

**UCHANGANUZI WA MAKOSA YA KISARUFI KATIKA INSHA ZA
KISWAHILI MIONGONI MWA WANAFUNZI WA SHULE ZA UPILI
KATIKA KAUNTI YA NAKURU KENYA**

NA

KIGIA JOHN MWAURA

NAMBARI YA USAJILI: E55/CE/21884/2010

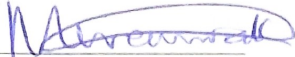


**TASNIFU III YA UTAFTI IMEWASILISHWA ILI KUTOSHELEZA
BAADHI YA MAHITAJI YA SHAHADA YA UZAMILI KATIKA IDARA YA
ELIMU TEKNOLOJIA NA MAWASILIANO CHUO KIKUU CHA
KENYATTA**

NOVEMBA, 2023

UNGAMO

Tasnifu hili ni kazi yangu na haijawasilishwa kwa mahitaji ya shahada katika chuo kikuu kingine.


Sahihi  Tarehe 03/11/2023

KIGIA JOHN MWAURA

NAMBARI: E55/CE/21884/2010

WASIMAMIZI

Tasnifu hii imetolewa kwa idhini yetu kama wasimamizi wa kazi hii katika Chuo Kikuu cha Kenyatta.

Sahihi  Tarehe 03/11/23

DR. Babusa Hamisi

IDARA YA TEKNOLOJIA NA MAWASILIANO

Sahihi  Tarehe 03/11/2023

DR. Miima Florence

IDARA YA TEKNOLOJIA NA MAWASILIANO

ABSTRACT

The purpose of this study was to investigate grammatical errors in Kiswahili compositions among high school learners in Nakuru County, Kenya. The aims of the study were: analyse the learners errors in Kiswahili compositions, determine the source of learners errors and suggest remedial measures to reduce the grammatical errors. The research tools used were composition writing exercise to the form three learners and questionnaires which were filled by the teachers. The target population was 26 schools, 19 teachers and 200 students. Random, purposive and stratified methods of sampling were used. The sample included 6 schools, 19 teachers and 200 students. The researcher was guided by the Error Analysis Theory (EA) to analyse the data collected. The steps recommended by Corder (1967) in this theory were followed. The data collected was grouped in two categories ie qualitative and quantitative data. Qualitative data was presented by description while quantitative data by tables. The study revealed that the learners had various grammatical errors which affected their effort to communicate in Kiswahili which to a majority was their L2. The study noted that students had difficulties in constructing simple sentences in Kiswahili, poor noun and verb agglutination and difficulties to write sentences in reported and direct speech. The study recommends teaching methods which are learner centered be used to teach grammar like composition writing, debates, sentence writing and teaching methods which incorporate the four language skills ie listening, speaking, reading and writing. This study will be important to the government agencies involved in preparing curriculum delivery materials ie KICD, KNEC, Ministry of Education and teachers in determining appropriate teaching methods to reduce errors and improve communication in Kiswahili. The study will also be a stepping stone for other researchers interested in language study.