

Use of Co-Operative Round Robin Technique on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya

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Abstract: *Adaptation of Round Robin technique to teach standard seven learners in English composition writing offers the learners and facilitators opportunity to share values in the groups and enhancing active participation of all members, which translates to us of critical thinking skills and boosting of learners' achievements. The study was guided by the following objective: To determine the influence of round robin technique on learners' achievement in composition writing skills in public primary schools in Kisumu County. The study was guided by Piaget's (1967) theory of cognitive development. (1967) specifically "constructivist" view of description of discovery learning. According to Piaget; teachers should talk with each other and interpret and construct the hidden knowledge by asking questions to learners. Teachers should allow learners to put their knowledge into practice. Pre-test, post-test non-equivalent groups research design was adopted. The sample size of 292 was drawn from 6 teachers of English, 6 headteachers and standard seven pupils in public schools. Data was collected via questionnaire, observation schedules and check lists. Analysis was done using descriptive statistics. For round robin strategy, individual strategy is moderately used ($m = 3.80$ with SD of 1.160), small groups is poorly used ($m = 2.30$ and SD of 1.208) adopted in teaching composition and all strategies improve learners' performance in composition writing. Pre and post- test findings indicated an increase in pass rate for the experiment group implying that brainstorming teaching technique highly improved class pass rate and thus learners' achievement. The computed z values for brainstorming technique elements revealed a z -statistic value higher than the z -Critical value and P -value less than 0.05. Thus, the study rejected the entire five Null hypotheses as there was a statistically significant relationship between: individual group technique, whole class technique, small group technique, round robin technique and relay technique; and learners' achievement in composition writing skills in public primary schools in Kisumu County. The study recommended that similar studies should be carried out using inferential statistics, especially multiple regression analysis to assess how the individual strategies of brainstorming teaching technique contribute to overall learners' learning achievements. Other researches can use the Humanist child development theory to cater for the concerns of a paradigm shift to the thinking about holistic development of the learners., the policy makers and implementers, ministry of Education and Kenya National Examination Council, should address the use of inquiring-based learning in order to provoke critical-thinking in learners as the new (CBC) gets rooted to curb the negative attitude of embracing change of teaching for life and not for exams.*

Keywords: Round Robin group, Individual group, small group, whole class, Relay group, composition writing, learners' achievement

1. Introduction

The fourth dimension is Round Robin brainstorming, also identified as Rally Robin. Round Robin techniques are strategies that involve arranging the learners into groups of four to six and having one participant as a recorder. The facilitator controls the session and he gives a task where participants are given time to think; each member is given a chance of responding to the question. This continues until all are exhausted. In support of this technique, Kagan (2009) states that Round Robin is the best option for building a team procedure by which a pupil can get acquainted with morals and values of their group mates. Thus, the round robin technique is very vital for enhancement of concepts.

Table 1: KCPE Mean Scores in English Language and Composition for Kisumu County Between 2014 to 2017

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

Source: The Kenya National Examination Council (2017).

2. Statement of the Problem

In Kenya the national Examination Council has shown Primary schools learners have over the years performed poorly as indicated in the (KNEC Examination Report 2013-2017 demonstrated on the table above. Therefore, the delivery of the curriculum, monitoring and examination needs to be looked into to understand exactly where the gap is. This study has observed that the approaches taken by the teachers to deliver in Kisumu County have generally contributed to the overall results in National examinations (field observation). This study suggests that teachers of English while handling composition writing have to embrace different methods to use when teaching writing skills.

The Kenyan primary syllabus has emphasized on the resources, pedagogy of handling each component that translate to the overall performance of English language. The table shown above has shown that the grammar is better performed than the composition writing skills. Both have to be handled well since they both add up to the final grade for English as a whole paper. This is wanting since all instruction and assessment is done through the language despite its poor performance expect Kiswahili which

performance well in *insha* writing than *sarufi* as evidence stipulated in (the KNEC) Examination Report 2013 -2017.

The new curriculum (CBC) has a lot of emphasis on Literacy activities especially to address the four skills which are very vital in the overall performance of English language. The brain storming technique has not been elaborated and comprehensively be looked at as a teaching strategy that can enhance critical thinking ,idea generation to boost the writing skills by the stalk holders ,the Ministry of Higher Education and Science and technology ,The Kenya institute of curriculum development. Therefore, this study provides information on the influence of brain storming technique on standard seven learner's achievement in English composition writing in public primary schools in Kisumu County, Kenya. This study has demonstrated the need and urgency of its adoption and implementation.

3. REVIEW OF RELATED LITERATURE

3.1 Round-Robin Technique and Learners' Achievement in Composition Writing Skills

Round robin is a skill that employs a strategy when the class is separated into trivial groups of four to six learners per group with one person chosen to be a recorder. Questions are posed by the teacher with numerous possible responses and learners are given time to reflect about the responses. After the "think time" members of the team, share responses with one another.

Round robin is performed when learners are put in circle or groups where each participant is valued and takes part in the whole process .Responsibility is shared and the recorder does the work to put down what the group discusses. Questions are thrown to the entire group for all to respond given a specific timing. Round Robin is also great for practicing procedures, processing or presenting information, and for developing and engaging a range of thinking skills.

In traditional classroom teaching has students work alone. They don't have chance to learn how to work well with others and to manage their own emotions while in interaction with others.

Cooperative learning structures like Round Robin have the students interact with each other in ways that help them to acquire social skills, characters, virtues and emotional intelligence .The skill of teacher is to select the right tool for the right job. In tool analogy we wouldn't use a hammer for sawing. With Kagan structures we don't want to use a high consensus structures for developing divergent thinking.

Ramah (2013) concurs that Round Robin is effective in teaching speaking skills. The learners' attitude was evidence that they enjoyed the strategy. Kagan (2009) puts more emphasis that the method can be excellent for building cohesive teams. Learners bond, interact, respect each other, share and practice learnt values agreed as a team. The method advocates for sharing and working in using cooperative strategy. It enhances memory and is best for today's classroom. Mortal(2014) , found out that hypothesis that concrete knowledge of research based instructional methods would reduce the levels of the facilitators

disappointment and wearing away., and will develop academic and behavioural presentation of learners.

3.2 Individual Group Technique

Brainstorming includes variety of learning methods where thinking skills are key in the process of reasoning.. ODE (2014) puts emphasis that the strategy evokes a lot of reasoning and inquiring which are fundamental to learning. According to Ikwemelu and Oyibe (2014), learners are inquisitive in inquiring which facilitates ways of resolving challenges. Upandhya (2012) in his study reveals past trends that channels and ways of teaching English has taken off in the new ways of delivery.

Oyibe (2014) puts emphasis that learners are imaginative and inventive in problem solving and thus genesis of problems are recognized and solutions offered. Past trends and future instructions establish out that ways and means of teaching English is changed conditions of today

3.3 Whole group technique

Brainstorming approach was introduced by Alex Osborn, an American commercial company manager in 1938 as results of his problem of conventional company meetings. Al-Khatib, (2012). Describes the method as away the brain is actively involved in problem solving .Brainstorming develops information for learners to write on paper. In the process of brainstorming we should suspend any concerns about staying organized. The goal is to pour our thoughts onto paper without worrying about whether they make sense or how they fit together (Fleming, 2014).

Fawzi, Mohammad, and Hussein (2013) in the study on brainstorming method in writing found that both types of brainstorming were interesting to students with more preference given to guide brainstorming. Phimmasenh (2011) in the study established that based on the result of post-test; there was significant development between the students' score in pre-test and post-test. Brainstorming method is able to improve students' writing ability in explanatory text. Therefore, it is suggested that the teacher should apply brainstorming method in teaching writing. According to Suryani (2012) brainstorming method can advance the students' writing ability at the tenth grade students of SMA Muhammadiyah Kudus in academic year 2011/2012, especially in X-F class. Astuti and Kumalarini (2013) established that round-table brainstorming can progress the writing ability of grade ten students of SMAN 12 Surabaya in Writing Descriptive Texts. It can improve all the apparatus of the students' composition except "mechanics". Noor, (2013) asserts that brainstorming method offers a good process to make the students exercise in writing.

3.4 Small Group technique

A great deal of teaching is inevitably the passing on of information and skills. However, it benefits from being complemented by classroom talk that is organised very differently for specific curriculum purposes. It is this 'something else' to which whole-class dialogue contributes,

provided it goes well beyond those class discussions which involve few departures from teacher direction and little reduction in teacher talk.

Widiari (2011), advocates on the organizations of ideas .There is increase of ideas when groups brainstorm. Thornbury (2005) acknowledges that there is a knowledge gap among learners and it can be bridged by using language .Research shows that this active learners' involvement in the classroom has a positive effect on the learning process.

(Vavilis, 2004; Weaver 2005) say that the other reason why classroom interaction levels may be reduced is that some learners by sharing ideas in the classroom discussions, may fear that they will lose their intellectual property rights. As learners ideals become part of the sessions, learners may retain a joint ownership of work done. This study seeks to investigate the influence of small group technique of Round robin influences learner's composition writing.

Jordon, Bian (2011) did a research on the effect of using the small group method on writing skill. Suggestions of the study were to put more significance on the pre-writing stage due to its fundamental vote in script procedure- and placed more importance on technique writing as a process not only as a product. In round robin technique Ankur (2012) in individual group, Mackeo in whole group, Setian in relay group , Paulsan in small group asserted that brainstorming strategies improve teaching English in changed conditions of today and they are effective to improve reading comprehension and pronunciation. In relay technique XinGao, in resource, Iran Chino in battle boxes, Ahmed (2014) in tools/suppliers, Barr (2006) in skills asserted that brainstorming technique enhances the transmission and reliability of writing skills and put emphasis on the current role of technology in journalism. However, according to teachers of English learners have difficulties in writing skills.

3.5 Relay Group Technique

In relay group learners are encouraged to work together to allow every participant to play a part in the group .All ideas are valued which translate confidence allowing learners to feel owned and valued. Relay group allows learners to build on their self-esteem, control their lives and be able to make decisions and judge their action confidently. This happens when presentations are being done, critiquing their group work and when passing the papers from one individual to the other. A lot of personality building is natured, encouraged and that translate to high esteem level acquired. Bandura theory interacts with relay group in that process. Facilitators prepare adequately to manage and deliver a good lesson. This makes the lesson enjoyable and only a facilitator who has high self –esteem and believes in himself can plan good, motivating lessons. When this happens learners imitate their role model who is the facilitator. According to Miller (2008) a proponent of holistic education as an effort to cultivate the development of the whole human being. It advocates for an active receiver who engages wholly to develop physically, psychologically, emotionally, interpersonally, morally and spiritual potentials in together with convention known intellectual skills. The child is not merely a future citizen or

employee in training, but an intricate and delicate web of vital forces and environmental influences. In this study learners are grouped to brainstorming in order to solve problems, develop critical thinking, collaborate and communicate effectively and that Ruth (2000.) reckons roots of individual are found in the interaction with surroundings and other people before knowledge is internalized.

Round robin group work allows a lot of value creation as learners work together. Round robin group caters for an active receiver who engages wholly to develop physically, psychologically, emotionally, interpersonally, morally and spiritual potentials in together with convention known intellectual skills.

4. Methodology

Introduction

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

Design Used

The article adopted a Non-equivalent control group with pre and post-test research design.

Cohen, Manion & Morrison (2007) asserts that non-equivalent control group design is commonly used in education research where participants have homogenous characteristics and in a class within a class where learners are naturally organized in groups. The design is ideal in classroom experiments when experimental and control groups are such naturally assembled groups as intact classes, which may be similar. As argued by Bell (1993) that non-equivalent control group with pre and post-test design enables researchers to obtain information from a representative selection of the population and from that sample present findings as a pointer trends. The design, thus, enabled the study to assess influence of brainstorming technique, as an experiment group, on learner's achievements in composition writing in relation to control group. Heiman (1999) a statistical analysis of significance based on this design, with analysis of variance (ANOVA) or t-test.

5. Conclusion

Conclusion for objective four which assesses the influence of round robin technique on learners' achievement in composition writing skills in public primary schools in Kisumu County. The study concludes that individual strategy and small group strategy are poorly adopted in teaching composition writing in public primary schools. On the other hand whole class strategy is highly used. Furthermore, learners' response on their understanding of round robin technique improves their composition writing ability. In addition, round robin technique positively influences learners' achievement in composition writing skills in public primary schools. Finally yet importantly, the

use of brainstorming teaching technique increases pass rate by 33.5% thus learners' great achievement.

6. Recommendations

6.1 Objective Four: Determine the Influence of Round Robin Technique on Learners' Achievement in Composition writing skills in Public Primary Schools in Kisumu Count

The study objective four examined the influence of Round Robin technique on learners' achievement in composition writing skills. The questionnaire for teachers of English questionnaire part H (questions 1-10) and learner's questionnaire part H (questions 1-10) provided response for objective four. The hypothesis tested under objective four was HO_4 (There is no statistically significant difference between Round Robin technique and learners' achievement in composition writing skills in public primary schools in Kisumu County.) This objective was analysed in three stages based on various Likert scales. Results are discussed below.

6.1.1 How Often Teachers of English use individual Technique

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

6.1.2 How Often Teachers of English Use Individual Strategy

This analysis sought to determine how often individual strategy is used in teaching English composition in public primary school. Results are shown in Table 4.36.

Table 2: Use of Individual Strategy

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

Table 2 findings revealed that 1 (16.67%) teacher of English responded to use individual strategy most of the time during composition writing, 1 (16.67%) teacher of English responded to some of time use of individual strategy, 2 (33.33%) teachers of English responded to seldom use individual strategy and 2 (66.66%) teachers of English responded to never use individual strategy in teaching composition writing. The mean and standard deviation result for individual strategy was $M=2.16$ and $SD=1.840$. These findings imply individual strategy is seldom used in teaching English composition in public primary schools in Kisumu County. These findings corroborate with ODE (2014) putting more emphasis on critical thinking well known that are key to understanding concepts

6.1.3 How Often Teachers of English Use Whole Class Strategy

The study sought to determine how often teachers of English use whole class strategy in teaching composition writing in public primary schools. The results are shown in Table 4.37.

Table 3: Use of Whole Class Strategy

Response Category	Frequency	Percent
Most of the time	2	33.33
Some of the time	3	50.00
Seldom	1	16.67
Never	0	0.00
Total	6	100.00

Findings from Table 43 show that 2 (33.33%) teachers of English use whole class strategy most of the time while teaching composition writing, 3 (50.00%) teachers of English use whole class strategy and 1 (16.67%) teacher of English seldom uses the strategy. Mean and standard deviation rating for use of whole class strategy revealed $M=3.16$ and $SD=1.240$. This finding reveals that whole class strategy is some of the time used in teaching composition writing in public primary schools in Kisumu County. This finding is in agreement with Aysequi (2010) whose study on "views of the teachers about mind mapping technique in the elementary life science and social studies lessons" reported lack or insignificant adoption and use of free writing strategy techniques on life science and social studies lessons.

6.1.4 How Often Teachers of English Use Small Group Strategy

Present analysis sought to find out how often teachers of English use small group strategy in teaching English composition writing in public primary school. Results are presented in Table 4.

Table 4: Use of Small Group Strategy

Response Category	Frequency	Percent
Most of the time	2	33.33
Some of the time	2	33.33
Seldom	2	33.33
Never		0.00
Total	6	100.00

Findings for Table 4 revealed that for each response category 2 (33.33%) teachers of English responded to most of the time use, some of the time use and seldom use each. The mean and standard deviation rating of small group strategy use revealed $M=2.66$ and $SD=1.160$. This finding implies that small group strategy is seldom used in teaching composition writing in public primary schools in Kisumu County.

6.2 Round Robin Technique Influence on Learners Achievement

The second phase of analysis sought to determine how round robin technique of brainstorming learning influences learners' achievement in composition writing. Learners' respondent were asked to rate - on a five Likert point scale (1=Strongly Disagree, 2=Disagree, 3=Indifferent, 4=Agrees and 5=Strongly Agrees) - the extent to which they agreed with posed questions on individual strategy, whole class strategy and small group strategy. Results are discussed below.

(i) Individual Strategy

The study pursued to find out how individual strategy influences learners achievement on the provided three indicators. Findings are presented in Table 5.

Table 5: Individual Strategy Influence on Learners Achievement

Strategy Statements	Mean	Std. Dev
Discussing in pairs/ groups helps me remember what I need to use.	4.16	1.889
Discussing in groups/pairs makes me participate actively in class.	4.09	1.154
Discussing the topic helps me relate my own experiences with the events and characters in the story.	3.97	1.100
Average Score	4.07	1.381

From Table 45, results showed learners agreed ($M=4.16$ and $SD=1.889$) that discussion in pairs or groups helps them remember what they need to use in writing composition. Learners too agreed ($M= 4.09$ and $SD=1.154$) discussion in groups/pairs makes them participate actively in class. In addition, learners agreed ($M= 3.97$ and $SD=1.100$) discussing the topic helps them relate own experiences with events and characters in the story. These findings imply that discussion in pairs or groups helps learners remember what they need to use in writing composition, discussion in groups/pairs makes learners participate actively in class and discussing the composition topic helps learners relate their own experiences with events and characters in the story.

The average mean score for individual strategy resulted $M=4.07$ and $SD=1.381$. This finding implies use of individual strategy improves learners' composition writing ability. This concurs with ODE (2014) which reported that individual techniques provoke thinking and generation of a lot of questions vital to learning. Similarly, Ikwemelu and Oyibe (2014) study reported that students increased creativity and innovativeness in student problem solving and use of individual strategy.

ii. Whole Class Strategy

The present analysis sought to find out the influence of whole class strategy on learners achievement in composition writing. Findings are shown Table 6,

Table 6: Whole Class Strategy Influence on Learners' Achievement

Strategy Statements	Mean	Std. Dev
Working together makes learning in the classroom interesting.	4.01	2.289
Working together enables me become confident in writing	3.89	1.298
Sharing to write a piece as a group makes me not fear to share my experience with my classmates.	3.67	1.677
Average Score	3.86	1.755

Table 6 revealed learners agreed ($M= 4.01$ and $SD=1.289$) that working together in class makes learning in the classroom interesting. Learners agreed ($M= 3.89$ and $SD=1.289$) that working together enabled them become confident in writing and, learners also agreed ($M= 3.67$ and $SD= 1.677$) that sharing to write a piece as a group makes them not fear to share their experiences with classmates.

These findings imply working together in class makes learning in the classroom interesting; working together enables learners become confident in writing and sharing to write a piece as a group makes learners confident to share their experiences with classmates.

The average mean and standard deviation score for whole class strategy was $M=3.86$ and $SD=1.755$. This implies use of whole class strategy influences learners' achievement in composition writing in public primary schools. This finding agree with Barr (2016) and Xin (2014) study, who all reported moderate use and adoption of whole class teaching and learning strategy.

iii. Small group

Present analysis sought to find out the influence of small group strategy on learners achievement in composition writing. Findings are shown Table 7.

Table 7: Small Group Strategy Influence on Learners' Achievement

Strategy Statements	Mean	Std. Dev
Discussing on the topic has enabled me understand the skills of good composition writing.	4.11	2.289
Writing is more enjoyable when we present group work before other classmates.	4.29	1.817
Average Score	4.20	2.053

Findings for small group shown in Table 7 revealed that learners agreed ($M= 4.11$ and $SD=2.289$) that discussing on the topic enabled them understand the skills of good composition writing and learners agreed ($M= 4.29$ and $SD=1.817$) that writing makes learners more enjoyable when they present group work. The findings imply that discussion on the topic enabled learners to understand the skills of good composition writing and presenting group work makes learning more enjoyable.

The average mean and standard deviation score for small group strategy showed $M= 4.20$ and $SD=2.053$. This implies that the use of small group strategy improves learners' composition writing ability in public primary schools in Kisumu County. These findings corroborate with Widiari (2011) study which reported a significant increase of students' idea generation when in groups and when brainstorming was employed.

6.3 Hypothesis Testing for Round Robin Technique

This study sought to test the fourth Null Hypothesis (H_{04}) which assumed no statistical significant relationship between round robin technique and learners' achievement in composition writing skills in public primary schools in Kisumu County. The result for Z-test statistics are shown in Table 8.

Table 8: z-Test for Round Robin Techniques

Technique	Experiment Group	
	z-Statistics	P-value
Round Robin technique	14.067	0.0001

Result from Table 8 revealed that the computed z statistic for Round Robin techniques $z=14.067$ and $p=0.0001$. The computed p-value was less than the 0.05, that is $p<0.05$, which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the study rejected that Null Hypothesis as there was a statistically significant relationship between Round Robin technique and learners' achievement in composition writing skills in public primary schools in Kisumu County.

Among experiment and control groups. The mean score of English composition performance of 2017 KCPE was 40.25%. The study chose a slightly higher value of 50% as the pass mark. 50% mark is the half mark of possible 100% scores awarded to pupils and 50% is a commonly used pass mark in grading academic performance, this justifies the choice of the pass mark. Results for this analysis are shown in Table 1.

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