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Analysis of the effectiveness of Teaching Strategies of Functional Writing on Students' Performance in Kiswahili in Kenya. A Case of Elgeyo-Marakwet County.

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ABSTRACT : Functional writing has been given prominence in the Secondary school Kiswahili syllabus in Kenya. This paper reports on study that was undertaken in 2020 that investigated the influence of functional writing skills on students' performance of Kiswahili in Elgeyo-Marakwet County. The need for this study was based on the fact that functional writing is an area faced with challenges. The main objective of the study was to examine the influence of functional writing skills on students' performance in Kiswahili. Theoretical framework was based on Jane Emig's Process Theory of Composition writing (1971). The study employed descriptive research design and data was collected using the questionnaire, observation schedule and document analysis. The area of study was Elgeyo-Marakwet County. The target population included form four students and teachers of Kiswahili in 37 out of the 122 secondary schools. From this population, stratified, purposive and simple random sampling was used to get a sample. There were 9852 Form Four students in secondary schools in Elgeyo –Marakwet County as at October, 2020. During the entire study 579 students in Form Four class and 35 teachers of Kiswahili participated. The study used both primary and secondary data. Lecturers in School of Education at the University of Eldoret determined the validity of the research thesis instruments. Reliability was tested using test-retest method in four secondary schools in Uasin Gishu County. Questionnaire was the main source of primary data. Data from the questionnaire was presented in frequency tables and percentages using descriptive statistics, narrative and verbatim. The research established that inappropriate style and structure, incorrect use of language, negative attitude of learners as well as poor teaching strategies of functional writing skills have a major impact on students' performance of Kiswahili in secondary schools. The findings will be used for reference by other researchers and it will also give guidance on how to improve in the writing of functional essays. The study recommended that teachers should emphasize on the style and structure, appropriate choice of vocabulary when teaching and evaluating learners on functional writing.
KEY WORDS: Style and Structure; Functional Writing; Kiswahili Language; performance.

I. INTRODUCTION
1.1 INTRODUCTION
Functional writing which is the subject of study is a vital item in communication and instruction. Functional writing is a significant skill in Kiswahili. Kenya Institute of Education syllabus (2002) lists functional writing known as *Utungaji wa Kiuamilifu* in Kiswahili under writing skill. Functional writing is taught across the classes in secondary schools from Form One up to Form Four. Some of the compositions recur in different classes. From the arrangement of the four basic language skills in the syllabus it is assumed that the teacher is teaches writing after listening, speaking and reading skills. Functional Writing is listed under the writing; it is not only an examination item but also a life skill aspect.

Wahiga and Wamitila (2003) note that functional writing is a major writing skill. Its' writing is aimed at performing a task or function such as warning, cautioning, giving directions among others. It is therefore imperative that the learner gets proper guidance on how to write this type of composition. They also note that it is important to punctuate the composition appropriately and use correct grammar so as to convey the intended message. The writer is expected to understand the intention of the composition that he/she wants to write.

The Kenya Institute of Education (K.I.E.) Kiswahili Secondary Teacher's guide (2006) outlines that functional writing be taught in Form One, Form Two, Form Three and Form Four under writing skills. These are skills that a learner requires in life even if he/she completes studies at Form Four level. It is essential that the learner

internalizes the skill of writing different types of functional texts such as warnings, notices, memos, curriculum vitae, minutes, reports, announcements and even letters.

Kenya National Examinations Council (KNEC 2006) outlines functional writing as a compulsory question in a Kiswahili paper coded 102/1. This paper comprises four questions for testing under formative and summative evaluation at secondary school level. A candidate is required to answer two questions. Question one is a compulsory question and candidates can choose one out of the remaining three questions so as to answer a total of two questions. The expectations attached to the questions include but not limited to the following aspects: the correct format, good flow of ideas, issues which are mentioned or listed, should be explained and developed fully. Themes should be relevant to the topic or title of the question given and should be clearly communicated. There is also need of using grammar correctly. The language being used should be interesting and captivating so that it captures and sustains the interest of the reader. The writer can employ stylistic devices such as idioms, sayings, proverbs, similes and even synecdoche so as to make the composition interesting.

Besides that, Turbill and Wendy (2006) give some basics of writing and state as follows: Effective writers need to be confident writers. They need to understand that writing is life empowering and therefore worthy learning; writers need to understand the roles of the audience and purpose. The audience plays an important role in shaping the different types of genres of writing. This basic of writing is significant since the audience is the consumer of the written text; effective writers need to have an understanding of why it is important to learn to spell, punctuate and understand appropriate use of grammatical features.

Shorofat (2007) defines functional writing, as opposed to academic and creative writing, as that kind of writing which aims at conveying a specific, direct and clear message to a specific audience. It includes several areas such as writing instructions, formal letters, notes, invitations, advertisements and reports.

Functional writing is an essential skill as it is a skill of writing which is used to perform a function. It is a life skill since it can be used to write items for use in daily and real life spheres. For example under functional writing one can attain skills of writing minutes, reports, speeches, letters and memos among others. For learners to realize good performance in functional writing, it calls for full involvement in continuous evaluation by both the learners and teachers so as to ensure its acquisition and development.

Mahmoud (2014) in his thesis explains that functional writing relates mainly to communicative-pragmatic uses of English while writing to accomplish some realistic goals or needs. That is writing activities carried out resemble those done in real-life for practical purposes. Hence functional writing is about applying writing to real examples, situations and tasks, and accordingly, learners should produce realistic and meaningful documents. It is also about 'quality' rather than 'quantity' and learners should be able to work on a document until they are satisfied with it.

It further outlines that writing thus becomes an effective means of communication with others not merely a means of displaying academic knowledge. Functional writing is strongly enhanced when instruction is explicitly designed to address learners' specific needs and objectives. It becomes a main device for self-expression, shaping ideas, and convincing others. (Brown 1994, Nunan 1999, Salem 2013).

Daelyn (2016) says that functional writing is the practice of expressing specific information meant to mirror real-life scenarios such as how to make or do something or telling what happened in a specific situation. Functional writing often turns a complex subject into something that is more understandable to the reader. Teachers can help students master this type of writing by assigning various functional writing activities.

Koross and Murunga (2017) explain that functional writing refers to essays that are used for specific functions in life. This kind of writing can be used for official or unofficial functions. Functional writing can be used to relay some information, give instructions or directions to readers or listeners, letter writing, minute writing, writing of telegrams, lists, dialogue, speeches, recipes, diaries, memos, warnings and notices, advertisements, filling of forms, questionnaire and even short messages on mobile phones. These are important skills that learners require even after completing school as they assist them in communication of different information.

Walibora and Wang'endo (2018) define functional writing as the kind of writing that has the objectives of performing a specific task such as relaying some information, warning or even cautioning. They further outline the expectations when writing this kind of composition as follows: the writer must clearly understand the objectives of the question, have cohesion of ideas, explain the themes exhaustively, use interesting and clear language, punctuation marks have to be used appropriately, to creatively write the composition and use vocabulary that will be easily understood by the reader and also employ the use of stylistic devices that will make the composition interesting and captivating.

While marking Kiswahili composition, during both formative and summative evaluation, the examiners are guided by a marking scheme which outlines four major elements: themes, vocabulary and its usage, style and structure as well as flow and cohesion of ideas. KNEC (2019) defines themes as the message that is being discussed, explained or narrated by the writer in relation to the topic or question set. The writer is expected to give the message that is original and is creatively written. The examiner therefore assesses the themes and determines if they are above average, average or below average before awarding marks in the section. Another element in the marking scheme is on vocabulary and its usage. In this section, the candidate is expected to put

emphasis on the choice of vocabulary, correct grammar and spelling. The vocabulary which is chosen and used should be related to the topic. The candidate is expected to make appropriate choice of vocabulary that answers the question asked. Besides the vocabulary, the candidate is expected to use correct grammar considering its different aspects such as tenses, the noun classes, punctuation marks, correct use of capital and small letters, the classification of words and the correct sentence structures. Another element is style and structure which give the composition the form and appearance. This is the section that is used to distinguish and differentiate types of functional texts from other compositions. This aspect of style and structure gives unique characteristics of the functional writing. The fourth element is flow and cohesion of ideas in a composition. It is expected that a composition shows a good flow and cohesion of ideas from the beginning of the composition until the end. Ideally, a well-developed composition text should display the above elements.

The functional writing skills therefore have to be taught by the teacher adhering to some teaching strategies. The teacher should clearly state what the students should know and be able to do at the end of the lesson. KIE (2002) refers to this as the specific objectives of the lesson. A teacher can work on how students can improve in any subject by explicitly teaching them how to use the relevant strategies. The teacher should give guided practice before asking them to do exercises independently. Briggs (2014) acknowledges the role of a teacher in learning and notes, "The teacher is the centre of attention at all times leading each activity calling on students one by one to respond and talking for nearly the whole class. In this type of learning the teacher is seen as the authority or expert, the central figure in the classroom who transmits knowledge to students."

 The teacher should tell them how to answer questions and if possible explain the terminologies to be used. This is where the teacher should explain the major aspects of functional essay writing such as themes, vocabulary and its usage, the style and structure of functional essay as well as the flow and cohesion.

It is therefore expected that as candidates write functional compositions, an aspect of uniformity should be exhibited in themes, style and structure and language use. Candidates who do not adhere to these requirements are bound to score low marks in functional writing. These aspects are important in functional essays as they are supposed to be clearly displayed in the essays.

Despite the importance attached to Functional writing its' results in the national exams country wide have not been good. KNEC (2020) reports that a large percentage of the candidates scored below 9 out 40 in Kiswahili Composition examinations of 2019. It further explains that analysis of the candidates work showed that most of the candidates did not answer the question on functional writing appropriately. This therefore implies that results in functional compositions affect the overall performance of students in Kiswahili because of the integrated approach of grading. This is the kind of grading whereby the average mark of the three papers of Kiswahili is given as the final mark for Kiswahili results. This in turn affects the candidate's overall performance in KCSE as Kiswahili is one of the major subjects in group one together with English and Mathematics and is therefore used for calculating students' performance to get an overall mean grade. KNEC (2018) states that the National mean score of Kiswahili in KCSE in 2017 was 38.99%.This mark is a reflection of performance in KCSE means score and grade respectively.

KNEC (2018) states that the National mean score of Kiswahili in KCSE in 2017 was 38.99%. This mark is a reflection of performance in KCSE means score and grade respectively. Functional writing being a compulsory section affects the overall performance of Kiswahili subject.

The question on functional writing has been a major challenge to the candidates. The KNEC (2020) giving reports of 2012 to 2019 on the KCSE examinations have shown that performance in this question has been poor as displayed by the major deviations of the learners' marks from the mean. The table 1.1 shows how candidates performed in Kiswahili paper 102/1 where functional writing is tested. (Refer to table 1.1). This table shows the national performance of learners' deviation from the mean score in the three Kiswahili papers in the subject.

TABLE 1.1.PERFORMANCE IN KISWAHILI IN KCSE EXAMINATIONS IN KENYA (2012-2019)

Year	Paper code	Candidature	Maximum marks	Average	Standard deviation
	102/1		40	**10.43**	**3.63**
2012	102/2	**433,886**	80	29.06	10.77
	102/3		80	32.14	15.15
			200	71.62	25.71
	102/1		40	**18.46**	**5.44**
2013	102/2	**445,555**	80	29.92	12.68
	102/3		80	34.82	14.92
			200	83.19	29.77
	102/1		40	**20.17**	**5.26**
2014	102/2	**482,122**	80	32.27	12.60
	102/3		80	42.93	15.81

			200	95.36	29.88
2015	102/1		40	**20.86**	**5.19**
	102/2	**521,159**	80	36.12	13.50
	102/3		80	38.80	15.38
			200	95.76	31.02
2016	102/1		40	**18.23**	**5.53**
	102/2	**571,176**	80	34.11	13.83
	102/3		80	25.67	12.87
			200	77.97	29.07
2017	102/1		40	**18.84**	**5.23**
	102/2	**610,392**	80	25.45	11.79
	102/3		80	25.15	13.42
			200	69.43	27.49
2018	102/1		40	**16.98**	**4.82**
	102/2	**659,465**	80	27.22	10.88
	103/3		80	22.20	11.95
			200	66.40	24.96
2019	102/1		40	**19.88**	**5.43**
	102/2	**694,982**	80	36.50	12.64
	102/3		80	21.08	12.64
			200	77.46	28.03

(Source: KNEC reports of 2014, 2018 and 2019)

Due to this situation, it therefore called for an investigation to find out how Functional writing skills affects students' performance in Kiswahili.

1.2 STATEMENT OF THE PROBLEM

Functional writing in Kiswahili is a compulsory section in Kiswahili Paper coded 102/1 by the Kenya National Examinations Council. Despite the great significance attached to this section, students' performance in Kiswahili remains poor. The problem of poor performance has really become a major concern among teachers, students, parents and education officers as well as the general public. Performance in functional writing in Kiswahili has an effect on the general performance in Kiswahili subject because of the integrated approach of grading. Kiswahili subject comprises three papers which are tested separately but the final mark is an average mark of the three papers.

KNEC (2018) report on 2017 KCSE examinations show that the section on functional writing contributed to poor performance in Kiswahili. The KNEC report (2018) shows that most candidates of KCSE (2017) did not write a letter to the editor as expected. It states, "The candidates did not display the expected format of a letter to the editor. Most of the compositions that were written by candidates did not emphasize on the expected themes. Many candidates lacked creativity and were not able to discuss and explain the themes expected of them hence not developing the topic. It was noted that many students do not read extensively. This made them to be handicapped in answering questions on emerging issues." This report therefore explained the weakness displayed by the learners in writing this kind of composition.

KNEC (2020) on the year 2019 KCSE Examination Report states that the results of Kiswahili composition have been fluctuating. The evaluation of the learners' compositions indicates that the students do not use enriched language. Besides that, the report further states that most of the candidates scored lower marks than the expected mark of 19 out of 40. Further evaluation of the candidates work shows that most of the candidates did not answer the functional compositions adequately It states: *"Tathmini ya kazi za watahini wa pia imeonyesha kwamba watahiniwa wengi hawamudu tungo za kiuamilifu.* This statement is translated as; "The analysis of the candidates' work has shown that majority of the candidates did not tackle the functional composition adequately."

For instance the functional composition question of KCSE Examination of 2019 was stated as follows: "*Wewe ni mkuu wa Elimu katika kaunti ndogo ya Tuangaze. Andika hotuba utakayowatolea Maafisa wa Elimu na Walimu Wakuu kuhusu umuhimu wa kustawisha vyuo vinavyotoa mafunzo ya kiufundi katika eneo lao.*"The statement is translated as: "You are an Officer –in-Charge of Education in Tuangaze Sub-county. Write a speech that you will present to Education Officers explaining the importance of developing technical institutions in your region." The candidates were expected to write a speech on the importance of technical institutions but the compositions of the candidates showed that majority of the candidates lacked creativity in their work.

Poor performance in functional writing has a major effect on performance in the subject and therefore affects KCSE results in Kiswahili subject and in turn affects the general performance of students in the county.

See Table1.2 on the KCSE performance of Kiswahili and overall mean grade for Elgeyo-Marakwet County between 2017 and 2019

1.3 SIGNIFICANCE OF THE STUDY.
The study established the influence of functional writing skills on students' performance in Kiswahili. The study outlined how functional writing should be developed so as to enable the students to write appropriate composition.
Findings of the study were used to give recommendations on the influence of functional writing skills on students' performance in Kiswahili. They will also be used to guide the teachers on the steps to follow when teaching functional writing texts and what can be done to alleviate the problem of poor performance in Functional writing.
In addition the study exposed strengths and weaknesses in the teaching and evaluation of Functional Writing. For this reason therefore the recommendations can be used by educationists to design appropriate methods of instruction in teaching of essential aspects of functional writing in Kiswahili in secondary schools. The study may also create chances of improving performance in English Language generally as it has a close relationship with Kiswahili.
The data generated in this study will also generate new and original knowledge that will be added to the existing knowledge in the area of Functional writing in Kiswahili as well as areas of creative and imaginative writing. Finally the study will also form a base on which other researchers can develop their studies.

1.4 THEORETICAL FRAMEWORK
This study was based on Janet Emig's Theory of Composition of (1971).In the theory Emig says that this is a field of composition studies that focuses on writing as a process rather than a product. Emig explains that the process is centered on the idea that students determine the content of the course by exploring the craft of writing using their own interests, language techniques, voice and freedom, and where students learn what people respond to and what they don't. Classroom activities often include peer work where students themselves are teaching, reviewing, brainstorming and editing.
Emig further observes that students determine the use of language techniques in the writing of composition. This aspect is related to the process of functional writing skills which calls for proper guidance by the teacher to enable the learners to write meaningful compositions conveying the message in the composition. Syntactic knowledge of the learners in Kiswahili grammar plays a very significant role when it comes to functional writing. Learners have to choose vocabulary that can be used to construct meaningful phrases and sentences and this is vital in the functional writing.
This study assessed how functional writing in Kiswahili is a process. Functional writing is taught from Form one to Form Four. Formative evaluation is administered as a way of preparing the learners for the Summative evaluation in form of KCSE Examinations. It is therefore evident that the writing of functional composition requires thorough preparations for one to write a good essay that will enable a student to score high marks. The Functional writing items recur in the syllabus from Form one to Form Four as a way of putting emphasis on the fact that it is a process.
 For a candidate to write a good functional composition then he/she needs to be regularly guided by the teacher. It is also mandatory for a learner to have content to enable him/her convey the intended message. The learner is a key person in the writing of functional composition, on whom the delivery of content depends. In writing of the functional composition, the candidate is given a topic and is expected to develop it by raising points about it. This indeed shows that the students determine the content of the composition. The competencies and abilities of the learner in language use are supposed to be seen from the way he/she develops the content in composition.
Emig's views on composition as process will guide the learner to adhere to appropriate style and structure of different functional writing .The style and structure gives the form and appearance of the composition. To achieve this, the learner has to develop different parts of functional writing essays ensuring that the ideas are coherent and flow in a logical and a systematic manner. The researcher therefore looked at the different processes to be adhered to in order to write appropriate functional texts.

II. RELATED LITERATURE.

2.1 RELATED LITERATURE.
The aspect of acquisition of functional writing skills in Kiswahili has been looked at by various groups nationally. For example KNEC has on several occasions reported about the poor performance in functional writing. This in turn affects the overall performance in Kiswahili subject.
The KNEC report (2018) observes that Kiswahili 102/1 in which functional writing is tested candidates performed poorly. The reports denote that the challenges in this question are varied such as inappropriate format, language flaws, inadequate and undeveloped themes as well as incoherent ideas. Complaints have been raised on performance in this section. The problem is prevalent in many areas.

KNEC (2020) on the year 2019 KCSE Examination report states that the analysis of the students' performance in Kiswahili subject shows that most of the candidates do not answer the questions on functional writing adequately. This problem is associated with the students as well as the teacher.

2.2 Teaching Strategies in Functional Writing

Edgar Dale's Cone of Experience of (1946) gives three levels of learning in an illustration that emphasizes on the aspect of practice. The three levels are: Tell, show and do. The experience states that a learner remembers something that he or she does. For example, in the teaching of functional writing; you explain to them, demonstrate how to write and give them an assignment. This enhances their understanding and retention of content. Refer to Figure 1.1 which displays how the three levels of learning work.
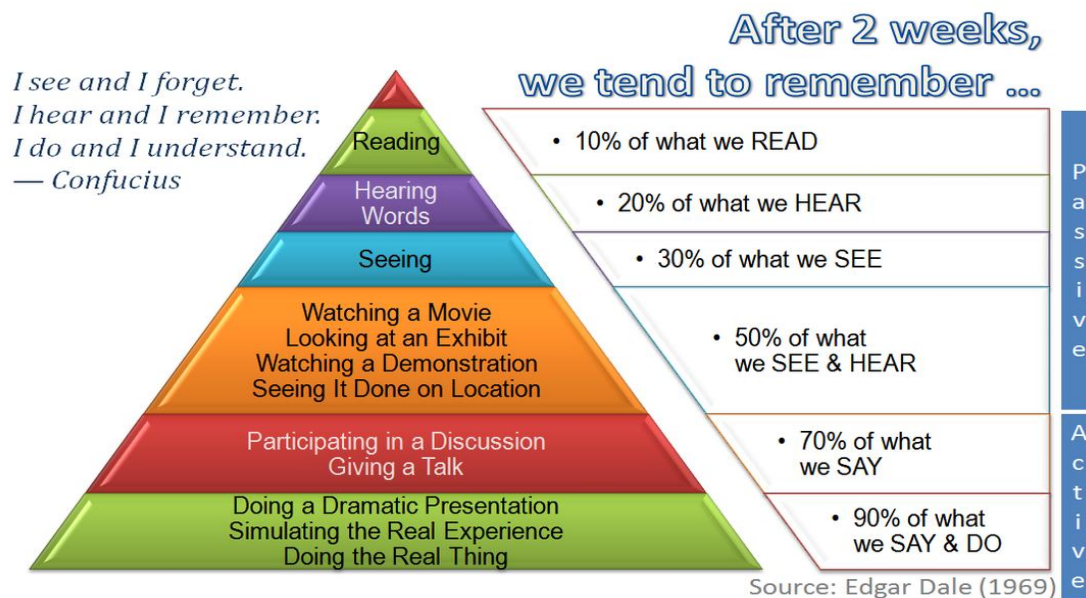

Figure 1.1 Edgar Dale Cone of Learning of 1946

Ferriman (2013) discusses teaching strategies and says that it is also important to provide the students with feedback. This involves letting the students to know how they have performed on a particular task along with ways they can improve. Feedback provides the learners with tangible understanding of what they did well, of where they are and of how they can improve. Feedback enables the teacher to plan for remedial programmes.

Cornell (2014) observes how important it is to use wall charts which show organized displays of words. These wall charts will enable students make meaningful connections between words and concepts which are in turn used for writing. The wall charts can also serve as a visual reference of concepts that have been taught acting as a visible reminder of concepts, cues and guidelines for learning.

Braun (2015) says that Teaching Strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. This study discussed selected teaching strategies. Braun discusses some strategies in teaching of writing as follows; she advocates for peer conferencing where a teacher is expected to set a specific goal of students helping each other check for capital letters at the beginning of each sentence, re-reading to make sure each sentence makes sense or looking for words that could be traded out for something more interesting. Students can read each other's writing and state what they loved about it.

Braun (2105) says that a teacher should demonstrate some skills in writing such as brainstorming topics to write about, creating a plan for writing, orally rehearsing sentences and then writing them down, stretching out sounds in words for spelling, re-reading and editing writing, looking for places to add more interesting vocabulary and making a final copy that incorporates editing and revisions.

In addition, Braun (2015) discusses the need to use mentor texts. These are published pieces that serve as good examples of the type of writing you are helping your students to produce. Mentor texts serve as blue print for the students as they begin to write their own pieces.

Miller (2016) says that teaching strategies play a vital role in language acquisition and learning. She says that the strategies a language teacher uses have a big impact on language learning. The teacher should help students understand the concepts of language; take the different learning styles into account as their different levels of comprehension. Offering an immersion experience helps students connect the language learning to their environment.

Professional development is another important strategy. The Teacher Performance Appraisal and Development Tool (TPAD) (2016) consider this aspect as important because it is a great way of enhancing teaching and learning in the classroom. This can be in forms of attending in-service courses, getting out of the classroom to work with other teachers, participating in course and subject panels to develop items for evaluation among others. The teacher can also join others in summative evaluation of the learners. This will also help the teachers to access the dynamic pedagogical skills necessary for the teaching of functional writing texts.

Kulian (2017) also gives a major evidence based teaching strategy as plenty of practice. Kulian notes that practice makes perfect. He says that practice helps students to retain the knowledge and skills that they have learned while also allowing them another opportunity to check understanding. The student should also practice the right things. This practice should reflect in the lesson goal. Students do better when their teacher allows them practice the same things over a spaced –out period of time. Students need to do a lot of practice in functional writing so as to write fair texts in both formative and summative evaluation.

The other critical strategy of teaching is inquiry based instruction. The teacher is expected to pose thought provoking questions which inspire students to think for themselves and become more independent learners. Encouraging students to ask questions and investigate their own ideas helps improve their problem solving skills and gain a deeper understanding (Cox 2017). In the writing of functional texts, inquiry based instruction will therefore help the learner to ask question on how to write functional writing texts.

The teacher is also expected to prepare and use individualized Education programs. That is what Cox (2017) refers to as differentiation where the teacher allocates learners tasks based on their abilities to ensure that no one lags behind. Teacher Performance Appraisal and Development (2016) puts emphasis on teachers ensuring individualized education programmes as a way of addressing learner individual needs and programs. Cox (2017) refers to this individualized learning as differentiation where the teacher allocates learners tasks based on their abilities to ensure that no one lags behind. Cox (2017) gives another teaching strategy; Graphic organizers. This is a simple and effective tool to help students to brainstorm and organize their thoughts and ideas in visual presentation. This helps students organize information so that it becomes easier for them to comprehend. Graphic organizers can be used for any lesson, to structure writing, brainstorming, planning, problem solving or decision .The popular organizers are flow-charts in languages, Venn diagram in Mathematics and concept maps.

Quizalize (2018) discusses seven Effective Teaching Strategies. The teacher is supposed to use visualization. This is bringing dull academic concepts to life with visual and practical learning experiences, helping the students to understand how their school applies in the real world. This can be done by using the interactive whiteboards to display photos, audio clips and videos.

Quizalize (2018) also gives another effective teaching strategy of using technology in the classroom. The aspect of incorporating technology in teaching is a great way to actively engage the students since digital media surrounds young people in this 21stCentury. Interactive whiteboards and mobile devices can be used to display images and videos, which help the learners to visualize new academic concepts. Learning can become more interactive when technology is used as students can physically engage during lessons as well as instantly research their ideas, which develops autonomy.

The other teaching strategy is co-operative learning. This kind of strategy encourages students of mixed abilities to work together by promoting small groups or whole class activities. Through verbally expressing their ideas and responding to others makes the students to develop self-confidence, enhances communication and critical thinking skills, which are vital through life. This helps them write functional texts on dialogue. (Quizalize 2018).

An effective behavior management is a crucial teaching strategy that makes the teacher gain the respect of the student and ensures equal chances of exploiting their potentials. Noisy, disruptive classrooms do not encourage a productive learning environment. Therefore, developing an atmosphere of mutual respect through a combination of discipline and reward can be beneficial for both the teacher and the students. The researcher therefore sought to find out the effectiveness of teaching strategies in functional writing in Kiswahili.

III. METHODS

3.1 Methods.
This study employed Descriptive Research Design where the researcher investigated the influence of functional writing skills on students' performance in Kiswahili. Data was collected from teachers and students drawn from 37 secondary schools. Purposive, stratified and simple random sampling methods were used to obtain a sample

of 579 form four students and 35 teachers of Kiswahili. This study collected primary data through the use of questionnaire, observation schedule and secondary data from the documents. The research instruments used aimed at establishing the effect of style and structure of functional writing on performance in Kiswahili. Data analysis was done through descriptive statistics, narrative and verbatim.

IV. RESULTS AND DISCUSSIONS.

4.1 Results and Discussions.

The study sought to find out the effect of style and structure of functional writing on performance in Kiswahili. The findings were obtained from the students' and teachers' questionnaire, observation and document analysis from the students' insha notebooks. The students and the teachers were asked to respond to various items on the effectiveness of Teaching Strategies in functional Writing in Kiswahili.

4.2. Teaching Strategies

The fourth objective was to examine the effectiveness of the teaching strategies of functional writing on students' performance in Kiswahili. The researcher therefore looked at the strategies employed by the teachers of Kiswahili while teaching functional writing. The students were asked to give any two ways on how the teacher introduced the lesson. 43.2% (N=250) of the students said the teachers introduced by asking questions on the previous topic whereas 56.8 % (N=329) said the teacher introduced the lesson by explaining what the current lesson entailed. The findings of the study show that majority of the teachers introduced the lesson by explaining the content of the current lesson.

The students were also asked if their teachers used teaching resources in the teaching of functional compositions in Kiswahili. See table 4.17 for the responses

Table 4.17 Usage of Teaching Resources

TEACHING RESOURCE	YES		NO	
	Frequency	%	Frequency	%
Audio clips	97	16.8	482	83.2
Video images	80	13.8	499	86.2
Photos	10	1.7	569	98.3
Overhead projectors	125	21.6	454	78.4

Table 4.17 shows that 16.8% (N=97) of the students said that teachers did use audio clips in the teaching of functional writing in Kiswahili but 83.2 % (N=482) of the students said that teachers did not use audio clips in the teaching of functional writing. The same table also reveals that 13.8% (N=80) of the students said that their teachers used video images in the teaching of functional writing while 86.2% (N=499) of the students said that teachers did not use video images in the teaching of functional writing. The same table 4.17 shows that 1.7% (N=10) of the students said that teachers used photos in teaching functional compositions in Kiswahili. However 98.3% (N=469) of the students noted that teachers did not use photos in teaching functional writing in Kiswahili. The table also shows that 21.6% (N=125) of the students said that teachers did use Over Head Projectors in teaching of functional writing while 78.4% (N=454) of the students noted that teachers did not use Over Head Projectors. From these findings, it is evident that teachers of Kiswahili rarely used teaching resources in the teaching and learning of functional writing in the subject.

Besides the students, teachers were also asked if they used the selected technologies in the teaching of functional writing in Kiswahili. They responded as shown in table 4.18

Table 4.18 Use of technologies

Type of technology	YES		NO	
	Frequency	%	Frequency	%
Photos	10	28.6	25	71.4
Video images	8	22.9	27	77.1
Audio clips	12	34.3	23	65.7
Overhead projectors	8	22.9	27	77.1

Table 4.18 shows that 28.6% (N=10) of the teachers agreed that they used photos in the teaching of photos whereas71.4% (N=25) agreed that they did not use photos in the teaching of functional writing. The table also shows that 22.9% (N=8) used video images in the teaching of functional writing while 77.1% (N=27) of the

teachers said they did not use video images. The same table of shows that 34.3% (N=12) of the teachers said that they used audio clips whereas 65.7 % (N=23) said they did not use the audio clips. The table also reveals that 22.9% (N=8) of the teachers said that they used Overhead projectors in the teaching of functional writing while 77.1% (N=27) of them did not use the Overhead projector in the teaching of functional writing in Kiswahili. Dye (1988) states that "Technology can be used as part of, or all of a lesson, to help change the activity within the class. It also appeals to students who prefer 'hands on' approach". This shows that using of technology in the teaching of functional writing in Kiswahili could appeal to the students but its use was minimal. The findings therefore imply that majority of the teachers used different technologies in the teaching in functional writing in Kiswahili on a small scale.

The other aspect of the teaching process was on using of group discussions as a method of teaching functional writing in Kiswahili. 22.9% (N=8) teachers said that they used group discussions as a method of teaching functional writing while 77.1 % (N=27) of them said that they did not use group discussion as a strategy of teaching. Kulian (2017) says that using group work is a good strategy of teaching. Kulian encourages teachers to get students working together in productive ways. He advises teachers to assign tasks to students that each member in the group can play and perform successfully. The teachers should also ensure that each member of the group is personally responsible for one step in the task.

Asked on how the groups were formed, 91.4 % (N=32) of teachers stated that they formed groups based on mixed ability while 8.6 % (N=3) said that the discussion group are formed basing on the students' performance. The researcher therefore established that group discussion was rarely employed in the teaching of functional writing in Kiswahili.

On the issue of demonstration on the writing of the functional composition, the students responded as follows: 29.4 % (N=170) of the students agreed that their teachers demonstrated the writing of the functional writing before asking the students to write the composition; 70.6 % (N=409) said that their teachers did not demonstrate how to write the functional writing**.** Refer to table 4.19 to see the responses of students.

Table 4.19 Demonstration of writing composition

Demonstration	Frequency	%
YES	170	29.4%
NO	409	70.6%
Total	**579**	**100%**

The teachers were asked if they demonstrated to the learners on how to write examples of functional writing texts and they responded as shown in Figure 4.5
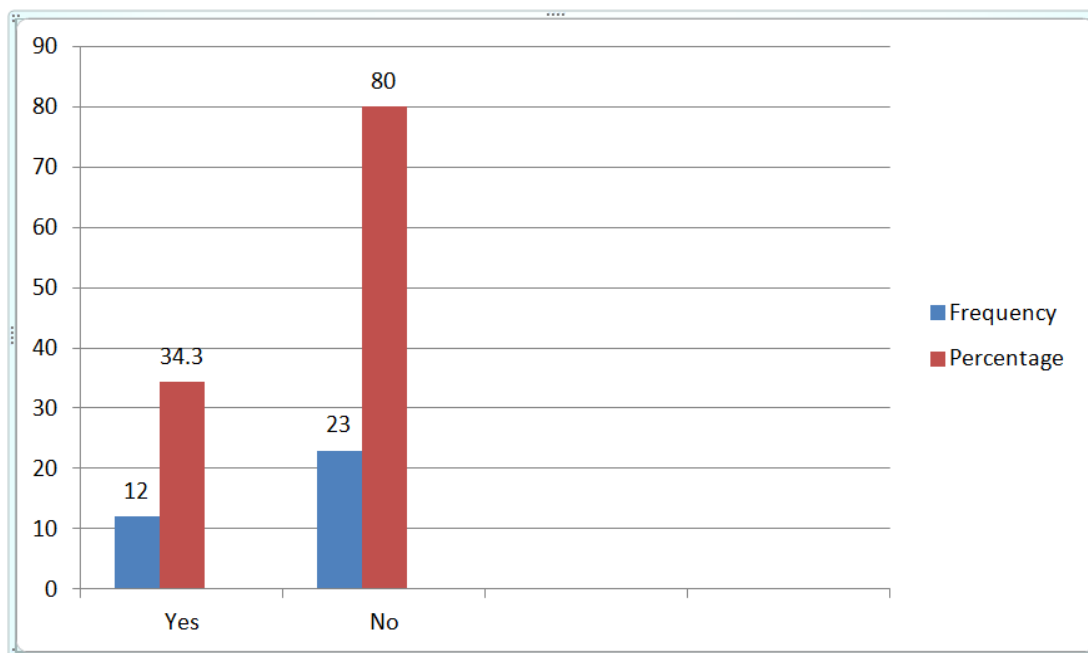

Figure 4.5 Demonstration by teachers.

Figure 4.5 shows that 34.3 % (N=12) of the teachers demonstrated to the students how to do functional writing while 65.7 % (N=23) said that they did not demonstrate on how to do functional writing. The findings therefore show that majority of the teachers did not demonstrate to the students how to write the functional compositions. Braun (2015) advises that teachers should demonstrate some skills in writing of compositions. Dale (1969) supports the issue of demonstration. In his Cone of Learning, he notes that students could remember 90% of what they were taught after two weeks if it was said and done. The researcher therefore observed demonstration enhances memory retention and that lack of it while teaching functional writing hinders students from writing captivating texts.

The students were also asked if their teachers corrected their compositions after writing. 34.5% (N=200) of the students agreed that teachers corrected their compositions after writing. 65.5% (N=379) of students said that teachers did not correct their compositions after writing. Beare (2019) gives the importance of correction in writing and says, "Correction is not an either or issue. Students need to be corrected as part of the learning experience. Correction can be used as a follow-up to any given activity." There were cases where a teacher corrected the student's work as way of highlighting the mistakes made in functional writing in Kiswahili. Such corrections can make the writer to avoid similar errors in a subsequent composition and write a better composition than the previous one. The findings revealed that majority of teachers did not correct the mistakes in the students' compositions.

The teachers were also asked on whether they attended In-Service Courses and they responded as shown in table 4.2

Table 4.20 Teacher Development

Teacher development	Responses YES Frequency	%	No Frequency	%
In-service courses	5	14.3	30	85.7
Workshops	10	28.6	25	71.4
Subject panels	3	8.6	32	91.4

Table 4.20 shows that 14.3% (N=5) of the teachers attended In-Service Courses which focused on the teaching of functional writing while 85.7 % (N=30) did not attend the In-Service Courses on the teaching of functional writing. The same table shows that 28.6% (N=10) attended workshops organized for teaching of functional writing in Kiswahili while 71.4% (N=25) of the teachers did not attend workshops on the teaching of functional writing. The same table 4.22 also reveals that 8.6 % (N=3) of the teachers were members of Kiswahili subject panels. However, 91.4% (N=32) of the teachers did not belong to the Kiswahili subject panels.

The table 4.20 therefore implies that teacher development was not fully embraced as majority of the teachers did not attend In-Service Courses and workshops in the Kiswahili subject. It also implies that majority of teachers did not belong to subject panel. This therefore shows that the teachers did not access current pedagogical skills required for teaching functional writing. This therefore contravenes the requirements of the TPAD of 2016 which spells out the importance of teacher development while in the teaching service.

As concerns personal reading, 91.4% (N=32) teachers noted that students do not read a lot on functional writing skills while 8.6% (N=3) said that students do read on Functional writing. The year 2019 KCSE Examination Report notes that students do not read intensively and extensively on emerging issues and this in turn affects the content in their compositions. The Report further states that lack of reading on emerging issues poses a challenge on candidates using application skills to write compositions. The researcher therefore noted the importance of reading widely   so as to get content necessary for functional writing.

The teachers were also asked how they engaged the students in functional writing skills lesson. They responded as shown in table 4.21

Table 4.21 Ways of Involvement

Ways of involvement	YES	%	NO	%
Asking questions	35	100	0	0%
Taking short notes	28	80	7	20%
Doing some exercise	12	34.3	23	65.7%
Explaining the composition	15	42.9	20	57.1%

Table 4.21 shows that 100% (N=35) of the teachers said that they engaged the learners in the functional writing process by asking them questions on the topic. The same table also reveals that 80% (N=28) of the teachers said that they engaged the students in functional writing by letting the students take short notes on the topic being

taught while 20% (N=7) did not engage the learners in writing short notes. The same table 4.21 also shows that 34.3% (N=12) of the teachers engaged the students in doing some exercises during and after the lesson while 65.7% (N=23) of the teachers did not give learners exercises. Additionally, 42.9% (N=15) of the teachers engaged the students by explaining to them what functional composition was but 57.1 % (N=20) of the teachers did not explain to students what functional composition was in the process of teaching. This finding therefore concurs with that of Quizalize (2018) who says that a teacher should pose thought provoking questions to inspire students to think independently. The researcher observed that there was need for the learners to be fully involved in the learning process to make it effective.

The observation schedule was also used to collect some data in the classroom. It was used to determine the process of teaching of functional writing. 85.7% (N=30) of the teachers used probing questions to trigger the memory of the students while 14.3% (N=5) did not ask their learners probing questions. This was contrary to what the teachers had said in questionnaire where 100% (N=35) said that they all used probing questions in starting a lesson. 37.1% (N=13) of the teachers referred to the objective to explain what the students were expected to learn during that lesson; 48.6% (N=17) teachers asked questions on the previous lesson as a way of introducing a lesson on functional writing; 62.9% (N=22) of the teachers explained to the students what they were to cover in the lesson while 37.1% (N=13) did not explain at the beginning of the lesson.14.3% (N=5) of the teachers used media such as course books, video images recorded sounds and simulations in the teaching of functional writing. The observation showed that the course books were the major resource that was used in the teaching and learning of functional writing.

The document analysis of the students' exercise books showed that 26.9 % (N=156) of the students had regular evaluation on functional writing. Ferriman (2013) says that it is important to assess performance of learners in the instructional process. He argues that after ample practice has been given, the learner should be tested to determine if the lesson has indeed been learned. The few evaluation items observed in the learners' exercise books show that learners are not exposed to many exercises in functional writing in Kiswahili. This therefore has an impact on the performance of the students in Functional writing in Kiswahili as regular practice can lead to improved performance. The documents from the Sub-County Education Offices on examination analysis indicated that Performance in Functional writing was below average as shown in Table 1.2 and 1.3 respectively.

The findings of the study therefore concur with the theoretical framework of Emig (1971) which focuses on writing as a process rather than a product. This is applicable to functional writing in Kiswahili as it requires the writer to plan adequately and follow specific processes; the writer must show the correct style and structure. The theory also indicates that the process is centered on the idea that students determine the content of the course by exploring the craft of writing using their own interests, language techniques, voice and freedom. The study established that the students' attitude has great impact on functional writing. Students who displayed positive attitude did well in functional writing whereas those who showed negative attitude performed poorly. The study also showed that students were rarely engaged in group discussions during the functional writing lessons, hence performing poorly in the writing.

Besides that, the theory also puts emphasis on the use of language techniques in the writing of composition. It is evident that the study put emphasis on the correct use of language and use of stylistic devices to make the functional composition in Kiswahili captivating and interesting. Proper choice of vocabulary also enhances the conveyance of the intended message in functional writing. The study also established that for a student to write a meaningful composition, and then he or she must adhere to the process of composition writing. The content in the composition is also important as this is what brings out the themes and shows that a student understands requirements of the question. The teacher has a duty and obligation to guide the student on how to write meaningful functional essays.

V. Conclusions and Recommendations

The study established that the teachers rarely used the teaching resources to enhance the understanding of functional writing. Only 1.7% (N=10) of the students acknowledged that teachers used photos in the teaching of functional writing. The study also established that 34.8% of the teachers demonstrated to their students on how to write the functional compositions. It also revealed that only 8.6% (N=3) of the teachers were members of the Kiswahili subject panels. It is therefore clear that there was minimal use of teaching resources; teacher development programmes and that student were rarely engaged in effective instructional process of functional writing.

The study also established that few teachers used varied teaching strategies in the teaching of functional writing. The teachers did not use the teaching resources widely. This affected the retention of the content covered on functional writing. The use of varied teaching strategies enables the teacher to involve the learners fully in the activities of functional writing. As concerns the issue of teaching strategies; teachers need to expose the learners to active learning such collaborative and cooperative learning. This will enable the learners to engage in peer learning and guidance through free interaction hence writing captivating functional essays. Learners should also be given more exercises on functional writing in Kiswahili. The teachers should also attend

In-Service Education and Training to review and improve on their pedagogical skills. The teachers should also embrace modern technology in the learning and teaching of functional writing.

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