THE ROLE OF PICTURES IN TEACHING ENGLISH COMPOSITION
WRITING IN UPPER PRIMARY SCHOOL IN EMUHAYA SUB-COUNTY, VIHIGA COUNTY, KENYA.

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE DEGREE
OF MASTER OF EDUCATION (LANGUAGE EDUCATION) IN THE
SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

FEBRUARY 2016
DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature…………………….. Date…………………..

Pamela Kalemse Jumba
Reg.No. E55/CE/21966/2012

We confirm that the work presented in this thesis was carried out by the candidate under our supervision as university supervisors.

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DEDICATION

To the Almighty God for His grace and favour upon me and to my late mother, Catherine Luvandwa who inspired me to work hard in class and aim at higher academic heights.
ACKNOWLEDGEMENT

I am indebted to my two supervisors, Dr. Adelheid Bwire and Dr. Samson Ondigi for their fastidious professional guidance. My gratitude also goes to all my lecturers and the staff in the Educational Communication and Technology Department for taking me through the course in preparation for this work.

Special commendation to the County Director of Education (Vihiga) and County Commissioner (Vihiga), Deputy County Director of Education (Emuhaya), Quality Assurance and Standards Officers (Emuhaya Sub County), head teachers and pupils of sampled primary schools in Emuhaya Sub County for their cooperation during the research. I would also like to thank my colleagues whom we undertook the course with for their moral, material and emotional support. My late parents, Catherine Luvandwa and Aineah Keya Jumba, who inspired me to work hard in class and pursue higher levels of education, my husband, Paul Nasiali, who tirelessly supported and encouraged me during the hard times. May I thank my children Eugene, Sandra, Derick, Georgina, Kingslay and Joel who supported me spiritually, morally and physically. I shall not forget to thank my brother (Benard Ngoitsi) for guidance during this thesis writing.

Finally and most importantly, I thank God for giving me the strength, good health and wisdom to do this work successfully.

God bless you all!
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# ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officer</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
</tr>
<tr>
<td>KCSE</td>
<td>Kenya Certificate of Secondary Education</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Examination</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science Technology and Innovation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Educational Fund</td>
</tr>
<tr>
<td>TIVET</td>
<td>Technical Industrial Vocational &amp; Entrepreneurship Training</td>
</tr>
<tr>
<td>KICD</td>
<td>Kenya Institute of Curriculum Development</td>
</tr>
</tbody>
</table>
ABSTRACT

Instruction using a variety of learning resources has been heralded as a most promising activity that can engage students into academic language and literacy skills. However, research on picture based instruction in English composition teaching is minimal. This study sought to establish the role of pictures and its effect on composition writing and language achievement in upper primary schools. This study was based on constructivism theory with two proponents, Jean Piaget and Vygostsky. Two categories of schools were selected; public and private. The sample population was about 10% of learners in Emuhaya Sub-county, who constituted upper primary pupils from six schools, twelve English panel leaders (teachers) and two Quality Assurance and Standards Officers (QASO). The sample population constituted class seven pupils of the six schools. The learners were twenty per group, within the age group of 11-14 years. The research methodology employed in the study was an experimental design. The experimental groups received the treatment with the use of pictures, whereas the comparison group was taught conventionally. Four instruments that were used in this study were questionnaire, tests, interviews and observation schedules. This study was piloted to establish whether the instruments were valid and reliable before the actual study. The data was analyzed using SPSS software package version 21. From the study, there was significant difference (p=0.001) among groups where there was use of pictures and the controls. Basing on the findings of the study, it was established that teachers rarely taught composition using pictures due to the short preparation time and therefore this lowered performance in composition writing. This study recommends a similar study on the use of pictures in middle primary school to compare the results. It also recommends a study on the adequacy and appropriacy of texts used by teachers in teaching English Composition. Lastly a similar study should be carried out for a longer period of time.
CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter deals with an overview of the status of composition writing in Kenyan primary schools, the performance and a brief on the interventions that have been used to improve the performance over the years. It includes: background information, statement of the problem, objectives, research questions, hypotheses, significance, scope of the study, limitations, and assumptions, theoretical and conceptual framework.

1.1.1 Background information

Globally, English is used as a medium of instruction. Writing has a significant role in the school curriculum but primary school students lack basic writing skills (KNEC Newsletters 2010, 2011, 2012, 2013). English is one of the most important subjects learnt in almost all schools in every country including Kenya. The reason why it is important is because English has become an international language.

A study done in Oman to investigate the use of pictures in mastery of vocabulary established that, the use of pictures was more enjoyable and memorable to students. Pupils noted that, pictures made their lessons more enjoyable than when the teacher just explained the concept (Syaeful Rizki U, M., Rukmini, D., & Sutopo, D. 2013). Another study in Iran about effectiveness of visual aids to
academic achievement established a significant difference in students using visual aids and those without (Gilakjani, 2011).

Performance in English language at primary level is a concern to everybody globally and nationally because English is a universal language of communication. Performance in composition writing therefore has a direct impact on the general performance in language. Nationally, in 2009, the objective paper recorded 45.76% mean score while English composition recorded a mean of 32.40. In 2010, the objective paper recorded 49.12% mean score while English composition recorded a mean score of 42.70%. This shows that composition writing was poorly done as compared to grammar. In 2011, performance in English grammar dropped to 47.1% while composition was 42.45%. In 2012, performance in grammar was 49.88% while composition was 42.43. In 2013, performance in grammar improved to 53.06 while composition dropped to 41.90 (KNEC 2009-2013). The mean for English composition paper for these five consecutive years is 40.38 while that of grammar paper is 48.98. The mean score of English language in the Sub-county has been average for the last five years (52.15) and most of it has been boosted by grammar paper and private schools (Emuhaya Sub County Newsletter 2014). This data is presented in table 1.1 and 1.2 below. As an intervention measure, it is important to look for a way that could be used to help turn around the trend that has been documented so far. Picture use in teaching composition is one of the ways and if it can be effectively applied, then the performance might improve.
The following tables show performance in English composition in KCPE from year 2009 to 2013.

**Table 1.1 Performance in KCPE English paper (nationally) from 2009-2013**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>GRAMMAR %</th>
<th>COMPOSITION %</th>
<th>ENGLISH %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>45.76</td>
<td>32.40</td>
<td>39.08</td>
</tr>
<tr>
<td>2010</td>
<td>49.12</td>
<td>42.70</td>
<td>45.91</td>
</tr>
<tr>
<td>2011</td>
<td>47.1</td>
<td>42.45</td>
<td>44.78</td>
</tr>
<tr>
<td>2012</td>
<td>49.88</td>
<td>42.43</td>
<td>46.06</td>
</tr>
<tr>
<td>2013</td>
<td>53.06</td>
<td>41.90</td>
<td>47.48</td>
</tr>
</tbody>
</table>

(Source, KNEC Report- KCPE Newsletters)

**Table 1.2 Performance in KCPE at Sub County level (Emuhaya) in English paper from 2009-2013**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENGLISH %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>53.42</td>
</tr>
<tr>
<td>2010</td>
<td>52.45</td>
</tr>
<tr>
<td>2011</td>
<td>50.63</td>
</tr>
<tr>
<td>2012</td>
<td>53.03</td>
</tr>
<tr>
<td>2013</td>
<td>51.24</td>
</tr>
</tbody>
</table>

(Source: Emuhaya Sub County Newsletter Education and KCPE – Emuhaya stakeholders 2014 at Bunyore Girls’)

3
Teachers use pictures to increase students’ writing skill. They are read by means of illustration of the picture story depending on what the learner visualizes. Using the details offered in picture series, students are able to write good sentences which are arranged in good stories effectively.

1.2 Statement of the problem

English is an international language. The Kenyan curriculum requires children to be able to master English language in order to perform well in all subjects that are tested in English. A study was done on criterion-referenced tests based on developed English literacy benchmarks and the results showed that the majority of learners had not attained the desirable English literacy competence levels to be able to access curricula of subjects taught in English or express their ideas in writing (Gathumbi et al 2013). The English syllabus has allocated one lesson out of seven a week for composition teaching. Kenya National Examination Council reports indicate that the performance of composition in national examinations has been underperformed over the years. The Kenya National Examination Council Newsletter (2013) samples some compositions of candidates who could hardly communicate in their writing of English Composition. Analysis of KCPE yearly from 2009 to present show that, each year, some candidates are not able to write good compositions. There are cases where the worst students repeat the rubric many times. In such cases, very few or no English words can be traced. Emuhaya Sub County is no exception. When mock papers are centrally marked, the average mean mark for the sub county mocks for the past three years has been about 18
out of 40, that is, about 45% (Emuhaya Sub County Examination Council Newsletter, 2014). On average, their achievement level is a matter of concern, more so in terms of writing skill. This study therefore, was an attempt to find out the role of pictures in teaching the writing of descriptive and narrative composition which are commonly examined in KCPE. Pictures have been widely used to teach vocabulary and sentence building (especially in lower primary), but rarely in composition writing. Many studies do not point out the technique of using pictures to improve English composition writing. A research was carried out on use of embossed pictures to the hearing impaired (Ogada et al 2012). Picture compositions are in the primary school syllabus yet teachers rarely handle this area because KNEC has never tested on picture compositions for the past twenty years (KNEC Newsletters, 1996 - 2015). Since this is upper primary, the pictures should be at the level of ages above eleven years. This study was investigating using pictures versus conventional way of teaching composition writing. As stated earlier, pictures stimulate imaginative concepts of learners. Pictures were preferred in this research because they engage most senses and more so senses that make learners retain more. It is a general expectation that the findings of this study can be used to increase the use of pictures and improve performance in composition writing in the Sub-County and possibly throughout the country.

1.3 Purpose

Based on the problem statement, the purpose of this study was to investigate and establish the role of pictures in the teaching of composition writing in upper
primary schools in Emuhaya Sub County, Vihiga County, Kenya. This is due to the fact that writing is an important skill in English language learning.

1.4 Specific objectives

a) To find out whether teachers use pictures in composition teaching in public and private schools in Emuhaya Sub County, Vihiga County.

b) To identify whether pictures motivate learners in composition writing in public and private schools in Emuhaya Sub County, Vihiga County.

c) To determine how the use of pictures affects performance of pupils in composition writing in public and private schools in Emuhaya Sub County, Vihiga County.

d) To find out challenges teachers face in teaching composition in public and private schools in Emuhaya Sub County, Vihiga County.

1.5 Hypotheses

H₀: There is no significant difference in the number of teachers that use pictures and those that do not.

H₀: There is no significant difference in motivation of learners who are taught using pictures and those taught conventionally.

H₀: There is no significant difference in class performance between learners who are taught using pictures and those taught conventionally.
1.6 Significance

This research sought to find ways of improving composition writing in upper primary schools particularly in Emuhaya Sub County. It investigated composition teaching so as to assist teachers in re-directing their efforts in using resources like pictures to improve learners’ performance in English composition writing. Teachers would be encouraged to use alternative methods that will have a greater impact on improving the performance in composition writing. This would lead to improvement in performance in composition hence influence positively the overall performance in English. English is the main language of instruction in most subjects in primary schools in Kenya hence improvement in it would boost other subjects. Teachers whose learners have been performing poorly in English might find new ways of handling composition through this research. Its recommendations may focus on addressing issues in composition writing. Through this research, curriculum developers might come up with better methods of training language teachers with specific reference to composition writing skills. This research would open up Emuhaya Sub-County to educationists seeking answers to challenges facing English Composition writing. It might lead to varied resources for teaching by identifying strengths and weakness of pictures in composition writing. It is an immediate benefit to the Ministry of Education in improving English Composition writing. It is to enlighten curriculum developers in achievement of good written compositions.
1.7 Scope

This study was confined to the assessment of the role of pictures in the teaching of composition writing. Communicative competency in the study was concerned with writing aspects in English language such as fluency, accuracy, imagination/creativity, vocabulary and relevancy. Reading and speaking skills which are complementary skills in language competence were not covered. The study attempted to teach composition writing in class seven.

The study limited itself to the use of only one kind of resource to improve writing, the resource being pictures. It was restricted to the learners of the six schools, 4 public and 2 private that were predominantly from rural background. This study dealt with narrative and descriptive composition since these types of compositions are widely tested in KCPE in Kenya.

1.8 Limitations

The findings were based on the learner’s competence under test conditions, which raised anxiety. This study also involved a small number of participants: only 240 pupils, 6 head teachers, 12 teachers and 2 QASOs in Emuhaya Sub-County. Factors that influence pupils’ performance are diverse. The study was limited to factors in the classroom set up which are pre-determined by the researcher, thus leaving out equally important variables like self-concept, interest, intelligence due to limited time for the study. The researcher looked at performance in composition in Emuhaya Sub-County, Vihiga County, Kenya which may not be a representative of all primary schools in Kenya. Standard seven pupils were
considered which might not serve as a representative of all pupils in all upper primary schools in Kenya. Distance and time to the sampled schools were also limiting factors to the study.

1.9 Assumptions

- Learners have same entry behaviour in class seven in writing skills.
- Learners are used to conventional methods of teaching composition writing.
- Pictures stimulate learners to write well.
- Teachers of English use the same prescribed syllabus by KICD and the content taught is the same in all schools.

1.10 Theoretical and conceptual framework

Theoretical framework

This study was based on constructivism theory by Jean Piaget (1896-1980) and Vygostsky (1896-1993). Some authors have suggested ways in which this theory could be used in a classroom situation (Ozer, 2004). Use of pictures may be one of these ways. This is in tandem with the use of learner resources to modify the environment under which instruction takes place. Learning resources are supposed to make learning more enjoyable and interesting than the conventional way of instruction where there is no induction to the learner. The use of pictures is supposed to make the learner more involved in the learning process by involving all his/her senses.
This study investigated whether pictures could motivate learners to learn so that they are inspired to be creative and have independent thinking on pictures. With pictures, learners could share ideas and work in groups.

1.11 Conceptual framework

The following diagram shows the relationship between independent and dependent variables. Intervening factors and their effect on the intended outcome are also shown.

**Independent variable**

- Methods of teaching, Time for preparation and Teaching resources
- School tradition
- Learner's entry behavior

**Dependent variable**

- Skill/competence in composition writing

![Figure 1.1 Conceptual framework](image)

The dependent variable in the study was Skill/competence in composition writing. The conventional way of teaching language skills is like write-correct-
rewrite. The learners are given a topic to write on, the teacher collects learners’ work and corrects it underlining mistakes or writing correct words above wrong ones and then the learner rewrites the composition. Here, resources like pictures, newspaper cut-outs and text books are not used. Composition teaching and learning followed this order.

The independent variables were resources, teaching methods and time for lesson preparation. The teacher used pictures or varied methods to brainstorm and generate a discussion. The discussion could then lead them into writing. There were however, limiting factors towards achieving good composition writing. These were school traditions such as funding criteria for various activities and learner’s entry behaviour. Entry behaviour determined mastery of content of the learner hence overall performance/competence. The category of the school determined use of resources in that, a private school has fewer learners per stream hence adequate resources when needed unlike most public schools that have fewer resources hence not enough for all learners.
1.12 Operational definition of key terms:

During this study, the following definitions were used:

**Composition**

Composition was defined as the form of sequencing events in an organized and logical manner.

**Composition writing** - This referred to a process where the teacher asks the learner to make a paragraph or paragraphs on a given topic.

**Evaluation** - This referred to the appraisal of changes brought in the behaviour pattern of the child through the totality of experiences provided in the school, and the researcher used tools of measurement like tests, Rating Scales, Questionnaires, etc.

**Examination** - Examination was defined as measuring the knowledge acquired. This depended on achievement tests only, judging only one quality or one aspect of the individual.

**Factors** - This referred to prevailing conditions in school that influence teaching and learning of pupils.

**Learning Environment** - Physical conditions in the classroom that included resources, facilities, and class size that to some extent influence the teaching-learning process

**Picture** - Referred to anything which could be seen while language is being spoken, a visual aid (Donn, 1980). When teachers use pictures in teaching they activate two from the five senses. Pictures therefore better explanations.
Post test

This is the composition writing test given to both groups after the experiment.

Pre test

This referred to the composition writing test given to both experimental and control groups before the experiment.

Teaching composition

This was defined as showing learners how to write ideas of stories in a given picture of interest in a fluent, organized, systematic and creative way.

Upper primary: Throughout the study, Upper Primary referred to class six to eight

Writing: Writing was used to refer to the ability to: form letters, words or numbers with a pen or pencil; to state something in a book, newspaper
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

Literature is reviewed from other sources that are related to the study that was set to be carried out. It deals with background information on the subject, performance in English, use of pictures, composition writing and instruction in the classroom.

2.1 Background Information

Teachers determine the course of progression of learning in the classroom and hence more focus needs to be directed on them. The instructional techniques they employ may make or break the learning process. A good teacher is approachable, warm and enthusiastic not only to students but also has a strong dedication to one’s work. These factors then enhance job enjoyment (Orlando, 2013). This commitment to excellence helps teachers become more effective teachers (Buskist, 2002). Second, when teachers make changes in their teaching strategies, they become more effective in the classroom and display more enthusiasm towards creative approaches to teaching (Christian, 2007). A good teacher hence needs to be innovative by employing a variety of learning resources in the course of the teaching.

Traditional teaching techniques, such as lecture, dominate mathematics and science courses, but teaching techniques used in language arts classes, specifically
English composition, remain less explored even in America. Studies in America and Europe show that the main techniques of instruction used in composition teaching are lecture, small groups and class discussion (Christian, 2007). Same studies in Botswana show that the latter teaching methods are replicated in African classrooms. It has been documented that teachers lack innovation in teaching English composition in Africa (Navsaria, I., Pascoe, M., & Kathard, H. 2011).

Kenya’s system of education is referred to as 8-4-4. The transition is based on performance in the national examinations. The language of instruction is English except for Kiswahili, Germany, French among others. 2004 KCPE results show that a higher percentage of students from private schools qualify for secondary school as compared to fellow students in public school, which has led to an over representation of private school graduates attending top Kenyan Secondary Schools (Glennerster and Kremer, 2011).

“Kenya requires an education system that will produce citizens who are able to engage in lifelong learning, learn new skills quickly, perform more non–routine tasks, capable of more complex problem-solving, take more decisions, understand more about what they are working on, require less supervision, assume more responsibility, have more vital tools, have better reading culture, quantitative analysis, reasoning and expository skills” (Cheserek and Mugalavai, 2012).

A study on classroom interactions in primary schools showed that the teaching style was basically a ‘transmission of knowledge’ and was teacher centred in
nature. Students participated by answering preplanned, ‘closed’ questions and lessons involved a high degree of choral response and repetition of memorized information (Metto, & Makewa, 2014). Challenges to learning include lack of teaching resources and poor physical conditions of classroom spaces.

The prevalent classroom interaction in most classrooms in many parts of the world including Kenya is IRE (Initiate – Respond – Evaluate) discourse pattern. (Pontefract & Hardman, 2005 & Lisanza (2011) refer to this as a “default setting,” or traditional teacher-student interaction; without deliberate attention to one’s language and patterns of interacting with students, teachers will default back to this way of talking.

The three main teaching methods to be used in English composition writing are: shared teaching and learning; cooperative teaching and learning and finally role play which Hedge says involves news casting and peer teaching (Coxhead and Pat (2007). Use of pictures in composition writing is being researched on in this study as an alternative to the resources so far used by teachers so that they have a variety to pick from.

2.2 Writing of composition

Writing is one of the four skills in English a learner must acquire in order to successfully qualify at the end of the eight years with a good grade in English language in KCPE. It involves putting thought on paper in a sequence. This means that grammar has to be written easily and in an organized manner. Most
teachers do not put a lot of emphasis on the writing skill hence denying learners an important tool in written communication. For a learner to effectively write a good composition, teachers must provide the relevant resources to aid the learner. Composition writing involves an aspect of imagination, creativity and thought processes which must be fully utilized. Resources must therefore aid the learner be able to construct a reasonable essay more easily.

2.3 Methods of teaching composition writing

English composition writing can be taught using a variety of methods. The traditional approach involves writing the topic of the composition on the chalkboard, discussing the story plan and then allowing them to write the composition using either the individualized or the group/cooperative/collaborative strategies. However, the quality of pupils’ performance in composition writing in the Kenya Certificate of Primary Education has not been encouraging (KNEC Newsletters 2010, 2011, 2012, 2013). It is therefore important to use a resource that could make the composition lessons effective. KNEC reports show that, English composition writing at primary level has been below average.

Most researchers that have worked on performance in English composition do not specify the resources that are most effective (Gathumbi and Masembe, 2005; Purdy, 2012). Okwara (2012) underscores the fact that resources are not an adjunct, but an integral part of the learning situation. Their availability offers opportunities to the teacher. Lack of resources imposes restriction that may mean
that, pupils cannot be taught by the methods that would otherwise be the most suitable. Okwara (2012) found that the most popular type used for teaching writing in our schools is a 'topic' or 'title’. According to him, other stimuli like a beginning, or ending of a sentence, pictures and poems are used very seldom or never used.

2.4 Use of visual aids in teaching English composition

The teaching and learning of English writing skills largely depends on the availability of visual materials (Grossman and Thompson, 2008). According to Evans (2012) various visual resources enhance writing skills. These include story boards, mind maps and graphic posters. She avers that visual resources help students to understand and interpret information. These techniques can provide structure for writing and can help students to focus their thoughts and ideas. On the same note, Agbadzi (2009) observes visual materials as implements which a teacher can use to make visual impression on the learners during instruction for effective comprehension of the content. Makokha and Wanyonyi (2015) note that there is insufficiency on the availability of instructional materials and that teacher rely on chalk and talk method to teach language skills.

2.4.1 Use of pictures in language teaching

Some of the teaching techniques involve the use of pictures from a variety of sources - pictures from computers; photographs; drawings or diagrams on the
board; and pictures from books. It will be interesting in this study to see which sources teachers use.

Of course, pictures must be chosen carefully and it is hoped that this study will shed some light on how the choices made can help encourage writing of better compositions by pupils in primary schools. This study employed local pictures based on Vihiga County environment in teaching composition. There has been no such a study carried out in Emuhaya and that is why the researcher decided to carry it out in the very Sub County. According to Harris and Hofer (2009), pictures learners use should suit the language being learnt and the class in which they are being applied. Pictures for lower primary may be simple and childish to an upper primary child. Pictures in upper primary should stimulate abstract thinking. All of them should be culturally appropriate to the learners. A good picture should be visible. If it is to be shown to the whole class the size should be big enough for all learners to see. Lastly good pictures should be long lasting and strong.

2.5 Types of pictures

2.5.1 Wall-pictures and posters

Language classes require big wall pictures since they can be seen clearly. These pictures are displayed on walls hence create a conducive learning environment. They are a valuable way of natural language acquisition. They therefore reinforce what the learner is taught in class. Harris and Hofer (2009) showed that wall
pictures can be used promptly and at repeated times. Pictures are therefore good for presentation of a new language. They make the learning of a language meaningful since the contextual situation of a vocabulary is clearly seen. This is very important for easier retention of words learnt.

As Jaklova (2009) wrote, complex pictures can be used to illustrate a lot of words and a variety of sentence structures hence an improved controlled practice for the learner. A teacher can use various types of activities and games to improve controlled practice. These could be games on memorization such as hide and seek among others.

2.6 Role of pictures in motivating learners during English composition writing lessons

Pictures have been used before to teach comprehension. There is an old saying that ‘a picture speaks a thousand words’. Images are more ‘evocative’ than words and can initiate a variety of associations. Often, students are asked comprehension questions based on the text they have read.

Not only do pictures inspire students in their learning but also play a vital role in activating and building their background knowledge. Students can get together, discuss, and share their ideas and experiences with their classmates. Adding to the comprehension of the texts, students may also learn about people they have never heard of, places they have never been to, or names of objects they could not identify.
2.7 Effects of pictures on performance in English composition writing

A study in Taiwan on how pictures influence learner performance in reading showed that the use of pictures has a significant effect on experimental groups than in control groups where pictures were not used both in low level and high level achieving students (Pan & Pan 2009). The learners were also interviewed to establish their views on the use of picture in their reading and the results showed a high significant difference. This then implied that use of pictures may have a very important significance to instruction. Very little evidence is there to show how use of pictures as instructional resource challenges teachers to use picture resources in teaching composition writing.

2.8 Challenges experienced by teachers while using instructional resources to teach English language

Teachers in our schools globally experience various challenges that hamper their day to day instructional duties and also performance in their various schools. A study in California, USA established challenges such as: students family background, their failure to communicate effectively, lack of enough time for every lesson, various academic levels on the same class, lack of teaching tools and instruments and shortcomings in teaching program and resources (Gándara, P., Maxwell-Jolly, J., & Driscoll, A. 2005). In addition, a study in South Africa showed that: school supplies tend to be limited, and teaching hours are long (Palmer, 2010). A study carried out in Kenyan secondary schools on writing
composition showed that there were challenges like: mother tongue interference, rural background, lack of skills, negative attitude and limited time for teaching, lack of exposure, Poor entry behaviour and poor reading culture (Koross, B. T., Indoshi, F. C., & Okwach, T. 2015). However in all these studies, none has specifically looked at the role of pictures as a resource for teaching English composition in Emuhaya Primary, Vihiga County, Kenya. This study investigated this concept.

**Summary**

The chapter opens by first recognizing effective teaching in relation to an effective teacher who is committed by using effective methods. Such a teacher uses appropriate instructional materials to teach. It reviews an English Composition teaching resource less explored as compared to other resources used to teach other subjects like mathematics and sciences. In both European and African countries, the main techniques of instruction used in composition teaching are lecture, small groups and class discussion (Christian, 2007). Writing skill is an important productive skill since all subjects except languages such as Kiswahili, French, and Germany are written in English. Learners complete class eight when they cannot write good compositions. Researcher Ogada researched on using pictures to teach the hearing impaired in Nyanza province. This leaves a gap to be filled because scholars have not shown how pictures can be a resourceful tool in teaching and learning of composition writing to normal children in upper primary schools in Kenya.
Pictures series can motivate the students. Pictures not only provide the students with basic material for composition, but also stimulate their imaginative power so that they will have a concept in their mind about what they are going to write. In other words, pictures series also help the students to visualize the object before they start to write a narrative composition. Therefore, the students can compose their ideas easily because pictures series can give them more information about the object clearer by looking at the pictures series.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter includes the research methodology used in conducting the study under the following sub headings: research design used, study area, target population, sampling procedures, sample size and data analysis. The instruments used were oral interviews, observation schedules, questionnaires and tests.

3.2 Research design

Experimental design was used by the researcher. The purpose of this method was to find out the role of pictures in the teaching of English composition hence improve performance. The researcher used primary data obtained directly from the field. The information was obtained from a sample population. The researcher used this design because it would give first hand information about the effect of pictures on performance in English composition writing (Knight, 2010). Other methods would have required more time to obtain data on the same.

3.3 Variables

Independent variables included: teaching resources, teaching methods and time for lesson preparation while the dependent variable included: Skill/ competence in composition writing
3.4 The location of the study

The study was carried out in Emuhaya sub county, Vihiga County, Kenya. The area was purposively selected because it was directly related to the researcher’s interests and was easily accessible (Bechhofer and Paterson, 2012). The medium of instruction in public and private schools was English. The schools were under the management of the Government and a private establishment. The majority of the learners who came to the schools were from nearby villages. The total enrolment of each school was above five hundred. The selected sample class size was forty, that is, twenty per group.

3.5 Target population

The primary school learners were used in this study because that is where the foundation for teaching of composition writing is introduced and also due the fact that, this is the group that the researcher handles hence would understand them well. The target population was as follows:

<table>
<thead>
<tr>
<th>PUPILS</th>
<th>HEAD TEACHERS</th>
<th>TEACHERS</th>
<th>QASOs</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>6301</td>
<td>95</td>
<td>190</td>
<td>6</td>
<td>6592</td>
</tr>
</tbody>
</table>
The standard seven pupils were sampled because the class did not yet experience the pressure of examination which is normally conducted at the end of eight years in Kenyan primary school system that is; the Kenya Certificate of Primary Education (K.C.P.E). The standard seven teachers of English language were purposively sampled as they were the ones handling the class; therefore, were in a better position to give reliable information on the use of pictures in teaching English Composition. The study further narrowed down to six selected primary schools, 4 public and 2 private. Both public and private schools were chosen because of their similarities in curriculum and syllabus since all were based on 8-4-4 system of education and Kenya Institute of Curriculum Development.

3.6 Sampling techniques and sample size:

3.6.1 Sampling techniques

The researcher used both probability and non probability sampling techniques. Probability sampling was used when picking on the sample of teachers and schools. Stratified sampling was used to study participants into two categories as per the divisions found in Emuhaya Sub-County. This ensured that representative sample of teachers was obtained across the Sub-County (Mugenda and Mugenda) (1999). The sample population was class seven pupils of the six schools within the age group of 11-14 years. To ensure that various types of the public and private primary schools were represented in the sample, the researcher employed random sampling technique from the list of primary schools in Emuhaya Sub
County. The sampling methods were simple random and purposive. For simple random sampling, each and every school had an equal chance of being chosen while for purposive sampling, schools were selected using a set criterion that is public and private. Purposive sampling was used because earlier studies have shown that private schools have more resources than public schools and also due to the class size in private schools which is lower than public hence effective delivery. The whole class was taught using the pictures but the test papers were coded so that only 20 students were sampled to be used in the study.

The main sources of information for this study were:

- Composition tests done by sampled class seven pupils in Emuhaya Sub County.
- Questionnaires completed by pupils, teachers, QASOs and head teachers in the randomly sampled schools.
- Class registers to confirm class size.
- Interviews from head teachers, teachers and pupils.
- Class observation by the researcher for both experimental and control group as teachers taught.
3.6.2 Sample size

Table 3.1 Representing sample size of study participants

<table>
<thead>
<tr>
<th>Schools</th>
<th>Enrolment</th>
<th>Sample size</th>
<th>Number of teachers</th>
<th>Sample population size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>86</td>
<td>10%</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>2. B</td>
<td>100</td>
<td>10%</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>3. C</td>
<td>198</td>
<td>20%</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>4. D</td>
<td>210</td>
<td>20%</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>5. E</td>
<td>220</td>
<td>20%</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>6. F</td>
<td>199</td>
<td>20%</td>
<td>18</td>
<td>2</td>
</tr>
</tbody>
</table>

The researcher used simple random and purposive sampling technique to select a representative sample. Only those schools that their candidates had sat for KCPE for six consecutive years (KNEC, 2008-2013) and had an enrolment of over 40 pupils in standard seven were selected. A total of 240 pupils, 40 from each school comprising 20 who were taught using pictures and 20 who were taught conventionally were randomly selected. 12 teachers of English, 6 head teachers and 2 QASOS were purposively selected.
3.7 Research instruments

This study used a test, a questionnaire, interviews and observation schedules. The test was given to standard seven learners in the sampled schools. For each school, there was a control and experimental group. The two groups wrote compositions before teaching and after teaching (Appendix V). The questionnaire was administered to 12 standard seven teachers of English from the sampled schools. The questionnaire (Appendix I and II) was used to investigate teachers’ resources in teaching English compositions, their view of picture use and observations made. Interview schedules were used to get data from head teachers, teachers and pupils. This instrument was used since it provided primary data. The observation schedule that was used for this research was adapted from Fermi lab Lincl Programme (Appendix III). This observation schedule acted as a guide or reminder. It was used to investigate the teaching methods and the teaching and learning materials used. It was also used as a guide in evaluating the whole English teaching and learning process.

3.7.1 Questionnaire

A questionnaire is a form of interview on paper. It is preferred to other instruments because of its economy in cost, time and labour. Unlike other instruments, it is interpersonal because subjects give their answers anonymously (Kombo & Tromp (2006). Questionnaires and interview schedules are ideal instruments to gather descriptive information from a large sample in a fairly short time (Kothari 2004). Questionnaires were distributed to the participants to
generate voluntary information that was tabulated at the end of the experiment. They were filled by the teachers, head teachers, QASOS and pupils. The students’ questionnaire had two sections; section A and B. A dealt with biographical details while section B contained items related to the study objectives. Section B had both closed-ended questions (which reduced wide variation in the responses thus ensuring that there was consistency in the answers which ensured easy comparison) and open-ended questions which enabled the respondents to give their opinions and as a result, the information gathered would otherwise not have been realized.

3.7.2 Observation

This research used non-participant observation discussed in Mogere, G. N. (2014). In non-participant observation, the researcher observed actual composition lessons without taking part in the teaching and learning process. It allowed the teacher to execute his lesson without interference from the researcher. This type of observation was appropriate because it gave the researcher an opportunity to concentrate on the teaching which was the main interest of the study. Observation tool (Appendix III) was used by the researcher on both experimental and control groups so as to give reliable comparisons. It was used to obtain information about how the learners were responding to picture use during the lesson. This was to avoid biasness by participant teachers in assessing their own pupils.
3.7.3 Interview schedule

As pointed earlier, questionnaires and interview schedules are ideal instruments to gather descriptive information from a large sample in a fairly short time (Kothari 2004). Interview schedule (Appendix IV) was used to obtain data from the pupils. The interviews were to ensure that the responses were properly understood by repeating and rephrasing questions. This was to obtain data on whether pictures motivated learners during a lesson or not. For this case, interviews were carried out by the researcher using interview schedules prepared by the researcher.

3.7.4 Tests

The test (Appendix V) method was used to examine learners’ mastery of content taught. Through experimental design, each of the six schools had an experimental group and a control group. Each group comprised of twenty pupils from class seven. The twelve groups were tested before the experiment (pre test), and then the experiment was carried out with pictures (Maina J. & Njoroge Z. (2014) being used for experimental group while control group was taught conventionally. Teaching was done for a period of four weeks. After the experiment, the same test was given to the twelve groups (post test). The results of the two tests were then compared. Composition writing tests were helpful in analyzing the influence of pictures on learners’ English composition written work. The tests were administered during class lesson sessions for forty minutes and by the learners’ subject teachers to avoid feeling that they are being examined. The learners were
asked to write a composition about, ‘A visit to the museum’. The composition was out of forty marks. The marking scheme is as indicated in the appendix VI; the test was to test the accuracy, fluency, punctuation and creativity so as to examine whether there was any influence of pictures on composition writing (Appendix VI).

3.7.5 Pilot study

The definition and useful functions of pilot studies in qualitative inquiry are particularly identified. To highlight the benefits of pilot work, it describes the specific practical and methodological issues emerging in the pilot exercise as well as the modifications made for the main study as a result of the pilot work (Kim, 2011). A pilot study was tried out using twenty standard seven students from school Y (public) and twenty from Z Academy (private), two teachers and one QASO in the Emuhaya Sub County. The purpose of a pilot study was to test the validity of the instruments and see how they would be effectively used in obtaining the data required. For this research, a questionnaire, an interview guide, observation schedule and a composition test were tried out. Simple random sampling was used to select two schools that were sampled for the pilot study. A questionnaire, an interview and observation schedule and a composition test were then administered to the subjects in the selected schools. The questionnaire was administered to the same subjects at two different times within a span of 14 days. Opinion from teachers and clarification sought by the respondents were used to modify the questionnaire. Questions that attracted different answers on the two
occasions were modified accordingly. It also checked on the suitability and levels of language used for the various respondents and improvements done accordingly. This then determined the final form in which the items were phrased for the actual study. A few changes on the wording of the items in the questionnaires, observation guide, interview schedule and test were made after the pilot study, to make the instruments suitable and adequate in soliciting the needed information from participants. The procedure used in pre testing the instruments was identical to the ones used in the actual study or data collection. This was to enable the researcher to have meaningful observation.

3.7.6 Validity

By its traditional definition, validity refers to the degree to which a test accurately and meaningfully measures what it is supposed to measure (Peeters, et al, 2013). Content validity was used to indicate the degree to which the instruments measured what they were supposed to measure. In this connection, the researcher established content validity by seeking expert judgments from the Kenyatta University supervisors while developing and revising the research instruments. This was through holding discussions, making relevant comments and suggestions that were then synchronized. First, opinions of experts including the researcher’s supervisors were sought regarding whether or not the items in the instruments represented the elements of study. Second, the pilot study also helped in validation of the instruments. Third, the observation guide was adapted and some
items in the questionnaire were used to determine what the observation guide measured and this strengthened the content validity of the instrument.

Face validity was sought by validating questionnaires, interview schedules, observation schedules and tests by using experts from Kenyatta University and colleagues. Questionnaire validity for both students and teachers was sought by dividing them into two sections: sections A dealt with personal details while section B dealt with both open and closed-ended questions. The reason for closed ended questions was to get the exact information needed while open ended questions sought to reveal information which would otherwise not have been realized. It also brought out the opinions, feelings and the attitudes of the respondents.

The validity of the composition test was realized by administering picture compositions that were culture based. The pictures were standardized in that they were based on the KICD syllabus where the skills the learners were expected to acquire were considered. The KNEC expectations as per the table of specification was also factored,

### 3.7.7 Reliability

Reliability is the reproducibility or consistency of assessment scores within a sample of participants. It is a major initial quantitative “quality index” of the assessment data as well as essential evidence toward the overall validity. However, as with any other validity evidence, its use alone is not sufficient for arguing overall validity. (Peeters, M. J., Beltyukova, S. A., & Martin, B. A. 2013)
Reliability refers to the degree of consistency between two measures of the same kind. The instruments were piloted to ensure that their reliability was guaranteed. During the pilot study, the researcher found out that some questionnaires would not be applicable in the situations that they had been projected to be used hence were eliminated. The same tools were refined to eliminate bias. The tests that were given were also refined to suit the two levels at which they would be used, because it was discovered that the private and public schools were at different levels in syllabus coverage. Internal consistency concerns were addressed by a pilot study to ensure that items on the test or instrument were measuring the same thing. In this case, a test was developed to measure the learner’s performance when pictures were used to teach composition writing. If the items are highly correlated with each other, the researcher could be highly confident in the reliability of the entire scale.

3.8 Data collection

3.8.1 Logistical and ethical considerations.

The permission of data collection was obtained from the Ministry of Education, Science and Technology through the graduate school in conjunction with the department of Educational Communication Technology, Kenyatta University. Ethical considerations that go with use of human subjects in the research process; permission was sought from National Commission for Science Technology and Innovation (NACOSTI) (Appendix XII ) for relevant authorization. Later, using
NACOSTI permit, permission was sought from the County Commissioner (Vihiga), County Director of Education and Sub County Director of Education (Emuhaya). Consent was also sought from the respondents who were assured that the information obtained would be treated with great confidentiality and that the study would be purely for academic purpose (Appendix VI). For minors, permission was sought from their parents and teachers. The researcher also talked to the learners of what she intended to do with them.

3.8.2 Actual data collection

The data were collected from the sampled schools. The researcher visited each of the selected schools three times before the study for familiarization with the respondents and establishment of a good rapport with the authorities. This helped the researcher to minimize the Hawthorne’s effect. The teachers were given a composition test to administer to the pupils on the topic, ‘A visit to a museum’. The class size was also noted. On some occasions, the researcher entered the classroom with the teacher and sat at the back to avoid any interruption.

During the second visit, the researcher administered the questionnaires to the teachers of English. After the questionnaires were filled, they were collected for processing. Each instrument had its own data collection procedure as follows:

**Questionnaire**

Questionnaires (Appendix I and II) for each group were given (pupils, teachers, head teachers and QASOs). The study participants were tutored on how to fill the questionnaires before they proceeded with the study. The questionnaire for the
teachers of English was used to find out how teachers taught English composition and how they viewed the teaching of composition using pictures. It was also used to provide more information about the teacher and his or her curriculum characteristics. Part one sought general information about the teacher such as teacher’s teaching experience, age, academic/professional qualification. Part two sought information about and teaching using pictures and teaching without pictures in relation to motivation and performance.

Tests
The researcher tutored teachers involved in the study on the teaching procedure for one day before the study so as to have uniformity during the study period. The teachers were then given pictures to use in the study by the researcher (Appendix VIII). Each learner was to be given a copy of the pictures. The pictures were culture based and standardised by the researcher to be familiar to the learner hence make them understand what the pictures were about. From each of the six schools, there were two groups, one control and one experimental, each comprising of twenty learners. The twelve groups were tested before the experiment (pretest), and then the experiment carried out with pictures being used by the experimental group while control group was taught conventionally. After the experiment, the same test was given to the twelve groups (post-test) (Appendix V). The classes were held twice a week and the study conducted over a period of four weeks (overall four hours per group). The results were analyzed
using the SPSS software, version 21. This pre-test and post-test were administered to the sampled class seven pupils in Emuhaya Sub County.

**Interviews**

The researcher administered interview schedules (Appendix IV) to the standard seven pupils and teachers of the six primary schools. The interview was used in gathering some information about composition teaching and learning, resources available in the schools, challenges teachers face in the teaching of English composition and other relevant information concerning learning composition in upper primary schools.

**Observation schedules**

Observation (Appendix III) schedules were used to find out how learners and teachers responded to lessons from the beginning to the end, basing on methods teachers used. This instrument was used to observe the behaviour and characteristics of the learners as the teaching process progressed. Characteristics such as interest of the learners and involvement of the learners were observed. The role of the teacher was also observed and recorded using this instrument.

**3.9 Data Analysis:**

The research yielded both qualitative and quantitative data. Data collected using questionnaires, interview schedules and results of tests (marks) were sorted out to check completeness and clarity. Data was presented using frequency tables, pie charts bar graphs and percentages. The investigation on whether pictures were used during lessons was represented using frequency tables and percentages. Role
of pictures in motivating learners was analyzed using correlations and represented in bar graphs. The effect of using pictures in instruction was represented using tables’ correlations and descriptions. The mean standard deviation of at least two groups was determined. Statistical analysis of the differences between mean values obtained for the experimental groups was done by the students’ test. The challenges teachers face while teaching English was analyzed using descriptive analysis using questionnaire. The data collected was analyzed to establish any significant difference with the controls. The SPSS software version 21 was used to analyze the data. Statistical inferences was conducted at alpha=5% (p<0.05)
CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter deals with reporting, interpretation and discussion of data collected from interviews, questionnaires and tests. Data presentation was guided by the objectives and research questions of the study. The purpose of the study was to examine the role of pictures on pupils’ achievement in composition writing. The study used a total of 6 head teachers and 12 English Language teachers and 240 pupils from the selected schools as respondents. Information was also collected from other informants such as QASOS by the use of questionnaires. Data from interviews and open ended questions were coded, categorized and analyzed according to themes.

All the responses were organized into various aspects of the study based on the research objectives. Tabular descriptions and graphical displays were used to summarize data and present results. There are four sections in this chapter. The first section presents the demographic information about the respondents. The second section gives findings on whether teachers use Pictures in composition teaching in the study area. The third section presents the effect of pictures in motivating learners in composition writing. The fourth section gives findings on effect of using pictures on learner performance. The final section presents the challenges encountered by teachers in teaching composition writing.
4.2 General and demographic information

4.2.1 General information

This section deals with the general demographic data that had significant implication on the objectives of this study. The main aspects considered are age of the respondents, gender, and highest educational level attained. During the study some difficulties were encountered during collection of data, especially from education offices. The data needed was not well stored but after a long time it was got in the files. Some questionnaires from pupils were not well filled to a small extent. For the questionnaire that was not well filled, the researcher substituted them with those that were well filled since there were more learners involved. Most of those not well filled were not among the ones coded.

4.2.2 Demographic data

Gender

Concerning gender, the responses revealed that out of the 12 teachers, 6 head teachers and 2 QASOs who participated in the study, 31% were male while 69% were female. The study also showed that 55.4% of the respondents were girls while 44.6% were boys. Table 4.1 and Table 4.2 presents this information.
Table 4.1 Gender representation of Teachers and QASOs

<table>
<thead>
<tr>
<th>Gender</th>
<th>Freq.</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>69</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.2 Gender representation of Pupils

<table>
<thead>
<tr>
<th>Gender</th>
<th>Freq.</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>263</td>
<td>44.6</td>
</tr>
<tr>
<td>Female</td>
<td>326</td>
<td>55.4</td>
</tr>
<tr>
<td>Total</td>
<td>589</td>
<td>100</td>
</tr>
</tbody>
</table>

In this study, the gender question was significant in that from questionnaires given to teachers, 69% females taught English as compared to 31% males. The participation by both males and females helped the researcher to capture views that may be influenced by gender.

**Age of respondents**

The second area in the sampling of the respondents was age. This was done to establish whether age of respondents (teachers, head teachers and QASOS) had any bearing on teacher capability and motivation to teach English composition using pictures. Table 4.3 presents these findings
Table 4.3 Age of respondents

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Freq.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-35</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>36-50</td>
<td>19</td>
<td>66</td>
</tr>
<tr>
<td>above 50</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings indicated that 76% respondents were aged 35 and above. Furthermore, there were respondents across all the age brackets (18-35, 36-50, above 5). This enabled the researcher to obtain an all-round perspective of the use of pictures in teaching composition writing.

**Educational level**

This section sought to find out the qualification of the teacher, headteacher and QASO respondents. These qualifications are significant in the teaching profession as this has implications in determining issues like further education and training in the areas that would help motivate the teachers, improving their attitude and enhancing performance. The study also set out to establish whether the teachers had received any further training, other than teaching. Figure 4.1 presents this information.
The findings reflected that, out of all teachers involved in the study, 30% had diploma, 41% had first degree, while 13% were post graduates. This means that 84% of the teachers in Emuhaya had high education standard. There could have been other factors other than educational background that affected performance in composition writing. The findings align with the fundamental concern that the teacher of English should be uniquely placed to play a central role alongside other agencies and professionals in promoting and sustaining young people’s linguistic capabilities as English is a foreign language (UNICEF, 2003). However, the study established that the teachers had not received any specialized training towards enhancing composition writing skills in their learners. The teachers had basic skills of composition writing that they acquired in teacher training colleges. Only
4 (6%) respondents had undergone further training e.g. drama (1), computer (1), guidance and counselling (1) and peer educator (1). There was therefore, need for further and continuous training of teachers of language. As noted from the report (Hooker, M., Mwiyeria, E., Waweru, S., et al. (2011), in order for teachers to deal with a continuously changing environment, they must upgrade their professional knowledge and skills on a continuous basis.

4.3 Do teachers use pictures in composition teaching?

The study established from the respondents and from observation that, there were other resources used by teachers to teach composition apart from pictures. Table 4.4 summarizes the findings on resources used to teach composition other than pictures, as indicated by the teachers and head teachers.
The findings presented above indicate that the most frequently used resource was the textbook/storybook (21%). The reason given for this was that the textbook was readily available and so the teacher found it easier to administer the content to the learners. In public schools where the teachers are over worked, it is impossible to use some teaching techniques since there is congestion in classrooms. This finding is in agreement with earlier work on use of learner resources by Gathumbi (2013). This may explain why the use of pictures as a resource was less frequently used by the respondents in the present study. The teacher respondents interviewed said that, they had inadequate time for preparation and acquisition of the pictures. In a study in Botswana among
secondary school learners, teachers also observed that they lacked sufficient time to inculcate many techniques as well as prepare for the lesson (Adeyemi, 2012). It is hence implied that this is a problem that cuts across many educational systems in Africa. Various researches were done on use of pictures to teach vocabulary and sentence building though not much was done on use of pictures in composition writing in Kenya. However from the results of this study, it would be a novel idea to introduce use of pictures in our schools to help motivate learners in the writing of English composition.

Table 4.5 Methods used to teach composition

<table>
<thead>
<tr>
<th>Method</th>
<th>Freq.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group work/pair work</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Discussion</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Lecture</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Write-correct-write</td>
<td>17</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings in table 4.5 indicate that the most frequently used method of teaching was the write-correct-write method at 59%. Discussion was the least used (7%). When asked to explain why write-correct-write method was popular with teachers, the respondents noted that this method enabled the learners to write many compositions and to have them corrected hence minimizing most of their
grammatical mistakes. The learners became improved with lots of drilling and practice. This method therefore completely eliminated discussions which could be reinforced using pictures which they termed as time wasting. The learners were therefore less motivated to write compositions because there was no stimulus to drive them into writing as would be the case with discussions, debates and group pairs. This explains the persistent poor performance in composition and by extension poor performance in English in the Kenya National Examinations. In this study, as established from findings, absence of pictures means absence of a manipulator of the learner’s behaviour. It therefore means that there is no influence on the innovativeness of the learner. The learners therefore do not use the path to discovery in learning composition writing.

This study sought to establish the resources teachers used to teach composition. Out of the 12 respondents, only 2 affirmed the use of discussions in composition writing, this translates to 16.67% of the respondents. On the use of observation as a tool, the researcher observed learners as the lessons progressed and filled an observation schedule for the lessons they taught in English. From the observations, it was established that out of 18 lessons, teachers used pictures only in 6 of them when teaching composition writing, hence 33.33% usage of pictures in composition teaching. When asked to explain why they preferred other resources to the use of pictures, the teachers noted that they hardly had time to prepare or sort out pictures. They had a lot of work to do given the pupil teacher ratio and the number of classes they were to teach. These findings concur with
findings of a study in West Pokot Kenya that showed that teachers do not have enough time to use learning resources to teach language (Koross, et al, 2015). Embossed pictures have been used experimentally on the hearing impaired and have shown a significant impact on learner performance (Ogada et al, 2012) These findings therefore concur with previous work and reinforce the need to introduce pictures in the teaching of English composition.

4.4 Do pictures motivate learners to write better compositions?

The researcher sought to find out whether pictures motivated learners to write better compositions in comparison when pictures are used to teach composition and when they are not used. Learners were to fill in table information on how they viewed the lessons of English. To answer this, the learners in the experimental group were asked to choose on a scale where SA= strongly agree, A=Agree, N=Don’t Know, D=Disagree, SD= Strongly Disagree on whether they felt that pictures had motivated them to write well. Table 4.6 presents this information:
Table 4.6 Role of pictures in motivating good performance

<table>
<thead>
<tr>
<th>Response</th>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lessons are interesting when pictures are used</td>
<td>69</td>
<td>40</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>I enjoy lessons where pictures are used</td>
<td>41</td>
<td>33</td>
<td>7</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>When teachers do not use pictures I understand better</td>
<td>22</td>
<td>11</td>
<td>2</td>
<td>56</td>
<td>29</td>
</tr>
<tr>
<td>The teacher uses pictures often when teaching composition writing</td>
<td>25</td>
<td>9</td>
<td>1</td>
<td>17</td>
<td>68</td>
</tr>
<tr>
<td>We often use pictures in composition lessons</td>
<td>11</td>
<td>17</td>
<td>4</td>
<td>23</td>
<td>65</td>
</tr>
<tr>
<td>My scores improved when the teacher started using pictures to teach</td>
<td>58</td>
<td>47</td>
<td>2</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>
The findings above indicate that indeed the use of pictures was a motivating factor in the learners’ performance. When asked which lessons were interesting, 57.5% of the pupils said that English composition lessons were interesting. This may be attributed to the introduction of pictures in the teaching of English composition. It therefore follows that, motivation is a very significant factor in improving performance in composition as posited by Skinner in his behaviourist theory (Gass & Selinker, 2001). The pictures presented to the learners motivated their interest not only in composition writing, but also in liking the subject in general. 48% of the pupils were able to attest to the fact that the use of pictures had contributed to their improved performance in English. Learners said that by using pictures, the teachers were able to explain the topic clearly to them. This is because pictures have clarity in them; one only needs to see them to understand the message as noted by Wu (2003). These two studies are in agreement that indeed, pictures are a motivator to the learner and it would be important to introduce them in our conventional teaching.

The teachers equally agreed with the learners that indeed pictures served as a motivating factor in composition writing to learners. The teachers noted that pictures had enabled the learners to interpret information given to them in composition writing much easily; the learners would answer questions and participate in discussions much easily because they could see the pictures before them. The pictures enhanced the creativity levels of the learners as they were able to blend together the pictures into a story. The pictures made it possible for the teachers to use other methods of teaching.
like role play, dramatization and debates. Through this diversification of teaching methods, the learners eventually became so motivated to learn not only composition but also English lessons in general. These sentiments were echoed by the head teachers who noted that from the time the pictures were introduced in their schools during the experimental stage of the study; there was a strong inclination and interest towards the English composition lessons in their schools. One head teacher was quoted saying:

“….. Pupils cannot wait to see the new pictures every English composition lesson. They are so drawn to the pictures that one would think that, that is all they will learn that day...”

4.5 What are the effects of using picture on learner on learner performance in composition writing?

This was measured by the pupils’ performance in given sets of examinations. It involved six control groups and six experimental groups from the six schools, each comprising of twenty learners. The six groups were tested before the experiment (pretest). The experiment was then carried out with pictures being used for experimental group while control group was taught conventionally. After the experiment, the same test was given to the six groups (post-test). The results of the two tests were then compared. The letters represent the six schools sampled A, B, C, and D, E; F. Where school A and B are the private schools sampled out of the six schools while C, D, E, F are the public schools .The test involved writing a composition on, “A visit/tour to a
museum”. The test was marked out of 40 marks (Appendix IV). Figure 4.3 presents these findings:

![Bar chart showing pretest and posttest performance for different schools with mean marks on the y-axis. The chart includes bars for each school labeled as pretest and posttest.]

**Figure 4.3 Pre and Posttest performance**
Table 4.7 Paired statistics of results from pre-test and post-test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest A</td>
<td>20.350</td>
<td>20</td>
<td>5.304</td>
<td>1.186</td>
</tr>
<tr>
<td>Posttest A</td>
<td>26.600</td>
<td>20</td>
<td>4.849</td>
<td>1.084</td>
</tr>
<tr>
<td>Pair 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest B</td>
<td>18.250</td>
<td>20</td>
<td>3.837</td>
<td>.858</td>
</tr>
<tr>
<td>Posttest B</td>
<td>26.700</td>
<td>20</td>
<td>3.974</td>
<td>.888</td>
</tr>
<tr>
<td>Pair 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest C</td>
<td>9.450</td>
<td>20</td>
<td>5.799</td>
<td>1.296</td>
</tr>
<tr>
<td>Posttest C</td>
<td>13.850</td>
<td>20</td>
<td>5.714</td>
<td>1.277</td>
</tr>
<tr>
<td>Pair 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest D</td>
<td>22.300</td>
<td>20</td>
<td>1.301</td>
<td>.291</td>
</tr>
<tr>
<td>Posttest D</td>
<td>26.050</td>
<td>20</td>
<td>1.959</td>
<td>.438</td>
</tr>
<tr>
<td>Pair 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest E</td>
<td>14.950</td>
<td>20</td>
<td>4.751</td>
<td>1.062</td>
</tr>
<tr>
<td>Posttest E</td>
<td>19.650</td>
<td>20</td>
<td>5.584</td>
<td>1.248</td>
</tr>
<tr>
<td>Pair 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest F</td>
<td>9.450</td>
<td>20</td>
<td>5.799</td>
<td>1.296</td>
</tr>
<tr>
<td>Posttest F</td>
<td>18.250</td>
<td>20</td>
<td>6.520</td>
<td>1.457</td>
</tr>
</tbody>
</table>
Table 4.8 Correlations of performance in both tests

<table>
<thead>
<tr>
<th>Pair</th>
<th>Test Comparison</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>pretestA &amp; posttestA</td>
<td>20</td>
<td>.697</td>
<td>.001</td>
</tr>
<tr>
<td>Pair 2</td>
<td>pretestB &amp; posttestB</td>
<td>20</td>
<td>.878</td>
<td>.000</td>
</tr>
<tr>
<td>Pair 3</td>
<td>pretestC &amp; posttestC</td>
<td>20</td>
<td>-.079</td>
<td>.741</td>
</tr>
<tr>
<td>Pair 4</td>
<td>pretestD &amp; posttestD</td>
<td>20</td>
<td>.572</td>
<td>.008</td>
</tr>
<tr>
<td>Pair 5</td>
<td>pretestE &amp; posttestE</td>
<td>20</td>
<td>.928</td>
<td>.000</td>
</tr>
<tr>
<td>Pair 6</td>
<td>pretestF &amp; posttestF</td>
<td>20</td>
<td>.275</td>
<td>.005</td>
</tr>
</tbody>
</table>

A and B are private schools C, D, E, and F are public schools

55
<table>
<thead>
<tr>
<th>Pair</th>
<th>pretest – posttest</th>
<th>Paired Differences</th>
<th>T</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A – posttestA</td>
<td>-6.250</td>
<td>-8.10893</td>
<td>-4.39107</td>
<td>-7.037</td>
</tr>
<tr>
<td>3</td>
<td>C – posttestC</td>
<td>-4.400</td>
<td>-8.35786</td>
<td>-.44214</td>
<td>-2.327</td>
</tr>
<tr>
<td>4</td>
<td>D – posttestD</td>
<td>-3.750</td>
<td>-4.50732</td>
<td>-2.99268</td>
<td>-10.364</td>
</tr>
<tr>
<td>5</td>
<td>E – posttestE</td>
<td>-4.700</td>
<td>-5.69686</td>
<td>-3.70314</td>
<td>-9.868</td>
</tr>
<tr>
<td>6</td>
<td>F – posttestF</td>
<td>-8.800</td>
<td>-12.28117</td>
<td>-5.3188</td>
<td>-5.291</td>
</tr>
</tbody>
</table>

Table 4.9: Paired sample test showing difference between the means
The findings indicate that school A got the highest mean of 26.70 followed by B with 26.60 then school D with (26.05). This pointed to an improvement index in most schools sampled in the study when compositions were administered after using pictures to teach. Schools A and B were private schools hence performed better than public schools due to other factors like teacher: pupil ratio and availability of resources. It is only in group 3 that showed no significant difference between pre test and post test, which could be attributed to other factors other than the pictures. The rest of the groups (1, 2, 4, 5, and 6) showed significant differences in the two tests. This is an indicator of significant effects of the pictures used in the lessons. The findings validate the fact that pictures add value to the performance of a learner if used adequately. A study by Hedge (2005) supports the findings of this study that, pictures motivate learners to perform better. There is strong significant difference between performance in pretest and post test, (all P= 0.001 except group 3), table 4.8 and 4.9. Since such an experimental design has not been widely explored, it is suggested that pictures be studied more at another study area of higher level to test further the significance of pictures on teaching of English composition. Moreover it would still be necessary to consider using them widely in middle levels of primary school. However from the results of this study, it is evident that pictures are an important contributor to better performance in composition writing.
4.6. What challenges do teachers face in teaching composition in public and private schools?

The findings from this study show that teachers were not comprehensively trained in teaching English Composition while at training colleges. The study also showed that most of the workshops did not deal with training on use of pictures in composition teaching. Furthermore, the Ministry of Education was not carrying out refresher courses on composition teaching. This information was obtained using the questionnaires and the interview schedule. This has been also corroborated with a report that, there are shortcomings in teacher training colleges and lack of regular in-service programmes for composition teachers which is key to good performance according to Gathumbi (2013). Okwara (2012) and Ryanga (2002) have in their study underscored the significance of teaching and learning resources. Teachers stated that there were few composition references guiding them on the composition teaching. These studies therefore are in agreement with the view that there is still need for better training of teachers on use of more resources during instruction.

**Summary**

Findings reflect higher education levels by Emuhaya teachers and their capability to handle the learners effectively during composition writing. All the teachers involved in the study were professionally qualified to teach class seven English. However the study established that the teachers had not received any specialized training towards enhancing composition writing skills in their learners. The
common method of composition writing was the write-correct-write which was rated at 59% use. The teachers said this method was easier to use unlike picture use which they termed as time wasting. The learners were not motivated to write compositions because there was no stimulus to drive them into writing as would be the case with the use of pictures. The tasks and exercises given to develop composition writing skills were mainly teacher-centered. The composition test given using pictures recorded good performance. Pictures added value to the performance of the learner if used adequately. This performance would be attributed to the pupil-centered strategy of using pictures during English Composition lessons and recorded in teachers’ in bar graphs of pre and post test.

From the findings of this study, it was observed that there was a significant difference between the number of teachers who use pictures during teaching of English composition and those who do not. It was also established that there was a significant difference in motivation of learners who were taught using pictures and those who do not. Furthermore there was a significance difference in performance of learners who were taught using pictures and those who were not. The next chapter presents the summary of the study.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter summarizes the outcome of the study. It provides a summary of the study and its findings and then lays down the conclusions drawn from the findings. The researcher then provides recommendations on the gaps identified in the study. Lastly, the researcher gives recommendations for further research to be carried out in this area.

5.2 Summary
The main purpose of this study was to establish the role of pictures on pupils’ achievement in composition writing in Emuhaya Sub County. The research explored and sought to answer the following specific questions:

a) Do teachers use pictures in composition teaching?
b) What is the role of pictures in motivating learners in composition writing?
c) What are the effects of using pictures on learner performance in composition?
d) What challenges do teachers face in the teaching of English Composition?

The first objective of the study was to establish whether teachers used pictures in composition teaching. The study established that very few teachers used pictures. The reasons given for this were that, the teachers lacked time and resources to facilitate the use of pictures. From this study, this attitude hinders innovation in the teaching of English composition in upper primary schools in Kenya. Teachers
over rely on the use of the conventional methods of teaching at the expense of learner interests. This study therefore points out the inadequacy in development of instructional resources used in learning. Furthermore it also identifies the gaps in training of teachers which should be bridged. The second objective was to establish the role of pictures in motivating learners in composition writing. The study established that indeed the pictures had a motivating effect not only on the composition writing, but also on the general attitude that pupils had towards English. The pupils would eventually develop skills of writing like good handwriting, creativity, conflict development and resolution in composition writing. This would develop as a result of the motivation instilled in the learners. It was observed during the course of the study that the learners were more enthusiastic to attend lessons when pictures were used than when conventional methods were employed. This may be attributed to the fact that this was a new concept in the teaching of English composition. It would be interesting to know what effect this would have if the experiment went on for a longer period of time. Maybe more studies could be conducted to establish whether this technique could be sustainable.

The third objective of the study was to establish the effects of using pictures on learner performance in composition. The findings from the experimental and control group show an increase in performance when pictures were used, hence the use of pictures was effective in improving performance in composition. Though this study implies that the use of pictures was effective, from the results
of the experiment, it would be advisable to compare these results with more techniques than the ones used in the study groups. However since the techniques used are what was used as benchmark, it would be fair to conclude that this is a novel technique to be used as an option where performance is the end result.

Furthermore, it was also established that teachers encounter several challenges in their attempt to use the various teaching resources. The challenges that were common include: Inadequate composition training in teacher training colleges, inadequate funding at the primary level, limited time allocated for every lesson and congestion in the classrooms that hinder access to the available resources.

5.3 Conclusions

On the basis of the findings of the study, the following conclusions were made: Teachers in Emuhaya Sub County rarely used pictures to teach composition due to inadequate time and resources. However, when learners were exposed to pictures during composition writing lessons and eventually in examinations, their performance was significantly better than before. The pictures played a great role in motivation of the learners not only in composition writing but also in English in general. This study set out to establish the role played by pictures in the teaching of composition writing in upper primary school in Emuhaya Sub County. It can be concluded that, significant difference in performance between those learners in the experimental group and learners in the control group was as a result of the use of pictures during instruction. Therefore, using pictures to teach composition writing greatly improved performance in English composition. It motivated
learners and improved their writing skills. Both the experimental and control groups of class seven pupils in various sampled schools in Emuhaya Sub County were undergoing the same curriculum. If all learners were being instructed in the English language using a uniform syllabus, teachers with similar training and experience, then the major difference was that, one group had been actively taught using pictures as a motivator while conventional method was used for the other group. Therefore, it can be concluded that the results of this study can be replicated with further research carried out elsewhere in the Republic of Kenya. Teachers in upper primary school should therefore be encouraged to use pictures to improve the teaching of composition hence develop in learners an exploratory, investigative and intuitive mind at an early age in the education ladder.

5.4 Recommendations

As a result of the findings and subsequent conclusions, the following recommendations are made.

Recommendations for policy interventions

1. The schools in the whole country should embrace the use of pictures in the teaching of composition. The pictures should be culture based, standardized by the Kenya Institute of Curriculum Development and easily available to the learners.

2. Teachers should be taken for regular training and refresher courses on better resources for use in teaching English composition writing while considering more use of pictures.
3. Preparation and use of instructional materials by English composition teachers need to be encouraged through the syllabus and teachers’ guides. Suggestions on appropriate instructional materials are missing in the current syllabus and KICD approved class texts. The teachers should creatively select their materials from a variety of available resources. Efforts should be made to prepare resources that can be used over a period of time.

4. There is need for increased funding of basic education by the government.

5.4.2 Recommendations for further studies

1. A study on use of pictures at middle primary school level should be conducted to compare the results.

2. A similar study using the same experimental design could be carried out for a longer period of time to assess the effectiveness of pictures in teaching.

3. A study on the adequacy and appropriacy of texts used by teachers in teaching English Composition should be carried out.
REFERENCES


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accessed 13/13/2016


Purdy, J. P. (2012). Why first-year college students select online research resources as their favorite. *First Monday*.


APPENDICES

Appendix I Questionnaire for pupils

Administrative details

School………………………………………………………………………………………………………..

……………..

Date……………………………………………………………………………………………………..

……………..

Session……………………………………………………………………………………………………

……………..

Biographic information

Name……………………………………………………………………………………………………..

……………..

Age……………………………………………………………………………………………………..

……………..

Address…………………………………………………………………………………………………

……………..

Phone…………………………………………………………………………………………………..

……………..

Sex………………………………………………………………………………………………………..

……………..

Class……………………………………………………………………………………………………

….
What activities/ tasks do you do in your English classes?
Recite B. write C. Discussing

Which English composition lesson did you like most.
A. Monday B. Tuesday C. Wednesday D. Thursday E. Fridays

What kind of a teacher would you say is a good teacher of English composition?
A. One who uses many learning resources
B. One who uses few learning resources?
C. One who does not use any learning resources?

What challenges do you face in your English learning and in your schooling in general?
The resources are available B. Inadequate resources C. No resources are available

Which resources would you prefer to be used in learning composition

1. Which activities do you prefer during English composition lessons
2. How often do you use picture during English composition lessons
   A. Once in a week B. Twice in week C. Rarely D. Not at all
3. Do you enjoy lessons where pictures are used or not?
   A. Yes B. No
4. Do you think teachers should use pictures more often or not?
   A. Yes B. No
Appendix II: Questionnaire for teachers, Head teachers and QASO

Questionnaire for Teachers

Administrative details

School…………………………………………………………………………………………
………………
Date…………………………………………………………………………………………
………………
Session……………………………………………………………………………………
………………

Biographic information

Name…………………………………………………………………………………………
………………
Age…………………………………………………………………………………………
………………
Address……………………………………………………………………………………
………………
Phone………………………………………………………………………………………
………………
Sex…………………………………………………………………………………………
………………
Professional level…………………………………………………………………………
………………
Other training

What learning resources do you use while teaching composition writing?

What activities do students carry out during writing lessons?

What kind of a student would you say is a good writer of English composition?

What learning resources do you use generally in your English lessons?

What learning resources are available for the students in English?

Have you used pictures in the last one month to teach English composition?

A. Yes B. No

If yes what was the response of the learners during the lesson?

A. good B. Fair C excellent D poor

If no, what other resources were used

Chalk board B Story telling C None D. school environment

What was the performance of the learners in the composition tests?

good B. Fair C excellent D poor

How did you rate the class participation?

good B. Fair C excellent D poor
Questionnaire for head teacher

Administrative details

School: ………………………………………………………………………………………………

Date: ………………………………………………………………………………………………

Week: ………………………………………………………………………………………………

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don’t know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners perform well in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers teach composition writing effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners in upper primary do well in English composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners in this school are motivated to learn English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

80
This school has sufficient resources for teaching English composition.

Some streams perform better in English composition than others.

The teachers use many innovative methods in teaching English composition.

The teachers use picture more often when teaching English composition in this school.

The Education Office is actively involved in monitoring teaching.
of English in this school

Some classes perform better than others in English composition writing depending on methods used

I support teachers fully in the teaching of composition writing

Performance in English composition has improved drastically since the teachers started using pictures to teach English composition
1. Between grammar and composition writing, which one has better performance?

2. How can your school improve in composition writing?

3. What challenges do teachers face when teaching composition?

4. What effort do you do to improve composition teaching in upper primary?

**Questionnaire for QASO**

**Administrative details:**

Sub-County ………………Date……………………………

Area covered………………………………………………

**Personal Details:**

Name……………………………………………………

Age………………………………………………………

Address…………………………………………………

Phone No………………………………………………

Gender □ Male □ Female
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Don’t know</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learners perform well in English in upper primary in this Sub County</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers teach composition writing effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners in upper primary do well in English composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learners in this sub county are motivated to learn English composition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenges that teachers would encounter during composition writing are being addressed.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td>The teachers are adequately supplied with learning resources in the sub county for teaching</td>
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<td>Private schools perform better in English composition than public schools</td>
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<td>The teachers use many innovative methods in teaching of English composition</td>
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<td>The teachers use pictures more often when teaching English composition than other resources</td>
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<td>The Education Office is actively involved in</td>
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monitoring of teaching English in this sub county

Some schools perform better than others in English composition

Heads of schools support teachers fully in the teaching of composition writing

Performance in English composition has greatly improved since some teachers started using pictures to teach

Signature...............................................................

Date.................................................................
Appendix III: Observation tool for the researcher

Administrative details

School
observed…………………………………………………………………………………

Date…………………………………………………………………………………

Week………………………………………………………………………………

Session………………………………………………………………………………

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<thead>
<tr>
<th>Comment</th>
<th>Rating</th>
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<tr>
<td>Introduction</td>
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<td>Presentation</td>
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<td>Application</td>
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<td>Conclusion</td>
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RELATING PICTURES TO COMPOSITION

Unable to tell a comprehensible story 1
Difficulty relating pictures and the story 2
Average; adequate for age and grade 3
Above average; uses logical sequence 4
Exceptional; relates ideas in a logical, meaningful manner 5

SCORE --
**EXPRESSION OF IDEAS**

Unable to relate isolated facts 1
Difficulty relating isolated facts; incomplete and scattered ideas 2
Relates facts meaningfully; relates facts adequately for age and grade 3
Above average; relates facts and ideas well 4
Outstanding; relates facts appropriately 5

**SCORE**

--
Appendix IV: Interview schedule for pupils

1. How often do you use picture during English composition lessons
   A. Once in a week   B. Twice in week C. Rarely D. Not at all

2. Do you enjoy lessons where pictures are used or not?
   A. Yes B. No

3. Do you think teachers should use pictures more often or not?
   A. Yes B. No
Appendix V  Test for pupils

TEST FOR BOTH EXPERIMENTAL AND CONTROL GROUPS

You have 40 minutes. Write your name, school, and class. This composition is out of 40 marks

Write a composition on, ‘A VISIT TO THE KENYA NATIONAL MUSEUM’. Make your story as interesting as possible.
Appendix VI: Marking scheme for composition test given to pupils

The following areas will be considered when marking the test:

Accuracy - the quality of being exact or correct (8 marks).
- Correct tense.........................................................2 marks
- Correct subject/verb agreement..........................2 marks
- Correct punctuation............................................2 marks
- Correct spelling..................................................2 marks

Fluency- making ideas in a story flow (8 marks).
- Correct word order.............................................3 marks
- Ideas in a logical sequence.................................3 marks
- Paragraph arranged in a sequence.......................2 marks

Imagination/creativity-ability to produce new and original ideas (12 marks).
- Originality.........................................................3 marks
- Varied sentence structures..................................3 marks
- Unusual but appropriate sentence structures.........3 marks
- Appropriate use of colour....................................3 marks

Vocabulary-words used in a particular story (5 marks).
- Appropriate choice of words...............................2 marks
- Correct use of new words..................................1 mark
- Correct spelling of new words............................2 marks

Relevancy- a story being connected with the subject or theme (7 marks).
• Writing within the given topic…………………………7 marks

TOTAL ……………………………………………………………..40 MARKS
Appendix VII: Consent letters

Consent Letter for the School Principal

Dear Head teacher

I am a graduate student from the Department of Educational Communication and Technology at Kenyatta University.

I shall treat the information you give me with confidentiality as it is purely for academic purpose.

Sincerely,

Pamela Kalemesi Jumba,

Dr. Adheleid Bwire, Supervisor

jumbapam@yahoo.com, Tel 073540543/0710241591

I do/do not (circle one) give permission for my school

Date………………………………..School head’s signature

……………………………………

If you have any questions or concerns about this research project please contact jumbapam@yahoo.com, Tel 073540543/0710241591

Consent Letter for the teacher of English

Dear teacher,

I am a graduate student from the Department of Educational Communication and Technology at the Kenyatta University.

I shall treat the information you give me with confidentiality as it is purely for academic purpose.
Sincerely,

Pamela kalemesi Jumba,

Dr. Adheleid Bwire, Supervisor

jumbapam@yahoo.com, Tel 073540543/0710241591

I do not (circle one) give permission for my classroom to participate in the research project described above.

Date…………………… classroom’s teacher signature …………………………….

**Consent Letter for the Parent**

Dear parent,

I am a graduate student from the Kenyatta University. I am kindly requesting you to allow me use your child to carry out my research about Use of pictures in composition writing.

I shall treat the information you give me with confidentiality as the study is purely for academic purpose.

If you have any questions or concerns about this research project please contact jumbapam@yahoo.com, Tel 073540543/0710241591. Thank you in advance.

Parent’s…………………………………. Signature…………………………

Date………………………………………

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Appendix VIII: Pictures for teaching experimental group

Picture used in the class lessons. (Source: Maina & Njoroge 2014)
Appendix IX: Map showing Emuhaya Sub County
Appendix X: Research clearance permit

THIS IS TO CERTIFY THAT:

MS. PAMELLA KALEMESI JUMBA
of KENYATTA UNIVERSITY, 51-90307
Emuhaya, has been permitted to conduct
research in Vihiga, County

The work will be carried out on the topics:
USING PICTURES TO
REINFORCE ENGLISH COMPOSITION
WRITING IN UPPER PRIMARY SCHOOLS
IN EMUHAYA SUB-COUNTY, VIHIGA

for the period ending 31st May, 2015

Permit No : NACOSTI/P/15/2761/4312
Date Of Issue : 16th February, 2015
Fee Received : Ksh 1,000

Applicant's Name: [Signature]

National Commission for Science, Technology & Innovation

CONDITIONS:

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

[Stamp and signature]
National Commissioner for Science, Technology & Innovation

RESEARCH CLEARANCE PERMIT

Serial No: A 4217

CONDITIONS: see back page
MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF EDUCATION

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
PAMELLA KALEMESI JUMBA

The above subject refers.

Permission is hereby granted to the above named student from Kenyatta University to carry out research in Vihiga County for the period ending 31st May 2015 to enable her write a research project as required of her.

Anne Kulu
County Director of Education
VIHIGA COUNTY

C.C
County Commissioner
VIHIGA
APPENDIX XII: Letter of authorization by the County Commissioner

REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Email: vihigace1992@gmail.com  COUNTY COMMISSIONER
Telephone: Vihiga 0771866800  VIHIGA COUNTY
When replying please quote  P.O. BOX 75-50300

REF: VC/ED 12/1 VOL.1/63  MARAGOLI

10th February, 2015

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – PAMELLA K. JUMBA.

The above named who is a Masters Student at Kenyatta University has been authorized by National Commission for Science Technology and Innovation to carry out Research on “Using pictures to reinforce English Composition writing in Upper Primary schools in Emuhaya Sub County”, Vihiga County, for a period ending 31st May, 2015.

Kindly accord her all the necessary assistance.

BOAZ K. CHERUTICH
COUNTY COMMISSIONER
VIHIGA COUNTY

Copy to:

The Deputy Commission Secretary, National Commission for Science Technology and Innovation, (Yours Ref. NACOSTI/15/2761/4312 of 16th February, 2015.)
P.O Box 300623-00100, NAIROBI.
APPENDIX XIII: Certificate for participation in an International Conference on Education