

# APPROPRIATENESS OF EXPLICIT TEACHING METHODS ON LEARNERS' ACHIEVEMENT IN KISWAHILI COMPOSITION WRITING

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## ABSTRACT

Effective use of pedagogical methods influences learners' achievement. While appropriate methods enhance learner achievement; inappropriate methods inhibit knowledge acquisition, retention and application. Though many studies have focused on general Kiswahili performance, the linkage between explicit pedagogical methods and learners' achievement in Kiswahili composition writing has been largely unexplored. The study employed quasi experimental design with experimental and control school respectively. Primary data was obtained from 250 Form One students and 7 Kiswahili teachers respectively from Garissa County. A mixture of probability and non-probability sampling procedures were used to select learners and teachers for inclusion. Questionnaires observation schedule were used. The study found that explicit methods were rated higher in control school with a mean of 3.75 compared to a mean of 3.22 in experimental school. However, question and answer was highly rated in teaching *ratiba* and *insha za mdokezo* in both experimental and control schools respectively. A p value of 0.919 in the experimental school indicated that there was no significant relationship between the variables while a p value of 0.007 in the control school meant that there was a significant linear relationship between the variables. The study recommends that Kiswahili teachers need to be empowered with more pedagogical skills so as to effectively and appropriately apply explicit methods to teach various Kiswahili compositions.

**Keywords:** Pedagogical methods, Explicit methods, Conventional methods, Competence, Pre-test, Post-test.

## INTRODUCTION

Teaching is a classroom experience that embraces interaction between the teacher and the learner, which in turn promotes effective learning achievement. Cabrera and La Nasa (2002) observe that effective teaching produces demonstrable results in cognitive and affective development of the learner as indicators of learning achievement. To realize effective learning, the learning process is anchored on both explicit and implicit pedagogical methodologies with the teacher as fulcrum of the pedagogical process (Schweitzer; 2006). To realize this effectiveness in teaching and learning composition writing, the teacher equips the learner with skills that enhance exploration of ideas and acquiring writing skills (Daniel, 2008). However, Odundo and Gunga (2013) assert that often teachers prefer methods that render their work easier based on beliefs, personal preferences and norms of disciplines.

Writing, in which composition writing is entrenched, is one of the basic language skills, namely; speaking, listening, reading and writing which the teacher as an instructor ought to be informed about (Msanjila, 2005). Further Msanjila observes that while the other three are naturally acquired, writing has to be taught. To encourage students familiarize themselves with

language structure and acquire expressive abilities, teachers need to apply teaching methods correctly and appropriately (Koross, Indoshi and Okwach, 2013). This is because empirical evidence has shown that the teaching methods adopted by the teacher significantly influence learning achievement differently. In their study, Odundo and Gunga (2013) found out that while learner centered methods (implicit) encourage critical thinking innovation, knowledge retention and higher learning achievement; teacher centered methods (explicit) encourage cramming of facts, which inhibit their ability to apply knowledge and skills acquire. In concurrence with Odundo and Gunga (2013) it is worth noting that appropriate instructional methods facilitate grasping of new concepts while inappropriate methods stifle knowledge retention and application. As such developing masterful Kiswahili composition writers, teachers need to align instructional methods to befit particular situations and conform to conventions of specific topics. This subsequently creates the envisaged opportunities in learners familiarizing themselves with composition writing skills thus creating masterful writers. To achieve this Wragg (1997); Ornstein, Pajak and Orstein, (2009) posit that designing classroom experiences that unlock the writing potentials in the learner is inevitable if learners were to realize higher

learning achievement. In support of this, Mahapatra (2004), Maurine, Indoshi, Okwach and Osondo (2012) and Brennen (2001) emphasized the role of the teacher in pedagogical process to fulfill objectives of teaching and learning. In addition, language modeled through writing, explicit (direct) and implicit (indirect) teaching methods appear to provide an explanation to the learning achievement in Kiswahili composition writing as espoused by Msanjila (2005). Thus teachers ought to choose appropriate methodologies for subsequent learning achievement.

With regard to Kiswahili Composition Writing (KCW), appropriateness of explicit teaching methods can be equated to pedagogical innovations embraced by the teacher. According to Siddiqui and Khan (2007) this the process of inquiry in which the teacher constructs the learning environment favorably for the learner. In support of this Mahapatra (2004) and Tutunis (2012) intimate that explicit methodologies are more appropriate in helping the learner understand declarative knowledge since the process of inquiry anchors around the teacher. On the other hand, implicit methods become favorable in situations where learners use own experience to reflect and concretize classroom learning with social life as espoused by Christian (2007). Mutiga (2008) and (Hamza, 2009) indicate that the methods actively engage the learner in the learning process thus enhancing knowledge retention and learning achievement. Mukuthuria (2008) expounds on this with regard to teaching Kiswahili composition writing and asserts that it allows exploratory and aesthetic use of language and learning materials.

Explicit teaching involves directing student attention toward a specific learning objective in a highly structured environment where topics are taught in a logical order as directed by the teacher through demonstration, explanation and practice (Brown; 2007, Tutunis, 2012). According to Ellis (2009) explicit instruction constitutes direct intervention or deductive teaching, where rules are given before any examples or application consequently evoking desired experience on the learner, thus teacher-centered.

In teaching and learning process Belchenko (2009) argues that the appropriateness of this method lies in directing student attention toward specific learning by actively involving learners in knowledge construction. When applied to language teaching, Kumaravadivelu (2003) argue that it produces better language mastery since the teacher enhances internalization through direct introduction, analysis and explanation.

Mahapatra (2004) and Siddiqui and Khan (2007) tend to agree on the appropriateness of the explicit

methodologies based on the emphasis placed on the teacher in creating or influencing desirable change in learner's behavior. This appropriateness is emphasized by the Kenya National Examinations Council (KNEC) syllabus which categorizes KCW as an examinable area in the Kenya Certificate of Secondary Education [KCSE] (KNEC, 2007). What this implies is that the thematic areas categorized in the Kiswahili syllabus are basis upon which teachers embed their teaching for achieving good performance in the subject and therefore find explicit methodologies more appropriate for this function. This concurs with Brown (2007) that appropriateness in providing guided instruction for understanding rules, skills, and thinking allows the learner to develop understanding through practice.

To support this Mutiga (2008) points out that examination of Kiswahili as a compulsory subject in the KCSE pre-supposes high grades in the subject thus the explicit approach in content delivery becomes most appropriate. Wamitilla (2007) further indicates that the methodologies cannot be divorced from KCW if learners are to have full mastery of language as embraced in language skills. However, Mutiga (2008) and Wamitilla (2007) do not localize this appropriateness to KCW thus the need to investigate its outcome as supported by Hinkel (2006) when he argued that achieving proficiency in writing requires explicit methods given that meaning in any written discourse is evaluated on the basis of language control. Hamza, (2009) supports this further by contending that explicit methodologies involve providing the learner with instruction and supportive ideas that help to compose a suggested theme or subject.

The explicit methodologies, which are largely teacher-centered, however have some shortcomings. They are associated with inadequate stimulation of learners' innovative capacities, intellectual thinking, and memorization, cramming of facts, poor knowledge retention and high dependency among learners (Adeyemi, 2008; Tanner, 2009). The methodologies are also associated with learners not enjoying lessons and have a resultant effect of missing the benefits of intellectual discovery (Tella, Indoshi and Othuon; 2010). In instances that necessitate their use however, Watson (2003) observed that teachers prefer them to make their work easier and based on their beliefs, personal preferences and norms of their disciplines. To support this Ahmad and Aziz (2009) accentuate that some teachers adopt the methodologies in belief that the teacher is the authority in presenting information.

As already indicated, learning achievement in KCW calls for effective methodologies. Generally, Kiswahili performance in the KCSE has been deeply troubling.

Besides being a national and official language respectively, let alone being compulsory and examinable subject at primary and secondary syllabus concerns raised about low standards of Kiswahili traverse through employment sector, universities and in public examination (KNEC, 2014; Mocho, 2012). Additionally, Mocho (2012) reveals consistent poor performance in paper 102/1, which is Kiswahili composition (*Insha*). Though the paper requires coherence in learners' use of language KNEC (2014) and KIE (2006) reports affirm this perturbing situation over a period of four years focused in this study as revealed by the data in Table 1. The report also reveal that majority of the KCSE candidates did not achieve

the average mark of 20 out of 40 marks in this paper throughout the period. Sentiments raised by examiners in addition to the report indicated that most candidates largely lacked creativity and were short of ideas in composition writing. Over and above, the report accentuates that the performance index of 5.44 is still far below the KNEC threshold of 15.00 in the paper (KNEC, 2014). A contiguous look at the Garissa Sub-County Kiswahili performance over the same period evokes extra concerns (Table 2), thus attesting to KNEC worries regarding *Insha* as an examinable component of Kiswahili in addition to unambitious standards of Kiswahili compositions (Mocho, 2012).

**Table 1. KCSE paper 102/2 performance (2010-2013)**

Year	No of Candidates	Maximum score	Average	Index
2010	354,738 40	40	14.32	6.53
2011	410,807 40	40	16.43	5.61
2012	433,886 40	40	10.43	3.63
2013	445,555 40	40	18.46	5.44

Source: *The 2013 KCSE Report (KNEC; 2014)*

**Table 2. Garissa Sub-County KCSE Kiswahili performance (2009-2013)**

Year	2009	2010	2011	2012	2013
Kiswahili mean performance	4.47	4.74	Y	3.13	3.64
Mean grade	D+	D+	Y	D	D

Key: Y = Exam irregularities. Source: DEO Office- Garissa

Table 2 does not only reveal appalling trend in the Sub-County but indicates that performance has remained far below average of 6.00 or mean grade C. Worse off, exam irregularities have manifested in the Sub-County, thus casting doubt on sufficient preparation of learners. This is linked to what Akaranga and Ongong (2013) inferred as causes of examination malpractice-failure by teachers to engage learners in dynamic, active and interactive learning. According to World Bank (2001), Mwanyumba and Mutwiri (2009) and KNEC (2013), strong academic foundation rests on the methodological approaches devoid of such malpractice.

### Statement of the Problem

Teaching should be compatible with the needs of the learner. The method used by the teacher in sharing knowledge is an ultimate factor influencing learning achievement. More often, teachers tend to opt for familiar pedagogical methods, which may in turn affect learning achievement negatively as intimated by Mwanda (2002) and Odundo (2005). While appropriate pedagogical methods are likely to enhance learning achievement, inappropriate methods potentially stifle knowledge retention and realization of learning objectives (Odundo and Gunga, 2013). Orienting pedagogical methods to the learning styles in Kiswahili

composition writing is inevitable if higher learning achievement is to be realized (Ngugi, 2007). Failure to factor in learners' interest in this continuum, learning achievement is greatly impaired. The interpose between pedagogical methods and learners' achievement has been explored in a number of empirical studies. While this has been done in subjects like Mathematics, Business, English and Biology there is scanty academic literature with respect to Kiswahili composition writing. Teaching Kiswahili composition writing in secondary school is firmly grounded in the curriculum. It is a requirement for performance in the language as examined in the KCSE. Therefore, appropriate use of teaching methods is an escapable necessity for learners' achievement not only in the subject but also Kiswahili composition writing skills. In addition, it is prudent to support serving teachers to ameliorate their pedagogical methods. These factors epitomized the need to conduct this study.

### Study objective

The study examined the relationship between teachers' rating of appropriateness of explicit pedagogical methods and learner's achievement in Kiswahili composition writing in Garissa County.

### Study Hypothesis

The hypothesis tested was that there is no significant relationship between rating of appropriateness of explicit pedagogical methods and learners' achievement in Kiswahili composition writing.

### METHODOLOGY

The study used quasi-experimental research design and employed pretest – posttest non-equivalent control group design. The design was considered appropriate for this study because of its ability to test descriptive causal relationships about manipulable causes to support a counterfactual inference about what would have happened in the absence of treatment (Shadish, Cook and Campel, 2010). The study targeted an accessible population of 17 public secondary schools, 27 Kiswahili teachers and 11861 Form One students respectively in Garissa County. Form one class was selected based on the fact that this is a basic level for introducing composition writing at secondary level.

The sampling procedures employed both probability and non-probability sampling techniques. Two schools and respective Kiswahili teachers were purposively selected due to proximity within the municipality while the sample size for the students' was determined using the formula given by Kothari (1990).

$n = (z^2 \cdot p \cdot q) / d^2$ , where  $n$  = desired sample size if population is  $> 10000$ ;  $z^2$  = normal deviation at the required confidence level (1.96 at 95%);  $p$  = proportion estimated to have the characteristics (50% if unknown);  $q = 1-p$ ;  $d^2$  = the level of significant test (0.05). Thus:  $[(1.96)^2 \times 0.5 \times (1-0.5)] / (0.05)^2 = 384.16$ . A sample of 250 students was reached which is above 50% of the 384 given by the formula.

To test the achievement of these learners, standardized tests on four types of compositions randomly selected from the Kiswahili syllabus were given and the scores compared. Out the four, two are formal writing namely; *barua rasmi* and *ratiba*; while two are non-formal writing that is *insha za mdokezo* and *mahojiano*. A questionnaire with 16 statements on Likert scale was used to establish teachers rating of appropriateness of explicit methods.

Using the formula  $\alpha = Nr / (1 + r(N - 1))$  a reliability coefficient of 0.90 for the teachers' questionnaires were established hence the instrument was deemed reliable. The reliability of the scores of the tested Kiswahili compositions was 0.72 established using the Pearson Product Moment Correlation ( $r$ ) given as:

$r = \sum (zx)(zy) / N$ . This indicated that the pre-test and post test scores had moderately strong correlation.

A research permit was obtained from the National Council for Science, Technology and Innovation (NACOSTI) and subsequent clearance sought from relevant authorities. Before conducting the study, the respondents were taken through the purpose of the study in seminars organized in the study schools. Respondents consent was sought and clarity made in terms of making inferences about the data collected as well as assurance of anonymity all through. The raw data collected underwent data organization procedures for errors identification to eliminate unusable data that may influence data analysis. The data was then coded for analysis. The quantitative data collected was analyzed using descriptive analysis tools such as frequencies, means, mode, percentages pertaining to the characteristics of the population under study. To make statistical inferences about the study observations a linear regression model was run to describe the influence of one variable on another and the linearity using the equation  $y=mx +c$ ; where  $y$  is the dependent (outcome variable – in our case this is the score in tested composition),  $X$  is the input or independent variable (in our case this is explicit method used), while  $C$  is a constant of which is a part of the outcome but is not influenced by the input variable, and  $M$  can be construed as the slope, or correlation. Hence  $m=(y-c)/x$  or if  $c=0$  we have  $m=y/x$ . The significance of the variable within the model was set at 0.05.

### RESULTS AND DISCUSSION

The study sought to establish the relationship between teachers' rating of appropriateness of explicit pedagogical methods and learner' achievement in Kiswahili composition writing in public secondary schools in Garissa County. Based on this objective the researcher sought to examine Kiswahili teachers rating of two explicit methodologies namely lecture method and question and answer against four types of compositions. These are *barua rasmi*, *ratiba*, *insha za mdokezo* and *mahojiano*. To establish the linear relationship between Kiswahili teachers rating of use of explicit pedagogical methods and learners' achievement in Kiswahili composition writing a simple linear regression model was carried out against learners' scores in the four tested compositions.

#### Rating of explicit methods

It is in this regard that the Kiswahili teachers were asked to indicate their rating of given methodologies and their appropriateness in teaching the given compositions. Their responses were rated on a five point Likert-scale of Strongly Agree (**SA**), Agree (**A**), Undecided (**U**), Disagree (**D**) and Strongly Disagree (**SD**). These were scored as SA=5, A= 4, U = 3, D= 2 and SD= 1. The total sum of the responses for the Likert questions in one item were counted from SA to

SD. These were added up and then divided by 5 which, was the number of options in the Likert. The scores obtained were multiplied by the value in each category and then divided by the total sum. Dividing the sum by 5 revealed the mean. As indicated in Table 3 Kiswahili teachers in the experimental school were neutral on the

rating of appropriateness of explicit methods as revealed by a mean of 3.22. However, a higher percentage (80%) of the teachers indicated to be more agreeable that question and answer is not appropriate to teach *ratiba* and *insha za mdokezo*. This was indicated by their respective means of 4.00.

**Table 3. Teachers' rating of appropriateness of explicit methodologies in experimental school**

Statement	Mean	%
I always find lecture method appropriate in teaching <i>Barua rasmi</i>	3	60
Use of questions and answer does not fit well teaching <i>Barua rasmi</i>	2.5	50
Teaching <i>Ratiba</i> requires lecture method more than any other	3.25	65
Questions and answer may not feature well teaching <i>Ratiba</i>	4	80
To teach <i>Mahojiano</i> , I may not necessarily use lecture method	2.5	50
Questions and answer may be a better alternative to teach <i>Mahojiano</i>	2.75	55
When teaching <i>Insha za mdokezo</i> I always find lecture method better	3.75	75
I rarely use questions and answer when teaching <i>Insha za mdokezo</i>	4	80
<b>Total mean score</b>	<b>3.22</b>	

Table 3 revealed that 60% and 65 % respectively of the teachers were neutral about use of lecture method in teaching *barua rasmi* and *ratiba* as indicated by means of 3.00 and 3.25 respectively. Questions and answer method was more preferred in teaching *barua rasmi* than *ratiba*. Kiswahili teachers may find the method more appropriate at form one since most concepts are being introduced at this level. This concurs with Nasibi and Kiio (1995) that the method is appropriate when introducing new topics or content. Bergin (1999) further approves the method as ingredient of arousing classroom interest which increases level of alertness and consequently maximizing learning achievement. Table 3 also revealed that *mahojiano* can be appropriately taught using the lecture method as well as the questions and answer method. This is indicated by means of 2.50 and 2.75 respectively as indicated by

the teachers who did not prefer specific method. When applied to teaching *insha za mdokezo* question and answer was seen to be rarely used as indicated by a mean of 4.00. The preference was the lecture method with 3.75 mean approval. Due to amount of time required to cover a lot of content through question and answer, the method was preserved for introducing or concluding a lesson.

When teachers in the control school were asked to rate the appropriateness of explicit methods in teaching Kiswahili composition writing a far much higher coefficient of 3.75 who tended more to agree on appropriateness of explicit methodologies in teaching the four types of compositions was revealed. This data is presented in Table 4.

**Table 4. Teachers' rating of appropriateness of use of explicit methods in control school**

Statement	Mean	%
I always find lecture method appropriate in teaching <i>Barua rasmi</i>	4	80
Use of questions and answer does not fit well teaching <i>Barua rasmi</i>	3.67	73
Teaching <i>Ratiba</i> requires lecture method more than any other	3	60
Questions and answer may not feature well teaching <i>Ratiba</i>	4	80
To teach <i>Mahojiano</i> , I may not necessarily use lecture method	4	80
Questions and answer may be a better alternative to teach <i>Mahojiano</i>	3.67	73
When teaching <i>Insha za mdokezo</i> I always find lecture method better	4	80
I rarely use questions and answer when teaching <i>Insha za mdokezo</i>	3.67	73
<b>Total mean score</b>	<b>3.75</b>	

The data from the control school also revealed that 80% of teachers favored lecture method to teach *barua rasmi*, as indicated by a mean of 4.00 while 73.0% did not find questions and answer method appropriate to

teach the same type of composition. One reason why teachers opt for lecture method is the potentiality that links it to conscious awareness of learning as espoused by Brown (2007). While teachers alluded that lecture

method was appropriate to teach *ratiba*, they acknowledged that question and answer may not be appropriate to teach it as indicated by a mean of 4.00.

Data in Table 4 also revealed that other teaching methods were deemed appropriate to teach *mahojiano* as indicated by 80% of teachers who indicated that lecture method is not the only method of choice. However, the method was the most preferred to teach *insha za mdokezo* as indicated by a mean of 4.00 that agreed. Though questions and answer was not the most preferred method to teach *insha za mdokezo*, to some extent teachers indicated that the method can suffice as revealed by a mean of 3.67 or 73% who occasionally use it. This features mostly when conceptualizing ideas at the beginning or at the end of a lesson (KIE 2006).

#### Relationship between rating of methods and learners achievement

To establish the relationship between Kiswahili teachers rating of appropriateness of explicit pedagogical methodologies and learners' achievement in Kiswahili composition writing a simple linear regression model was carried out against their grand

scores of the four tested compositions. The linear regression model in table 3 was run against 2 variables. The first one is the input variable of Kiswahili teachers' responses on the cumulative effect of 16 statements regarding appropriateness in use of explicit methodologies captured in the questionnaire. The second is the grand score for the four tested Kiswahili compositions, which formed the output variable. Using the regression linear equation  $y = mx + c$ , where y is the output/outcome variable (grand score), x is the independent variable (teachers' rating of appropriateness of methods) while C is a constant of which is a part of the outcome variable but is the cumulative effect of other influencers of the outcome variable. M can be taken to be the slope, or correlation. Hence  $m = (y-c)/x$  or if  $c=0$  we have  $m=y/x$ .

The results from the experimental school are presented in Table 5 based on testing the null hypotheses that there is no linear relationship between Kiswahili teachers rating of appropriateness of explicit pedagogical methods and learners' achievement in Kiswahili composition writing.

**Table 5. Regression analysis on rating of explicit methods and learners' scores**

Source	SS	df	MS	Number	of obs = 117
Model	0.380759	1	0.380759	Prob	> F = 0.9194
Residual	4262.542	115	37.06559	R-squared	0.0001
Total	4262.923	116	36.74934	Root	MSE = 6.0882
appr_method1	Coef.	Std. Err	T	P>t	[95% Conf. Interval]
gndscore	-0.00339	0.03342	-0.1	0.919	-0.06959 0.062811
cons	8.85584	2.192912	22.28	0	44.5121 53.19958

From Table 5 the p-value is 0.919 thus we accept the null hypothesis that there is no significant linear relationship between Kiswahili teachers rating of appropriateness of explicit pedagogical methods and learners' achievement in Kiswahili composition writing. R-squared is a statistic that measures the strength of the input variable in explaining or influencing the output variable. In our case, this value is 0.0001 or 0.01%. The t-value was set at -0.1. Therefore the model with input variable appropriateness score explains 0.01% of the outcome variable. The coefficient -0.00339 denotes the slope, while the constant 8.85584 denotes C. Therefore, the model equation is  $Y = -0.00339X + 8.85584$ .

In this sense therefore, it can be concluded that other factors other than the rating of teaching methods influence learners' achievement in Kiswahili composition writing. According to Twoli, Maundu, Muindi, Kiio, Kithinji (2007) one such factor is teachers creativity in identifying, developing and using

appropriate teaching resources. This is further supported by Talley and Hu-Ling (2014) when they argue that the teacher is wields the power to control both the content and the procedure of learning. The procedure in this case relates to the methods used which in turn influence learner's retention and subsequently achievement in the subject. Another study by Odundo and Gunga (2013) revealed that other than teaching methods, learning consistency was likely to confound the influence of instructional methods on learning achievement. Besides some teachers have subjective inclination towards particular methods based on cognitive orientation or objectives of teaching-learning process (Odundo, 2005).

To establish the influence use of methods on learners' achievement in control school a similar linear regression model was run to establish how teachers rated the methods influence on learners' achievement in Kiswahili composition writing. The regression results are displayed in Table 6.

**Table 6. Regression analysis on rating of explicit methods and learners' scores in control school**

Source	SS	Df	MS	Number	of obs=113
Model	747.6139	1	747.6139	Prob	> F = 0.0071
Residual	11013.89	111	99.22424	R-squared	0.0636
Total	11761.5	112	105.0134	Root	MSE = 9.9661
appr_method1	Coef.	Std. Err	T	P>t	[95% Conf. Interval]
gndscore	0.298312	0.108678	2.74	0.007	0.08296 0.513664
_cons	29.94443	6.685717	4.48	0	16.69624 43.19263

The null hypothesis tested was that there is no relationship between Kiswahili teachers rating of use of pedagogical methodologies and learners' achievement in Kiswahili composition writing. As indicated in Table 6 the p value is 0.007 thus we reject the null hypothesis implying that the relationship between Kiswahili teachers rating of appropriateness in use of pedagogical methodologies and learners' achievement in Kiswahili composition writing is significant. R-squared is a statistic that measures the strength of the input variable in explaining or influencing the output variable. In our case this value is 0.0636 or 6.36%. The t value was set at 2.74. Therefore the model with input variable appropriateness score explains 6.36% of the outcome (score) variable. The coefficient 0.298312 denotes m (or the slope) while the constant 29.94443 denotes C. Therefore, the model equation is  $Y = 0.298312X + 29.94443$ .

The model in Table 6 shows that rating of teaching methods by teachers in control school was based on the methods they anticipated to yield better results in different circumstances. This is unlike their counterparts in the experimental school who rated the methods upon using them in the tested compositions. Though empirical studies indicate that learning achievement is associated with instructional methods, this seems to vary in situations and circumstances. For instance Dayyan and Marzban (2006) revealed that explicit instruction could yield better result than implicit instruction in teaching translation while Odundo (2005) indicated that implicit or learner-centered methods yield higher learning achievement in teaching Business Studies in secondary schools.

However, Odundo and Gunga (2013) analyzed various learner and teacher variables as well as teaching methods against learning achievement and the conclusion was that learning achievement varied across these attributes. This can be further explained by Kolb (1984); Kolb and Kolb (2006) assertion that teaching methods can yield different learning achievement depending on the teacher's preferred method, content and learning styles of the learners. In concurrence, Ndwiga and Odundo (2015) found that learning achievement in Kiswahili composition writing rests on

the teacher providing opportunities for full development through qualitative experience.

### CONCLUSION AND RECOMMENDATIONS

This study established the relationship between teachers rating of the appropriateness of explicit pedagogical methods and learners' achievement in Kiswahili composition writing. To achieve this, primary data was sourced from two secondary schools and respective Kiswahili teachers. From one student in the two schools were used for testing in written compositions.

Data on Kiswahili teachers rating of appropriateness of explicit methods and Kiswahili composition writing in experimental school revealed that they were neutral on rating of the methods as indicated by a mean 3.22. However, a relatively higher mean of 3.75 was revealed in control school. This implies that explicit teaching methods are not the only methods that teachers find appropriate to enhance learning achievement in Kiswahili composition writing. The study also revealed question and answer in teaching *ratiba* and *insha za mdokezo* was highly rated with a mean coefficient of 4.00 in the experimental school. This can partly confirm that teachers have their own preferred methods of teaching and that certain content be better presented in a particular way.

Regression results revealed no significant linear relationship between Kiswahili teachers rating of appropriateness of use of explicit pedagogical methods ( $p=0.919$ ) and learners' achievement in Kiswahili composition writing in experimental school. A similar test revealed a significant relationship ( $p=0.007$ ) between rating of appropriateness in use of pedagogical methods and learners' achievement in Kiswahili composition writing in control school. This implies that teachers acknowledge that teaching methods can yield different learning achievement and that teachers' have own preferred methods. As such it is recommended that teachers should align their teaching methods to learning styles of the learners. It is also recommended that curriculum developers develop guide lines on teaching Kiswahili composition writing in addition to organizing seminars or workshops on instructional

approaches. Since this study did not delve into specific methods for teaching various types of Kiswahili compositions, it is therefore suggested as an area worth further research.

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