional team performance through an increase in shared team identity and a reduction in perceived all differences .This highlights the significance of experience to small group teaching at level as it promotes open discussion from different viewpoints and shared resolution. Additionally Ferlie et al, (2005) supports that nurturing leader inclusiveness at an early stage through small group teaching instills a mutual respect and encourages the sharing of knowledge across members of various groups ,which in turn results to learners achievement.

In the same vein Bligh (2000) asserts that, small groups methods improves learners achievement better than large groups and promotes thought, develops attitudes and values, which in turn boosts attainment. Small group method is effective in composition writing skills resulting to higher scores. The size of the group may not be as important as what the group does in production of composition writing in discussions. Further small group method enhances developing critical thinking boosting masterly of concepts of composition writing skills to improve attainment (Schmidt 1998; Davis & Harden 1999; Norman & Schmidt 2000; Wood, 2003)

2.5.1 Three- minute Method on Learners' Achievement in Composition Writing

Three minutes technique is guided by facilitator who times the working then gives the presenters of groups to present the work and others critique. Questions are used for others to respond. Learners in the groups can ask a descriptive question to the other members or respond to questions of other group members. According to Mohd Mohzan Awing *et.al* (2013) effectiveness of induction-set is dependent on teacher's creativity and pedagogical content knowledge. As one method does not fit all situations, it is vital for the teacher to initiate creative lesson plans to attract learners' attention. Results also suggest that the displays of positive actions towards disruptive behavior as well as the look of praises given

to pupils increased problematic behavior in classroom. This study sought to bring insight to effective practice for promoting learning behavior in classroom contexts. This study seeks to find out if TMM can improve composition writing. According to Fleming (2006) these topics taught using mime formed a basis of a three-minute activity. Examples of some of the topics given were; lost son, an incident at a shopping centre, terrorist arrested in a mall, an argument at the market and friend's birthday party. Learners were given five minutes to prepare and present the mime to the class. Learners performed their mime in turns as other learners listened, and took notes on major points from the performance. The teacher prepared an impromptu test and gave it to the class to test their acquisition of learnt concepts. Further, Carter (2002) supported the use of mime in providing evaluative exercises and boosting learner achievement in learning English language. Additionally, study conducted by Barbu and Lucia (2007) advocated use of mime in the classroom to enhance acquisition of content in parts of speech, for example, nouns, pronouns, verbs, and adjective, hence learner achievement is improved.

Similarly, Hanna, Taqai and Nowieyah (2014) posit that working in groups did not yield much however; learners were excited in working atmosphere. Formations of groups affected learning, involvement and achievements due to social and academic variables of age and GPA. David *et al.*, (2013) in the skill of writing on small group teaching puts more strength on the truth that it is more satisfying to facilitators and learners. Thus this methodology is recognized as the best to be embraced by higher education and worth instilling and nurturing. In addition, emphasis is put on how teachers need to use motivation to inspire and empower learners in composition writing. These are effective as learners' participants in the group work boosting attainment in composition writing. Further, the methodology revealed that teachers especially in shaping behavior of learners are vital in the classroom scenario that improves achievement in composition writing.

2.5.2 Revised Group Method on Learners' Achievement in Composition Writing

Bonita (2012) indicated that there are more committee men among the groups to make final decision and more dysfunctional brainstorming. Social academic variables, method of formation of groups affected learning, learners who worked in groups never improved,

studies report that they enjoyed the tasks and would like to work in groups more often. Further Barnett and Clark (2008) suggested advantages of facilitating higher order thinking skills, motivating learners and fostering reading comprehensions to boost composition writing. Similarly Wiwiek *et al.*, (2001) supports that small group working technique could improve the learners' active participation and their reading comprehension thus improve attainment. Small group strategy inspires, empowers and motivates learners, thus learners achievement is enhanced.

2.5.3 Buzz Group Method on Learners' Achievement in Composition Writing

Mandal (2009), indicated that cooperative learning strategies are Jigsaw, Think-Pair-Share, Three-Step Interview, Round Robin, Three-minute review, Numbered Heads, Buzz Groups, Talking Chips, Critical Debate, Write Around, and Praise-Question-Polish. Cooperative learning methods could be used during the process of writing that is planning, translating and reviewing, so that the product produced by the group is good. During the process of drafting a composition lot of deliberations takes place to enhance composition writing. The process motivates the learners to think in the language required in boosting attainment in composition writing. Teachers should inspire the learners to contribute in group work to better discussions which is likely to result to higher scores in composition writing. BGM includes one of methods in cooperative learning approach. BGM is a small group conversation approach which is used to overcome the predicament of silence in group situations and to make certain that each person gets an opportunity to add to the discussion, within a particular period of time. BGM is also valuable since it gives all participants the independence and liberty to articulate themselves equally. Ensuring many creative voices as possible contribute to solving the problem in question and is likely to enhance competencies and capabilities of higher grades in composition writing.

Large groups may be divided into BGM in order to share varied cultural background experiences and active participation encouragement to boost attainment in composition writing. Groups work independently either on the same theme or on separate themes. Each group appoints a spokesperson to report the results of the discussion to the larger group. The typical BGM is to split the class arbitrarily into small groups and assign each group an

objective. Usually a total of six or eight learners in a group are optimal. Further Manik (2017) indicates that Buzz group allows everyone's ideas to be expressed. Learners can be taught to work in real-life situations where others' opinions are well thought-out. In BGM facilitators set the groundwork to get learners discuss and express opinions, this is good for dealing with controversial subject resulting to higher scores in composition writing. In the same vein Eunike, (2012) argued that significant factors for the learners in composition writing skills are using buzz group method.

Buzz Group method makes learners work in small groups in adequate time. The space quickly fills with noise as every sub-group 'buzzes' in conversation. Buzz groups can be in pairs, trios, or more depending on the activity. While they are buzzing, participants are able to exchange ideas and draw on their wide collective experience. Buzz Group is the method that systematizes the learners into group work in time already defined. In discussion, the class is noisy because of learners' buzzing. Buzz group method may be duo, more than two or more. While they are speaking, the other group must share their ideas and explain their large story. On the other hand Hasanah (2018) indicated that there is an influence of using buzz group method towards learners' speaking ability, which improves competencies and capability of composition writing to better learner's achievement. In addition Mash (2015) supports that Buzz group method can enhance learner's activeness and writing skills of hortatory exposition text. The result of the study showed that. Moreover Ni'mah (2015) supports that learners improve their activeness and writing skill by using buzz group method. BGM is extensively effective in writing skills of the learners. Further Pangaribun, T&Manik, S (2018), affirms that Buzz group enhances composition writing skill to the learners which boost the understanding of concepts for higher scores.

2.6 Round-Robin Method and Learners' Achievement in Composition Writing Skills

Round Robin is a skill that employs an approach when the class is separated into trivial groups of four to six learners per group with one person chosen to be a recorder. Questions are posed by the teacher with numerous possible responses and learners are given time to reflect about the responses. After the "think time" members of the team, share responses with one another. RRM is performed when learners are put in circle or groups where each

participant is valued and takes part in the whole process. Responsibility is shared and the recorder does the work to put down what the group discusses. Questions are thrown to the entire group for all to respond given a specific timing. Further Shardin (2019) indicates that RRM can improve the writing skills. The result of this study can be shown in the t-test that there was an improvement of learners' speaking skill, with the t-test of 25.3, the degree of freedom is 31 and t-table is 1.696.

Based on the result of the test, it can be concluded that the use of RRM improved the learners' speaking skills. This method offered the learners' chances to share ideas and opinions with their peers speak up and express their argument in class resulting to better scores in composition writing. Further Kamau (2019) opinionated that sharing ideas actively participating and discussions improves understanding of concepts boosting the learner's achievement. Round Robin is a method produced by Dr. Spencer Kagan in 1994. He explains in brief about the meaning of RRS as follows "...learners in small groups taking turn contributing. The same structure worked well to make equal contribution in cooperative learning teams". If learners in small groups discuss a topic with no interaction rules, in an unstructured way, often one or two learners control the interaction. If learners are told they must take turns as they speak, more equal participation is ensured" (Kagan, 2003). In the same vein Ibrahim (2000) indicated that RRM is a type of learning in which learners take turns contributing to answer questions in a group in writing and orally. The study provided a gap for the present study examine BST teaching of composition writing in standard seven learner's achievement in Kisumu County, Kenya.

Cooperative learning model Round Robin was developed by Kagan (2009), the structure of the function / purpose of Round Robin is useful to develop the social skills of learners (Social Skill), establish cooperation within the group (Teambuilding), communication skills (communications skills), builds learners' knowledge (knowledge building), learners' thinking skills (thinking skills), as well as the ability to express information (presenting info). More still Kagan (2009) indicate that learning procedure for Round Robin models is: (1) forming groups, each group of 4 learners; (2) the problem with group discussions, written answers; (3) upon completion of each task learners begin to deliver their answers; (4) other groups pause as listeners and responders resulting to high scores. This unique aspect facilitates

boosting mastery of concept in composition writing, which is likely to result to learner's attainment.

In addition, Huda (2013) asserted that TSTS type of cooperative learning is an instructional model that aims to group (1) so that learners can work together; (2) is responsible; (3) to help and support each other. Similarly Lie (2010) asserts that TSTS learning model has the same goals as other cooperative learning approach. Learners are encouraged to work together in finding a concept. TSTS model will lead learners to be active, both in discussions, questioning, seeking answers, explaining and listening to the material described by a friend. Further Kagan (2009) confirmed that, the structure of the function / purpose of the syntax RRM is useful to develop the social skills of learners, establish cooperation within the group (Teambuilding), communication skills building learners' knowledge, learners thinking skills, as well as ability to express information (presenting info) to better learners achievement. In addition Kagan (2009) states that measures of Round Robin models are namely: (1) forming groups, each group of 4 students; (2) The problem with group discussions, written answers; (3) Upon completion of each learner began to answer questions; (4) other groups as listeners and responders, thus improving learners achievement.

Following the problems mentioned before, RRM can be used to solve the problems of these learners in speaking skills. These boost discussions in the groups, generating ideas, solving problems, sharing different experiences to better the competencies and capability of composition writing skills. In addition Barkley et al. (2005) indicated that (RRM) supports learners to elaborate, explain, evaluate, and question the ideas in which the group members take turns in responding to the question with a word, phrase, or a short answer. Further Olsen and Kagan (1992) asserted that RRM is the way learners sit in group table discussion (Round Table), explore and respond to the topic by using the oral and composition writing skill (Richards & Rodgers, 2001). Thus, the Round Robin method can improve learner's composition writing skills significantly since it allows learners to construct sentences and make paragraphs during the discussion. RRM of brain storming technique aids learners in improving the writing ability to master grammar, vocabulary, pronunciation, fluency, and comprehension. It can be seen and compared from mean score of writing aspects achieved by learners both on pretest and post-test. Besides, there is a significant increase in learners'

composition writing ability than before experimental treatments were given. Hence, it is highly suggested for English teachers to enrich their knowledge concerning a variety of methods in English language teaching. Similarly, Sulaiman (2015) argued that RRM results showed that the learners' speaking skill of the school had been improved after Round Robin was implemented. In the same breath Kamau (2020) supports that Round Robin method enhances the conceptualization of mastery of concepts which improves learner's achievement in composition writing. RRM facilitates the learners with the opportunity to analyze ideas and solve problems together by using their oral and composition writing skills to boost higher grades in composition writing.

Further Itsnaini (2011) opinionated that teaching speaking skills by using the RRM can improve learners' speaking skills, which helps learners discuss in groups on idea generation enhancing the composition writing skills. RRM can solve the learners' writing challenges as the advantage and applying this method will, help learners to improve composition writing skills aspects like vocabulary, punctuations, grammar, comprehending, and fluency. Moreover Barry (2018) argued that Round Robin method was also experiential in the classroom. This method had made a couple of learner's to face challenges in answering some questions or statements, and this was owing to reality that they did not have something to give in the group discussions. Learners who actively participated in group discussions had more ability of composition writing skills that resulted to high attainment. Learners who were passive lacked something to contribute and experienced difficulties in composition writing.

Another shortcoming from this method required a lot of patience since all learners were expected to give own opinions and sometimes the teacher had to rush them in talking so that everyone had a chance to take part in class discussions This unique aspect of RRM motivated all participants to contribute to group work which enhanced competencies and mastery of concepts in composition writing skills. Moreover, according to Zhang (2009) asserted that speaking skill is the most difficult skill to be mastered for majority of English learners, while most learners are still incompetent in communicating orally in English resulting to low learning (Al Hosni, 2014). This impediments affects composition writing skill, thus need for teachers of English to embrace RRM in order to boost masterly of concepts which translates

to learners achievement in composition writing. Further, Halimah (2018) indicated that “speaking is an ability used by a person as a tool to express, share and communicate one’s ideas, opinions, desires, or feelings to another depending on the context, the participants, the experience, the environment, and the purpose”. It means that speaking is one of the ways to exchange information between two or more people in gaining newly constructed meaning. The learners are also expected to be able to communicate and to produce their idea with their way of using the speaking skill. In the same vein Kamau (2020) supports that the ability of discussions in varied groups facilitates generation of ideas required in composition writing skills, which is likely to result to higher scores .This unique aspect improves mastery of concepts boosting learner’s achievement in composition writing.

Further, Adigun Folaranmi A; Grace A. Ajagun; Madu Samuel (2019), indicated that Round-Robin instructional method improves learner’s interest in composition writing enhancing high grades. Teachers should adopt the use of RRM instructional approach in teaching difficult concept thereby improving learners’ achievement in composition writing. Round Robin is advocated for composition writing skills where learners are encouraged to teamwork to better attainment .This is due to the fact that defecate methods caters for all learners who need to be taught using differentiated pedagogies. In this way all participants are actively involved in contributing in the ideas generation in the various groups. Round robin boosts the understanding of various topics to be done in composition writing thus enhanced learner’s achievements.

According to Slamet Asari¹, Ulfatul Ma’rifah¹ & Yudhi Arifani (2016), the result of the study uncovers that guided question and answer session within and without the group foster learners’ higher order of thinking skills and the results of the tests, pop-up quizzes indicates significant upgrading from 66% into 82%. Next, round presentation in and out group activity also cultivates learners’ presentation skills as well as confidence and independent learning from 65% to 85%, 67% into 77%, and from 65% to 93%. Round Robin discussion model operates well if it is supported with fixed and detailed roles of both learners and facilitator so that equal interactive practice is well established. In the same vein Arifani (2016) argued that the quality of learners’ questions when doing discussion such as in team-based discovery learning which may be considered as cooperative learning strategy influence learners’

thinking skills. Further, learners' thinking skill should be guided and trained step by step through the cooperative learning to enhance critical concept attainment. In this case, the teacher acts as facilitator in every discussion to manage the flow of activities. Facilitator provides feedback toward the essence of the discussion and presentation as well as explaining and underlining the topic discussed in the class, thus learners achievement in composition writing improved.

In addition, Ngaraju, C., Madhavaiah, G., & Peter, S. (2013), affirm that teacher-centered learning model does not afford adequate chance for the learners to communicate optimally in the classroom. Meanwhile, individual presentation skill was not deemed optimally to see individual progress but it highlights merely knowledge-based paradigm. The study provided a gap for the present study examine BST teaching of composition writing in standard seven learner's achievement in Kisumu County, Kenya.

Other important essentials in the presentation and discussion such as presentation skill, confidence, and independent presentation are not well addressed yet in the teaching and learning process. Round robin is also great for practicing procedures, processing or presenting information, and for developing and engaging a range of thinking skills. In conventional classroom teaching learners work alone. They don't have chance to learn how to work well with others and to manage their own emotions while in interaction with others. Cooperative learning structures like Round Robin have the learners work together with each other in ways that help them to acquire social skills, characters, virtues and emotional intelligence boosting attainment.

The skill of teacher is to select the right tool for the right job. In tool analogy we wouldn't use a hammer for sawing. With Kalgan structures we don't want to use a high consensus structures for developing divergent thinking. Moreover Ramah (2013) concurs that Round Robin is effective in teaching speaking skills, which boost mastery of concepts in composition writing skills translating to learner's achievement. In addition, Kalgan (2009) puts more emphasis that the method can be excellent for building cohesive teams. Learners bond, interact, respect each other, share and practice learnt values agreed as a team to improve attainment in composition writing. The method advocates for sharing and working

using cooperative strategy. It enhances memory and is best for today's classroom thus higher scores in composition writing Further Mortal (2014) indicated that hypothesis that concrete knowledge of research based instructional methods would reduce the levels of the facilitator's disappointment and wearing away, and will develop academic and behavioral presentation of learners. Round-robin instructional method is among such interesting and activity-oriented instructional approaches which are not yet common in Kenyan public primary schools. Teachers need to embrace Round Robin method to better conceptualization and capability of composition writing skills which in turn results to higher attainment in composition writing. In instances where RRM is not embraced learning is weak resulting to moderate learner's achievement in composition writing.

2.6.1 Individual Group Method on Learners' Achievement in Composition Writing

According to Kolody (1997), indicated that learning strategies used by learners at these colleges, to investigate the relationship between learning strategies and demographic variables, and to explore patterns of learning of distinct groups that existed in the sample. The sample included 1,143 learners. Differences in the use of learning strategies were found when the participants were grouped according to gender, type of program, age, and grade point level. Several multivariate analyses using discriminate analysis failed to produce any powerful functions although weak differences were found in the areas of grades, gender, program, and age. Instead, cluster analysis and supportive qualitative techniques which allow the data to expose its own patterns were more productive. Based upon the groups found in this way, recommendations were made for teachers, learners, and researchers. In addition, facilitators need to explore this strategy of learning to enhance learner's achievement in composition writing.

Moreover Hammond (2016) states that Positive adult interaction can support learners growth and wellbeing, especially when these are culturally responsive and approachable (Hammond, 2016). Learners gain knowledge when they can relate with what happens in school to their cultural contexts and experiences, when their facilitators are receptive to their strengths and needs, and when their surrounding is "identity safe" (Steele & Cohn-Vargas, 2013), reinforcing their value and belonging. This is very vital given the community and school-

based aggressions many learners, especially those living under unfavorable conditions, experience. For all these reasons, and because learners develop through individual trajectories shaped by their unique traits and experiences, facilitators need to be familiar with learners well-being to create useful learning opportunities that enhances learners achievements. Further Chandra (2015) opinionated that individuals are responsible for their task, actions, learning abilities and contributions of their peers as well. Collaboration is more centered, thus sharing different values enhances peaceful coexistence during and after teaching process. Group brainstorming is more effective than individual brainstorming. Similarly, Rao (2007) cites Richards: the essence of interaction with peer and teacher are able to be facilitated using brainstorming skills.

In addition, group brainstorming is important in order to activate thinking and create ideas which are able to overcome the difficulty of foreign language learning. The brainstorming technique can gather many more ideas in a group setting than in an individual one. Additionally Dugosh *et al.*, (2000) demonstrates benefits of exposing learners' ideas in group situations by brainstorming. It is concluded that this display to peers facilitates creating ideas which are more secure. Identified by the author were two factors that influence productivity: ideas that a writer can be exposed to increase in a group situation, and the amount of talking in a group provides more ideas to be formed. At the same time, one of the interferences of creativity in writing is mental blocking. Mental blocking occasionally occurred in group brainstorming because of social anxiety.

Social anxiety in brainstorming groups affects the other's ideas (Camacho, 1995) and therefore leads learners to feel uncomfortable in exposing their thoughts. According to the study by Camacho (1995), these effects include group members seemingly unable to communicate efficiently with each other. When this happens, the learner's amount of creativity is reduced due to lack of sharing their own ideas with others. Lack of communicating efficiently impedes creativity and thought process which is likely to weak learning in composition writing. Brainstorming includes variety of learning methods where thinking skills are vital in the process of reasoning to better competencies and capability of composition writing. In addition ODE (2014) puts emphasis that individual group method

evokes a lot of reasoning and inquiring which are fundamental to learning of composition writing.

Additionally Ikwemelu and Oyibe (2014), learners are inquisitive in inquiring which facilitates ways of resolving challenges before and after composition writing to enhance attainment. In the same vein Upandhya (2012) indicates that channels and ways of teaching English has taken off in the new ways of delivery to boost mastery of concepts in composition writing. More still Oyibe (2014) puts emphasis that learners are imaginative and inventive in problem solving and thus genesis of problems is recognized and solutions offered to improve attainment in composition writing. Past trends and future instructions establish out that ways and means of teaching English has changed conditions of today. However, the use of the approaches can only be rendered efficient if learners are given suitable support to complete the given assignment to enhance the composition writing grades.

2.6.2 Whole group Method on Learners' Achievement in Composition Writing

Osten (2002) indicates that whole group brainstorming as a collective generation of ideas by individuals where each individual's ideas are treated as contributing to the main topic discussion of a larger group. One study created by Orson concluded that a group using brainstorming produced 44% more useful ideas than individuals thinking up suggestions without the benefit of group discussion. A review of brainstorming research was conducted and it concluded that 16 studies found support for the productivity of brainstorming versus contributing ideas individually (Isaksen, 1998) The overall outcome of the Isaken review determined that based on the studies compiled brainstorming groups produced more ideas than individuals working alone to better competencies and capability of composition writing skills. In support of this position Fawzi and Hussein (2013) asserted that brainstorming was inspiring to learners but participant's preferred guided brainstorming.

Further Ibnian (2011) indicated that brainstorming technique had a positive effect on the writing skill of EFL learners in such aspects as content and association, mechanics of writing, language use and skills emerged from creative thinking abilities (fluency, flexibility, originality and elaboration). In addition Rao (2007) indicated that there is shed light on the

significant effects of explicit instruction of brainstorming strategy on writing performance and the questionnaires indicated the positive attitudes of learners toward brainstorming strategy. The study provided a gap for the present study to examine BST technique in teaching of composition writing in standard seven learner's achievement.

Additionally Maghsoudi and Haririan (2013) believed that brainstorming technique applied as controversial issue in history of ELT and it has long been well thought-out with suspicion by language teachers therefore, it has been abandoned as a suitable activity for language practice and growth. However, regarding the nature of brainstorming and creative thinking we can reveal that there are important elements in teaching process which causes it appropriate for being applied in language teaching procedure. According to Osborn (1953), brainstorming can help the learners to relocate their ideas from the brain to tongue or to the numbers that related to skill specifically to writing.

In writing process as a means to increase learners' motivation to write essay. Further Manouchehry, Farhangi, Fatemi, and Qaviketf (2014) argued that brainstorming technique instruction had positive effects on EFL learners writing achievement. BST boost competencies and capability in composition writing to improve attainment, however where BST is not used achievement is not realized. In same vein Shorofat (2007) asserted that applying brainstorming and "synectic" were effective in improving learner's creative writing skills in terms of content, organization, style, and mechanics of writing. Results also divulged that there was no effect of the implemented strategies on learners' attitudes toward writing. Moreover Maghsoudi and Haririan (2013) indicate that the instruction of brainstorming approach had a positive effect on EFL learners writing improvement and also making them more active boosting learner's achievement. Active participation in various groups assist learners acquires self-esteem and confidence which is likely to boost achievement in composition writing.

Further Fawzi, Mohammad, and Hussein (2013) argued that brainstorming method in composition writing found that individual brainstorming and group brainstorming were both interesting to learners with more preference given to whole group brainstorming. Teamwork helps learners to achieve desired goals resulting to higher scores in composition writing. In

the same vein Phimmaseh (2011) asserts that based on the result of post-test; there was significant developments between the learners' score in pre- and post-tests. Brainstorming method improves learners' writing ability in explanatory text by mastery of concepts. Therefore, it is suggested that the teacher should apply brainstorming method in teaching composition writing to better competencies and capabilities in composition writing. Further Suryani (2012) indicated that brainstorming method can advance the learners' composition writing. Even though the BST technique is essential to mastery of concepts, teachers ability to reach out to individual participants faces impediments due to class size and learning resources thus low attainment in composition writing. In addition Astuti and Kumalarini (2013) opinionated that whole group brainstorming can progress the writing ability of grade ten learners of SMAN 12 Surabaya in writing descriptive texts, which in turn improves the conceptualization of mastery of concepts in composition writing. On the other hand Noor, (2013) asserts that brainstorming method offers a good process to make the learners exercise in composition writing to improve attainment to enhance effective mastery of concepts, where it is hardly utilized attainment is not realized.

2.6.3 Relay Group Method on Learners' Achievement in Composition Writing

In relay group learners are encouraged to work together to allow every participant to play a part in the group. All ideas are valued which translate confidence allowing learners to feel owned and valued. RGM allows learners to build on their self-esteem, control their lives and be able to make decisions and judge their action confidently. This happens when presentations are being done, critiquing their group work and when passing the papers from one individual to the other. A lot of personality building is nurtured, encouraged and that translate to high esteem level acquired. Bandura theory interacts with relay group in that process. Facilitators prepare adequately to manage and deliver a good lesson. This makes the lesson enjoyable and only a facilitator who has high self-esteem and believes in himself can plan good, motivating lessons. When this happens, learners imitate their role model who is the facilitator. This advocates for an active receiver who engages wholly to develop physically, psychologically, emotionally, interpersonally, morally and spiritual potentials together with convention known intellectual skills.

On the same vein, Rashtchi and Beiki's (2015) in a study in Tehran, emphasized interest in writing pre-test ,two flawless classes were arbitrarily appointed to teacher -generated strategy useful in conceptualizing (TG) and learner generated agreeable conceptualizing(LG) in turn improves learner's achievement. Learners conceptualizing of masterly of concepts boosted the composition writing skills resulting to enhanced learners achievement, however where BST was hardly utilized learning attainment was low. In the same vein Lafont, (2012) indicated that, learners interface is a well-known trait of varied activities that enhance teamwork to build peaceful coexistence during composition writing before and after to improve scores.

Further Lafont, (2012) affirmed educational strategies that involve learners interface to instruct skills such as reading, group work is often understood as part of doing the activities boosting masterly of concepts in composition writing hence higher scores. Learner's exposures to masterly of basics of reading are able to understand concepts easily boosting conceptualization of composition writing skills. Even though the basic skills of reading are essential to masterly of concepts ,teachers ability to reach out to individual participants faces impediments due to class size and learning resources thus low attainment in composition writing. Additionally Dean Barker, Mikael Quennerstedt & Claes Annerstedt (2015) argued that observational data from an investigation of learning varied activities to demonstrate the explanatory power and limitations of the theoretical tenets presented. Practical implications of understanding group work in a multimodal manner which boosts idea generation to enhance higher scores in teaching and learning process.

Additionally group work builds teamwork and collaboration boosting interpersonal relationships among learners, which in turn results to higher grades in composition writing. The child is not merely a future citizen or employee in training, but an intricate and delicate web of vital forces and environmental influences to improve attainment in composition writing. Further Mourlam (2013) affirms that learners need an interactive environment to exchange knowledge thus social learning resulting to peaceful coexistence during composition writing before and after to improve scores. Environments that inspire, empower and motivate learning and teaching have positive effect hence higher scores realized .However, learners taught by traditional methods and environments that are not learner

friendly affect participants negatively hence low achievement in composition writing. Environments that discourage learners to be disconnected from their peers limit learning from varied experiences from different cultural background resulting to low grades in composition writing. In BST learners are grouped to brainstorming in order to solve problems, develop critical thinking, collaborate and communicate effectively to accelerate high scores in composition writing. However teachers tend to fear inherently time for preparation.

In the same vein Ruth (2000) supports that roots of individual are found in the interaction with surroundings and other people before knowledge is internalized. Interactions create a background in which is likely to offer a lot of experiences rich in knowledge to expose learners in composition writing, thus learners achievement. Therefore, adapting a technique that views composition writing as an understanding that is built through teachers' facilitation and exciting participation, for learners to be creative and imaginative is vital for production of composition writing. More still, various learners in the groups interact and share varied experiences from their background knowledge and cultural exposures, thus contributing to the ideal generation enhancing attainment in composition writing. When learners are not able to share ideas from the different back ground experiences the competencies and capability to better learner's attainment remain weak.

2.6.4 Small Group method on Learners' Achievement in Composition Writing

According to Volman (2019), in his study scaffolding learners understanding in small groups work: learner's uptake of facilitators support in subsequent small group interaction asserts that providing contingent or adaptive support (i.e., scaffolding) is effective. 35 lessons of 7 secondary social studies teachers and 7 small groups of learners were analyzed, Logistic multilevel mediation analyses showed that the likelihood of learners formulating accurate answers during small-group work was higher when learners applied the facilitator's support in subsequent small-group work (as opposed to ignoring that support). However, the contingency of a facilitator's support did not affect learners' uptake or the accuracy of their answers. Additional qualitative analyses showed that learners' uptake of contingent support was sometimes hampered by untimely fading of the support. Moreover, we found that

contingent support that was then gradually faded was the most effective in fostering learners' uptake of a teacher's support. Scaffolding (i.e., temporary support that is adapted to a learners' understanding), is known to be effective for student learning (van de Pol, Volman, & Beishuizen, 2010). Yet how scaffolding promotes learners' learning remains unclear. Understanding how scaffolding affects learner's acquisition of knowledge and helps to more clearly conceptualize the notion of scaffolding and can give more concrete direction to interventions aimed at promoting learners' achievement.

According to Garfield (2017), indicated that the use of small group learning activities leads to better group productivity, improved attitudes, and sometimes, increased achievement in composition writing (Garfield, in press). The suggestions made in these reports are supported by a growing set of research studies (over 375 studies, according to Johnson *et al.*, 1991) documenting the effectiveness of cooperative learning activities in classrooms. The implication of these studies is that the use of small group learning activities leads to better group productivity, improved attitudes, and sometimes, increased achievement in composition writing (Garfield, in press).

A great deal of teaching is inevitably the passing on of information and skills to better mastery of concepts in composition writing. However, it benefits from being complemented by classroom talk that is organized very differently for specific curriculum purposes. It is this 'something else' to which whole-class dialogue contributes, provided it goes well beyond those class discussions which involve few departures from teacher direction and little reduction in teacher talk. Cooperative group learning includes a wide variety of activities that may be implemented in several different ways in a college statistics class. These activities offer ways for learners to become more involved in learning and to develop improved skills in working with others to boost peaceful coexistence during composition writing before and after resulting to improved achievement. Previous research on small-group work has shown that the quality of learners' interactions significantly shapes learners' learning (e.g., Hogan, Nastasi, & Pressley, 1999; Volet, Vauras, Salo, & Khosa, 2017). Yet it is less clear how teachers can support learners' studying in the setting of small-group work (e.g., Webb, 2009). In the current study, the study sought to establish what extent brainstorming technique influence learners' achievements.

In addition, Lama (2015) affirms that both small and large group teaching has its merits and demerits. The impact left by small group teaching and learning is far greater as it is observed that through this process the learner remains more focused on the problems while learning to accelerate composition writing skills thus learning for higher attainment. Small group teaching sessions were also highly interactive and enabled further discussion on complex topics which in turn boosted the competencies and capability of mastery of concepts of composition writing. In conclusion, large group teaching and learning is essentially a one-way process, while small group teaching is more focused, interactive, and leads to the development of concepts enhancing learner's achievement. Further Kamau, Odundo & Inyega (2020) confirms that differentiated learning is inclusive of all learners in a classroom set up to enable understanding of taught concepts in composition writing to boost attainment in composition writing.

In absence of varied approaches in delivery of content, competencies and capability of composition writing is not realized. Additionally, Widiari (2011) indicates that brain storming advocates on the organizations of ideas and increase of ideas when groups brainstorm helping learners to better the mastery of concepts which in turn accelerate learning achievement. Organizations of ideas are essential in composition in order to logically arrange different paragraphs to boost learner's achievement. Thornbury (2005) acknowledges that there is a knowledge gap among learners and it can be bridged by using language to compose sentences and paragraph work that enhances learner's achievement. This implies that learners' involvement in the classroom has a positive effect on the learning process hence higher scores in composition writing. Learning gap can be sought out by use of group activities, identification of entry behaviors of all participants and use of differentiated approaches of teaching and learning. Moreover Vavilis (2004) and Weaver (2005) asserts that the other reason why classroom interaction levels may be reduced is that some learners by sharing ideas in the classroom discussions may fear that they will lose their intellectual property rights which creates low learners achievement in composition writing. Sharing of cultural background experience is so rich enhancing creativity, innovations and imaginations to better composition writing. As learner ideas become part of the sessions, learners may retain a joint ownership of work done, retain a lot in memory enhancing mastery of concepts in boosting the attainment in composition writing.

In addition Bian (2011) supported that more significance on the pre-writing stage due to its fundamental role in script procedure- and placed more importance on technique writing as a process not only as a product. This implied that stages of composition writing are essential to learners in cultivating a culture of ownership in developing different paragraphs rather than the completed work. Further Ankur (2012) asserted that brainstorming technique improve teaching English in changed conditions of today and are effective to improve reading comprehension and pronunciation which in turn facilitates learners achievement in composition writing. In addition Barr (2006) indicated that brainstorming technique enhances the transmission and reliability of composition writing skills and puts emphasis on the current role of technology in expanding knowledge to improve attainment. Learners benefit a lot when sharing of experiences and varied exposures are given to enhance composition writing. However, according to teachers of English learners have difficulties in composition writing skills which in turn impede attainment of learner's scores.

2.7 Relay Group method on Learners' Achievement in Composition Writing

This method gives learners enough opportunities to express their ideas freely about the main topic given by the teacher. In this study, Barr (2016) supports that majority of the learners in Minnesota struggle in the area of reading comprehension which impedes the ability of composition writing skill. Reading skills exposures support learners to better conceptualization of concepts to boost achievement in composition writing. In support of this position Brunson (2011) argued that the actual work that goes into producing, facilitating and producing and providing access to independence of composing good writings that enhance effective mastery of concepts likely to result to learners achievement. Empowering and engaging learners go a long way to better productions of composition writing. In the same vein Thornbury (2005) opinionated that there is information gap among learners and it can be bridged by using the language which promotes composition writing skills and witness higher learning achievement. Differentiation helps to seal the gaps identified to improve attainment in composition writing. RGM gave learners enough chance to convey their information liberally concerning the major topic given by the instructor.

In addition Widiari (2011) indicated that the current classroom action study fundamentally was aggravated by the reality that the subjects under study still faced setback in finding and organizing standards in composition writing. This method gave learners adequate chance to express their ideas, liberally about the main subject given by the instructor. Therefore, facilitators need to develop learner's social skills in expressing ideas freely resulting in high attainment in composition writing. Learners practicing and utilizing differentiated composition writing methods is likely to enhance high scores. This method gives learners enough opportunities to express their ideas freely about the main topic given by the teacher. More still, Barr (2016) supports that majority of the learners in Minnesota struggle in the area of reading comprehension which impedes the ability of composition writing skill. RGM enhance effective mastery of concepts in composition writing skills to boost high scores. However where RGM is hardly used learners conceptualization of composition writing skills remains weak hence learner's achievement is low

In support of this position Brunson (2011) argued that the actual work that goes into producing, facilitating , producing and providing access to independence of composing good writings enhance effective mastery of concepts. Creation of independence in learners during class discussions is essentially important, in order to boost the individual self-confidence boosting high grades in composition writing. In the same vein Thornbury (2005) opionated that there is information gap among learners and it can be bridged by using the language which promotes composition writing skills and witness higher learning achievement. This method gave learners enough chance to convey their information liberally concerning the major topic given by the instructor to improve attainment in composition writing. In addition Widiari (2011) indicated that the current classroom action study fundamentally was aggravated by the reality that the subjects under still faced setback in finding and organizing standards in composition writing. This method gave learners adequate chance to express their ideas liberally about the main subject given by the instructor. Therefore, facilitators need to develop learner's achievement in composition writing by learners practicing and utilizing differentiated composition writing skills.

2.7.1 Skills Group method on Learners' Achievement in Composition Writing

Barr (2006) asserts that more emphasis on a big number of learners in Minnesota need great effort in the area of reading comprehension to accelerated learner achievement in composition writing. However, learners should initiate using different reading methods efficiently for different reading materials to better scores in composition writing. He further suggested that there is lack in the basis of effectiveness in individuals masterly of content resulting to low achievement composition writing. Instilling effectiveness and efficiency in composition writing translate to higher scores thus promotes self-esteem and confidence resulting to high grades. In support of this position Xin (2014) indicated that BST has a positive impact in other areas of his study, however the study did not examine aspect of BST on composition writing. BST increases competencies and capability of masterly of concepts where used to improve attainment, where this is hardly adapted learning remains weak. The classroom action study was triggered by the fact that the subjects under investigation still faced problem in finding and organizing ideas in composition writing. In addition Barr (2006) indicated that there is need for effective reading interventions which in turn better the conceptualization of masterly of concepts to enhance learners' achievement in composition writing. However, Barr's findings found it lacking in the basis of effectiveness in individual interventions to meet the needs of those at risk in reading at primary level. Moreover, various learners in the groups interact and share varied experiences from their background knowledge and cultural exposures. Sharing varied experiences and interaction promotes peaceful coexistence during and after teaching and learning process resulting to high attainment in composition writing.

2.7.2 Resources Group method on Learners' Achievement in Composition Writing

Fung, 2010; Mulligan & Garofalo, (2011) indicated that collaboration involves certain social skills that can lead any party involved to have a view or a decision. Collaboration enhances peaceful coexistence during composition writing before and after resulting to higher scores in composition writing. Collaboration in group work during discussions enhances teamwork necessary to build a community that shares varied cultural back ground which is likely to result to higher attainment in composition writing. Further Fung, 2010; Mulligan & Garofalo,

(2011), agree that sustained interpersonal activities are likely to include strain and conflicts hence low achievement in composition writing. Collaboration builds interpersonal relationships among learners which is likely to improve composition writing hence learners achievement. Nonetheless, where collaboration is hardly used masterly of concepts of composition writing to raise learners' attainment is not realized.

Similarly Yong (2011) suggests two features in collaborative writing, which are the defining (mutual interaction, negotiations, conflict and shared expertise) and facilitating features (affective factors, use of L1, backtracking and humor). Facilitating features, if not handled properly by teachers, will hinder successful collaboration during composition writing. These two features will also work hand in hand when learners are made aware of their role as contributors in the teamwork during composition writing. It is also significant that there is no authoritative role in a collaboration as in this case study whereby one learner has better ability compared to his two team members. Weaker learners can share their ideas while enhancing the syntactical element of language can be done by more a skillful learner improving attainment in composition writing.

Additionally, Wilson (2013) asserts that brainstorming involves a group of learners producing ideas or discovering clarifications to problems and intensifying self-usefulness in composition writing hence improving attainment in composition writing. Critical thinking enhancement is essential in solving problems in order to tackle the activities at hand and to better conceptualization of concepts hence realize higher scores in composition writing. More still learners should think in new ways by breaking from normalcy to accommodate ideas from other members in the group and encourage generating ideas resulting in solving the task at hand for learner's achievement. Peaceful coexistence during composition writing before and after allows learners to share cultural background experiences, which is likely to better competencies in composition writing. Further Xin (2014) indicated that the transmission, reliability and maintaining of how processing delays. They proposed a novel to equalize-and-forward (EF) relay, scheme which equalizes channels between sources/relay and for English eliminates the channel accumulation effects. The study provided a gap for the present study to examine BST technique in teaching of composition writing in standard seven learner's achievement.

The manner in which composition writing is conducted in class should influence achievement in the learner's work. Moreover Hewing and Curry (2003) vindicated that brainstorming and discussions are the main approaches for collecting and knitting ideas effectively for composition writing. Knitting ideas in BST technique activates background knowledge of learners and enable them to relate with experiences and situations of emerging issues to boost higher grades. Therefore, adapting a technique that views composition writing as an understanding that is built through teachers' facilitation and exciting participation to work harmoniously in groups improves attainment. Learners creativity and imaginative skills are vital for mastery of concepts in composition writing to boost the competencies and capability of learners' achievements. The quality across school systems is higher where implementation is applied, however where it is hardly utilized learning is weak, which in turn lowers the attainment. BST also engages learners in adapting writings when they interact with emerging issues to extract main ideas, discuss the topic, brainstorm on similes/proverbs and show creativity in composition writing.

Adapting BST integrates reading, writing, and critical thinking skills. Besides, discussions and brainstorming on topics and questioning which was conducted at pre reading phase supported activation of learners' content background knowledge. Triggering content background knowledge is enhanced through discussions as learners relate own experiences with others at the same time with emerging issues in the topic. The present study found it necessary to examine the effect of activating content schema through discussion of the plot on a larger sample in primary schools in Kenya. The present study also adopted a pre-test post-test control group design to assess achievement in writing skills. Additionally Moreillon (2007) vindicated that the teacher needs to take resort to brainstorming and questioning about the prior ideas and information in order to know about the schema of the learners to better learners achievement. Understanding learners' cultural background knowledge will enable the teacher explain cultural issues in RGM bearing in mind the varied cultures presented in class to boost peaceful coexistence during composition writing before and after hence enhance attainment in composition writing. On the other hand, when learners brainstorm on topic, they scrutinize the vocabulary and sentence construction, behaviour, and associations with others to better composition writing resulting to higher scores (Flynn, 2004).Learners challenges in usage of vocabulary and sentence construction is essential worth noting ,where

it is hardly used low achievement is realized. Creating associations with others help to better competencies in composition writing, where it is not used achievement is not realized. Additionally, Hsui, (2011) indicated that deeper thoughtful ideas are generated when learners work in groups discussing and sharing varied experiences from different cultural backgrounds hence learners achievement is enhanced.

Nonetheless, where deeper thoughtful ideas, sharing experiences and group work are not utilized higher grades in composition writing is not realized. Therefore, when learners brainstorm, knitting ideas together all participants benefit and will enhance conceptualization of masterly of concepts thus achievement improved. Learner's competencies and capability on usage of vocabulary items to be involved in all the topics betters the grades in composition writing. Learners' imagination and creativity of the similes and proverbs as they relate to own experiences to those of the activities boost composition writing skills. In addition, learners create and develop understanding of concepts through each composition writing session boosting learner's achievement. Even though BST has massive benefits, teachers tend to fear to embrace, inherently time for preparation and lack of motivation

2.8 Dependent variable on learner's achievement

Dependent variable varies as a result of influence from effects of independent variable. It is a function of independent variable. In this study, dependent variable will be Learners achievement in English composition writing skills. When effective Brainstorming technique is provided to learners in public primary schools, there is increased level of enhanced critical thinking, enhanced writing skills, active participation, and improved learners' achievement. Study goals set and met and proposition of pre-test and post-test in both experimental and control groups to end up in learner's achievements as conceptualised in figure 2.2.

2.9 Phenomenological perspectives of the Study

In general terms, we might say that perspectives from sociology and anthropology, on the other hand, focus first and foremost on social and cultural context, subsequently individuals might in their own distinctive ways reflect social structures and cultural practices in their interactions with one another. Within the sub-disciplines of sociology and anthropology of

education, social relations are from first principles considered to be key in educative processes. This means that sociological and anthropological perspectives are very useful for exploring how larger social issues of authority, ability and uniqueness might also come into the process of small group teaching (issues such as class, gender, ethnicity, and so on. A lesser amount of study has been conducted within sociology and anthropology than among psychologists that deal with small group teaching as a practice per se. However, there exist many sociological accounts of teaching and learning upon which teachers can draw to develop and enhance their approach to small group teaching. Reading accounts of social life in educational settings can help you shed light on how broader cultural and social influences might impact on your teaching practice. An early example of this focus within anthropological research on education (in its broadest definition), for example, is Margaret Mead's work among adolescents in Western Samoa (1943). Mead argued that stereotypical Western experiences of coming of age were not universal to all humans, as posited by prominent psychologists at the time, but was instead the result of social and cultural context.

Much more recently, the anthropologist Rebekah Nathan (aka Cathy Small) (2005) has written about her experiences pretending to be an undergraduate at a North American university. Nathan masqueraded as a student so that she could see university through undergraduate eyes. While ethically problematic, this serves as one account among many that can be thought-provoking for new teachers. Over the last century, many other social theorists have added to our understanding of how social and cultural forces profile our experiences, our interactions and our identities, particularly in educational or other institutional settings. Presentation, genuineness, authority and influence are among the vital themes in this narrative.

Guilford (2004) believes that using word play in the classroom relates to these four research-grounded statements about word play: Word play is motivating and an important component of the word-rich classroom; Word play calls on learners to reflect meta-cognitively on words, word parts, and context; Word play requires students to be active learners and capitalizes on possibilities for the social construction of meaning. Word play develops domains of word meaning and relatedness as it engages students in practice and rehearsal of words. In conclusion the emphasis on implementing Common Core standards across the United States

has changed the dynamism in classrooms today for both learners and educators. The main focus in traditional classrooms today is on preparing learners for passing standardized exams and state assessments. Dewey influence has positive effect on education (Theobald, 2009). Dewey theories are still valid today in most parts of the world. The advocacy is the interactions of learners, critical thinking to apply in daily life, and subsequent learner comfort when setting up for teaching. Learners who are exposed to this type of programmes benefit a lot especially in being significant thinkers and important, optimistic contributors to their local communities and to society as they grow up into adult citizens. Individual group offers the same to all learners as they interact in their group activities. Sharing ideas, thinking skills, critical thinking, social encounters in their various groups, hands on approaches where learners take up the responsibility. A model for researching effect of BST on writing skills was developed on the interaction between learner and teacher views on various methods of BST which include Individual group method, whole group method, small group method, Round Robin method and Relay group method.

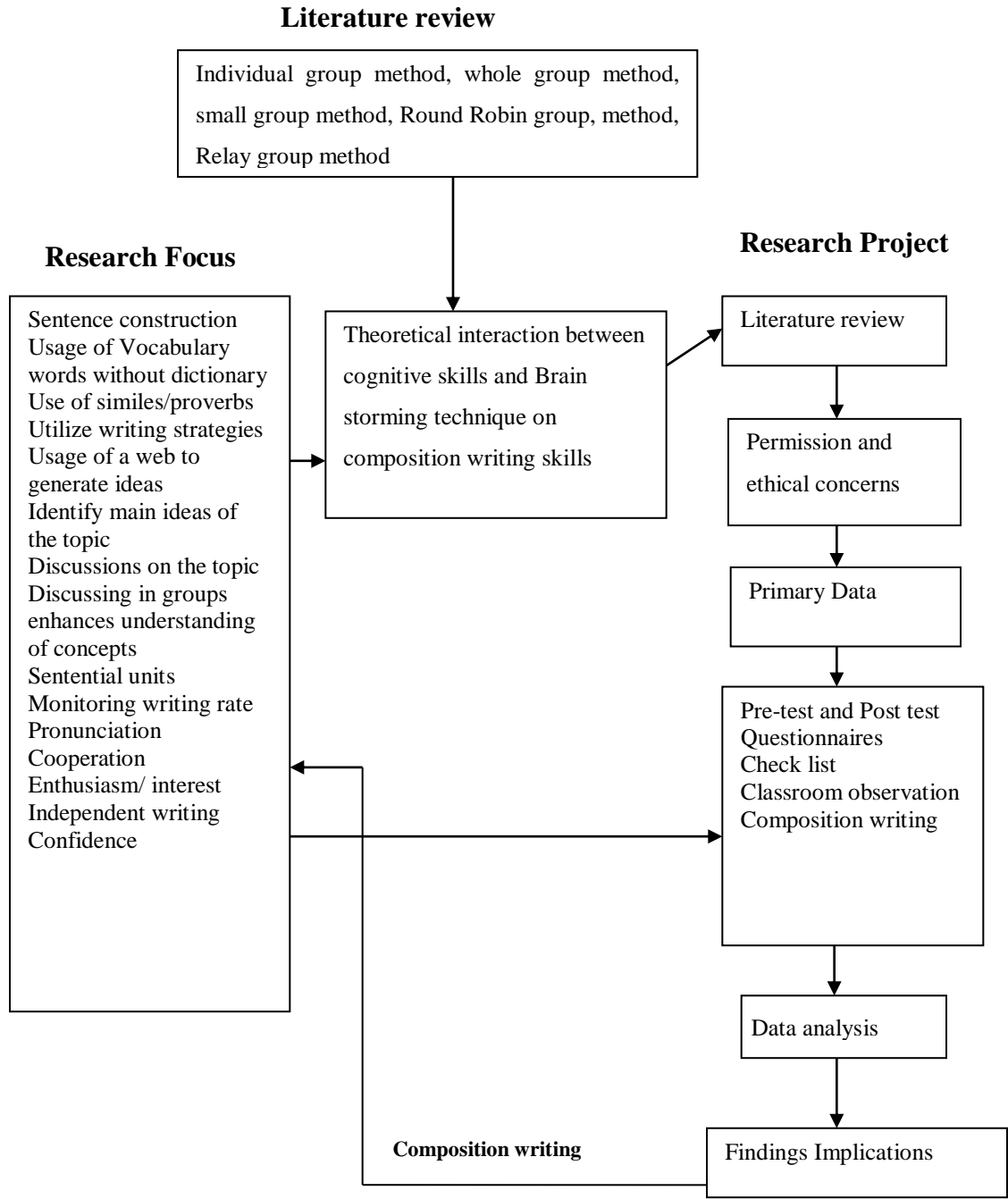


Figure 2.1: Model for investigating Brain storming technique on composition writing (Adapted from Pansiri, 2005)

2.10 Summary of Reviewed Literature

The Table 2.1 is a summary of the literature reviewed in chapter two. The work has been cited in all the dimensions and sub –dimensions of the dependent variables and dependent variables. All the researchers per year focus of the work, findings of the research and finally the research gaps.

The matrix is a summary of literature reviewed highlighting the study, author, methodologies and findings. Moreover, it presents the focus of this study with regard to knowledge gaps from related literature

Table 2.1: Summary of Literature and Research Gaps

Research by	Focus	Findings	Research Gap
Mwangi (2016)	Effect of using dramatization on learner achievement in English language	Significant effects on dramatization on learner’s achievement using role –play in Meru.	Does not address composition writing using brainstorming technique in Kisumu county
Kentucky (2015)	Intercultural sensitivity and foreigner language teaching motivational in brainstorming.	Significant corrections between intercultural sensitivity and foreigner language teaching motivational in brainstorming.	Does not address composition writing in primary school.
Shohreh (2016)	Comparison to adaptation and use of brainstorming learning technique	Significant effect on reading comprehension ability of the participants	This study is on composition writing
Hariri (2013)	Impact of using mind mapping technique.	Significant effects in English language in Hekima institute of higher education.	Does not address composition writing in primary school
Aysequi (2010)	Use of mind mapping	Mind mapping had significant effect on social studies	Not addressing English composition writing.
Sabarun (2015)	The effectiveness of using brainstorming technique in writing paragraph	Brain storming had statistically significant difference on learners writing achievement	Does not address composition writing using brainstorming technique in Kisumu county
Chausiya (2012)	Effectiveness of role play in teaching	Role play is effective in developing speaking encourage learners to develop their	Addressing role play in dialogue not English composition writing

		confidence, improve interpersonal skills.	
Rhondas and Kiedinger (2011)	Brain based learning and its effectiveness in language	Positive association between brain based learning methods in learners achievement	Does not address composition writing in primary school
Gillies (2016)	Effectiveness of Cooperative learning	cooperative learning to examine the factors that explain its success and the role teachers' play in developing students' thinking and learning when implementing this pedagogical practice in their classroom	Addressing cooperative learning not English composition writing in Kisumu county.
Artini (2011)	application of brain storming teaching in writing skills of eighth grade students of SMPN 2 SUKAWITI	positive and active in construction of paragraph	Not addressing English composition writing.
Bian(2011)	Investigating using brain storming	Stages and role of pre writing skills	Not on standard seven learners on English composition writing in Kisumu county.
Saley (2011)	Effective vocabulary teaching strategies for English from Academic purpose ESL	improves language acquisition and language learning process	Does not address composition writing in primary school
Javadi (2013)	Importance of the link between spoken language and cognitive development	all-encompassing of brainstorming as teaching approach in daily lesson plan	Does not address composition writing in primary school
Tokarsti (2013)	Case study to investigate second language teaching methods in two different countries	advantage from trying the teaching method	Does not address composition writing in primary school
Martal (2014)	Based instruction in special education teachers.	Findings that concrete knowledge of investigating based instruction can cut down facilitator disappointments.	Does not address composition writing in primary school
Upandhya (2012)	Instructing English as second language	Approaches of delivery is different	Does not address composition writing in primary school

Barr (2016)	Descriptive study of reading strategies for secondary schools education in public schools	Challenges in understanding concepts.	Does not address composition writing in primary school
Ikut (2016)	Effects of instruction strategies and sex academic performance	No statistical difference in the mean of academic performance of male/female students in the experiment group.	Does not address composition writing in primary school
Beiki (2015)	Effect of teacher generated cooperative brainstorming as pre-writing task on essay writing	The teacher generated cooperative brain storming (TG) and (LG) Cooperative students activated pre-writing activities the TG Experienced student to student activated pre-writing activities on writing classes.	Does not address composition writing in primary school
Almutairi (2015)	Creative thinking skills in Kuwait school.	There are statistical significant difference at the levels of ($\alpha=0.05$) between experiments and control group in the total score and the sub-scores of the creative thinking.	Does not address composition writing in primary school
Mojtaba (2013)	Exploring the consequences of brain storming strategy on learners writes routine	The trial group's performance on the post test was significant advanced than the performance of the pre-test. Positive results on learners on writing achievement.	Does not address composition writing in primary school
Alshmmari (2015)	Brain storming an instructional strategy in Education at elementary teachers for lesson planning	Statistical significant differences in the achievement	Address the teachers not learners of std seven in composition writing.
Beiki et al (2015)	Effects of teacher generated cooperative brainstorming versus learner generated cooperative brain storming.	Learner generated outperformed the teacher generated group. Attitude Questioners supported both teachers and learners generated groups.	Does not address composition writing in primary school

Garfield (2017)	Effects of small group in mathematics statistic in elementary class	Effective Cooperative in maths in elementary and secondary levels.	Not in public primary school in Kisumu
Volman (2019)	Effects in social studies in elementary levels	Effects of small group in teaching elementary levels	In secondary and elementary levels.

2.11 Theoretical Framework

This section discusses theories that guide approaches of managing composition writing lesson. First, the Self efficacy theory has been highlighted, followed by John Dewey theory, Banduras theory, Vygoskty theory. Finally, is Piaget’s cognitive theory which anchored the study.

2.11.1 Self-efficacy theory

According to Orodho, Nzabwirwa, Odundo, Waweru & Ndayambaje (2016), self-efficacy represents the personal perceptions of external social factors. According to Bundara’s self-efficacy theory persons of high self-esteem-efficacy have the feeling that they are able to control their lives, shape their own actions and decisions. The reverse is that persons of low self-efficacy believe that they have no power in shaping their lives thus this leads to loss of hope. The theory describes the negative impact of losing hope of changing their destiny, describing everything as useless. This situation leads to desperation whereas there is ability of shaping the destiny. The facilitators with positive attitude have a great chance of assisting and shaping all learners despite the need. A facilitator whose attitude is negative withdraws or is not concerned with the issues surroundings youth. Self-efficacy affects how people respond to failure. A person with high self-efficacy attributed failure to external factors but the reverse will attribute it to low ability. Moreover BST encourages all learners’ ideas to be valued, appreciated, active participation and presentation where all groups are listened to and critiqued.

According to Bandura (1977.) different personalities with differing self-efficacy view the world in fundamentally different ways. The theory of learned helplessness points that when confronted with negative events, individuals who attribute poor outcomes to internal, stable and/or global factors are more likely to have depressive responses than those who attribute negative out comes to external, unstable or specific factors. Facilitators and learners in this group need to develop high self-esteem so as to achieve by being positive in all the participation. This builds confidence of the learner and facilitator. BST allows all learners to participate equally in the groups; since every participant has a role to perform.

2.11.2 John Dewey theory

Dewey was a proponent of project learning, constructivism, and community building in classrooms. Due to the era of high-stakes testing in the 21st century, learners are spending less time on learning activities that incorporate project learning and other meaningful educational activities such as taking field trips (Sobel, 2004). Rather, there is a lot of textbook-based learning going on in traditional classroom settings in an effort to practice and prepare students for success on high-stakes tests.

Important environmental issues, such as pollution and environmental degradation, are not being taught about in classrooms, as “there is very little serious environmental education in American schools” (Graham, 2007). Place-based education attempts to remedy this concern in classrooms across the United States. Dewey’s ideologies are present in place-based education. According to Graham (2007), place-based education draws on the progressive idea that education should be multi-disciplinary in nature and that learning activities should be authentic and “seek to extend learning beyond the walls of the school”. Dewey’s social learning theory objects of place-based education is to have learners successfully build associations with each other, which shows proof. The other objectives of place-based education are to reinforce learners’ relations to their area and the land; to create associations between humans and their natural communities (Graham, 2007).

Graham (2007) points out that “by linking learning to real-world experiences, learners can make meaningful links among cultural, political, and social issues” (p. 377). Dewey was a proponent of making learning experiences centered around learners’ interests and developing

socially responsible citizens; all of these real-world, meaningful links that occur in place-based education, contribute to creating educational experiences that result in socially responsible citizens. In addition BST advocates that working together enhances team working, critical thinking, problems solving, collaboration and cooperation, thus enhanced composition writing, translating to learners' achievements.

All education theories aspire to give explanation of knowledge, and all helpful knowledge theories have to be able to discover function in classrooms to get better learning and to forecast and give details of the consequence of teaching on learner knowledge outcomes. Though theories are not 'truths', they all have limitations. No single theory can be used to give details of all kinds of learning. In fact, because of the multifaceted nature of knowledge in classrooms, there will never be one theory that suits all purposes. Almost all learning theories have their own special features and purposes.

The constructivist learning approach is based on the idea that knowledge is developed as a result of active interaction among individuals (Cridland *et al.*, 2016). The constructivist theory for active learning is a process where learners acquire new information within their mental framework (Scott-Janda & Karakok, 2016). According to Tatli (2011), a constructivist learning environment promotes active participation because learners construct their own knowledge by actively thinking, doing, and interacting with their peers in the classroom. In the process of active learning, the teacher takes on the role of facilitator. The teacher must engage in the learners' learning process to discover what learners already know, what they need to know, and what they need to learn (Frymier & Houser, 2016).

The constructivist view in building knowledge to develop cognitive skills in learners relies on several influences. Researchers examined culture, racial, and socio economic settings from classrooms and homes. Some findings revealed that learners desirable models in order to learn verbal and writing skills (Frymier & Houser, 2016). It was also observed that children needed support from their families (Wei, Alvarez, Ku, & Lioa, 2011). Piaget (1989) had a strong influence on early day's education. His research found that learners interface with the world was to acquire knowledge. According to the theorist, such interface permitted learners to modify and be acquainted with their own knowledge (Barrouillet, 2015). Piaget

also mentioned that learning occurs when learners develop and engage with their peers and adults in a community setting. His research led to the development of curricular programs that were learners -centered and which focused on language growth, decision-making, problem-solving, self-discipline, goal setting, and evaluating one's own activities with teachers and peers (Barrouillet, 2015). Facilitators using the constructivist approach endeavor to offer learning opportunities so that they may help learners put up their own understanding of concepts and skills.

Further Garrett (2013), supports that facilitators -led activities that build learners' knowledge consist of meaningful vigorous participation and critical thinking. Activities can consist of demonstrations, group work, hands-on activities, or project-based learning (Frymier & Houser, 2016). Communication and social interface are key for learners to build up such understanding. Social interface associated with constructivism enables learners to get involved in classroom activities to put up cognitive skills they already possess (Piaget, 1989). In addition, social interaction can increase student engagement for understanding the content of lessons. The learning experience will become more meaningful and not teacher oriented.

The second theory in my conceptual framework was social development theory. According to Vygotsky (1978), the fundamental role of social interaction in the development of cognition believed that community plays a role in making meaning. Vygotsky asserted that higher mental functions in children were present through interaction within the social environment. For example, children's memory is linked to cultural experiences. Activities such as learning note-taking to aid memory, tying knots in a string to remember, or repeating names of people. Vygotsky saw this as an intelligence tool for children who used basic mental functions. Therefore, cognitive skills of children are considered socio-culturally acquired. Like Piaget (1989), Vygotsky (1978) believed that children are curious and actively involved in their own learning and the discovery of understanding new schema.

The difference in the two researchers was that Vygotsky emphasized social contribution to develop, where Piaget emphasized learning taking place where children build their own cognitive development. Vygotsky also referred to development of social interaction through modeling behaviors. The child could learn or look to understand actions of parents and

teachers to gain information to evaluate their own performance. \Subsequently, BST involves learners interacting actively with the different experiences brought about by every group participant enabling them activate background (Vygotsky, 1978). Vygotsky's theory of social development is a key element in the foundation of family structure. The dynamics of the two approaches will be to gain a deeper understanding of how children related knowledge and develop cognitive skills as they engage in learning opportunities. The theoretical approaches form the framework for a focus on the learner's strengths and weaknesses academically so an interpretation and analysis for intervention strategies are determined. Also, a focus on how children grow on their own to develop their cognitive skills from social development is instrumental in the learning process. The participants in this study could benefit from professional development opportunities to assist them with using the constructivist approach and social development skills to meet the needs of average learners.

At the same time the Facilitator use inquiry question to confirm the understanding of learnt concepts. Therefore, critical thinking is enhanced where the role models demonstrate an assignment. Collaboration and cooperation is established in the different groups, where differentiation is used to cater for all learners. Socialization is realized in the team working; new knowledge is added to the existing old knowledge. Besides, discussions and brainstorming on topics and questioning which was conducted at initial stages supported commencement of learners' content background knowledge. Activating content background information is improved through discussions as learners relate own experiences with others at the same time with emerging issues. The present study found it essential to examine the effect of activating content schema through discussion of the topic in public primary schools in Kenya. The present study also adopted a pre-test post-test control group design to assess achievement in writing skills

2.11.3 Piaget's cognitive theory

Piaget's theory of cognitive development is an inclusive theory about the natural world and developments of human intelligence. It was first fashioned by the Swiss developmental; Psychologist. Jean Piaget (1967.) Piaget's theory major aspects are the process of coming to know and stages we move through as we gradually acquire this ability. Piaget claim that

children are born with 'reflexes' which are schemes operating at birth. These schemes are replaced by construction schemes. Piaget has two processes of transferring environments known as assimilation and accommodation that accept things in the environments. Piaget's theory has four cognitive stages that are mainly known as a developmental stage theory.

In the same vein Armstrong (2014), affirms that Piaget's theory advocates for human growth, development and learning. Thus sheds light on how early child development influences both individual and society. In addition Armstrong (2014) affirms that Piaget's theory is fundamental on how children learn, grow, shape and improve behaviour. Lastly the biological and experience effects on children. This study adopted the theory for its contribution on the stages involved in the construction of knowledge. Constructive theory is established on the fact that learning happens as learners are fully involved in a process of sense and information construction as opposed to inactively receiving information.

Learners are the makers of sense and information. Brain storming technique concurs with these claims since during the activities learners are all involved with the discussions to boost their group. Constructive define knowledge as an active, contextualized procedure of constructing information rather than acquiring it. Information is constructed based on individual try-out and hypothesis of the surroundings. Learners endlessly test these hypotheses through communal arbitration. Every personality has a diverse understanding and construction of data process. The new born is not a blank slate (tabula-rasa.) but brings past experiences and cultural factors to situations.

Brain storming techniques advocate that every individual has a contribution to make and is a valued member of the group. Constructive assumed that all information is constructed on or after the learners' earlier information; in spite of how one is trained. Brain storming agrees with this since learners thinking is a process not the end product, differentiation is another advantage, learners are exposed to manipulative abilities of their levels, the emphasis of thinking like adult is discouraged since learners thinking are strictly amazing.. In addition, the learners and facilitators work hand in hand as the learner's brain storm in various groups and are self-driven. Facilitator's guiding them in creating, interesting stories from different experiences shared in the varied groups. Vocabulary usage learnt, sentence construction

enhanced, use of similes /proverbs is concluded and excellent paragraphs constructed to build excellent composition in BST. Further Bruner (1915) states that discovery learning is an inquiry based, constructivist learning theory that takes place in problem solving situation where the learner draws on his or her own past experiences and existing knowledge to discover facts and associations and new facts to be acquired.

Brain storming facilitates this fact by a learner owning the lesson and the teacher taking on the role of a facilitator. Learners work together with the world by discovering and handling objects, wrestling with questions and controversies or performing experiments. As a result learners are more likely to remember concepts and knowledge discovered on their own. Formulating and elaborating old experiences to the new is making learners to unlearn and re learn which facilitates understanding of concepts even more.

There are several models based on discovery learning model. They include: finding, problem based learning, case based learning, subsidiary learning among others. The proponents of the theory believe that discovery learning encourages active engagements, promotes autonomy, responsibility, independence, develops creativity and problem solving skills, and tailors learning experiments. Brain storming has similar aspects of sharing responsibility in the group work; learners solve their issues on the topic of discussions. Exchanging of experiences is a vital item in the strategy. The critics believe that discovery learning creates cognitive overload, which results in potential misconceptions, making it difficult for teachers to detect problems and misconceptions.

Constructivism as a paradigm or world view states that learning is an active, constructive process. The learners are an information construct. People actively construct or create their own subject representations of objective reality. New information is linked to a prior knowledge thus mental representations are subjective. Piaget's theory of constructs covers learning theories, teaching methods and education reforms. Piaget's two components are assimilation and accommodation. Accommodation is re-framing the old and new experiments into mental capacity already present. Brain storming agrees with this claim since it offers the experiences of new and old to bring about fresh understanding of the concepts. Piaget advocates that the teacher's role changes to facilitation, that is, to guide and honour.

Teachers/learners continually dialogue, and brain-storming gives every member an opportunity of taking a role and learners own the lesson as the teacher's role changes to a facilitator. Facilitators ask questions and don't give answers. Teachers following Piaget theory must challenge the learners by making them effective critical thinkers, offering mentorship, consulting with the learners and coaching them. Learners being expert individual working in groups/pairs/ research and present to the class.

This study has embraced this claim by using the groups from different sub- dimensions of brain storming to brain storm all the ideas as a team in order to achieve desirable results. Each topic in composition writing is discussed using a web in order to generate many ideas before writing to produce a good piece of work. Then the team develops the paragraphs step by step, through asking each other questions and critiquing each other's work in a presentation done in a class. This study is on hands - on approaches where learners own their learning process. The teacher takes the role of a facilitator.

This study borrows a lot from the above claims since through brain storming; there is evidence on how it brings the idea of learners socializing in their groups, team working, collaborating and communicating. When brainstorming technique is used effectively, it offers the learners a development of thinking skills, critiquing and speaking skills enhancement which translate to good writing skills. Group work enhances the speech as Piaget claims and learners are not an island, they need each other in the learning process and more so in acquisition of writing skills. Brain storming technique conforms to the above claims since it offers the shift of teachers being facilitators. The facilitator guides the process, critiquing the work and not being a know-it all. In addition Cooper (1992) proposes that constructivist perspective on learning have become so influential in the past twenty years that they represent a paradigm shift in the epistemology of knowledge and theory of learning.

The study puts it well that the learners use hands- on approaches where the learners will do everything and present the outcome which in turn is critiqued by the classmates. The study embraces this claim since everyone in the group is valued the same way and appreciated.

Brain storming agrees with these claims since it enables the learners to actively get involved in the team work to share knowledge and add new ideas brought forth by their team mates. New ideas can be embraced if growth has to be realized. Learners need to fully participate by being involved. This study agrees with the claims that brainstorming is at the fore- front demonstrating the uniqueness of the approach and how the learners' achievements would significantly be improved. Nevertheless recent research work has indicated that integration of technology is not as effective as in theory of constructivism and constructivist learning. Piaget's constructivism which is based on his view of children's psychological development insists that discovery is the basis of his theory. This study concurs with these claims.

Moreover, the curriculum should be building concepts in a spiral way to connect items learnt for ease of understanding. This study agrees with these claims since composition writing requires a lot of exposure which should be shared by different learners in each group widening the scope and paragraphs in group work can be built gradually. When learners diagram their thoughts and make a web to assist them arrange their work logically, the ideas are shared and all learners participate topping up their past experiences with new ones learnt and that helps in shaping their writing skills. Brain storming technique changes the role of a teacher to facilitator and the learner takes charge of his /her learning wholly. Learners in all groups must be responsible and actively involved. According to Prawat (1992), constructivist theory involves a dramatic change in the focus of delivery and puts the learners as owners of the lesson in order to discover on their own.

Gray (1997) proposes that constructivist teaching is focused on the learners' active involvement in making meaning of information. Presentation skills enhanced in the group as all learners take their roles in the group activity. Discussions in the group build communication and collaboration which translate to good writing skills. In conclusion; the brainstorming technique agrees with the review that the constructivist theory can make known truth about learning which were not represented in conventional theories.

This study concurs with these claims since groups generate ideas on their own, critical thinking is applied and critiquing of the presentation is done to confirm understanding of concepts. The brainstorming technique proposes that with the significance given to

teamwork, information, and originality through both social constructivism and constructivism; learners can start learning in pair work, cluster work, and cooperation, and later make their own contributions to the world of information. This study is confirming the power of group working that brings a lot of ideas generated together by different individuals coming together.

Finally, brain storming agrees with Vygotsky (1978) about cognitive growth from social to individual level, and the study proposes that learning can be considered on a continuum from social constructivism to constructivism. Piaget cognitive theory was appropriate for this study due to its in collaboration of socialization and shared experience within the concept. This idea helps learners build up on old encounters to new experience shared and socialize skills which will shape them to fit in society. Discovery learning and supporting the developing interests of learners are two primary instructional techniques. Facilitators need to challenge the abilities of learners by using manipulative working in groups to get experiences seeing from another perspective like field trips.

2.12 Conceptual Framework

According to Orodho (2016) a conceptual framework is a model of representation where a researcher conceptualizes or represents the relationships between variables in the study and shows the influence graphically or diagrammatically. The independent variables are brainstorming techniques in composition writing which are: individual technique, whole group technique, small group technique, round robin technique and relay technique.

The dependent variable is the learners' achievement and it's indicated by improved classroom participation, personalized learning and, active learning, improved thinking skills, improved writing skills, good usage of vocabulary and good sentence construction. This interplay between the independent and dependent variables is extraneously influenced by various factors such as: background knowledge, linguistic knowledge, and training of the teachers. The learner's entry behavior, age factor and background.

However, other factors that may influence learner achievement during composition writing process include teacher's professional achievement and teaching experiences and also learner's background knowledge including age factor and entry behavior. These are interpreted as intervening variables of the study, which might also have an effect on achievement in composition writing. Acquisition of writing skills requires idea generation, critical thinking, active participation and problem solving which are key factors of BST technique. The inter relationship among variables are conceptualized as illustrated in Figure 2.2. Brain storming technique is perceived to be a strong technique influencing and strengthening learner achievement.

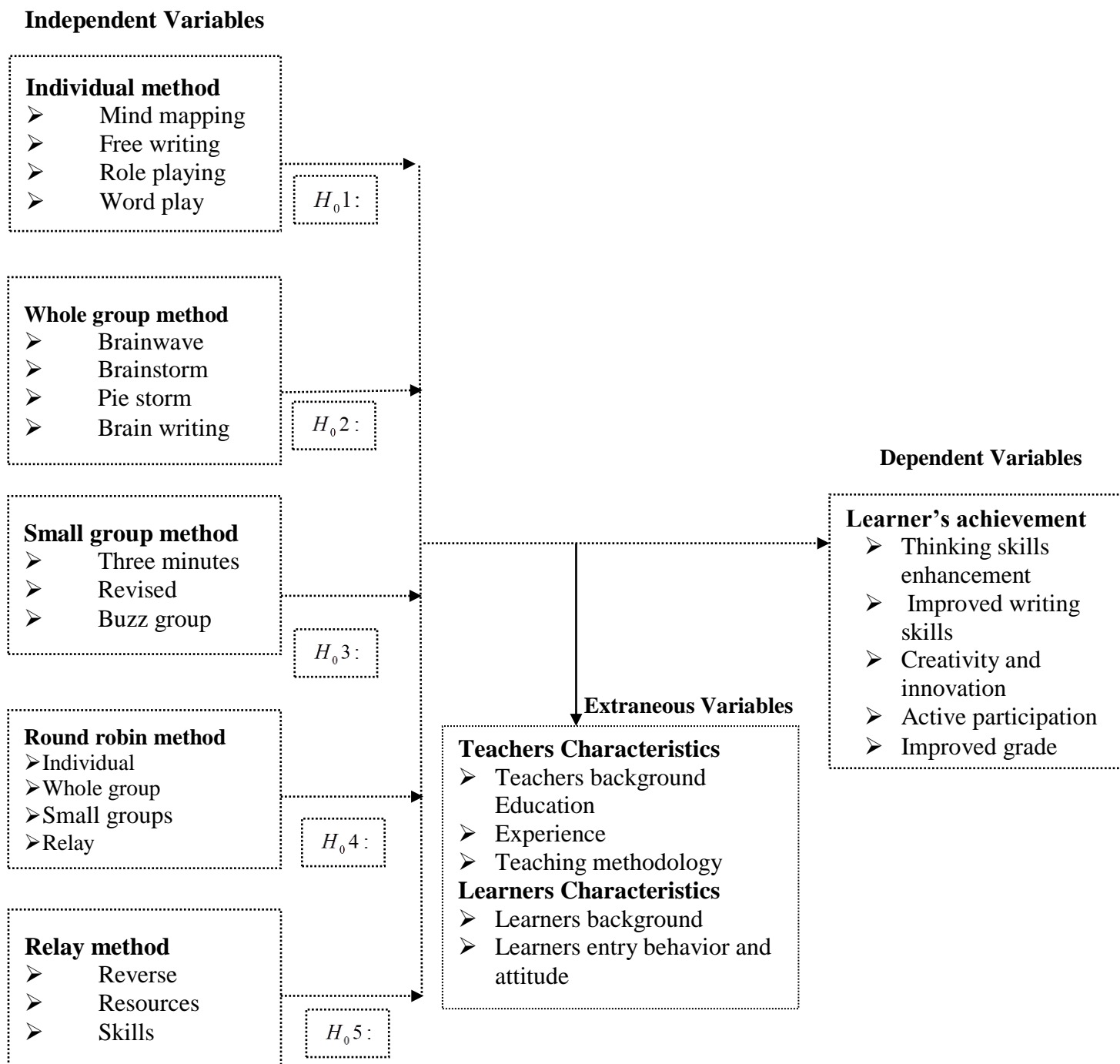


Figure 2.2: Influence of Brainstorming Learning Techniques on Learner's Achievement

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Introduction presents the methodological approach that was adopted to provide answers to the research questions guiding the present study. The chapter discusses in details the adopted research design, target population, sample size and sampling procedure, data collection tools and pilot test. The chapter also includes discussion of data analysis techniques and ethical consideration

3.2 Research Design

The study adopted a quasi-experimental non-equivalent group pre-test post-test control group design. According to (Orodho, Nzabwirwa, Odundo, Waweru & Ndayambaje, 2016), pre-test post-test control group design tests for cause-effect relationship in education research. The independent variable which was brainstorming was to be manipulated to determine the influence it had on the dependent variable which was learner's achievement. The design was considered suitable as it was used in a natural field setting of the classroom where participants were in intact groups (Best & Khan, 2008). The design was used to observe differences in achievement in brainstorming technique that had occurred between the treatment groups and controlled groups without affecting the classroom setup. Random assignment across class level was not conducted. Therefore; initial data was required by administering a pre-test because the two groups were assumed not to be similar in brainstorming technique.

Cohen, Manion and Morrison (2007) assert that pretest-posttest non-equivalent group research design is commonly used in education research where participants have homogenous characteristics and in a class within a class where learners are naturally organized in groups. In the pretest-posttest nonequivalent groups design there is an experiment group that is given a pretest, receives a treatment, and then is given a post test. But at the same time there is a control group that is given a pretest, does not receive the treatment, and then is given a posttest. The design is ideal in classroom experiments when

experimental and control groups are such naturally assembled groups as intact classes, which may be similar. Non-equivalent group research design enables researchers to obtain information from a representative selection of the population and from that sample present findings as a pointer of trends (Bell, 1993). Non-equivalent group quasi-experimental research design was appropriate for the present study to determine influence of the brainstorming technique on Standard 7 learners' achievement in composition writing. The six public primary schools sampled for the present study had intact classes, with the composition of each class being different across the six schools. It was thus not possible to randomly assign them to the control and experimental group to get an equal sample, hence the non-equivalent design approach.

In the present study the treatment group was given a pretest (to write a composition on a given topic), received an intervention in which the learners used brainstorming technique before writing their compositions. This group was then given a posttest to write a composition on a given topic. At the same time the control group was given a pretest (to write a composition on a given topic same to that of the experimental group) and teachers used conventional methods to teach them composition writing skills. This group was then given a post test (to write a composition on a given topic same as that given to the experimental group). The question to be answered was thus not simply whether the learners who received the intervention improved, but whether they improved more than learners who were taught composition writing using conventional methods. Consistent with Heiman (1999), the research design adopted for the present study guided the statistical analysis that were undertaken to measure the degree of change in learning achievement in composition writing within the group (e.g., with the experimental group or with the control group) and between the groups i.e., between the experimental and control group) using Analysis of Variance (ANOVA) or t-test.

3.3 Target Population

The target population was standard seven learners in public primary schools Kisumu County because the syllabus coverage is completed at this level, STD 8 is an examination class and majorly revision is done, STD 6 and 5, basically are being introduced to the concept of

composition writing in most public schools, finally STD 4 in most schools are transitional classes, there is language barrier and are in culture shock, therefore the choice of STD 7 for the study hence low achievement in composition writing skills as exemplified by below average means in KCPE. Learners in Kisumu County portray minimal sentence construction and vocabulary usage leading to inefficient gains in English composition writing. Kisumu County was chosen due to continuous drop of KCPE results in English language more so in composition writing. Cooper and Schindler (2003) define population as the total collection of all the elements about which the study wishes to make some inference. In the context of the study, target population comprised public primary schools in Kisumu County. From the target population, the unit of analysis was standard seven learners, teachers of English and head teachers of the schools. Based on the Kisumu County Director of Education (CDE) data, there are 859 public primary schools in Kisumu County with learners population of 31675. The investigator purposively targeted accessible population of 1100 standard seven learners as per table 3.1.

Table 3.1: Number of Pupils in Public Primary Schools of Kisumu County

Sub County	Population of Primary Schools	Accessible standard seven pupils target population
Kisumu East	675	197
Kisumu West	4920	171
Seme	5010	174
Muhoroni	4523	157
Kisumu Central	6732	234
Nyando	4815	167
Total	31675	1100

Source: Kisumu County Director of Education (2018)

3.4. Sample Size and Sampling Technique

The study used a sample size of 292 consisting of six teachers of English, Six Head teachers, 60 learners as control group and 220 as experimental group. The sample size for the study borrowed criteria by Amin (2005). Which drew extensively from Krejcie and Morgan table (1970) Suggesting that for a sample of 280 which lies between sample sizes of 278 and 285 leading to a targeted population of 1100? The population was adequate since the researcher

used varied research instruments to achieve in-depth data. The intensiveness of the tools was exhaustive and thus justifies use of six teachers of English and six head teachers and six schools from different sub –counties of Kisumu. A sample size of 280 was selected and further confirmed through hyper-geometric formula for a sample size as follows;

Equation (1) Morris (2014)

$$n = \frac{NZ^2pq}{\{E^2(N-1) + Z^2pq\}}$$

Where; n= denotes the essential sample size

N= denotes the population size (31675 learners)

Z= denotes the confidence level of the sample size (set at 95%) thus Z=1.96

P and q are the population proportions (Each set to 0.5).

E sets the sample proportions accuracy (set to 0.05).

$$\text{Therefore; } n = \frac{1100 \times 1.96^2 \times 0.5 \times 0.5}{0.05^2 \times (1100 - 1) + 1.96^2 \times 0.5 \times 0.5} = 280$$

The study used purposive sampling technique to select one school from each of the six sub-counties in the target population which allowed generalization of the other schools not included. This resulted in six public primary schools, and hence six head teachers and six teachers of English. From the six schools, one school with a population of 60 was used as a control group and five schools with a population of 220 as experiment groups. One school was selected in Kisumu East Sub County, one in Kisumu West, one in Kisumu Central one in Seme, one in Muhoroni and one in Nyando. One teacher was in Kisumu East, one in Kisumu West one in Kisumu Central, one teacher in Seme, one teacher in Muhoroni and one teacher in Nyando. Only one stream was randomly selected for data analysis from schools that had more than one stream. Fraenkel and Wallen, (2006) advocate that there should be at least 30 subjects per group. Since the element of analysis was the learner and teachers, the study

sample comprised of 280 for STD 7 learners, 6 head teachers and 6 teachers of English from six sub- county public primary schools in the pre urban region of Kisumu County.

Table 3.2: Sample Frame

Category	Sample Size	Cumulative (%)
Head teachers	6	2.05
Teachers of English	6	2.05
Control group	60	20.55
Experiment group	220	75.35
Total	292	100.00

3.5 Research Instruments

The study triangulated collection of data to assemble varied information from the respondents (Mugenda, 2009). Triangulation was used on the assumption that validity and reliability of the study would be strengthened as they addressed all areas of the variables discussed in the study. Four sets of research instruments were designed, developed and pre - tested to collect data. Research instruments for the study used were questionnaire for learners, head teachers and teachers of English. Composition writing pre- and post-tests, observation schedule for teachers of English, checklist for head teachers and teachers of English. The questionnaires were used to solicit data from head teachers, teachers of English and learners. Test question templates were used for learners and checklist were used to gather data from head teachers and teachers of English, in order to confirm availability and usage of the resources in use. The observation schedule was used in the classroom to appraise facilitators on the delivery of content. This informed the learner’s participation, facilitator’s competency and use of the learning resources available.

3.5.1 Composition Writing Test (CWT)

The CWT was used to gauge learners’ competency in composition writing. A pre-test administered at the beginning was to establish the composition writing ability of learners in both the treatment and controlled study groups proceeding to the intervention of BST. The pre- test was also intended to ascertain the initial comparability between the two study groups and determine relatively equivalent ability. Pre-tests are given as formative

assessments to assess learners' pre-treatment attainment degree while post tests are given as a summative assessment to evaluate specific knowledge achieved through learning in the classroom after treatment period (Cohen, 2014). The pre –test with a total score of 40 marks had items on grammar, sentence construction, vocabulary usage, similes/proverbs, paragraph, organization and format, content. There were also items testing on knowledge of logic flow and punctuations. The test had 5 sections: Section A had 4 items on title. There were testing on beginning of a paragraph tidiness and cleanliness. Section B had 4 items on punctuations and mechanics of learners. There were testing on capital letters, spelling, commas and space between each word. Section C had 3 items. On organization .There were testing on use of similes, proverbs, conclusion and a start of new paragraph. Section D had 3 items. On overall rating there were testing on grammar, sentence structure, scores, conclusion and a start of new paragraph. The pretest is presented as Appendix IX.

3.5.1.1 Questionnaire for Teachers of English

A structured questionnaire (Appendix V) contained both closed and open-ended questions to check out on quality and usage of different methods of teaching and value addition to bring about effective achievements, causes of observed trends and teachers' ability. Section A contained demographic information while section B contained classroom situations Section C contained Brainstorming skills, Section D was divided in five parts on use of WGM methods: BSM, PSM, BW and BWM., section E was divided in three parts, F was divided in three parts on use of SGM methods: TMM, RGM, BSM and WPM were divided in four parts on use of RRM methods: IGM, WGM, SGM and RGM were divided in three parts on use of methods. The teacher's questionnaire is attached as Appendix V.

3.5.1.2 Questionnaire for Learners

A structured questionnaire (Appendix IV) Section A had personal information which included sex and favorite subject. Section B had likert scale focusing on their rating on a scale which ranged from strongly agree to strongly disagree on effectiveness of BST. Part one contained items on brain storming technique which included: IGM, WGM, SGM, RRM and RGM, part three had Section C had open -ended questions on opinion on BST technique. The questionnaire contained both closed and open-ended questions to check out on quality

and usage of different methods of teaching and value addition to bring about effective achievements, causes of observed trends and teachers' ability on methods.

3.5.1.3 Questionnaire for head teachers

The questionnaire contained both closed and open-ended questions to check out on quality and usage of different methods of teaching and value addition to bring about effective achievements, causes of observed trends and teachers' ability. Section A contained demographic information while Section B contained research objective questions designed in a way to allow information of different categories of participants on the significance of instrumentation methods in uplifting learners' achievements. Head teachers of schools (see Appendix VI).

3.5.2 Lesson Observation Schedule

This tool was used in classroom observation to confirm the technique embraced by the teacher in order to better the teaching-learning process. This was basically checking on grouping of learners, management of the groups, facilitation of group work, presentation skills and the critiquing of every group. Besides, it confirmed the appropriateness of learners' concentration, participation and how brainstorming was helpful. Value creation enhancement was realized as learners work in various groups. (Appendix VII) According to Orodho *et al.*, (2016), observation schedules were used to record what is predictable during data collection. The observer was able to record information or occurrences in the actual environment, study actual behavior and watch characters that may have inconveniences expressing their ideas (Creswell, 2013). Lessons were observed, two in experimental study groups and two in control study groups. Classroom observation was used as a research instrument to establish the use of BST in the experimental study schools in contrast with writing strategies in control study schools. Particularly, this was to give in-depth data on how the facilitators introduced composition writing instructions, developed and concluded in the phases of introduction, developing main body and 'concluding the writing.' The lesson plan was also used to find out if the facilitators formed conducive classroom atmosphere that encouraged communication and collaboration, active participation, presentation skills, critiquing skills

and critical thinking. The data collected was triangulated with data from teachers' questionnaires, the lesson observation schedule as presented at Appendix VII.

3.5.3 Checklist

The checklist assessed teachers' use of resources in brainstorming technique while teaching /learning composition writing in class 7. The researcher designed a checklist for teachers of English and head teachers to determine the availability of each resource on the checklist and their influence of performance in English and more specifically composition writing.

3.6 Pilot Testing

The pilot study was conducted to determine validity and reliability of the instruments as recommended by Kombo and Tromp (2006). According to Orodho *et al.*, (2016) pilot study was used to help identify and rectify the errors prior to the actual data collection from the field. The instruments were standardized before piloting the research with the help of experienced teachers of English and Supervisors from the Department of Educational Communication and Technology, University of Nairobi. The pilot study was undertaken within one week in a school that was not among the sampled one for research .The school selected had a population of 72 learners mixed female and male. All instruments were used in order to check for validity. The gaps noticed were amended before the data was collected by teachers of English and supervisors to avoid ambiguity.

3.6.1 Validity of Instruments

Research instruments were subjected to content validity, which Cohen *et al.* (2007) states is the extent to which data collected using a specific instrument embodies a complete coverage of specific domains of indicators or content of a particular concept. Further Orodho *et al.*, (2016) confirms that testing all content in a given strand without omission of any sub-strand is what defines content validity. Other than items on socio-demographic details, questionnaires for teachers of English included items on availability, accessibility and usability of English resources, related role of the head teacher in planning and leading composition writing in the process of teaching and learning. The researcher was able to achieve face validity by assessing whether or not the instruments measured what they

purported to measure, according to the researcher’s subjective judgment and that of peers. Representation of research objectives in the research instruments were checked using content validity.

Moreover, expert scrutiny in accordance with Mugenda and Mugenda (2007) was sought from two University supervisors assigned to the researcher in order to determine validity. Source triangulation was used to validate the instruments by asking head teachers, teachers of English and learners in the pilot study to respond to some similar questions. Methodological triangulation was employed using questionnaires, check lists and observation schedules to collect similar information.

3.6.2 Reliability of the instruments

Reliability entails the constancy of scores attained by the same persons when re-examined with the same test on different occasions or with different sets of equivalent sets of items (Kothari, 2011). Findings from piloting were used to establish the level of the reliability of the instruments. To verify reliability of the questionnaires, Cronbach alpha coefficient for internal consistency was generated using the Statistical Package for Social Sciences (SPSS). The technique was considered appropriate since it calls for a single administration and presents a distinctive, quantitative estimate of the internal consistency of the scale (Mugenda, 2009). The cronbach alpha for Head teachers, Teachers of English and learner’s questionnaire were generated as illustrated in Table 3.2, the cronbach alpha for Head teachers and Teachers of English checklist were generated as illustrated in Table 3.3 and the cronbach alpha for Teachers of English observation schedule were generated as illustrated in Table 3.4. According to Punch (2009) an alpha of 0.7 is considered reliable, hence, the values from all the research instruments were accepted as good indications of reliability.

Table 3.3: Reliability Test for Questionnaires

Respondents	No. of items	Cronbach’s alpha based on Standardized items
Teachers	47	0.721
Learners	53	0.726
Head teachers	48	0.718

Table 3.4: Reliability Test for checklist

Respondents	No. of items	Cronbach's alpha based on Standardized items
Teachers	08	0.746
Head teachers	08	0.738

Table 3.5: Reliability Test for observation schedule

Respondents	No. of items	Cronbach's alpha based on Standardized items
Teachers	39	0.751

3.7 Data Collection Method

A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI) after having received the introductory letter from the University of Nairobi. Subsequent clearance was sought from the County Commissioner, County Director of Education in addition to head teachers of the sampled schools. Upon approval, the researcher agreed with the teachers in the experimental schools and gave orientation on the manual and lesson plans for the intervention. The facilitators in control schools were required to use their own lesson plans. During this time the STD 7 learners in the experimental groups were also given orientation on the nature of study.

Phase two involved administering a pre-test to Standard 7 learners of both experiment and control groups, teaching of the respective five sub-dimensions of brainstorming to the experiment group using the strategy based on brainstorming, then administering the post-test to the same Standard 7 learners' of both control and experimental groups. The presence of the control group took care of the threats to internal validity like maturation, history and testing. On the other hand, the facilitators in control groups used conventional methods to teach the same composition writing with their own prepared lesson plans. After the treatment, composition writing as a post test was administered to both the study groups to measure the specific knowledge acquired. Thereafter, learners filled questionnaires which were collected immediately after completion to ensure high rate of return. The questionnaires were administered to participants in the selected experimental schools only.

The data collection took place in eight weeks in first term. This was purposeful in order to fit in the schools calendar of events and routine. Prompt visits were on-going to ascertain use of lesson plan and offering clarity where need was expected. Interaction with teachers made it possible to identify areas of challenge during pre-test. Learners were exposed to the pretest and post-test like any other assessment to maintain same learning environments. Confidentiality of the work was observed by coding the names of both learners and schools.

To enhance objectivity, learners were asked to use codes rather than their own names and school during the pre-test and posttest and the questionnaires were also coded. The marking of both the pre-test and posttest was done by the investigator to ensure uniformity and consistency in identifying sections and items that affected achievement in composition writing skills. Both the pretest and post-test had a marking rubric of 40 marks. The total scores attained in the post test were recorded against pretest scores in preparation for analysis. The mean scores of the two groups were compared as a basis for making deductions about influence of BST on learners' achievement in composition writing

3.8 Data Analysis Technique

Data analysis is defined by Kothari (2005) as computing of certain indices or measures along with searching for patterns of relationship that exists among the data group done after obtaining raw data from the field. This study used both Qualitative and Quantitative approaches to analyze and interpret the data. The data was sorted and edited by checking inaccuracy and irregularity; then ordered and coded as per the themes of the research objectives. Logical checks and frequency runs were made on all variables to further establish the precision and reliability of the data and recognize any outliers before actual data analysis. Data was analyzed using Statistical Package for the Social Sciences (SPSS) version 25. The study generated both quantitative and qualitative data.

The quantitative data was analyzed using descriptive statistics such as measures of central tendencies through arithmetic means, measures of dispersion through standard deviation, percentages and frequency distribution which are suitable to analyze non-parametric data. Spearman rank correlation (spearman's rank order correlation) and was used to determine the degree of correlation or association between learners' achievement in pre-test and post-test

following the administration of brainstorming teaching technique. The study employed Spearman coefficient of correlation tool to analyze the relationship between isolated independent and dependent variables. The researcher analyzed the two tests for each subject (the pre-test score and post test score) and the correlation coefficient between the two sets of scores were calculated, using the following formula.

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where (p) = Spearman coefficient of correlation

D = difference between ranks of pairs of the two variables.

N = the number of pairs of observation.

Source: (Brown & Rodgers, 2002)

In order to find out the mean differential between the experimental and control groups test results, the study employed z-test statistics. The result of the data for both pre-test and post-test means were compared through z-test statistics to determine whether there is a significant difference in learners' achievement following the administration of brainstorming teaching technique. To test the hypothesis; parametric test of z-test, independent t-test, as well as one-way ANOVA were used to check significance at $\alpha = 0.05$ significant level in means of experiment and control groups .. In cases where p value ≤ 0.05 , the null hypothesis was rejected and alternate hypothesis accepted and if p value ≥ 0.05 ; the null hypothesis was not rejected. For the rationale of achieving empirical conclusions on analysis of hypotheses, the formulated hypotheses were tested as indicated in Table 3.6

Table 3.6: Analysis of Hypotheses

Research Objectives	Hypotheses	Type of Analysis
Determine influence of individual group method on learner achievement in composition writing in public primary schools.	There is no significant difference in achievement in composition writing skills between learners exposed to individual group strategy and those who used conventional methods	z-statistics test /independent t-test/one – way ANOVA
Examine influence of whole group method on learner achieving composition writing in public primary schools.	There is no significant difference in achievement in composition writing skills between learners exposed to whole group strategy and those who used conventional methods	z-statistics test /independent t-test/one – way ANOVA
Determine influence of small group method on learner achievement on composition writing in public primary schools.	There is no significant difference in achievement in composition writing skills between learners exposed to small group strategy and those who used conventional methods	z-statistics test /independent t-test/one – way ANOVA
Examine influence of Round Robin group method on learner achieving composition writing in public primary schools.	There is no significant difference in achievement in composition writing skills between learners exposed to Round Robin group strategy and those who used conventional methods	z-statistics test /independent t-test/one – way ANOVA
Determine influence of relay group method in composition writing in public primary schools.	There is no significant difference in achievement in composition writing skills between learners exposed to Relay group strategy and those who used conventional methods	z-statistics test /independent t-test/one – way ANOVA

Qualitative data was obtained using the coding frame from the research objectives, thematic interpretations were made to triangulate data from the open -ended questions in the questionnaires, lesson observation, check lists which were discussed in the emerging areas guided by the study objectives. Verbatim extracts from participants were used to support specific arguments

3.9 Ethical considerations

According to Mugenda and Mugenda (2009) logistics in research refers to all purposes, activities or actions that the researcher must address or carry to ensure successful completion of research work. The ethics were followed by the researcher of obtaining the permit to carry out research from NACOSTI (Appendix xi) is the copy of authorization and the letters of

introduction from The University of Nairobi and County Director of Education were issued to all the school head teachers whose schools had been selected for the study and all the teachers of English who participated in the study. The purpose was to consent confidentiality, give orientation to allow them full participation. Coding of their names and school was encouraged in filling the questionnaires and on the composition writing to provide guarantee on anonymity. Documents were filled for future references if need arose.

3.10 Operationalization of the independent and Dependent Variables

According to Haffner, Christopher (2014) variables are defined as any aspect of theory that can vary or change as part of an interaction within the theory. In other words, variables are anything that can affect or change the results of a study. Every study has variables as they are needed in order to understand the differences. In this study the dependent variable is learners' achievement, while the independent variable was the brainstorming technique which had several levels and strategies under those levels. The independent variable was examined in relation to its effect on learners' achievements in composition writing. The dependent variable, which was learners' achievement in composition writing, was measured on the basis of a learner scoring or failing to score above 20 out of 40 as per the rubric used. The descriptive statistics were used to distinguish between low and high achievers.

Learners who scored grades higher than or equal to 40% passed, while those who obtained grades lower than 40% were considered to have failed on the basis of learners' achievement during instruction, the effectiveness of instructional methods in facilitating learners was established. That is, where the scores were higher than 40%, the instructional methods were regarded as effective, while if the scores were lower than 40%, then the instructional methods were regarded as ineffective in enhancing learning.

Coefficient correlation was used to show the relationship between dependent variable, learner achievement and selected instructional methods conducted over time. Experiments purposefully change one variable, which is the independent variable. A variable that changes in direct response to the independent variable is the dependent variable. Mariecor (2018) indicated that in scientific research, scientists, technicians and researchers utilize a variety of methods and variables when conducting their experiments. In simple terms, a variable

represents a measurable attribute that changes or varies across the experiment whether comparing results between multiple groups, people or even when using a single.

Table 3.7: Operationalization of Dependent and Independent Variables

VARIABLE(S)	INDICATOR	MEASUREMENT
	Independent Variable	
Individual Group method	Mind mapping method	Frequencies (Percentages)
	Free writing method	Descriptive (Mean and standard deviation)
	Role play method	z-statistics test /independent t-test/one –way ANOVA
	Word play method	
Whole group method	Brain wave method	Frequencies (Percentages)
	Brain storm method	Descriptive (Mean and standard deviation)
	Pie storm method	z--statistics test /independent t-test/one –way ANOVA
	Brain writing method	
Small Group method	Three minutes method	Descriptive (Mean and standard deviation)
	Revised group method	z-statistics test/t-test/ANOVA
	Buzz group method	
Round Robin group method	Individual group method	Descriptive (Mean and standard deviation)
	Whole group method	z--statistics test /independent t-test/one –way ANOVA
	Small group method	
	method Relay group	
Relay Group method	Reverse group method	Descriptive (Mean and standard deviation)
	Resources Skills method	z--statistics test /independent t-test/one –way ANOVA
Demographic characteristics	Gender	Descriptive (frequency Percentage)
	Age	
	Academic qualification	
	Professional experience	
	Dependent Variable	
Learner achievement	Thinking skills	Correlation
	Writing skills	Descriptive (Mean and Standard deviations)
	Creativity and innovation	
	Active participation	z--statistics test /independent t-test/one –way ANOVA
	Improved grade	

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The introduction presents the response rate and demographic data of participants. Thereafter, presentation, interpretation and discussions of analyzed data according to the themes of the study: individual group method whole group method, small group method, Round Robin group method and Relay group method. Finally the chapter discusses analyzed data on learner achievement in composition writing. The data is presented by use of frequency distribution tables and bar graphs.

4.2 Questionnaire Response Rate

All 292 respondents were issued with questionnaires. All questionnaires were duly filled and returned. Thus, the study achieved 100% response rate. This implied that there was a high degree of producing valuable and suitable information that consequently backed up reliability of data (Best & Kahn, 2008).

4.3 Demographic Information of the Respondents

The study analyzed the demographic information of the respondents in order to evaluate their ability to provide reliable responses as well as to determine demographic variation among respondents regarding research questions. The demographic information explored included gender, experience, and educational qualifications of Head teachers and Teachers of English. This section also presents information on learners' preferred subjects, their perception about composition writing, areas of difficulty during composition writing and frequency of writing composition.

4.3.1 Respondent's gender

The researcher sought to find out gender distribution of all the 292 participants. The findings are presented Figure 4.1.

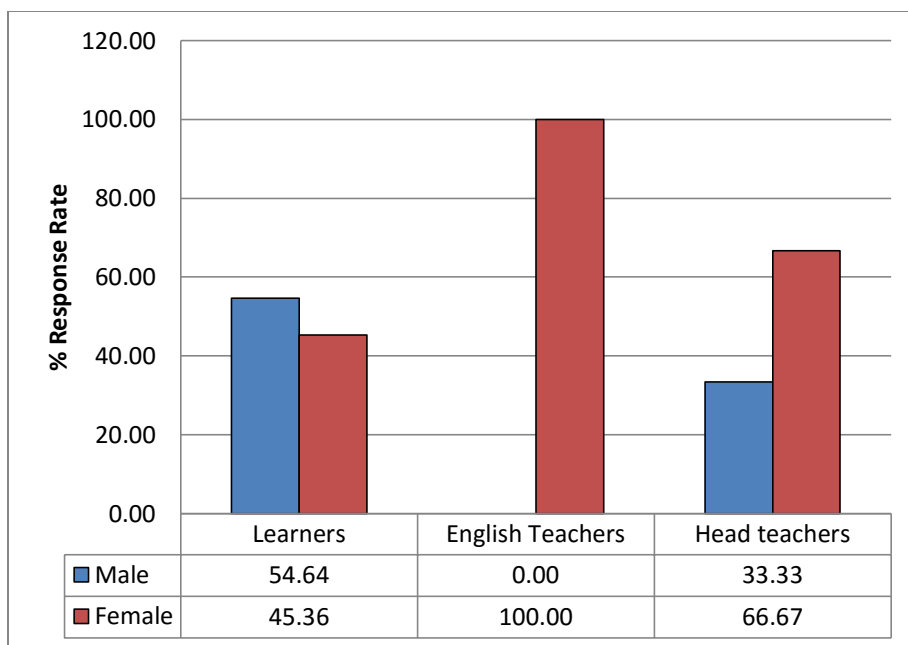


Figure 4.1: Respondents Gender Distribution

Results from Figure 4.1 show that out of the 280 learner respondents, 152 (54.64%) were male and 128 (45.36%) were female. Result for teachers of English show that all 6 (100%) teachers of English were female. Figure 4.1 also shows 2 (33.33%) head teachers were male and 4 (66.67%) were female. Table 4.1 findings imply that there were more male learners than female, more female teachers of English and Head teachers. Mutar (2017) affirms that there is significant difference between female and male learners strategy usage. Female learners used writing strategy more than males. Gender role on' learner's achievement cannot be overstressed. Even though, many scholars have argued that learner's achievement has no positive effect on gender. Learners' gender can interfere with interface in cooperative learning when groups are not in appropriate percentage according to variables.

In a study stated that, there is no significant difference in the interest of male and female students in electrochemistry (Udousoro 2003) but (Jegade, 2007) indicated that the female learners motivation is high in the learning of electrochemistry in secondary schools than male learners while Gardunio (2001) scrutinize that gender difference in cooperative problem-solving in most talented learners in electrochemistry. Garduno (2001) found no significant differences on the motivation of learners in electrochemistry in gender groups. A lot of

concepts concern for science scholars or educators regarding gender as an element in science interest and achievement has been created. This shows that the issue of gender in electrochemistry achievement has not yet been resolved. In addition Akpan, Kufre Paul and Abraham, Lois Nkechi (2020), affirm that there is no significant difference in the influence of gender on learner’s achievement in computer in Education. Therefore, the need for further study, if achievement in Senior School Certificate Examination (SSCE) in Chemistry is to be enhanced, more instructional strategies are needed to be adopted by teachers to facilitate the learning of difficult subjects. Composition writing enhancement would require embracement of BST technique to expose learners to differentiated ways of learning, which will motivate and translate to learner’s achievement.

4.3.2 Professional Qualification of the School Heads and English Teachers

The study sought to find out the professional qualifications of 6 head teachers and 6 teachers of English who participated in the study. The findings are presented in Figure 4.2

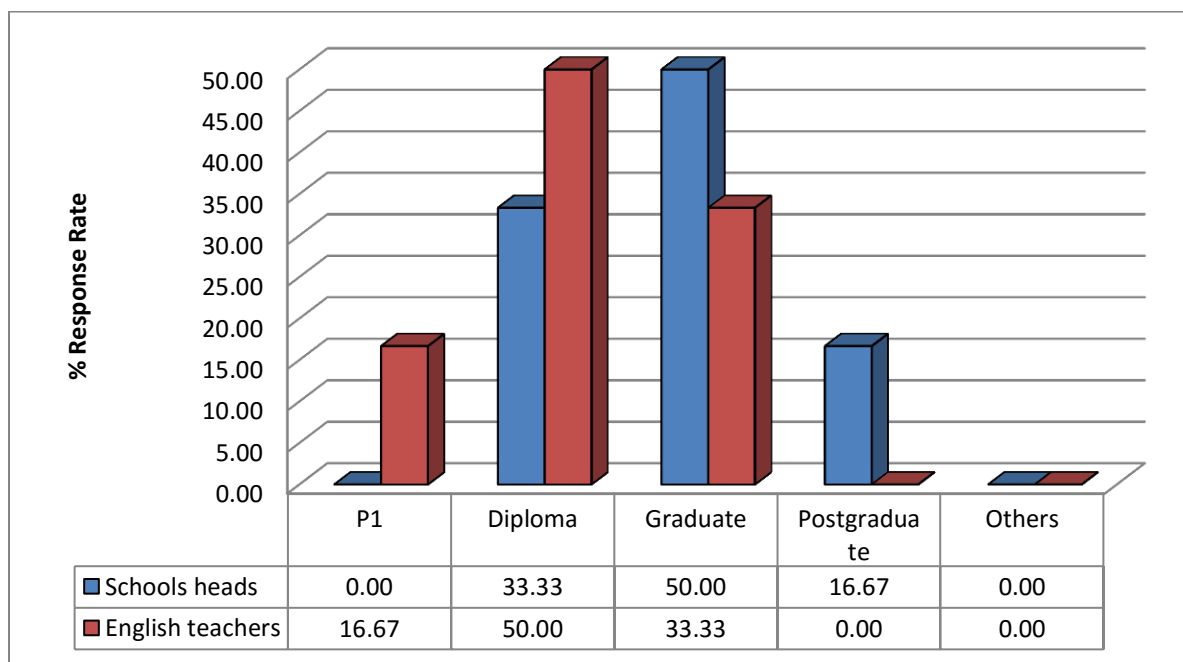


Figure 4.2: Head Teachers and Teachers of English Professional Qualifications

From Figure 4.2, the findings for head teachers shows that 2 (33.33%) were diploma holders, 3 (50.00%) were undergraduate holders and 1 (16.67%) was a postgraduates degree holder.

Findings for teachers of English revealed that 1 (16.67%) were a PI holder, 3 (50.00%) were diploma holders and 2 (33.33%) were degree holders. These findings show that half of the head teachers were undergraduate degree holders and half of the teachers of English were diploma holders. These findings imply that head teachers and teachers of English were well qualified and thus competent to provide effective instruction, more so related to composition writing, which is the focus of this present study. Ladd and Sorensen, (2014), affirm that facilitators' experience contributes to learners' achievement. Further, Abe (2014) states that facilitators' qualification plays a vital role on the learners' achievement. In addition Sadik (2014) reckons that there was insignificant relationship between the achievement test score and writing strategy scores.

Kimanzi, Bwire and Miima (2019) affirms that feedback in writing composition is the best way to deal with errors in composition writing, which professionals need to do to better writing skills. In the same breath (Oguta, 2015, Temmerman, 2016 and Tootkaboni2014), reckons that facilitators must give feedbacks to enhance writing skills. (Odima, 2015, Sollwander 2016 and Jerotic 2017) support that mastery of proper grammar boost writing skills. Curriculum monitoring and implementation of the syllabus is basically done by trained teachers with competency in teaching methodology. Qualified teachers facilitate acceptable classroom management and content delivery. Professional development is vital to enhance teacher's mastery of content which translate to growth for the teacher and advantageous to the learner. TSC demands that all teachers teaching in primary schools must be professionally trained and registered. In addition teachers of English that participated in the study are well trained, so feedback is given promptly to guide learners on way forward. Competency in handling composition writing is the sure way learner's achievement can be enhanced. In addition (Coutts, 2015 and Eslami 2014), states that pre-writing and idea generation is the essential stage of preparation and an error –free coherent text is achieved, thus making learners improve in their composition writing.

4.3.3 Years of Teaching/Administration Experience of the Teachers of English

The present study sought to determine teaching and administrative experience of the teachers of English. The findings are presented in Figure 4.3.

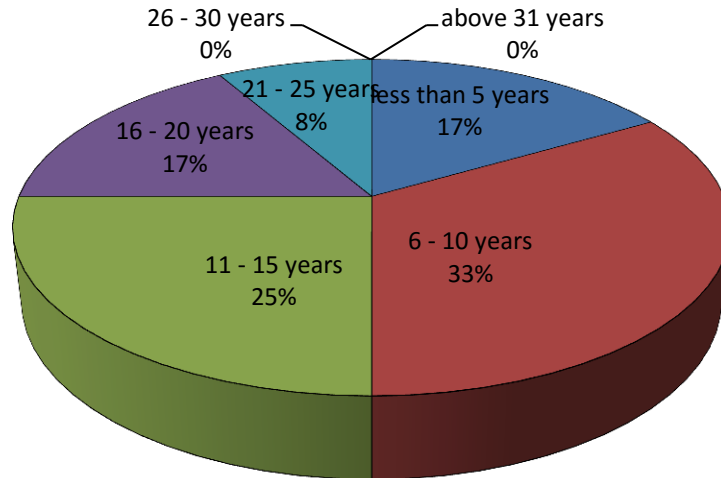


Figure 4.3: Respondents' (Teachers) Years of Teaching/Administrative Experience

Findings indicates that 2 (17%) teachers have worked for less than five years, 4 (33%) have worked for 6-10 years, 3 (25%) have worked for 11-15 years, 2 (17%) have worked for 16–20 years and 1 (8 %) has worked for 21-25 years. None had worked for over 26 years. Based on years of experience, the study findings revealed that many of the teachers had worked for 6–10 years thus their experience can allow them to address learners needs more effectively.

The assumption made was that they were competent in the subject area. In addition, teachers with more teaching experience are in a position to manage and control classroom activities effectively. Teaching workload can affect the productivity of the teacher. From the findings, it is clear that all the teachers were within the limits of the teaching workload of 35 lessons per week as required by TSC. Those with 16 -20 were (17%)21 -25 were (8%) 6-10 were(33%,11-15 years 25% and those with 26-30 lessons were (0%)A heavy workload may affect teacher performance in terms of lesson preparation and reaching out to guide individual learner needs. The study established teaching experience and workload as illustrated in Table 4.1.

Table 4.1: Teachers Professional Experience against Lessons per Week

		Lessons per Week			Total
		16-20	21-25	26-35	
Professional experience in years	Over 15	1	2	1	5
	11-15	2	2	2	6
	5-10	2	1	2	14
	Below 5	1	1	1	10
Total		6	6	6	35

Table 4.4 illustrates that out of the 6 (100%) teachers who had taught for over 15 years, 3(50%) had a work load of 26-30, 5 (83.3%) had a workload of 21-25 and 4(66.6%) had a work load of 16-20. The fact that 50% have a lower workload could be attributed to the fact that the teachers who have been in the profession for long may be handling administrative responsibilities such as heads of departments among other duties. A heavy workload can be overwhelming to the teacher of English who is expected to regularly check on daily class assignments and also deal with administrative duties. Out of the 6 teachers, 3(50%) had a work experience between 11-15 years, 3(50%) had work experience between 5-10 years and 1(16.6%) below 5 years.

4.3.4 Learners' Favorite Subject

The study sought to determine learners' favorite subjects. Findings are presented in Figure 4.4.

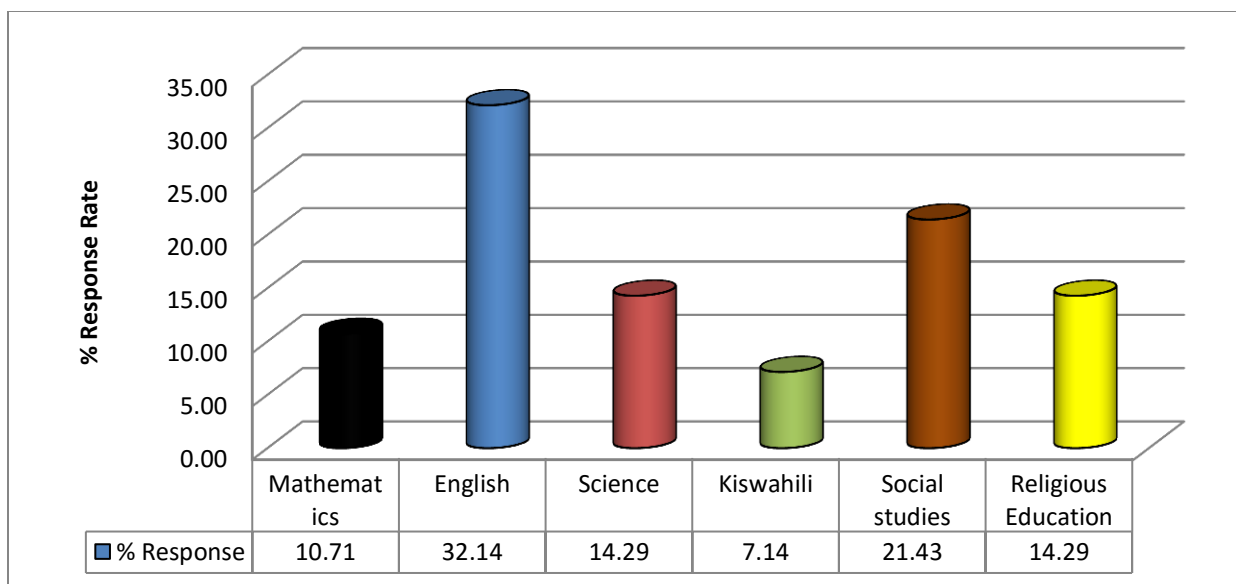


Figure 4.4: Learners Respondents' Favorite Subjects

Findings show that 30 (10.71%) of class seven pupils in public primary schools selected mathematics as their favorite subject, 90 (32.14%) selected English, 40 (14.29%) selected science, 20 (7.14%) selected Kiswahili, 60 (21.43%) selected social science and 40 (14.29%) selected religious studies as their favorite subject. This finding revealed that English is the most preferred subject followed by Social Studies. Mathematics and Kiswahili are the least preferred subjects. This finding implies that on average, most learners should perform better in English. However, this finding is contrary to the KCPE performance for primary schools in Kisumu County, which has posted a consistent declining trend in performance over years.

Ndalichako (2014) affirms that most learners in secondary schools prefer arts subjects due to the challenges they face in learning science. The choice for learner preference of certain subjects included the inspiration from others commitment and help given by the subject teachers, the accessibility of teachers and their teaching methods and significance of the subject to their everyday life encounters. The study recommended that the government should make provisions for environment instrumental in learning, especially for community secondary schools, that will allow learners to choose subjects with regard to their abilities and interests.

4.3.5 Learner Respondents on composition writing Skills

The study sought to establish learners' perceptions regarding composition writing skills. This finding is presented in Table 4.2.

Table 4.2: Learners response rate on composition writing Skills

Response Category	Frequency	Percent Response (%)
Very Good	52	18.5
Good	65	23.21
Fair	73	26.07
Not sure	90	32.14
Total	280	100.0

From Table 4.1, 52 (18.57%) of learners in public primary school rated themselves as having very good writing skills, 65 (23.21%) rated good writing skills, 73 (26.07%) rated fair and 90 (32.14%) of learners in public primary schools in Kisumu County were unsure on whether they have good writing skills. The findings indicate that 190(67.85%) of the learners in the public primary schools were at least sure of their writing skills, and this could be a contributing factor to the low achievements after the brain storming strategy was used in English composition writing.

4.3.6 Learners Response rate on Area of Difficulty during Composition Writing

The present study sought to determine areas in which learner respondents' found the most difficulties during composition writing. The findings are presented in Table 4.2.

Table 4.3: Learners Area of difficulty in Composition Writing

Response Category	Frequency	Percent Response (%)
Sentence construction	88	31.43
Vocabulary usage	92	32.86
Structural approach	74	26.42
Paragraph work	26	9.29
Total	280	100.0

The result in Table 4.2 reveal that 88 (31.43%) learners found sentence construction as their main challenge during composition writing; 92 (32.86%) vocabulary usage; 74 (26.42%) structural approach and 26 (9.26%) cited paragraph work as their main challenge during composition writing. This finding shows that vocabulary usage is the major challenge to learners during composition writing followed by sentence construction, structural approach and paragraph work as least challenge during composition writing .The study is important due to the gaps identification, which brings attention to the items of difficulties that need to be addressed by the teachers.

Results in Table 4.2 show that teachers frequently used brain storming as the mean rated was 9.29 which implied learners were able to understand how to develop good paragraphs by discussions in their groups. This indicated that learners related with concerns addressed in the task. The findings collaborate with views of one of the participants who commented that, they were able to write good paragraphs after discussions.

LEG: *‘When the teacher tells us to discuss in our groups vocabulary and construct sentences before writing a complete piece I understand the task. Iam able to develop a paragraph well.’*

The revelation by this learner revealed that composition writing is interesting and thus learners achievement enhancement due to the varied ideals shared and generated in the team work. Supporting, this view, teachers expressed that brain storming enabled learners know how to arrange the ideals in a logical flow,thus developing good paragraphs.

TEG: *‘Discussions are powerful tool to engage learners with before composition writing, however I don’t do it. The learners are engaged to use correct vocabulary and sentence construction relevant to the topic of the composition to give them a clue of what they are expected to write about the task..’*

This implied that discussion are powerful tool before and necessary for learners to be able to enhance their writing skills. In the same vein, learners agreed that they were able to identify vocabulary usage and during composition writing followed by sentence construction, structural approach and paragraph work, in their various groups. This was confirmed by 88 (31.43%) learners found sentence construction as their main challenge during composition writing; 92 (32.86%) vocabulary usage; 74 (26.42%) structural approach and 26 (9.26%) cited paragraph work as their main challenge during composition writing .This brings correct usage of vocabulary, expressions used in the writings and description of characters in the piece of work Mwangi,(2016).

4.3.7 Frequency of Writing Composition in Class

The present study also sought to determine the frequency of composition writing among Standard seven learners in public primary school in Kisumu County. Findings are presented in Figure 4.5.

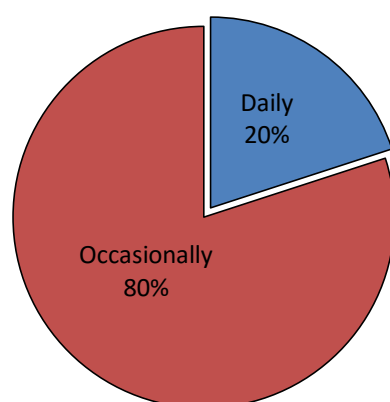


Figure 4.5: Frequency of learner composition writing

From Figure 4.5, 56 (20%) learners reported that they write composition on a daily basis while 224 (80%) reported that they write composition occasionally. This finding reveals that learners in public primary schools occasionally write composition

4.3.8 Teachers of English Analysis of Data Collected Through Observation Schedule

The researcher used the observation schedule to gather data on management of English composition writing class session, use of brainstorming technique, learners' participation and interaction and closing of the class session. Findings are presented in the following sections.

4.3.8.1 Teachers Findings on Introduction of English Composition writing Lessons.

The study sought to establish how teachers facilitate their lessons and the learners' participation in the group work.

Table 4.4: Teachers Response Rate on Introduction of English Composition writing Lesson

Response Category	YES		NO	
	Freq	%	Freq	%
Secure learners' attention	6	100.00	0	0.00
Clarify aims	4	66.67	2	33.33
Introduce subject	6	100.00	0	0.00
Provide link to previous session	3	50.00	3	50.00

The analysis in Table 4.4 indicate that 6 (100%) teachers of English observed secured learners' attention before they introduced the topic while 4 (66.67%) teachers of English clarified the aim of the lesson. Similarly, 6 (100%) teachers of English introduced the subject correctly and only 3 (50.00%) teachers of English linked the present session to previous one. Teachers of English fully secured learners' attention to clarify the aim of writing activity and introduce the subject properly. However, half of teachers of English did not provide link to previous sessions. Securing learners' attention and clarification facilitates the understanding

of the content at hand while writing compositions. The findings were supported by one of the participants in the experimental study group.

TEG: *Whenever we discuss previous lessons and link them to current sessions the learners have to first identify the important key points on composition writing. This is the only way I will be sure that they have understood the vocabulary work, sentence construction, logical flow and paragraph work.'*

Based on this, it is prudent to conclude that learners understood the learning points in composition writing and brain storming technique that enhanced learners achievement in the post test of learners in the experimental study group. Similar results were realized by Maghsoudi and Harison (2013), who concurred that learners' attention is critical to understanding of concepts. The findings are supported by what was observed in class when teachers were able to link the present session to previous one. Teachers of English fully secured learners' attention to clarify the aim of composition writing activity and introduced the subject properly. However, half of the teachers of English did not provide link to previous lessons.

4.3.8.2 Teachers Response Rate on Findings of Organization of English Composition writing Lesson

This study appraised how teachers of English facilitate their composition writing sessions. The findings are presented in Table 4.5

Table 4.5: Teachers Organization of English Composition writing Lessons

Response Category	YES		NO		Total %
	Freq	%	Freq	%	
Relevance of the topic	3	50.00	3	50.00	100
Emphasize key points	4	66.67	2	33.33	100
Provide alternative explanations	3	50.00	3	50.00	100

Make good use of available materials	5	83.33	1	16.67	100
Introduce/explain tasks effectively	6	100.00	0	0.00	100
Vary activities/skills	3	50.00	3	50.00	100

In addition Table 4.5 provides results on management and organization of English composition class. Results showed that 3 (50.00%) teachers of English demonstrated relevance of topic for composition writing, presenting the introduction, body and the conclusion. Four (66.67%) teachers of English emphasized on key point's while 3 (50.00%) teachers of English provided alternative explanations to key words. Table 4.4 also shows that 5 (83.33%) teachers of English made good use of available materials, 6 (100%) of the teachers introduced and explained the writing task effectively while 3 (50.00%) teachers varied activities and skills when teaching composition writing.

This implied that teachers of English in public primary schools enhanced organization of their English composition writing classes through demonstrating relevance of the topic, providing alternative explanation while varying activities/skills is moderately used. Kamau, Ondigi, and Babusa (2016) affirmed that good use of available materials, involvement of learners in groups with varied activities and emphasizing of key points when teaching language enhances understanding and retains memory. The uses of all the sense organs by manipulation of varied resource materials, group participation boost composition writing since different experiences are shared.

4.3.8.3 Teachers Response Rate on Findings of Presentation of English Composition writing Lesson

This study sought to establish how teachers present their English composition writing lesson. Findings are presented in Table 4.6.

Table 4.6: Presentation of English Composition Lessons

Response Category	YES		NO		Total %
	Freq	%	Freq	%	
Pitch the language appropriately	6	100.00	0	0.00	100
Make appropriate use of the target language	4	66.67	2	33.33	100
Show enthusiasm	6	100.00	0	0.00	100
Control pace of delivery	4	66.67	2	33.33	100
Control timing	6	100.00	0	0.00	100

The finding in Table 4.6 indicated that 6 (100%) teachers of English pitched their language appropriately during topic presentation while 4 (66.67%) teachers of English made appropriate use of the target language. Correspondingly, 6 (100%) teachers of English showed enthusiasm, 4 (66.67%) teachers of English controlled the pace of delivery during learning session and all 6 (100%) teachers of English emphasized on time control. These views revealed that during session of presentation, teachers of English appropriately pitched language during topic presentation, showed enthusiasm and emphasize on time control. Additionally, table 4.5 indicates that teachers of English made appropriate use of the target language and controlled pace of delivery during English composition writing session. Further Table 4.5 revealed that both teachers and learners reported that participants freely understood the appropriately pitched language during topic presentation, showed enthusiasm and emphasized on time control when discussions were conducted in the class compared to independent composition writing.

4.3.8.4 Teachers English Response Rate on Findings of Use of Brainstorming Techniques.

The present study assessed whether teachers of English used brainstorming techniques. They found the following in use: individual, whole group, small group and round robin techniques. Results are presented in subsequent sections.

Table 4.7: Teachers' rating of Use of Individual Strategy

Response Category	YES		NO		Total %
	Freq	%	Freq	%	
Mind mapping	4	66.67	2	33.33	100
Free writing	2	33.33	4	66.67	100
Role play	4	66.67	2	33.33	100
Word play	4	66.67	2	33.33	100

The results in Table 4.7 indicated that 4 (66.67%) teachers of English used mind mapping strategy, 2 (33.33%) used free writing strategy, 4 (66.67%) used role play and 4 (66.67%) also used word play strategy. This opinion was expressed by one participant.

LCG: *‘When I write on my own I sometimes do not have what to write in my composition - but when we discuss, I benefit on what others are saying about the topic of composition which is easier to remember.’*

This implied that discussions during individual group strategy enabled learners activate materials which made them relate with the content in the task thus learners achievement was enhanced. The views of this participant was observed in the classrooms in the experimental study groups where learners discussed on the important items on the topic to be included and relevant vocabulary information for composition writing and time management was also enhanced.

The findings denote that mind mapping, role play and word play were embraced by the teachers, however free writing was not used by most teachers. Teachers need to embrace free writing strategy in order to boost composition writing. The strategy offers opportunity to jot down ideas without stopping, which would assist the learners not to lack what to write when given a topic to tackle. Editing of written work is done afterwards. Free writing is an instrument for exposing learners writing in broad range of instructive contexts (Somerville and Crèmes, 2005). Further (Ahmed 2017, Comajoan, 2014, Al-Khatib, 2013), affirms that the individual strategy boost the composition writing, thus learners achievements.

Table 4.8: Teachers' rating of Use of Whole Group Strategy

Response Category	YES		NO		Total %
	Freq	%	Freq	%	
Brain Wave	4	66.67	2	33.33	100
Brain storm	3	50.00	3	50.00	100
Pie storm	2	33.33	4	66.67	100
Brain writing	2	33.33	4	66.67	100

The results in Table 4.8 indicated that 4 (66.67%) teachers of English used brain wave strategy, 3 (50.00%) used brain storm strategy, 2 (33.33%) used pie storm strategy and 2 (33.33%) used Brain Writing strategy.

This implied that brain wave strategy of whole group techniques is embraced by most teachers and that brain storming strategy is commonly used, Pie Storm and Brain Writing strategies are rarely used in teaching English composition writing in public primary schools. Kamau, Odundo, and Inyega (2019) affirmed that Whole Group Strategy facilitates critical thinking, writing skills, communication and collaboration; however teachers are not using the strategy.

Table 4.9: Teachers' rating of Use of Small Group Strategy

Response Category	YES		NO	
	Freq	%	Freq	%
Three minutes	2	33.33	4	66.67
Revised	3	50.00	3	50.00
Buzz	2	33.33	4	66.67

Table 4.9 indicated that 2 (33.33%) teachers of English used three minutes strategy, 3 (50.00%) used revised strategy and 2 (33.33%) used buzz strategy. These findings indicate that revised strategy is embraced by teachers, however not frequently used. While three minutes and buzz strategies are frequently used in teaching English composition writing in public primary schools.

Kamau (2019) supports that Small Group Strategy offers all learners opportunity of active participation, collaboration and communication, however most teachers are not using the method due to the huge class size. Small Group Strategy builds value systems of sharing, listening, and offering equal chance of participation, communication and collaboration.

Table 4.10: Teachers’ rating of Use of Small Group Strategy

Response Category	YES		NO		Total %
	Freq	%	Freq	%	
Individual	4	66.67	2	33.33	100
Whole group	2	33.33	4	66.67	100
Relay	2	33.33	4	66.67	100
Small	4	66.67	2	33.33	100

Findings displayed in Table 4.10 indicated that 4 (66.67%) teachers of English used individual strategy, 2 (33.33%) used Whole Group Strategy, 2 (33.33%) used Relay Strategy and 4 (66.67%) used small group strategy. These findings denote that individual strategy and small group strategy are frequently used and embraced by some teachers. Whole group and relay strategies are rarely used in teaching English composition writing. Small group enhances the learners achievements in composition writing while critical thinking, collaborations, communication are boosted to enhance creativity in producing good piece in writing skills (Kamau et al 2019).Further(David et.al,2013,Hanna, 2014),indicated that small group strategy teaching is the best to be embraced to facilitate behavior change and is more satisfying to facilitators and learners.

4.3.8.5 Learners Findings on Participation and Interaction

The present study sought to determine learners’ participation and interaction during English composition writing sessions. Learners were observed by the researcher and their participation and reaction on the study indicators was rated on a Liker scale of 1 to 5, with: 1 – Never, 2 – Rarely, 3– Sometimes, 4 – Very often, and 5 – Always. Results are shown in Table 4.11

Table 4.11: Learners Participation and Interaction

Response Category	Mode	Percent
Clarify understanding	4	66.67
Handle questions appropriately	2	33.33
Keep pupils involved	4	66.67
Restrain dominant pupil(s)	2	33.33
Give support and guidance	5	83.33
Monitor pupils' progress	3	50.00
Use room layout effectively	2	33.33

Key Findings on Learners Participation and Interaction

Table 4.11 indicate that 66.67% of learners very often clarified of understanding and this enhanced participation and interaction, 33.33% of learners rarely handled questions appropriately, 66.67% of learners very often were kept involved, 33.33% of the learners were rarely restrained from dominancy, 83.33% of learners were always given support and guidance, 50.00% of learners sometimes were monitored on progress and only in 2 (33.33%), learners used room layout effectively. These findings implies that learners in public primary schools very often seek clarification to understand, teachers very often restrain dominant learners, teachers always give support and guidance to learners and learners very often handle questions appropriately. In return, this encourages learners' participation and involvement. In addition, teachers of English sometimes monitor learners' progress and learners rarely use room layout effectively.

4.3.8.6 Teachers of English Finding for Closing the English composition writing Lesson

This study sought to present the findings how the teachers closed the lesson of composition writing Findings are presented in Table 4:12.

Table 4.12: Closing the Lesson

Response Category	YES		NO		Total %
	Freq	%	Freq	%	
Reiterate and summaries points	4	66.67	2	33.33	100
Give clear instructions for follow-up	3	50.00	3	50.00	100
Identify link with following session	3	50.00	3	50.00	100
End the session positive and clearly	3	50.00	3	50.00	100

In addition Table 4.12 indicates that the researcher observed 4 (66.67%) teachers of English reiterated and summarized key points learned during the session, 3 (50.00%) teachers of English gave clear instructions for follow-up topic and 3 (50.00%) teachers of English ended the session positively and clearly. These findings indicate that teachers of English very often reiterate and summarize key points learnt, sometimes give clear instructions for follow-up and sometimes end session positive and clearly.

4.3.9 Teachers of English Analysis of Data Collected through Checklist

The study checklist sought to appraise the availability of some of the English teaching and learning resources within the classroom. The researcher assessed the availability of learning resources and their adequacy. Result for this analysis is shown in Table 4.13.

Table 4.13: English Teaching and Learning Resources in Public Primary Schools

Item/Resource	Schools Response		Level of
	Freq	%	Adequacy
Book ideas and Activities	6	100.00	Inadequate
Reading resources	4	66.67	Very inadequate
Reading scheme activities	0	0.00	N/A
Planning assessment	6	100.00	Moderate
Homework resources	6	100.00	Very inadequate
Speaking and listening resources	2	33.33	Moderate
Worksheet	0	0.00	N/A
Lesson plan	5	83.33	Moderate

In the same vein analysis in Table 4.13 revealed that all the 6 (100%) schools had book ideas and activities, however they were inadequate and poorly used in teaching English composition, 4 (66.76%) schools had reading resources for composition writing but they were very inadequate given the learners-books ratio. For instance one school had six story books for 48 standard seven learners. Table 4.12 also shows all 6 (100%) schools had planning assessment but moderately used. Table 4.12 also shows all 6 (100%) schools had homework resources, which were very inadequate, 2 (33.33%) schools had speaking and listening resources which were also moderately adequate in number and use, and 5 (83.33%) schools had lesson plans which were moderately used. Results also indicated that none of the schools had reading scheme activities and work sheet. These findings imply most of public primary schools are poorly equipped or have inadequate resources for teaching English composition writing. When learners do not have enough English language text books, there are poor learners or class participation which leads to low achievement. Kamau et al (2016) affirms that use of learning aids enhances the teaching and learning; however most teachers are not embracing the usage of learning resources.

The checklist below will help the researcher appraise the availability of some of the English teaching and learning resources within the school.

Table 4.14: Findings based on the Head teacher’s checklist

No	Item/Resource	Availability	
		Yes Frequency	No Frequency
1	Book ideas and Activities	5(83.33%)	1(16.67%)
2	Reading resources	3(50%)	3(50%)
3	Reading scheme activities	4(66.67%)	2(33.33)
4	0%	100%	0%
5	Homework resources	5(83.33%)	1(16.67%)
6	Speaking and listening resources	1(16.67%)	5(83.33%)
7	Worksheet	3(50%)	3(50%)
8	Lesson plan	6(100%)	

From the study Table 4.14 majority 5(83.33%) of the Head teachers indicated that they have book ideas activity with only 1(16.67%) indicating otherwise. An equal number 3(50%) of the Head teachers suggested that they have moderate reading resources. Reading scheme activities 4(66.67%) indicated Planning assessment responses were at 100%. Homework resources indicated 1 (16.67%) Speaking and listening resources. 1(16.67%) list and majority at 5(83.33%). Work sheet. An equal number 3(50%) of teachers suggested that use of work sheet was moderately used. Lesson plan was at 100% by all Head teachers.

4.4 Findings and Discussion by Objectives

4.4.1 Objective One: Individual method on Learners’ achievement in Composition writing skills

The first objective of the study sought to determine the influence of individual group technique on learners’ achievement in composition writing skills. The questionnaire for teachers of English (Part E - Questions 1-12) and learners’ questionnaire (Part E - Questions 1-12) provided responses for Objective One. The hypothesis tested under this objective was H_{O1} : There is no significant difference in achievement in composition writing skills between learners exposed to individual group strategy and those who used conventional methods. The data on the Objective 1 were analyzed in three stages using various Liker scale ratings.

4.4.1.1 Teachers of English Response rate on use of Individual Group method

The first stage of analysis sought to determine how often teachers of English embraced individual technique strategies in teaching composition writing in public primary schools in Kisumu County. Teachers of English were asked to rate (on a four point Liker scale of 1-4, with 1 denoting Never (N), 2 denoting Seldom (S), 3 denoting Some of the time (SOT) and 4 denoting Most of the time [MOT]) how often they used mind mapping strategy, free writing strategy, role play strategy and word play strategy in teaching composition. Results for each strategy are discussed below. Findings of how often mind mapping strategy was used in teaching English composition in public primary school in Kisumu county are shown in Table 4.15.

Table 4.15: Teachers' rating of Use of Mind Mapping method

Response Category	Frequency	Percent
Most of the time	0	0
Some of the time	1	16.67
Seldom	1	16.67
Never	4	66.66
Total	6	100.00

Results in Table 4.15 revealed that only 1 (16.67%) teacher of English responded that she used mind mapping strategy some of the time when teaching composition. Another 1 (16.67%) teacher of English responded she seldomly used mind mapping strategy when teaching English composition writing. However, 4 (66.66%) teachers of English responded that they never used mind mapping strategy in teaching composition writing. Participants voiced their observations as follows

LEG: *'When put in groups, discussions, presenting and critiquing each other's work enhances understanding of the Concepts taught.'*

While another participant had this to explain:

LEG: *'I think engaging in group work is good because I am able to benefit when members from all groups engage in the presentations and critiquing of each other's work.'*

The views of these participants were reflected in learners who were able to achieve proper paragraphing due to mind mapping writing strategy when rehearsing the BST for achievement.

The implication of this findings to the study is that majority(67%) of teachers of English were seldom or never use mind mapping writing strategy in their teaching to enhance composition writing skills of standard seven learners and hence low achievement in composition writing skills. The implication of this study findings is that majority (66.66%) of teachers of English never use mind mapping in their teaching to enhance composition writing skills of standard seven learners. The study findings is consistent with that of Chik (2018), who found out that mind mapping is more effective than traditional teaching in English language, however teachers are not using the strategy to facilitate teaching and learning to boost learners' achievements. Further Harri (2013), supports that there is a difference in using the mind mapping strategy which improves competencies and capability in masterly of concepts enhancing learning achievements.

The study sought to determine how often teachers of English use free writing in teaching composition writing in public primary schools. The results are shown in Table 4.16.

Table 4.16: Teachers' rating of Use of Free writing method

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	1	16.67
Seldom	3	50.00
Never	1	16.66
Total	6	100.00

The analysis in Table 4.16 revealed that 1 (16.67%) teacher of English used free writing strategy in teaching composition most of the time, 1 (16.67%) teacher used free writing

strategy some of the time, 3 (50.00%) teachers of English seldom used free writing strategy and 1 (16.67%) teacher of English responded she never used free writing strategy in teaching composition writing. This was an indication that learners were able to build vocabulary that aided in effective writing of composition. The findings are supported by revelations by participants in the experimental study groups who confirmed they were able to understand and retain information in the groups after discussion of the topic engaging in free writing. One of the participants reported that after free writing session, the teacher asked them to jot down ideas non-stop in their groups which enabled them generate ideas of the topic. Participants voiced their observations as follows

LEG: *'When I write the same topic many times, it makes me understand the concept taught. The facilitator leads us to discussions on the topic to generate ideas before writing any paragraph.'*

While another participant had this to explain:

LEG: *'I think engaging in group work is good because I am able to benefit on how to use vocabulary properly and again arrange the sentences in the web in a logical flow'*

The views of this participant were reflected in learners who were able to arrange sentences in organized paragraphs due to free writing when rehearsing the BST for achievement.

The implication of this findings to the study is that majority (67%) of teachers of English were seldomly or never use free writing strategy in their teaching to enhance composition writing skills of standard seven learners and hence low achievement in composition writing skills. The study finding collaborates finding by Somerville and Crème (2005) who reckons that, free writing was successfully part when examining focused free writing and essay writing, reflecting a chain of thought about the topic, enhanced understanding of the topic and finally attaining authority on the subject content. In addition (Ahmed 2017, Comajoan, 2014, Al-Khatib, 2013), affirms that the individual strategy boost the composition writing, thus learners achievements Further Kamau (2019), supports that individual strategy offers opportunity to all learners nurturing them on how to better their composition writing .The

study also sought to find out how often role play strategy was used in teaching English composition in public primary school. Findings are presented in Table 4.17.

Table 4.17: Teachers’ rating of Use of Role Play method

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	1	16.67
Seldom	1	16.66
Never	3	50.00
Total	6	100.00

The results in Table 4.17 revealed that 1 (16.67%) teacher of English used role play strategy most of the time, in teaching composition writing, 1(16.67%) teacher of English some of the time used role play in teaching English composition writing. In addition, 1 (16.67%) teacher of English reported to seldom use role play strategy and 3 (50.00%) teachers of English responded never to have used role play strategy in teaching composition writing. Similar results were observed by, Nopa and Leni, (2017) who revealed that all participants enhanced their skills of composition writing at the same time were inspired, empowered and interested in their roles during writing composition using brain storming technique. In the same vein, a teacher confirmed that performing role play was valuable in instilling self-esteem, retention of concepts learnt, encourages critiquing, active participation and builds communication to those learners who always had negative attitude on composition writing due to some reasons or the other. Participants voiced their observations as follows:

TEG: *‘During group presentation I have noticed that those who used to shy away from discussions can now present group work before the class members. I believe the self-esteem is built from the team work and the learners are now sure of their group work.’*

TEG: *‘Whenever I could ask the learners to role play, only a few would be willing it was never easy as only a few of the learners were willing to participate, but with the group work, I have observed they have developed interest to participate. Besides they refer to their drawn webs which makes it easy for them.’*

TEG: *'At the beginning I had challenges the weak learners were not willing to participate. I had to re allocate some to groups that had better writers so that they could be assisted.'*

LEG: *'Group discussions have made me gain courage while writing because I can use vocabulary items understand vocabulary and their meaning, construct short and correct sentences '*

LEG: *'The learners who participated in group work were actively involved, this made me understand what they were discussing, a lot of sharing of varied experiences enhancing self-esteem and confidence.'*

The implication is that learners had developed self-esteem in composition writing making them willing to participate in role play. Moreover, oral presentations in composition writing improve learner's achievements, because learners were able to monitor and evaluate their peers 'abilities in writing skills.

In addition, Chauhiya's (2012) asserted that effectiveness of role play techniques in teaching dialogue found out that the low emphasis on role play strategy of individual teaching technique significantly contributed to poor and ineffective development in English composition writing among the respondents. Further, Mwangi (2016) affirms that role play strategy reported remarkable progress made by learners who were taught by role play technique. The findings of the present study on use of role play may explain why learners may be negatively affected by the rare use of role play strategy. The study sought to establish out how often word play strategy is adopted in teaching English composition writing in public primary schools. Results are presented in Table 4.18.

Table 4.18: Teachers’ rating of Use of Word Play Method

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	2	33.33
Seldom	2	33.33
Never	1	16.67
Total	6	100.00

In the same vein analysis in Table 4.18, revealed that 1 (16.67%) teacher of English used word play strategy most of the time in teaching composition writing, 2 (33.33%) teachers of English used word play strategy in teaching English composition writing some of the time, 2 (33.33%) teachers of English seldomly used word play strategy and 1 (16.67%) teacher of English responded that she never used the strategy in teaching composition writing. Participants voiced their observations as follows

TEG: *‘When learners brainstorm before writing the composition it is less stressful, I am able to recall, thus an easy way to summarize content.*

LEG: *‘When we discuss in various groups recalling words and its meaning becomes easier and how to summarize content learnt becomes an easy task.’*

The implication of this findings to the study is that majority(33.33%) of teachers of English never use word play in their teaching to enhance composition writing skills of standard seven learners. These findings are in agreement with Karin (2008) who affirms that emphasis on word play had a positive impact on ability to recall. Word play is an effective tool to summarizing the content which translates to improved learners achievements in composition writing.

4.4.1.2 Individual Method Influence on Learners’ Achievement

The second phase of analysis sought to determine how individual brainstorming technique influences learner achievement. Learner respondents were asked to rate - on a five-point Liker scale (1=Strongly Disagree, 2=Disagree, 3=Indifferent, 4=Agree and 5=Strongly Agree) - the extent to which they agreed with the posed questions on indicators for each

strategy. Findings are presented below. The study sought to establish out how use of mind mapping strategy influences learners' achievement based on three indicators. Findings are presented in Table 4.19.

Table 4.19: Mind Mapping Method Influence on Learners Achievement

Statement	SA	A	I	D	SD	Mean	Std. deviation
When I write a composition, I am able to construct short correct sentences.	112(40%)	128(46.8%)	14(5.0%)	13(4.1%)	13(4.1%)	3.01	1.489
I understand better what I write, whenever I am guided	120(42.5%)	122(38.1%)	29(10.4%)	27(8.4%)	2(0.6%)	3.89	1.111
I am able to use vocabulary words correctly when I understand the meaning	128(45.7%)	91(32.5%)	30(10.7%)	29(10.4%)	2(0.7%)	3.67	1.160
Average Score						3.49	1.253

The results in Table 4.19 revealed that 128(46.8%) of the learners agreed that when they write a composition, they are able to construct short correct sentences, 112(40%) of the learners who strongly agreed that when they write a composition, they are able to construct short correct sentences, 14(5.0%) of the learners who were indifferent that when they write a composition, then they are able to construct correct sentences 13(4.1%) of the learners who both strongly disagreed as well disagreed that when they write a composition, they are able to construct short correct sentences.

122(38.1%) of the learners agreed that they are able to understand better what they write, whenever they are guided, 120(42.5%) of the learners strongly agreed that they are able to understand better what they write, whenever they are guided, 29(10.4%) of the learners who were indifferent that they are able to understand better what they write, whenever they are guided, 27(8.4%) of the learners who disagreed that they are able to understand better what they write, whenever they are guided and 2(0.6%) of the learners who strongly disagreed that

they are able to understand better what they write, whenever they are guided. One hundred and twenty eight (45.7%) of the learners strongly agreed that they are able to use vocabulary words correctly when they understand the meaning, 91(32.5%) of the learners who agreed that they are able to use vocabulary words correctly when they understand the meaning, 30(10.7%) of the learners who were indifferent that they are able to use vocabulary words correctly when they understand the meaning, 29(10.4%) of the learners who disagreed that they are able to use vocabulary words correctly when they understand the meaning and 2(0.7%) of the learners who strongly disagreed that they are able to use vocabulary words correctly when they understand the meaning. This finding was supported by views conveyed by the participants.

TEG: *'When learners brainstorm before writing the composition it is less stressful, they bring on board varied views on different vocabulary, discuss the meaning of every word and how to use it effectively.'*

LEG: *'When we discuss in various groups, getting the meaning of different vocabulary and its meaning and how to use them becomes an easy task.'*

The findings indicate that learners can relate with the vocabulary and their meaning while in groups which enhances good paragraphs with well-constructed sentences and correct usage of vocabulary. This helps them understand how to write and present each activity in the best way. In the same vein, analysis from learners' questionnaire revealed that brainstorming on topics given to learners in various groups had a positive effect on learner's achievement in composition writing. On the other hand, 2(0.7%) of the learners who strongly disagreed that they are able to use vocabulary words correctly when they understand the meaning in Table 4.19.

Active classroom discussions while mind mapping facilitates learner's responsibility and value systems in the various groups, thus understanding of concepts enhanced. The findings imply that learners were able to relate cultural background knowledge by synthesizing own experiences to that of tasks in mind mapping. Similar findings were realized by Roebuck (2012) as learners were able to construct meaning in the vocabulary words. One participant reported in this way:

LCG: *'It is challenging to discover the use of vocabulary words in the sentence construction unless the teacher explains to us and also gives an example.'*

The views held by this participant to imply that learners needed to be guided on meaning of words and sentence construction that would activate good background knowledge through guidance from the teacher or support from other classmates.

The results in Table 4.19 revealed that learners' response to the ability to construct short correct sentences had a mean of $M=3.01$ and $SD=1.489$, this line statement mean score was below the average score of 3.49 and standard deviation of 1.253 implying that the learners were indifferent that they were able to write short sentences as a strategy of mind mapping and hence the need for more use of mind mapping strategy of constructing short sentences by teachers of English when teaching composition writing in order to enhance learners achievement, learners' response to the ability to understand better what they write when guided recorded a mean of $M=3.89$ and $SD=1.111$, this mean score was above the average score of 3.49 and a standard deviation of 1.253 implying that ability to understand better what they write when guided as a strategy of mind mapping does influence learners achievement and, learners' response to the ability to use vocabulary words correctly recorded a mean of $M=3.67$ and $SD=1.160$ this mean score was above the average score of 3.49 and a standard deviation of 1.253 implying that the ability to use vocabulary words correctly as a strategy of mind mapping does influence learners achievement. These findings imply that standard seven learners were indifferent whether they could construct short correct sentences during composition writing; Learners were in agreement that they understood better what they wrote when they were guided and they also agreed that they were able to use vocabulary words correctly when they understood their meaning. Overall the average score ($M=3.49$, $SD=1.253$) for mind mapping strategy revealed that learners of standard seven agreed that mind mapping strategy influence the learners achievement. This was supported by the comments of the following participant in the experimental study group.

LEG: *'Use of mind mapping strategy enabled me to develop ability to construct short sentences which improved my vocabulary usage and enabled me to develop discussions which improved accuracy in writing. In addition, mind mapping strategy*

enabled me to correctly use unknown similes/proverbs when the teacher explained their meaning.'

The implication of the findings is that participants were able to critically examine the use of mind mapping strategy to develop ability to construct short sentences usage, to develop discussions which improved accuracy in writing. One of the participants who conducted the intervention revealed that using free writing strategy enabled me to correctly use unknown similes/proverbs when the teacher explained their meaning this enhanced understanding of the learning points of the topic and also learning different sentence structures.

TEG: *'I think adapting mind mapping is the best way to expose learners to producing excellent composition writing by understanding the expectations in the entire task given. Since creativity and imagination is key to assisting them write beautiful piece individually, this requires them to be careful, keen to use correct vocabulary, proverbs /similes depending on the topic.'*

These were views of this facilitator which were reflected in the adjustment in the item of rewriting sentences in the post-test, although individual differences were observed due to different cognitive ability of the participants. The findings conformed to other studies suggesting that learners may generally be aware of sentence construction if not well coordinated, but may fail if not well organized for accessibility.

The implication of these study findings is that mind mapping strategy when used by standard seven learners positively enhances their composition writing skills. These findings were in agreement with Kamau, Odundo, and Inyega (2019) whose study on individual technique in teaching Standard 7 learners composition writing supports that the learners work as teams, communication and collaboration skills are instilled, translating to improved learners' achievement in composition writing.

In addition Alshammari (2015) indicated that effectiveness of developing creative thinking skills, showed that the groups are netted together, instant feedback given, thus critical thinking enhanced and writing skills is promoted, thus improves learners' composition writing ability. However teachers are not using the strategy to better the composition writing.

The present study sought to find out the influence of free writing indicators on learners achievement in composition writing. Findings are shown Table 4.20.

Table 4.20: Free Writing Method Influence on Learners Achievement

Statement	SA	A	I	D	SD	Mean	Std. deviation
Constructing short sentences several times helps me improve my vocabulary	98(35.0%)	100(35.7%)	15(5.3%)	33(11.8%)	34(12.2%)	4.01	1.289
Repeated discussions before writing of composition improves my accuracy in writing	113(40.4%)	107(38.2%)	19(6.8%)	21(7.5%)	20(7.1%)	3.89	1.217
I use unknown similes/proverbs well when the teacher explains them	94(33.7%)	117(41.8%)	23(8.2%)	20(7.1%)	26(9.2%)	4.67	1.859
Average Score						4.19	1.859

Table 4.20 revealed that 100(35.7%) of the learners agreed that constructing short sentences several times helps them improve their vocabulary, 98(35.0%) of the learners who strongly agreed that constructing short sentences several times helps them improve their vocabulary, 34(12.2%) of the learners who strongly disagreed that constructing short sentences several times helps them improve their vocabulary, then 33(11.8%) of the learners who disagreed that constructing short sentences several times helps them improve their vocabulary and finally 15(5.3%) of the learners who were indifferent that constructing short sentences several times helps them improve their vocabulary. 113 (40.4%) of the learners strongly agreed that repeated discussions before writing of composition improves their accuracy in writing, followed by 107(38.2%) of the learners who agreed that repeated discussions before writing of composition improves their accuracy in writing, then 21(7.5%) of the learners disagreed that repeated discussions before writing of composition improves their accuracy in writing, and 20(7.1%) of the learners strongly disagreed that repeated discussions before writing of composition improves their accuracy in writing and finally 19(6.8%) of the learners

were indifferent that repeated discussions before writing of composition improves their accuracy in writing.

117(41.8%) of the learners agreed that they use unknown similes/proverbs well when the teacher explains them, 94 (33.7%) of the learners who strongly agreed that they use unknown similes/proverbs well when the teacher explains them, 26(9.2%) of the learners strongly disagreed they use unknown similes/proverbs well when the teacher explains them , 23(8.2%) of the learners were indifferent that they use unknown similes/proverbs well when the teacher explains them and finally 20(7.1%)of the learners disagreed they use unknown similes/proverbs well when the teacher explains them.

Table 4.20 revealed that learners agreed (M=4.01 SD=1.289) that their ability to construct short sentences improves their vocabulary; learners agreed (M=3.89 and SD=1.217) that repeating discussions before writing compositions improves accuracy in writing. Learners also strongly agree that (M=4.67 and SD=1.859) they are able to correctly use unknown similes/proverbs when the teacher explains their meaning. The average mean score for free writing strategy is M=4.19 and SD=1.859 which implies the respondents agreed that free writing influence learners achievement in composition writing. The implication of this study findings is that use of free writing strategy enables learners to develop ability to construct short sentences which improves their vocabulary usage and enables them to develop discussions which improves accuracy in writing. In addition, free writing strategy enables them to correctly use unknown similes/proverbs when the teacher explains their meaning. The following were the views of the teachers.

TCG: *'Free writing looks strange to me, the obvious exercises that we give are on composition writing the topic on chalk board, timing and asking learners to write.'*

TEG: *'We have some learners who find it challenging to write a paragraph on the topic because they cannot understand what they are supposed to write on. When you ask them to write a whole fool scalp, it sounds so stressful. They may just give up.'*

Differentiation would be applicable to allow all learners to be inclusive, empowered, inspired and interested in the writing of composition. By supporting them in engaging in

differentiated strategies. The findings in Figure 4.18 revealed that participants were able to develop ability to construct short sentences which improves their vocabulary usage and enables them to develop discussions which improves accuracy in writing strategy is by the mean $M=4.19$ and $SD=1.455$. This was supported by the comments of the following participant in the experimental study group.

LEG: *'Use of free writing strategy enabled me to develop ability to construct short sentences which improved my vocabulary usage and enabled me to develop discussions which improved accuracy in writing. In addition, free writing strategy enabled me to correctly use unknown similes/proverbs when the teacher explained their meaning.'*

The implication of the findings is that participants were able to critically examine the use of free writing strategy to develop ability to construct short sentences usage, to develop discussions which improved accuracy in writing. One of the participants who conducted the intervention revealed that using free writing strategy enabled me to correctly use unknown similes/proverbs when the teacher explained their meaning this enhanced understanding of the learning points of the topic and also learning different sentence structures.

TEG: *'I think adapting free writing is the best way to expose learners to producing excellent composition writing by understanding the expectations in the entire task given. Since creativity and imagination is key in assisting them to write beautiful piece of work individually, this requires them to be careful, keen to use correct vocabulary and proverbs /similes depending on the topic.'*

These were views of this facilitator which were reflected in the adjustment in the item of rewriting sentences in the post-test, although individual differences were observed due to different cognitive ability of the participants. The findings conformed to other studies suggesting that learners may generally be aware of sentence construction if not well coordinated but may fail if not well organized for accessibility.

These findings are in agreement with those of Saleh (2011) argued that learners' ability to construct short sentences significantly depends on their vocabulary. It is also important that teachers encourage learners to develop their vocabulary through free writing and creative

thinking. In addition Upandhya (2012), asserts that group discussion is a powerful learning tool in which learners are able to exchange knowledge and ideas. In this regard, repeated discussions before writing of compositions has great positive effect in improving vocabulary usage and accuracy in writing. Teachers of English should strive always to assist learners in conducting effective discussion and explaining meanings of difficult terms or clarify issues of contention. In addition learners need to be active participants in the composition writing process to manipulate sentence structure.

Table 4.21: Role Play Method Influence on Learners' Achievement

Statement	SA	A	I	D	SD	Mean	Std. deviation
I am able to understand what I am writing when a web is drawn and illustrations are included.	88(31.4%)	101(36.1%)	21(7.5%)	38(13.6%)	32(11.4%)	4.81	2.289
I am able to understand what I am writing when the teacher guides me on the appropriate strategy to use.	113(40.4%)	126(45.0%)	23(8.2%)	13(4.6%)	5(1.8%)	4.59	1.817
I am able to understand vocabulary to use in the writing without using the dictionary.	70(25%)	97(34.7%)	11(3.9%)	67(23.9%)	35(12.5%)	4.27	2.859
Average Score						4.56	2.322

Table 4.21 revealed that 101(36.1%) of the learners agreed that they are able to understand what they are writing when web is drawn and illustrations are included , 88(31.4%) of the learners strongly agreed that they are able to understand what they are writing when web is drawn and illustrations are included, 38(13.6%) of the learners strongly disagreed that they are able to understand what they are writing when web is drawn and illustrations are included, 32(11.4%) of the learners disagreed that they are able to understand what they are writing when web is drawn and illustrations are included .Finally 21(7.5%) of the learners

were indifferent that they are able to understand what they are writing when web is drawn and illustrations are included.

126 (45%) of the learners agreed that they are able to understand what they are writing when the teacher guides them on the appropriate strategy to use, 113(40.4%) of the learners who strongly agreed that they are able to understand what they are writing when the teacher guides them on the appropriate strategy to use, 23(8.2%)of the learners were indifferent that they are able to understand what they are writing when the teacher guides them on the appropriate strategy to use, 13(4.6%) of the learners disagreed that they are able to understand what they are writing when the teacher guides them on the appropriate strategy to use and finally 5(1.8%) of the learners strongly disagreed that they are able to understand what they are writing when the teacher guides them on the appropriate strategy to use.

97(34.7%) of the learners agreed that they are able to understand vocabulary to use in the writing without using dictionary, 70(25%) of the learners strongly agreed that they are able to understand vocabulary to use in the writing without using dictionary, 67(23.9%) of the learners disagreed that they are able to understand vocabulary to use in the writing without using dictionary, 35(12.5%) of the learners strongly disagreed that they are able to understand vocabulary to use in the writing without using dictionary and finally 11(3.9%) of the learners were indifferent that they are able to understand vocabulary to use in the writing without using dictionary .

Table 4.21 reveals that learner respondents strongly agreed ($M=4.81$ and $SD=2.289$) that they understand what they are writing when a web is drawn and illustrations are included and strongly agreed ($M=4.59$ and $SD=1.817$) that they understand what they write when the teacher guides on the appropriate strategy to use. Similarly, learners agreed ($M=4.27$ and $SD=2.859$) that they understand what they write when they discussed with group members. This was supported by the comments of the following participant in the experimental study group.

LEG: *'Use of role play strategy enabled me to develop ability to write when the teacher guided me which improved accuracy in writing. In addition, role play strategy*

enabled me to express myself build confidence and self-esteem thus translating to retention of concepts taught.

The implication of the findings is that participants were able to critically examine the use of role play strategy to develop ability in discussions, imitations, take a role of a character which improved creativity and imaginations in writing. One of the participants who conducted the intervention revealed that using role play to retain memory write without lacking something to write, this enhanced understanding of the learning points of the topic and also learning different styles of writing.

TEG: *'I think adapting role play is the best way to expose learners to producing excellent composition writing by understanding the expectations in the entire task given. Since creativity and imagination is key to assisting them write beautiful piece individually, this requires them to be careful, keen to use correct vocabulary and proverbs /similes depending on the topic.'*

These were views of this facilitator which were reflected in the adjustment in the item of rewriting sentences in the post-test, although individual differences were observed due to different cognitive ability of the participants. The findings conformed to other studies suggesting that learners may generally be aware of assumption of different roles of different characters may fail if not well organized for accessibility.

These findings imply that role play strategy use of web and illustrations enables learners to understand what they write, teachers of English guidance on which strategy to use enables learners to understand what they write and discussion with group members too enables learners to increase understanding of what they write.

The mean result for the three elements of role play strategy revealed $M=4.56$ and $SD=2.322$. The implication of this finding to the study is that role play strategy strongly influences learners' achievement in composition writing. The study findings supports finding by Chausiyas (-2012) who affirms that remarkable progress made by learners who were taught by role play technique as evidenced by fluency-based activities that encourage

learners to develop and creates fun environment for learning and speaking skills, to minimize the boring situation.

The present study sought to determine influence of word play on learners' achievement in composition writing in public primary schools. Findings are shown in Table 4.22.

Table 4.22: Word Play Method Influence on Learners Achievement

Statement	SA	A	I	D	SD	Mean	Std. deviation
I am able to understand vocabulary to use in the writing without using the dictionary.	88(31.5%)	111(39.6%)	11(3.9%)	38(13.6%)	32(11.4%)	2.21	1.098
When I write, I focus on the meaning of the topic.	113(40.4%)	128(45.7%)	21(7.5%)	13(4.6%)	5(1.8%)	3.67	1.417
I can write a logical flow of the events in the story and guess what will happen as I conclude.	70(25%)	95(33.9%)	13(4.7%)	67(23.9%)	35(12.5%)	2.78	1.201
Average Score						2.89	1.239

Findings from Table 4.22 revealed that 111(39.6%) of the learners agreed that they are able to understand vocabulary to use in the writing without using the dictionary, 88(31.5%) of the learners strongly agreed that they are able to understand vocabulary to use in the writing without using the dictionary, 38(13.6%) of the learners disagreed that they are able to understand vocabulary to use in the writing without using the dictionary, 32(11.4%) of the learners strongly disagreed that they are able to understand vocabulary to use in the writing without using the dictionary and finally 11(3.9%) of the learners were indifferent that they are able to understand vocabulary to use in the writing without using the dictionary.

128 (45.7%) of the learners agreed that when they write, they focus on the meaning of the topic, 113(40.4%) of the learners strongly agreed that when they write, they focus on the meaning of the topic, 21(7.5%) of the learners were indifferent that when they write, they focus on the meaning of the topic, 13(4.6%) of the learners disagreed that when they write,

they focus on the meaning of the topic and finally 5(1.8%) of the learners strongly disagreed that when they write, they focus on the meaning of the topic.

95(33.9%) of the learners agreed that they can write a good logical flow of the events in the story and guess what will happen as they conclude, 70(25%) of the learners strongly agreed that they can write a good logical flow of the events in the story and guess what will happen as they conclude, 67(23.9%) of the learners disagreed that they can write a good logical flow of events in the story and guess what will happen as they conclude, 35(12.5%) of the learners strongly disagreed that they can write a good logical flow of the events in the story and guess what will happen as they conclude and finally 13(4.7%) of the learners who were indifferent that they can write a good paragraph of logical flow of events in the story and guess what will happen as they conclude.

Results shown in Table 4.22 revealed that learners disagreed ($M = 2.21$ and $SD=1.098$) that they understand vocabulary use in writing without using the dictionary, learner respondents agreed ($M=3.67$ and $SD=1.417$) that they focus on the meaning of the topic when writing composition and learners disagreed ($M=2.67$ and $SD=1.417$) that they write a good flow of events in the story and guess what will happen as they conclude. This was supported by the comments of the following participant in the experimental study group.

LEG: *'Use of word play strategy enabled me to guess what will happen next which improved my focus on the meaning of the topic when writing which improved use of vocabulary without using a dictionary. In addition, word play strategy enabled me to develop ability to write a good flow of events in the story when the teacher explained.'*

The implication of the findings is that participants were able to critically examine the use of word strategy to develop ability to construct short paragraphs, to develop discussions which improved accuracy in writing. One of the participants who conducted the intervention revealed that using word play strategy enabled me to correctly arrange logical flow of events in a story when the teacher explained this enhanced understanding of the learning points of the topic and also learning different sentence structures and paragraphs.

TEG: *'I think adapting word play is the best way to expose learners to producing excellent composition writing by understanding the expectations in the entire task given. Since creativity and imagination is key to assisting learners write beautiful piece individually, this requires them to be careful, keen to use correct paragraphs*

These were views of this facilitator which were reflected in the adjustment in the item of paragraph construction in the post-test, although individual differences were observed different cognitive ability of the participants. The findings conformed to other studies suggesting that learners may generally be aware of sentence and paragraph construction if not well coordinated. Many fail if not well organized for accessibility. These findings imply that learners in public primary schools in Kisumu County have challenges in paragraph constructions in writing and cannot write a good flow of the events in the story and guess what will happen as they conclude. However, findings revealed they are able to focus on the meaning of the topic when writing a composition.

Tools could be pasted in a web of words of the actual vocabularies. However the study further reported that the main barrier to learners' comprehension of texts and lectures is low academic vocabulary knowledge, due to the sub technicality of the academic language, an issue that was not addressed in the study. The overall mean result for word play strategy was found to be $M=2.89$ and $SD=1.239$ which implies the word play strategy was rarely used as teaching strategy leads to lower learners achievement in composition writing. This finding collaborates with Saleh (2011) study of effective vocabulary teaching strategies for English for academic purposes in ESL classroom. The study found that use of various vocabulary tools while using word play in teaching strategies improves language acquisition and expedites the language learning process.

4.4.1.3 Hypothesis Testing for Individual method

This study sought to test the first Null Hypothesis (H_{01}) which assumed no significant difference in achievement in composition writing skills between learners exposed to individual group strategy and those who used conventional methods.

The result for Z-test statistics are shown in Table 4.23.

Table 4.23: z-Test for Individual Group Method

Technique	Experiment Group Technique	
	z-Statistics	P-value
Individual group technique	12.5398	0.0001

Result from Table 4.23 revealed the computed z statistic for individual group techniques $z=12.5398$ and $p=0.0001$. The computed p-value was less than the 0.05, that is $p<0.05$, which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the study rejected the Null Hypothesis as there was a significant difference in achievement in composition writing skills between learners exposed to individual group strategy and those who used conventional methods.

4.4.1.4 PRE and POST independent t-test mean differential analysis for individual group method

The study sought to establish learners achievement in both pre-test and post-test for experimental and control group using independent –t test in order to compare if there was significant difference in the means achievement after the experimental group received individual group strategy as treatment. The results are indicated in Table 4.24.

Table 4.24: Independent t-test mean differential analysis for individual group method

Group Statistics						
Type of class	N	Mean	Std. Deviation	Std. Error Mean		
Experimental	220	1.9000	.33557	.02262		
Control	60	1.8944	.33924	.04380		

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.013	.909	0.113	278	0.010	.00556	.04899	-.09088	.10199
Equal variances not assumed			0.113	92.909	0.011	.00556	.04929	-.09233	.10344

From the independent t-test analysis, the summary statistics results for experimental and control groups revealed that, the experimental group (mean=1.900, SE=0.0226) outperformed the control group (mean=1.8944, SE=0.04380).The mean difference was statistically significance; $t(df=278)=0.113, P\text{-Value } 0.011 < 0.05$.The study results leads to a conclusion that there was a significant difference in the means in the two groups after individual group strategy was given to the experimental group

4.4.2 Objective Two: Whole group method on Learners' achievement in Composition Writing Skills

The second objective sought to examine the influence of whole group technique on learners' achievement in composition writing skills. The questions for this analysis were extracted from teachers of English questionnaire Part F (Questions 1-9) and learners' questionnaire Part F (Questions 1-9). The hypothesis tested under this objective was, H_{O2} : There is no significant difference in achievement in composition writing skills between learners exposed to whole group strategy and those who used conventional methods. The objective was analyzed in two stages using Liker scale questions. Results are presented and discussed below.

4.4.2.1 Teachers of English Response rate on use Whole group Method.

The first stage of analysis sought to determine how often teachers of English embrace whole group technique learning strategies in teaching composition writing in public schools in Kisumu County. Teachers of English were asked to rate their agreement on a four point Liker scale of 1-4, with 1 denoting Never (N), 2 denoting Seldom (S), 3 denoting Some of the Time (SOT) and 4 denoting Most of the time (MOT). Results are discussed below.

Present analysis sought to find out how often teachers of English employed brain wave strategy while teaching English composition. Findings are presented in Table 4.25

Table 4.25: Teachers' rating of Use of Brain Wave Method

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	3	50.00
Seldom	1	16.67
Never	1	16.66
Total	6	100.00

Findings from Table 4.25 revealed that 1 (16.67%) teacher of English used brain wave strategy in teaching composition most of the time, 3 (50.00%) responded that they use brain wave strategy in teaching English composition writing some of the time, 1 (16.67%) responded that he seldom uses the technique and 1 (16.66%) teacher of English responded never to have used brain wave strategy. Mean and standard deviation rating for use of brain wave strategy revealed $M=2.267$ and $SD=1.960$. These findings imply that brain wave strategy is seldomly used in teaching composition writing in public primary schools in Kisumu County.

Present analysis sought to determine how often teachers of English use brain writing strategy in teaching composition writing in public primary schools. The results are shown in Table 4.26.

Table 4.26: Teachers' rating of Use of Brain Writing Method

Response Category	Frequency	Percent
Most of the time	4	66.67
Some of the time	1	16.67
Seldom	1	16.66
Never	0	0.00
Total	6	100.00

Table 4.26 revealed that 4 (66.67%) teachers of English use Brain Writing strategy most of the time as they teach composition writing, 1 (16.67%) teacher uses Brain Writing strategy some of the time in teaching composition writing, and 1 (16.67%) teacher seldom uses Brain Writing strategy. Mean and standard deviation rating for use of brain wave strategy revealed $M=3.50$ and $SD=1.269$. These findings reveal that brain writing strategy is used some of the time in teaching composition writing in public primary schools in Kisumu County.

This finding collaborates with Artini (2011) whose study on the application of brainstorming teaching technique to improve writing skill of the eighth-grade students of SMPN 2 SUKAWATI in academic year 2013 -2014 reported poor to moderated focus on the brain writing strategy and this, he concluded, hinders students' ability to improve in subject and performance. Further Kamau (2019) agrees that Whole Group Strategy enhances the composition writing when learners work in groups, where shared ideas offer various ways of solving problems and generate varied experiences which boost learners' achievement.

Present analysis inquired how often teachers of English in public primary schools use pie storm (PS) learning strategy in teaching English composition writing. Findings are presented in Table 4.27.

Table 4.27: Teachers' rating of Use of Pie Storm Method

Response Category	Frequency	Percent
Most of the time	2	33.33
Some of the time	2	33.33
Seldom	1	16.67
Never	1	16.67
Total	6	100.00

Table 4.27 revealed that 2 (33.33%) teachers of English responded that they most of the time use Pie Storm strategy in teaching English composition writing, 2 (33.33%) teachers of English responded that they use Pie Storm strategy some of the time, 1 (16.67%) teacher responded to seldom use the strategy and 1 (16.67%) teacher too responded to never use Pie Storm strategy in teaching composition writing. Mean and standard deviation rating of Pie Storm strategy use revealed M=2.833 and SD=0.160. This finding shows that Pie Storm strategy is used some of the time in teaching composition writing in public primary schools in Kisumu County. Equally, this finding strongly concurs with that of Artini (2011) who found significant influence of use of Pie Storm brainstorming learning techniques with students' performance in language teaching and acquisition of writing skills.

4.4.2.2 Whole group Method Influence on Learners Achievement

The second phase of analysis sought to determine how whole group teaching technique of brainstorming influences learners' achievement. Learner respondents were asked to rate on a five Likert point scale - (with 1=Strongly Disagree, 2=Disagree, 3=Indifferent, 4=Agree and 5=Strongly Agree) - the extent to which they agreed with the posed questions on indicators of whole group strategies. Results are discussed below. The study sought to find out about how use of brain wave strategy influences learners' achievement in composition writing. Three indicators were assessed. Findings are presented in Table 4.28.

Table 4.28: Brain Wave Method Influence on Learners Performance

Statement	SA	A	I	D	SD	Mean	Std. deviation
I can identify similar incidences with my own experiences from the topic	79(28.2%)	132(47.1%)	26(9.3%)	36(12.9 %)	7 (2.5%)	4.01	1.499
I am able to identify and relate with the characters in the text am writing	61(21.7%)	143(51.1%)	24(8.6%)	37(13.2%)	15(5.4%)	3.27	1.239
Average Score						3.64	1.369

The results in Table 4.28 revealed that 132(47.1%) of the learners agreed that they can identify similar incidences with their own experiences from the topic, 79(28.2%) of the learners strongly agreed they can identify similar incidences with their own experiences from the topic, 36(12,9%) of the learners disagreed that they can identify similar incidences with their own experiences from the topic, then 26(9.3%) of the learners who were indifferent that they can identify similar incidences with their own experiences from the topic and finally 7(2.5%) of the learners strongly disagreed that they can identify similar incidences with their own experiences from the topic.

143 (51.1%) of the learners agreed that they are able to identify and relate with the characters in the text they are writing, 61(21.7%) of the learners who strongly agreed that they are able to identify and relate with the characters in the text they are writing, 37(13.2%) of the learners disagreed that they are able to identify and relate with the characters in the text they are writing, 24(8.6%) of the learners were indifferent that they are able to identify and relate with the characters in the text they are writing and finally 15(5.4%) of the learners strongly disagreed that they are able to identify and relate with the characters in the text they are writing.

Table 4.28 findings revealed learners agreed ($M=4.01$ and $SD=1.499$) they can identify similar incidences with own experiences from the topic. Similarly, learners were indifferent ($M=3.27$ and $SD=1.239$) whether they can identify and relate with the characters in the writing text. This findings show that learners are able to identify incidences with own experiences from the topic; however they cannot tell whether they can relate with characters in the writing text. This is in agreement with Rhondas (2011) whose study on brain-based learning and its effects on reading outcome in elementary aged learners reported a positive correlation between brain wave based learning strategies and expected learner's achievement for these participants. The present study sought to find out the influence of brain storming indictors on learners' achievement in composition writing. Findings are shown Table 4.29.

Table 4.29: Brain Storm Method Influence on Learners Achievement

Statement	SA	A	I	D	SD	Mean	Std. deviation
I am able to identify the main ideas of the story	88(31.5%)	116(41.4%)	18(6.4%)	39(13.9%)	19(6.8%)	4.41	1.341
I am able to identify the cause of the conflict/problem in the story.	80(28.6%)	115(41.1%)	12(4.2%)	57(20.4%)	16(5.7%)	2.27	1.012
Average Score						3.34	1.177

Findings from Table 4.29 revealed that 116(41.4%) of the learners agreed that they are able to identify the main ideas of the story, 88(31.5%) of the learners who strongly agreed they are able to identify the main ideas of the story, 39(13.9%) of the learners disagreed that they are able to identify the main ideas of the story, 19(6.8%) of the learners strongly disagreed that they are able to identify the main ideas of the story and finally 18(6.4%) of the learners were indifferent that they are able to identify the main ideas of the story.

115 (41.1%) of the learners agreed that they are able to identify the cause of the conflict/problem in the story, 80(28.6%) of the learners strongly agreed that they are able to identify the cause of the conflict/problem in the story, 57(20.4%) of the learners disagreed that they are able to identify the cause of the conflict/problem in the story, 16(5.7%) of the learners strongly disagreed that they are able to identify the cause of the conflict/problem in the story and finally 12(4.2%) of the learners were indifferent that they are able to identify the cause of the conflict/problem in the story.

The findings in Table 4.29 illustrate how learners accepted that BST was effective in achievement in composition writing. This was revealed by the mean of 3.64 and SD 1.369. However, learners strongly agreed that they can identify similar incidences with own experiences from the topic. Similar findings by Turiman (2012) indicate that group work was a more effective technique of improving learners' comprehension and inspiration over teacher centered methods. In addition, group work encourages cooperative learning making learners be socialized which creates a friendly learning environment. One male teacher had this to express:

TCG: *'Learners share in their groups a lot of experiences which gives them exposure to a lot of work. This broadens their scope and can relate with own experiences as they write.'*

The teachers sentiments concur with Hausheer et al. (2011) who suggested that groups should be formed based on learners' attainments or friendship as this will promote meaningful verbal communication and collaborative learning. Further, Hsui (2011) held similar views as she asserted that during discussion, learners work in small teams and each put in their best as they feel responsible for the success of the task given. Besides, learners are able to understand the task from different perspectives of others. The views are reflected in the comment of one of the male participants.

LEG: *'Working in groups enhances understanding of concepts since all participants come with varied experiences to make writing composition easy connecting sentences and paragraph has become easy now'*

Findings from class room appraisals supported the results on BW. During rehearsals of BST, learners are able to identify similar incidences with own experiences from the topic, which boosted effective and efficient brain wave strategy thus effective composition writing. The finding could be a contributing factor to improved learners achievements of the subject. This finding collaborates with Rhondas (2011) study which reported a positive correlation between brain wave based learning strategies and expected learner's achievement for these learners response

LEG: *Writing composition more often makes us better writers, since practice makes perfect*
'Writing a composition more often makes us better. This is because when you write once you might not get more exposures to different scenario.'

Teachers confirmed that composition writing was occasionally written, however they expected learners to continue to practice on their own time, of which a small percentage of learners found time to write composition without supervision. Time constraints attributed to the negative response. A similar report by Maingi (2015) confirmed that the major impediment teachers of English face while teaching composition writing was the demands

upon them on syllabus coverage to meet set targets. This implied that effective and efficient times required by teachers to enable them teach without pressure of meeting deadlines of syllabus coverage. The findings of this study indicate that BW was embraced by teachers in the experimental study groups. Associated with BST which enabled learners identify and relate with the required vocabulary items, sentence constructions and similes/proverbs they need in composition writing. This was confirmed by learners improving in items that tested on similar incidences with own experiences from the topic in the post –test.

Further Table 4.29 revealed learners agreed (M=4.41 and SD=1.341) they can identify the main ideas of the story. In addition, finding also revealed learners disagree (M= 2.27 and SD=1.012) they can identify the cause of conflict in the story. These findings imply learners can identify the main idea of the story when they write composition, but they cannot identify the causes of conflict or problems in the story. Since composition writing is majorly about story telling ability of the learners to identify the causes of conflict or problem in the study is paramount and allow learners to organize their writing script coherently. The mean and standard deviation finding for brain storm strategy gave a M=3.34 and SD=1.177 which imply that brain storming technique is a major contributor of excellent composition writing in public primary schools in Kisumu county...

The present study sought to establish out the influence of brain writing strategy on learners’ achievement in composition writing. Findings are shown Table 4.30.

Table 4.30: Brain Writing Method Influence on Learners Achievement

Statement	SA	A	I	D	SD	Mean	Std. deviation
I can identify the dialogue between characters in the story	68(24.3%)	134(47.9%)	20(7.1%)	39(13.9%)	19(6.8%)	4.29	1.888
I can identify where the story happened.	67(23.9%)	115(41.1%)	25(8.9%)	57(20.4%)	16(5.7%)	4.12	1.659
Average Score						4.21	1.774

Findings from Table 4.30 revealed that 134(47.9%) of the learners agreed that they can identify the dialogue between characters in the story, 68(24.3%) of the learners strongly agreed they can identify the dialogue between characters in the story, 39 (13.9%) of the learners disagreed that they can identify the dialogue between characters in the story, 20(7.1%) of the learners were indifferent that they can identify the dialogue between characters in the story and finally 19(6.8%) of the learners strongly disagreed that they can identify the dialogue between characters in the story. 115 (41.1%) of the learners agreed that they can identify where the story happened, 67(23.9%) of the learners who strongly agreed that they can identify where the story happened, 57(20.4%) of the learners disagreed that they can identify where the story happened, 2(8.9%) of the learners were indifferent that they can identify where the story happened and finally 16(5.7%) of the learners strongly disagreed that they can identify where the story happened.

These results in Table 4.30 revealed learners agreed ($M= 4.29$ and $SD=1.888$) they can identify dialogues between characters in the story and also agreed ($M=4.12$ and $SD=1.659$) they can identify where the study happened with ease. The findings show that average performance for Brain Writing strategy revealed $M= 4.21$ and STD dev of 1.174 implying that teachers of English use of Brain Writing strategy contributes to learners composition writing skills. Similarly, Rhondas (2011) whose study on brain-based learning and its effects on reading outcome in elementary aged students is in agreement with the reported positive correlation between Brain Writing based learning strategies and expected learners achievement for these students. In the same breath the results in table 4.29 show that the Brain based strategy enhances learner's achievement in composition writing.

4.4.2.3 Hypothesis Testing for Whole Group Method

This study sought to test the second Null Hypothesis (H_{O2}) which assumed no significant difference in achievement in composition writing skills between learners exposed to whole group strategy and those who used conventional methods.

The result for Z-test statistics are shown in Table 4.31.

Table 4.31: z-Test for Whole Group Method

Technique	Experiment Group	
	z-Statistics	P-value
Whole group technique	8.23982	0.0012

Results from Table 4.31 revealed that the whole group technique computed z statistic showed $z=8.23982$ and $p=0.0012$. The p-value was less than the $0.05(p<0.05)$ which is the benchmark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the study rejected the Null Hypothesis, as there was a significant difference in achievement in composition writing skills between learners exposed to whole group strategy and those who used conventional methods.

4.4.2.4 PRE and POST independent t-test mean differential analysis for whole group method

The study sought to establish learners achievement in both pre-test and post-test for experimental and control group using independent –t test in order to compare if there was significant difference in the mean achievement after the experimental group received whole group strategy as treatment. The results are indicated in Table 4.32

Table 4.32: Independent t-test mean differential analysis for whole method

Group Statistics									
Type of Class	N	Mean	Std. Deviation	Std. Error Mean					
Experimental	220	1.9238	0.36961	0.02598					
Control	60	1.8992	0.38540	0.0477					
Independent Samples Test									
Levene's Test for Equality of Variances									
t-test for Equality of Means									
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	0.118	0.732	0.441	278	0.013	0.02457	0.05565	-.09088	.10199
Equal variances not assumed			0.441	96.884	0.013	.002457	0.05433	-.09233	.10344

From the independent t-test analysis, the summary statistics results for experimental and control groups revealed that, the experimental group (mean=1.9238, SE=0.02598) outperformed the control group (mean=1.8992, SE=0.0477). The mean difference was statistically significant; $t (df = 278) = 0.441$, P-Value $0.013 < 0.05$. The study results leads to a conclusion that there was a significant difference in the means in the two groups after whole group strategy was given to the experimental group

4.4.3 Objective Three: Small Groups' Method on Learners' Achievement in Composition Writing Skills

The third objective sought to examine the influence of small group technique on learners' achievement in composition writing skills. The questionnaire for teachers of English Part G (Questions 1-12) and learners' questionnaire Part G (Questions 1-12) provided responses for this objective. The hypothesis tested under this objective was, H_{O3} : There is no significant difference in achievement in composition writing skills between learners exposed to small group strategy and those who used conventional methods. The objective was analyzed in three stages using various Liker scale ratings.

4.4.3.1 Teachers of English response rate on use Small Group Method Teaching

The first stage of analysis sought to determine how often teachers of English embrace learning strategies of small group technique in teaching composition writing in public schools in Kisumu County. Teachers of English were asked to rate their agreement on a four-point Liker scale of 1-4, with 1 denoting Never (N), 2 denoting Seldom (S), 3 denoting Some of the Time (SOT) and 4 denoting Most of the time (MOT). Results are discussed below. Findings of how often revised strategy is used in teaching English composition in public primary schools is shown in Table 4.33.

Table 4.33: Teachers' rating of Use of Revised Method

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	2	33.33
Seldom	2	33.33
Never	1	16.67
Total	6	100.00

Table 4.33 show that 1 (16.67%) teacher of English responded that she uses revised strategy in teaching composition writing most of the time, 2 (33.33%) responded that they use revised strategy some of the time, 2 (33.33%) responded that they seldom use revised strategy in teaching English composition writing and, 1 (16.67%) teacher of teacher of English responded that he never uses revised strategy in teaching composition writing. The mean and standard deviation rating for use of revised strategy showed $M=2.50$ and $SD=0.960$ which implies that revised strategy is some of the time used in teaching English composition in public primary schools.

Present study sought to find out how often teachers of English use buzz strategy in teaching English composition writing in public primary schools. Findings are presented in Table 4.34.

Table 4.34: Teachers' rating of Use of Buzz Method

Response Category	Frequency	Percent
Most of the time	2	33.33
Some of the time	2	33.33
Seldom	1	16.67
Never	1	16.67
Total	6	100.00

Finding from Table 4.34 revealed that 2 (33.33%) teachers of English responded that they use buzz strategy most of the time in teaching composition writing, 2 (33.33%) responded that they use buzz strategy some of the time in teaching English composition writing, 1 (16.67%) responded that she seldom uses buzz strategy and 1 (16.66%) teacher of English responded that she never uses buzz strategy. Mean and standard deviation rating for use of

buzz strategy revealed $M=2.833$ and $SD=1.960$. These findings imply buzz strategy is used some of the time in teaching composition writing in public primary schools in Kisumu County. Present analysis sought to determine how often teachers of English use Three Minutes strategy in teaching composition writing in public primary schools. The results are shown in Table 4.35.

Table 4.35: Teachers’ rating of Use of Three Minutes Method

Response Category	Frequency	Percent
Most of the time	2	33.33
Some of the time	2	33.33
Seldom	0	0.00
Never	2	33.33
Total	6	100.00

Table 4.35 revealed that 2 (33.33%) teachers of English use Three Minutes strategy of small group technique most of the time, 2 (33.33%) teachers of English use Three Minutes strategy some of the time, and 2 (33.33%) teachers never use Three Minutes strategy.

Mean and standard deviation rating of use of Three Minutes strategy revealed $M=2.66$ and $SD=1.269$. This finding reveals that Three Minutes strategy is sometimes used in teaching composition writing in public primary schools in Kisumu County. These findings collaborate with those by Wiwiek *et al* (2010). Their study on improving tenth-grade students’ reading comprehension achievement through small group working technique revealed that Three Minutes and small group working technique improve student’s active participation and their reading comprehension, and this could be the justification for the rise in use of this technique. In addition, Hanna, Taqai and Noweyiah (2014) affirmed that working in groups created warm classroom atmosphere. Further David, M and Alexander (2013) asserted that in their skill of writing in small groups is fulfilling, exciting to both facilitators and learners. This doubles up in building a team that share, cooperates and collaborates to achieve the desired goals.

4.4.3.2 Small Group Method Influence on Learners Achievement

This phase of analysis sought to determine how small group technique of brainstorming influences learners' achievement. Results for learner respondents rating, on a five-point Likert scale - 1=Strongly Disagree, 2=Disagree, 3=Indifferent, 4=Agree and 5=Strongly Agree - of the extent to which they agreed with the provided questions are discussed below. The study sought to establish out how use of revised strategy influences learners' achievement in composition writing. Three indicators were assessed and findings are presented in Table 4.36.

Table 4.36: Revised Method Influence on Learners Performance

Statements	SA	A	I	D	SD	Mean	Standard deviation
I normally use good expressions while writing.	88(31.4%)	110(39.3%)	16(5.7%)	33(11.8%)	33(11.8%)	4.14	1.341
I write as if am having a conversation with another person	100(35.7%)	105(37.5%)	13(4.6%)	38(13.6%)	24(8.6%)	3.07	1.039
While writing, I vary my punctuation marks on specific sentences and paragraph	91 (32.5%)	127(45.3%)	19(6.8%)	26(9.3%)	17(6.1%)	3.98	1.122
While writing, I put words and sentences to make good paragraphs.	99(35.4%)	128(45.7%)	17(6.1%)	21(7.5%)	15(5.4%)	4.23	1.479
Average Score						3.86	1.245

This views in Table 4.36 revealed that 110(39.3%) of the learners agreed that they normally use good expressions while writing, 88(31.4%) of the learners strongly agreed they normally use good expressions while writing, 33 (11.8%) of the learners disagreed with a further 33 strongly disagreeing that they normally use good expressions while writing, and finally 16(5.7%) of the learners were indifferent that they normally use good expressions while writing. While the results in Table 4.36 indicate that facilitators enabled learners to be

interactive making them develop their cognitive constructs from cooperative learning, findings from questionnaires confirmed that participants benefited from group work as attested by the following learners:

LCG: *'During the group presentations the critiquing made me realize that good composition should have good expressions, punctuation marks and logical flow in arrangements of paragraphs.'*

LEG: *'I have benefited through group work because of the collaboration, presentations skills, problem solving and critiquing each other in our groups. This makes all group members to be keen during writing composition; however that opportunity is not given to learners. The teachers know it all. In fact they regard it time wasting to facilitate group activities.'*

The views of the learners are in tandem with those of the teachers. One male teacher made the following remark:

TEG 4: *"I find the learners participate fully in group work as compared to when questions are given in a normal class set up. Writing like a conversation with one another is fun.'*

In support, findings from learners' questionnaires shown in table 4.36 , revealed that 105 (37.5%) of the learners agreed that they write as if they are having a conversation with another person, 100(35.7%) of the learners who strongly agreed that they write as if they are having a conversation with another person, 38(13.6%) of the learners disagreed that they write as if they are having a conversation with another person, 24(8.6%) of the learners strongly disagreed that they write as if they are having a conversation with another person, 13(4.6%) of the learners were indifferent that they write as if they are having a conversation with another person.

127 (45.3%) of the learners agreed that while writing, they vary their punctuation marks on specific sentences and paragraph 91(32.5%) of the learners strongly agreed that while writing, they vary their punctuation marks on specific sentences and paragraph, 26(9.3%) of the learners disagreed that while writing, they vary their punctuation marks on specific

sentences and paragraph , 19(6.8%) of the learners were indifferent that while writing, they vary their punctuation marks on specific sentences and paragraph and finally 17(6.1%) of the learners strongly disagreed that while writing, they vary their punctuation marks on specific sentences and paragraph. 128 (45.7%) of the learners agreed that while writing, they put words and sentences to make good paragraphs. 99(35.4%) of the learners who strongly agreed that while writing, they put words and sentences to make good paragraphs, 21(7.5%) of the learners who disagreed that while writing, they put words and sentences to make good paragraphs, 17(6.1%) of the learners were indifferent that while writing, they put words and sentences to make good paragraphs and finally 15(5.4%) of the learners strongly disagreed that while writing, they put words and sentences to make good paragraphs.

These results in Table 4.36 findings revealed that learners agreed (M=4.14 and SD=1.341) they can normally use good expression while writing. Learners were indifferent (M=3.07 and SD=1.039) whether they can write as if having conversation with another person. Further results showed learners agreed (M=3.98 and SD=1.122) that they can vary punctuation marks on specific sentences and paragraph and learners also agreed (M=4.23 and SD=1.479) that when writing they construct words and sentences that make good paragraphs. The mean and standard deviation for revised strategy revealed M= 3.86 and SD=1.245 which imply that the respondents agreed that use of revised strategy contributes to learners achievement in composition writing skills in public primary schools. This was supported by one of the participants who expressed that starting to write without discussions on the topic affects effective composition writing.

LEG '*Writing without the use of punctuation marks at the correct place, it will not bring out the intended meaning, proper, constructed words and sentences will appeal to the reader, thus making good paragraphs that are logically arranged.*'

The findings indicated that while writing compositions, learners did not use correct vocabulary, correct sentences and powerful paragraphs for effective writings of compositions. However, Wiwiek *et al* (2010), supports that small groups enhance learners' active participation and composition writing skills. Further Barnett and Clarks (2008) affirms

that the strategy boost higher order thinking skills and inspires learners, translating to improved learner achievements.

Furthermore, Allan (2015) observed that participants strived towards team work which encouraged learning when they discussed all aspects of composition writing. The findings in this study also concur with Turiman (2012) where under graduate learners improved in comprehension due to working in groups. The implication of study findings is that learners were able to socialize, making them to share ideas which improved composition writing. In addition, findings from classroom appraisals confirmed that participants in experimental study groups moved to groups and discussed on the activities paragraph after the other, sentence constructions before adapting the composition topic which was also conducted in groups.

When learners collaborate, cooperate in their various groups they are able to activate background knowledge which facilitate the pace at which learners comprehend what is expected in composition writing in the topic at hand, thereby enhancing understanding. Furthermore, the participants are alert, active, inspired, empowered and interested in generating ideas freely with peers. The findings reveal that group work enhances team work, value systems, differentiation and generates socialization where learners share variety of vast own experiences. The implication is that working in groups created a relaxed classroom environment where all learners experienced a sense of belongingness, loved and valued.

The results in Table 4.36 revealed that teachers were not very keen on importance of monitoring learners composition writing rate as depicted in a mean of $M= 2.21$. This was attributed to the fact that individual learners had different writing abilities and were to be treated at own level. The pace of writing may or may not affect comprehension since learners were of different abilities. These teachers expressed views which reflected those of others.

TEG: *'My class has differentiated learners in understanding concepts especially in writing of compositions. There are those who very slow in writing and yet are able to understand the task.'* While another reported:

TEG: *‘monitoring tool for me was lacking so as to gauge all my learners, now I know whether they can construct a word or sentence. ‘Although I know a struggling learner may face a lot of difficulties during assessment.’*

This reveals that as much as struggling learners may write a piece of work, there is need to enhance the rate of monitoring of writing compositions to gain right speed. One learner expressed the frustrations received when some groups quickly or slowly completed the task in the following way.

LCG: *‘When the writing composition in groups is done lazily/hurriedly it becomes boring and I lose interest to participate and when the writing of composition is done quickly I usually don’t follow some information.’*

The present study sought to establish out the influence of buzz strategy on learners’ achievement in composition writing. Findings for this analysis are shown in Table 4.37

Table 4.37: Buzz Method Influence on Learners Achievement

Statements	SA	A	I	D	SD	Mean	Standard deviation
While writing, I can identify different paragraphs in a logical manner.	87(31.1%)	118(42.1%)	18(6.4%)	45(16.1%)	12(4.3%)	3.36	1.341
When I write, I pause between the paragraphs for snap checks of punctuation marks and spelling checks.	79(28.2%)	106(37.9%)	20(7.1%)	46(16.4%)	29(10.4%)	2.21	1.012
While writing I still hesitate when I need to use new words, similes or proverbs.	77 (27.4%)	106(37.9%)	14(5.0%)	45(16.1%)	38(13.6%)	4.52	1.952
While writing, I come across difficulties in connections of one paragraph to the other I hesitate but manage to continue	88(31.4%)	90(32.1%)	19(6.8%)	45(16.1%)	38(13.6%)	3.34	1.209
Average Score						3.36	1.379

In addition Table 4.37 revealed that 118(42.1%) of the learners agreed that while writing, they can identify different paragraphs in a logical manner, 87(31.1%) of the learners strongly agreed that while writing, they can identify different paragraphs in a logical manner, 45 (16.1%) of the learners disagreed that while writing, they can identify different paragraphs in a logical manner, and finally 18(6.4%) of the learners were indifferent that while writing they can identify different paragraphs in a logical manner, and finally 12(4.3%) of the learners strongly disagreed that while writing, they can identify different paragraphs in a logical manner they can identify different paragraphs in a logical manner. 106(37.9%) of the learners agreed that when they write, they pause between paragraphs for snap checks of punctuation marks and spelling checks, 79(28.2%) of the learners who strongly agreed that when they write, they pause between paragraphs for snap checks of punctuation marks and spelling checks., 46(16.4%) of the learners disagreed that when they write, they pause between the paragraphs for snap checks of punctuation marks and spelling checks., 29(10.4%) of the learners strongly disagreed that when they write, they pause between paragraphs for snap checks of punctuation marks and spelling checks., 20(7.1%) of the learners were indifferent that when they write, they pause between paragraphs for snap checks of punctuation marks and spelling checks.

106 (37.9%) of the learners agreed that while writing they still hesitate when they need to use new words, similes or proverbs, 77(27.4%) of the learners who strongly agreed that while writing they still hesitate when they need to use new words, similes or proverbs, 45(16.1%) of the learners disagreed while writing, and come across difficulties in connections of one paragraph to the other they hesitate but manage to continue, 38(13.6%) of the learners strongly disagreed while writing, and come across difficulties in connections of one paragraph to the other they hesitate but manage to continue, 19(6.8%) of the learners were indifferent while writing, and come across difficulties in connections of one paragraph to the other they hesitate but manage to continue. The findings in Figure 4.33 reveal that the learners were able to develop understanding and comprehending how to write a good composition using proper paragraphs and use of similes /proverbs. This builds their self-esteem as they explored the intended outcomes of the teacher through their own level of interpretation. Similar results were observed by, Nopa and Leni, (2017) who revealed that all participants improved in composition writing at the same time inspired to take up their group

roles during composition writing in BST. In the same vein, teachers confirmed that using BST was instrumental to boost self-esteem to those learners who were differentiated and not capable of writing a paragraph in composition writing. Learners voiced their observations as follows:

LEG: *'Critiquing each other's work built me up in ways I use the vocabulary, arrange paragraph in a logical flow, where and how to use similes and proverbs. I believe my confidence is built from the rehearsal and that now I am sure of not making mistakes.'*

TEG: *'Whenever I could ask the learners to contribute in class discussions, I never succeeded as very few of them were active, but with the group works, I have observed that learners are free to brain storm with peers who makes it simpler for them.'*

TEG: *'Initially I encountered challenges with the differentiated group of learners, who were not activated, so I had to re-group them to enable all participate benefit.'*

LEG: *'Presentations in the groups has boosted my self-esteem during class critiquing. Sessions .I can write a good composition.'*

LEG: *'Learners who presented their group work did it well which enhanced my understanding of concepts taught. Writing of composition was less stressful.'*

Similarly, Jeon and Lee (2013) observed that the affective domains for the low achieving learners improved remarkably when they participated in BST. The findings indicated that participants had improved in self-esteem in composition writing making them willing to participate in BST. .In the same vein, oral presentations in composition writing improve critiquing, problem solving and critical thinking because learners are able to monitor and evaluate their peers group work 'presentations. Further analysis illustrated in Table 4.33 revealed learners were indifferent (M=3.36 and SD=1.341) that they can identify different paragraphs in a logical manner during writing composition. Similarly, learners disagreed (M=2.21 and SD=1.012) that they pause between the paragraph for snap checks of punctuation marks when writing.

Additional findings revealed that they strongly agreed (M=4.52 and SD=1.952) that they hesitate when needed to use new words, similes or proverbs when writing composition and learners were indifferent (M=3.34 and SD=1.209) whether they can manage the difficulty in connecting paragraphs. These findings imply that learners can identify different paragraphs in a logical manner during writing composition, though they hesitate when needed to use new word, similes or proverbs when writing composition. In addition, learners do not pause between the paragraphs for snap checks of punctuation marks when writing and cannot manage the difficulty in connecting paragraphs. The average mean and standard deviation for buzz strategy was found to be M= 3.36 and SD=1.379. This implies that teachers of English were indifferent on whether use of buzz strategy contributes to learner’s composition writing skills. Ni’ Mah (2015) affirms that there is a significant correlation between buzz strategy and learner’s activeness and writing composition. The present study sought to establish the influence of Three Minutes strategy on learner’s achievement in composition writing. Findings are shown Table 4.38.

Table 4.38: Three Minutes Method Influence on Learners Achievement

Statements	SA	A	I	D	SD	Mean	Standard deviation
While writing I still have difficulty in doing good paragraphs	63(22.5%)	97(34.6%)	23(8.2%)	59(21.1%)	38(13.6%)	3.45	1.128
Paragraphs bring good story line and concluding in order to create a climax.							
I write consistently with a good speed	60(21.4%)	120(42.9%)	13(4.6%)	58(20.7%)	29(10.4%)	3.62	1.112
I write slowly and with difficulty.	84 (30%)	99(35.4%)	15(5.4%)	54(19.2%)	28(10%)	3.11	1.901
I write with an uneven mixture of fast and slow.	79(28.2%)	91(32.5%)	21(7.5%)	54(19.3%)	35(12.5%)	4.61	2.151
Average Score						3.40	1.573

This views in Table 4.38 revealed that 97(34.6%)of the learners agreed that while writing they still have difficulty in doing good paragraphs which bring good story line and concluding in order to create a climax, 63(22.5%) of the learners strongly agreed that while

writing they still have difficulties in doing good paragraphs which bring good story line and concluding in order to create a climax. 59 (21.1%) of the learners disagreed that while writing they still have difficulties in doing good paragraphs which bring good story line and concluding in order to create a climax. 38 (13.6%) of the learners strongly disagreed that while writing they still have difficulties in doing good paragraphs which bring good story line and concluding in order to create a climax. Finally 23(8.2%) of the learners were indifferent that while writing they still have difficulties in doing good paragraphs which bring good story line and concluding in order to create a climax.

120 (42.9%) of the learners agreed that they write consistently with a good speed, 60(21.4%) of the learners strongly agreed that they write consistently with a good speed, 58(20.7%) of the learners disagreed that they write consistently with a good speed., 29(10.4%) of the learners strongly disagreed that they write consistently with a good speed., and finally13 (4.6%) of the learners were indifferent that they write consistently with a good speed.

99 (35.4%) of the learners agreed that they write slowly and with difficulty, 84(30%) of the learners who strongly agreed that they write slowly and with difficulty, 54(19.2%) of the learners disagreed that they write slowly and with difficulty, 28(10%) of the learners strongly disagreed that they write slowly and with difficulty, 15(5.4%) of the learners were indifferent that they write slowly and with difficulty.

91 (32.5%) of the learners agreed that they write with an uneven mixture of fast and slow, 79(28.2%) of the learners who strongly agreed that they write with an uneven mixture of fast and slow, 54(19.3%) of the learners disagreed that they write with an uneven mixture of fast and slow, 35(12.5%) of the learners strongly disagreed that they write with an uneven mixture of fast and slow, 21(7.5%) of the learners were indifferent that they write with an uneven mixture of fast and slow.

Findings shown in Table 4.38 revealed that learners were indifferent ($M= 3.45$ and $SD=1.128$) that they do have difficulty in doing good paragraphs, bringing a good story line and concluding in order to create a climax. Learners agreed ($M=3.62$ and $SD=1.112$) that they write consistently with a good speed. They were indifferent ($M= 3.11$ and $SD=1.901$)

whether they write slowly and with difficulty. Further results showed that learners strongly agreed (M=4.61 and SD=2.151) that they write with uneven mixture of fast and slow speed.

These findings imply that learners have difficulties in doing paragraphs, bringing a good story line and concluding in order to create a climax; learners can write consistently with a good speed or with uneven mixture of fast and slow speed. Bello (2014) findings imply that learners have difficulties in doing paragraphs, bringing a good story line and concluding in order to create a climax; learners can write consistently with a good speed or with uneven mixture of fast and slow speed.

4.4.3.3 Hypothesis Testing for Small Group Method

This study sought to test the third Null Hypothesis (HO₃) which assumed no significant difference in achievement in composition writing skills between learners exposed to small group strategy and those who used conventional methods.

The result for Z-test statistics are shown in Table 4.39.

Table 4.39: z-Test for Small Group Method

Technique	Experiment Group	
	z-Statistics	P-value
Small group technique	24.09581	0.0000

Result from Table 4.39 revealed that the small group technique computed z statistic showed $z=24.09581$ and $p=0.0000$. The p-value was less than the 0.05 ($p<0.05$) which is the benchmark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the study rejected the Null Hypothesis, as there was a significant difference in achievement in composition writing skills between learners exposed to small group strategy and those who used conventional methods.

4.4.3.4 PRE and POST independent t-test mean differential analysis for small group method

The study sought to establish learners achievement in both pre-test and post-test for experimental and control group using independent –t test in order to compare if there was

significant difference in the mean achievement after the experimental group received small group strategy as treatment. The results are indicated in Table 4.40

Table 4.40: Independent t-test mean differential analysis for small group method

Group Statistics									
Type of Class	N	Mean	Std. Deviation	Std. Error Mean					
Experimental	220	2.1649	0.31499	0.02964					
Control	60	2.0376	0.43968	0.04066					
Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	3.170	0.076	2.099	278	0.037	0.12725	0.05032	-.09088	.10199
Equal variances not assumed			2.529	128.581	0.010	0.12725	0.06064	-.09233	.10344

From the independent t-test analysis, the summary statistics results for experimental and control groups revealed that, the experimental group (mean=2.1649, SE=0.02964) outperformed the control group (mean=2.0376, SE=0.04066). The mean difference was statistically significant; (df =278) =2.529, P-Value 0.010<0.05. The study results leads to a conclusion that there was a significant difference in the means in the two groups after small group strategy was given to the experimental group

4.4.4 Objective Four: Round Robin Method on Learners' achievement in Composition writing skills.

The study objective four examined the influence of Round Robin technique on learners' achievement in composition writing skills. The questionnaire for teachers of English questionnaire Part H (Questions 1-10) and learner's questionnaire Part H (Questions 1-10) provided response for objective four. The hypothesis tested under objective four was HO₄:

There is no significant difference in achievement in composition writing skills between learners exposed to Round Robin group strategy and those who used conventional methods. This objective was analyzed in three stages based on various Liker scales. Results are discussed below.

4.4.4.1 Teachers of English Response Rate on use of individual Method

The first stage of analysis sought to determine how often teachers of English embrace Round Robin technique strategies in teaching composition writing in public schools in Kisumu County. Teachers of English were asked to rate how often they use individual strategy, whole group strategy and small group strategy on a four point Liker scale of 1-4, with 1 denoting Never (N), 2 denoting Seldom (S), 3 denoting Some of the Time (SOT) and 4 denoting Most of the time (MOT). Results are discussed below. This analysis sought to determine how often individual strategy is used in teaching English composition in public primary school. Results are shown in Table 4.41.

Table 4.41: Teachers’ rating of Use of Individual Method

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	1	16.67
Seldom	2	33.33
Never	2	33.33
Total	6	100.00

This views in Table 4.41 revealed that 1 (16.67%) teacher of English responded to use individual strategy most of the time during composition writing, 1 (16.67%) teacher of English responded to some of time use of individual strategy, 2 (33.33%) teachers of English responded to seldom use individual strategy and 2 (66.66%) teachers of English responded to never use individual strategy in teaching composition writing. The mean and standard deviation result for individual strategy was $M=2.16$ and $SD=1.840$). These findings imply that individual strategy is seldom used in teaching English composition in public primary schools in Kisumu County. ODE (2014) supports that emphasis on critical thinking is a vital key to understanding of concepts. Individual strategy enhances critical thinking in the group

discussions. The study sought to determine how often teachers of English use Whole Group Strategy in teaching composition writing in public primary schools. The results are shown in Table 4.42.

Table 4.42: Teachers’ rating of Use of Whole Group Method

Response Category	Frequency	Percent
Most of the time	2	33.33
Some of the time	3	50.00
Seldom	1	16.67
Never	0	0.00
Total	6	100.00

Findings from Table 4.42 show that 2 (33.33%) teachers of English use whole group strategy (WGS) most of the time while teaching composition writing, 3 (50.00%) teachers of English use whole group strategy and 1 (16.67%) teacher of English seldom uses the strategy. Mean and standard deviation rating for use of whole group strategy revealed $M=3.16$ and $SD=1.240$. This finding reveals that whole group strategy is used some of the time in teaching composition writing in public primary schools in Kisumu County. This finding is in agreement with Aysequi (2010) whose study on views of the teacher’s use of whole group is essential. Present analysis sought to establish how often teachers of English use small group strategy in teaching English composition writing in public primary school. Results are presented in Table 4.43.

Table 4.43: Teachers’ rating of Use of Small Group Method

Response Category	Frequency	Percent
Most of the time	2	33.33
Some of the time	2	33.33
Seldom	2	33.33
Never		0.00
Total	6	100.00

Table 4.43 revealed that for each response category 2 (33.33%) teachers of English responded to most of the time use, some of the time use and seldom use each. The mean and standard deviation rating of small group strategy use revealed M=2.66 and SD=1.160. This finding implies that small group strategy is some of the time used in teaching composition writing in public primary schools in Kisumu County.

4.4.4.2 Round Robin Method Influence on Learners Achievement

The second phase of analysis sought to determine how Round Robin technique of brainstorming learning influences learners' achievement in composition writing. Learners' respondent were asked to rate - on a five-point Liker scale (1=Strongly Disagree, 2=Disagree, 3=Indifferent, 4=Agrees and 5=Strong Agrees the extent to which they agreed with posed questions on individual strategy, whole group strategy and small group strategy. Results are discussed below.

Learners of English Response Rate on Individual Method

The study pursued to find out how individual strategy influences learners' achievement on the provided three indicators. Findings are presented in Table 4.44.

Table 4.44: Individual Method Influence on Learners Achievement

Statements	SA	A	I	D	SD	Mean	Standard deviation
Discussing in pairs/ groups helps me remember need to use.in composition writing	79(28.2%)	114(40.7%)	27(9.6%)	45(16.1%)	15(5.4%)	4.16	1.889
Discussing in groups/pairs makes me participate actively in class	83 (29.6%)	121(43.2%)	22(7.9%)	37(13.2%)	17(6.1%)	4.09	1.154
Discussing the topic helps me relate my own experiences with the events and characters in the story	85 (30.4%)	142(50.7%)	24(8.6%)	21(7.5%)	8(2.8%)	3.97	1.100
Average Score						4.07	1.381

These views in Table 4.44 revealed that 114(40.7%) of the learners agreed that discussing in pairs/groups helps them remember what they need to use, 79(28.2%) of the learners strongly agreed that discussing in pairs/groups helps them remember what they need to use, 45 (16.1%) of the learners disagreed that discussing in pairs/groups helps them remember what they need to use, 15 (5.4%) of the learners strongly disagreed that discussing in pairs/groups helps them remember what they need to use and finally 27(9.6%) of the learners were indifferent that discussing in pairs/groups helps them remember what they need to use.

121 (43.2%) of the learners agreed that discussing in groups/pairs makes them participate actively in class, 83(29.6%) of the learners who strongly agreed that discussing in groups/pairs makes them participate actively in class, 37(13.2%) of the learners disagreed that discussing in groups/pairs makes them participate actively in class, 17(6.1%) of the learners strongly disagreed that discussing in groups/pairs makes them participate actively in class, and finally 22(7.9%) of the learners were indifferent that discussing in groups/pairs makes them participate actively in class.

140 (50.7%) of the learners agreed that discussing the topic helps them relate their own experiences with the events and characters in the story, 85(30.4%) of the learners who strongly agreed that discussing the topic helps them relate their own experiences with the events and characters in the story, 21(7.5%) of the learners disagreed that discussing the topic helps them relate their own experiences with the events and characters in the story, 8(2.8%) of the learners strongly disagreed that discussing the topic helps them relate their own experiences with the events and characters in the story, 24(8.6%) of the learners were indifferent that discussing the topic helps them relate their own experiences with the events and characters in the story.

From Table 4.44, results showed learners agreed ($M=4.16$ and $SD=1.889$) that discussion in pairs or groups helps them remember what they need to use in writing composition. Learners too agreed ($M=4.09$ and $SD=1.154$) discussion in groups/pairs makes them participate actively in class. In addition, learners agreed ($M=3.97$ and $SD=1.100$) discussing the topic helps them relate own experiences with events and characters in the story.

These findings imply that discussion in pairs or groups helps learners remember what they need to use in writing composition, discussion in groups/pairs makes learners participate actively in class and discussing the composition topic helps learners relate their own experiences with events and characters in the story. The average mean score for individual strategy resulted $M=4.07$ and $SD=1.381$.

LEG: *'It is easier to write on a topic related to our experiences(known to us)Sometimes some topics are very complicated and you have to spend a lot of time thinking what to write in order to understand the correct vocabulary, sentence construction and similes/proverbs.'*

The findings reveal that learner's motivation in composition writing is stimulated when presented with familiar topics because they are able to relate with the events discussed in them. Kabilan and Kamaruddin (2010) observed that learners developed interest in reading literature texts positively and constructively when the teaching and learning was aligned according to their interests and based on creative and flexible learner- based teaching approaches. Moreover, Martin and Kragler (2012) found that learners enjoyed discussing when their personal experiences supported the topic they were writing. The findings by Martin and Kragler were echoed by one of the participants.

LEG: *The interest of writing is motivated by the topic when I see the title of the composition Interesting or the topic is on emerging issues that affect us. Writing composition is less stressful*

Other ways that learner can be captivated on composition writing was when their background knowledge was activated by the facilitator on the expected content of the current topic. One participant expressed the following which echoed views of many others:

LCG: *'It is essential for the facilitator to capture learner's interest by discussing the expectation of the task before they start on the composition writing. This makes one embark on composition writing since you have an idea of what is expected.'*

The kind of motivation included teachers’ encouraging remarks in their class assignment and promises by the teacher to look at the written assignments. The words of this participant represent many others.

LCG: *‘I feel motivated to write composition and do assignments when the facilitator gives feedback on my composition writings. I am able to gauge whether I have understood learnt concepts.’*

The results indicate that facilitators need to give instant feedbacks to learners to create interest of composition writing. This finding implies use of individual strategy improves learners’ composition writing ability. This concurs with ODE (2014) who indicated that individual techniques provoke thinking and generation of ideas that are vital to learning. Similarly, Ikwemelu and Oyibe’s (2014) study reported that learners increased creativity and innovativeness in learners problem solving and use of individual strategy.

The present analysis sought to find out the influence of Whole Group Strategy on learners’ achievement in composition writing. Findings are shown Table 4.45.

Table 4.45: Whole Group Method Influence on Learners’ Achievement

Statements	SA	A	I	D	SD	Mean	Standard deviation
Working together makes learning in the classroom interesting	92(32.9%)	128 (45.7%)	31(11.1%)	19(6.8%)	10(3.5%)	4.01	2.289
Working together enables me become confident in writing	91 (32.5%)	123(43.9%)	23(8.2%)	22(7.9%)	21(7.5%)	3.89	1.298
Sharing to write a piece as a group makes me not fear to share my experience with my classmates.	93 (33.2%)	113(40.4%)	16(5.7%)	45(16.1%)	13(4.6%)	3.67	1.677
Average Score						3.86	1.755

Findings from Table 4.45 revealed that 128(45.7%)of the learners agreed that working together makes learning in the classroom interesting, 92(32.9%) of the learners strongly agreed that working together makes learning in the classroom interesting., 19(6.8%) of the learners disagreed that working together makes learning in the classroom interesting., 10 (3.5%) of the learners strongly disagreed that working together makes learning in the classroom interesting.and finally 31(11.1%) of the learners were indifferent that working together makes learning in the classroom interesting.

123 (43.9%) of the learners agreed that working together enables them become confident in writing, 91(32.5%) of the learners strongly agreed that working together enables them become confident in writing, 22(7.9%) of the learners disagreed that working together enables them become confident in writing, 21(7.5%) of the learners strongly disagreed that working together enables them become confident in writing and finally 23(8.2%) of the learners were indifferent that working together enables them become confident in writing.

113 (40.4%) of the learners agreed that sharing to write a piece as a group makes them not fear to share their experience with their classmates, 93(33.2%) of the learners who strongly agreed that sharing to write a piece as a group makes them not fear to share their experience with their classmates, 45(16.1%) of the learners disagreed that sharing to write a piece as a group makes them not fear to share their experience with their classmates, 13(4.6%) of the learners strongly disagreed sharing to write a piece as a group makes them not fear to share their experience with their classmates, and finally 16(5.7%) of the learners were indifferent sharing to write a piece as a group makes them not fear to share their experience with their classmates.

These views in Table 4.45 revealed learners agreed ($M= 4.01$ and $SD=1.289$) that working together in class makes learning in the classroom interesting. Learners agreed ($M= 3.89$ and $SD=1.289$) that working together enabled them become confident in writing and, learners also agreed ($M= 3.67$ and $SD= 1.677$) that sharing to write a piece as a group makes them not fear to share their experiences with classmates. These findings imply working together in class makes learning in the classroom interesting; working together enables learners become confident in writing and sharing to write a piece as a group makes learners confident to share

their experiences with classmates. The average mean and standard deviation score for Whole Group Strategy was $M=3.86$ and $SD=1.755$. This implies use of Whole Group Strategy influences learners' achievement in composition writing in public primary schools. These findings agree with that of Barr (2016) and Xin (2014) studies, in which they reported that moderate use and adoption of whole group teaching and learning strategy. Present study sought to find out the influence of small group strategy on learners achievement in composition writing. Findings are shown Table 4.46.

Table 4.46: Whole Group Method Influence on Learners' Achievement

Statements	SA	A	I	D	SD	Mean	Standard deviation
Discussing on the topic has enabled me understand the skills of good composition writing.	94(33.6%)	147(52.5. %)	17(6.1%)	14(5.0%)	8(2.8%)	4.11	2.289
Writing is more enjoyable when we present group work before other classmates.	84 (30%)	108(38.6%)	10(3.6%)	54(19.3%)	24(8.5%)	4.29	1.817
Average Score						4.20	2.053

Findings from Table 4.46 revealed that 147(52.5%)of the learners agreed that discussing on the topic has enabled them understand the skills of good composition writing, 94(33.6%) of the learners who strongly agreed that discussing on the topic has enabled them understand the skills of good composition writing., 14 (5%) of the learners disagreed that discussing on the topic has enabled them understand the skills of good composition writing, 8 (2.8%) of the learners strongly disagreed that discussing on the topic has enabled them understand the skills of good composition writing.and finally 17(6.1%) of the learners were indifferent that discussing on the topic has enabled them understand the skills of good composition writing.

108 (38.6%) of the learners agreed that writing is more enjoyable when they present group work before other classmates, followed by 84 (30%) of the learners who strongly agreed that writing is more enjoyable when they present group work before other classmates, 54(19.3%) of the learners disagreed that writing is more enjoyable when they present group work before

other classmates, 24(8.5%) of the learners strongly disagreed that writing is more enjoyable when they present group work before other classmates and finally 10(3.6%) of the learners were indifferent that writing is more enjoyable when they present group work before other classmates.

Findings for small group shown in Table 4.46 revealed that learners agreed (M= 4.11 and SD=2.289) that discussing on the topic enabled them understand the skills of good composition writing and learners agreed (M= 4.29 and SD=1.817) that writing makes learners more enjoyable when they present group work. The findings imply that discussion on the topic enabled learners to understand the skills of good composition writing and presenting group work makes learning more enjoyable.

The average mean and standard deviation score for small group strategy showed M= 4.20 and SD=2.053. This implies that the use of small group strategy improves learners' composition writing ability in public primary schools in Kisumu County. These findings collaborate with Widiari's (2011) study which reported a significant increase of students' idea generation when in groups and when brainstorming was employed.

4.4.4.3 Hypothesis Testing for Round Robin Method

This study sought to test the fourth Null Hypothesis (HO₄) which assumed no significant difference in achievement in composition writing skills between learners exposed to Round Robin group Method and those who used conventional methods.

The result for Z-test statistics are shown in Table 4.47.

Table 4.47: z-Test for Round Robin Method

Technique	Experiment Group	
	z-Statistics	P-value
Round Robin technique	14.067	0.0001

Result from Table 4.47 revealed that the computed z statistic for Round Robin techniques z=14.067 and p=0.0001. The computed p-value was less than the 0.05, that is p<0.05, which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level.

Therefore, the study rejected the Null Hypothesis as there was a significant difference in achievement in composition writing skills between learners exposed to Round Robin group strategy and those who used conventional methods.

4.4.3.4 PRE and POST independent t-test mean differential analysis for Round Robin group Method

The study sought to establish learners in achievement both pre-test and post-test for experimental and control group using independent –t test in order to compare if there was significant difference in the mean achievement after the experimental group received Round robbing group strategy as treatment. The results are indicated in Table 4.48

Table 4.48: Independent t-test means differential analysis for Round robin group Method

Group Statistics									
Type of class	N	Mean	Std. Deviation	Std. Error Mean					
Experimental	220	1.8939	0.35367	0.02384					
Control	60	1.8310	0.37320	0.04818					
Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	0.338	0.562	1.208	278	0.028	0.06295	0.05213	-.09088	.10199
Equal variances not assumed			1.171	89.987	0.0245	0.06295	0.05378	-.09233	.10344

From the independent t-test analysis, the summary statistics results for experimental and control groups revealed that, the experimental group (mean=1.8939, SE=0.02384) outperformed the control group (mean=1.8310, SE=0.04818). The mean difference was

statistically significant ($df=278$) =1.171, P-Value $0.0245 < 0.05$. The study results leads to a conclusion that there was a significant difference in the means in the two groups after Round Robin group strategy was given to the experimental group.

4.4.5 Objective Five: Examine Influence of Relay group Method on Learners’ achievement in composition writing Skills

The fifth and last study objective sought to determine the influence of relay group Method on learners’ achievement in composition writing skills. The questionnaire for teachers of English (Part I - Questions 1-2) and learners’ questionnaire (Part I - Questions 1-2) provided responses for Objective One. The hypothesis tested under this objective was, H_{O5} : There is no significant difference in achievement in composition writing skills between learners exposed to relay group strategy and those who used conventional methods. The objective was analyzed in three stages using various Liker scale rating

4.4.5.1 Teachers of English response rate on use of Relay Method

The first stage of analysis sought to determine how often teachers of English embrace Relay Method in teaching composition writing in public primary schools in Kisumu County. Teachers of English were asked to rate on a four point Liker scale of 1-4; with 1 denoting Never (N), 2 denoting Seldom (S), 3 denoting some of the Time (SOT) and 4 denoting Most of the Time (MOT) how often they use skills strategy, resource strategy, role play strategy and word play strategy in teaching composition. Results for each strategy are discussed below. Findings of how often skill strategy is used in teaching English composition in public primary school is shown in Table 4.49

Table 4.49: Teachers’ rating of Use of Skill Method

Response Category	Frequency	Percent
Most of the time	0	0
Some of the time	1	16.67
Seldom	1	16.67
Never	4	66.66
Total	6	100.0

Findings from Table 4.49 revealed 1 (16.67%) teacher of English uses skills strategy some of the time when teaching composition and 1 (16.67%) teacher of English responded that she seldom uses skills strategy when teaching English composition writing. In addition, 4 (66.66%) teachers of English responded that they have never used skills strategy in teaching composition writing.

Mean and standard deviation rating for use of skills strategy revealed $M=1.50$ and $SD=1.840$. These findings reveal that skills strategy is never used in teaching composition writing in public primary schools in Kisumu County. These findings are in agreement with Sortch (2018) whose study on views of the teachers about relay group the study sought to determine how teachers of English use resource strategy in teaching composition writing in public primary schools. The results are shown in Table 4.50.

Table 4.50: Teachers’ rating of Use of Resource Method

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	1	16.67
Seldom	3	50.00
Never	1	16.66
Total	6	100.00

Findings from Table 4.50 revealed that 1 (16.67%) teacher of English used resource strategy in teaching composition most of the time, 1 (16.67%) used resource strategy some of the time, 3 (50.00%) teachers of English seldom used resource strategy and 1 (16.67%) teacher of English responded that she never used resource strategy in teaching composition writing. Mean and standard deviation rating of resource strategy used revealed $M=3.20$ and $SD=1.240$. These findings reveal that resource strategy is some of the time used in teaching composition writing in public primary schools in Kisumu County. Sortch (2018), supported that role playing has made an impact on the learners' awareness of real issues convincing us that the potential of role playing has yet to be fathomed. When treated collaboratively, written tasks provide the learners with a chance to be occupied in task-related conversation,

nurturing the co-construction of the scaffold required for the extension of the learners' Zone of Proximal Development, which, in turn, increases the quality of writing

4.4.5.2 Learners of English Response Rate on Relay Method Influence on Learners Achievement

The second phase of analysis sought to determine how relay Method influences learners' achievement. Learner respondents were asked to rate - on a five-point Liker scale (1=Strongly Disagree, 2=Disagree, 3=Indifferent, 4=Agrees and 5=Strongly Agrees) - the extent to which they agreed with the posed questions on indicators for each strategy, and results are discussed below. The study pursued to find out how use of skills strategy influences learners' achievement based on one indicator. Findings are presented in Table 4.51.

Table 4.51: Skills Strategy Influence on Learners Achievement

Statements	SA	A	I	D	SD	Mean	Standard deviation
Working continuously enables me (learner) become confident in writing	90(32.1%)	139(49.8%)	25(8.9%)	18(6.4%)	8(2.8%)	3.01	1.489
Average Score						3.01	1.489

Findings from Table 4.51 revealed that 139(49.8%) of the learners agreed that working continuously enables the learners become confident in writing, 90(32.1%) of the learners strongly agreed working continuously enables learners become confident in writing, 18(6.4%) of the learners disagreed working continuously enables them (learners) become confident in writing, 8(2.8%) of the learners strongly disagreed that working continuously enables learners become confident in writing, and finally 25(8.9%) of the learners were indifferent that working continuously enables learners become confident in writing.

From Table 4.47 above, learners' response to the ability to work continuously enables them (learners) to become confident in writing recorded $M=3.01$ and $SD=1.489$. These findings imply that when learners work continuously in writing compositions, this enables them to become confident in writing thus improving their writing skills. The present study sought to establish the influence of resource indicators on learner's achievement in composition writing. Findings are shown Table 4.52,

Table 4.52: Resource Method Influence on Learners' Achievement

Statements	SA	A	I	D	SD	Mean	Standard deviation
Sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates	96(34.3%)	113(40.3%)	45(16.1%)	16(5.7%)	10(3.6%)	4.01	1.289
Average Score						4.01	1.289

In the same vein analysis from Table 4.52 revealed that 113(40.3%) of the learners agreed that sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates, 96(34.3%) of the learners who strongly agreed sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates, 16(5.7%) of the learners who disagreed sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates, 10(3.6%) of the learners strongly disagreed that sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates and finally 45(16.1%) of the learners were indifferent that sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates.

Table 4.48 revealed that learners agree ($M=4.01$ $SD=1.289$) that their ability to share resources in writing a piece as a group makes learners not fear to share their experience with their classmates. This finding implies that use of resource strategy enables learners to share resources to write a piece as a group and thus do not fear to share their experience with their classmates. The views are reflected in the comment of one of the male participants.

LEG: *'Putting us in groups by the facilitator, sharing of different experiences gives us diverse ideas from all members, it helps us to understand the task in a better way, writing is made easier.'*

Findings from class observations supported the results on relay group strategy. During rehearsals of BST, learners are able to attain composition writing skills which resulted to efficient recognition of words thus effective sentence construction. Similarly, Kamau (2019) asserted that using relay group strategy through BST was an interesting and authentic approach for conducting relay group strategy which benefited learners in composition writing. Relay group strategy builds learners' vocabulary, sentence construction, and team work and enhances organization as learners are exposed to the correct piece of work. A participant in response to how relay group strategy boosted composition writing explained that organization was enhanced because they were able to familiarize with the logical flow of what was happening in the task through discussions.

LEG *'Writing composition several times makes us to remember what is expected in the topics, this is because when you write the topic once, you may forget some things that need to be included in the task'*

On the other hand, the facilitators confirmed that they occasionally involved learners in relay group strategy and expected learners to write on the topic at their own set time, of which very few learners found time to write independently. This was because relay group strategy demands a lot of time and when learners share in groups compared to working alone has more benefits. This finding is in agreement with Saleh (2011) who supports that learners' ability to share resources in short sentences significantly builds their confidence in sharing knowledge.

4.4.5.3 Hypothesis Testing for Relay Method

This study sought to test the fifth Null Hypothesis (HO₅) which assumed no significant difference in achievement in composition writing skills between learners exposed to relay group strategy and those who used conventional methods.

The result for z-test statistics are shown in Table 4.53.

Table 4.53: z-Test for Relay Method

Technique	Experiment Group Technique	
	z-Statistics	P-value
Relay technique	14.8568	0.0001

Result from Table 4.49 revealed the computed z statistic for relay techniques $z=14.8568$ and $p=0.0001$. The computed p-value was less than the 0.05, that is $p<0.05$, which is the benchmark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the study rejected the Null Hypothesis as there was a significant difference in achievement in composition writing skills between learners exposed to relay group strategy and those who used conventional methods.

4.4.5.4 PRE and POST independent t-test mean differential analysis for Relay group method

The study sought to establish learners achievement in both pre-test and post-test for experimental and control group using independent –t test in order to compare if there was significant difference in the means achievement after the experimental group received relay group strategy as treatment. The results are indicated in Table 4.54

Table 4.54: Independent t-test mean differential analysis for relay group Method

Group Statistics										
Type of class	N	Mean	Std. Deviation	Std. Error Mean	Error					
Experimental	220	1.8689	0.38992	0.02844						
Control	60	1.8556	0.42184	0.05034						
Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Lower	Upper
Equal variances assumed	0.403	0.562	0.221	278	0.025	0.01338	0.05782	-0.09088	.10199	
Equal variances not assumed			0.231	99.934	0.017	0.01338	0.06048	-0.09233	.10344	

From the independent t-test analysis, the summary statistics results for experimental and control groups revealed that, the experimental group (mean=1.8689, SE=0.02844) outperformed the control group (mean=1.8556, SE=0.42184). The mean difference was statistically significant; $t(df=278)=0.231$, P-Value $0.017 < 0.05$. The study results leads to a conclusion that there was a significant difference in the means in the two groups after Relay group strategy was given to the experimental group.

4.5 Learners Achievement

Learners' achievement in composition writing by standard seven learners from Kisumu County in this study was the dependent variable. Both theoretical and empirical review in this study showed that enhanced thinking skills, improved writing skills, enhanced creativity and innovation, active participation and learners' improvement were the key indicators of learners' achievement. To measure learner's achievement in composition writing, observation schedules were used to assess how learners were actively participating in composition writing, sharing of their varied experiences in group work, presentation and critiquing each other's work, enhanced critical thinking was observed. Discussion and idea generation facilitated creativity and innovation to better the composition writing skills

therefore improved learner's achievement. The study observed how the teachers of English introduced, developed and concluded the lesson. This was to cater for the need of enhanced thinking skills, improved writing skills, enhanced creativity and innovation, active participation and how the classroom environment complemented learners achievement. Quantitatively, learners achievement was measured using the scores of pretest and post test results for experimental and control group. Before the treatment both groups were given a pretest to check their ability in composition writing and results were recorded. Subsequently a post test was given to both groups to check the degree of differences within and between experimental and control group after the experimental group was given treatment (brainstorming technique) and the results were noted for comparison.

4.6 Composition writing Test results

The learner respondents' achievement in pre-test and post-test Composition Writing (CR) exam are presented and discussed in this section. The study examined two tests administered to standard seven learners in both experiment group and control groups. After marking and corrections were done, test results or learners' achievement were further subjected to correlation and mean differential tests, and results are discussed as follows.

4.6.1 Correlation Results

In this study, the researcher calculated the correlation coefficient using Spearman correlation coefficient method. The Spearman order correlation coefficient, according to Brown and Rodgers (2002), was designed to estimate the degree of relationship between two sets of rank ordered data, that is the test score for pre-test and post-tests of learner achievements in English composition writing, when brainstorming teaching technique was applied during the learning and teaching sessions. The result for differences between the ranks is depicted in Appendix I. The computed Spearman correlation coefficient results were as follows:

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Where (p) = Spearman coefficient of correlation

D = difference between ranks of pairs of the two variables.

N = the number of pairs of observation.

Source: (Brown and Rodgers, 2002)

Appendix I shows the results of pretest and post-test achievement, differential between achievement results and the square of differential results. The difference in ranks for each student was calculated by taking the pretest marks and subtracting it from the posttest marks and putting the results in a column of its own. The different value was squared to obtain D^2 then all the squared values were summed up and the total added at the bottom of the column.

From the result, number of pupils counted was $N=220$ and the total of different square $\Sigma D^2=149260$. The Spearman correlation value was calculated using the formula:

$$p = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$p = 1 - \frac{6(149260)}{220(220^2 - 1)} = 0.915894057$$

Given that the correlation coefficient can range up to 1.00, the study finding of $p = 0.9159$ depicts a very high correlation and implied that learner achievements in composition writing and brainstorming teaching technique are highly related.

4.6.2 Pre and Post composition writing Test Mean Differential Analysis

The study sought to establish learners' performance in both pre-test and post-test for experiment and control group by use of independent –sample t-testing order to compare between the two groups. These results are summarized in Table 4.55.

Table 4.55: Summary of overall Pre-Test and Post-composition writing Test Results for Learners Respondent

Group	N	Highest score		Lowest score		Mean		Standard deviation		Mean difference	t	df.	sig
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test				
				Post-test									
Experimental	220	56	72	15	34	57.02	77.153	5.994	4.788	20.13	54.77	.278	0.000
Control	60	57	58	39	30	40.02	57.81	9.168	6.530	17.79			

From Table 4.55, in the experimental group, results revealed that the highest score of pre-test was 56 and the lowest score was 15 and for post-test the highest score was 72 and lowest scores was 39. Findings further revealed that the post-test mean scores of learners' performance for the experimental group that was taught using brainstorming strategy was 77.153 with standard deviation 5.994 while the mean scores of the learners' performance for the control group taught traditionally was 57.81 with standard deviation 9.168. The mean difference is also shown in the table 4.48 as experiment group records 20.13 and control group is at 17.79. It is clearly evident that the mean of the experimental group was higher than that of the control group. This difference between the post-test means scores was significant ($p\text{-value } 0.000 < 0.05$) as t value was 54.77 with degree of freedom (278) in favor of the experimental group indicating the experimental group's performance was significantly better than the control group. The investigator attributed this result to the efficiency of employing brainstorming teaching strategy in enhancing learners' awareness of writing process and their enthusiasm towards this skill. Additionally, this strategy meets the learners' needs and takes their individual differences into account and therefore learner's achievement was improved.

The investigator analyzed the data using one-way Analysis of Variance (ANOVA) to investigate the effect between the top learners' achievement score who used brainstorming technique and those who did not use it; the lowest learners' achievement score who used brainstorming technique and those who do not use it; and the top and lowest learners

achievement score who used brainstorming technique and those who do not use it. Prior to running the one –way ANOVA tests; the normality of the data was tested using Kolmogorov-Smirnov Test; and the homogeneity of variance was tested using Levene statistics. These tests are required as the assumption of one –way ANOVA tests.

4.6.3 Tests for Statistical Assumptions of one-way ANOVA

It was necessary in this research study to check for assumptions of one-way ANOVA eliminate any bias on estimated coefficients and standard errors (e.g. getting a significant effect when in fact there is none, or vice versa). In particular, the following assumptions were tested:

4.6.3.1 Assumptions of Normality

Table 4.56: Tests for Normality

	Kolmogorov-Smirnov test statistics	Df	Sig.	Shapiro and Wilk, Statistics	Df	Sig.
Pre-test	.172	(280)	.200	.895	(280)	.827
Post-test	.205	(280)	.200	.896	(280)	.882

The test for normality of data distribution was conducted on all the predictor variables, and on the dependent variable using Kolmogorov-Smirnov test statistics (KS-test) and Shapiro-Wilk test (SW-test). Kolmogorov-Smirnov test statistics (KS-test) and Shapiro-Wilk test (SW-test) were carried out to determine whether the distribution as a whole deviates from a comparable normal distribution. The Kolmogorov–Smirnov test and Shapiro–Wilk test compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation. If the test is non-significant ($p > .05$) it indicates that the distribution of the sample is not significantly different from a normal distribution (i.e. it is probably normal). If, however, the test is significant ($p < .05$) then the distribution in question is significantly different from a normal distribution (i.e. it is non-normal). Findings revealed the P-values were all more than 0.05; in which case it was concluded that the samples were picked from a normal population. While testing whether a population is normal by use of

SW-tests, the null hypothesis is rejected if the value is too small (Shapiro and Wilk, 1965). In this study, all the SW-test statistics were approaching $1 > 0.05$

4.6.3.2 Homogeneity of Variance Assumption

Table 4.57: Composition writing Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pre-test	1.546	59	221	.095
Post-test	1.105	59	221	.127

Levene's test examined whether variance of writing score was the same across the predictor variables. For variances to be homogeneous, the expectation was that none of the Levene statistic would be significant at the 5% level of significance. If Levene's test is significant at $p \leq .05$ then we can conclude that the assumption of homogeneity of variances has been violated. If, however, Levene's test is non-significant (i.e. $p > .05$) then the variances are roughly equal and the assumption is tenable. Results revealed that none of the Levene statistics was not significant ($p=0.095 > 0.05$ and $p=0.127 > 0.05$) and hence homogeneity of variances was not violated (Table 4.50). To analyze the data of composition writing scores, a one way ANOVA test was employed. These results are summarized in Table 4.58

Table 4.58: Summary of one way -ANOVA Table for composition writing score

Composition writing score	Sum of squares	Df	Mean square	F	Sig
Between groups	3824.827	21	182.135	2.332	.001
Within groups	20150.169	258	78.101		
Total	23974.996	279			

Based on the ANOVA output, it could be seen that the F value was 2.332 together With Sig. 0.001. Since the significant value (0.001) was less than 0.050, it indicated that there was a significant difference somewhere among the mean scores. It meant that brainstorming

technique gave significant effect on the writing scores for both the highest and lowest scoring students in composition writing.

4.6.4 Pre and Post composition writing Test Pass Rate Analysis

The study further investigated learners' pass rate among experiment and control groups. The mean score of English composition performance of 2017 KCPE was 40.25%. The study chose a slightly higher value of 50% as the pass mark. 50% mark is the half mark of possible 100% scores awarded to pupils and 50% is a commonly used pass mark in grading academic performance, this justifies the choice of the pass mark. Results for this analysis are shown in Table 4.59.

Table 4.59: Summary of ANOVA Table for learners writing score

Test	Pass mark (50 marks)	Experiment		Control	
		Freq	%	Freq	%
Pre test	Greater than '50'	89	40.5	33	55
	Less than '50'	102	59.5	27	45
Post test	Greater than '50'	167	76	38	63.3
	Less than '50'	53	24	22	36.7
Increase /(decrease)		78		5	
Percentage Change		35.45%		8.33%	

Findings from Table 4.59 revealed that pre-test result for experiment group 89 (40.5%) of learners scored above pass mark and in control group 33 (55%) learners scored above pass mark. Table 4.54 also shows in post 167 (76%) of learners in experiment group scored above pass mark and 38 (63.3%) learners in control group scored above pass mark. These findings revealed a 35.45% and 8.33% increase in pass rate for experiment and control groups respectively. The study findings imply that brainstorming teaching technique improves class pass rate, and thus learner's achievement in English composition writing in public primary schools. These findings agree with Gultom and Gurning (2014) study which indicated an increase of 85.71 percent of learners pass in experiment group and 33.33 percent increase for control groups.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations drawn from the study. The conclusions are presented in line with the precise research objectives and hypotheses testing in that order. The recommendations based on the study findings for policy and practice in teaching Composition Writing are presented. In conclusion, suggestions for further research have been proposed in areas that the study did not address.

5.2 Summary of Findings

The purpose of this study was to establish the influence of brain storming technique on learner achievement in composition writing and establish the relationship between brainstorming technique and learners achievement in composition writing skills of learners in primary schools in Kisumu County. The study used quasi –experimental, pre -test post -test control design in a probabilistic sampling framework where five primary schools were randomly selected for the experimental study groups and one to the control study groups. Non-probabilistic sampling purposively selected the sub county schools for the study and the teachers of English. The study findings were derived from a total of 280 learners in STD 7 from six schools, 6 head teachers and 6 teachers of English. Data was collected using mixed methods approach by triangulating five data collection tools namely questionnaires for teachers of English head teachers and learners, two English composition writing achievement tests:, lesson observation schedule for teachers of English and two sets of check list for teachers of English and head teachers.

Quantitative data was analyzed by use of SPSS to establish descriptive and inferential statistics while qualitative data was analyzed and reported thematically and also verbatim. The descriptive statistics were particularly on measures of central tendency, frequencies and percentages while inferential statistics was done by use of T-test, z-test and one –way ANOVAs to establish levels of statistical significance. Five research objectives and corresponding research hypotheses were formulated to guide the study. The first objective

sought to determine the influence of individual group method on learners' achievement in composition writing skills in public primary schools. The second, sought to examine influence of whole group method on learners' achievement in composition writing skills in public primary schools, the third determine the Influence of small group method on learners' achievement in composition writing skills in public primary schools. In the fourth objective, the study sought to examine Influence of Round Robin group method on learners' achievement in composition writing skills in public primary schools. In the fifth objective, the study sought to examine. Influence of Relay group on method learners' achievement in composition writing skills in public primary schools. The findings of the study are presented according to the study hypotheses.

5.2.1 Individual group Method and learners' achievement in composition writing skills

The first objective of the study was to examine the influence of individual technique on learners' achievement in composition writing skills in public primary schools. Under this objective the hypothesis tested showed no significant difference in achievement in composition writing skills between learners exposed to individual group strategy and those who used conventional methods.

Four elements namely mind mapping, free writing, role play and word play were analyzed. Findings show that 1 (16.67%) teacher of English responded that she uses mind mapping strategy some of the time when teaching composition, 1 (16.67%) teacher of English responded she seldom uses mind mapping method when teaching English composition writing and 4 (66.66%) teachers of English responded that they have never used mind mapping method in teaching composition writing. Mean and standard deviation rating for use of mind mapping method revealed $M=1.50$ and $SD=1.840$ which imply that mind mapping method is never used in teaching composition writing in public primary schools in Kisumu County.

Findings for use of free writing revealed that 1 (16.67%) teacher of English uses free writing method in teaching composition most of the time, 1 (16.67%) uses it some of the time 3 (50.00%) teachers of English seldom use free writing method and 1 (16.67%) teacher of English responded that she never uses free writing method in teaching composition writing.

Mean and standard deviation rating of free writing method use revealed $M=3.20$ and $SD=1.240$ which imply that free writing method is some of the time used in teaching composition writing in public primary schools in Kisumu County.

Findings for use of role play revealed that 1 (16.67%) teacher of English uses role play method in teaching composition writing most of the time, 1 (16.67%) teacher of English uses it some of the time in English composition writing. In addition, 1 (16.67%) teacher seldom uses and 3 (50.00%) teachers of English never use. Mean and standard deviation rating of role play method use revealed $M=1.80$ and $SD=1.160$ which implies that role play method is used but not frequently in teaching composition writing in public primary schools in Kisumu County.

Findings for use of word play method revealed that 1 (16.67%) teacher of English uses word play method most of the time in teaching composition writing, 2 (33.33%) teachers of English answered that they use word play method some of the time in teaching English composition writing, 2 (33.33%) seldom use word play method and 1 (16.67%) teacher of English responded that she never used the method in teaching composition writing. Mean and standard deviation rating of word play method use revealed $M=3.80$ and $SD=1.890$ which imply that word play method is most of the time used in teaching composition writing in public primary schools in Kisumu County.

Findings on how mind mapping method influences learners achievement analyzed based on three indicators shows that learners' response to ability to construct short correct sentences recorded $M=3.01$ and $SD=1.489$, learners response to ability to understand better what they write when guided recorded $M=3.89$ and $SD=1.111$ and, learners response to ability to use vocabulary words correctly recorded $M=3.67$ and $SD=1.160$. These findings imply that standard seven learners agreed that they can construct short correct sentences during composition writing. Learners were in agreement that they understand better what they write when they are guided and they also agreed that they are able to use vocabulary words correctly when they understand their meaning. On average, the mean score for individual method indicators showed $M=3.49$ and $SD=1.253$. This finding implies that use of mind mapping technique improves learners' composition writing ability.

Findings on influence of free writing on learners achievement in composition writing revealed that learners agreed (M=4.01 SD=1.289) that their ability to construct short sentences improves their vocabulary; learners agreed (M=3.89 and SD=1.217) that repeating discussions before writing compositions improves accuracy in writing. Learners also strongly agreed that (M=4.67 and SD=1.859) they are able to correctly use unknown similes/proverbs if the teacher explains their meaning. These findings imply that use of free writing method enables learners to develop ability to construct short sentences which improves their vocabulary usage and enables them to develop discussions which improve accuracy in writing. In addition, learners' free writing method enable learners to correctly use unknown similes/proverbs when the teacher explains their meaning.

Findings on influence of role play method on learners achievement in composition writing revealed that learner respondents strongly agreed (M=4.81 and DS=2.289) that they understand what they are writing when a web is drawn and illustrations are included, strongly agreed (M=4.59 and SD=1.817) that they understand what they write when the teacher guides on the appropriate method to use. Similarly, learners agreed (M=4.27 and SD=2.859) that they understand what they write when they discuss with group members. These findings imply that role play method use of web and illustrations enables learners to understand what they write, teachers of English guide on which method to use enables learners to understand what they write and discussion with group members too enables learners to increase understanding of what they are writing.

Findings on influence of word play on learners' achievement in composition writing revealed that learners disagreed (M=2.21 and SD=1.098) that they understand vocabulary use in writing without using the dictionary, learner respondents agreed (M=3.67 and SD=1.417) that they focus on the meaning of the topic when writing composition and, learners disagreed (M=2.67 and SD=1.417) that they write a good flow of the events in a story and guess what will happen as they conclude. These findings imply that learners in public primary schools in Kisumu County cannot understand vocabulary use in writing without using the dictionary and cannot write a good flow of the events in a story and guess what will happen as they conclude. However, findings show that they are able to focus on the meaning of the topic when writing composition. The test of Null Hypothesis (H_{01}) revealed that the computed z

statistic for individual group techniques $z=12.5398$ and $p=0.0001$. The computed p-value was less than the 0.05, that is $p<0.05$, which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the Null Hypothesis was rejected as there was a significant difference in achievement in composition writing skills between learners exposed to individual group method and those who used conventional methods. Learners wrote a good flow of the events in a story and guess what will happen as they conclude.

5.2.2 Whole group method and learners' achievement in composition writing skills

The second objective of the study was to assess the influence of whole group method on learners' achievement in composition writing skills in public primary schools. The analysis was based on three strategy issues namely brain wave method, pie storm method and Brain Writing. Findings on how often teachers of English employ brain wave method in teaching English composition revealed that 1 (16.67%) teacher of English used brain wave strategy most of the time in teaching composition, 3 (50.00%) used brain wave some method of the time, in teaching English composition writing, 1 (16.67%) responded to seldom use the method and 1 (16.66%) teacher of English responded to never have used brain wave method mean and standard deviation rating for use of brain wave method revealed $M=2.267$ and $SD=1.960$. These findings imply that brain wave method is used in teaching composition writing some of the time in public primary schools in Kisumu County.

Findings on how often teachers of English use Brain Writing method in teaching composition writing revealed that 4 (66.67%) teachers of English use Brain Writing method most of the time as they teach composition writing, 1 (16.67%) teacher uses Brain Writing method some of the time as she teaches composition writing, and 1 (16.67%) teacher seldom uses Brain Writing. method Mean and standard deviation rating for use of Brain writing method revealed $M=3.50$ and $SD=1.269$. This finding reveals that Brain Writing method is used some of the time in teaching composition writing in public primary schools in Kisumu County.

Findings on how often teachers of English in public primary school use Pie Storm method learning in teaching English composition writing revealed that 2 (33.33%) teachers of English responded that they most of the time use Pie Storm method in teaching English composition writing, 2 (33.33%) teachers of English responded that they use it some of the time, 1(16.67%) teacher responded to seldom use it and 1 (16.67%) teacher too responded to never have used Pie Storm method in teaching composition writing. Mean and standard deviation rating of Pie Storm method use revealed $M=2.833$ and $SD=0.160$. This finding shows that Pie Storm (PS) is method used some of the time in teaching composition writing in public primary schools in Kisumu County.

Findings on how use of brain wave method influences learners achievement in composition writing revealed that learners agreed ($M=4.01$ and $SD=1.499$) that they can identify similar incidences with own experiences from the topic. Similarly, learners were indifferent ($M=3.27$ and $SD=1.239$) whether they can identify and relate with the characters in the writing text.

This findings show that learners are able to identify incidences with own experiences from the topic; thus they cannot tell whether they can relate with characters in the writing text. The mean and standard deviation for brain wave method revealed $M= 3.64$ and $SD=1.369$ which imply use of brain wave method strongly agreed contributes to learners achievement in composition writing skills in public primary schools.

Findings on influence of Brain writing method on learners achievement in composition writing revealed that learners agreed ($M=4.41$ and $SD=1.341$) that they can identify the main ideas of the story. In addition, findings also revealed that learners disagree ($M= 2.27$ and $SD=1.012$) they can identify the cause of conflict in the story. These findings imply learners can identify the main idea of the story when they write a composition, but they cannot identify the causes of conflict or problems in the story. Since composition writing is majorly about story telling ability of the learners to identify the causes of conflict or problem in the story, this technique is of paramount importance and allows learners to organize their writing script coherently. The mean and standard deviation finding for Brain writing method gave an $M=3.34$ and $SD=1.177$ which imply that free writing method agreed influence learners performance.

Findings for influence of Brain Writing method on learners achievement in composition writing revealed that learners agreed ($M= 4.29$ and $SD=1.888$) that they can identify dialogues between characters in the story and also agreed ($M=4.12$ and $SD=1.659$) that they can identify where the study happened with ease. Average performance for brain writing method revealed $M= 4.21$ and $SD =1.174$ implying that teachers of English agreed that use of brain writing method contributes to learners acquisition of composition writing skills. The test of Null Hypothesis (H_{O2}) revealed that the computed z statistic for whole group method $z=8.23982$ and $p=0.0001$. The computed p-value was less than the 0.05, that is $p<0.05$, which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the Null Hypothesis was rejected as there was a significant difference in achievement in composition writing skills between learners exposed to whole group method and those who used conventional methods.

5.2.3 Small group method and learners' achievement in composition writing skills

The study's third objective was to examine the influence of small group method on learners' achievement in composition writing skills in public primary schools. Three teaching strategies namely three minutes method, revised method and buzz group method were assessed.

Key findings on how often teachers of English embrace small group in method teaching composition writing revealed that 1 (16.67%) teacher of English uses revised in teaching composition writing most of the time, 2 (33.33%) responded that they used revised method some of the time, 2 (33.33%) responded that they seldom use revised method in teaching English composition writing and, 1 (16.67%) teacher of English responded that they never use revised method in teaching composition writing. The mean and standard deviation rating for use of revised method showed $M=2.50$ and $SD=0.960$ which implies that revised method is some of the time used in teaching English composition in public primary schools. Low academic achievement indicates that learners struggle with learning concepts in a subject area (Sharkey, Schwartz, Ellen, & Laco, 2014). It may also be viewed as failure caused by not meeting the requirements for promotion to the next grade level (Sharkey et al., 2014). Implementing intervention strategies to improve learner's achievement among excess

learners is a chance for intellectual achievement, yet, closing the achievement gap among excess learners is a confront. Robertson (2014) noted that excess learners need programs to help them catch up and graduate with their peers. The opportunity to catch up and graduate may provide opportunities to close the achievement gap with over age learners. Not meeting academic necessities often leads to learners drop out of school (Wang & Fredrick's, 2014). MacIver (2012) also noted that absenteeism, suspension, and course failure contribute to learners behavioral issues. Poor intellectual performance, behavior issues, and/or absenteeism from school can result in learners being retained and falling in the overage category.

Findings on how often teachers of English use buzz strategy in teaching English composition writing revealed that 2 (33.33%) teachers of English use Buzz method most of the time, in teaching composition writing, 2 (33.33%) responded that they use buzz method some of the time in teaching English composition writing, 1 (16.67%) responded that she seldom uses buzz method and 1 (16.66%) teacher of English responded that she never uses buzz method. Mean and standard deviation rating for use of buzz method revealed $M=2.833$ and $SD=1.960$. These findings imply buzz method is used some of the time in teaching composition writing in public primary schools in Kisumu County.

Findings on how often teachers of English use Three Minutes method in teaching composition writing revealed that 2 (33.33%) teachers of English use Three Minutes method of small group method most of the time, 2 (33.33%) teachers of English use Three Minutes method some of the time, and 2 (33.33%) teachers never use Three Minutes method Mean and standard deviation rating of use of Three Minute method s revealed $M=2.66$ and $SD=1.269$. These findings reveal that Three Minutes method were indifferently used in teaching composition writing in public primary schools in Kisumu County

Findings on how revised method influence learners achievement in composition writing revealed that learners agreed ($M=4.14$ and $SD=1.341$) that they can normally use good expression while writing. Learners were indifferent ($M=3.07$ and $SD=1.039$) whether they can write as if having conversation with another person. Further results showed that learners agreed ($M=3.98$ and $SD=1.122$) that they can vary punctuation marks on specific sentences

and paragraphs and learners also agreed (M=4.23 and SD=1.479) that when writing they construct words and sentences that make good paragraphs.

The mean and standard deviation for revised method revealed M= 3.86 and SD=1.245 which implies that the use of revised method contributes to learners' achievement in composition writing skills in public primary schools.

Findings on influence of buzz method on learners' achievement in composition writing revealed that learners were indifferent (M=3.36 and SD=1.341) that they can identify different paragraphs in a logical manner during the writing of a composition. Similarly, learners disagreed (M=2.21 and SD=1.012) that they pause between the paragraph for snap checks of punctuation marks when writing. Additional findings revealed that they strongly agreed (M=4.52 and SD=1.952) that they hesitate when needed to use new words, similes or proverbs when writing composition and were indifferent (M=3.34 and SD=1.209) whether they can manage the difficulty in connecting paragraphs. These findings imply that learners can identify different paragraphs in a logical manner during writing composition, though they hesitate when needed to use new words, similes or proverbs when writing a composition. In addition, learners do not pause between the paragraphs for snap checks of punctuation marks when writing and cannot manage the difficulty in connecting paragraphs.

Findings on influence of Three Minutes method on learners achievement in composition writing revealed that learners were indifferent (M= 3.45 and SD=1.128) that they have difficulty in doing good paragraphs, bringing good story line and concluding in order to create a climax. Learners agreed (M=3.62 and SD=1.112) that they write consistently with a good speed and were indifferent (M= 3.11 and SD=1.901) as to whether they write slowly and with difficulty. Further results showed learners strongly agreed (M=4.61 and SD=2.151) that they write with uneven mixture of fast and slow speed.

These findings imply that learners have difficulty in doing paragraphs, bringing good story line and concluding in order to create a climax; learners can write consistently with a good speed or with uneven mixture of fast and slow speed. The test of Null Hypothesis (HO3) revealed that the computed z statistic for small group techniques $z=24.09581$ and $p=0.0001$. The computed p-value was less than the 0.05, that is $p<0.05$, which is the bench mark value

for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the Null Hypothesis was rejected as there was a significant difference in achievement in composition writing skills between learners exposed to small group strategy and those who used conventional methods.

5.2.4 Round Robin method and learners' achievement in composition writing skills

The studies fourth objective was to examine the influence of round robin method on learners' achievement in composition writing skills in public primary schools. This objective also analyzed four approaches of round robin method namely individual method, whole group method, relay group method and small group method.

Findings on how often individual method is used in teaching English composition in public primary school revealed that 1 (16.67%) teacher of English responded to use individual method most of the time during composition writing, 1 (16.67%) uses it some of the time, 2 (33.33%) teachers of English responded to seldom use individual method and 2 (66.66%) teachers of English responded to never have used individual method in teaching composition writing. The mean and standard deviation result for individual method was $M=2.16$ and $SD=1.840$). These findings imply individual method is seldom used in teaching English composition in public primary schools in Kisumu County.

Findings on how teachers of English use Whole Group method in teaching composition writing in public primary school revealed that 2 (33.33%) teachers of English use Whole Group method most of the time they teach composition writing, 3 (50.00%) teachers of English use whole group method and 1 (16.67%) teacher of English seldom uses the approach. Mean and standard deviation rating for use of whole group method revealed $M=3.16$ and $SD=1.240$. This finding reveals that Whole Group method is used some of the time in teaching composition writing in public primary schools in Kisumu County.

Findings on how often teachers of English use Small Group method (SGM) in teaching English composition writing in public primary schools revealed that for each response category 2 (33.33%) teachers of English responded to using the method seldomly. The mean and standard deviation rating of Small Group Strategy use revealed $M=2.66$ and $SD=1.160$.

This finding implies that Small Group method is seldom used in teaching composition writing in public primary schools in Kisumu County.

Findings on how individual method influences learners achievement showed learners agreed ($M=4.16$ and $SD=1.889$) that discussion in pairs or groups helps them remember what they need to use in writing composition. Learners too agreed ($M= 4.09$ and $SD=1.154$) that discussion in groups/pairs makes them participate actively in class. In addition, learners agreed ($M= 3.97$ and $SD=1.100$) that discussing the topic helps them relate their own experiences with events and characters in the story.

These findings imply that discussion in pairs or groups helps learners remember what they need to use while writing a composition, discussion in groups/pairs makes learners participate actively in class and discussing the composition topic helps learners relate their own experiences with events and characters in the story. The average mean score for individual method resulted in $M=4.07$ and $SD=1.381$. This finding implies that use of individual method improves learners' composition writing ability.

Findings on how whole group influences learners' achievement in composition writing revealed that learners agreed ($M= 4.01$ and $SD=1.289$) that working together in class makes learning in the classroom interesting. Learners agreed ($M= 3.89$ and $SD=1.289$) that working together enabled them become confident in writing and, learners also agreed ($M= 3.67$ and $SD= 1.677$) that sharing in writing pieces as a group gives them confidence to share their experiences with classmates. These findings imply that working together in class makes learning in the classroom interesting; working together enables learners become confident in writing and sharing to write a piece as a group makes learners confident to share their experience with classmates. The average mean and standard deviation score for Whole Group Method (WGM) was $M=3.86$ and $SD=1.755$. This implies that use of Whole Group Method influences learners' achievement in composition writing in public primary schools in Kisumu County.

Findings for the influence of Small Group Method on learners achievement in composition writing revealed that learners agreed ($M= 4.11$ and $SD=2.289$) that discussing on the topic enabled them understand the skills of good composition writing and learners agreed ($M=$

4.29 and $SD=1.817$) that writing makes learning more enjoyable when they present group work. The findings imply that discussion on the topic enabled learners to understand the skills of good composition writing and presenting in groups makes learning more enjoyable. The average mean and standard deviation score for Small Group Method showed $M= 4.20$ and $SD=2.053$. This implies that use of Small Group Method improves learners' composition writing ability in public primary schools in Kisumu County. The test of Null Hypothesis (H_{O4}) revealed that the computed z statistic for Round Robin Method $z=14.067$ and $p=0.0001$. The computed p -value was less than the 0.05, that is $p<0.05$, which is the benchmark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the Null Hypothesis was rejected as there was a significant difference in achievement in composition writing skills between learners exposed to Round Robin group method and those who used conventional methods.

5.2.5 Relay group method on learners' achievement in composition writing skills

The fifth and last study objective sought to determine the influence of relay group method on learners' achievement in composition writing skills. Two elements of relay method namely skills method and resources method were analyzed. The first stage of analysis sought to determine how often teachers of English embrace relay group method in teaching composition writing in public primary schools in Kisumu County.

Findings revealed that 1 (16.67%) used skills method some of the time when teaching composition and 1 (16.67%) teacher of English responded that she seldom used skills method when teaching English composition writing. In addition, 4 (66.66%) teachers of English responded that they have never used skills method in teaching composition writing. Mean and standard deviation rating for use of skills method revealed $M=1.50$ and $SD=1.840$. These findings reveal that skills method is never used in teaching composition writing in public primary schools in Kisumu County.

Findings on how teachers of English use resource method in teaching composition writing in public primary schools revealed that 1 (16.67%) teacher of English used resource method in teaching composition most of the time, 1 (16.67%) used resource method some of the time, 3 (50.00%) teachers of English seldom used resource method and 1 (16.67%) teacher of

English responded she never used resource method in teaching composition writing. Mean and standard deviation rating of resource method used revealed $M=3.20$ and $SD=1.240$. These findings reveal that resource method is sometimes used in teaching composition writing in public primary schools in Kisumu County.

Findings on how use of skills method influences learners' achievement in composition writing revealed that learners' sometimes ($M=3.01$ and $SD=1.489$) become confident in writing recorded piece and ability to working continuously. This finding imply that standard seven learners' working continuously enables them become confident in writing thus improving learners' composition writing ability.

Finding on the influence of resource method on learners' achievement in composition writing revealed that learners agree ($M=4.01$ $SD=1.289$) that their ability to sharing resources to write a piece as a group makes them (learners) confident in sharing their experience with their classmates. Thus, these findings imply that use of resource method enables learners to share resources to write a piece as a group and thus do not fear to share their experience with their classmates.

The test of Null Hypothesis (H_{05}) revealed the computed z statistic for relay group method $z=14.8568$ and $p=0.0001$. The computed p-value was less than the 0.05, that is $p<0.05$, which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the Null Hypothesis was rejected as there was a significant difference in achievement in composition writing skills between learners exposed to relay group method and those who used conventional methods.

Findings for pre-test and post-test composition writing (CR) revealed that in the experimental group, 89 (40.5%) and 167 (76%) pupil respondents scored above pass mark in pre-test exam and post-test exams respectively, while for control group 33 (53%) and 38 (63.3%) learner respondents scored above pass mark in pre-test exam and post-test exams respectively. This was an increase in pass rate for the experimental group implying that brainstorming teaching technique improved class pass rate and thus learner's achievement.

Test for mean differential between respondents mean scores in pre and post-test for both experiment and control group, using z-test statistics revealed that computed z-values were higher than the z Critical value and P-value less than 0.05. Thus, the study rejected the entire Null hypothesis as there was significant difference between: learners exposed to relay group method and those who used conventional methods.

5.3. Conclusions

From the findings, the study concludes that Brain storming technique had a positive effect on learner's achievement in composition writing in public primary school. First, the study concludes that there was a significant influence between individual group method and learner's achievement in composition writing of learners instructed using Brain storming technique and those instructed using other conventional methods. Consequently, low achieving learners benefited more from brain storming technique as they realized greater improvement in composition writing compared to high achievers.

Secondly, the study concludes that there was a significant difference between whole group method and learners achievement in composition writing. It therefore follows that any improvement in writing skills, vocabulary and paragraph, will improve achievements in composition writing skills of the learners.

Thirdly, there was a significant difference between small group method and learners achievement in composition writing. Therefore, to ensure that learners achieve better in composition writing, small group strategies that incorporate all learners in thinking skills, construction of sentences, problem solving, communication and collaboration should be in use in the writing process.

Fourth, the study concludes that there is a significant difference between Round Robin method and learners' achievement in composition writing. Facilitators should attempt to make sure that learners promote and make use of content, educational and formal background knowledge for effective composition writing to be realized.

Fifth, the study concludes that there is a significant difference between Relay group method and learners' achievement in composition writing. Learners achievement is realized when learners show logical flow in paragraph work and sentence construction. There is no significant difference in achievement in composition writing between learners exposed to relay group strategy and those who used conventional methods.

Finally, the study concludes that there is a significant difference between Brain storming technique class and learner's achievement in composition writing to make certain that learners achieve in composition writing. Facilitators should guarantee that the working atmosphere is conducive for learning. All learners should experience a sense of belongingness, loved and valued. Finally differentiated learning should be offered to all participants.

This study therefore concludes that Brain storming technique is effective in improving learners' achievement in composition writing at primary school level. Facilitators should embrace brain storming strategies to boost the learners 'achievement. Conducive classroom environments enhance understanding of concepts which in turn improves composition writing skills. Facilitators should endeavor to reassure learners that they are loved, valued and that they matter in order to achieve learners' achievement in composition writing. The study shows that, collaboration, cooperation, value enhancement in a classroom with teacher's encouragement will have a significant effect on learner's achievement in composition writing. Facilitators should therefore adopt and practice brain storming technique in order for learners to enhance composition writing and to understand concepts required in order to improve composition writing.

5.4 Recommendations

The study achieved its purpose in adding new knowledge to the adoption and use of brainstorming techniques in composition writing skills of English language. However, several issues can be raised from the findings, which could provide basis for further analysis in the topic area as follows:

5.4.1 Recommendations for Policy

In light of this study, the following recommendations were suggested for policy makers; Kenya institute of curriculum development for implementing policy into practice. BST is an invaluable instructional technique that would fit well into an integrated English grammar and composition writing .In addition, Brainstorming technique integrates speaking, listening, reading, writing and language skills in composition writing, enabling teaching of English language as a holistic entity. Find out why only 20% of learners are exposed to composition writing, while 80% of learners occasionally are exposed to composition writing. Study findings on learner's preference for subject brought to light a fundamental issue which would inform curriculum development on review. The study suggests further analysis to unearth why there is very low preference for Kiswahili and mathematics subjects from the results of the study. Facilitators need to create conducive classroom environments that enhance socialization, value systems and team work in their group work .Policy makers; Kenya institute of curriculum development need to embrace Brain storming technique, since it encourages learners, increases self-confidence, and promotes creativity, as compared to other traditional methods of teaching composition writing. Thus active participation to all learners in using brain storming technique in teaching composition writing. Effective and efficient monitoring and implementation of the recommendations at the beginning of the calendar year of the primary school, so as to offer creativity and innovation in composition writing.

5.4.2 Recommendation for Practice

From table 1 from the ministry 2013 to 2017, composition writing showed low scores compared to English grammar. Brain storming technique is a panacea for enhancing learner's achievement in composition writing in Public Primary Schools in Kisumu County, Kenya. On these premises the researcher recommended that curriculum implementers should embrace BST in order to enhance learners' achievements in English composition writing. This is because it offers a reason for writing, most importantly to understand the task and generate ideals required. A deeper understanding of concepts through group work discussions facilitates a quick easy way of making meaning of vocabulary, sentence constructions, paragraph work and using of similes/proverbs to make a complete piece of

composition writing work. Individual group method to be embraced by curriculum implementers since it offers effective communication, adaptability is a plus factor for this teaching method, fun learning, sharing experiences, value creation of patience and tolerance, reflection by the participants, it is focused, direct, short, intense, ownership and lastly opportunity to avoid monotony. In addition Individual group method integrates new information with previous, encourages everyone to participate, fresh ideas, share information, discuss ideas, generate ideas, foster comprehension, brings out questions, consult all members, in a group to provide ideas, it is a safe way for participants to make constructive comments and lastly it relieves conflicts between members in a group. Round Robin method instills moral values and builds teams that promote coexistence in composition writing before and after. Small group method increases on how to relay messages, relate, language behavior, communication and collaboration. Whole group method facilitates and enhances vocabulary and paragraph work. Individual group method to be implemented since it is effective in solving simple problems, generate a list of ideas, focus on a broad issue, includes techniques like free writing and free speaking, critical thinking, self-esteem, key inquiring questions ,critiquing others work, and groups generate more ideas than individual. Moreover, the grammatical and vocabulary aspects of language are learned within context making learning of English language authentic.

Concepts of Brain storming technique are easy to understand, increases self-confidence, generates ideas, takes short time, encourages active participation, promotes creativity, relies on individuals to suggest own ideas, to stimulate thinking by other group members and requires few material resources. Thus curriculum implementers need to embrace brain storming dimensions and sub dimensions to create a positive attitude to the learners that composition writing is not a difficult and tedious exercise. This will translate to improved learners achievement

5.5 Suggestions for further research

The research which was carried out in one County-Kisumu is not a representative of the whole country. Similar research should be carried out in other Counties. The study explored the adoption of brainstorming teaching technique on composition writing. Since English

Language has other parts at the primary education level, the study suggests similar analysis to be carried out to establish the treatment in other parts of English e.g. grammar areas. Curriculum implementers, to avail themselves opportunity to attend seminars, workshops and conferences on effective brainstorming technique for updating of strategies, which will go a long to improve learner's achievement.

5.6 Contributions to body of Knowledge

The study established influence of BST with the independent variables individual group method, whole group, method small group method, Round Robin group method, Relay group method and learner's achievement independently and collectively had an impact on composition writing. Inadequate information exists in establishing a significant difference between Brian storming independent variables and dependent variable learners' achievement in composition writing from previous studies. The findings of this study therefore provide significant contributions to the body of knowledge as portrayed below.

No	Objective	Contribution to the body of knowledge
1	Determine the influence of individual group Method on learner achievement in composition writing in std seven in public primary schools in Kisumu county ,Kenya	<p>Able to construct short correct sentences.</p> <p>use vocabulary words correctly when I understand the meaning</p> <p>Constructing short sentences several times helps me improve my vocabulary.</p> <p>Repeated discussions before writing of compositions improve my accuracy in writing.</p> <p>Use Similes/proverbs well when the teacher explains them.</p> <p>Ability to understand what am writing when a web is drawn and illustrations are included.</p> <p>Ability to understand what to write when the teacher guides on the appropriate strategy to use.</p> <p>Learners understanding what to write when discussing with group members.</p> <p>Ability of vocabulary usage in writing without using the dictionary.</p> <p>Learners able to focus on the meaning of the topic.</p> <p>Ability of learners to write a good flow of the events in a story and guess what will happen as I conclude.</p>

2	Examine influence of whole group Method on learner achievement in composition writing in standard seven in public primary schools in Kisumu county, Kenya	<p>Ability to identify similar incidences with my own experiences from the topic</p> <p>To identify and relate with the characters in the text am writing</p> <p>Learners to identify the main ideas of the story.</p> <p>Ability to identify the cause of the conflict/problem in the story.</p> <p>Learners to identify the dialogue between characters in the story.</p> <p>Ability to identify where the story happened.</p> <p>And to explain what happened in the story.</p> <p>Retelling the story in my own words.</p> <p>And to distinguish the narration from the discussion in the story.</p>
3	Determine influence of small group Method on learner achievement in composition writing in standard seven in public primary schools in Kisumu County, Kenya	<p>use good expression while writing and</p> <p>Write as if am having a conversation with another person.</p> <p>While writing, I vary my punctuation marks on specific sentences and paragraph.</p> <p>While writing, I put words, sentences to make good paragraphs.</p> <p>While writing, I can identify different paragraphs in a logical manner</p> <p>When I write, I pause between the paragraphs for snap checks of punctuation marks, spelling checks.</p> <p>While writing I still hesitate when I need to use new words. Similes/proverbs.</p> <p>While writing and I come across difficulties in connections of one paragraph to the other I hesitate but manage to continue.</p> <p>While writing I still have difficulty in doing good paragraphs, bringing out a good story line and concluding in order to create a climax.</p> <p>Ability to write consistently with good speed</p> <p>Writing slowly and with difficulty.</p> <p>Writing with an uneven mixture of fast and slow.</p>
4	Examine influence of Round Robin group Method on learner achievement in	<p>Discussing in pairs/ groups helps to remember what is needed for use.</p> <p>Discussing in groups/pairs makes learners participate actively in class.</p> <p>Discussing the topic helps learners to relate on own experiences with the events and characters in</p>

<p>composition writing in standard seven in public primary schools in Kisumu county, Kenya</p>	<p>the story.</p> <p>Working together makes learning in the classroom interesting.</p> <p>Working together enables learners become confident in writing</p> <p>Sharing to write a piece as a group enhances confident in sharing my experience with my classmates and being nervous when writing together/presenting in front of the class members.</p> <p>Helping one another during writing has made the classroom comfortable for learning.</p> <p>Supporting each other during composition writing has improved creativity in writing</p> <p>Discussing on the topic has enabled learners understand the skills of good composition writing</p> <p>Writing is more enjoyable when presenting group work before other classmates.</p>
<p>5 Determine influence of Relay group Method on learner achievement in composition writing in standard seven in public primary schools in Kisumu county, Kenya</p>	<p>Working continuously enables learners become confident in writing</p> <p>Sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates.</p>

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Appendices

Appendix I: Pre and Post Test Results and Rank Differential for Experiment Group

S/No.	Pupil Code	Pre-test (T1)	Post-test (T2)	Difference (D)	D ²
1	A1	35	64	-29	841
2	A2	15	66	-51	2601
3	A3	48	66	-18	324
4	A4	57	72	-15	225
5	A5	47	70	-23	529
6	A6	48	67	-19	361
7	A7	52	72	-20	400
8	A8	24	58	-34	1156
9	A9	15	60	-45	2025
10	A10	37	58	-21	441
11	A11	26	58	-32	1024
12	A12	38	66	-28	784
13	A13	38	66	-28	784
14	A14	46	66	-20	400
15	A15	49	64	-15	225
16	A16	26	64	-38	1444
17	A17	48	68	-20	400
18	A18	46	67	-21	441
19	A19	44	67	-23	529
20	A20	40	72	-32	1024
21	A21	37	58	-21	441
22	A22	44	60	-16	256
23	A23	37	58	-21	441
24	A24	46	58	-12	144
25	A25	39	66	-27	729
26	A26	15	66	-51	2601
27	A27	37	66	-29	841
28	A28	26	64	-38	1444
29	A29	38	64	-26	676
30	A30	38	68	-30	900
31	A31	46	58	-12	144
32	A32	49	58	-9	81
33	A33	26	40	-14	196
34	A34	48	55	-7	49
35	B1	46	53	-7	49
36	B2	44	64	-20	400

37	B3	40	56	-16	256
38	B4	37	39	-2	4
39	B5	44	67	-23	529
40	B6	40	67	-27	729
41	B7	37	72	-35	1225
42	B8	44	58	-14	196
43	B9	37	60	-23	529
44	B10	46	58	-12	144
45	B11	39	58	-19	361
46	B12	15	66	-51	2601
47	B13	37	66	-29	841
48	B14	48	66	-18	324
49	B15	46	64	-18	324
50	B16	44	64	-20	400
51	B17	40	68	-28	784
52	B18	37	58	-21	441
53	B19	44	58	-14	196
54	B20	37	66	-29	841
55	B21	46	66	-20	400
56	B22	39	66	-27	729
57	B23	15	64	-49	2401
58	B24	37	64	-27	729
59	B25	26	68	-42	1764
60	B26	38	67	-29	841
61	B27	38	67	-29	841
62	B28	26	72	-46	2116
63	B29	48	58	-10	100
64	B30	46	60	-14	196
65	B31	44	58	-14	196
66	B32	40	58	-18	324
67	B33	37	66	-29	841
68	B34	44	66	-22	484
69	B35	37	66	-29	841
70	B36	46	64	-18	324
71	B37	39	64	-25	625
72	B38	15	68	-53	2809
73	B39	37	64	-27	729
74	B40	26	66	-40	1600
75	B41	38	66	-28	784
76	C1	38	72	-34	1156
77	C2	46	70	-24	576

78	C3	49	67	-18	324
79	C4	26	72	-46	2116
80	C5	48	58	-10	100
81	C6	46	60	-14	196
82	C7	44	58	-14	196
83	C8	40	58	-18	324
84	C9	37	66	-29	841
85	C10	44	66	-22	484
86	C11	40	66	-26	676
87	C12	48	64	-16	256
88	C13	46	64	-18	324
89	C14	44	68	-24	576
90	C15	40	67	-27	729
91	C16	37	67	-30	900
92	C17	44	72	-28	784
93	C18	40	58	-18	324
94	C19	37	60	-23	529
95	C20	44	58	-14	196
96	C21	37	58	-21	441
97	C22	46	66	-20	400
98	C23	39	66	-27	729
99	C24	15	66	-51	2601
100	C25	37	64	-27	729
101	C26	48	64	-16	256
102	C27	46	68	-22	484
103	C28	44	58	-14	196
104	C29	40	58	-18	324
105	C30	37	66	-29	841
106	C31	44	66	-22	484
107	C32	37	66	-29	841
108	C33	46	64	-18	324
109	C34	39	64	-25	625
110	C35	15	68	-53	2809
111	C36	37	67	-30	900
112	D1	26	67	-41	1681
113	D2	38	72	-34	1156
114	D3	38	58	-20	400
115	D4	26	60	-34	1156
116	D5	48	58	-10	100
117	D6	46	58	-12	144
118	D7	56	66	-10	100

119	D8	46	66	-20	400
120	D9	48	66	-18	324
121	D10	48	64	-16	256
122	D11	46	64	-18	324
123	D12	44	68	-24	576
124	D13	44	58	-14	196
125	D14	44	58	-14	196
126	D15	46	66	-20	400
127	D16	56	66	-10	100
128	D17	54	66	-12	144
129	D18	52	64	-12	144
130	D19	40	64	-24	576
131	D20	37	68	-31	961
132	D21	44	67	-23	529
133	D22	37	67	-30	900
134	D23	46	72	-26	676
135	D24	39	58	-19	361
136	D25	15	60	-45	2025
137	D26	37	58	-21	441
√138	D27	48	58	-10	100
139	D28	46	66	-20	400
140	D29	44	66	-22	484
141	D30	40	66	-26	676
142	D31	37	64	-27	729
143	D32	44	64	-20	400
144	D33	37	68	-31	961
145	D34	46	64	-18	324
146	D35	39	66	-27	729
147	D36	15	66	-51	2601
148	D37	37	72	-35	1225
149	D38	26	70	-44	1936
150	D39	38	67	-29	841
151	D40	38	72	-34	1156
152	D41	26	58	-32	1024
153	D42	48	60	-12	144
154	D43	46	58	-12	144
155	D44	56	58	-2	4
156	D45	46	66	-20	400
157	E1	48	66	-18	324
158	E2	48	66	-18	324
159	E3	46	64	-18	324

160	E4	44	64	-20	400
161	E5	44	68	-24	576
162	E6	44	67	-23	529
163	E7	46	67	-21	441
164	E8	56	72	-16	256
165	E9	54	58	-4	16
166	E10	40	60	-20	400
167	E11	37	58	-21	441
168	E12	44	58	-14	196
169	E13	37	66	-29	841
170	E14	46	66	-20	400
171	E15	39	66	-27	729
172	E16	15	64	-49	2401
173	E17	37	64	-27	729
174	E18	48	68	-20	400
175	E19	46	58	-12	144
176	E20	44	58	-14	196
177	E21	40	66	-26	676
178	E22	37	66	-29	841
179	E23	44	66	-22	484
180	E24	37	64	-27	729
181	E25	46	64	-18	324
182	E26	39	68	-29	841
183	E27	15	67	-52	2704
184	E28	37	67	-30	900
185	E29	26	72	-46	2116
186	E30	38	58	-20	400
187	E31	38	60	-22	484
188	E32	26	58	-32	1024
189	E33	48	58	-10	100
190	E34	46	66	-20	400
191	E35	56	66	-10	100
192	E36	46	66	-20	400
193	E37	48	64	-16	256
194	E38	48	64	-16	256
195	E39	46	68	-22	484
196	E40	44	58	-14	196
197	E41	44	58	-14	196
198	E42	44	66	-22	484
199	E43	46	66	-20	400
200	E44	56	66	-10	100

201	E45	54	64	-10	100
202	E46	40	64	-24	576
203	E47	37	68	-31	961
204	E48	44	67	-23	529
205	E49	37	67	-30	900
206	E50	46	72	-26	676
207	E51	39	58	-19	361
208	E52	15	60	-45	2025
209	E53	37	58	-21	441
210	E54	48	58	-10	100
211	E55	46	66	-20	400
212	E56	44	66	-22	484
213	E57	40	66	-26	676
214	E58	37	64	-27	729
215	E59	44	64	-20	400
216	E60	37	68	-31	961
217	E61	46	68	-22	484
218	E62	39	68	-29	841
219	E63	15	68	-53	2809
220	E64	37	68	-31	961
				-5254	149260

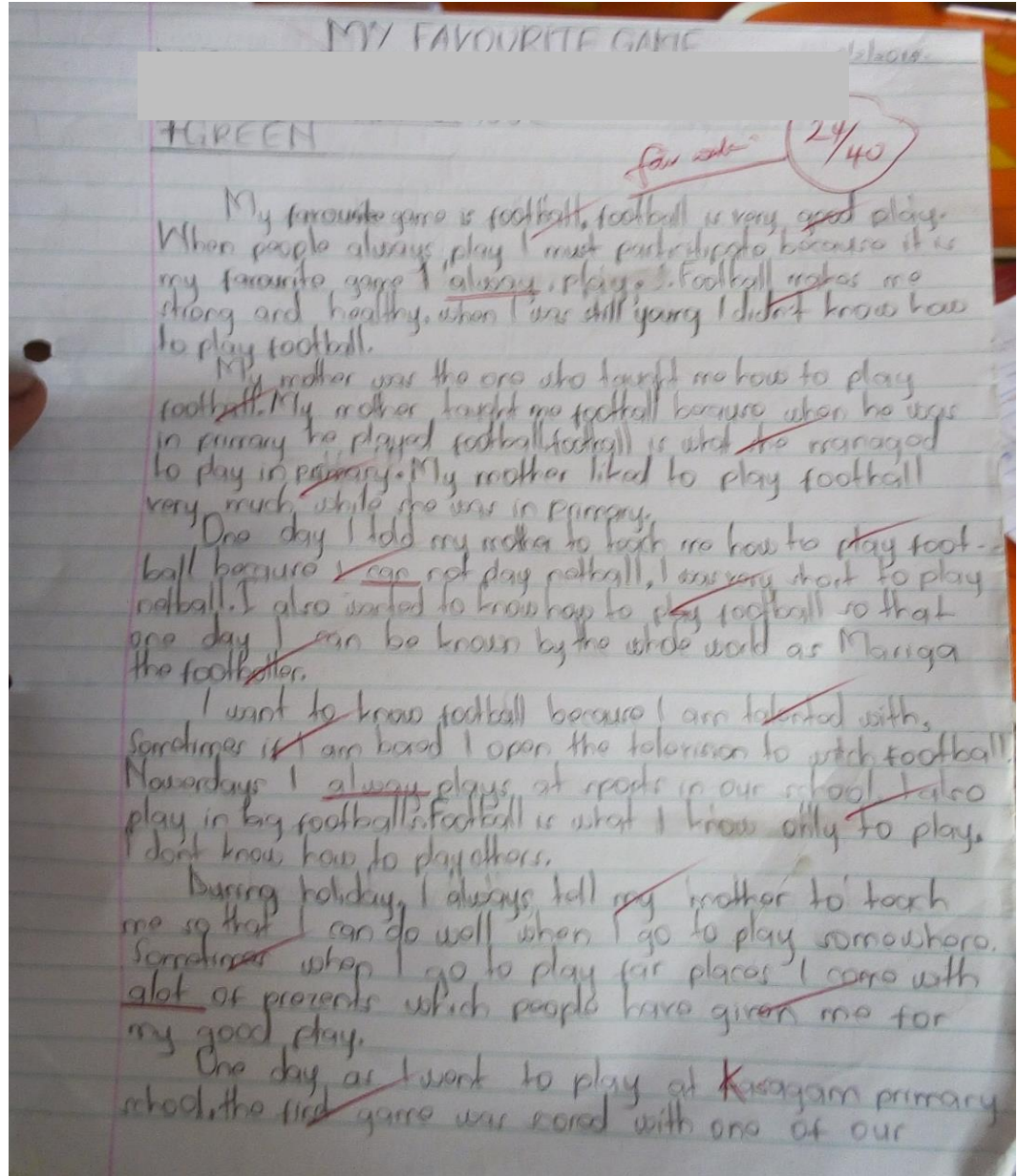
Appendix II: The Result of Pre-test and Post-test for Control Group

S/No.	Pupil Code	Pre-test (T1)	Post-test (T2)
1	CC1	46	58
2	CC2	54	58
3	CC3	57	58
4	CC4	34	45
5	CC5	56	56
6	CC6	54	54
7	CC7	52	52
8	CC8	48	54
9	CC9	45	50
10	CC10	52	52
11	CC11	48	54
12	CC12	45	45
13	CC13	52	52
14	CC14	45	40
15	CC15	54	52
16	CC16	47	52
17	CC17	36	40
18	CC18	45	45
19	CC19	56	50
20	CC20	54	54
21	CC21	52	52
22	CC22	48	42
23	CC23	45	52
24	CC24	52	52
25	CC25	45	56
26	CC26	54	58
27	CC27	47	48
28	CC28	40	58
29	CC29	45	52
30	CC30	34	50
31	CC31	46	51
32	CC32	46	46
33	CC33	34	30
34	CC34	56	58
35	CC35	54	50
36	CC36	52	58
37	CC37	48	58
38	CC38	45	50

39	CC39	52	52
40	CC40	45	45
41	CC41	54	54
42	CC42	47	50
43	CC43	40	50
44	CC44	45	52
45	CC45	34	40
46	CC46	46	52
47	CC47	46	55
48	CC48	54	55
49	CC49	57	50
50	CC50	34	54
51	CC51	56	58
52	CC52	54	56
53	CC53	52	58
54	CC54	48	58
55	CC55	45	45
56	CC56	52	58
57	CC57	48	56
58	CC58	56	54
59	CC59	54	56
60	CC60	52	58

Appendix III: Sample of Learners Pre and Post Written Test

A: Pre-Test for Experiment Group



B: Post-Test for Experiment Group

MY FAVOURITE PLACE

My favourite place is Mombasa. Mombasa is my very best place I like. I like Mombasa because it has many beautiful places like hotels, beaches and it is very cool and hot. I also love Mombasa because there are so many people living around Mombasa. Mombasa is a city that is known everywhere in the country, and its capital city is ~~Kenya~~ Nairobi.

During holidays, my family and relatives always go to Mombasa to enjoy their selves. Sometimes if there is no money to reach Mombasa we always go to Mombasa always go to our beloved sister called Patricia. Patricia is a very decent woman, polite and kind. My sister is a very clean woman.

My sister has two children, called Tamara and Dominic. Patricia loves her children very much. Sometimes my mother visits her, even if we only just goes to visit her only during holidays. We always ~~go to visit her~~ visit her during holidays because we cannot visit her during school work. Even Tamara and Dominic always visits us during holidays.

During holidays I make sure that I ask my mother if we are going to Mombasa. I like going to Mombasa because there are places to swim, hotels where we can eat and beaches where we have fun. Sometimes the pocket money we are given, we always keep them so that we may give them to our mother to keep with the rest to have.

My mother is always pleased with us, because we are very discipline and kind to him. My sister Patricia sometimes sends for us friendly letters when he is in Mombasa. Sometimes she sends for us money to buy textbooks to keep in the house. Sometimes if we have textbooks, and she has some money we always

C: Pre-Test for Control Group

16
KU

MY FAVOURITE PLACE

My favourite place to be is Kenya. I like Kenya because it is a very beautiful country, it is actually peaceful and enjoyable. I am also a real Kenyan, I love my country because it consists of many language groups and the countries share languages exchange among each other. Kenya also has many tourist attractions that bring other people in other countries to our country. There are different beautiful scenes in different countries in Kenya.

Kenya is also good in team work and many nations has copied our character and are now great, but not as great as Kenya. I am always proud of my country. Before independence, Kenyans were treated as slaves in their own land. After independence, Kenya is now a feared country. The first president of Kenya Jommo Kenyatta, made this country to improve more. From the time of Jommo Kenyatta, Kenya is now best because of the freedom we had.

We have security to do any thing that is necessary. Now responsibility remains to our own hands as Kenyans to protect the beauty God blessed us. My best place is Kenya. Where is your best place?

D: Post Test for Control Group

Class: 7 Green My FAVOURITE GAME

19/11

My favourite Games are football and netball. I like the way this Games are being played because they help in body Exercise and many things in our bodies. I learned this Games by watching on the television, and the way I see people are still practising the Games.

At first I was much interested in hockey, but at the end I found it difficult for me, may be to you it might be easy, because everyone has different Talents, I can remember in the year 2013 I tried to participate in hockey but did not manage, but kept on with my hardwork and managed to win a trophy for my team, I was happy but I still found it difficult my most favourite Game now is football, I found football as a very easy Game for me to participate. I tried all I could and managed to form a small football team at my home place, that had only twelve people, which means six people a team, the purpose for me to form this team is to grow my interest big, at last I performed in our school competition in the year 2016 and won another trophy for my school, but this was still not enough according to me, I decided to join a netball team for our school, I participated again in netball in the year 2017 and again won another trophy and I participated many times and won many Gift for our school and made the games so interesting, and all these happened because of recital.

*Check on the use of capital letters

Appendix IV: Questionnaire for Primary School Learners for Composition Writing

This questionnaire intends to collect your views on influence of brainstorming techniques on learners' achievement in composition writing in public primary schools in Kisumu County, Kenya. Your responses will be treated with utmost confidentiality and will only be used for academic purposes. Kindly respond appropriately and honestly.

SECTION A

Provide the information needed by putting a circle around your choice.

Learner's Questionnaire			
SECTION 1: Background Information			
	Question	Responses	Mark
A	Sex	Male	1
		Female	2
B	Favourite subject	Mathematics	1
		English	2
		Science	3
		Kiswahili	4
		Social Studies	5
		Religious Education	6
C	Rate your writing skills?	V. Good	1
		Good	2
		Fair	3
		Not sure	4
D	Identify any TWO common areas you have difficulty when writing composition.	Sentence construction	1
		Vocabulary usage	2
		Story line formation	3
		Paragraph work	4
E	How often do you write compositions in class?	Occasionally	1
		Daily	2
		Never	3

SECTION B

Having been exposed to brainstorming program, indicate the level at which you agree with the following statements on writing composition using the following indicators: [1 -Strongly Disagree (SDA), 2 - Disagree (DA), 3 – Indifferent (I), 4 - Agree (A), and 5 - Strongly Agree (SA)].

Place a **tick** against the chosen number.

	STATEMENT	SDA 1	DA 2	N 3	A 4	SA 5
INDIVIDUAL TECHNIQUE						
Mind Mapping						
1	When I write a composition, I am able to construct short correct sentences.					
2	I understand better what I write better, whenever I am guided					
3	I am able to use vocabulary words correctly when I understand the meaning					
Free Writing						
4	Constructing short sentences several times helps me improve my vocabulary.					
5	Repeated discussions before writing of compositions improve my accuracy in writing.					
6	I use unknown similes/proverbs well when the teacher explains them.					
Role Play						
7	I am able to understand what am writing when a web is drawn and illustrations are included.					
8	I am able to understand what I write when the teacher guides on the appropriate strategy to use.					
9	I am able to understand what I write when I discuss with my group members.					
Word Play						
10	I am able to understand vocabulary					

	to use in writing without using the dictionary.					
11	When I write, I focus on the meaning of the topic.					
12	I can write a good flow of the events in a story and guess what will happen as I conclude.					
F WHOLE GROUP TECHNIQUE						
1	I can identify similar incidences with my own experiences from the topic					
2	I am able to identify and relate with the characters in the text am writing					
Brain Wave						
3	I am able to identify the main ideas of the story.					
4	I am able to identify the cause of the conflict/problem in the story.					
Brain Writing						
5	I can identify the dialogue between characters in the story.					
6	I can identify where the story happened.					
Pie Storm						
7	I am able to explain what happened in the story.					
8	I am able to retell the story in my own words.					
9	I can distinguish the narration from the discussion in the story.					
G SMALL GROUP TECHNIQUE						
Revised						
1	I normally use good expression while writing.					
2	I write as if am having a conversation with another person.					
3	While writing, I vary my punctuation marks on specific sentences and paragraph.					
4	While writing, I put words, sentences to make good paragraphs.					
Buzz						
5	While writing, I can identify different paragraphs in a logical manner					
6	When I write, I pause between the					

	paragraphs for snap checks of punctuation marks, spelling checks.					
7	While writing I still hesitate when I need to use new words. Similes/proverbs.					
8	While writing and I come across difficulties in connections of one paragraph to the other I hesitate but manage to continue.					
Three Minutes						
9	While writing I still have difficulty in doing good paragraphs, bringing out a good story line and concluding in order to create a climax.					
10	I write consistently with a good speed					
11	I write slowly and with difficulty.					
12	I write with an uneven mixture of fast and slow.					
H ROUND ROBIN TECHNIQUE						
Individual						
1	Discussing in pairs/ groups helps me remember what I need to use.					
2	Discussing in groups/pairs makes me participate actively in class.					
3	Discussing the topic helps me relate my own experiences with the events and characters in the story.					
Whole group						
4	Working together makes learning in the classroom interesting.					
5	Working together enables me become confident in writing					
6	Sharing to write a piece as a group makes me confident in sharing my experience with my classmates.					
Whole group						
7	I get nervous when writing together/presenting in front of the class members.					
8	Helping one another during writing has made the classroom comfortable for learning.					
	Supporting each other during composition writing has improved					

	my creativity in writing					
Small						
9	Discussing on the topic has enabled me understand the skills of good composition writing					
10	Writing is more enjoyable when we present group work before other classmates.					
I RELAY TECHNIQUES						
Skills Strategy						
1	Working continuously enables learners become confident in writing					
Resources Strategy						
2	Sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates.					

SECTION C

How do learners in your class participate during composition lesson?

Very active	
Active	
Not active	

Do you face any problems during composition writing?

Yes	
No	

If yes, what are some of those problems?

Suggest ways of improving on such challenges or problems?

How do you find learning of writing composition in your class?

Very difficult	
Difficult	
Not difficult	

Appendix V: Questionnaire for Primary School Teachers of English for Composition Writing

This questionnaire is prepared to collect your views on the application of brainstorming techniques in teaching composition writing on learners' achievement in public primary schools in Kisumu County, Kenya. Your responses will be treated with utmost confidentiality and will only be used for academic purposes. Kindly respond appropriately and honestly.

Section A: Demographic information on respondent

Please indicate your sex

Male	
Female	

Please indicate your highest academic qualification

P1	
Diploma	
Graduate	
Postgraduate	
Others	

Please indicate your duration of service.

Less than 5 years	
6-10 years	
11-15 years	
16-20 years	
21-25 years	
26-30 years	
31 years and above	

Section B: Classroom Situation

What is the population of your learners in class?

Number of learners	Std 7
20 and above	

21-30	
31-50	
51-70	
71-90	
91 and above	

In your opinion, does the size of class influence the use of English resources?

Yes	
No	

Please explain

Section C: Brainstorming Skills

Use the provided scale to respond to questions in this section.

1 – Never (N)

2 – Seldom (S)

3 – Some of time (SOT)

4 – Most of the time (MOT)

Kindly rate how often you use the provided strategies when teaching English composition in class?

Strategy	N (1)	S (2)	SOT (3)	MOT (4)
WHOLE GROUP				
Brain wave				
Brain storming				

Pie storm				
Brain writing				
ROUND ROBIN				
Individual				
Whole group				
Relay				
Small				
SMALL GROUP				
Three minutes				
Revised				
Buzz				
RELAY TECHNIQUE				
Skills				
Resources				
INDIVIDUAL				
Mind mapping				
Free writing				
Role play				
Word play				

Having been exposed to brainstorming program, indicate the level at which you agree with the following statements on writing composition using the following indicators: [1 -Strongly Disagree (SDA), 2 - Disagree (DA), 3 – Indifferent (I), 4 - Agree (A), and 5 - Strongly Agree (SA)].

Place a **tick** against the chosen number.

	STATEMENT	SDA 1	DA 2	I 3	A 3	SA 5
E INDIVIDUAL TECHNIQUE						
Mind Mapping						
1	When learners write a composition, they are able to construct short correct sentences.					
2	Learners understand better what					

	they write, whenever they are guided					
3	Learners are able to use vocabulary words correctly when they understand the meaning					
Free Writing						
4	Constructing short sentences several times helps learners improve their vocabulary.					
5	Repeated discussions before writing of compositions improves learner's accuracy in writing.					
6	Learners use unknown similes/proverbs well when the teacher explains them.					
Role Play						
7	Learners are able to understand what they are writing when web is drawn and illustrations are included.					
8	Learners are able to understand what they write when the teacher guides on the appropriate strategy to use.					
9	Learners are able to understand what they write when they discuss with my group members.					
Word Play						
10	Learners are able to understand vocabulary to use in the writing without using the dictionary.					
11	When learners write, they focus on the meaning of the topic.					
12	Learners can write a good follow of the events in the story and guess what will happen as they conclude.					
F WHOLE GROUP TECHNIQUE						
Brain Wave						
1	Learners can identify similar incidences with their own experiences from the topic					
2	Learners are able to identify and relate with the characters in the text am writing					
3	Learners are able to identify the main ideas of the story.					

Pie Storm						
4	Learners are able to identify the cause of the conflict/problem in the story.					
5	Learners can identify the dialogue between characters in the story.					
6	Learners can identify where the story happened.					
Brain Writing						
7	Learners are able to explain what happened in the story.					
8	Learners are able to retell the story in their own words.					
9	Learners can distinguish the narration from the discussion in the story.					
G SMALL GROUP TECHNIQUE						
Three Minutes						
1	Learners normally use good expression while writing.					
2	Learners can write as if they are having a conversation with another person.					
3	While writing, learners vary punctuation marks on specific sentences and paragraph.					
4	While writing, learners put words, sentences to make good paragraphs.					
Revised						
5	While writing, learners can identify different paragraphs in a logical manner					
6	When writing, learners pause between the paragraph for snap checks of punctuation marks, and spelling checks.					
7	While writing learner's can still hesitate when they need to use new words. Similes/proverbs.					
8	While writing, and come across difficulties in connections of one paragraph to the other, learners hesitate but manage to continue.					
Buzz						
9	While writing, learners still have difficulty to do good paragraphs,					

	bring good story line and concluding in order to create a climax.					
10	Learners write consistently with a good speed					
11	Learners write slowly and with difficulty.					
12	Learners write with an uneven mixture of fast and slow.					
H ROUND ROBIN TECHNIQUE						
Individual						
1	Discussing in pairs/ groups helps learners remember what they need to use.					
2	Discussing in groups/pairs makes learners participate actively in class.					
Whole group						
3	Discussing the topic helps learners relate their own experiences with the events and characters in the story.					
4	Working together makes learning in the classroom interesting.					
Relay						
5	Working together enables learners become confident in writing					
6	Sharing to write a piece as a group makes learners not fear to share their experience with their classmates.					
Small Group						
7	Learners get nervous when writing together/presenting in front of the class members.					
8	Learners' help to one another during writing has made the classroom comfortable for learning.					
	Learners' support to each other during composition writing has improved their creativity in writing.					
9	Discussing on the topic has enabled learners understand the skills of good composition writing					
10	Writing is more enjoyable when one learner presents group work					

	before other classmates.					
I RELAY TECHNIQUE						
	Skills Strategy					
1	Working continuously enables learners become confident in writing					
	Resources Strategy					
2	Sharing resources to write a piece as a group makes learners not fear to share their experience with their classmates.					

SECTION C

What challenges do you encounter when you need to use the teaching strategies?

Time management	
Materials	
Class control	
Others	

What is the key to succeed in the use of the chosen teaching strategies?

Is it possible to use more than one strategy to teaching composition writing?

Yes	
No	

If yes, explain

In your opinion, suggest ways you could use to effectively improve teaching and learning of composition writing in Kenya.

How can you assess that all pupils are participating in a lesson?

Indicator	
Group discussion	
Buzz groups	
Panel discussion	
Symposium discussion	
Debate discussion	
Experience discussion	
Concentric circle	
Reaction sheet	
Phillips 66	
Reverse thinking	
Others	

How do you counter for pupils who are timid in the groups?

Appendix VI: Questionnaire for Head Teachers for Composition Writing

This questionnaire is prepared to collect your views on the application of brainstorming techniques in teaching composition writing on learners' achievement in public primary schools in Kisumu County, Kenya. Your responses will be treated with utmost confidentiality and will only be used for academic purposes. Kindly respond appropriately and honestly.

Section A: Demographic information on respondent

Please indicate your sex

Male	
Female	

Please indicate your current professional qualification

Masters	
Degree	
Diploma	
P1 Certificate	
Others	

For how long have you been a head teacher?

1 – 10 years	
11 – 20 years	
21 – 30 years	
31 – 40 years	

For how long have you been a head teacher of this school?

1 – 10 years	
11 – 20 years	
21 – 30 years	
31 – 40 years	

Section B: Classroom Situation

How do you assess that the teacher responsible for teaching composition (English) is actually doing it?

Subject mean score in exams	
Inspection of learners' exercise books	
Class observation	
Checking records of work	
Daily lesson attendance sheet	
Syllabus coverage	
Schemes of work	
Lesson plan	

How often do the teachers in charge of teaching composition (English) attend in-service training or seminars to improve their knowledge, skills or general service delivery?

Once per term	
Twice per term	
Once per year	
Rarely	
Never	

Which aspect of teaching hinders acquisition of writing composition skills by learners in your school?

Mother tongue interference	
Inappropriate teaching method	
Inadequate skills in Early Childhood Education	
Inappropriate use of teaching resources	

Are there enough teachers for teaching composition writing (English) in this school?

Yes	
No	

Does the school have a library?

Yes	
No	

If yes, how equipped is the library in relation to resources that enhance acquisition of basic composition writing?

Well-equipped	
Fairly equipped	
Poorly equipped	

What challenge (s) in this school influences teaching and learning of basic composition writing?

Lack of a resource Centre or library	
Lack of parents' cooperation	
Lack of continuity of a teacher with his or her class to next level	
Mother tongue interference	
Lack of basic teaching aids	
High enrolment/large classes	
Improper follow up of pupils by teachers and parents	
Negative attitude by parents	

Appendix VII: Observation Schedule for Composition Teaching and Learners Participation

PART A

Name of tutor/assistant : _____
 Date of session observed : _____
 Details of session observed : _____
 Name of observer : _____

PART B:

INTRODUCTION OF THE SESSION

Did the teacher?	YES	NO
Secure learners' attention		
Clarify aims		
Introduce subject		
Provide link to previous session		

ORGANISATION OF THE SESSION

Did the teacher?	YES	NO
Adopt a structured approach		
Emphasize key points		
Provide alternative explanations		
Make good use of AV materials		
Introduce/explain tasks effectively		
Vary activities/skills		

PRESENTATION OF THE SESSION

Did the teacher?	YES	NO
Pitch the language appropriately		
Make appropriate use of the target language		
Show enthusiasm		
Control pace of delivery		
Control timing		
Speak clearly and concisely		
Make eye contact		

USE OF TECHNIQUE

Did the teacher use.....?	YES	NO
Strategy		
WHOLE GROUP		
Brain Wave		
Brain storming		
Pie storm		
Brain writing		
ROUND ROBIN		
Individual		
Whole group		
Relay		
Small		
SMALL GROUP		
Three minutes		
Revised		
Buzz		
RELAY TECHNIQUE		
Skills		
Resources		
INDIVIDUAL		
Mind mapping		
Free writing		
Role play		
Word play		

LEARNERS PARTICIPATION AND INTERACTION

Use the provided key to rate the provided questions:

KEY: 1 – Never, 2 – Rarely, 3 – Sometimes, 4 – Very often and 5 – Always

Did the teacher	1	2	3	4	5
Employ any teaching strategy					
Clarify understanding					
Handle questions appropriately					
Keep pupils involved					
Restrain dominant pupil(s)					
Give support and guidance					
Monitor pupils' progress					
Use room layout effectively					

CLOSING THE LESSON

Did the teacher :	YES	NO
Reiterate and summaries points		
Give clear instructions for follow-up		
Identify link with following session		
End the session positive and clearly		

Appendix VIII: Checklist

The checklist below will help the researcher appraise the availability of some of the English teaching and learning resources within the school.

No	Item/Resource	Availability		If Yes/No, level of adequacy [Very adequate, adequate, moderate, inadequate, Very inadequate)
		Yes	No	
1	Book ideas and Activities			
2	Reading resources			
3	Reading scheme activities			
4	Planning assessment			
5	Homework resources			
6	Speaking and listening resources			
7	Worksheet			
8	Lesson plan			

Appendix IX: Pre and Post Test Sample

Instructions:

Write a short paragraph by choosing one of the topics below.

My favourite game

My favourite movie

My favourite place

Appendix X: Lesson Plan

School: A

Subject: English

Class: 7

Topic: Composition writing

Skill: Individual: [] Whole group: [] Small group: [] Round robin: Relay: []

Standard Competence

Expressing meaning in functional text and simple short essays in form of descriptive and recount to interact within the surroundings.

Basic Competence

Expressing meaning and rhetoric steps in simple short essays by using various written form accurately, smoothly and acceptable to interact within the surrounding in the form of descriptive and recount.

Indicator

Write a descriptive paragraph based on generic structure.

Learning Objective

When the pupils are given the title, they are able to write a good descriptive paragraph in accordance with the generic structure which has already been studied.

Time and Location

4×35 minutes

Example: My favourite game

My favourite game is football. It is a game played by two teams of 11 players each on a rectangular, 100-yard-long field with goal lines and goalposts at either end, the object being to gain possession of a ball and advance it in running or passing plays across the opponent's goal line or kick it through the air between the opponent's goalposts.

Method and Technique-Brainstorming technique

Learning activities

The first meeting

No	Teacher	Time
1	Pre-activities Greeting the pupils Checking the pupils' attendance Describing the material which is going to be discussed generally.	2 min
2	Whilst activities Exploration Asking about what they have known about descriptive paragraph Elaboration Explaining the materials of descriptive paragraph Giving examples of descriptive paragraph Asking the pupils to work in pair/small group to identify the generic structure of descriptive paragraph Discussing the generic structure of descriptive structure paragraph with pupils Giving the pupils one topic Asking the pupils to brainstorm their ideas about the topic and write the pupils' answers on the board Asking the pupils to make a paragraph inform of descriptive by brainstorming their ideas based on the title given by the teacher Confirmation Opening questions and answer session or asking the pupils difficulties Giving positive feedback generally to the learners	3 minutes 20 minutes 5 minutes
3	Post activities Asking the pupils to continue their descriptive paragraphs at home Summarizing the material which has already been discussed Closing the meeting	5 minutes
	Total	35 minutes

Second meeting

No	Teacher	Time
1	pre-activities Greeting the pupils Checking the pupil's attendance Reviewing the previous materials generally	5 minutes
2	Whilst activities Exploration Asking some questions about descriptive paragraph which has already been discussed previously Elaboration Inviting two pupils to write down their descriptive paragraph on chalkboard Discussing about the formats, punctuation, content, organization and grammar and the sentence structure and of their recounts' paragraphs Asking the pupils to discuss the generic structure Confirmation Opening questions and answer sessions or asking the pupils difficulties Giving positive feedback generally to the learners	20 minutes 5 minutes
3	Post-activities Administering the post-test summarizing the material which has already been discussed Asking the pupils to collect their work Closing the meeting	5 minutes
	Total	35 minutes

Reference

Oshima, A. & Hogue, A. (2007). Introduction in academic writing. New York: Pearson Longman

Assessment II

Technique: Written test

Form: writing a descriptive paragraph

Instruments: Post test

Write a descriptive paragraph entitles “My favourite game” in five to ten sentences.

Scoring rubric

Criteria	Maximum score	Actual score
Format 5 points		
There's a title	1	
There is centred	1	
The first line is indented	1	
The writing is tidy and clean	2	
Total	5	
Punctuation and mechanics – 5 points		
Period after every sentence	1	
Capital letters are used correctly	1	
Spelling is correct	1	
Commas are used correctly	2	
Total	5	
Content – 20 points		
The paragraph fits the assignment	5	
The paragraph is interesting to read	5	
The paragraph uses the write's care and thoughts	10	
Total	20	
Organization – 10 points		
The paragraph begins with identification	10	
The paragraph contains several descriptions that describe the object	20	
The paragraph ends with an appropriate conclusion	5	
Total	10	
Grammar and sentence structure – 35 points		
Estimate a grammar and a sentence structure score	5	
Grand total	40	

Taken from Oshima & Hogue (2007)


Appendix XI: NACOSTI Permit

THIS IS TO CERTIFY THAT:
MS. HELLEN WAMBUI KAMAU
of UNIVERSITY OF NAIROBI, 177-40100
Kisumu, has been permitted to conduct
research in Kisumu County

on the topic: INFLUENCE OF
BRAINSTORMING TECHNIQUES ON
LEARNERS' ACHIEVEMENT IN
COMPOSITION WRITING IN PUBLIC
PRIMARY SCHOOLS IN KISUMU COUNTY,
KENYA

for the period ending:
17th August, 2018

Permit No : NACOSTI/P/17/2697/18601
Date Of Issue : 17th August, 2017
Fee Recieved :Ksh 18.90



Hellen Kamau
.....
Applicant's
Signature

Shalena
.....
Director General
National Commission for Science,
Technology & Innovation

Appendix XII: County Government Authority Letter I

**MINISTRY OF EDUCATION
State Department of Basic Education**

Telegrams: "schooling", Kisumu
Telephone: Kisumu 057 - 2024599
Email:
countyeducation.kisumu@gmail.com



COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY
PROVINCIAL HEADQUARTERS
3RD FLOOR
P.O. BOX 575 - 40100
KISUMU

When replying please quote

CDE/KSM/GA/19/3A/V.II/107

11th September, 2017

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION
HELLEN WAMBUI KAMAU
PERMIT NO. NACOSTI/P/17/2697/18601**

The above named is a student at University of Nairobi.

This is to certify that she has been granted authority to carry out research on "*Influencing brainstorming techniques on learners' achievement in composition writing in primary schools in Kisumu County, Kenya*" for the period ending **17th August, 2018**

Any assistance accorded to her to accomplish the assignment will be highly appreciated.

A handwritten signature in blue ink, appearing to read 'Eunice A. Ouko'.

EUNICE A. OUKO
For: COUNTY DIRECTOR OF EDUCATION
KISUMU COUNTY

Appendix XIII: County Government Authority Letter II



THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: Kisumu 2022219/Fax: 2022219
Email: ckisumucounty@gmail.com

COUNTY COMMISSIONER
KISUMU COUNTY
P.O. BOX 1912-40100
KISUMU

Ref: CC/KC/EDU/VOL.III/100

Date: 11th September 2017

All Deputy County Commissioners
KISUMU COUNTY

RESEARCH AUTHORIZATION: HELLEN WAMBUI KAMAU

Reference is made to a letter from the National Commission for Science, Technology and Innovation No. NACOSTI/P/17/2697/18601 17th August, 2017 on the above underlined subject matter.

The above named is a student of University of Nairobi. She has been authorized to carry out a research on *"Influence of brainstorming techniques on learners' achievement in composition writing in public primary schools in Kisumu County, Kenya"*. The research period ends on 25th July, 2018.

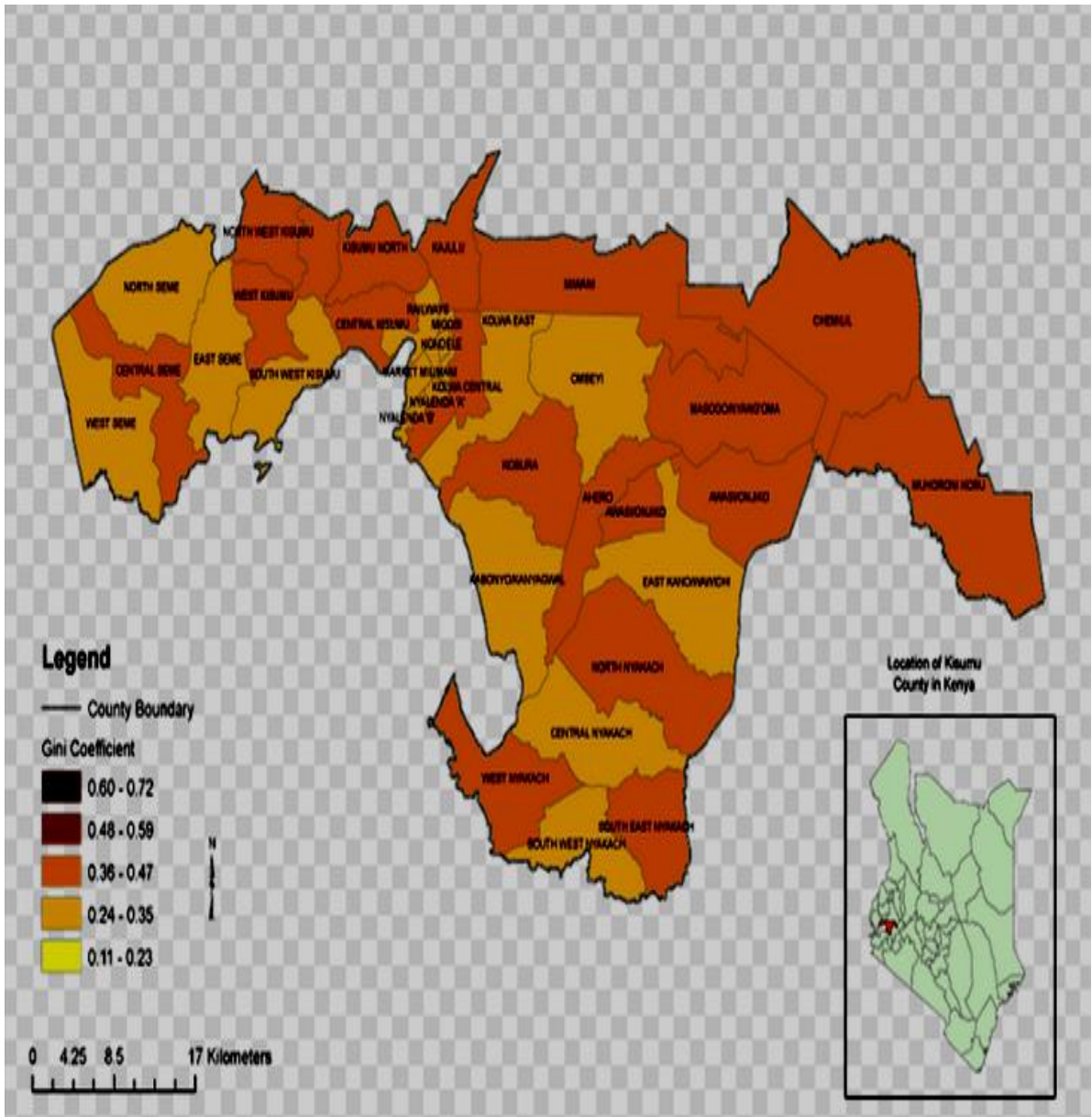
Kindly accord her any assistance that she may need.


M.A. MAALIM
COUNTY COMMISSIONER
KISUMU COUNTY

Copy to:

Hellen Wambui Kamau
University of Nairobi
P.O. Box 30197-00100
NAIROBI

Appendix XIV: County Government Map



Appendix XV: Photos Taken During Data Collection





Pre-test Experiment Group Activity



Post-Test Experiment Group Activity

It was a red letter day. The day that we were finally waiting for had reached. The two big teams were rivals that day. The friendly derby was to be played at Nyayo Stadium. Our coach reminded us to instill discipline. In a flip flap of a donkeys tail, the teams entered the pitch looking very energetic and determined to win. The referee began by tossing the coin. Luckily, our team managed to get the first kick off. It was a spine tingling incident when Owen dashed the other defender and shot the ball into the loosely fitted net.

OUR VICTORIOUS DAY.

It was a red letter day. The day that we were waiting for had finally reached.

The friendly derby was to be played in Nyayo Stadium.

Our coach suggested that we have a rematch because we had drawn the previous match.

The game started by the tossing of the coin by the referee. It was wrong to determine the winner.

Appendix XVI: Turn It in Report
INFLUENCE OF BRAINSTORMING TECHNIQUE ON STANDARD SEVEN
LEARNERS' ACHIEVEMENT IN ENGLISH COMPOSITION WRITING IN PUBLIC
PRIMARY SCHOOLS IN KISUMU COUNTY, KENYA

Submission date: 07-Sep-2020 02:44PM_{by Hellen(UTC+0300)Kamau Wambui}

Submission ID: 1381332885

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INFLUENCE OF BRAINSTORMING TECHNIQUE ON STANDARD SEVEN LEARNERS' ACHIEVEMENT IN ENGLISH COMPOSITION WRITING IN PUBLIC PRIMARY SCHOOLS IN KISUMU COUNTY, KENYA

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Appendix XVII: Sample Size Determination Table (Krejcie & Morgan, 1970)

N	S	N	S	N	S
10	10	220	1400	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	257
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note; N- Population Size S- Sample Size