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Effects of Individual Technique on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya

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Abstract: ***Individualized learning carters for learners motivation, responsibility and some autonomy in regard to their own studies; facilitators at primary school use it to promote composition writing. Adaptation of individual technique to teach standard seven learners in English composition writing offers the learners an opportunity to work well together with behaviour; collaboration and communication well natured. The study was guided by the following objective: To examine the influence of individual group technique on learners' achievement in composition writing skills in public primary schools in Kisumu County; Drawing from John Dewey's theories (1939) schools and classrooms are still placing an emphasis on the importance and relevance of building community, building strong relationships, developing higher level thinking skills for real-life application, and following student interests when planning for instruction . Pre-test, post-test non-equivalent groups research design was adopted. The sample size of 292 was drawn from 6 teachers of English, 6 head teachers and standard seven pupils in public schools. Questionnaire, observation schedules and check lists were used to collect data and analysis related to descriptive statistics. The study found out that for individual technique of brainstorming learning: free writing strategy which implies that the strategy was moderately used (m= 3.20 with SD of 1.240) in teaching composition in public primary schools; individual teaching technique implying technique is poorly used (m= 2.55 and SD of 1.208) adopted. 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 for policy use of inquiring method, for practice use of mind mapping to be implemented to boost the learner's achievement in composition writing, lastly similar studies should be carried out using inferential statistics, especially multiple regression analysis.***

Keywords: Individual technique, mind mapping, free writing, role playing, word play, learners achievement, composition writing

1. Introduction

Individual technique offers opportunity of independence by the facilitators to the learners to empower them practice differeciated learning strategy. Jang, Reeve, Deci (2010) opined that facilitator should give clarity distinctive and precisions of the information .The task must be the right ratio to allow learners acquire relevant skills in order to avoid learners to see casual relationship. Cooperation in the working hours in the given task, experimenting different techniques and prompt feedback from all peers and facilitator is essential in individual technique Kristner; Saskia; Rakoczy; Katrin; Otto et . al .2010; Perry ;Nancy; Rahim; Ahmed et .al 2011). However if not planned adequately learning how to weave ideals in writing composition will not impact on learners achievement. Jang et al (2010) asserted that facilitators must give lead in various activities in the learning, offer guidance during the group activities and provide constructive feedbacks. In addition Alshammari (2015) carried a study on Effectiveness of developing creative thinking skills .Based on the study results showed statistically significant differences in the achievement and total achievement in favour of the experimental group that he studied using the brainstorming as an instructional strategy in education and that the elementary teachers should use Brainstorming in daily lesson plans. Groups feel stimulated by the feedback thus a lot of critical thinking and writing skills is promoted. In the absence of constructive feedbacks and proper supervision, learning will only be limited to the proactive learners, thus learner's achievement in composition writing impact negatively.

1.1 Mind Mapping Group

Mind mapping assists in the calling of information, all the sub–dimensions coordinate are used in cooperative learning in the groups in the classrooms. Hariri (2013) investigated on the impact of using mind map technique; his finding revealed that there is significant difference in using the strategy in the language in the institute According to Crowe and Sheppard (2015), mind maps reveals that although decisions made in one area of research methods may affects decisions made in another, there is no Pre-determined connection between each area and the research design chosen.. The research discovered that there are many challenges in sketch tools and three impediments were as link recognition, structure analysis and link reflow. Hun and Chik (2018) studied the effectiveness of teaching. The purpose of the research in the effectiveness of mind mapping in relation to the learners academic accompany fitments and for which class-8th social science subjects case study for mind mapping was designed. The findings were that t-ration based upon the average score of the test case, standard deviation and standard error of the average score and the aspect of mind mapping technique were known by the question notice filled and that mind mapping was more

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effective than traditional teaching. The study also found that mind map focused on assessing the feasibility and the applicability of the mind map technique and effective tool for summarizing understanding and recalling information. Finding was that mind map is effective because the 100% percentage of information recalled increased and participant's achievement marks improved.

Astuti and Kumalarini (2013) found that roundtable brainstorming can improve the writing ability of grade ten students of SMAN 12 Surabaya in Writing Descriptive Texts. It can improve all the components of the students' composition except "mechanics". Noor, (2013) found that brainstorming technique offers a good technique to make the students practice in writing. Fawzi, Mohammad, and Hussein (2013) showed that both types of brainstorming were motivating to students with more preference given to guide brainstorming.

1.2 Free Writing Group

Free writing is writing without stopping and editing, viewed as a powerful technique for developing learners writing (Elbow ;1998). Free writing refers to the act of writing quickly for a set time from ten to fifteen minutes, just putting down whatever is in the mind, without pausing and worrying about what words to use, without modifying written work, stimulates thinking, focus and energy into a brief writing act, and generate more ideas. When the anxiety about writing for a perfect product is removed, learners find the writing process more pleasurable, therapeutic and empowering (Elbow, 2000).

Somerville and Crème (2005) reported a cooperative project in which the focused free writing technique was successfully used in a first year introductory archaeology course at a British university, which was co-taught by a subject lecturer and a writing specialist. Among the variety of writing exercises the students did in the writing strand of the course, focused free writing was found, from both the students' and the tutor's perspectives, to be the most successful part. When examining the relations between focused free writing and essay writing for the course, the tutor was able to recognize an evident tie between the first piece of focused free writing and the final essay, reflecting a chain of thought processes starting from a focused thought about the topic through the initial free writing act, moving towards more understanding of the topic, and finally reaching a personal voice with authority on the subject matter.

1.3 Role Play Group

This is where learners practise their own knowledge and imagination to emulate a real-life scenario. If this technique is applied, role play increases learners`` self-confidence and provide them with the opportunity to comprehend or feel compassion for other people's viewpoints or roles, where usually they encourage them to derive practical answers, resolutions or guidelines on numerous issues. . Role play has great positive impact on how to deal with boring lessons. The study recommended the fundamental role of encouraging its potential in science education, that is, teachers need to be the scientist to find out the thinking skills of learners. Mwangi (2016) puts more emphasis that dramatization is an effective strategy in teaching the English language . However mastery of composition writing for improved learners achievement can be boosted through the method to achieve significant influence on learner achievement.

Comajoan (2014), teaching the English language through dramatization has benefits in listening and meaningful interaction where learners use their language resources during the teaching and learning process.. In addition, Munther (2013) confirmed that usefulness of role-play in learners" communicative competence and emphasized that dramatization stimulates the learners" authentic conversation which raises learner achievement. This helps the learner to overcome fear of emotional, linguistic errors, and social constraints .In instances where these difficulties are not overcome learner achievement remain low. Therefore, dramatization relieves the learner from non-acquisition of difficult concepts raising learner achievement. Additionally, Comajoan, (2014) stated that situational language method is based on the premise that language learning must take place in situational context such as shopping, catching a bus or visiting the doctor. Ahmed (2014) puts it that storages based in group and particularly writing groups can aid comprehend the profit of prospective pitfalls of using writing groups. (Al-khatib, 2013).Chausiya (2012) while conducting a study on effectiveness of role play techniques in teaching dialogue found out that the role play is effective in developing, speaking, encourage learners to develop their confidence, improve interpersonal skills. There was a remarkable progress made by students who were taught by role play technique. Role play encourages fluency –based activities that encourage learners to develop and it creates fun environment for learning and speaking skills, to minimize the boring situation. Chausiya's study is relevant to my study as it shows how active participation, interaction and communication The gap of separation of graduate school learning how to write a thesis or desertion can be a huge obstacle to learning. The significance to my study is that, both are aiming at presentation of the usage of the resources and tool strategy. Ahmed's research is relevant to this study since it can be used in other field's not necessary language. Both aiming at performance in the usage of free writing strategies.

1.4 Word Play Group

Algaddafi and Hasan (2017) study developed a proposal to compare between Universities and their requirements for a research proposal. It was done to understand the contents of the research proposal with two real examples. The literature review revealed that some universities may not require a research proposal, while others are required research proposal with limited of words. The findings of the study that research proposal help the university to consider the student's research area and it assesses If the university has a suitable supervisor in that area. Karin (2008) conducted a research on mental retarded children in Europe noticed that Clear, well-structured knowledge, worked out on the basis of positive emotional conditions, that lead to motivated and focussed work which in turn brought about better memory performances. The simple and logical structure of the

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subject matters to be worked out enabled the pupils to memorise the presented knowledge more effective and for a longer period of time. The study found more emphasis on use mind map strategies to a group reported motivation and interest to learn as school. Teachers reckon no impediments realized on learning process of learning. The study revealed an impact on the ability to recall.

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 1 has shown that the grammar is better performed then 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. Purpose and Objectives

The study purposed to determine teachers' influence of brainstorming techniques in composition writing skills of English language among standard seven learners. The objective was to examine influence of mind mapping, free writing, pie role play and word play of individual class technique on learners' achievement in composition writing skills in public primary schools in Kisumu County.

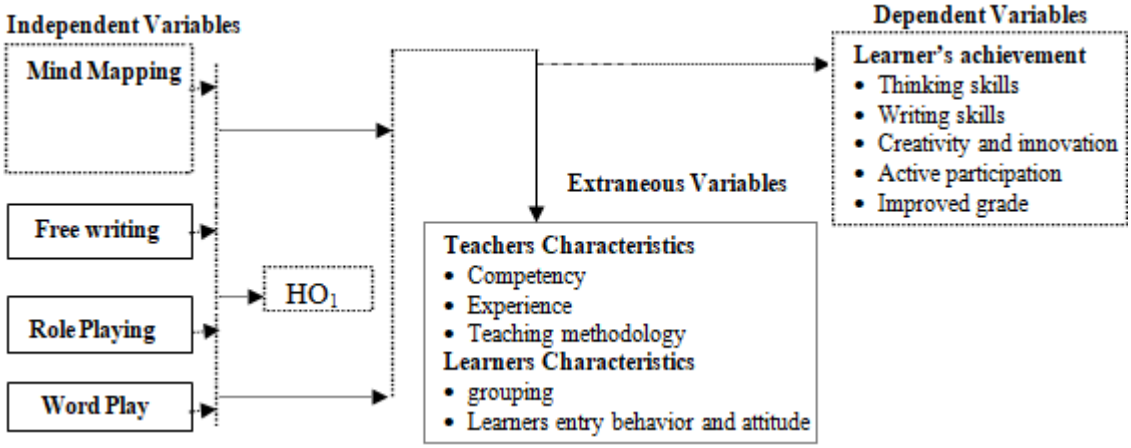
4. Theoretical Perspectives

Philosophical Perspective John Dewey was a logical thinker, progressivism, teacher, savant, and social reformer. He felt unequivocally that individuals have an obligation to improve the world a place to live in through training and social change (Gutek, 2014). As per Schiro (2012). Dewey guessed that learning was "a focal fixing in social and good advancement. Dewey's perspective and rationality about tutoring and learning have affected countless instructors throughout the years and are woven all through many learning speculations, for example, dynamic training, constructivism, student focused hypothesis, and experiential information, which is all not quite the same as what Dewey depicts as a regular classroom setting (Schiro, 2012).

5. Conceptual Frame Work

According to Orodho, J. Nzabaliwa, W. Odundo, P. Waweru, P. Ndayambaje, I. (2016) a conceptual framework is a model of representation where a researcher conceptualizes or represents relationships between variables in the study and shows the relationship graphically or diagrammatically. The independent variables are brainstorming techniques in composition writing which are brain wave, brain storming, brain writing and pie storming. The dependent variable is the pupils' achievement and it's indicated by improved classroom participation, personalized learning and, active learning improved thinking skills, and improved writing skills, good usage of vocabulary and good sentence construction. This interplay between the independent and dependent variables is extraneously influenced by various factors such as: background knowledge, linguistic knowledge, and training of the teachers. The inter relationship among variables are conceptualized as illustrated in Figure 2.1. Brain storming technique is perceived to be a strong technique in influencing and strengthening learner's achievement

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6. Methodology

The study 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.

7. Findings and Discussions

The study sought to examine the influence of individual group technique on learners' achievement in composition writing skills. Questions for this analysis were drawn from teachers questionnaires part f (1-9), learners questionnaires part f (1-9) the hypothesis tested under the objective was Ho2, There is no statistically significant difference between individual technique ad learners achievement in composition writing in public schools in Kisumu County, Kenya. Results are discussed in 2, 3, and 4,5,6,7.

7.1 Frequency of mind mapping strategy

The study sought to establish out how often teachers of English employed mind mapping strategy in teaching English composition.

Table 2: Use of Mind Mapping Strategy

Response Category	Frequency	Percent
Most of the time	0	0
Some of the time	1	16.67
Seldom	1	16.67
Never	4	66.66
Total	**6**	**100.00**

Findings from Table 2 revealed 1 (16.67%) teacher of English responded that she some of the time uses mind mapping strategy when teaching composition and 1 (16.67%) teacher of English responded she seldom use mind mapping strategy when teaching English composition writing. In addition, 4 (66.66%) teachers of English responded they have never use mind mapping strategy in teaching composition writing.

Mean and standard deviation rating for use of mind mapping strategy revealed M=1.50 and SD=1.840. This finding reveals that mind mapping strategy is never used in teaching composition writing in public primary schools in Kisumu County. This findings are 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 poor adoption and use of mind mapping strategy techniques on teaching life science and social studies lessons attributed to low performance of secondary students in those subjects.

7.2 Frequency of free writing strategy

The study sought to determine how teachers of English use free writing in teaching composition writing in public primary schools. The results are shown in Table 3.

Table 3: Use of Free Writing Strategy

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	1	16.67
Seldom	3	50.00
Never	1	16.66
Total	6	100.00

Findings from Table 3 revealed that 1 (16.67%) teacher of English used free writing strategy in teaching composition most of the time, 1 (16.67%) some of the time used free writing strategy, 3 (50.00%) teachers of English seldom used free writing strategy and 1 (16.67%) teacher of English responded she never used free writing strategy in teaching composition writing. Mean and standard deviation rating of free writing strategy used revealed M=3.20 and SD=1.240.These findings reveal that free writing strategy is seldom 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 map 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.

7.3 Frequency of Role Play Strategy

The study also sought to find out how often role play strategy is used in teaching English composition in public primary school. Findings are presented in Table 4.

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Table 4: Use of Role Play Strategy

Response Category	Frequency	Percent
Most of the time	1	16.67
Some of the time	1	16.67
Seldom	1	16.66
Never	3	50.00
Total	**6**	**100.00**

Table 4.revealed that 1 (16.67%) teacher of English used role play strategy most of the time, in teaching composition writing, 1(16.67%) teacher of English some of the time used role plays in teaching English composition writing. In addition, 1 (16.67%) teacher of English reported to seldom use role play strategy and 3 (50.00%) teachers of English responded never to have used role play strategy in teaching composition writing. Mean and standard deviation rating of role play strategy use revealed M=1.80 and SD=1.160. This finding reveals that role play strategy is never used in teaching composition writing in public primary schools in Kisumu County. In support of the study findings, Chausiya (2012) whose study on "Effectiveness of role play techniques in teaching dialogue" found out that the low emphasis on role play strategy of individual teaching technique significantly contributed to poor and ineffective development in English speaking among the respondents. In addition, the study reported remarkable progress made by students who were taught by role play technique.

7.4 Frequency of Word Play Strategy

The study also sought to find out how often word play strategy is adopted in teaching English composition writing in public primary schools. Results are presented in Table 5.

Table 5: Use of Word Play Strategy

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

Findings for word play, as shown in Table 4.16, revealed that 1 (16.67%) teacher of English used word play strategy most of the time strategy in teaching composition writing, 2 (33.33%) teachers of English some of the time used word play strategy in teaching English composition writing, 2 (33.33%) teachers of English seldom used word play strategy and 1 (16.67%) teacher of English responded that she never used the strategy in teaching composition writing.

Mean and standard deviation rating of word play strategy use revealed M=3.80 and SD=1.890. These findings imply that word play strategy is used some of the time in teaching composition writing in public primary schools in Kisumu County.

Individual Technique Influence on Learners Achievement

The second phase of analysis sought to determine how individual brainstorming technique influence learners achievement. Learner respondents 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 the posed questions on indicators for each strategy, and results are discussed below.

7.5 Mind Mapping Strategy

The study pursued to find out how use of mind mapping strategy influences learners' achievement based on three indicators. Findings are presented in Table 6

Table 6: Mind Mapping Strategy Influence on Learners Achievement

Strategy Statements	Mean	Std. Dev
When I write a composition, I am able to construct short correct sentences.	3.01	1.489
I understand better what I write, whenever I am guided	3.89	1.111
I am able to use vocabulary words correctly when I understand the meaning	3.67	1.160
Average Score	3.49	1.253

From Table 6 above, learners' response to the ability to construct short correct sentences recorded M=3.01 and SD=1.489, learners' response to the ability to understand better what they write when guided recorded M=3.89 and SD=1.111 and, learners' response to the ability to use vocabulary words correctly recorded M=3.67 and SD=1.160. These findings imply that standard seven learners were indifferent whether they could construct short correct sentences during composition writing. Learners were in agreement that they understand better what they write when they are guided and they also agreed that they are able to use vocabulary words correctly when they understand their meaning. On average, the mean score for individual strategy indicators showed M=3.49 and SD=1.253. These findings imply that use of individual teaching technique improves learners' composition writing ability.

7.6 Free Writing Strategy

The present study sought to find out the influence of free writing indictors on learners achievement in composition writing. Findings are shown Table 7,

Table 7: Free Writing Strategy Influence on Learners Achievement

Strategy Statements	Mean	Std. Dev
Constructing short sentences several times helps me improve my vocabulary.	4.01	1.289
Repeated discussions before writing of compositions improve my accuracy in writing.	3.89	1.217
I use unknown similes/proverbs well when the teacher explains them.	4.67	1.859
Average Score	**4.19**	**1.455**

Table 7 revealed that learners agree (M=4.01 SD=1.289) that their ability to construct short sentences improves their vocabulary; learners strongly agree (M=3.89 and SD=1.217) that repeating discussions before writing compositions improves accuracy in writing. Learners also strongly agree that (M=4.67 and SD=1.859) they are able to correctly use unknown similes/proverbs when the teacher explains their meaning. These findings imply that use of free writing strategy enables learners to develop ability to construct short

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sentences which improves their vocabulary usage and enables learners to develop discussions which improves accuracy in writing. In addition, free writing strategy enables them to correctly use unknown similes/proverbs when the teacher explains their meaning.

These finding are in agreement with Mukoroli (2011) which reported that students' ability to construct short sentences significantly depends on their vocabulary. It is also important that teachers encourage learners to develop their vocabulary through free writing and creative thinking. According to Upandhya (2012), group discussion is a powerful learning tool in which learners are able to exchange knowledge and ideas. In this regards, repeated discussions before writing of compositions has great effect in improving vocabulary usage and improves accuracy in writing. Teachers of English should strive always to assist learners in conducting effective discussion and explaining meanings of difficult terms or clarify issues of contentions. The average mean score for free writing strategy is M=4.67 and SD=1.859 which implies that use of free writing strategy improves learners composition writing ability.

7.8 Role Play strategy

Present analysis sought to find out the influence of role play indictors on learners' achievement in composition writing. Findings are shown Table 8.

Table 8: Role Play Strategy Influence on Learners' Achievement.

Strategy Statements	Mean	Std. Dev
I am able to understand what I am writing when a web is drawn and illustrations are included.	4.81	2.289
I am able to understand what I am writing when the teacher guides me on the appropriate strategy to use.	4.59	1.817
I am able to understand what I write when I discuss with my group members.	4.27	2.859
Average Score	**4.56**	**2.322**

Table 8. reveals that learners respondents strongly agreed (M=4.81 and DS=2.289) that they understand what they are writing when a web is drawn and illustrations are included, strongly agree (M=4.59 and SD=1.817) that they understand what they write when the teacher guides on the appropriate strategy to use. Similarly, learners agreed (M=4.27 and SD=2.859) that they understand what they write when they discussed with group members. These findings imply that role play strategy use of web and illustrations enables learners to understand what they write, teachers of English guidance on which strategy to use enables learners to understand what they write and discussion with group members too enables learners to increase understanding of what they write. These findings finding concurs with Chausiyas (2012) study which reported remarkable progress made by students who were taught by role play technique as evidenced by fluency–based activities that encourage learners to develop and creates fun environment for learning and speaking skills, to minimize the boring situation. The mean result for the three elements of role play strategy revealed M=4.56 and SD=2.322, which implies that role play strategy very strongly influences learners achievement in composition writing.

7.9 Word Play strategy

Present analysis sought to determine influence of word play on learners' achievement in composition writing in public primary schools. Findings are shown in Table 9.

Table 9: Word Play Strategy Influence on Learners Achievement

Strategy Statements	*Mean*	*Std. Dev*
I am able to understand vocabulary to use in the writing without using the dictionary.	2.21	1.098
When I write, I focus on the meaning of the topic.	3.67	1.417
I can write a good follow of the events in the story and guess what will happen as I conclude.	2.78	1.201
Average Score	**2.89**	**1.239**

Results shown in Table 9 revealed that learners disagreed (M2.21 and SD=1.098) that understand vocabulary use in writing without using the dictionary, learner respondents agreed (M=3.67 and SD=1.417) that they focus on the meaning of the topic when writing composition and, learners disagreed (M=2.67 and SD=1.417) that they write a good flow of events in the story and guess what will happen as they conclude. These findings imply that learners in public primary schools in Kisumu County cannot understand vocabulary use in writing without using the dictionary and cannot write a good flow of the events in the story and guess what will happen as they conclude. However, findings revealed they are able to focus on the meaning of the topic when writing a composition. This finding corroborates with Mukoroli (2011) study of effective vocabulary teaching strategies for English from Academic purposes in ESL classroom. The study found that use of various vocabulary tools while using wordplay in teaching strategies improves language acquisition and expedites to language learning process. In relation to the study findings, these tools could be drawn web word vocabularies. However the study further reported that the main barrier to students' comprehension of texts and lectures is low academic vocabulary knowledge, due to the sub technicality of the academic language, an issue that was not addressed in the study. The mean result for word play strategy showed M=2.89 and SD=1.239 which implies the word play strategy has low influence on learners achievement in composition writing.

7.10 Hypothesis Testing for Individual Technique

This study sought to test the first Null Hypothesis (HO_1) which assumed no statistical significant relationship between individual group technique and learners' achievement in composition writing skills in public primary schools in Kisumu County. The result for Z-test statistics are shown in Table 10

Table 10: z-Test for Individual Group Techniques

Technique	Experiment Group Technique	
	z-Statistics	**P-value**
Individual group technique	12.5398	0.0001

Result from Table 10 revealed the computed z statistic for individual group techniques z=12.5398 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

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Hypothesis assuming 95% significance level. Therefore, the study rejected that Null Hypothesis as there was a statistically significant relationship between individual group technique and learners' achievement in composition writing skills in public primary schools in Kisumu County.

8. Conclusion

The study concluded that brain writing strategy is moderately used in teaching composition writing in public primary schools and pie storm teaching technique is highly used in teaching composition in public primary schools. In addition, use of brain storming, brain wave, and brain writing strategies relatively contributes to learners' composition writing skills. The p-value was less than the 0.05($p<0.05$) which is the bench mark value for rejecting the Null Hypothesis assuming 95% significance level. Therefore, the study rejected that Null Hypothesis, as there was a statistically significant relationship between whole group technique and learners' achievement in composition writing skills in public primary schools in Kisumu County. Thus, individual group 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' achievement.

9. Recommendations

Based on the findings and conclusions made by the study, the following recommendations are presented:

- Mind Mapping strategy need to be implemented to enhance the composition writing skills in public primary schools in Kenya.
- For 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.
- For theory 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. .

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