

## USE OF COLLABORATIVE SMALL GROUP STRATEGY ON STANDARD SEVEN LEARNERS' ACHIEVEMENT IN ENGLISH COMPOSITION WRITING IN PUBLIC PRIMARY SCHOOLS IN KISUMU COUNTY, KENYA

<sup>1</sup> Kamau Wambui Hellen <sup>2</sup> Odundo Amollo Paul <sup>3</sup> Inyega Nasimiyu Hellen

Department of Educational Communication & Technology

University of Nairobi, Kikuyu Camps, P.O BOX 177 Kisumu, Kenya.

[Kinuthiahellen@yahoo.com](mailto:Kinuthiahellen@yahoo.com) [odundopaul@yahoo.com](mailto:odundopaul@yahoo.com) [hinyega@yahoo.com](mailto:hinyega@yahoo.com)

---

**ABSTRACT:** *Differenciated learning is what the current systems of education require in order to cater for all learners. Collaborative teaching offers value creation as learners work in their small groups. Everyone in the group has a responsibility to perform and the facilitator supervise to ensure all learners are inclusive in the group activities. While small group strategy is used a lot of ideas are shared, thus a big task achieved. Small group is enormously worthwhile, both for facilitator and learners. This methodology is vital in teaching and learning of composition writing skill. Communication and collaboration is instilled in the learners thus enhancement of the writing of English composition. A 'cognitive' approach to small group teaching, building on the theories of Piaget, would propose that learning interactively in small groups is useful to learners since the procedure of debating, decisions, dealing with conflict, and integration different perspectives is a necessary part of how cognitive development takes place. This thought about cognition also underpins the notion of 'cognitive elaboration (Dansereau, 1988), which points out that cognitive development is based on reformulating or elaborating existing knowledge into new forms – a sort of unlearning and relearning of knowledge. The study objective is : To examine the influence of small groups' technique on learners' achievement in composition writing skills in public primary schools in Kisumu County. Drawn from Lev Vygotsky (1962; 1978) the vision of pedagogy is based on the idea of learning as an interactive, social process, within which the facilitator directs the transition of the learners into the Zone of proximal development in order to cultivate new knowledge in order to cultivate new knowledge. Pre-test Post-test nonequivalent groups research design was adopted, sample size of 292 was drawn from 6 teacher of English, 6 head teacher and standard seven pupils in public schools. Data were collected via questionnaire, observation schedule and check list. Analysis was done using descriptive statistics. The study found that for small group learning technique: revised strategy is moderately used ( $m= 3.80$  with  $SD$  of 2.960) buzz strategy is moderately ( $m= 3.40$  with  $SD$  of 2.106) used in teaching composition and three minutes strategy is highly used ( $M= 4.20$  with  $SD$  of 2.269) in composition teaching. The computed  $z$  values for brainstorming technique elements revealed a  $z$ -statistic value higher than the  $z$  Critical value and  $P$ -value less than 0.05. Thus, the study rejected the entire five Null hypotheses as there was a statistically significant relationship between: individual group technique, whole class technique, small group technique, round robin technique and relay technique; and learners' achievement in composition writing skills in public primary schools in Kisumu County. The study recommended that similar studies to be carried out using inferential statistics, especially multiple regression analysis to assess how the individual strategies of brainstorming teaching technique contribute to overall learners learning achievements. Other researches can use the Humanist child development theory to cater for the concerns of a paradigm shift to the*

*thinking about holistic development of the learners., the policy makers and implementers ministry of Education and Kenya National Examination Council, to address the use of inquiring-based learning in order to provoke critical-thinking in learners as the new (CBC) get rooted to curb the negative attitude of embracing change of teaching for life and not for exams.*

**KEYWORDS:** collaborative, small group strategy, standard, seven learners' achievement, English, composition writing, public, primary schools, Kisumu, Kenya

## INTRODUCTION

### *Small Group Technique and Learners' Composition Writing Skills*

This kind of learning allows learners to grow problem resolving, personal, and presentational and communication skills; all these are useful to life outside the classroom. The benefits of small group are Learners achievement, satisfaction with learning experience, and development of oral speech, improves self-esteem, social skills and promotes positive race relations. The benefits of collaborative are enormous regardless of grade level or subject matter. Learner's retention and improved relations are realized thus value systems enhanced in learning environments. According to Hanna, Taqai and Nowieyah (2014), the instructor took notes of her observation of the formation of and participation in group work. It has both the development of substantive subject knowledge and learning valuable skills through the process of teaching and learning in small groups.

KCPE Mean Scores in English Language and Composition for Kisumu County Between 2014 to 2017

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

Source: The Kenya National Examination Council (2017).

## STATEMENT OF THE PROBLEM

Many primary school learners have, over the years, performed poorly in composition writing as indicated in the KNEC 2013-2017 Examination Report presented in Table 1. The delivery of the curriculum, monitoring and examination needs have to be looked into to understand exactly where the gap is.

This study has observed that the teaching/learning approaches used by the teachers in Kisumu County have generally contributed to the overall results in National examinations (field observation). This study suggests that teachers of English should embrace creative methods and

strategies while teaching composition writing. The Kenya primary school syllabus emphasize on the resources and pedagogy of handling each component that translates to overall performance in English language. Findings in Table 1 imply that grammar is better performed than composition writing. Both grammar and writing have to be handled well since they uniquely contribute to overall grade for the English paper. There is a gap given that all instructions and assessment is done through the English language despite its poor performance.

The new Competency Based curriculum (CBC) lays a lot of emphasis on literacy activities and affirms that all four skills are vital in the overall performance of English language. The brain storming technique, though it shows great potential based on previous research has not been tried out comprehensively as a viable teaching strategy that can enhance learners' critical thinking and idea generation to boost their writing skills. This study fills that gap by providing information on the influence of brain storming technique on standard seven learners' achievement in English composition writing in public primary schools in Kisumu County, Kenya.

## **REVIEW OF RELATED LITERATURE**

### **Small Groups Technique and Learners' Composition Writing Skills**

According to Kamau et al , (2019) the instructor took notes of her observation of the formation of and participation in group work. It was found that the students who worked in groups did not improve. However, most students reported that they enjoyed the tasks and would like to work in a group more often. The method of forming a group also seemed to affect learning. It was found that social and academic variables of age and GPA affected the formation, engagement and results of group work.

Bonita, (2012) reckons there is more commitment among the groups to make final decision and more dysfunctional brainstorming. Social academic variables, method of formation of groups affected learning, learners who worked in groups never improved, studies report that they had fun doing the activity in groups .Kamau et al ( 2020) suggested advantages of facilitating higher order thinking skills, motivating learners and fostering writing skills.. Writing is a basic type of learning language since it offers very good means of foxing the vocabulary, sentences pattern and spelling. Writing skill is proficiently learnt when exercises in writing parallel it.

### **Purpose and Objective**

The study purposed to determine teachers' influence of small group strategy in composition writing skills of English language in the influence of three minutes method, revised method and buzz method.

Class technique on learners' achievement in composition writing skills in public primary schools in Kisumu County

Martal (2014) on his research, found out that, it is hypothesized that concrete knowledge of research based instructional methods that can be used in co-teaching situation may reduce rates of teacher frustration and attrition, and will improve academic and behavioural performance of students in a variety of settings and imagined that the methodology of based instruction can be in cooperated in order to cut down the teacher disappointment and wearing away.According to Kamau Odundo and Inyega (2015) facilitators need to embrace group work to build a culture of brainstorming to acquire as much knowledge as possible on the topic. Writing is a fundamental type of knowledge

than verbal communication because it offers better means of fixing the words, spelling, and sentences pattern. Writing is most powerfully achieved when exercise in writing parallels practice in the other skills. It provides an excellent consolidating activity. These theoretical and philosophical underpinnings are often left understood in the more direct 'how-to' sequence of events that dominates academic writing about small group teaching, but it is significance pausing here to think about the deeper question of why we teach in small groups. Small group teaching provides an alternative approach to teaching and learning than that obtainable by the more traditional didactic master-apprentice / teacher-student model. Much of the academic creative writing about small group teaching heralds from psychology and associated disciplines, and in this respect the work of the Russian psychologist Lev Vygotsky (1962; 1978) has distinctly influenced more recent thinking about why small group teaching is 'good' pedagogically.

Vygotsky vision of pedagogy is based on the idea of learning as an interactive, social process, within which the teacher facilitates the move of the learner into 'zones of proximal development' in order to cultivate new knowledge. That is, the role of the instructor is to facilitate rather than to order the nature of what is being learned, meaning that students have an active role in this process. The teacher provides the 'scaffolding' around which students are able to construct their own learning, building on prior knowledge. For this reason, this approach to pedagogy is often referred to as collaborative learning, because it is centred around the interactions between teachers and students, somewhat than seeing learning as a one-way interaction where knowledge is imparted from the teacher to the student. Within what is known unreliably as the socio-cultural, cultural-historical or 'constructivist' tradition in psychology and educational research, this fundamental principal remains important to the idea of 'good' teaching tradition in general. In turn, it is this social, interactive approach to learning that is at the heart of all 'good' small group teaching.

The description on small group teaching from psychology also draws links between social relations and cognition (that is, how our brains develop, and how we think and learn). A 'cognitive' approach to small group teaching, building on the theories of Piaget, would suggest that learning interactively in small groups is beneficial to students because the process of debating decisions, dealing with conflict, and reconciling different perspectives is an essential part of how cognitive development takes place. This thought about cognition also underpins the notion of 'cognitive elaboration' by Dansereau (1988), which points out that cognitive development is based on reformulating or elaborating existing knowledge into new forms – a sort of unlearning and relearning of knowledge. According to this developmental perspective, small group teaching nurtures cognition through social interaction. Research into 'social cognition' (Levine & Resnick 1993) also points along these lines, that cognition, while taking place individually, is inherently social in its construction. Learning in social and cultural context: perspectives from sociology and anthropology

In these dissimilar ways, perspectives from psychology generally focus on individuals in social context, exploring how the particular traits or cognitive abilities of these individuals might combine to create a particular atmosphere or dynamism within small group teaching, and in so doing influence the kind of teaching and learning taking place. In general terms, we might say that perspectives from sociology and anthropology, on the other hand, focus first and foremost on social and cultural context, and subsequently on how individuals might in their own distinctive ways reflect social structures and cultural practices in their interactions with one another. Within the sub-disciplines of the sociology and anthropology of education, social relations are from first principles considered to be key in educative processes. This means that sociological and anthropological

perspectives are very useful for exploring how larger social issues of authority, ability and uniqueness might also come into the process of small group teaching (issues such as class, gender, ethnicity, and so on).

A lesser amount of study has been conducted within sociology and anthropology than among psychologists that deal with small group teaching as a practice per se. However, there exist many sociological accounts of teaching and learning upon which teachers can draw to develop and enhance their approach to small group teaching. Reading accounts of social life in educational settings can help you shed light on how broader cultural and social influences might impact on your teaching practice. An early example of this focus within anthropological research on education (in its broadest definition), for example, is Margaret Mead's work among adolescents in Western Samoa (1943). Mead argued that stereotypical Western experiences of coming of age were not universal to all humans, as posited by prominent psychologists at the time, but was instead the result of social and cultural context. Much more recently, the anthropologist Rebekah Nathan (aka Cathy Small) (2005) has written about her experiences pretending to be an undergraduate at a North American university. Nathan masqueraded as a student so that she could see university through undergraduate eyes. While ethically problematic, this serves as one account among many that can be thought-provoking for new teachers (for others, see, for example, Willis 1977; Evans 2007). Over the last century, many other social theorists have added to our understanding of how social and cultural forces profile our experiences, our interactions and our identities, particularly in educational or other institutional settings. Presentation, genuineness, authority and influence are among the vital themes in this narrative.

On the whole, then, the focus on social connections in these different disciplinary understandings of teaching and learning fits together in a complimentary way. We might also add into the mix here the ideas of John Dewey (1916), one of the twentieth century's most influential philosophers and psychologists of education. Like the psychologists, sociologists and anthropologists above, Dewey also believed that education is a essentially social process borne of relations between students and teachers. Dewey was also predominantly interested in the how students learn through knowledge, both within specific learning encounters and in their ability to build on prior knowledge and experience to develop new knowledge. In addition to this, Dewey saw education not only as a social process, but also as a means to social change. Dewey would argue that the small group serves as an ideal context within which individuals can focus their attentions both on individual success and also on the success of the collective through democratic participation. Of relevance to why small group teaching is a good way to teach, then, is Dewey's idea that working towards both individual and group-focused goals is not only a natural and primary part of efficient pedagogy, but also the key to progressive social change.

More recent educational thinkers, such as Stephen Brookfield and Stephen Preskill (2005) have developed these facts to demonstrate the associates between relations, conversation, and promoting an independent approach to education. Of course, it is important to recognise that social dealings also involve discussions of influence and power, and that Dewey's ideal of education, when applied to small group teaching, must be reconciled with the realities of social interactions that are in their very nature asymmetrical and prone to maintaining inequitable hierarchies. We will discuss this in more detail in a moment, particularly in relation to the sociological and anthropological literature on these topics. So, the essentially 'good' thing about small group teaching is that it encourages learning through social interaction, and allows students to become actively occupied in the

educative process. There are lots of ways of phrasing this perspective of small group teaching: Brown & Race (1995) suggest that it is reflective of the best aspects of social learning more generally, while Jaques (1991) and Exley&Dennick (2004) talk about a focus on content and process – both the development of substantive subject knowledge and learning valuable skills through the process of teaching and learning in small groups. However we phrase it, in practice this translates to a number of different key areas of learning and development for students in small groups.

The flexible and reflexive environment of small group teaching implies that facilitators can adjust their way to deal with supervision with the end goal to meet the individual needs of understudies. Separation (that is, fluctuating one's way to deal with instructing with the end goal to meet the scholarly and social needs of individual understudies) enables instructors to focus on the specific learning and aptitudes that understudies need to create. At the point when done effectively, this individualized or customized way to deal with instructing and learning will enable understudies to create nitty gritty subject information as well as higher scholarly/scholastic aptitudes, for example, basic reasoning and investigation. In a perfect world, close to home communication with a scholarly in their field will likewise enable understudies to build up a new feeling of scholastic and additionally disciplinary personality, which will thusly encourage commitment in the substantive exercises occurring. Thus, the little gathering instructor may likewise gain specifically from understudies, and enhance his or her showing practice subsequently. As far as evaluation, the abnormal state of intelligence in little gathering instructing implies that educators can give developmental (or continuous) appraisal of advancement (otherwise called evaluation for adapting), as opposed to just concentrating on summative or end obviously/exam-type types of evaluation. Being evaluated along these lines enables understudies to effectively take part in acquisition combined ground amid the way toward instructing and adapting, instead of considering evaluation to be a outcome of the learning background, even where last/particular examinations direct formal outcomes (Black and William 1998).

Encouraging the active involvement of learners in the learning process demands responsibility and organization on the part of students (and teachers), and in this respect small group teaching fosters an independent approach to learning. Emphasising the learning that takes place independently outside of contact hours can encourage learners to recognise the active part that they play in the educative processes of small group teaching. At the same time, close interaction with other group members can create a sense of community within the small group and/or a sense of shared disciplinary identity; and, quite simply, social interaction can make learning more interactive and fun. This may be particularly important for less confident students who may not participate as much in larger groups, or for those who for whatever reason seem reluctant to learn.

Part of what makes small group teaching enjoyable and effective is the flexibility that comes with teaching in a small group. Small group teaching is sometimes more flexible temporally (i.e. in terms of when the teaching takes place) and spatially (i.e. where the teaching takes place, and how this space is organized in terms of seating arrangements, resources, appropriateness for activities, etc.). Students can be encouraged to develop a sense of ownership through helping to define these spatial and temporal boundaries (Jacques 2007). Small group advocates for learners participation in class activities , sharing ideals ,learners weigh pros and cons of a given situation with each other to find an answer to the problem ,working in cooperation with one another ,learners understand it is until and unless all put their best ,they would not be able to complete the given assignment competently.

Learning in groups permits the ideal of discussions, speaking, collaborating presentation, critiquing each other's work. This improves the life skill element outside classroom. Writing is one of the four skills that should be learnt and mastered in language learning. Facilitator skills are vital and need the facilitator to make sure that both the assignment is achieved and the group operation is maintained. Small group learning permits learners to develop problem solving, interpersonal, presentational and communication skills, all helpful to life outside the classroom.

### **Three- minute technique**

Three minutes method is guarded by facilitator who times the functioning then gives the presenters of group to present the work and others critique. Questions are used for others to respond. Learners in the groups can ask a descriptive question to the other members or respond to questions of other group members. According to MohdMohzan Awing et.al (2013) effectiveness of induction-set is dependent on teacher's creativity and pedagogical content knowledge. As one strategy does not fit all situations, it is vital for the teacher to initiate creative lesson plans to attract pupils' attention. Results also suggest that the displays of positive actions towards disrupting behaviour as well as the look of praises given to pupils increased challenging behaviour in classroom. This study sought to bring insight to effective practice for promoting learning behaviour in classroom contexts. This study seeks to find out if three-minute method can improve composition writing.

According to Fleming (2006) these topics taught using mime formed a basis of a three minute activity. Examples of some of the topics given were; lost son, an incident at a shopping centre, terrorist arrested in a mall, an argument at the market and friends birthday party. Learners were given five minutes to prepare and present the mime to the class. Learners performed their mime in turns as other students listened, and took notes on major points from the performance. The facilitator prepared an spontaneous test and gave it to the class to test their attainment of learnt concepts. Furthermore, Carter (2002) supported the use of mime in providing evaluative exercises and boosting learner achievement in learning the English language. Additionally, the study conducted by Kamau et al (2020-) advocated the use of brainstorming in the classroom to enhance attainment of content in parts of writing, for example, paragraphs, sentence construction hence learner achievement is improved.

According to Hanna, Taqai and Nowieyah (2014) the facilitator observed and assessed what was taking place in all the participants. Majority reported that the working in groups did not yield much however the learners were thrilled in the working atmosphere. Formations of the groups affected the learning, involvement and achievements due to the social and academic variables of age and GPA. David et al (2013) in the skill of on writing on Small group coaching puts more strength on the truth that it is more rewarding to facilitators and learners. Thus this methodology is recognized as the best to be embraced by higher Education and worth instilling and nurturing. In addition, emphasis on how facilitator needs to use incentive to learners these is effective as learners' participants in the group work. They additional revealed that teachers especially in shaping behaviour of learners are fundamental in the classroom scenery.

## REVISED GROUP TECHNIQUE

Bonita (2012) reckons there are more committee men among the groups to make final decision and more dysfunctional brainstorming. Social academic variables, method of formation of groups affected learning, learners who worked in groups never improved, studies report that they enjoyed the tasks and would like to work in groups more often. Barnett and Kamau et al (2020) suggested advantages of facilitating higher order thinking skills, motivating learners and fostering writing skills. In this study, Kamau et al (2019) found out that, individual group working technique could improve the students' active participation and their writing composition. This study seeks to investigate the influence of revised strategy in composition writing.

Bonita (2012) reckons there are more committee men amongst the groups to make final decision and more dysfunctional brainstorming. Social academic variables, method of structure of groups affected learning, learners who worked in groups never enhanced, studies report that they enjoyed the tasks and would like to work in groups more often. Barnett and Clark (2008) suggested advantages of facilitating higher order thinking skills, motivating learners and fostering reading comprehensions. In this study, Wiwiek *et al* (2001) found out that small group working technique could get better the learners' vigorous participation and their reading comprehension. This study seeks to investigate the influence of revised strategy in composition writing.

### Buzz Group strategy

Buzz permits everyone to participate actively in group work and listens to all learners opinion. Buzz group is very effective in composition writing skill .A study that investigated the influence of buzz group technique in composition writing was conducted by Mash (2015). The study explored the functioning of buzz group strategy (BGS) in bettering learners' energy and writing skill of hortatory exposition text at the eleventh-grade students of MAAC-KHORIYYAH Semarang in academic year of 2014\2015 and to know the enhancements of learners and writing skill of hortatory exposition text after being taught using Buzz Group Technique. Buzz group method can enhance learners' activeness and writing skills of hortatory exposition text. The result of the study showed that students enhance their activeness and writing skills by using buzz group technique. Pangaribun, T &Manik, S (2018), affirms that Buzz group is significantly effective writing skill of learners. In addition, Buzz groups values all views from all participants.

## METHODOLOGY

The chapter explains the methodology approach that was adopted to provide answer to the research questions. It discussed in details the adopted research design, target population, sample size and sampling procedure, data collection tools and pilot test. The chapter also includes discussion of data analysis method and test statistics.

### Design Used

The article adopted a Non-equivalent control group with pre and post- test research design. Cohen, Manion& Morrison (2007) asserts that non – equivalent control group design is commonly used in education research where participants have homogenous characteristics and in a class within a class where learners are naturally organized in groups. The design is ideal in classroom experiments when experimental and control groups are such naturally assembled groups as intact



classes, which may be similar. As argued by Bell (1993) that non-equivalent control group with pre and post-test design enables researchers to obtain information from a representative selection of the population and from that sample present findings as a pointer trends. The design, thus, enabled the study to assess influence of brainstorming technique, as an experiment group, on learner's achievements in composition writing in relation to control group. Heiman (1999) a statistical analysis of significance based on this design, with analysis of variance (ANOVA) or t-test.

## CONCLUSION

The study concludes that revised strategy and buzz strategy are moderately used in teaching composition in public primary schools. Three minutes strategy and small group are highly used in teaching composition in public primary schools. In addition, small group technique and buzz group technique positively influence learners' achievement in composition writing skills in public primary schools

## RECOMMENDATIONS

### **Objective Three: Examine the Influence of Small Groups' Technique on Learners' Achievement in Composition Writing Skills in Public Primary Schools in Kisumu County**

The third objective sought to examine the influence of small group technique on learners' achievement in composition writing skills. The questionnaire for teachers of English Part G (questions 1-12) and learners questionnaire part G (questions 1-12) provided responses for this objective. The hypothesis tested under this objective was, HO<sub>3</sub>: (There is no statistically significant difference between small group technique and learners' achievement in composition writing in public primary schools in Kisumu County). The objective was analysed in three stages using various likert scale ratings.

### **How Often Teachers of English use Small Group Technique Teaching Strategies**

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

### **How Often Teachers of English Use Revised Strategy**

Findings of how often revised strategy is used in teaching English composition in public primary schools is shown in Table 4.29.

**Table 4.1: Use of Revised Strategy**

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

Findings from Table 4.29 show that 1 (16.67%) teacher of English responded that she uses revised strategy in teaching composition writing most of the time, 2 (33.33%) responded that they use revised strategy some of the time, 2 (33.33%) responded that they seldom use revised strategy in teaching English composition writing and, 1 (16.67%) teacher of English responded that he never uses revised strategy in teaching composition writing. The mean and standard deviation rating for use of revised strategy showed  $M=2.50$  and  $SD=0.960$  which implies that revised strategy is some of time used in teaching English composition in public primary schools.

### How Often Teachers of English Uses Buzz Strategy

Present analysis sought to find out how often teachers of English use buzz strategy in teaching English composition writing in public primary schools. Findings are presented in Table 4.30.

**Table 4.2: Use of Buzz Strategy**

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

Finding from Table 4.30 show that 2 (33.33%) teachers of English responded that they most of the time use buzz strategy in teaching composition writing, 2 (33.33%) responded that they some of the time use buzz strategy in teaching English composition writing, 1 (16.67%) responded that she seldom uses buzz strategy and 1 (16.66%) teacher of English responded that she never uses buzz strategy. Mean and standard deviation rating for use of buzz strategy revealed  $M=2.833$  and  $SD=1.960$ . These findings imply buzz strategy is some of the time used in teaching composition writing in public primary schools in Kisumu County.

### How Often Teachers of English Use Three Minutes Strategy

Present analysis sought to determine how often teachers of English use Three Minutes strategy in teaching composition writing in public primary schools. The results are shown in Table 4.31.

**Table 4.3: Use of Three Minutes Strategy**

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

Finding for Three Minutes strategy shown in Table 4.31 revealed that 2 (33.33%) teachers of English most of the time use Three Minutes strategy of small group technique, 2 (33.33%) teachers of English use Three Minutes strategy some of the time, and 2 (33.33%) teachers never use Three Minutes strategy. Mean and standard deviation rating of use of Three Minutes strategy revealed  $M=2.66$  and  $SD=1.269$ . This finding reveals that Three Minutes strategy is seldom used in teaching composition writing in public primary schools in Kisumu County. These findings corroborates with Wiwiek et al (2010). Their study titled "improving the tenth-grade students reading comprehension

achievement through small group working technique” revealed that Three Minutes and small group working technique improve the student’s active participation and their reading comprehension, and this could be the justification for the rise in use of this technique.

### **Small Group Technique Influence on Learners Achievement**

This phase of analysis sought to determine how small group technique of brainstorming influences learners’ achievement. Results for learner respondents rating, on a five likert point scale (1=strongly disagree, 2=Disagree, 3=Indifferent, 4=Agrees and 5=Strongly Agrees), of the extent to which they agreed with the provided questions are discussed below.

### **Revised Strategy**

The study sought to find out how use of revised strategy influences learners achievement in composition writing. Three indicators were assessed and Findings are presented in Table 4.32.

**Table 4.4: Revised Strategy Influence on Learners Performance**

<b>Strategy Statements</b>	<b>Mean</b>	<b>Std. Dev</b>
I normally use good expressions while writing.	4.14	1.341
I write as if am having a conversation with another person.	3.07	1.039
While writing, I vary my punctuation marks on specific sentences and paragraph.	3.98	1.122
While writing, I put words and sentences to make good paragraphs.	4.23	1.479
<b>Average Score</b>	<b>3.86</b>	<b>1.245</b>

Table 4.32 findings revealed that learners agreed (M=4.14 and SD=1.341) they can normally use good expression while writing. Learners were indifferent (M=307 and SD=1.039) whether they can write as if having conversation with another person. Further results showed learners agreed (M=3.98 and SD=1.122) that they can vary punctuation marks on specific sentences and paragraph and learners also agreed (M=4.23 and SD=1.479) that when writing they construct words and sentences that make good paragraphs. The mean and standard deviation for revised strategy revealed M= 3.86 and SD=1.245 which imply use of revised strategy contributes to learners achievement in composition writing skills in public primary schools. This finding agrees with Wiwiek et al (2010).

### **Buzz Strategy**

The present analysis sought to find out the influence of buzz strategy on learners’ achievement in composition writing. Findings for this analysis are shown in Table 4.33.

**Table4.5: Buzz Strategy Influence on Learners Achievement**

<b>Strategy Statements</b>	<b>Mean</b>	<b>Std. Dev</b>
While writing, I can identify different paragraphs in a logical manner	3.36	1.341
When I write, I pause between the paragraphs for snap checks of punctuation marks and spelling checks.	2.21	1.012
While writing I still hesitate when I need to use new words, similes or proverbs.	4.52	1.952
While writing, and come across difficulties in connections of one paragraph to the other I hesitate but manage to continue.	3.34	1.209
<b>Average Score</b>	<b>3.36</b>	<b>1.379</b>

Findings shown in Table 4.33 revealed learners strongly agreed ( $M=3.36$  and  $SD=1.341$ ) that they can identify different paragraphs in a logical manner during writing composition. Similarly, learners disagreed ( $M=2.21$  and  $SD=1.012$ ) that they pause between the paragraph for snap checks of punctuation marks when writing. Additional findings revealed that they strongly agreed ( $M=4.52$  and  $SD=1.952$ ) that they hesitate when needed to use new words, similes or proverbs when writing composition and learners were indifferent ( $M=3.34$  and  $SD=1.209$ ) whether they can manage the difficulty in connecting paragraphs. These findings imply that learners can identify different paragraphs in a logical manner during writing composition, though they hesitate when needed to use new word, similes or proverbs when writing composition. In addition, learners do not pause between the paragraphs for snap checks of punctuation marks when writing and cannot manage the difficulty in connecting paragraphs.

The mean and standard deviation for buzz strategy revealed  $M= 3.36$  and  $SD=1.379$ . This implies teachers of English use of buzz strategy contribute to learners composition writing skills. The finding collaborates with Ni' Mah (2015) study which showed a significant strong positive correlation between buzz strategy and student's activeness and writing skills.

### **Three Minutes Strategy**

The present analysis sought to find out the influence of Three Minutes strategy on learners achievement in composition writing. Findings are shown Table 4.34.

**Table 4.6: Three Minutes Strategy Influence on Learners Achievement**

<b>Strategy Statements</b>	<b>Mean</b>	<b>Std. Dev</b>
While writing I still have difficulty in doing good paragraphs	3.45	1.128
Paragraphs bring good story line and concluding in order to create a climax.		
I write consistently with a good speed	3.62	1.112
I write slowly and with difficulty.	3.11	1.901
I write with an uneven mixture of fast and slow.	4.61	2.151
<b>Average Score</b>	<b>3.40</b>	<b>1.573</b>

Findings shown in Table 4.34 revealed that learners agreed (M= 3.45 and SD=1.128) that they do have difficulty in doing good paragraphs, bringing a good story line and concluding in order to create a climax. Learners also agreed (M=3.62 and SD=1.112) that they write consistently with a good speed and learners were also indifferent (M= 3.11 and SD=1.901) whether they write slowly and with difficulty. Further results showed that learners strongly agreed (M=4.61 and SD=2.151) that they write with uneven mixture of fast and slow speed. These findings imply that learners have difficulty in doing paragraphs, bringing a good story line and concluding in order to create a climax; learners can write consistently with a good speed or with uneven mixture of fast and slow speed. This finding agrees with Bello (2014).

#### **Hypothesis Testing for Small Group Technique**

This study sought to test the third Null Hypothesis (HO<sub>3</sub>) which assumed no statistical significant relationship between small group technique and learners' achievement in composition writing skills in public primary schools in Kisumu County. The result for Z-test statistics are shown in Table 4.35.

**Table 4.7: z-Test for Small Group Techniques**

<b>Technique</b>	<b>Experiment Group</b>	
	<b>z-Statistics</b>	<b>P-value</b>
Small group technique	24.09581	0.0000

Result from Table 4.35 revealed that the small group technique computed z statistic showed  $z=24.09581$  and  $p=0.0000$ . The p-value was less than the 0.05 ( $p<0.05$ ) which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the study rejected that Null Hypothesis, as there was a statistically significant relationship between small group technique and learners' achievement in composition writing skills in public primary schools in Kisumu County.

**REFERENCES**

- Al-maghawry, A. (2012). *Effectiveness of Using the Brainstorming Technique to Learn Some Basic Skills and Collection of Knowledge for Beginners in Volleyball*. World Journal of Sport Sciences 6 (4): 361-366
- Barbu, R. & Lucia (2007). *Using Drama Techniques for Teaching English*. Retrieved on 17/7/2010
- Brown, J. D. (1995). *The elements of Language curriculum: A system Approach to program Development*. New York: Heinle and Heinle.
- Carter, J. (2002). *Creative ideas for writing*. London: David Fultan
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education (6<sup>th</sup>edn.)*. London: Routledge.
- David, M and Alexander, P (2013): *Small Group Teaching; a toolkit for teaching*. The Higher Academy
- Dewey, J., (1993). Improving reading comprehension skills by using mind mapping software with students of bachelor's degree in English attending reading and writing in English II course at Universidad de Oriente UNIVO, San Miguel. *Phd. Dissertation. Universidad de Oriente, San Miguel, El Salvador, Centro America*. Education.
- Fleming, M. (2006). "Drama and language teaching. The relevance of Wittgenstein's concept of language games". *Humanizing language teaching, 2006, issue 4* retrieved from <http://www.hitmag.co.uk.jul06/martoi.htm>
- Heiman, G. (1999). *Research methods in psychology*. Boston: Houghton Mifflin Company. Kenya National Examination Council, (2007-2013). *Kenya Certificate of Secondary Examination*. Nairobi: KNEC.
- Kamau W. H., Odundo A. P. Inyega N. H. (2019) Adoption of Whole Group Strategy on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya *Journal of Education and Practice* [www.iiste.org](http://www.iiste.org) ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) DOI: 10.7176/JEPVol.10, No.3, 2019
- Kamau W. H., Odundo A. P. & Inyega N. H. (2019) "Effects of Individual Technique on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya (*IJSR*)", <https://www.ijsr.net/archive/v8i4/ART20197112.pdf>, Volume 8 Issue 4, April 2019, 1180 – 1187
- Kamau W. H. , Odundo A. P. & Inyega N. H. (2019) " Use of Co-Operative RoundRobin on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya (*IJSR*)", [https://www.ijsr.net/archive/v8i6/show\\_abstract.php?id=ART20198619](https://www.ijsr.net/archive/v8i6/show_abstract.php?id=ART20198619), Volume 8 Issue 6, June 2019, 790 – 795
- Martal, A. (2014). The Role of Computer Assisted Language Learning (CALL) for English Language learning of Elementary and High Schools In Indonesia in *Journal Register* volume 5, No. 2.
- Tarutung Tagor Pangaribuan1 & Sondang Manik1 *English Language Teaching; Vol. 11, No. 1; 2018* ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education 164 The Effect of Buzz Group Technique and Clustering Technique in

Teaching Writing at the First Class of SMA HKBP I Tarutung Tagor Pangaribuan1 & Sondang Manik

Patel, H. and Jain S. (2008). Qualitative interviews in psychology: Problems and possibilities. *Qualitative Research in Psychology*, 2: 281–307. <http://dx.doi.org/10.1191/1478088705qp045oa>

Piaget, J. & Inhelder, B. (1969). *The Psychology of the Child*. London: Routledge & Kegan Paul.

Stephen G & Abrams, M.H. (2006). *Twentieth Century Drama. The Norton Anthology of English Literature* New York: Norton.

Vygotsky, L. (1978). *Mind in Society the Development of Higher Psychological Processes* Cambridge Mass: Harvard University Press.

Wiwiek et al, (2001). *Small groups working techniques. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language* (pp.187-203). US: Heinle Heinle.