

**INFLUENCE OF FUNCTIONAL WRITING SKILLS ON STUDENTS'
PERFORMANCE IN KISWAHILI IN SECONDARY SCHOOLS IN KENYA.
A CASE OF ELGEYO-MARAKWET COUNTY.**

BY

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CURRICULUM AND INSTRUCTION
UNIVERSITY OF ELDORET, KENYA**

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DECLARATION

Declaration by the candidate.

This is my original work and has not been submitted for any academic award in any institution; and shall not be reproduced in part or full or in any format without prior written permission from the author and /or the University of Eldoret

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DEDICATION

This thesis is dedicated to the Ministry of Education for having granted me an opportunity to pursue my studies alongside my teaching job. It is also dedicated to the School of Education of the University of Eldoret for giving me a chance to study in its esteemed institution.

It is also dedicated to my late parents, Sylvester Ojwang Khachina and Felistas Maero Ojwang for their advice on the importance of Education.

Special dedication goes to my children, Mbodze, Mghanga, Ojwang and Kadzungo for encouraging me to study and my grand children Ayanna and Anisha for cheering me up when studies became tough.

ABSTRACT

Functional writing has been given prominence in the Kenyan Secondary school Kiswahili syllabus. This study investigated on the influence of functional writing skills on students' performance in 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 is based on Jane Emig's Process Theory of Composition Writing of (1971). The study employed descriptive research design and data was collected using questionnaire, observation schedule and document analysis guide. The area of study was Elgeyo-Marakwet County. The target population included all form four students and all teachers of Kiswahili from 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. The study used qualitative and quantitative research methodologies. Data from the questionnaire was presented in frequency tables and percentages using descriptive statistics, narrative and verbatim. The research established that inappropriate style, structure, incorrect use of language, negative attitudes of learners towards functional writing as well as inappropriate teaching strategies of functional writing skills have a negative effect on students' performance of Kiswahili in secondary schools. The findings would be used for reference by other researchers and would also give guidance on how to improve in the writing of functional essays. The study recommended that teachers should emphasize on the style, structure and appropriate choice of vocabulary and should adhere to appropriate teaching strategies when teaching and evaluating learners in functional writing.

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LIST OF ACRONYMS AND ABBREVIATIONS

CATs	Continuous Assessment Tests
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development.
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council.
KPHC	Kenya Population and Households Census.
MoE	Ministry of Education
TPAD	Teacher Performance Appraisal and Development.
TSC	Teachers Service Commission.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter examines the background of the study, the research problem. It also presents its purpose, research objectives as well as the research questions that directed the course of the study. Other issues that are covered in this chapter include justification and significance of the study, its assumptions, scope and delimitation, theoretical and conceptual frameworks and operational definition of key terms.

1.2 Background of the Study

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 content in the syllabus the teacher is expected to teach writing, which includes functional writing after listening, speaking and reading skills. Functional writing 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 appropriate 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) (2006-2022) 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. KNEC Report (2023) on the 2022 KCSE examinations outlines the expectations attached to the questions which 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.

Abdalla (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. This therefore implies that

functional writing can be short in length but serve the purpose of communicating the intended message rather than being very long without tangible information.

Salem (2013) 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.

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. Daelyn further explains that functional writing is meant to equip learners with the skills needed to demonstrate their writing and communication skills in various contexts. It requires learners to be able to communicate in ways that make them effective and involved citizens, operate confidently and convey ideas clearly.

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 major elements: themes, vocabulary and its usage, style, 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. The writer is expected to give the message that is original which is creatively written. The other 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. KNEC (2023) states that candidate is expected to be creative, develop the content for the question, 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. KNEC Report (2023) explains the need of candidates to use the appropriate style and structure of the functional writing which give the composition the form and appearance. Style is

used to distinguish and differentiate types of functional texts from other compositions. These aspects of style and structure give unique characteristics of the functional writing.

Collins (2022) says that functional writing has specific characteristics that differentiate it from other writing styles because it has a fixed format. The other crucial element is flow and cohesion of ideas in a composition. It is expected that a composition displays 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. Collins (2022) further says that functional writing should have some economy; this means that writers need to present necessary information without flowery and excessive words .It therefore implies that the content in functional composition should be concise.

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.”

Briggs (2014) further says that the teacher should tell students 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.

The question on functional writing has been a major challenge to the candidates. According to KNEC (2023) with reports of 2012 to 2022 on the KCSE examinations have shown that performance in this question has been dismal 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 of the three papers of Kiswahili subject.

Collins (2022) says that functional writing skills taught in the classroom relate to activities and actions students will need to take as adults in their daily lives. These skills go beyond the essay and report writing common in school lesson plans and focus on the life skills that require writing. They might include writing reports, creating lists, sending letters and even texting friends. He further gives characteristics of functional writing which differentiate it from other writing styles such as fixed format; these writing activities follow a fixed structure, such as formatting for a formal letter.

Despite the importance attached to functional writing, its' results in the national exams country wide have been dismal. KNEC (2020) reports that a large percentage of the candidates scored below 19 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. KNEC Report (2023) noted that the year 2022 KCSE results in Kiswahili was dismal; the average mark in Kiswahili paper one was 19.70 out of 40. Only four candidates scored the highest mark of 37/40 but majority of the students scored 22/40. However there were 13,793 candidates who scored marks ranging between 1 and 5 out of 40. The report further indicates that candidates' performance in question one was dismal as candidates were not able to develop the expected themes and lacked creativity. This therefore implies that results in functional compositions affect the overall performance of students in Kiswahili since it is a compulsory question and also 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.

Table 1.1.Performance in Kiswahili in KCSE Examinations in Kenya (2012-2022)

Year	Paper code	Candidature	Maximum marks	Average	Standard deviation
2012	102/1		40	10.43	3.63
	102/2	433,886	80	29.06	10.77
	102/3		80	32.14	15.15
			200	71.62	25.71
2013	102/1		40	18.46	5.44
	102/2	445,555	80	29.92	12.68
	102/3		80	34.82	14.92
			200	83.19	29.77
2014	102/1		40	20.17	5.26
	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
	102/1		40	18.23	5.53
2016	102/2	571,176	80	34.11	13.83
	102/3		80	25.67	12.87
			200	77.97	29.07
	102/1		40	18.84	5.23
2017	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
2020	102/1		40	20.19	
	102/2				
2021	102/1		40	19.44	6.28
	102/2	822267	80	31.46	12.93
	102/3		80	31.19	19.48
			200	82.09	35.34
2022	102/1		40	19.70	5.69
	102/2	876,916	80	35.73	12.45
	102/3		80	31.21	17.42
			200	86.64	32.15

(Source: KNEC reports of 2012-2022)

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

The internal analyses of formative evaluation for form four learners in the four Sub-Counties of Elgeyo – Marakwet in Kiswahili Composition for the period from 2017-2019 showed that the results in this paper coded 102/1 were dismal.

Table 1.2 Internal Average Performances in Kiswahili Composition in Elgeyo-Marakwet (2017-2019)

YEA R	SUB- COUNT Y	CANDIDATUR E	AVERAGE PERFORMANCE PER TERM			
			TERM1		TERM 2	
			Functiona l writing question	Optiona l question	Functiona l writing question	Optiona l question
			x/20	x/20	x/20	x/20
2017	Keiyo North	2640	07	10	07	11
	Keiyo South	2451	07	09	08	09
	Marakwet East	825	06	06	07	07
	Marakwet West	2410	07	07	07	09
2018	Keiyo North	2717	08	10	08	10
	Keiyo South	2550	07	08	07	10
	Marakwet East	893	05	06	06	07
	Marakwet West	2544	06	09	07	09
2019	Keiyo North	2794	07	09	07	10
	Keiyo South	2639	07	09	08	11
	Marakwet East	1146	05	07	06	07
	Marakwet West	2675	06	08	06	09

(Source: Sampled schools, 2020)

The table 1.2 shows that the average mark in the functional question over a period of three years ranges from 5 to 9 out of the possible maximum mark of 20. This therefore implied that functional writing had a negative effect on the overall performance on Kiswahili composition and Kiswahili subject respectively. It was also evident that the internal performance and KCSE performance in Kiswahili was dismal.

1.3 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 dismal. The problem of dismal 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 examined separately but the final mark is an average mark of the three papers.

KNEC (2018) report on 2017 KCSE examinations shows that the section on functional writing contributed to dismal performance in Kiswahili. The report shows that most candidates of KCSE (2017) did not write a letter to the editor as expected. It states, "The candidates were able to display the external structure but they did not give the expected content." 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 report noted that many candidates 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 candidates. in writing this kind of composition.

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 utakayowatoletea 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.

Dismal 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 Table 1.2 on the KCSE performance of Kiswahili and overall mean grade for Elgeyo-Marakwet County between 2017 and 2019

Table 1.3 KCSE Performances in Elgeyo-Market County between 2017 and 2019

SUB-COUNTY	2017 KCSE KIS MEAN	KCSE OVERALL MEAN	2018 KCSE KIS MEAN	KCSE OVERALL MEAN	2019 KCSE KIS MEAN	KCSE OVERALL MEAN
Keiyo North	3.5796	3.9446	3.3733	3.9248	4.2461	4.12268
Keiyo South	3.271	4.134	3.56	3.575	3.8516	4.645
Marakwet East	2.88	3.3954	3.2638	3.9463	3.486	3.8383
Marakwet West	3.0678	3.7620	3.42928	4.1556	3.964	4.8654
Sub-County	3.1996	3.809	3.49652	3.900425	3.88692	4.367845
MEANS					5	

(Source: Sub-County Education Offices, 2020)

From table 1.3 on KCSE Performance in Kiswahili and Overall mean grade, it shows that Kiswahili mean scores were lower than those of the school in the four sub-counties of Elgeyo-Marakwet County in the years 2017-2019 except Keiyo North in the year 2019. This therefore implies that Kiswahili subject where functional writing is inclusive contributes to dismal performance in KCSE.

1.4 Purpose of the Study

The purpose of the study was to investigate the influence of functional writing on students' performance in Kiswahili with a view of improving writing of functional essays in Kiswahili among learners in secondary schools in Kenya.

1.5 Objectives of the Study

1.5.1 Major Objective

The major objective of the study was to examine the influence of functional writing skills on students' performance in Kiswahili.

Specific Objectives.

The specific objectives of the study were stated as follows:

- a) To assess how style in functional writing affects students' performance in Kiswahili.
- b) To analyze how structure in functional writing affects performance in Kiswahili.
- c) To examine how language use in functional writing affects students' performance in Kiswahili.
- d) To evaluate how learners' attitude towards functional writing affects their performance in Kiswahili.
- e) To examine the effectiveness of teaching strategies of functional writing on students' performance in Kiswahili.

1.6 Research Questions.

1.6.1 Major Research Question

How do functional writing skills affect students' performance in Kiswahili?

1.6.2 Specific Research Questions.

- a) What is the effect of style of functional writing on students' performance in Kiswahili?
- b) What is the effect of structure of functional writing on students' performance in Kiswahili?
- c) How does the aspect of language use in functional writing affect students' performance in Kiswahili?
- d) How does the learners' attitude towards functional writing affect students' performance in Kiswahili?

- e) How do teaching strategies of functional writing affect students' performance in Kiswahili?

1.7 Justification of the Study

The researcher carried out the study in Elgeyo-Marakwet County following reports of dismal performance in Kiswahili. The KNEC reports on KCSE examinations of 2015-2019 have given reasons of how functional writing affects performance in Kiswahili. The year 2019 KCSE Examination Report states that most of the candidates did not write the functional composition appropriately. Table 1.1 also gives evidence on how the performance in Kiswahili Insha (102/1) is dismal. Functional Writing has been given prominence in the KIE syllabus (2002) (now known as KICD) as a writing skill. It is also a compulsory section in the Kiswahili paper coded 102/1 by the KNEC in KCSE examinations. It is tested as question one of the four questions in this paper.

1.8 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 will be useful for giving recommendations towards improvement of teaching and acquisition of functional writing skills. They will also be useful in guiding the teachers on the steps to be followed while teaching functional writing texts and what can be done to alleviate the problem of dismal 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 its teaching is similar to teaching of Kiswahili because have some functional items for example the writing of minutes and reports

The data generated in this study will form part of the 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.

1.9 Assumptions of the Study.

The study was based on the following assumptions;

All the students that were used in this study were able to distinguish functional writing compositions from other compositions.

There is no difference between male and female learners as far as acquisition of functional writing is concerned.

The answers which were given by respondents were honest and the recommendations given will be applicable.

The teachers of Kiswahili in secondary schools in the county teach all types of functional writing items in the syllabus.

Students in Elgeyo-Marakwet County are subjected to the same syllabus as other students elsewhere in Kenya.

1.10 Scope and Delimitations.

Bhosale (2023) says that the study's scope and delimitations deals with the sections where one defines the broader parameters and boundaries of a research.

1.10.1 Scope of the Study

Bhosale (2023) states that scope in research refers to the boundaries and extent of a study, defining its specific objectives, specific objectives, target population, variables, methods and limitations, which helps researchers focus and provide a clear understanding of what will be investigated. The study was confined to 579 Form Four students in 35 public secondary schools in Elgeyo-Marakwet County. Besides that it was carried out in the month of October, 2020. Many variables may affect functional writing skills in Kiswahili, however only style, structure of composition, language use in composition, learners' attitude towards functional writing and teaching strategies were investigated in the present study.

1.10.2 Delimitations of the Study.

Bhosale (2023) notes that delimitation in research defines the specific boundaries and limitations of a study, such as geographical, temporal or conceptual constraints, outlining what will be excluded or not within the scope of investigation, providing clarity and ensuring the study remains focused and manageable. Few previous researches have been done on the influence of functional writing skills on performance in Kiswahili. This limited the review of print related literature therefore the researcher got more information from browsing the internet to enhance the existing literature. Literature on functional writing in English was also used to complement the available literature on functional writing in Kiswahili. The researcher sampled students from

form four classes in 35 public secondary schools in Elgeyo-Marakwet. The choice was arrived at after looking at various reasons: these are students being prepared for the summative evaluation where they will undertake functional writing: learners in this class have covered many items of functional writing and can easily outline the challenges in its writing; learners' in this class are confident enough to give information on the influence of functional writing on performance as they have been subjected a number of formative assessment items in this area.

The main instrument for data collection was questionnaire. The questionnaire had reliable and relevant information on the study. This in turn made the researcher to have reliable findings which were used to draw significant conclusions.

1.11 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 (1971) 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. 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 a student 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 or 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 (1971) 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. These

processes included the planning for the work before writing, tailoring the language on the type of text, writing the composition with a purpose and using concise and clear language that conveys the intended message.

1.12 Conceptual Framework

Regoniel (2015) says conceptual framework is how a researcher understands how particular variables in a study connect with each other. Thus it identifies the variables required in the research investigation. It is the researcher's 'map' in pursuing investigation. Shields, Patricia and Whetsell (2017) define a conceptual framework as an analytical tool with several variations and contexts. It can be applied in different categories of work where an overall picture is needed. It is used to make a conceptual distinction and organize ideas. The conceptual framework in this study was based on independent, dependent and intervening variables as illustrated in figure 1.1.

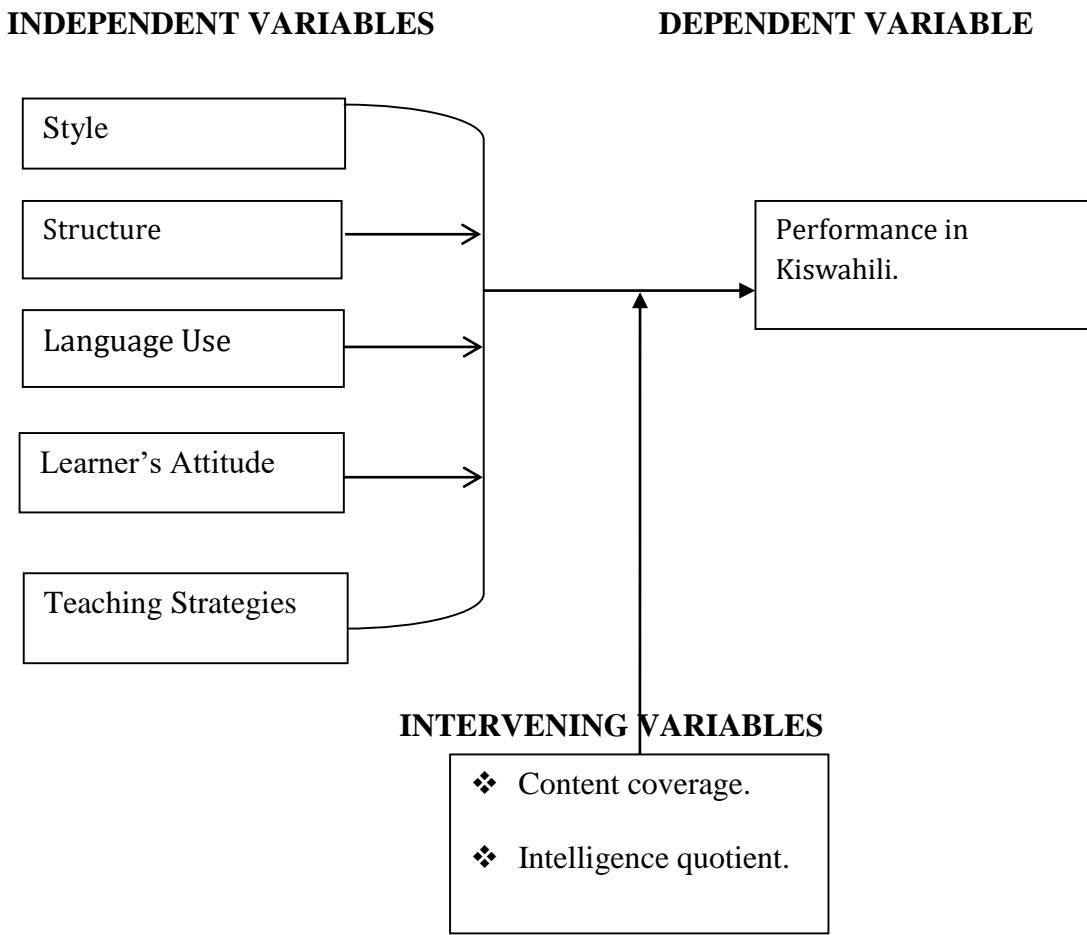


Figure 1.1 Conceptual Framework of the Study

Independent variables (e.g. teaching strategies) are causal as they have an impact on the dependent (performance) which comes out as the result or effect. The intervening variable is the mediating variable between the independent and dependent variables.

1.13 Operational Definition of Terms.

- Attitude:** An individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression towards a person. This study examined whether the learner had positive or negative attitude towards functional writing.
- Corrective comments:** These are the remarks in the learner's composition exercise book that were made by the Kiswahili subject teacher. They are positive and are aimed at making the learner to improve in the writing of the functional composition. This was done by underlining the mistake and giving the correct version, indicating the mistake made and even giving suggestions on corrections. See appendices VI-XIII.
- Descriptive Statistics:** These are statistics which enable the researcher to meaningfully describe a distribution of data. This study used descriptive statistics to present data from questionnaire.
- Dismal performance:** In this study means that the students did not attain quality grades in Kiswahili; they did not score D+ and above.
- Functional Writing:** This is the compulsory composition that the candidate is expected to write in KCSE in Kiswahili Paper Coded 102/1. It has specific and unique characteristics in terms of language and structure that have to be displayed by all learners
- Functional Writing Items** In this study this refers to the different types of functional writing compositions taught in Kiswahili syllabus of secondary schools in Kenya.
- Influence:** the power to have an effect on people or things, or a person or thing that is able bring out changes.: this study looked at how functional writing skills affect performance in Kiswahili in Secondary School in Kenya.

Language Acquisition:	This is the process by which the candidates are expected to use correct vocabulary and grammar to answer the question on functional writing appropriately
Low performance:	is the state of having most of the students scoring grades below the average grade of C+ for example grades D and below in Kiswahili in Internal and External examinations.
Non-Corrective comments:	These are remarks in the learners' composition exercise books that do not guide on how to correct the mistakes made. These were general remarks at the end of the composition. See Appendices IX and X.
Teaching strategies:	These are the methods, processes, procedures and techniques that the teachers used to support their students in the learning of functional writing; they included but not limited to use of teaching resources, demonstration and asking questions.

1.14 Summary

The chapter looked at the background of the study and the main issues such as the problem, the objectives, the research questions and theoretical framework that guided the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the relevant literature on the research under investigation. The literature reviewed focuses on the influence of functional writing skills on students' performance in Kiswahili. The aspects of discussion in this section included: literature related to the study, style in functional writing, structure in functional writing, language use in functional writing items, learners' attitude towards functional writing and teaching strategies used in functional writing in Kiswahili. It also looks at the research gap that existed in different studies.

2.2 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, had dismal performance. 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. The year 2019 KCSE Examination report states that the analysis of the candidates' 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 learners as well as the teacher.

From the above information therefore the literature review mainly reflects on the views of different scholars concerning the influence of functional writing skills on students ‘performance of Kiswahili. The scholars have a conviction that challenges in writing of functional texts is linked to some aspects. They attribute the problem of functional writing skills to style and structure of the functional text, language use, negative attitude towards functional writing and improper teaching strategies. However there is knowledge gap hence the need to carry out this research.

2.3 Style in Functional Writing

Hornby (2005) defines style as a particular way in which something is done. In the way writing is dressed up (or down) to fit the specific context, purpose or audience. Word choice, sentence fluency and the writer’s voice all contribute to the style of a piece of writing.

Braun (2015) says that style goes beyond the elements of spelling, grammar and punctuation but writing style is choice of words, sentence structure and paragraph structure used to convey the meaning effectively.

Literary Devices Editors (2013) say style in writing is a way a writer writes. It is the technique that an individual author uses in his writing. It varies from author to author and depends upon one’s syntax, word choice and tone. It can be defined as a ‘voice’ that readers listen to when they read the work of a writer. This study looked at style in relation to the way the functional text is written. In instruction and evaluation of functional writing at KCSE level, style covers aspects of how to write the composition to get distinct types of compositions. These types can be expository, descriptive,

persuasive and narrative essays. Jes (2016) explains what these types of compositions entail. He says that Expository writing is used when you want to explain or inform, making it very popular style of essays. Generally the writer must first formulate a topic, outline the evidence and further explain the idea to demonstrate a particular point about the topic at hand. In functional writing in Kiswahili one can use report writing (*ripoti*). For example in 2016, KNEC set a KCSE question on Functional composition as follows: “*Wewe ni katibu wa kamati inayochunguza jinsi ya kupambana na tatizo sugu la dawa za kulevyia. Andika ripoti ukitoa mapendekezo ya kamati.*” This can be translated as: “You are a secretary of a committee investigating on how to deal with a major problem of drug abuse.” Write a report giving suggestions to the committee. In this question the candidate was given a statement and from this he or she was expected to write a title, give examples of how to alleviate the problem of drug abuse.

The other type of composition explained by Jes (2016) is descriptive writing. He says the main purpose of descriptive writing is to describe a subject to form a clear idea in the reader’s mind. This writing style draws attention to details to outline the topic. For example in 2017 KNEC KCSE a question on functional writing was stated as: “*Shirika la Kigeni la Tugawane limeanza kiwanda cha Kutengenezea motafali katika eneobunge lenu. Mwandikie barua Mhariri wa Gazeti la Mzalendo ukitoa maoni yako*

Kuhusu faida na changamoto zinazoweza kutokana na mradi huu.” This can be translated: A foreign organization, Tugawane has started a factory of manufacturing bricks in your constituency. Write a letter to the Editor-in-Charge of Mzalendo Newspaper giving your opinion on the benefits and challenges that could arise from this project. In this question the candidate was expected to discuss advantages and disadvantages of starting such a factory for making bricks in a creative manner.

The third type of composition is persuasive writing. This type of writing is also known as argumentative. Mwita (2018) says that an argumentative essay or composition looks like a debate in written form. In argumentative essay topic is discussed by looking at the opposing views about the subject. One purpose of argumentative or persuasive writing is to make the readers, listeners or viewers think or feel a certain way about an idea or product. Another purpose is to make people take action. Jes (2016) says that persuasive composition allows the writer to take a stance. Rather than objectively explaining a topic or painting a picture for the reader, persuasive writing is used to demonstrate a very specific opinion on a topic. That means attention to word choice is imperative as weak or incorrect word usage can make or break a persuasive essay. Examples of persuasive functional essays are those that are set on debates (mjadala).

The types of compositions explained by Jes (2016) are relevant to this study as writing of functional essays perform specific tasks. Style also gives each functional text unique and specific features that distinguish it from another functional essay. Style is therefore an essential aspect that gives functional essay shape and form. Functional essays can be written using different styles such as narration, formal and informal letter writing, memo, reports, minutes, giving direction, questionnaire, writing program of an event.

Style in the writing of a composition also encompasses paragraphing. In the writing of any type of composition, the learner is expected to use the block paragraphs and not the indented ones. While marking KCSE examinations, an examiner assess the type of paragraphs that are used by candidates. A candidate who does not use the block paragraphs is bound to lose marks. The researcher therefore looked at how style in the writing of functional essays affected performance in the essay and hence its affects

Kiswahili as a subject. This therefore implied that candidates who wrote correct functional texts used the correct style.

2.4 Structure in Functional Writing.

The other essential aspect while writing composition is structure of the composition. Wehmeier (2005) defines structure as the way in which the parts of something are connected together, arranged or organized. Structure is a particular arrangement of parts. It is the state of being well organized or planned with all the parts linked together. This relates to structure in functional writing where the composition should have distinct paragraphs, parts of a composition such as introduction, main body and conclusion.

Godwin (2014) says. “An effective structure helps your argument to unfold clearly to the reader. You want your response to be focused and progressive, rather than just a jumble of ideas”. He further explains that structure deals with how one arranges ideas so that he/she can bring out the central argument of the essay and outline reasons to support the main argument or message. One should decide on a logical order of points in a composition. The writer should also be aware of progression of his or her argument and show how each point links to another.

These guidelines on structure can assist learners to write logical and appropriate functional essays which can enable them score high marks in them.

Cooper and Shoolbred (2016) give key structuring conventions to be used in paragraphs as: “Group similar ideas together rather than jumping around; Individual paragraphs should be differentiated typographically that is by indenting or by allowing additional line space between; Each paragraph should make only one main point; Think of paragraphs as mini-essays. They also say that as one who writes an essay should start

with a topic sentence to introduce the main point of the paragraph; explain that point further; provide evidence for the point; interpret/analyze the evidence; then summarize the point and indicate how it links into your overall argument; Each paragraph should link to the next using transition words or phrases – such as ‘alternatively,’ ‘consequently,’ ‘as a result’; ‘furthermore...’The paragraphs should be placed in a logical and consistent order. Play around with them until you get the best flow. They should feel progressive rather than list-like.”

The KNEC marking scheme (2019) prepared for marking functional writing in Kiswahili gives the characteristics of structure in composition. Structure is simply explained as the appearance of the composition. The appearance of a composition is a surface features which can easily be seen by an examiner such as legible handwriting, cleanliness and tidiness, having a title of the composition and the correct paragraphing. Caulfield (2022) says that the basic structure f an essay always consists of an introduction, a body and a conclusion. In addition, McCombes (2023) notes that every piece of an academic writing is structured by paragraphs and headings, the number, length and order of your paragraphs will depend on what you’re writing – but each paragraph must be: unified, this means that all sentences relate to the one central point; coherent, this means that the sentences are logically organized and clearly connected and relevant which implies that the paragraph support the overall theme and purpose of the paper. Skinner (2023) says “Structure is important in academic writing because it helps to make your ideas clear, guides the reader’s comprehension and can strengthen your arguments”.

Handwriting is an integral aspect of structure in functional writing. As concerns handwriting it is important that students embrace legible handwriting in their functional

writing. Graves (2009) says that some of the benefits of legible handwriting include the following: Clearer thought processes for the writer. No longer having to struggle with ‘how’ of writing, the brain is freed to work on idea formation and composition. The result is better written compositions. Secondly legible handwriting makes easier reading and interpretation for the reader. The reader no longer has to interpret sloppy pen strokes to figure out what is being said and is able to concentrate on the evaluation of the writer’s ideas. In addition, legible handwriting leads to more receptive audiences to the writing. At least one study has shown that easy-to-read documents result in an audience that is more receptive of the ideas that the document presents.

It is therefore essential for the learner to use correct format and structure to write an impressive functional composition. All the aspects of structure in a functional writing need to be adhered to as a way of ensuring that the composition is well developed.

2.5 Language Use in Functional Writing

Language as a medium of communication is an essential item in writing of any composition. Oxford University of Advanced Learner’s Dictionary of current English (2004) defines language as a system of communication in speech and writing that is used by people of a particular country. Hakim (2018) defines language as a system of conventional, spoken or written symbols, signs, sounds, gestures or the like used or conceived as a means of communicating thought emotion among others.

In the marking of functional essays and other compositions in KCSE in both formative and summative items, language use is considered as a major factor in conveying the ideas in the composition. As concerns the aspect of language use, the learner is expected to adhere to choice of vocabulary. The writer is expected to make appropriate choice of the vocabulary that conveys the intended message. Besides the choice of the

vocabulary, the learner is expected to use it correctly. The choice of the vocabulary entirely depends on the question that has been asked.

Braun (2015) emphasizes on integrating vocabulary when teaching writing. She says that writing is a perfect place to incorporate some vocabulary instruction. A teacher is expected to choose two or three words that might be useful to students for the topic that they are writing about. The teacher should teach the words, give an example of a sentence and share sentences where students can work on them. The teacher can either teach the words before students write their rough draft or teach them before students revise. It is also important for the students to keep a record of these words in a notebook. The teaching of words related to the topic will assist the learners to use the appropriate vocabulary in the writing of the functional texts.

Besides the choice of the vocabulary, a candidate is also expected to adhere to grammatical rules of the language being used and in this study the learner is expected to display mastery of Kiswahili grammar. This can be done by the candidate being able to classify the words in Kiswahili into different categories such as: nouns, pronouns, adjectives, adverbs, verbs, conjunctions, prepositions and interjections. (KNEC, 2018). These words should also be used appropriately in the writing of functional compositions.

Other aspects of language use in functional writing include punctuation, tenses, spellings of words and syntax. Punctuation is vital as it makes writing to convey the intended message. The learner is expected to use the different punctuation marks correctly. The writer is also expected to use capital and small letters appropriately to avoid being penalized by the examiner. Syntax is an integral aspect in writing. Nordquist (2019) defines syntax as the rules that govern the ways in which words

combine to form phrases, clauses and sentences. It is therefore important for the learner to display syntactic knowledge of Kiswahili language to write meaningful functional texts. The learner is expected to show correct usage of these aspects to enable him/ her to write a good composition on the topic asked. The learner is also expected to use interesting and captivating language that captures and sustains the interest of the reader where the writer employs stylistic devices such as idioms, sayings, proverbs, similes and even synecdoche. These idiomatic expressions should be used within the context of the question tested. This study therefore looked at aspects of choice of vocabulary, the sentence structures and punctuation among others and showed how they affected the writing of functional writing items.

2.6. Learner's Attitude towards Functional Writing.

Cherry (2018) defines attitude as an individual's predisposed state of mind regarding a value and it is precipitated through a responsive expression towards a person, place, thing or event which in turn influences the individual's thought and action. Attitude can also influence an individual's choice of actions and responses to challenges, incentives and rewards. Cherry further says that attitude can be formed from a person's past or present. He says there are four major components of attitudes as follows: the affective which is about emotions and feelings, cognitive which deals with beliefs or opinions held consciously, conative that shows the inclination for an action and evaluative which gives a positive or negative response to stimuli.

Brown (2009) observes that attitude towards writing as a whole has a significant impact on achievement; it either enhances or hinders it. Positive orientations increase a learner's confidence and self-esteem. This is related to the writing of functional texts where some learners may have a positive inclination towards its writing whereas others develop a negative attitude and this affects the outcome.

Cherry (2017) says that attitudes can also be explicit and implicit. Explicit attitudes are those that we are consciously aware of and that clearly influence our behaviors and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behavior. The learner's attitude will either be positive or negative and will have a great impact on the acquisition of functional writing skills.

Cherry (2018) shares the same sentiments with Hornby (2005) and explains attitude as the way one thinks and feels about someone or something. It also implies the way one behaves towards someone or something that shows how he thinks or feels. ***Business dictionary*** defines attitude as a predisposition or a tendency to respond to positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of actions and responses to challenges, incentives and rewards.

Cherry (2023) says that psychologists define attitudes as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects or events. Such evaluations are often positive or negative, but can also be uncertain at times.

Attitude can influence the learner's preparation for the functional writing text. The study investigated how attitude of the learner in the functional writing affected performance in Kiswahili. The students showed some liking and disliking of functional writing in Kiswahili in different measures.

2.7 Teaching Strategies used in Functional Writing

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.

Connell (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. Patria (2020) supports the views of Connell (2014) asserting that educational charts serve numerous functions; they are used to illustrate concepts or things, demonstrate processes, differentiate between similar things, capture interest and stimulate. He further states that wall charts drive in the message well with the visual illustration.

Braun (2015) 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.

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.

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 there

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) 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 create 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.

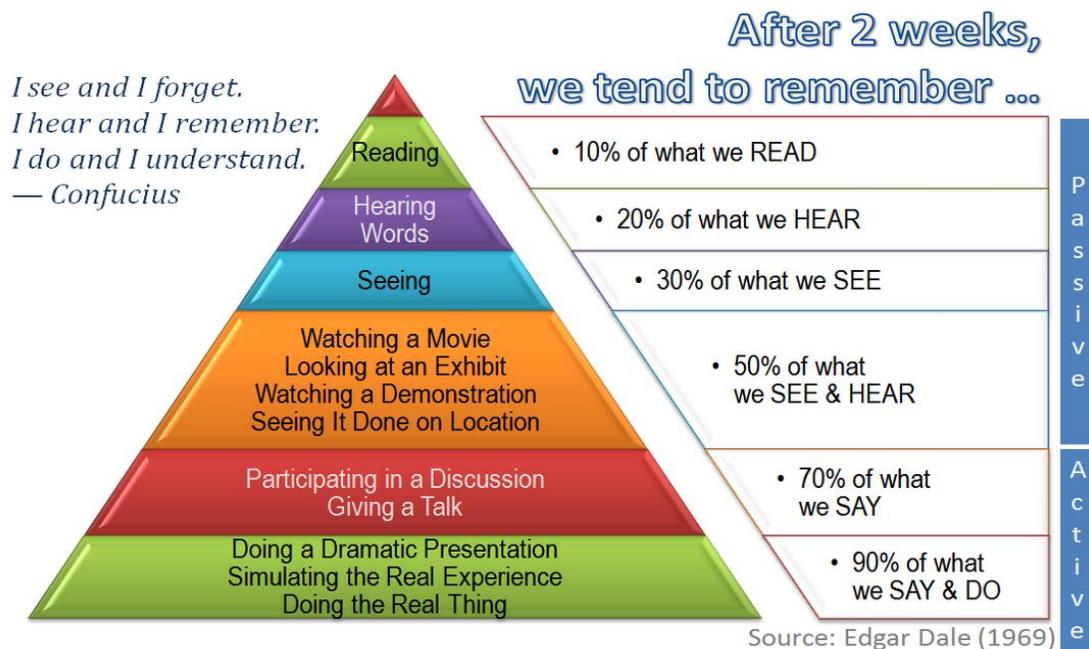
Kulian (2017) also gives a major evidence based teaching strategy as plenty of practice. Kulian notes that practice makes perfect. He says that practice helps students to retain the knowledge and skills that they have learned while also allowing them another opportunity to check understanding. The student 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.

Edgar Dale's Cone of Experience of (1969) 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.

Table 2.1 Edgar Dale's Cone of Learning.

The Cone of Learning

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Professional development is another important strategy. The Teacher Performance Appraisal and Development Tool (TPAD) (2016) considers 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.

Ferriman (2013) 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. The researcher therefore sought to find out the effectiveness of teaching strategies in functional writing in Kiswahili.

2.8 Research Gap

Robinson, Saldanha and Mckoy (2011) define a research gap as a topic or area for which missing or insufficient information limits the ability to reach a conclusion for a question. A research need is defined as a gap that limits the ability of decision-makers (policy-makers, patients, practitioners) from making decisions. They further explain that a research gap is what makes your manuscript publishable; it is the missing element in existing research literature; it is the gap that you fill with your research approach.

Besides that, Femandezi (2016) says that a research gap is a problem which has not been addressed so far in a particular field. Context is not the research gap but one that will surely indicate or lead you to the problem. The reason for you to do research should be a lack or an insufficiency or gap in existing literature. She further explains that a research gap also implies a lack of empirical studies (thus involving a particular context), either from a certain theoretical perspective and or methodological approach.

On the other hand, Neuman (2016) denotes that a research gap involves a missing piece in the progression of a field of research. What is missing often can be discovered by logic. Sometimes looking at a field of research with the eye of a different method of study help identify a gap. She also sees research gaps as opportunities for researchers. She adds that as it is valuable to verify previous studies, it is also exciting to research an unknown area in a field of study.

There are related studies that have been carried out in this area but they still show insufficient information on the issue of concern. Studies have been carried out in other areas in Kiswahili and even English. The studies looked at the following: Onchera and Manyasi (2013) did a study on ‘Functional Writing skills for Effective Communication: The English Language Classroom in Kenya.’ This study sought to investigate to what

depth learners are exposed to appropriate functional text varieties. The findings of this study showed that students were not fully exposed to varieties of texts. The teachers used the class text in most of the lessons. This therefore means that learners are not exposed to samples and specimen in functional writing skills. Onchera and Manyasi' study was related to the current study as both studies looked at the functional writing in English and Kiswahili respectively.

Okari (2016) carried out a study on 'The Writing Skill in Contemporary Society, the Kenyan Perspective.' This was an overview of writing skills in English language in lower levels of learning in the contemporary society where she looked at the writing programme and its goals, the basic methodology for writing tasks, broad groups of writing skills, the teaching of writing skills in pre-primary and primary schools where controlled and guided composition writing are seen as the main types of composition. Okari also looked at aspects of punctuation, testing and marking of written tasks. The study emphasized on the importance of punctuation in writing. This study also emphasized on correct punctuation as it makes the message to be communicated clearly, this will in make the learner earn good marks in functional writing item hence performing well.

Mureithi (2015) carried out a study on Language Competence in Selected Functional Writing Skills in Selected Public Secondary Schools in Aguthi Division, Nyeri County. The researcher emphasized on the importance of competence in English language because it affects performance in other subjects. The findings indicated that competences in English were affected by Mother Tongue influence and high frequency in grammatical errors. This study also established that grammatical errors arose from incorrect language use in terms of choice of vocabulary and spelling mistakes.

Githinji (2017) carried out a study on ‘School factors influencing instruction of Kiswahili Grammar in Public Secondary schools in Baringo Central sub-county.’ In this study the researcher looked at school resources that influence students’ performance, student perception towards grammar among others. This research emphasized on the importance of positive attitude towards Kiswahili grammar and the need of having enough teachers for Kiswahili. The findings showed that most schools did not have teachers employed by the Teachers Service Commission and most teachers had negative perceptions on Kiswahili grammar.

Despite all these studies, there still existed a gap in the area of influence of functional writings skills on performance in Kiswahili hence the need to carry out the research. This study therefore looked at how the performance of Kiswahili is affected aspects in functional writing.

2.9 Summary

The chapter assessed the contribution of different studies on functional writing. The researcher assessed the views of other scholars in Kiswahili and English Language and what they said about style and structure in functional text, language use in functional writing items, learners’ attitude towards functional writing and teaching strategies in functional writing. Literature on functional writing in Kiswahili was limited hence the researcher also used that of English Language. The chapter also looked at other researchers’ studies and how they were related to the current study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents: the research design, research philosophy on which the study is anchored, the study area where the research was carried out, the target population, sample size, the study variables, techniques of data collection, the research instruments, validity and reliability of the research instruments, data collection procedure, administration of research instruments, data analysis and ethical considerations.

3.2 Research Design.

This study employed Descriptive Research Design where the researcher investigated the influence of functional writing skills on students' performance in Kiswahili. Bhat (2019) defines Research design as a framework of methods and techniques chosen by a researcher to combine various components of research in a reasonably logical manner so that the research problem is efficiently handled. It provides insight about how to conduct research using a particular methodology. Research design is a set of methods and procedures used in collecting and analyzing measures of the variable specified in a research problem research. Bhandari (2023) states that research design is a strategy for answering the research question using empirical data. The design of a study defines the study type whether it is descriptive, diagnostic, correlation among others. This study therefore answered research questions on the influence of functional writing on performance in Kiswahili

Heath (2023) states that descriptive research is a method of performing exploratory research. It enables researchers to precisely and methodically describe a population, circumstance or phenomenon. In descriptive research, a researcher begins with well-defined subject and conducts a study to describe it accurately and the outcome is a

detailed picture of the findings. In this study the researcher used descriptive research method as it looked at the performance of students in functional writing in Kiswahili based objectives.

Bhat (2023) says that descriptive methodology focuses more on the ‘what’ of the research subject than the ‘why’ of the research subject. In this study, the descriptive research design enabled the research to get information on the influence of functional writing skills on performance in Kiswahili. By using the descriptive research, the researcher looked at how the aspects of style and structure in functional writing, language use, the attitude of the learners towards functional writing and teaching strategies used in functional writing influenced performance in Kiswahili.

3.3 Research Philosophy.

This study is anchored on the Constructivist or interpretive research paradigm. Saunders, Lewis and Thornhill (2012) describe interpretivism as a philosophy that involves the researchers to interpret elements of the study, thus interpretive integrates human interest into a study. Interpretive researchers assume that access to reality (given or constructed) is only through social construction such as language, consciousness, shared meaning and instruments. In this type of studies meanings emerge usually at the end of the research process. This philosophy is important for the researcher as a social actor to appreciate differences between people. (Saunders, Lewis and Thornhill 2012)

The current study belongs to the interpretive research paradigm as it used qualitative research techniques. It used questionnaire, observation and document analysis in

collecting data. It also made a critical inquiry into the influence of functional writing skills on students' performance in Kiswahili. This Research Philosophy is applicable to the present study as this study sought to see how the functional writing affected performance in Kiswahili.

3.4 Study Area

The study was carried out in Elgeyo-Marakwet County. It is one of the fourteen Counties found in the Rift Valley region. It borders Uasin Gishu, Trans Nzoia, West Pokot and Baringo Counties. The major sites for the study were located in Secondary schools since Kiswahili is taught as a compulsory and examinable subject. There are 122 secondary schools spread across the four sub-counties namely: Keiyo North with 25 secondary schools; Keiyo South which has 41 secondary schools; Marakwet East with 19 schools and Marakwet West with 37 schools. The location of schools in Elgeyo-Marakwet largely corresponds to the pattern of settlement. Elgeyo-Marakwet has two contrasting climatic conditions: the highlands which are extremely cold and rainy, while the lowlands are very hot and have erratic rainfall. The researcher therefore carried out a study from this area following the reports from Sub-county, county and KNEC reports as shown in tables 1.2 and 1.3.

3.5 The Study Population

Villegas (2023) says that study population is a group considered for a study or statistical reasoning. The study population is not limited to the human population only.

Elgeyo-Marakwet had 122 secondary schools as at October 2020. All schools were public except one which was private. The target population was all students in form four and all teachers of Kiswahili in public schools. The form four students were more suitable to participate in the study because they were confident enough to answer the

questions as they have been in school for a longer period of time and have been evaluated on different functional writing texts.

3.6. Sample Size.

Coursera (2023) states that sample size s the number of observations or individuals included in a study or experiment. It is a number of individuals, items, or data points selected from a larger population to represent it statistically.

Elgeyo-Marakwet had a total of 9,852 Form Four students and 256 teachers of Kiswahili in secondary schools as at October, 2020. The researcher used 30% which was applied to the schools from each of the four sub-counties. This was because 30% can be used for generalization of the findings to the target population. Akhileshi (2023) says that sample sizes equal to or greater than 30 % are often considered to be sufficient for the central limit theorem which states that the distribution of a sample approximates a normal distribution. The distribution is shown in table 3.1

Table 3.1 Sample Size of the Schools

Sub-County	No. of Schools	Approximation of 30%
Keiyo North	25	8
Keiyo South	41	12
Marakwet East	19	6
Marakwet West	37	11
Total	122	37

The researcher got student samples from 37 secondary schools out of the 122 schools in Elgeyo-Marakwet but the study used 35 schools as two teachers did not submit back their questionnaire back to the researcher as indicated in 4.3 in Response Rate. The 30%

applied to form four students from each of the 35 schools from the four sub-counties in the county. This percentage was appropriate as it was used for the generalization of the findings. The 35 teachers of Kiswahili in the 35 schools were included in the sample. See table 3.2 for the student enrolment and teacher establishment in Elgeyo-Marakwet.

3.6.1 Sampling Procedure of the Study.

Kenton (2018) defines sampling as a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. This methodology used to sample from a larger population depends on the type of analyzing being performed but may include simple random sampling or systematic sampling. Lance and Hattori (2016) define sampling as the selection of a subset (a statistical sample) of individuals from within a statistical population to estimate characteristics of the whole population. The sample that was used in the research was from the secondary schools in the four sub-counties: Keiyo North, Keiyo South, Marakwet East and Marakwet West. The researcher then used stratified sampling to get 35 schools out of 122 from the four sub-counties.

Thomas (2020) says that stratified sampling is a method where researchers divide a population into homogeneous subpopulation called strata based on specific characteristics such as race, gender identity, and location among other factors. In this study the researcher selected 35 schools from the four sub-counties of Elgeyo-Marakwet to be used in the study.

Purposive sampling was also used. Purposive sampling involves the selection of the cases on the basis of the researcher's own judgment about which is the most useful. Purposive sampling was used to select the form four students and the 1 teacher of Kiswahili from each of the 35 schools from the four sub-counties in Elgeyo-Marakwet.

Thereafter simple random sampling was then used to get 579 form four students to participate in the study.

Table 3.2 Form 4 Students Enrolment and Teacher Establishment per Sub-County in Elgeyo- Marakwet as at October, 2020.

S/N	Sub-county	No. of Secondary Schools	No.of form 4 Students	No .of Teachers of Kiswahili
1.	Keiyo North	25	2797	64
2..	Keiyo South	41	3001	82
3.	Marakwet East	19	1204	34
4.	Marakwet West	37	2850	76
TOTAL		122	9852	256

Source: (Sub-County Education Offices, Elgeyo - Marakwet County, 2020)

3.7 Study Variables

A variable is a measurable characteristic that assumes different values among the subjects. Independent variable is a variable that a researcher manipulate in order to determine its effect or influence on another variable. On the other hand a dependent variable attempts to indicate the total influence arising from the effect of independent variables. (Kalof, Dan and Dietz, 2008)

Carlson (2006) says that the cause variable or the one that identifies forces or conditions that act on something else is the independent variable. Independent variables come before other variables in time. The variable that effects or is the result or outcome of other variables is the dependent. On the other hand, intervening variable is a factor mediating the relationship between two other factors

Independent variables included the following: style in functional writing, structure in functional writing, language use in functional writing, learners' attitude towards functional writing and teaching strategies used in teaching functional skills. Dependent variable is: Performance in Kiswahili.

3.8 Data Collection Techniques

Murchison (2010) defines data collection as a process of collecting information from all the relevant sources to find answers to the research problem, test hypotheses and evaluate outcomes. It is also a series of intellectual activities aimed at gathering good information to answer emerging research questions.

Reddy (2018) also gives a definition of data collection and says that it is the process of gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes. This study collected primary data through the use of questionnaire, observation schedule and secondary data from the documents such as progress records, the analyzed KCSE and internal results in Kiswahili in the sampled schools. The use of more than one research instrument had an advantage in that the instruments compliment and supplement each other. Manawis (2023) says that data collection techniques refer to methods used to collect and analyze different forms of data. Standard data collection techniques include going through documents related to the topic as well as conducting interview and observations. This study collected data using questionnaire, observation and document analysis.

3.9 Research Instruments.

These are the tools the researcher employs in data collection. Collins (2021) says that the term research instrument refers to any tool that is used by a scientist to obtain measure and analyze data. The information that researcher gathered came from different sources. The data collection instruments that were used in this study included the questionnaire, observation schedule and document analysis guide.

3.9.1 Questionnaire

Murchison (2010) defines a questionnaire as a form which is prepared and distributed for the purpose of securing responses. Generally these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge. A questionnaire is a device for securing answers to questions by using a form which the respondent fills himself or herself. This study had a series of questions on the aspects of functional writing such as style and structure in functional writing, the language use, learners' attitude towards functional writing and teaching strategies used in functional writing.

Bhat (2023) defines a questionnaire as a research instrument that consists of asset of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended and open-ended questions.

The questionnaire was used to obtain important information from the form four students and teachers of Kiswahili in the sampled population. Each item in the questionnaire was developed to address a specific objective, a research question or hypothesis of this study. The questionnaire was used on all respondents; that is 579 form four students and 35 teachers of Kiswahili. The questionnaire included close and a few open ended question items. The open-ended items in the questionnaire were used to get the respondents' opinion on what affects performance in functional writing. The

respondents were asked to list a number of functional writing texts. The open-ended question items facilitated in the collection of more information. The close-ended questionnaire was administered to the teachers of Kiswahili and students seeking information on the effects of language use, learners' attitude towards functional writing and style and structure in functional writing. The questions on close ended questionnaire were easier to analyze as they were in an immediate usable form. The questionnaire is economical to use in terms of money and time. The researcher sought information on the influence of functional writing skills on students' performance in Kiswahili, where aspects style and structure, language use, learners' attitude towards functional writing and teachings strategies used in functional writing were investigated.

The questionnaire method was beneficial because of great reliability and validity of information collected through standardized questions, collection of the information according to the objectives set and uniformity from one measurement situation to another. The questionnaire was used widely for data collection in this study.

3.9.2 Observation Schedule

Coleman (2019) defines observation as a way of collecting data through observing. Observation data collection method is classified as a participatory study because the researcher has to immerse him or herself in the setting where the respondents are, while taking notes and recording.

Observation as a data collection method can be structured or unstructured. In a structured or systematic observation, data collection is collected using specific variables and according to predefined schedule. This study used observation schedule to collect data on the graphic media in the classroom that outlines information on functional writing and the process of lesson development in the teaching of functional

writing. The observation schedule also looked at the learners' involvement in the functional writing lesson. The researcher observed on the teaching strategies, language use, if the teacher used charts, the motivation and rewarding the learners. The researcher observed 5 lessons in schools Keiyo South and Keiyo North respectively.

3.9.3 Document Analysis Guide.

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. (O'Leary 2014). Review of the documents shows that the researcher is aware of the available function of research, identifies what the researcher takes to be key issues, the crucial questions and the obvious course in the current state of knowledge and provide direction to the reader on where the research is coming from.

Indeed Editorial Team (2023) defines a document analysis is a qualitative research technique used by researchers. The process involves evaluating electronic and physical documents to interpret them, gain an understanding of their meaning and develop upon the information they provide. Document analysis involves critical examination of public and private related issues under investigations. The documents that were analyzed in this case included: the learners' functional writing exercise books to analyze syntax, the comments given by the teacher, the different functional writing essays and the style and structure used in the writing. The school progress records, internal and external examinations analysis reports from the Sub-Counties on Kiswahili compositions were also looked at. There was analysis of results from County Education offices on KCSE performance in Kiswahili and KNEC reports (2014 and 2022) on KCSE performance. Documents hold vast amount of information and provide a cost effective method of obtaining data, particularly large scale.

3.10 Validity and Reliability of the Research Instruments.

For the instruments to give reliable information there is need to standardize the tools. Through reliability and validity of instruments the researcher can collect the intended information.

3.10.1 Validity of Research Instrument

Crossman (2018) defines validity as the extent to which a concept, conclusion or measurement is well-founded and likely corresponds accurately to the real world. This account accurately represents the social phenomena to which it refers. Bloor and Wood (2006) define validity as the extent to which the research produces an accurate version of what is being researched. Tharenou et.al (2007) define validity as the degree of confidence that a research can have in inferences drawn from the scores and confidence that a researcher can have in the meaning attached to scores.

Pneumol (2018) explains that validity of research refers to how well the results among the study participants represent the findings among similar individuals outside the study.

Validity therefore has to do with how accurately the data obtained in the study represents variables of the study. The purpose of validity is to have accurate and meaningful data as it is obtained from the variables. Validity examines how truthful the research results are. It is the extent to which the instrument measures what it purports to measure.

In this study therefore validity was tested by lecturers in the School of Education and other researchers who reviewed and validated the questionnaire by scoring them with respect to content validity on a scale of 1 to 10. An average validity score was then completed in arithmetic mean of scores. The score was more than 5 and therefore instrument was adopted.

3.10.2 Reliability of Research Instruments.

Mckweon and Kucan (2010) state that reliability refers to the consistency or dependability of a measurement technique. It is concerned with the consistency or stability of the score obtained from a measure or assessment technique over time and across settings or conditions. Crossman (2018) defines reliability as the degree to which a measurement instrument gives the same results each time that it is used, assuming that the underlying things being measured do not change.

The aim of reliability is to ensure that later investigations arrive at the same findings and conclusions if they were to follow exactly the same procedures described by earlier researchers and conducting the same descriptive study all over again. The purpose of reliability is to reduce the errors and biases in the study. In this study the instruments were tested for reliability using test-retest method. The questionnaire was piloted on 24 Form Fours students in 4 randomly selected secondary schools from Ainabkoi, Turbo, Kesses and Soy sub-counties of Uasin Gishu County. One teacher was included in the pilot study. After three weeks, it was repeated on the same individuals and a Pearson Moment Correlation Coefficient (r) was estimated. Pearson moment correlation coefficient of 0.5 or more led to acceptance of the instruments. A correlation coefficient of 0.7 was adopted in this study. The items in the questionnaire were used as formulated and the benchmark was attained.

3.11. Data Collection Procedure.

After the approval of the research proposal, by the School of Education in the University of Eldoret, the researcher applied for a permit from National Commission for Science Technology and Innovation (NACOSTI) through the University of Eldoret. Later the researcher obtained letters of authorization to collect data from the offices of County Director of Education, the County Government, the County Commissioner and the Education officers of the four Sub-Counties of Elgeyo-Marakwet. Prior to data collection, the researcher trained three research assistants to ensure that they are familiar with the objectives of the study, the instruments and to clarify the statements where applicable. The completed instruments were collected and checked for any inconsistencies so as to verify that data was reliable. The researcher also used the research assistant to observe ten teachers of Kiswahili teaching functional writing in form four class in the sampled schools.

3.12 Administration of the Research Instruments

Chetty (2016) says that questionnaire administration in a proper way and to choose sample from population is important. It assists the researcher in incurring actual data. In addition, it helps them in achieving the research questions and research objectives. The type of research instrument and its administration depends on the type of method and strategy opted.

The researcher administered the research tools to some of the respondents in person and to others with the help of the three research assistants. The questionnaire was administered to Form four students and teachers of Kiswahili on planned days as was earlier agreed on when seeking permission from the school. The researcher started by visiting some of the schools which were far from the researcher's residence since that would require more time and ended up with those nearer whose data collection could

be carried out when the researcher got any short available time. The Research Assistants were also assigned to collect data from some of the schools. The observation was carried out and the questionnaire administered on the same day in each of the schools. The researcher took at least one week to visit the sampled schools, however; this was not done consecutively but with breaks in between. The researcher assumed that the questionnaire was filled in correctly and had reliable information. Observation was done in class to find out the teaching strategies that were used by the teacher. The researcher also observed the teaching resources and materials that were available for the teaching and learning of functional writing.

3.13 Data Analysis

Cathy and Rachel (2014) define data analysis as the process of inspecting, cleaning, transforming and modeling data with the goal of discovering useful information informing conclusion and supporting decision making. According to Shamoo and Resnik (2003), various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”.

While data analysis in qualitative research can include statistical procedures, many times analysis becomes an ongoing interactive process where data is continuously collected and analyzed almost simultaneously. Indeed, researchers generally analyze for patterns in observations through the entire data collection phase. (Savenye, Robinson, 2004). The form of the analysis is determined by the specific qualitative approach taken (field study, ethnography content analysis, oral history, biography, unobtrusive research) and the form of the data (field notes, documents, audiotape, and videotape). Data analysis has multiple facets and approaches, encompassing diverse

techniques under a variety of names, while being used in different business, science, and social science domains

Data analysis also means summarizing or putting some order into the collected information. This consists of examining; categorizing, tabulating or otherwise recombining the evidence to address the initial proposition for the study. (Galleto 2016). Data in this study was analyzed quantitatively and qualitatively. Quantitative analysis employed the use of descriptive statistics. Descriptive statistics such as tables, frequency distribution, percentages, and graphs were used to summarize and describe data. Qualitative analysis was done by use of narrative and verbatim. The triangulation of both qualitative and quantitative data was used so that diverse views can light the application data. Data was checked for accuracy, completeness or recording, errors and omissions.

3.14 Ethical Considerations

May (2011) defines ethics as norms or standards for conduct that distinguish between right and wrong. Ethical considerations are therefore codes and policies that address and guide researchers in data collection activities. They include honesty, objectivity, and respect for intellectual property, social responsibility, confidentiality and non-discrimination. Ethical behavior is critical for collaborative work because it encourages an environment of trust, accountability and mutual respect among researchers

Grady (2010) asserts that ethical considerations prevent against fabrication or falsifying of data and therefore promote the pursuit of knowledge and truth which is a primary goal of research. Adhering to ethical standards makes the public to support and believe in the research.

Saunders et al (2012) denotes that there are important principles that relate to ethical considerations in dissertations. These include the following: Voluntary participation of respondents in the research; respondents to participate on the basis of informed consent; avoid the use of offensive, discriminatory or other unacceptable language; privacy and anonymity of respondents; acknowledgement of works of other authors used in any part of the dissertation; maintenance of the highest level of objectivity in discussions and analyses of the study carried out.

Shamoo and Resnik (2015) say that it is important for researchers to learn how to interpret, assess and apply various research rules and how to make decision and act ethically. Research involves co-operation and coordination and should promote values that are essential to collaborative work such as: trust, accountability, mutual respect and fairness. They further summarize the aspects of ethical considerations as: human subjects' protection, honesty, objectivity, integrity, carefulness, openness, respect for intellectual property, confidentiality responsible publication, responsible mentoring, and respect for colleagues, social responsibility, non-discrimination, competence, legality and animal care.

The researcher therefore considered anonymity where respondents were not expected to disclose their identity. As they filled in the questionnaire, they did not write names or the names of their schools. Privacy and confidentiality of the respondents was considered as information they gave in the questionnaire was treated with confidentiality and it was highly secured. The respondents were also informed of the reasons for the research for them to participate with their consent. The researcher assured them that the data that was being collected would be used for academic purposes only.

3.15 Summary.

The chapter looked at the research design and methodology that was used during the study. It also outlined the area of study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The main focus of this chapter is the presentation of data, analysis, interpretation and discussion of the results of the research based on the objectives; style in functional writing ,structure in functional writing, language use in functional writing, learners' attitude towards functional writing and teaching strategies used in functional writing. Data obtained was analyzed to determine students' performance of Kiswahili in Secondary schools in Elgeyo-Marakwet County in Kenya. Descriptive statistics such as frequencies and percentages were used to analyze the responses to various items in the sets of questionnaire, the observation schedule and the documents.

4.2 Demographic Information of Respondents.

The researcher found it necessary to establish the general information of respondents such as the status of their schools, marks scored in Kiswahili composition and mean grade in Kiswahili subject because these constitute the basis under which an individual can be graded. The researcher sought to determine the general information of the respondents first under which she could later make inferences as concerning their roles in writing of functional texts. This gave accurate information and proper recommendations were made considering the background of the individual stakeholders.

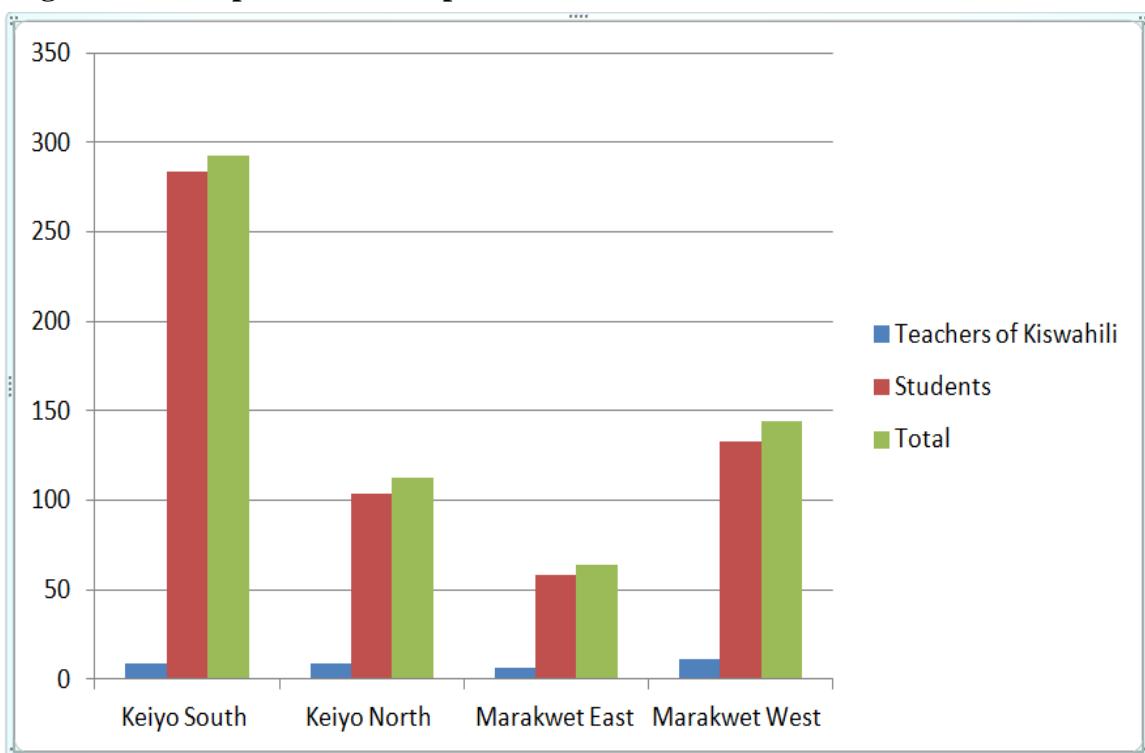
The respondents were in two categories; the teachers of Kiswahili and form four students who were drawn from 35 secondary schools out of 122 from four sub-counties

of Elgeyo-Marakwet County to participate in the study. See table 4.1 for the distribution of the respondents.

Table 4.1. The Composition of the Respondents

Sub-County	Teachers of Kiswahili	Students	Total
Keiyo South	10	284	294
Keiyo North	08	104	112
Marakwet East	06	58	64
Marakwet West	11	133	144
Total	35	579	614

Figure 4.1 Composition of Respondents



4.3 Response Rate.

The questionnaires were administered to 579 students in Form Four and 35 teachers of Kiswahili in the selected 35 schools. Response rate was stated as follows:

Table 4.2 Response Rate

Respondents	Issued	Returned	%
Teachers	37	35	94.6
Students	581	579	99.56
Total	618	614	99.35

Table 4.2 reveals that the students' and teachers' response rate of 99.35% was realized. This was because the researcher had made prior arrangements to meet with the respondents in the selected institutions.

Mundy (2002) says that there is no magic figure on response rates. Higher is better. 60% would be marginal, 70% is reasonable, 80% would be good and 90% would be excellent. In this study the response rate of the students was 99.56% whereas that of the teachers of Kiswahili was 94.6%.

Table 4.3 Performance of Students in Kiswahili Composition in Term 1, 2020

Range of Marks (x/40)	Frequency	%
30-40	86	14.9%
20-29	120	20.7%
10-19	317	54.7%
Below 10	56	9.7%

Table 4.3 shows how learners in form four classes in Elgeyo-Marakwet County performed in Kiswahili Composition in Term 1, 2020: 14.9 % (N=86) of the students scored marks which ranged from 30-40, 20.7% (N=120) of the students scored marks that was within 20-29 out of 40, 54.7% (N=317) scored marks ranging from 10-19 out of 40 while 9.7% (N=56) of the students scored below 10 marks out of 40. From the table 4.3, it is evident that 64.4% (N=373) of the students scored below 20 marks out of 40. This is an indication that Kiswahili Composition generally affects performance of Kiswahili subject. Most students did not perform well in Kiswahili composition. Therefore it shows that the low mark in Kiswahili composition affects the Kiswahili subject mean grade because of the integrated approach of grading in Kiswahili. This low mark in Kiswahili also affects the candidate's performance since Kiswahili is a core subject in grading for the final mean grade.

The overall performance in Kiswahili for Term 1, 2020 is shown in table 4.4

Table 4.4 Respondents overall Performance in Elgeyo-Marakwet in Kiswahili Term 1, 2020

Range of Marks (%)	Frequency	%
80-100	25	4.3
70-79	56	9.7
60-69	78	13.5
50-59	34	5.8
40-49	173	29.9
30-39	113	19.5
Below 30	100	17.3

As concerns the overall performance in Kiswahili, 4.3 % (N=25) of the students scored marks ranging between 80-100 %. 9.7% (N=56) of the students scored between 70-79 %, 13.5 % (N=78) of the students scored marks ranging from 60-69.5.8 % (N=34) of the students scored marks ranging from 50-59%, 29.9 % (N=173) of the students scored marks ranging from 40-49 %, 19.5 % (N=113) of the students scored between 30-39 % as the overall marks in Kiswahili. It is therefore evident that 66.7 % (N=386) students scored below 50% as the overall mark in Kiswahili. This has a correlation with the students' performance in Kiswahili in KCSE Examinations as shown in Table 1.2. The KNEC report on KCSE examinations of 2019 shows that majority of the candidates did not perform well in the question on functional writing. The report also shows that there were 694,982 candidates out of which 6834 (0.98%) scored marks ranging from 1 to 5 out of 40 in Kiswahili composition. The overall performance of candidates in Kiswahili stood at 38.73% from the possible 100%. This indeed shows that performance in Kiswahili is poor hence affecting the overall mean in KCSE examinations.

4.4 Style in Functional Writing

The first objective was to assess the how style of functional writing affects performance in Kiswahili. Questionnaire on this aspect of style was administered to the students and teachers of Kiswahili. The questionnaire administered to the students had five questions which were responded to. The first aspect required the students to explain what they understood by the term functional writing (*Utungaji wa Kiuamilifu*) in Kiswahili.

They responded as shown in table 4.5

Table 4.5 Definition of Functional Writing

The definition of functional writing in Kiswahili	Frequency	%
Correct answer	140	24.2
Incorrect answer	363	62.7
No Response	76	13.1
TOTAL	579	100

As concerns the definition of functional writing (*utungaji wa kiuamilifu*) the responses were as shown in table 4.5: 24.2 % (N=140) gave the correct definition of functional writing, 62.7% (N=363) did not give the correct definition of functional writing whereas 13.1% (N=76) of the students did not answer the question on the definition of functional writing. This implies that majority of the students did not know the type of compositions listed as functional writing and therefore could not define functional writing. This study therefore points out that majority of the students do not know what functional writing entails. This also implies that most of the students cannot answer the

question on functional writing well since they do not know what it is. Scanty knowledge on the types of functional compositions also affected the preparation of the candidates for the summative evaluation in Kiswahili composition.

The students were asked to list any five compositions that are classified as functional writing in Kiswahili. The responses were tabulated as follows:

Table 4.6 List of Functional Compositions.

Number of functional writing compositions	Frequency	%
5	89	15.4
4	100	17.3
3	47	8.1
2	312	53.9
1	21	3.6
0	10	1.7
TOTAL	579	100

The other aspect of style was to list at least five types of functional compositions. They answered as shown in table 4.6: 15.4 % (N=89) of the students gave five types of functional compositions, 17.3 % (N=100) of the students listed four types of functional writing, 8.1% (N=47) of the students listed three types of functional compositions, 53.9% (N=312) of the students listed two types of functional compositions only while 3.6 % (N=21) students listed one type of functional writing and 1.7 % (N=10) of the students did not list any functional composition. The table 4.6 shows that majority of

the students were able to give only two types of functional compositions out of the five that were expected. From Table 4.6, it is evident that 59.2% (N=343) could only list two, one or even failed to list any functional composition. This implies that majority of the students could not answer questions on functional writing effectively as they do not know the types of functional compositions yet the KIE (2002) lists more than 24 items of functional writing. This aspect of not listing all the types of functional text as outlined in the syllabus implied that syllabus coverage was not done effectively. In the conceptual framework, content coverage is an intervening variable that affects performance. It therefore shows that candidates did not perform well in functional writing because they were not able cover all the content on those compositions. This also shows that the teachers do not expose the learners to all the content in the syllabus. This finding is similar to that of Onchera and Manyasi (2013) who also established that teachers did not expose learners to different varieties of functional writing in English.

4.5 Structure in Functional Writing

Besides looking at style, the other objective was concerning the aspect of structure. In this objective, the students were asked to name the type of paragraphing style that they use in writing functional compositions and they responded as shown in Figure 4.2

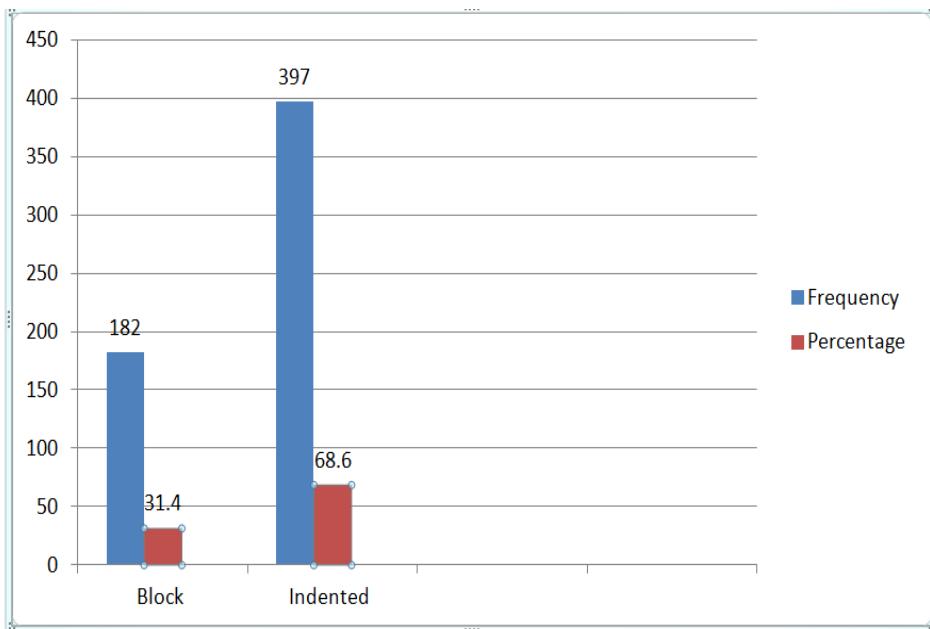


Figure 4.2 Type of Paragraphing

Another aspect of structure was the type of paragraphing. From Figure 4.2: 31.4 % (N=182) of the students used the block paragraphs when writing their functional compositions while 68.6 % (N=397) of the students used the indented paragraphs. This study therefore points out that majority of the students used the indented paragraphs in the writing of functional compositions. This study therefore points out that majority of the students did not adhere to the usage of the block paragraphs as required in the writing of functional compositions based on the KCSE marking scheme guidelines. The study also established that some students had challenges in using the appropriate paragraphing style hence making their work untidy. Refer to Appendix VIII which is a representation of such challenges. Appendices IX and XI show that students used indented paragraphs as opposed to the expected block paragraphs. This therefore implies that candidates scored low marks in functional writing essays because of not adhering to the appropriate paragraphing hence leading to dismal performance in the question.

The learners were asked to list any three challenges that they encountered when writing functional texts. They responded as tabulated in table 4.7

Table 4.7 Three Challenges learners encounter in Functional Writing.

Challenge	YES	%	NO	%
	Frequency		Frequency	
Format	347	59.9%	232	40.1
Paragraphing	437	75.5%	142	24.5
Cohesion of ideas	374	64.5%	205	35.4

The learners listed the challenges they encountered while writing functional compositions: 59.9 % (N=347) agreed that they faced the challenge of format while 40.1 % (N=232) said that they did not face the challenge of format of the functional composition. This therefore shows that majority of the learners did not adhere to format of functional writing. This concurs with the study of Jes (2016) who says that style gives each functional text unique and specific features. This therefore implies that a learner who encounters the challenge of format cannot write a specific functional composition; this will make the learner to score lower marks hence affecting performance in Kiswahili insha and Kiswahili subject as a whole. Some of the learners' compositions showed that there were challenges of adhering to the format of writing an official letter. Refer to Appendix VII. In this composition, the writer underlined the salutation though it is not supposed to be underlined.

The same table 4.8 also shows that 75.5% (N=337) of the learners agreed that they faced the challenge of paragraphing while 24.5 % (N=142) of the learners said that they did not encounter a challenge of paragraphing. The results therefore show that majority

of the learners had challenges of using the recommended paragraphing. Refer to Appendix VIII as an illustration on paragraphing. This composition neither displays proper nor correct paragraphing. The study generally shows that learners faced a challenge of paragraphing while writing functional compositions.

The same 4.8 table reveals that 64.5% (N= 374) of the learners agreed that they encountered a challenge of having cohesion of ideas in the functional compositions but 35.4 % (N=205) of the learners said that they did not have a challenge of cohesion of ideas. The researcher noted incoherent ideas in compositions as shown in Appendices VI and IX. The students were asked to discuss the negative effects of Corona Virus Disease of 2019 on education but the ideas that were given by the writers did not have a good flow. Most of the points that were given did not unfold sequentially and logically but one paragraph had different ideas that were not clearly explained. This therefore implies that majority of the learners did not write functional compositions with coherent ideas. Table 4.7 therefore reveals that majority of the learners face a challenge of format in functional writing.

The learners gave their views on how handwriting affects functional writing. The effect was viewed to be negative as presented in table 4.8

Table 4.8 Effect of Handwriting on Functional Writing

Effect of handwriting on functional writing	Frequency	%
Incomprehensible work	123	21.2
Misreading the content	78	13.5
Lower rating	256	44.2
Interfere with conveyance of the message	122`	21.1
Total	579	100

Learners also said that handwriting had a negative effect on functional writing. 21.2% (N=123) said that illegible handwriting made the composition to be incomprehensible. Additionally, 13.5 % (N=78) of the learners agreed that poor handwriting makes the content to be misread, 44.2 % (N=256) said that illegible handwriting makes the student to get lower marks in the composition. On the other hand, 21.1 % (N=122) of the students said that illegible handwriting can interfere with the message being conveyed to the reader. This implies that illegible handwriting makes the learner to score low marks in the functional compositions. The KCSE marking scheme of 2018 shows that illegible handwriting affects clarity of the message and in turn affects performance in functional writing.

The teachers responded on the objective of style. The teachers were asked if they adhered to some aspects of style while teaching functional writing skills. They responded as stated in Table 4.9

Table 4.9. Level of adherence to aspects of Style.

Aspect of Style and Structure	YES		NO	
	Frequency	%	Frequency	%
Format of the composition	30	85.7	5	14.3
Legible handwriting	8	22.9	27	77.1
Cleanliness and tidiness in the composition	10	28.6	25	71.4
Paragraphing of the composition	9	25.7	26	74.3
Title of the essay	5	14.3	30	85.7
Flow and cohesion of ideas	14	40	21	60

The teachers of Kiswahili gave their views on the level of adherence to the aspects of style and structure while teaching functional writing. 85.7% (N=30) of the teachers agreed that they adhered to the aspect of format in functional writing when teaching but 14.3% (N=5) of teachers said they did not adhere to the aspect of format in functional writing when teaching; 22.9% (N=8) of the teachers put emphasis on the aspect of legible handwriting in functional composition while 77.1% (N=27) of the teachers did not insist on the legibility of handwriting while writing the functional composition. This was contrary to the views of Grave (2009) who elaborates on the benefits of legible handwriting. Grave says that legible handwriting makes it easier for the reader to interpret the ideas being conveyed. Appendix VIII shows how illegible handwriting hinders the conveyance of ideas in a composition.

Another aspect of style and structure was concerning cleanliness and tidiness when writing the functional composition: 28.6% (N=10) of the teachers said that they insisted on the issue of cleanliness and tidiness while 71.4% (N=25) of the teachers did not emphasize on cleanliness and tidiness of the functional composition. Untidy work denies a student a chance to score high marks in a composition. Refer to Appendix XII to examine the effect of untidiness on scoring of marks in a composition.

A title of an essay is also another aspect of style and structure in functional writing: 14.3% (N=5) of the teachers adhered to the issue of an essay having a title but 85.7% (N=30) did not insist on the functional composition having a title. A title of a composition is construed as a summary of the message in the composition. Wilson (2013) notes that a title is everything in writing. He says that the main purpose of a title is to garner attention and entice people to start reading your post. This is why the words that you use and how you craft your title is vital to the success of your post. It is also true that a title attracts readership and gives some insight on ideas that a reader should expect in an essay. From the results, it implies that majority of the candidates did not give titles for their functional writing essays and this therefore led to the scoring of low marks in the composition.

The element of flow and cohesion of ideas is another aspect of style and structure: 40% (N=14) of the teachers agreed that functional writing should display the flow and cohesion of ideas but 60% (N=21) of the teachers did not insist on the aspect of flow and cohesion of ideas in the students' functional compositions. Cohesion of ideas in a composition shows that the candidate understands and has internalized what he or she is writing about.

From table 4.9, it implies that majority of the teachers did not emphasize on the legibility of the handwriting in functional writing. The study also shows that majority of the teachers do not put emphasis on the functional composition having a title. The study also shows that the issue of proper paragraphing was not adhered to by majority of the teachers. This therefore concurs with the findings of Onchera and Manyasi (2013) who found out those teachers had a different understanding about the teaching of functional writing skills. Poor performance in functional writing was a result of majority of the teachers not emphasizing on some aspects of style and structure in functional writing. The researcher also established that like in Onchera and Manyasi (2013) study where learners were not exposed to varieties of functional texts, the current study had a similar challenge since some learners were not able to list any functional writing item as indicated in table 4.6.

The teachers also gave their opinions on how the aspects of style and structure affect functional writing: 100% (N=35) teachers agreed that adherence to aspects of style and structure as format and legible handwriting make the composition to be clear and easy for marking. This shows that it is essential for the teachers to adhere to aspects of style and structure when teaching to enable the students to perform well in functional writing. The teachers also listed errors they found in the students' compositions when marking them. See table 4.10.

Table 4.10 Errors in Students' Functional Compositions

Errors in the composition	YES	%	NO	%
	Frequency		Frequency	
Wrong paragraphing	27	77.1	8	22.9
Wrong structure	20	57.1	15	42.9
Illegible handwriting	23	65.7	12	34.3
Untidy work	30	85.7	5	14.3

Teachers also noted that there were some errors related to style and structure in the students' compositions: 77.1% (N=27) of the teachers said that the students compositions had errors of wrong paragraphing while 22.9 % (N=8) of the teachers said the students' functional compositions did not have errors on paragraphing; 57.1% (N=20) of the teachers identified errors on the structure of the functional writing while 42.9% (N=15) of the teachers said that there were no errors of structure in the students' functional compositions; 65.7% (N=23) of the teachers observed that some of the students committed errors of illegible handwriting while 34.3% (N=13) of the teachers said that the students' composition did not have errors of illegible handwriting; 85.7% (N= 30) of the teachers noted that some students had untidy work while 14.3% (N=5) of the teachers said that the students' functional compositions were tidy. This therefore implies that the errors of paragraphing, cohesion of ideas, handwriting and untidiness have a negative effect on functional writing. 77.1% (N=27) of the teachers agreed that errors in style and structure make the composition difficult to mark and to interpret what the student is communicating in the composition. In conclusion, the findings implied that style and structure of the functional writing should be adhered to enable candidates

to write logical and appropriate functional compositions. A candidate who does not adhere to the specified style of the functional writing item will earn low marks which will affect the overall score in Kiswahili subject hence affecting performance.

4.6 Language Use in Functional Writing.

The other objective of research was to examine the influence of language use in functional writing on students' performance in Kiswahili. In the questionnaire administered to the students, they stated areas of language that posed challenges to them in functional writing. Table 4.11 shows the areas of challenge in language use.

Table 4.11 Areas of challenge in Language Use.

Areas of challenges	Strongly agreed		Agreed	
	Frequency	%	Frequency	%
Choice of vocabulary	400	69.1	179	30.1
Use of capital letters	418	72.2	161	27.8
Punctuation marks	502	86.7	77	13.3
Tenses	512	88.4	67	11.6
Stylistic devices	486	84	93	14
Syntax	511	88.2	68	11.8
Noun classes	482	83.2	97	16.8

The table 4.11 shows that 69.1 % (N=400) of the students strongly agreed that choice of vocabulary was a challenge in the writing of functional writing while 30.1% (N=179)

agreed that choice of vocabulary was a challenge in functional writing. This implies that some candidates did not use the vocabulary that was related to the topic under question hence distorting the intended message. Appendices VI, VIII and XIII which are compositions during formative evaluation reveal that this challenge of choice of vocabulary is prevalent among the writers.

The same table 4.11 reveals that 72.2% (N=418) of the students strongly agreed that the incorrect use of capital letters was a challenge to them in functional writing. The table also shows that 86.7% (N=502) of the students strongly agreed that poor punctuation is a challenge in functional writing while 13.3% (N=77) of the students did not agree that the incorrect use of punctuation marks was a challenge in functional writing. Refer to Appendices XI and XIII to observe how writers used capital letters ***U*** and ***S*** inappropriately. In Appendix VI the writer committed mistakes by start some sentences in small letters instead of capital letters. For example a proper noun like Kenya has been repeatedly written starting in a small letter. These kinds of mistakes can lead to writers losing some marks which in turn affect performance in the functional writing.

Besides the flaw in the use of capital letters, writers also had challenges with the use of tenses especially mixing up of different tenses in sentences: 88.4 % (N=512) of the students strongly agreed that mixing up of tenses was a challenge to the writing of the functional writing while 11.6% (N=67) of the students agreed that incorrect use of tenses was a challenge in functional writing. In Appendix VI, the error on mixing up of tenses was prevalent. For example in the composition student wrote this: “*Katika akili ya binadamu wengi walidhani ugonjwa utachukua takribani wiki mbili lakini wapi hadi sasaupo.*” The use of the words ***walidhani*** and ***utachukua*** clearly shows

the mixing up of tenses. The appropriate use would have been: *walidhani ... ungechukua...* This mixture of tenses distorts the flow and meaning of the message in the sentence.

The same table also shows that 84% (N=486) of the students strongly agreed that incorrect use of stylistic devices was a challenge to the writing of functional writing while 14 % (N=93) agreed that the incorrect use of stylistic devices was a challenge to functional writing. As noted by KNEC (2019), stylistic devices make the composition interesting and captivating and therefore an incorrect use leads to the writer being penalized by losing some marks.

The table 4.11 also reveals that 88.2% (N=511) strongly agreed that incorrect syntax was a challenge on c functional writing: 11.8% (N=68) of the students agreed that poor syntax posed a challenge in writing of functional compositions. The errors on syntax have far reaching consequences on students' compositions. Syntax includes and not limited to word order in a sentence, the sentence structures and even classification of words among others. The writer is therefore expected to use these aspects correctly so as to relay correct message. However, most of the compositions written by different learners exhibited many errors on syntax. Refer to Appendix IX for examples of sentences which contravened the syntactic rules in terms of word order and sentence structures. The student wrote: "*Ugonjwa wa korona umeleta madhara mengi kwa sababu ugonjwa hii aina tiba na imeweza kuwangamisha watu wengi sana. Ugonjwa hii ulitokea katika nchi wa Chaina mwaka wa elfu mbili kumi natisa, na ilienea kwa nchi zinginekwa kazi mno.*" The highlighted words show that the writer did not consider the use of correct syntax. The other common mistake that was evident in most of the compositions was the issue of inserting the prefix ***ma*** to some words to become plural

such as: ***mashule***, ***mafamilia*** and ***madawa***. Another common error that was noted was that of minimal pairs where writers interchanged sounds inappropriately such as /z/ and /s/, /t/ and /d/, /b/ and /p/, /j/ and /ch/ among others. These errors distorted meaning in the functional writing. Refer Appendices IX, X and XI where these errors are outlined. The study established that syntactic errors affect the writing of functional essays. These views concur with those of Mureithi (2015) whose study established that competences in English were affected by Mother Tongue influence and high frequency in grammatical errors.

The table shows that 83.2% (N=482) of the students strongly agreed that incorrect use of noun classes affect the writing functional writing while 16.8% (N=97) agreed that improper use of noun classes was a challenge on writing of functional writing. In Kiswahili Language, noun classes popularly known as ‘*Ngeli*’ are a backbone in subject-verb agreement. A student who does not use noun classes correctly is presumed to be handicapped in Kiswahili Language. Appendix IX exhibits the students challenge in using noun classes. Analyze these excerpts from the Appendix IX:

(i)

Ugonjwa hii aina tiba na inaweza kuwangamisha watu.

(ii) *Nchi walio na uwezo walijikakamua lakini wakuweza kupata*

Suluhisho wa dawa...

(iii) *Janga hii iliweza ulileta madhara mengi kwa sekta ya elimu.*

These sentences show that the writer did not adhere to the rules of noun classes. The correct form of the sentences could have been as follows:

(i) *Ugonjwa huu hauna tiba na unaweza kuwangamiza watu. (Ngeli ya U-Ya).*

(ii) *Nchi zilizo na uwezo zilijikakamua lakini hazikuweza kupata suluhibisho la dawa. (Ngeli ya I-ZI).*

(iii) *Janga hili lilileta madhara mengi kwa sekta ya elimu. (Ngeli ya LI-YA).*

It is therefore evident that majority of the students have challenges in all the aspects of language listed in Table 4.11. The researcher therefore observed that challenges in the usage of language aspects affect students' performance in functional writing because the candidates will score low marks

The students agreed that the aspects of language in table 4.11 had negative effects on functional writing as shown in table 4.12

Table 4.12 Effects of Incorrect Use of Language on Functional Writing in Kiswahili

Effect	Agreed	%	Disagreed	%
	Frequency		Frequency	
Low rating	434	75	145	25
Syntactic errors	523	90.3	56	9.7
Incoherent text	551	95.2	28	4.8
Lack of creativity	397	68.6	182	31.4
Incomprehensible	428	73.9	151	26.1

Table 4.12 shows the response of the students on how improper use of language affects writing of functional composition: 75 % (N=434) of the students agreed that incorrect use of language leads to low rating in the composition but 25% (N=145) disagreed that

incorrect language led to low rating; additionally, 90.3% (N=523) of the students agreed that incorrect use of language makes the composition to have syntactic errors but 9.7% (N=56) of the students disagreed incorrect language makes functional text to have syntactic errors.

The table also reveals that 95.2% (N=551) of the students agreed that incorrect use of language makes the composition to be incoherent but 4.8% (N=28) of the students disagreed that incorrect use of language makes the functional text to be incoherent. The same table also reveals that 68.6% (N=397) of the students agreed that incorrect language leads to lack of creativity while 31.4% (N=182) of the students disagreed that incorrect language makes the functional writing lack creativity. The same table also shows that 73.9% (N= 428) of the students agreed that incorrect use of language makes the composition to be incomprehensible but 26.1% (N=151) of the students disagreed that that incorrect language makes functional writing to be incomprehensible. Appendix XII exhibits many grammatical flaws which in turn makes the composition incomprehensible. This composition has many grammatical errors such as spelling mistakes, punctuation errors, and poor choice of vocabulary as well as mixing up of tenses. The findings show that majority of the students wrote incoherent and incomprehensible texts because of having language errors. Table 4.12 also reveals that majority of the students had errors related to syntax which affected writing of meaningful functional essays in Kiswahili.

The teachers also noted that language use in functional writing affects its writing. They listed the following areas. See table 4.13

Table 4.13 Aspects of Language Use that affect Functional Writing.

Aspect of language use	Agreed	%	Disagreed	%
	Frequency		Frequency	
Choice of Vocabulary	32	91.4	3	8.6
Use of capital letters	28	80	7	20
Punctuation marks	31	88.6	4	11.4
Tenses	32	91.4	3	8.6
Spelling	29	82.9	6	17.1
Stylistic devices	31	88.6	4	11.4
Syntax	30	85.7	5	14.3

Table 4.13 shows the aspects of language use that affect the writing of functional compositions: 91.4% (N=32) of the teachers strongly agreed that choice of vocabulary is essential in the writing of functional composition but 8.6% (N=3) of the teachers disagreed that choice of vocabulary affects the writing of functional composition. The same table also reveals that 80 % (N=28) of the teachers agreed that the use of capital letters affects the writing of functional composition but 20% (N=7) of the teachers disagreed with the fact that use of capital letters affect the writing of functional composition. Additionally, 88.6% (N=31) of the teachers agreed that punctuation marks affect the writing of functional compositions while 11.4 % (N=4) of the teachers disagreed that punctuation marks have an effect on writing of functional compositions. A composition which is properly punctuated relays the intended message and also makes the writer to score better marks. Some of the compositions of the learners did

not have full stops at the end of the sentences therefore making the work incomplete.

Refer to Appendix XI to verify this error on punctuation in functional writing.

The table also shows that 91.4 % (N=32) of the teachers agreed that use of correct tenses is necessary in the writing of functional compositions while 8.6% (N=4) disagreed that tenses are essential in functional composition writing. The table also shows that 82.9% (N=29) of the teachers said that the aspect of spellings of words is important in functional writing skills but 17.1% (N=6) disagreed that spelling of a word has an effect on functional writing. The table also reveals that 88.6 % (N=31) agreed that the use of stylistic devices is necessary in the writing of the functional composition but 11.4% (N=4) of the teachers disagreed that stylistic devices are necessary in the writing of functional compositions.

The same table shows that 85.7% (N=30) of the teachers agreed that the aspect of syntax is important in functional writing while 14.3% (N=5) of the teachers disagreed on the importance of syntax on functional writing. The findings implied that majority of the teachers agreed that the aspects listed in Table 4.13 have a major effect on functional writing. The findings concur with those of Braun (2015) who stresses the importance of choice of vocabulary, correct tenses, punctuation and syntax in the writing of functional compositions. The same views on the importance of punctuation were discussed by Okari (2016). This study therefore established that a candidate whose functional writing text was correctly punctuated scored high marks and this in turn enabled the candidate to perform in the composition as well as in Kiswahili language.

Appendices VI to XIII are compositions written by different students on different topics in functional writing in Kiswahili. In these compositions there are varied language errors which were identified and penalized by the teacher while marking. These errors

had a devastating effect on functional writing as the writers ended up having low rating in the compositions. The researcher therefore agrees that language use is an integral component in functional writing.

An observation schedule was also used in collecting data on the area of language use in functional writing. The researcher sought to know the use of vocabulary in functional compositions and noun classes' charts in the classrooms and the following results were observed. See figure 4.3

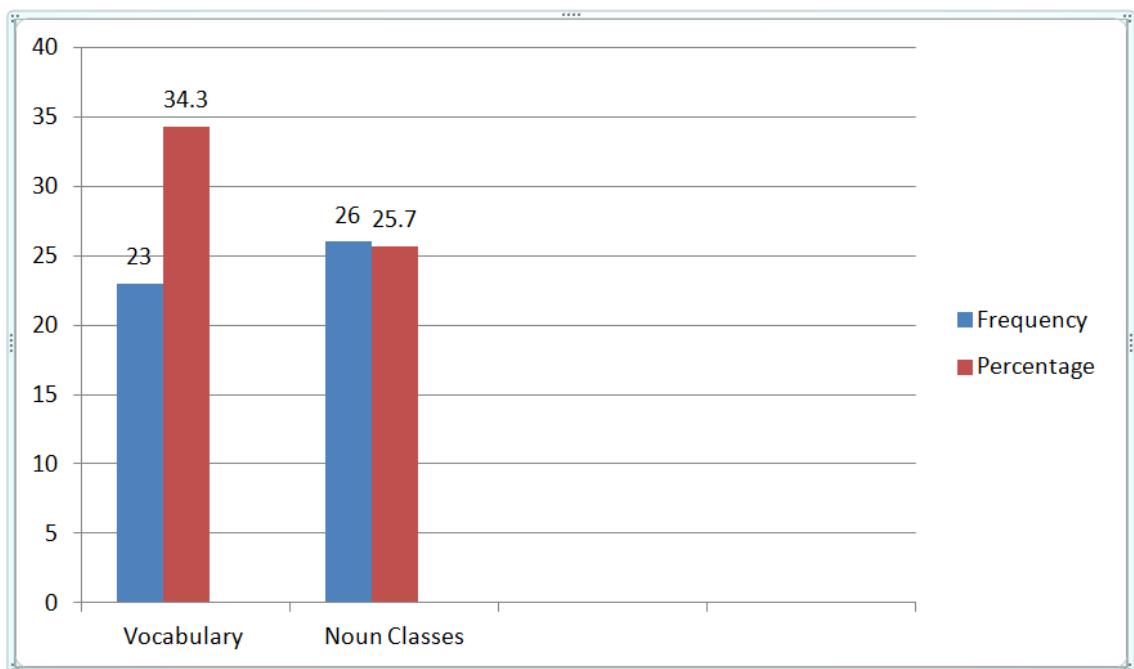


Figure 4.3. Use of Charts

Figure 4.3 shows that 34.3% ($N=12$) of the teachers had vocabulary charts in their classrooms while 65.7% ($N=23$) of the teachers did not have vocabulary charts in their classrooms. The same table also reveals that 25.7% ($N=9$) of the teachers had Noun Classes charts in their classroom. The findings show that the majority of the teachers did not have charts displaying vocabulary explaining different types of functional compositions and giving their structures. The researcher noted that the charts are

essential in teaching of functional writing as they displayed the vocabulary necessary for use in the writing of the functional composition. Charts which form part of visual media enhance understanding of abstract ideas of noun classes and vocabulary which are significant in the teaching and learning of functional writing.

4.7 Learners' Attitude towards Functional Writing.

The other objective was to evaluate the effect of learners' attitude towards functional writing on performance in Kiswahili. Attitude of the learners towards functional writing indicate how the learners may either be positive or negative. The positive attitude means the learners develop a liking on functional writing or negative they dislike the question. The questionnaire covered different areas on attitude and their responses were recorded in table 4.14.

Table 4.14 Learner's Attitude in Functional Writing

Effect of learners attitude in functional writing	Strongly agreed		Agreed		Disagreed	
	Frequency	%	Frequency	%	Frequency	%
Preference of optional question	502	86.7	50	8.6	27	4.7
Compulsory question is difficult	545	94.1	34	5.9	0	0
Optional question is easy	489	84.5	80	13.8	10	1.7
Inadequate planning for the compulsory question	520	89.8	45	7.8	14	2.4
No reward for writing	388	67	130	22.5	61	10.5
Demeaning comments	398	68.7	118	20.4	63	10.9

Teachers not marking composition.	400	69.1	150	25.9	29	5
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Table 4.14 shows that 86.7% (N=502) of the students strongly agreed that they preferred the optional question to the compulsory one which is on functional writing while 8.6% (N=50) agreed they preferred the optional question but 4.7% (N= 27) disagreed that they preferred the optional question to the compulsory. The table also shows that 94.1% (N=545) of the students strongly agreed that the compulsory question was difficult while 5.9% (N=34) of the students agreed that the compulsory question was difficult. The same table shows that 84.5% (N= 489) strongly agreed that the optional question was easy. 13.8% (N =80) agreed that the optional question was easy however 1.7 % (N=10) disagreed that the optional question was easy. The findings therefore imply that majority of students view the functional writing question as difficult in efforts to answer it appropriately.

The table 4.14 also reveals that 89.8% (N=520) of the students strongly agreed that they had inadequate planning for the compulsory question. 7.8% (N=45) of the students agreed that they did not have adequate planning for the compulsory question; 2.4% (N=14) disagreed that inadequate planning had an effect on functional writing. Britland (2021) argues that planning for an essay is vital. Britland says, “The first thing to do when preparing to write an essay is to make a plan. You could just rush in and write everything that comes into your head but that would reduce the effectiveness of your ideas. These ideas will make much stronger arguments if you group them together than they would do on their own.” Britland’s argument therefore shows the importance of planning before writing functional essays in Kiswahili.

The same table shows that 67 % (N=388) of the students strongly agreed that lack of rewarding students affects the writing of functional writing while 22.5% (N=130) agreed that lack of reward affects the writing of functional compositions. From the argument of the students, it implies that rewarding for writing functional composition in Kiswahili will make students to improve in its writing.

The table also reveals that 68.7 % (N= 398) strongly agreed that demeaning remarks affect the student in the writing of functional composition while 20.4% (N=118) agreed that demeaning comments had an effect on the student in writing of functional composition. However, 10.9% (N=63) of the learners disagreed that demeaning comments had an effect on the writing of functional writing. The findings therefore indicate that demeaning comments from the teachers make students not to write appropriate functional essays in Kiswahili. The findings therefore concurs with those of Pankonin and Myers (2017) while quoting Deci and Ryan (1985) and Spilt et al (2016) observe that teachers' consistent use of negative feedback makes students doubt their teachers' concern for them, feel unworthy of praise, have lower sense of intrinsic motivation and require a reward in order to do a task. Table 4.18 gives more evidence on how teachers comments are mainly non-corrective hence discouraging the students in the writing of functional writing in Kiswahili.

The same table 4.14 shows that 69.1% (N=400) strongly agreed non-marking of their exercises affects the writing of functional compositions. Additionally 25.9% (N=150) agreed that non-marking of their work affects the writing of functional composition. 5% (N=29) of the students disagreed that non-marking of their work affects the writing of their compositions. Kulian (2017) agrees that a teacher should provide the students with feedback as a way of letting the students know how they have performed on a

particular task along with ways they can improve. The findings therefore implied that majority of the students view the functional composition as difficult, they had inadequate planning for the question and they also preferred the optional question to the functional composition question. The investigation established that the learners' attitude had a negative effect on the writing of the composition. The study concurs with the sentiments of Brown (2009) who observes that attitude towards writing as a whole has a significant impact on achievement. The researcher therefore observed that learners did not perform well in functional writing in Kiswahili because of their negative attitude.

The teachers of Kiswahili said that attitude of learners also affects the writing of functional compositions. They responded as shown in table 4.15.

Table 4.15 Aspect of Learner's Attitude towards Functional Writing.

Aspect of attitude	Strongly agreed		Agreed		Disagreed	
	Frequency	%	Frequency	%	Frequency	%
Functional writing is difficult	30	85.7	3	8.6	2	5.7
Preference of optional question	28	80	4	11.4	3	8.6
Lack of teacher's motivation	2	5.7	10	28.6	23	65.7

Not attempting the compulsory question	24	68.6	8	22.8	3	8.6
Lack of preparation	32	91.4	3	8.6	0	0

Table 4.15 shows 85.7 % (N=30) of the teachers strongly agreed that students viewed functional composition as difficult while 8.6% (N=3) of the agreed that students viewed functional composition as difficult. However 5.7 % (N=2) disagreed that students viewed functional writing as difficult. The same table also shows that 80% (N=28) of teachers strongly agreed that students preferred the optional question to the functional composition; 11.8% (N=4) of the teachers agreed that students preferred the optional question while 8.6 % (N=3) of the teachers disagreed that students had a preference of the optional question to the compulsory question. The table also reveals that 65.7% (N=23) of the teachers disagreed that lack of teachers' motivation affects the writing of functional composition while 28.6% (N=10) agreed that lack of motivation from the teacher affects the writing of functional composition and 5.7% (N=2) strongly agreed that lack of motivation from the teacher affects the writing of functional composition.

The same table 4.15 shows that 68.6% (N=24) of the teachers strongly agreed students did not attempt the compulsory question on functional writing while 22.8 % (N=8) agreed that students did not attempt the compulsory question and 8.6% (N=3) of the teachers disagreed that students did not attempt the compulsory question. The same table reveals that 91.4% (N=32) of the teachers strongly agreed that students did not prepare for the writing of functional compositions and 8.6% (N= 3) agreed that students did not prepare for the writing of functional composition. The findings of the study show that majority of the students did not prepare for the functional composition before

writing it. It also established that majority of the students viewed the functional composition as difficult and because of this reason they did not make significant efforts in answering it hence making them get low marks in the question. From the responses given by the teachers, the researcher noted that negative attitude of learners made them to perform dismally in the functional writing in Kiswahili as shown in table 1.2.

The researcher also observed that in 5 schools, the learners worked in groups to work on functional writing essays while in the other 30 schools, students did not have specific groups for discussing work in functional writing. Working in groups enhances co-operative learning that Quizalize (2018) supports. Quizalize advises teachers to encourage students of mixed abilities to work together by promoting small groups or whole class activities. Working in groups would enable the weak students to improve in functional writing as they would get assistance from their peers.

The researcher also made an observation of the exercise books of the learners which had functional writing in Kiswahili and saw comments which were positive and negative. See Figure 4.4 on the kind of comments that teachers made.

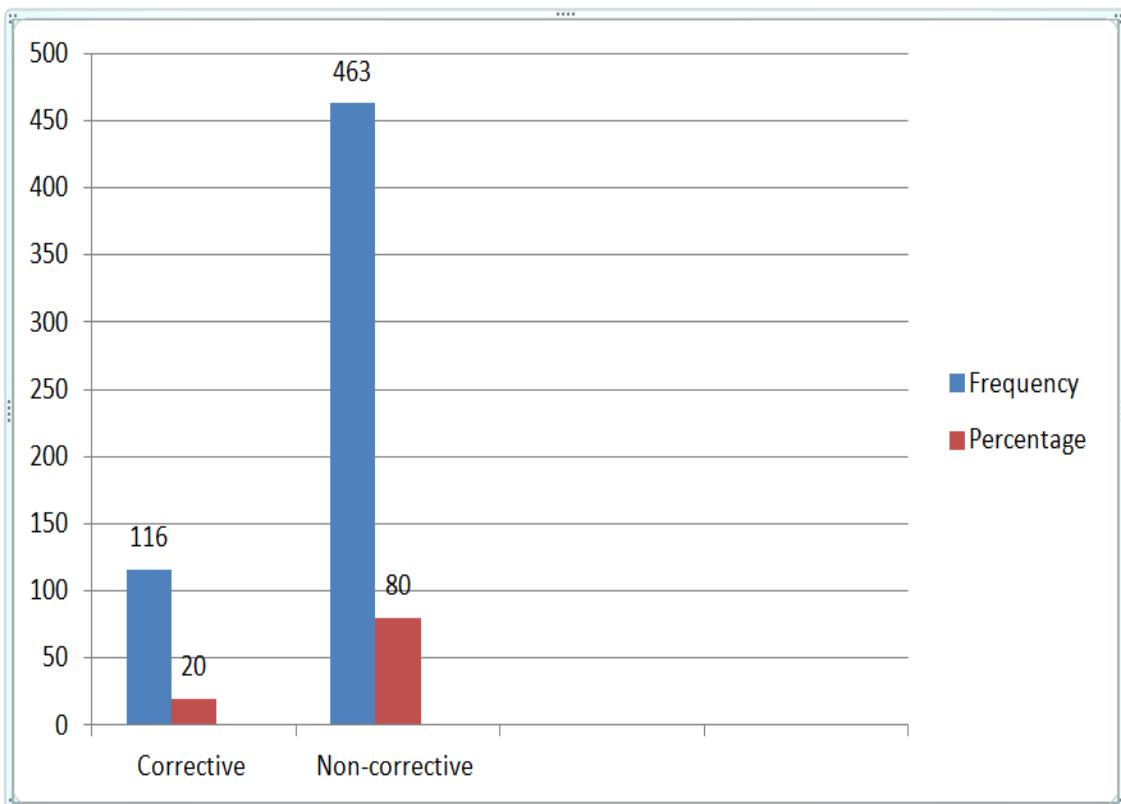


Figure 4.4 Comments in Learners' books

In Figure 4.4, it shows that 20% ($N=116$) of the students had corrective comments in their books on functional writing while 80% ($N=463$) had non-corrective comments. The findings implied that most of the comments in the students' books were non-corrective but discouraging. Pankonin and Myers (2017) while quoting Dec & Ryan (1985), Hamre and Pianta (2001) and Harter (2012) discourage teachers from using negative comments on learners because of the negative impact it has on learners. They say: "Teachers' consistent use of negative feedback can have long term effects on students' behaviour by causing students to develop negative self-perceptions. Having

negative self-perception is especially concerning because it has been documented that self-perception have more influence on students' success in the classroom than their actual skills." The researcher observed that the few students who had corrective remarks on essays in their exercise books had a remarkable improvement in the subsequent assignments. The improvement was also noted in language use as the correction was also done on spelling of some words. The researcher therefore concluded that discouraging comments have a negative effect on the writing of functional composition.

4.8. Teaching Strategies used in Functional Writing

The other 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 4.16 for the responses.

Table 4.16 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 4.16 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 4.16 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 4.17

Table 4.17 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 4.17 shows that 28.6% (N=10) of the teachers agreed that they used photos in the teaching of photos whereas 71.4% (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 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 4.18 to see the responses of students.

Table 4.18 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

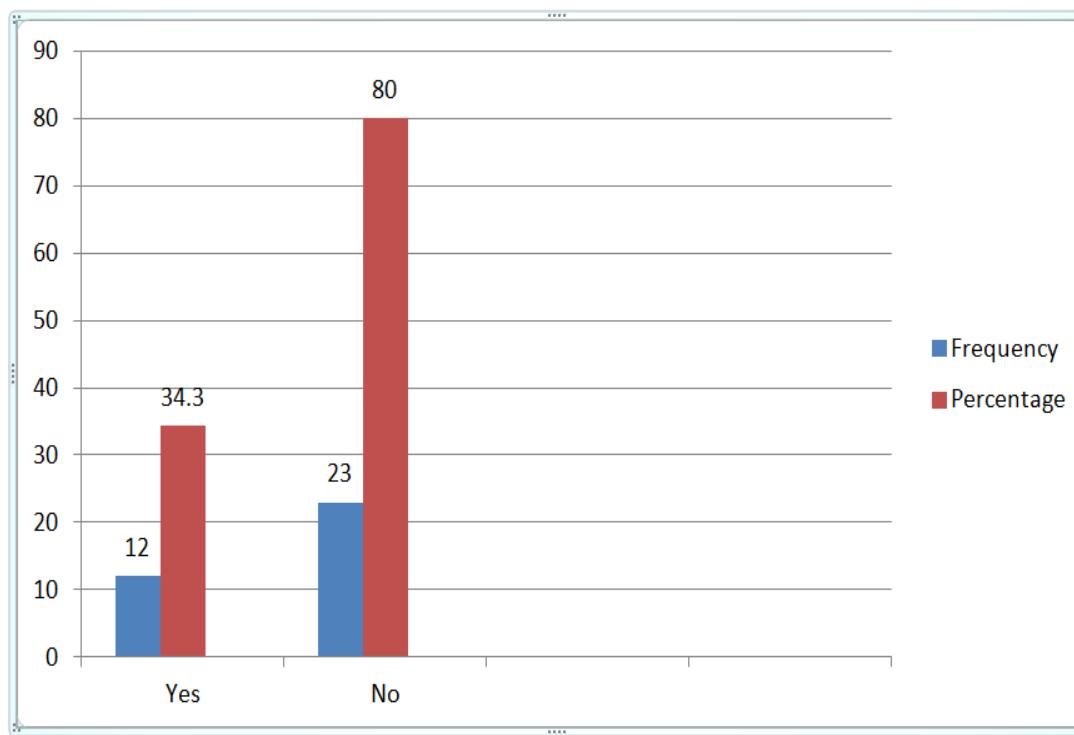
**Figure 4.5 Demonstration by Teachers.**

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.” Refer to Appendix XI 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 4.19

Table 4.19 Teacher Development

Teacher development	Responses			
	YES	No		
	Frequency	%	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 4.19 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 4.19 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 4.20

Table 4.20 Ways of Involvement in Functional Writing

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 4.20 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 4.20 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 on the teachers of Kiswahili 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. The researcher established that a teacher, who used varied teaching strategies while teaching functional skills, equipped the learner with content and guidelines that enabled the learner to write appropriate compositions. This in turn enabled the learner to score high marks in Kiswahili hence improving in performance.

4.9 Summary

The chapter outlined the data that was presented in frequency tables and discussed the findings of the study as collected from the field. It also looked at the interpretation of the findings as guided by the objectives of the study.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.1. Introduction

The chapter outlines the summary of the findings in line with the objectives of the study. It also gave the recommendations which aims at how to improve in the teaching of functional writing so that it aids in the improvement of performance in functional writing. The Recommendations are made to the policy planners in the Ministry of Education as well as the teachers who are the implementers of Kiswahili functional writing skills in secondary schools. There are also suggestions for further research.

5.2 Summary of Findings

This section presents the findings from the study in comparison to what other scholars said as noted under literature review. It is broken into style and structure, Language Use, Learners' Attitude and Teaching Strategies in functional writing.

5.2.1 Style in Functional Writing.

The study established that 53.9% (N=312) of the students could not distinguish the functional writing from creative writing. It also established that 68.6 % (N= 397) of the students used block paragraphing while writing functional compositions. It also showed that 40.1% of the students had challenges in adhering to the format of functional writing. The study also established that illegible handwriting was a cause of the student scoring low marks in functional writing in Kiswahili. The study also established that many students could not identify and distinguish functional composition hence not answering the questions appropriately.

5.2.2 Structure in Functional Writing.

The study also established that untidy compositions can lead to a writer losing some marks in the composition. It is therefore clear that students did not adhere to the requirements of structure of functional writing hence scoring low marks in the question. The study also established that cohesion of ideas in the functional writing is essential.

5.2.3 Language Use in Functional Writing

The study established that 69.1% (N=400) of the students had a challenge with choice of vocabulary for writing the functional composition. It also emerged that 88.4 % (N=512) of the students had challenges of using the punctuation marks appropriately. The study also established that 88.4% (N=312) mixed up tenses in their sentence and this made the composition incomprehensible. It was also observed that the students had syntactic errors on classification of words in Kiswahili, incorrect use of capital letters whereby some students used it within the words. There were also errors in the use of noun classes and its prefixes. It is therefore clear that incorrect use of language affects the flow of ideas in the composition hence leading to poor performance in functional writing.

5.2.4. Learners' Attitude towards Functional Writing.

The study established that 94.1% (N=545) of the learners viewed the functional compositions as difficult. The study also established that 86.7% (N= 502) of the learners preferred the optional question to the compulsory question one on functional writing. The study also established that negative comments for teachers to students made the students to be demoralized and hence poor performance in the subject. The study also established that 89.8% (N=520) hardly planned for the compulsory question before answering it. The researcher also observed that lack of feedback by teachers on the

students' work made the students to be discouraged and affected the writing of subsequent compositions. It is therefore evident that negative attitude of the student towards functional writing led to poor performance in the functional writing.

5.2.5 Teaching Strategies used in Functional Writing

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.

5.3 Conclusions of the Study

The study established that style and structure are essential in functional writing. The style and structure give distinct features of the functional writing. Though the aspect of style and structure are significant, most learners did not adhere to it hence scoring low marks in functional writing and Kiswahili in general. This in turn affected their performance in Kiswahili.

The investigation further established that language use was important in functional writing. The majority of the learners had language flaws which affected the cohesion of ideas in the composition. This also led to low rating in the functional writing hence affecting the performance in Kiswahili.

The inquiry also established that the learners' had negative attitude towards the functional writing. Majority of the students view it as difficult hence not giving it the attention that it required and this led to the learners scoring low marks. Some students did not attempt the question and this made them not to score any mark in the question leading to poor performance in the subject and overall mean.

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.

The researcher also established that functional writing involves myriad of processes. The learners have to follow and be taken through a variety of processes by the teacher so as to come up with a polished functional writing item. The findings showed how the final product of functional writing must adhere to the aspects of style, structure, and correct language use, developed content and use of appropriate teaching strategies.

5.4 Recommendations

The recommendations were made in line with the findings of the study. They were also based on the objectives of the study. The study recommends that the students should adhere to the specific structure and style of functional writing. Teachers should constantly guide learners on the format of different functional texts. They should use the guidelines outlined in the KICD and KNEC syllabi respectively. The teachers should also teach and prepare the candidates in all types of functional writing. Clear interpretation of the syllabi by the teachers will enable the learners to write functional

texts with appropriate formats. The teachers should also guide learners to identify different types of functional writing texts so as to answer questions correctly.

The challenge of language use affects the writing of functional skills. The students need to read many texts to acquaint and equip themselves with diverse vocabulary. Different functional writing texts have unique and specific vocabulary that has to be used in its writing. Teachers need to make arrangements to acquire supplementary curriculum support materials for reading as a way of boosting the acquisition of more vocabulary. The language errors concerning punctuation and mixing up of tenses and minimal pairs where learners were interchanging sounds can be corrected by regular practice and feedback on functional writing. The teachers should expose the students to participate in symposia as way of building and correcting vocabulary as they exchange views with their peers.

The problem of learners' attitude can be tackled by mentorship programmes. Learners can be advised on the importance of performing well in functional writing. They should be told the effect that Kiswahili functional writing has on their overall grade given that Kiswahili is a compulsory subject at KCSE level. The teachers should also guide learners and use the best methods of teaching to uphold the confidence of the learners in functional writing. The learners should display positive attitude in 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.

5.5 Suggestions for Further Research.

The study established gaps that could be filled through further study. These gaps are:

- (i) A Study to investigate the effect of grammatical factors on composition writing.
- (ii) A Correlation Study of Kiswahili performance in other composition questions and that of functional writing.

5.6 Summary.

This chapter has presented the study summary based on the objectives, conclusion, recommendations and suggestions for further research. The purpose of the study was to investigate the influence of functional writing on Students' performance of Kiswahili. Various objectives were looked into; the style, structure in functional writing, language use, the learners' attitudes towards functional writing and teaching strategies used in functional writing in Kiswahili.

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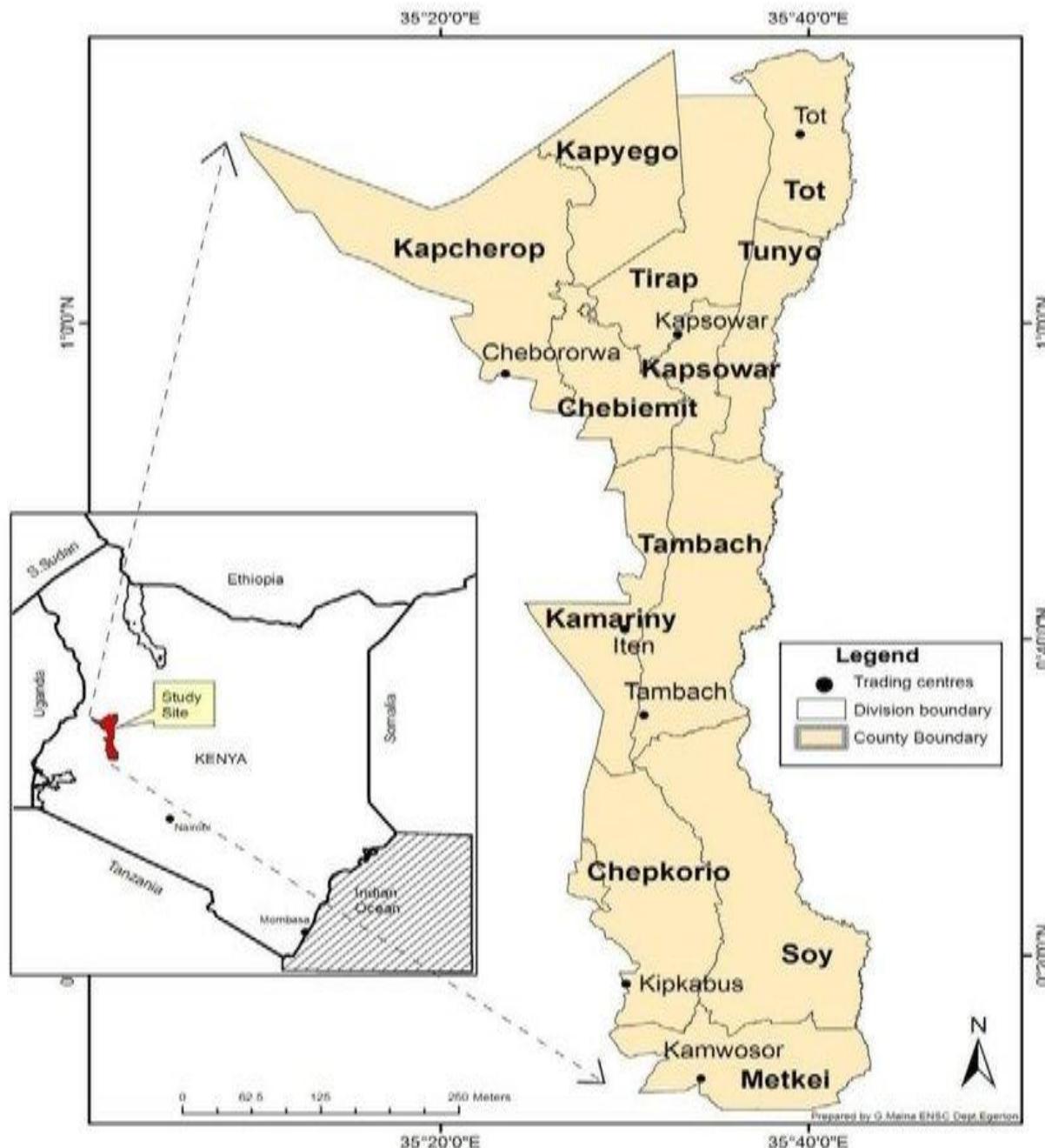
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APPENDICES

Appendix I: Map of Elgeyo Market County –Kenya



Appendix II: Questionnaire for Teachers of Kiswahili

The questionnaire is seeking information on the influence of Functional writing skills on performance in Kiswahili. The information sought by this questionnaire will be used in writing a Doctorate of Philosophy Thesis. It will be self-administered questionnaire which has four sections labeled parts A-D. Kindly follow the instructions carefully when completing this questionnaire. The information you give will be treated with strict confidentiality. Answer all the questions and on completion, kindly hand over the questionnaires back to the researcher. The information collected will be used for the purpose of this study only.

GENERAL INFORMATION

Status of your school [tick one]

- a) Boys []
- b) Girls []
- c) Mixed []

PART A: THE EFFECT OF STYLE AND STRUCTURE IN FUNCTIONAL WRITING

Do you strictly adhere to the following aspects of style and structure when teaching functional essays? Tick once in each box

Aspect of style and structure	Response	
	Yes	No
Format of the composition		
Legible handwriting		
Cleanliness and tidiness in the composition		
Paragraphing of the composition		
Title of the essay		
Flow and cohesion of ideas		

Give your opinion on how the aspects listed in the table affect writing of functional essays.

What errors do you encounter when marking the learners compositions basing on the aspects of style and structure? Explain briefly

How do these aspects of style and structure affect the writing of functional essays in Kiswahili? Explain briefly.

PART B: THE EFFECT OF LANGUAGE USE IN FUNCTIONAL WRITING.

The following areas of Language Use affect the writing of functional essays. Kindly tick one answer in each of the areas listed in the table.

Area	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Choice of vocabulary					
Use of capital letters					
Punctuation marks					
Tenses					
Spelling					
Stylistic devices					
Syntax					

Briefly explain how the areas of language use listed in the table affect the writing of functional writing of the learner.

PART C: LEARNER ATTITUDE.

The following are ways of how a learner's attitude influences acquisition of functional writing skills. Kindly tick one answer against each aspect in the box provided.

Aspect of learner attitude	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
View functional writing as difficult					
Preference of optional questions					
Lack of teacher's motivation					
Not attempting the compulsory question					
Lack of preparation					

- i) How do your learners perceive the compulsory question in Kiswahili paper code 102/1? Briefly explain.
-
-

ii) What is the effect of this perception on writing of functional essay? Briefly explain

PART D: THE EFFECT OF TEACHING STRATEGIES ON WRITING OF FUNCTIONAL COMPOSITIONS.

The following are the teaching strategies used in the teaching of functional writing skills. Answer as guided.

Do you use any of the following technologies in the teaching of functional writing?

Photos YES () NO ()

Audio clips YES () NO ()

Videos. YES () NO ()

Overhead Projectors YES () NO ()

2. How do you use the strategies mentioned in 1 above in the teaching of functional writing. Explain briefly.

3. Do you use group discussions in the teaching of functional writing? YES ()

NO()

4. If so, how do you come up with those groups? Explain briefly.

5. Do you show your students how to write functional essay by giving an example?

6. Do you go out to work with other teachers in in-service course and workshops in Kiswahili? YES () NO ()

7. Do students read a lot on functional writing skills? YES () NO ()

8. Give a reason for your answer in question 7.

9. How do you involve your students in conver

writing skills?
Explain briefly

This is the end of the questions in this section. Thank you so much for the co-operation you have portrayed.

Appendix III: Questionnaire for Students

The questionnaire is seeking information on the influence of Functional writing skills on performance in Kiswahili. The information sought by this questionnaire will be used in writing a Doctorate of Philosophy Thesis. It will be self-administered questionnaire which has four sections labeled parts A-D. Kindly follow the instructions carefully when completing this questionnaire. The information you give will be treated with strict confidentiality. Answer all the questions and on completion, kindly return the questionnaire back to the researcher. The information collected will be used for the purpose of this study only.

GENERAL INFORMATION

1).Status of your school [tick one]

- (01) Boys []
- (02) Girls []
- (03) Mixed Day []
- (04) Mixed Boarding []

2) What was your mark in Kiswahili insha in last term's exams (x/40)? Tick in the box provided

- 30-40 []
- 20-29 []
- 10-19 []
- Below 10 []

3. What was your overall mark in Kiswahili last term (tick one)

- (01) 80 -100 % ()
- (02) 70 -79 % ()
- (03) 60 - 69% ()
- (04) 50 - 59 % ()
- (05) 40 - 49 % ()
- (06) Below 40 % ()

PART A: THE EFFECT OF STYLE OF FUNCTIONAL WRITING SKILLS

The following are the aspects of style and of functional essay. Answer as guided.

1. What is your understanding of functional writing (*utungaji wa kiuamilifu*)?

Explain briefly.

2. List any 5 compositions that are classified under functional writing in Kiswahili.

3. Which type of paragraphing style do you use in writing functional essays in Kiswahili?

4. Which one of the three challenges do you mainly encounter when writing functional compositions in Kiswahili? Tick one in the box provided

i) Format of the composition { }

ii) Paragraphing { }

iii) Cohesion of ideas { }

5. Explain how handwriting can affect the writing of functional essay in Kiswahili.

PART B: LANGUAGE USE IN FUNCTIONAL WRITING.

The following areas of language use pose challenges to you when you are writing functional essays. Kindly tick one answer in each box.

Area of language use	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Punctuation marks					
Spelling					
Tenses					
Noun classes					
Choice of vocabulary					
Stylistic devices					

How do these aspects affect the writing of your functional essay? Explain briefly.

PART C: LEARNER ATTITUDE.

The following are the effects of learner attitude on acquisition of functional writing skills. Please tick each once.

Effects of learner attitude on functional writing skills	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Preference of optional question					
Compulsory question is difficult					
Optional question is easy					
Inadequate planning for the compulsory question.					
No reward for writing					
Demeaning comments					
Teachers not marking					

PART D: TEACHING STRATEGIES

Give any two ways in which your teacher introduces the lesson on functional writing.

Which of the following are used in the learning of functional writing skills? Tick appropriately.

Audio clips. YES () NO ()

Video images YES () NO ()

Photos YES () NO ()

3. Does your teacher show you how to write functional essay? YES () NO ()

4. Does your teacher always correct your composition? YES () NO ()

This is the end of the questions in these questionnaires. Thank you so much for taking time to respond to the questions herein.

Appendix IV: Observation Schedule

The observation was done in line with the objectives.

The checklist for the observation.

Topic----- Time-----

Date-----

Objective	Items expected	What was observed
Strategies Teaching	The process of teaching The introduction -probing questions to gain attention.	
	-describing the objective of the lesson.	
	-the teacher to ask questions on the previous lesson.	
	-telling them what they are covering in the present lesson.	
	The presentation of the content -use of media such course books, video images, recorded sounds and simulations -step by step presentation giving information in small chunks.	
	-demonstrate on writing of functional essays.	
	Use of different methods such as individualized learning,	
	Questioning to check understanding. -to find out if teacher provides clear instructions throughout the lesson.	
	-provision of additional practice /testing.	
	The conclusion -to find out how the teacher summarizes the lesson.	
Language use	Motivating learners	
	Vocabulary chart	
Learner's attitude	Noun classes summary chart	
	Is there any motivation from the teacher?	
	The relationship between the group members	

Appendix V: Document Analysis Guide.

The researcher requested the teacher to provide some documents and perused them. The documents included:

- a) The learners' progress records which showed performance on functional writing.
- a) Learners' exercise books to find out if evaluation was indicated on functional writing.
- b) Learners exercise books to check plenty of practice, marking and feedback.
- c) The comments of the teacher in the learners' exercise books which reflected the motivation given.

The researcher also accessed some documents in the County Education offices on the Analyzed results on KCSE results showing performance of the county in Kiswahili.

Appendix VI: Student's Kiswahili Composition

Andika instha isijopungua maneno 400 kuhusu mada ifuatayo.

"Ugonjua na kozora umeteleti madhara kwenye sekta ya elimu."

Jadili. Toto ina mafanikiano kuhusu mada ifuatayo.

Ugonjua na kozora ulifika nchini lzenya mnazi
wa machi, huu ugonjua hawana tiba ila wasiliani
wa ugonjua huu wangeishia tu mautini ilitaka
mudisha zaidi, miledati za kuepulka ugonjua huu
ilitolzea; hayo ni kama vile Tunantazilizone, kuepulka
mkusanyiko na pia kutosalamiana katumia viganja vya
mikono.

Nchini lzenya mkusanyiko ulikuwa kizamahili
kizamia katika sekta ya elimu, kama vile na
hativyo sema mkusanyiko husumbata ugonjua karaka kama
mmepa aliyezababu mina mkusanyiko akuna mwalihini,
hiiyo basi Rais na Jamhuri na Kenya aliamua
kramba kila mahali palipo na msongamano au
mkusanyiko lifungie.

Kufungwa kwenye mahali ambapo kulelimu na
mkusanyiko; Sekta ya elimu ilikuwa kati ya hayo yaliyochathirika
state zidhifiki mashule zote nchini yaliishia kwa
ufuli, katika shule ya ubinasi na ya setrikali, hakuna
ka masomo hayakuendelea bali wanafunzi note walideleka
nyumbani.

Katika akili ya binadamu wengi walidhati huo
ugonjua itachukua takriban wili mbili lakini wapi
hadivya sasa ya Wakimtu wa st mashule ya libinisi
karakubabatilia ila mafishi bilacheshole kuna kuna
hadilipni mshahera na shule, wengine yaliishia
kuanachia kati za valimu na kufafuta njia mbadala, ya?

Arlie
Hood
Reeve
Kwon

10/10/2019
10/10/2019

Wanafunzi nao vitende walihadhirini zaidi kwa
kuna wengi walishia kufanya kazi tafatil, kuna o
waliada shule na Izadri ya hayo wasichana
wengi walishia kutimba minba za mapema bila hiar
yao, Sekta ya elimu pia inaaddelea kuudhiring kwa
Sababu bado hanajidhi au ~~kufanya~~ kufanya shule
kwa managenzi hote.

Katika sekta ya elimu muda nau ulihiribinga
asra mpango nao na kila mwaka, sekta ya elimu
kwa sasa wangekikha hamoomiliza mwaka wa u
elmi mbili na ishirini lakini kutakana na ugonjua
huc hanajidhima nujibu nao, kwa watahiniwa
na kidato channe, darasa la nane -

Kwa hiyo tareidi kujumuika nao ili napate
njia mwafaka ya kuendeleza masomo ya managenzi
na kutafuta njia mbadala na kujikinga na huc
ugonjua, kwa Sababu katika maono ya hanandi
na kila aliye timamu ni kramba huc ugonjua
hantasha bali utasle kadi yetu hote.

Hadi sasa sekta ya elimu ~~imo~~ imo katika
njia panta, halina la kufanya ingawa hanajidhi
kutoka mlikekati lakini mashule mengnne yana
idadi ya hanagenzi zaidi ya madarasa galijosho
yekodi hiyo walifungua kidato cha nne na
darasa la nane, hii punde watafanya mtihani
nao na hiyo basi trasadi kia kramba watafanya
kya na ingawa walihadhirini
sentensi zaico nyumvi kazi kwa hiyo
hazitoe madina kamilii -
Tella mesamini muatafaka vinaajibis analizaji
Jadili, heja za punde mbili.

Andika borua kwa mzaizi waako kila kumulikia
kuhushuria sherhp ya shukran shuleni muenu.

~~Shule ya upili ya kitanyi
S.L.P 99,
kaptarauwa,
21/6/2019.~~

Haipigiri matari

Kwa mpendwa mzaizi kwa nini unapiga mta

Pokea salamu kochokocho kutoka kwa muendo
mpendwa. Natimai u mzima natena muenye buheri wa
afya kama jinsi niivyoowachaa nyinyi pamoja na
ndugu zangu. Limpokeze salamu nyanya na babu huko
nyumbani pamoja na majironi zetu.

Hukushulenii tu wazima na wenye bidii katika
masomo, pia muthulo huu tilienda michazo ya Shulp
za upili, tiliwepza kufanya vyema kwa michezo hiyo
tiliendelea mpare fainali ambapo tulibuka wa
pili na kwa sababu walikusua wanahitaji timu moja
inayowakilisha eneo hili tuliwapongeza wenzeru
tulikuwa tukichipza nao wale na moyo uli wa kushim
na kuamini kila & jambo kwa mtaa nayeatawasaita.

Lengo langu kuu ^{ta} mimi kukuandikia borua hii
ni kuhulikia shulenii muetu kwa Sherhp ya
shukranii shulenii natimai siku hiyo utafiki shulenii
muetu kwa p mapemba na kuhushuria hafla hiyo amba
itakuwa mnemo tarop kumi na tatu mwezi huu wa
sita na hafla hiyo itakuwa saa mbili asubuhi ya
siku hiyo ya Jumamosi.

Natumai utakuja de ndugu zangu kwa sababu
siku ^{hiyo} huu kwawenti shulenii nitakuwa na furan
furan kama kiyogoye aliyeota meno iwapo
mtakuja.

Siku hiyo ~~taka~~ tutakuwa na watu mashuh

ambao walisoma hapa shulenii mwetu siku
hiyo ni ya kipekee kwa sababu tutapata mawalitha
mazuri na kutusaidia tuse na rhoya ya ~~Kokosma~~

~~Hi tulezo kufaku maishani nama waso waluyo
faulii, kwa kweli mchumia juani hulia kivulini.~~

~~% Huku shulenii mina bidii nama mchwa
ajengaye kuchaguzi kwa kutumia matope kusani
mtihani uliopita nilikuna na alama ya (B+)~~

~~Balig 8/19 na mina matumaini ya, kufanya vizuri zaidi ya
ile. Walimu walimtaza zawabi nyingi kama~~

~~CO mchanga baharini, mifurahia pamoja na wanakuni
wenzangu kuani tilikuna mwanafunzi bora
shulenii na mwenye kisiga mfano mwema
kwa wenzangu.~~

Siku hiyo ~~nimeingodea~~ kwa hamu na
ghamu na kama ~~waluyo~~ ~~Sema~~ ^{ndui} mgini njeo
mwenyeji apone nikitihani mtandeleza vitu ambayo
vitalonya mimi niwe na furaha.

Wako mpendwa

Evans Simiyu

Anza sentense kwa herufi kubwa.
Akereisha vizuri

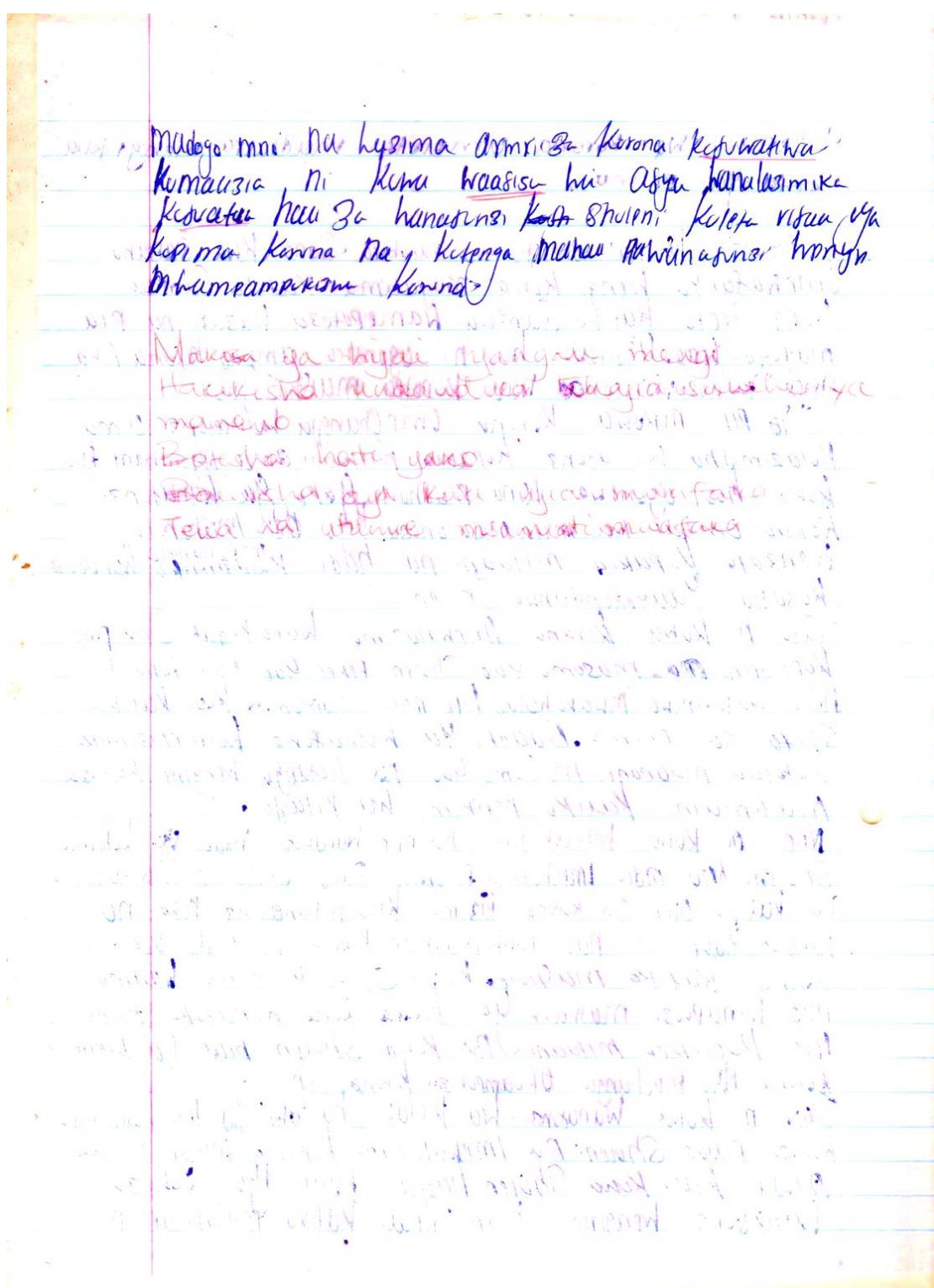
Tupua herufi kubwa panapatahili

~~Rekeisha makosa galu yopigia
mstari~~

~~Sentense zako ni udefu mo; rekeisha~~

Appendix VIII: Student's Kiswahili Composition

Ugonzwa wa korana uumeleka. mudharar mengi kwa
 sekta yao. ~~ekimwini sebonye wakilishi~~
 khwanza konia ~~wimichungia~~ pakubwa sana. Kwanza Sababu
 Umepredanya hengi kura mayatima. Katika samua
 hengi kretu katika samua kamepoteza nazazi na pia
 madugu lab. Ugonzwa hiv ni ogonzwa ambaa hewu fiba.
 ana ~~kohusutabishaa~~ hato ~~kiputu~~ musha yao
 "Ye Pili mikowu kiona Impichungia hanafizi. Ama
 kuzimisha hanafizi, kupakia mitaani amu nyumbani kwa
 kowa hiv ugonzwa. hena malihi ya ga hanafizi
 kukae cimbai wa mita mali unusu ~~hijo~~ ~~hijo~~ Impichungia
 wenzetu ~~kupakia~~ mitaani na hadi ~~Impichungia~~ hanafizi
 Rusuhari ~~Yauyofindishwa Shulen.~~
 Tutu ni kura korana Impulazimu huna kidato Cha pte
 kupnderia ~~na~~ masomo yao Shulen. Pexop yao kwa hiv
 hadi kufahamuwa mwakheebao hito hadi Changamoto kwa keltika
 Sekta ga elimu. Baedhi ya hanafizi. Impulazimu
 kufotua muanaji masomo yao na kibingi hongine kukosa
 matumaini. Keli ke mitihani. hiv kituifia.
 Nne ni kura hanukidat Chene ne wanakosa vifaa yaa kelimia
 Shulen. ~~hijo~~ hadi Impichungia pakubwa sana. Katika Sekta ya ~~Yauyofindishwa~~
 na keltika amri zu kiona lisimu kilu hanafizi. Kwa nne
 Panjua yake na hadi hadi masomire kukosa vifaa yaa kelimia
 korana keltika masomire katika Sekta ya ~~Yauyofindishwa~~ waumu
 nao hanapuuza malihi yaa kionna kena hanufute Shulen.
 na kerekeza mitihani na kendo Shulen. bila yaa kelimia
 kionna. Nyu malihi yaa kelimia kionna Shulen.
 Tano ni kura hanafizi. wa kidato Cha tano. na hadi kelimia
 kufusia na jinsi Shulen. na Impulazimu kupakia mituane mwaka
 maja. Kwa kena Shire hajina vifaa yaa kelimia
 hanafizi hongine Shulen. Thali keltika madanusiwi na



Appendix IX: Student's Kiswahili Composition

Andika insha lisiyopungua maneno 400 kuhusu mada ifuatayo
 "Ugonjwa wa korona Umeleta Madhara mengi kwa sekta
 ya elimu" Jadili

Ugonjwa wa korona Umeleta madhara mengi kwa
 Sababu ~~hii~~ Ugonjwa hii aing tiba na Imewera kuwangamula
batu wengi sana. Ugonjwa hii utitokea katika nchi wa
Chama Mwaka wa elimu mbili kumi na tisa, na ilienea kua
nchi Zingine kua kazi mno.

Korona imekuwa fuhfishe kumbya sana katika olimpe
nzima kua Sababu loa nchi Waliokuwa na Hospitali
Wakumsua voa kuweza Kupata dawa. la Ugonjwa huo
Watatalamu Walivera Kutijungura Ugonjwa hii Unaweza Kupata
miti au binaclamu Wawote wakati Anapukiza Jombo lolote
ha kuzalimana na mtu mwingine, Walisema tana kua Virusi
ya Korona Unaweza kukaa kua datika Ishirini.

Nchi Walionauwezo Walijinakamus lakini Wakuweza Kupata
Suluhisho voa dawa, lakin, Watatalamu Walijungura voa kuweza
kutia Masharti Makali Waftida Waakisitisa kwao kila Binaclamu
Gweza kukaa Umba, ka miti moja na nusu, lazima kua
na barakoa, Kuosh mu Kunawa Mkono kila Wakati.

Janga hii iliweza utifete madhara mengi kua sekta
ya elimu kuo Sababu wakati Walitangaza kuo Ugonjwa
huo ni hadari sana nchi, zote loaliweza Kufinga Shule
he Wanafunzi Wote Wakuweza Kusaidi nyumbani Kuengesea
hapo iliweza Kuleta Madhara Katika Ufundi Uchumi voa
Kila nchi kua Sababu Waliokuwa Wakifanya kazi Wakuweza
kuundi nyumbani kuo Sababu voa Janga Tuhi.

Elimu hamehatirika nini kua Sababu Wanafunzi
Waneweza Kusahan Yaliyofunzo katika Shule, Kutokeza
Sasa hii Wanafunzi Waneweza kukaa nyumbani, wa Mezi
tisa na baadhi Wanachokoleza kukaa, na bongeza mkuu voa elimu
allweza kukaza na Kuoazua na blito latiba mpya voa

Wanafunzi wa Koda clara s la hne, nane na Kitato wa hne
waliweza kufungulizo. Shule mieri uropite na caatiweza
Katika kiuenda Shule wakati walipewo Majingi wa Mukaribekeni
Wanafunzi kufata Majizro aliyopewa ha Sekte wa Afya
wa kunaos mixono na kila micansfinzi kuwa barazoa.

(Mawenzi p10) (267)

Appendix X: Student's Kiswahili Composition

JIHAMIZI LA KORONA

Ugonjwa wa korona umeleto madhara kwa sekta ya elimu."

Jadili!

Ulikuwa mwezi wanafunzi ugonjwa wa Korona zilipenzi nchini mwetu. Rais wetu ~~matukufi~~ aliziamuliwa ~~mashuhuri~~ zote nchini zifanywe Ugonjwa huu umeleto matatu mendini katika sekta hii ya elimu, madhara haya ni kuma vile ~~kusongashwa~~ kuna kalundu ya madhani wa kitereta, Wanafunzi wengi ~~kubatta~~ tamau na kuamua kutorudi shule hi Wanafunzi ~~kujingiza~~ katika kutumia ~~madharati~~, mimba za mapemu Wanafunzi kutesa ~~ndhairuo~~ na walimu kutesa asira.

20 Ratiba

Kalenda ya mtihani wa kitalii ~~umsongesha~~ hadi mwaka ~~ujao~~ kwa kuu ugonjwa huu wa Korona ~~jamii~~ wanafunzi pishabuwa sana ~~watahiniwa~~ wa ~~kitendo~~ cha nne pembe na wale wa darasa la nani wanaturajia kufanya mtihani wa ~~were~~ kitalii mwaka ~~ujao~~ ambalo hingefanywa mwakaa huu.

Shule zilipenquu mwezi wa tatu ~~imetakuwa~~ ~~takenbu~~ mrozi ~~zababu~~ ~~taras~~ hingyo busi ~~imefanya~~ wanafunzi wengi lekutia tamau na kuamua kutorudi shule hata ~~itakapofunguliu~~ wengi rawamaji hisisha ni bishara zao hingyo busi wanafunzi kuu ni muhimu kuandilizo hizmo bishara zao badala ya kurudi shule ni busi ugonjwa huu umejunguu wanafunzi wengi kuacha ~~inuromo~~ yao.

Vijana wengi ~~vijeni~~ haja ambae ni wanafunzi ~~wamejingiza~~ katika kutumia ~~madharati~~ hingyo ~~lumainisha~~ nchi hii yetu ~~imetakuwa~~ kisasi kijacho. Wanafunzi hengi ~~wamejingiza~~ katika ulanquzi wa ~~matawa~~ za Kulouja kisa na meara ni kwamba wamakosa kitu chini kufanya wakwaa nyumbani wengi hutumie muda wao wote ~~karizangilia viduo~~ visivyo stabili kuuwa na wanafunzi hingyo busi huvalazimsha ~~kujingiza~~ katika huu bahari la madharati.

AFA DIA AL EMAHL

~~Xanaturzi wakilea~~ pia nad wamipata changumato ~~mngi sami~~ ^{ingagi}
 kunu wanafunzi ambao wamipachikwesi mimba ~~hiji~~ ni kutekang kukosa
 cha kufanya, katika lipindi hili cha ~~chumizi~~ ^{Jinamizi} hili la
 Korona. ~~Xanafunzi~~ huwa waliopuchitawisi mimba punqire ~~wangi~~ kuwa
 shule swangiweza ~~kulindwana~~ walimu ~~zao~~ ^{zao}

Hithamtu ~~shikasheenaa~~ kewa wanafunzi ~~l~~ kwa sababu walimu ~~ambao~~
~~walikuwa~~ ^{wamizdeani} naonkuwapa ~~sehauri~~ na kwaalikozu jinsi ya
 kandhumisha ~~ndhemu~~ huwakutawa nad ^{katika} lipindi hili cha
 Korona. Hiryo busi wanafunzi wangi wamipata ~~mwakilea~~ ^z wao.

Xalimo na walikasha kwa kewa waliqagemu kazi ya kufazio
 Wanafunzi na piu matamila zao na uchumi zao ziladhinku patakuu
 kewa kewa puto kabwa lao lithika hiratoka kwa ajira zao hiryo.
 basi familia zao zilidiniwa wengine wakatenunishi familia tya oto.

Insha fupi.

Katika kugndili baa hadia za kufaza pande
 mbori.

Taa ~~higara~~ kitosha.

Una matessa mengi ya sanefi.

Appendix XI: Student's Kiswahili Composition

10
20

BARUA MIEMIE

TAREHE: 10 DESEMBA 2020

SAA: 11:00 AM

KUTOKA: James@gmail.com

KWA: Atiyahust@gmail.com

MADA: ~~HATUA ZA Mgommo WA WANGIZI~~

Wiki ~~Ulyoptz~~ nilipata habari za mgoni kwa Wangizi

Katika Kaunti ~~hi~~, kwa kuna hili ni Jambo la ghati la Incidai.

Kila ~~mujt~~ ipene haki yake kwa kuna hata nyinyi Wangizi

Mna haki ya kutelea haki zenzo.

Kwangu kama chanzo wa ~~wenu~~ malamistri geni
nimipate ~~a~~ kuwa ukamilifu. Kwanza kabisu katika ~~hep~~ hospitali

ya Ruya ~~ambao~~ ~~kutakamili~~ kuna Wangapo wa mafanya

Ukunguzi kutokana na hali yake kuwa kuna nyumbi moja

buliposmoka na watu kaidha wakati, kwa sasa bado ~~u~~ Wangizi

Unciendelea kuwa kuna ~~hijo~~ ~~nikova~~ makamishi ya kwanza

Ya pili limekuwa hali ya magari ya hospitali yani ambulensi yimekuwa makutano karibarini, wiki Ulyoptz

tuikutana na rais na ~~eratupesi~~ ~~mag~~ Ambulensi tisa

ambao mkuu wa abya katika kaunti ~~et~~ atapeana ~~tre~~

kesto katika kila wadi.

Jambo, nyinyi ni kuongezeka kwa wagajua na hospitalini. Mawana vitanda ~~ya~~ kutoka kutekana na hali

hili kuna pesa cimbaro zika tayari kwa kununia vitanda

na himemjulisko mkuu wa abya edanya karaka kununua Ar

Vitanda na kutakikisha kila hospitali ~~wamerata~~ vitanda

Nyinyi ni mshakira, ~~hi~~ limekuwa ~~je~~ changamoto kwetu

kwa kuna turatgejumia. Serikali kuu ya taifa kutupesi pesa

za ~~Wangizi~~ na kwa Jambo hili leo ~~limepata~~ habari.

Kuna ~~hijo~~ pesa zimeti kia kuna na ~~h~~ kila m ~~muguzi~~

hali atapeatai mshakira wakie kufiki kesto.

Dawa pia ~~limmekuwa~~ ~~changya~~ katika kaunti

yetu takini ~~il~~ yetu pekee pia makunti nyinyinezwa kwa

Tumia kikomo / kitone
kilomfesha kuwa
seutenshi yako
imekamilika.

Kosa la
sarufi up
nsamia

hayo Senkali kwa inastugtukiriz kwa kuna kuli'kuwa
hni dawa ambozo hezikuna swi kwa abyey ya binadumu
Senkali bodo inastuguzi dawa hzo laktma lakini na watidi
ya kuamba wiki unafeta kila kitu Hezikuna Scimbamba'

Nawaumbi wayuzi ~~mrejte~~ kazini kwa kuna
Malalamisti zenu yastugtukiriz hezikuna, kwa kuna
kutu wanawakegmea kritika abyey zao.

Mimi Wenu kwamintu

James Toa,

Għarrafha E.M.C.

- Tia bidzi katinha Sanfu. Hasu zingatia ngeu.
- Sanfu isha luuha yako.
- Reċebisħha makosa yahyoprigwa mistarci.

(2) ~~Se~~

Senkali za kitaita na zai kaunti zimekubikira na kufanikisha
kupambana na Janga la kontra kufitira hafuu zili zochukuliwa
Tadili.

Kwa kuzuka kwa ~~et~~ Janga la kontra limeleta shida
hingi katika maeleo mbalimbali kufikia dunia nzima
Lakin kutokana na hali ~~hizi~~ z senkali za kitaita na zai kaunti
zimeungani mikoni kwa pameja hili kupigani na hali
hili hesa kuhubikira na kufanikisha hafuu zekukelipiliana na
Ugonjwa huu wa kontra

Kwanza kahisa hafuu ga kwanza kwa senkali ~~zg~~
kitaita na keunti inkufanikisha kupenda barakoa kwa kila
meja kwa kwa watu wengi hawani uwezo wa kununua
barakoa kila madi Berkali nao wakaifanya Jambo nzuri
kupatiani hizo barakoa

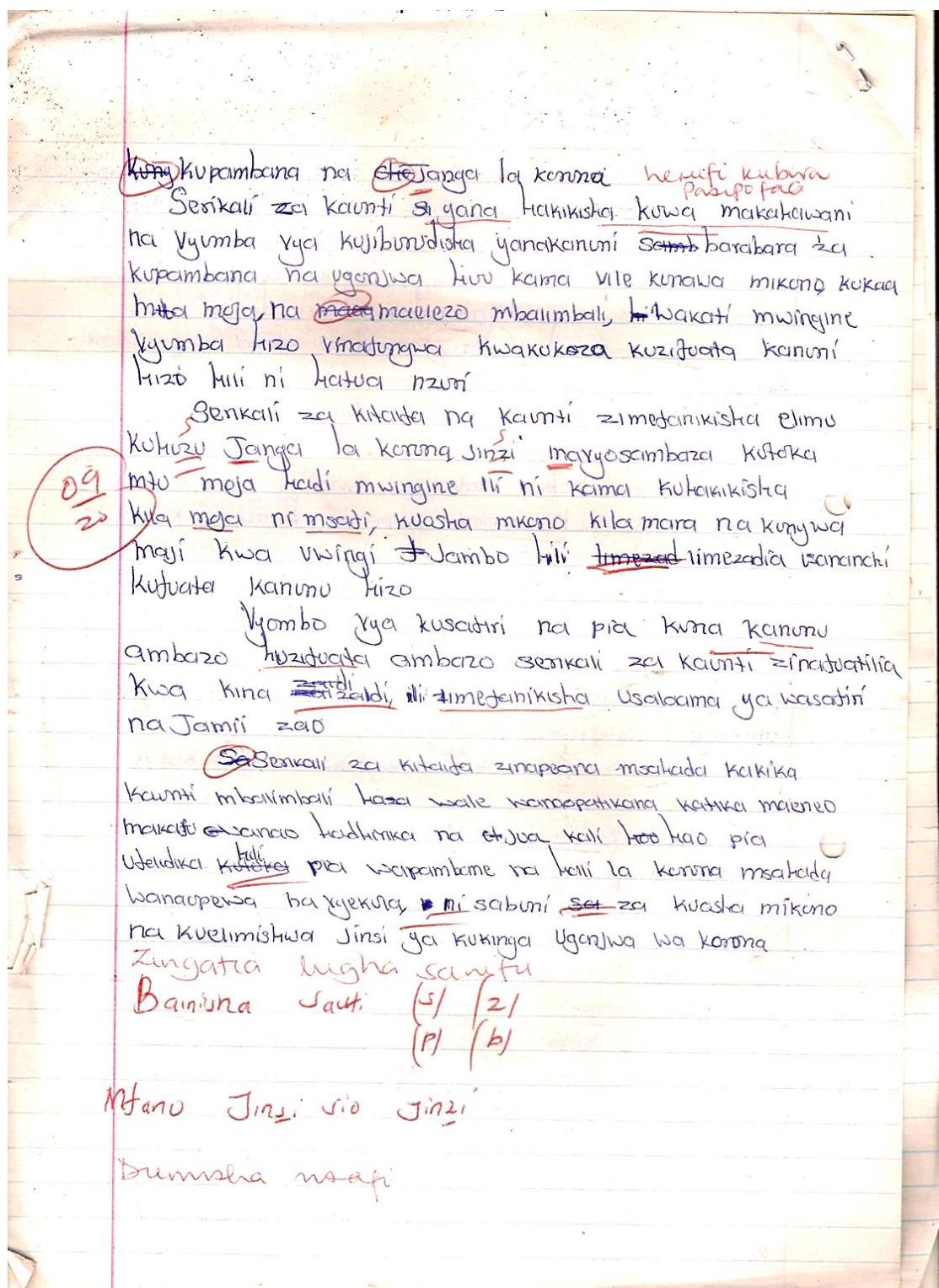
kaunti na senkali za kitaiti zimeshirikiana kwa
pameja kutengi kale waliona kerudi kwa yemba
ambayo vitengesi na senkali, hili limesidia sema
Watu wengi norzi ambukishiwe ugenjwa huj kwa
barakoa

Senkali zimedanikisha kupenda kyachukali kwa Watu
Woriziswesa hili kupata ngumu kupunganya na hili
ya na kuzukia Ugonjwa huu wa kontra hchini

Senkali za kitaiti na zai kaunti Woriziswesa
na mafisi wa usalama kuharikisha kila muda amfisi
barakoa Watiwe wengi au mukutanani hili limesidia
sema kwa kupunguza usambasaji wa Ugonjwa huu
kwa kowai kile maje anafisha kufitira na mafisi
wa usalama hujani hili hili Jambo kila
maje anafisha na barakoa

Nyinyne pici senkali zote mbili zime~~sidia~~
kusidisi mazingira kufitira sehemu mbalimbali otli ili
kuharikisha kaunti zao ziko scidi illini hafuu nyinyne la

usithme
12/ maha
pa 1/51



Appendix XII: Student's Kiswahili Composition

22/6/2019

Dumeleng
refiShule ya upah ya kitanya,
S.L.P 99,
KAPTRAKWA,

21-6-2019

Kepisah
wewi

Kwa imperidura mzaasi,
Hulambos nimi haya ni mazima tit phisante kwa
hukarim waho upendo na umoda mplayo niongelha -
Natalia nho mazima Japokwua nime kosa mawantib
yako kwa mudu mesu mo takini yome ni tiango
Sina kwa kuta mengi ni meya timisa.
Tangu inle hili shule mengi gametangika. kwanza
lulipo itunga na hili shule tuli waogape Wutulana
wuhubwa takini badda yahe wili huwa maratiki
nasi. Kondo na haya nime titunza mengi kwanza
habisa nimetuhamu huwa masomo ya secondary ni
nzuri na ni ni rahisi kurishika na Some
hilo penda said ni Isabati, hiswahili, kingceresa
Chemia, historia, Dini na Briashara, Nina, Jilahidi
Sana katika masomo hili kunusua maisha masuri
na kwele baikukosea wahenga kusema kwamba achanikaa
kesa impini hati nja.

Lengo kur ta kuanikaa barua hii ni
kukualikaa wewe hatika sherehe ya Shukran
ya shule yang ba asi Sina budi kukualika wewe
hatika titu hii. Himbayo titahua taruhe 13 Julai
2019. titahua titu muhimu kwani husaidia kyud klana
kuhusu Alama ta mtihani na pia kujuu
Changamoto ni zipi na jinji ya kuimashi
kwani wewe ndive mwenge huna elewa zaidi. ta
na pia honajua kuhusu tabia na mwenendo

11.59.59
 2:01

zetu zaidi nitigeomba tafadhali husikose, siku
 hiyo hitatana zaidi hukifika tuwa atili yangi.
Nila shuhuri hukifika tuwa makembe.

03 Ningependa hukifika siku hiyo hunyaka na vivaa
 10 nya husomea kama halamu za kuandikia na vitabu
vivili nya ziada pia busisahau kuwasalimu kila mitu
 alye nyumbani hiki watakia afya nsemu.

7/10/19 wako wa moyo

Appendix XIII: Student's Kiswahili Composition

4 | 03 | 2020

Kelvin Kipkorir,
S. L. P 256
Eldoret,

41212020.

Mwalimu MKUU,

S.L.P 456

Kitany.

4/2/2020

~~12/12/2020~~ KUH: KUPENDEZA NJIA ZA

KUBORESHA MATOKEO YA MIHANI

Kwa mwalimu mkuu,

Andrea
new
Sam
Kipen

Lengo la kuvandikia barua hii ni
Kupendeza nija za Kuboresha Matokeo
ya mtihani. Mwaka Uliopita Wanafunzi
Wengi waliwera Kupita Vizuri mtihani.
Wanafunzi kumi na wanne Walipata
alamu ya A- na wote walihitimu Kuenda

Kisa nini unatumia herufi fuli kubwa katikati
 mimi neno?
 Kutia bidii Majomoni na pia walimu
 Kuwafundisha. Njia nyingine za Kuboresha
 Matokeo ni Wanafunzi kuwa na heshima,
 adabu na pia Wawe Watiifu Wanapokuwa
 Shuleni.
 Hata hivyo Wanafunzi ~~wakati~~ lazima
 Wazingatia wakati Wanapokuwa Shuleni
 ili Wawere Kuboresha matokeo yao.
Ni mimi wako mwaminifu
~~1~~ Jambo lingine ambalo ningependa
 Kuzungumzia ni kuhusu Wanafunzi na walimu
 Wanafunzi Wafaa wadhihirishie Wazi mbele
 ya walimu Wao Hata hivyo Wanafunzi
 Wanafaa Kuwaliza walimu maswali ambayo
 hawaygelewi.
 Wanafunzi pia lazima Wazingatia
 Usafi Wa hali ya juu Kura Sababu Usafi
 inakaribiana na Mungu Wanapokuwa Kuonye
 Mahali Safi hakuna tatizo lolote ambalo
 litawa Sumbua. Mbali na hayo lazima Wanafunzi
 Wawe na imani na Kujamia Kwamba Watapaa
 Mtihani wao Sharti Wanafunzi Wana fag
~~Kiti~~ Kutia bidii kama ya mehwa.
 Jambo lingine ambalo ningependa
 Kuzungumzia ni kuhusu Nidhamu Shuleni
 Nidhamu ndicho kitu cha Kwanza Wanafunzi
 wafaa wajue. Bila Nidhamu hakuna kazi
 azuri ambayo Wanafunzi watafanya Shuleni
 Wako Mwaminifu Unyegeleza tu soko la mifano
~~1~~ Ma bida nifit na wao
Hififi! Ma bida nifit na wao

Appendix XIV: University of Eldoret Research Permit



P.O BOX 1125-30100
ELDORET, KENYA
Tel: 0774249552
FAX NO. +254-(0)53-206311 EXT 2232
deansoe@uoeld.ac.ke

SCHOOL OF EDUCATION

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Our ref: UOE/B/CIM/RES/028

10th March 2020

The Executive Secretary
National Council for Science Technology & Innovation
P.O. Box 30623 - 00100
NAIROBI.

Dear Sir/Madam,

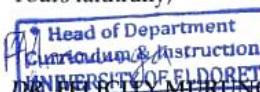
RE: RESEARCH PERMIT FOR OJWANG' CONSOLATA EDU/PH. D/KE/001/14

This is to confirm that the above named Post Graduate Student has completed Course work of Doctorate of Philosophy in Educational Technology (Kiswahili Education) in the Department of curriculum and instruction.

She is currently preparing for field work to collect data on the thesis title "*An Investigation on the Influence of Functional writing skills on Performance in Kiswahili in secondary schools in Kenya*".

Any assistance accorded her to facilitate acquiring research permit for data collection will be highly appreciated

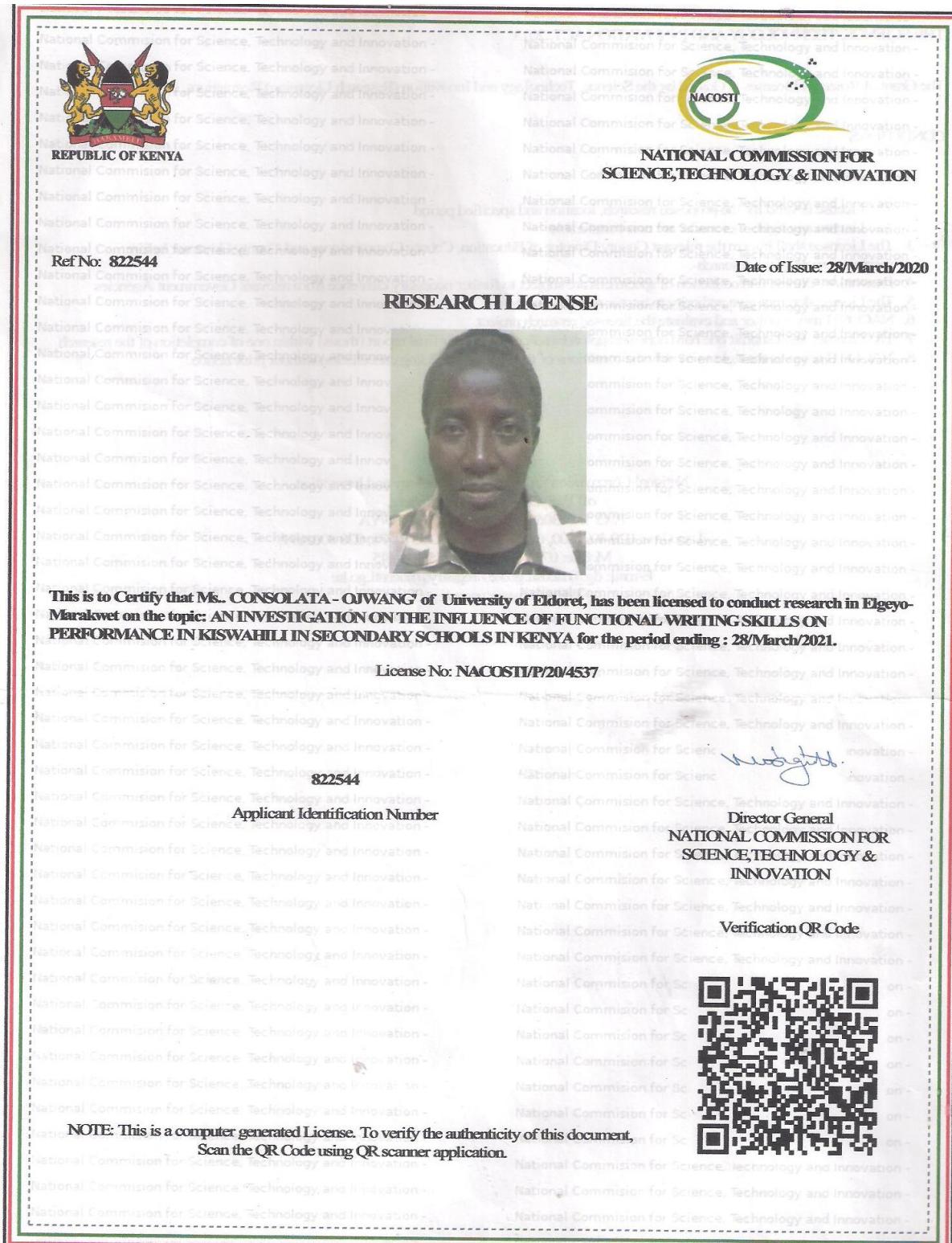
Yours faithfully,


Dr. PRISCILLA MURUNGA
HEAD, DEPARTMENT OF CURRICULUM

University of Eldoret is ISO 9001: 2015 Certified



Appendix XV: Research Licence National Commission For Science, Technology And Innovation



Appendix XVI: Research Authorization From County Director Of Education-Elgeyo-Marakwet County.



**REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

TELEGRAM:.....

TELEPHONE NO: 0534142207

WHEN REPLYING PLEASE QUOTE OUR REFERENCE

EMAIL: cdeelgeyomarakwet@gmail.com

COUNTY DIRECTOR OF EDUCATION
ELGEYO MARAKWET COUNTY
P.O. BOX 214-30700

ITEN

DATE: 28th October 2020

REF No: CDE/EMC/R/26/VOL.III/ (28)

Consolata Ojwang
University of Eldoret

RE: RESEARCH AUTHORIZATION- CONSOLATA OJWANG

Following the authorization by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research in **Elgeyo Marakwet County** Vide Authority letter Ref. No. NACOSTI/P/ 20/4537 dated 28th March, 2020 you are hereby formally granted authority by this office to proceed with your study on “*An investigation on the influence of functional writing skills on performance in Kiswahili in Secondary Schools in Kenya,*” for a period ending 28th March, 2021.

You are further required to report to the Sub-County Directors of Education -Elgeyo Marakwet County.

Okwemba O.V
For: County Director of Education
ELGEYO MARAKWET

Copy to:

1. The Director General/CEO -NACOSTI
2. The Sub-County Directors of Education- Elgeyo Marakwet County



Appendix XVII: Research Authorization From County Commissioner Elgeyo-Marakwet County



THE PRESIDENCY
MINISTRY OF INTERIOR & COORDINATION OF NATIONAL GOVERNMENT

Telephone: (053) 42007
Fax : (053) 42289
E-mail: cclgeyomarakwet@yahoo.com
cclgeyomarakwet@gmail.com
When replying please quote

COUNTY COMMISSIONER'S OFFICE,
ELGEYO-MARAKWET COUNTY,
P.O. BOX 200-30700
ITEN

PUB.CC.24/2 VOL.III/14
Ref.....

28th October, 2020
Date.....

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION

MS CONSOLATA OJWANG

This is to confirm that the above named has been authorized to carry out a research on "*An investigation on the influence of functional writing skills on performance in Kiswahili in Secondary Schools in Kenya.*" for a period ending 28th March 2021.

Please accord her the necessary assistance.

(Signature)
Julius K. Maiyo, HSC
County Commissioner
For: County Commissioner,
ELGEYO MARAKWET.

c.c. All Deputy County Commissioners
Elgeyo Marakwet.

JKM/sjk

Appendix XVIII: Research Permission From Elgeyo-Marakwet County Government



**COUNTY GOVERNMENT OF ELGEYO MARAKWET
OFFICE OF THE COUNTY SECRETARY**

All correspondence to be
Addressed to; County Secretary

P.O BOX 220 – 30700, ITEN
TEL: 05342277
Email: emcounty2013@gmail.com

Your Ref:
Our Ref: EMC/ADM/69/489

DATE: 27th November, 2020

**Ms. CONSOLATA OJWANG.
P.O BOX 1125.
ELDORET**

TO WHOM IT MAY CONCERN

RE: PERMISSION TO CONDUCT RESEARCH IN ELGEYO MARAKWET COUNTY.

Ms. Consolata Ojwang of University of Eldoret has been granted permission to go ahead with research license within Elgeyo Marakwet County. This is therefore, to request all institutions and individuals within our County to accord her the necessary assistance

Thank you.


**PAUL CHEMMUNTUT
COUNTY SECRETARY/HEAD
OF COUNTY PUBLIC SERVICE**



C.C

**H.E GOVERNOR
COUNTY COMMISSIONER**

Appendix XIX: Reserach Authorization From Sub County Director Of Education, Keiyo South Sub-County

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

TELEGRAM:.....
WHEN REPLYING PLEASE QUOTE OUR
REFERENCE:
EMAIL: deokeiyosouth@yahoo.com



SUB-COUNTY DIRECTOR OF EDUCATION,
KEIYO SOUTH SUB-COUNTY,
P.O. BOX 3-30129,
CHEPKORIO.

REF NO:KSD/RSRCH. AUTHO/24

REPUBLIC OF KENYA DATE: 3/10/2020

TO ALL PRINCIPALS
KEIYO SOUTH

RE: RESEARCH AUTHORIZATION – CONSOLATA OJWANG

The above named has been authorized to conduct research on “**An investigation on the influence of functional writing skills on performance in Kiswahili in Secondary School in Kenya**”, for a period ending **28th March, 2021**.

Kindly accord her any assistance she may require.

Charles Ngobia

FOR: SUB-COUNTY DIRECTOR OF EDUCATION
KEIYO SOUTH



Appendix XX: Research Authorization from Sub-County Director of Education Marakwet East District



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Telegrams: "EDUCATION", Kapsowar
Direct Telephone: (053) 361530
WHEN REPLYING PLEASE QUOTE MKT/MON/V.1/65
EMAIL: deomarakweteast@gmail.com

SUB-COUNTY DIRECTOR OF EDUCATION
MARAkwET EAST DISTRICT
P.O. BOX 244,
KAPSOWAR

18TH November, 2020

RE: RESEARCH AUTHORIZATION- CONSOLATA OJWANG.

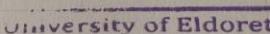
Following the authorization by the National Commission for Science, Technology and Innovation (NACOSTI) to carry out research in Elgeyo Marakwet County vide authority letter Ref No: NACOSTI/P/20/4537 dated 28th march 2020 and subsequent authorization from County Director of Education –Elgeyo Marakwet County dated 28th October 2020, you are hereby granted authority by this office to proceed with your study. On “An investigation on the influence of functional writing skills on performance in Kiswahili in Secondary Schools in Kenya”, for the period ending 28Th March 2021.

Thank you.



AMOS KIBET
SUB-COUNTY DIRECTOR OF EDUCATION
MARAkwET EAST

Appendix XXI: Similarity Report

University of Eldoret Certificate of Plagiarism Check for Synopsis	
Author Name	Ojwang Consolata EDU/PH.D/KE/001/14
Course of Study	Type here...
Name of Guide	Type here...
Department	Type here...
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Submitted By	titustoo@uoeld.ac.ke
Paper Title	INFLUENCE OF FUNCTIONAL WRITING SKILLS ON STUDENTS' PERFORMANCE IN KISWAHILI IN SECONDARY SCHOOLS IN KENYA. A CASE OF ELGEYO-MARAKWET COUNTY
Similarity	13%
Paper ID	976194
Submission Date	2023-09-19 21:04:00
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