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THE PROBLEMS FACED BY FORM FOUR PUPILS IN WRITING A NARRATIVE COMPOSITION IN BULILIMA DISTRICT, PLUMTREE, MATABELELAND SOUTH PROVINCE

BY

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DEDICATION

This work is dedicated to the Almighty God who created me, my late uncle Bhekisipho Phinda who inspired me to be educated, my late father ,Zibusiso Ndundu Phinda, my mum, Sihle Phinda my Sweetheart Maya, my son Glorybe Phinda and my siblings.

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ABSTRACT

This study explored the problems faced by form four pupils in writing a narrative composition in three schools in Bulilima district in Plumtree in Matabeleland South Province. The thrust of his study was to explore the problems faced by form four pupils in writing a narrative composition and the possible solutions that can be employed in order to solve these problems. Questionnaires and interviews were used as research instruments and the questionnaires were administered to both teachers teaching form fours as well as the form four themselves in three different schools. Interviews were conducted to form four teaches only in three different schools. Different findings were made and these include among others that teachers lack knowledge of a narrative composition, the teaching method used by most teachers to teach a narrative composition is a lecture method which is not an effective method for such a concept probably thus why pupils are failing a narrative composition at form four, Literature review proved that the three phase approach is the best. Form four pupils are lacking practice in narrative composition writing yet practice makes perfect, both teachers and the pupils lack knowledge of the difference between a narrative and a descriptive composition and hence leading to poor performance in narrative composition writing and lastly that there are no libraries at school to boost vocabulary in narrative composition writing hence form four pupils lack appropriate language as they are not reading widely or extensively. A number of recommendations were made and these include among others that the head of schools should organize workshops where teachers of English language can interact and teach each other on how to write different types of composition especially and it should be a policy that dissertation be submitted to DSIs.During training as a teacher colleges to emphasize on the three phase approach in teaching a narrative composition in English Language The school Development Committee could embark on resource

mobilization for building a library and buying library books instead of purchasing a school bus.

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RESEARCH PROBLEM

1.0 INTRODUCTION

The aim of this study was to investigate the problems faced by the form four pupils in writing a narrative composition in English in Bulilima District. This chapter w mainly focused on background of study, statement of the problem, purpose of the study, objectives, research question, and significance of the study, both limitations and delimitations of the study as well as operational definition of key terms.

1.1BACKGROUND OF THE STUDY

As a classroom practitioner, the researcher realised that over the years, since he started teaching, passing English language has always been a problem at Ordinary level. The researcher has noted that most of the problems faced by the form fours lie with paper one where a narrative composition is a component. Hammer (2008) observes that mistakes made by Poles in learning to write English language are homogenous in that though students come from different schools and background, the mistakes are consistent in their corruption of English Language. This is evident enough to show one that problems associated with writing especially narratives, lie with failure to grasp English structures. This is further supported by Hayes andFlower (2000) who argues that writing is fundamentally complex hence writers must simultaneously consider a constellation of actors during composition including writing task requirements, knowledge of audience, domain knowledge, language usage and tone. Thus this also reveal why pupils face difficulties in writing a narrative composition because they fail to realise that there are a lot of factors to be taken into consideration.

Even when we come down to West Africa, there is always that controversy on who should write African literature, using which language. In most cases literature accounts for the past events. In other words when one is writing a narrative (literature).This controversy is a result of the problems associated with narrative writing implying that in a narrative the audience is forced to tell lies at times. Ngugi

(1986) argues that African writers should write in their mother tongues, not in old colonial languages of English, French and Portuguese. This is so to avoid mistakes that might occur if African writers use English language to write such narratives because English is their second language. This makes it clear that even in West Africa, problems associated with narrative writing are still there. In his book (narrative)titled Things Fall Apart, Achebe uses very simple English which one can call direct translation of Igbo to English. This is so in order to avoid mistakes that can occur due to lack of competence and it also enhances the comprehension of a narrative.

Further coming down to Zimbabwe, the ZIMSEC annual report (2013) reveals that English language pass rate is always low and as per subject ZIMSEC alludes that in English language paper one is always dismally performed where pupils would be selecting a narrative as their topic to write a composition. Jongore, et al (2013) argues that another problem is that Zimbabwe is a multilingual society. This means that English language is only taught at school but when students are out there, they resort to their own indigenous languages, thus it becomes very difficult for pupils to write narrative compositions for they lack appropriate vocabulary to do so as well as the skill to write a narrative. Connor and Lunsford (1986) identified top twenty errors in composition writing which include among others wrong word usage, missing comma after an introductory element, vague pronoun reference, wrong spelling, missing word, to name a few, all these mistakes are applicable to narrative writing. The ZIMSEC report (2013) noted that several students have a problem with the punctuation, leading to substandard work. Punctuation is very important when it comes to composition writing, particularly narrative composition writing.

Students in Bulilima district get poor percentages at Ordinary level in English language and this poor performance in English language is a result of poor performance in English language paper one where a narrative composition is a component. It is against this background which can be traced at international level, cascading down to Bulilima district that has motivated the researcher to investigate why form four pupils fail to write a narrativecomposition. To realise that there is a problem, the researcher analysed the analysis of results school by school in Bulilima district and he discovered that English language was dismally performed.

1.2 STATEMENT OF THE PROBLEM

Narrative composition writing is a component of English language paper one at Ordinary level. This study therefore seeks to explore the problems faced by form four pupils in writing a narrative composition in secondary schools in Bulilima district in Plumtree.

1.3 PURPOSE OF THE STUDY

The purpose of the study is to find out why form four pupils fail to write a narrative composition.

1.4. OBJECTIVES OF THE STUDY

After the study, the researcher hopes to have achieved the following objectives;

- To identify the main characteristics of a narrative composition.
- To define the term narrative writing.
- Differentiate between a narrative composition and descriptive composition.
- To justify why pupils fail to write a narrative composition.
- Give solutions on how the problems faced by form four pupils in writing a narrative composition can be addressed.

1.5. RESEARCH QUESTIONS

1. What problems are faced by form four pupils in writing a narrative composition?

2. What are the pupils' perceptions of a narrative composition?

3. Why do pupils fail to differentiate between a narrative composition and a descriptive composition?

4. What strategies can be implemented to improve on narrative composition writing skills of learners.

1.6.SIGNIFICANCE OF THE STUDY

After the researcher has investigated the problems faced by form four pupils in writing a narrative composition, the researcher hoped that himself, pupils, teachers, school heads, head of departments and even lecturers will benefit a lot.

The researcher has benefitted as he has gained an in-depth understanding of what a narrative writing entails. In other words this research transformed the researcher in terms of how to   impart knowledge to his pupils in terms of narrative writing.

The pupils are now benefitting as the researcher is now equipped with skills necessary to write a narrative composition. Those he has taught are already showing some signs of improvement in narrative composition.

The teacher may now know what approach to use when teaching pupils to write a narrative as he/she would have gained an in-depth understanding of what a narrative is through this project.

The school head is now in a position to know what a narrative composition is. This will help them during supervision times or assessment. They will assess teaching of a concept (narrative writing) that they know profusely and this will also assist pupils as headmaster as an assessor will safe guard information imparted to pupils by teachers.
The head of departments especially in English now know what to assess, that is safeguarding knowledge imparted to pupils by teachers as there are some teachers who teach wrong information hoping they are teaching the correct thing. Thus the head of department will act as a consultant where teachers come and confirm what they don't understand.

The lecturers benefit in the sense that they are the trainers of classroom practitioners, they will have an in-depth understanding of what a narrative composition is. Also during their visits to school for assessments upon assessing a student who is teaching a narrative writing, the lecturer will already be equipped with what to expect from the student teacher. This guarantees correct information imparted to pupils. The researcher will send one copy to each department mentioned above.

1.7. LIMITATIONS OF THE STUDY

There are limitations that affected the smooth flow of this study. Top on the list was the issue of time. As the researcher is a classroom practitioner where he had to meet the demands of the Ministry of Primary and Secondary Education, he had no adequate time to assess each and every school in Bulilima District hence only three schools were selected.

The researcher used questionnaires and some of the respondents did not answer questions in a questionnaire in utmost good faith, thus this is another factor that threatened the internal validity of the sample.

The researcher also used interviews as an instrument of collecting and in this case the researcher was pleased in terms of how the participants were cooperating as they were answering the asked questions enthusiastically.

1.8. DELIMITATIONS OF THE STUDY

This research was based in a country in Southern region of Africa. The research was limited to a small district known as Bulilima district in Plumtree in Matabeleland South Province, about twenty kilometres away from Plumtree town. The sample is also limited to form four pupils only.

1.9. ASSUMPTIONS

The researcher assumed that;

- ✓ The form four pupils were once taught how to write a narrative composition before, be it at primary school or at secondary school level.
- ✓ The participants knew what they were expected of when answering questions in a questionnaire. They might have done otherwise but they (participants) knew the essence of the questionnaire.
- ✓ The participants answered or partook in the study with honesty as they knew the significance of the research
- ✓ The study proceeded as planned with minimum drawbacks.

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1.9.1. OPERATIONAL DEFINITION OF KEY TERMS

For the purpose of this study, the following terms meant the following;

WRITING

Neupane,S (2014) argues that writing simply refers to the graphic representation of a language .It is taken as an act of transmitting thoughts and feeling

NARRATION

Haryanti,(1999) in Roviyana (2010) argues that narration is the recounting of a series of an event with beginning, middle and an end.

Therefore, narrative writing means relating one's previous experience in written or spoken form with ideas gradually unfolding in a sequential manner.

1.10 SUMMARY

This chapter has focused on the background of the study, statement of the problem, purpose and objectives of the study, the research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study as well as definition of key terms. The next chapter will focus on the review of related literature.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0. INTRODUCTION

This chapter provides a review of related literature. Issues which are discussed in this chapter include the definition of a narrative, characteristics of a narrative, differences between a narrative and a descriptive, whya narrative and descriptive are inseparable, challenges faced by pupils in writing a narrative as well as effective ways of teaching narrative writing at Ordinary level.

2.1. NARRATIVE WRITING

According to Haryanti (1999) argues that narration is the recounting of series of an event with beginning, middle and an end. It is the kind of writing that tells a story, real or imagined. A nonfiction narrative is prose writing that tells a true story. A fiction narrative is a prose narrative that is made up or imagined.'

In other words, for the learners to be able to narrate accordingly they should be able to recall the events of whatever they are narrating about, without missing any, that is if they are to tell a true story. If the story is made up or imagined, this means that the pupils ought to be very creative and imaginative so that they can come up with good easily followed as well as easily understood narratives.

Muhammad (2016:66) has this to say about a narrative, 'By "narrative fiction" I mean the narration of a succession of events. The term narration suggests a communication process in which the narrative as a message is transmitted by the address or to the addressee. In analysis of the above definition it implies that when you are narrating you are communicating and hence the communicator or addressor or narrator should constantly have his or her audience in mind so that whatever message he or she is conveying can be understood by the audience. This can beachieved through the use of appropriate vocabulary for a narrative as the vocabulary for a narrative will differ from that of a descriptive. It is therefore the teacher's task to teach his or her pupils to always choose diction that is appropriate to a particular piece of writing in this case being a narrative writing. This is supported by Barbara (2015)

who argues that flow and clarity are the key in narrative composition writing where words such as next, finally, during ,after ,when should be used .in other words the style is a relationship between language and the purpose for which a particular piece is designed.

The teacher therefore must equip pupils with the relevant techniques of this kind of writing so that the pupils may not end up describing instead of narrating an event.

2.2 THE DIFFERENCE BETWEEN A NARRATIVE AND A DESCRIPTIVE WRITING.

According to Scott(1979:199) descriptive compositions 'are concerned with the way things express themselves to the senses and also with fixing a picture of something in the reader's mind.' Thus in response to the above definition, this means that for the learners to be able to describe reasonably well they ought to be describing things they are familiar with or at least close to in terms of real life situations. In other words descriptive compositions have a powerful sense of description which is aimed at making the audience visualise what one wants them to, for example description of one's appearance."She had tiny eyes that resembled that of a bird' The teacher is therefore required to adjust the descriptions or topics to suit the experience of the largest number of pupils.

In contrast, Gaetz,Lynne and Suneeti (2011) argue that the main idea of a narrative is established in the introductory paragraph where the writer provide the background information and presents it in a way that captures the reader's attention This means that narrative composition relates a fairly simple sequence of events and when details of plot, setting and points of view are added, the events become alive and meaningful. Thus a narrative composition is one which seeks to drive the message home by getting much into detail, for example ,"We went to the river, ate lunch and drove back home".

This clearly shows that for any writing to be called a narrative, the above characteristics must exist within it, thus the events must be seen by the reader moving sequentially and chronologically thereby not confusing the reader.

Barbara (2015) asserts that an introduction should also include a hook in the form of a quote in order to lure the attention of the reader. On the same note Ebbit and Ebbit (1979) says one can begin with the climax of the plot and then work backward and forward from it, or one can start with the concluding episode of a personal narrative and use flashbacks to fill the action, but the researcher thinks the bottom line is,whatever the modifications the order should make sense and the reader should be able to reconstruct the actual order of events. If the order does not make sense it implies that the reader will be confused and hence fail to comprehend whatever you are narrating about. In a nutshell an effective narrative has its events of a plot arranged in a meaningful and dramatic or suspenseful sequence of action that makes the reader wants to read without ceasing.

2.3. THE MAIN PARTS OF A NARRATIVE

Any essay writing has got three main parts and these are introduction, the body and the conclusion .The same applies to a narrative composition which also has these three main parts which makes it to be a sound and reasonable essay or composition in this context.

2.3.1.INTRODUCTION

Barbara(2015) argues that an introduction should also include a hook in the form of a quote. This means that it is through the introduction that the reader will actually know what to read about in the body and it is the introduction which gives zeal to the reader to continue reading or not. Thus the introduction must be very attractive so as to attract the attention of the reader and hence continue reading without ceasing. In other words an introduction acts as an appetiser to the reader or an icing on the cake. On the same note Haryanti (1999) argues that the narrative writing has a purpose to entertain and to tell a story. Therefore if a student has problems in coming up with good introductions it means the reader won't be interested to read from the start and hence leading to the pupils failure because compositions are marked by impressions

The teacher therefore should train his or her pupils to write good and interesting introductions of their narratives that will attract the attention of the audience to continue reading and wanting to know what then came next. If an introduction makes the audience want to know what then came next that proves it to be well written one.

The teacher is therefore expected to give his or her pupils as many narratives as possible so that they can improve on their introductions, body, and conclusions, but still on introductions the teacher should make sure that the pupils are equipped with the necessary skills of writing good introductions. Pupils should be asked to write introductions only, submit them for marking and then the teacher gives feedback after having corrected the introductions. Cohen (1987) in Silver (2007) argues that learners must receive feedback from teachers instantly but the teacher has to be careful in how he or she gives this feedback as it might create more harm than good .Once the teacher is convinced that hisor her pupils are now able to write good introductions, he or she can move on to teach the pupil about the body of the narrative composition.

2.3.2. THE BODY

Haryanti (1999) argues that narrative paragraphs usually follow chronological order but may also use flashbacks and other temporal schemes. Thus the body of a narrative is made of paragraphs with each having its significance in the body. Each paragraph has got its main topic sentence which introduces the central point or idea of a paragraph. It should be short and general in nature and it must not be too specific. This topic sentence is developed by sentences called developers. They must be specific and should vary in length as well as structure. It is these developers that give depth to the paragraph and show the writer's degree of sensitivity to detail or apt of illustration. It is also these developers which must be properly linked together by use of cohesive devices. Finally, on the part of a paragraph the terminators show the reader that the paragraph is coming to end and hence moving to next one.Gaetz, Lynne and Suneeti (2011) reiterate by saying in narrative composition the writer is able to be more creative with the structure and organisation.

One paragraph talks of one event before moving to the next paragraphs which talk of other events but what is important of these paragraphs and their events is that they must move in a sequential manner. Talking of chronological order and the coherence Haryanti(1999) observes that events in most stories unfold in chronological order and this keeps the reader wondering what will happen next.

All these paragraphs develop according to the development of the plot, thus the narrator builds towards the climax. In the body thus where what lured the reader in the

introduction must be seen. The points must be seen moving in chronological order, building to the points of highest interest (climax) and each topic sentence of each of each paragraph must be there as well as the sub sentence which develops it. The terminator should be seen so as to show the reader that the narrator is done in terms of that particular event.Neupane(2014).

In terms of the body of a narrative which is made up of paragraphs as per event, the teacher's duty is to make sure that his or her pupils know what a paragraph is as well as the difference between a paragraph and a sentence. Pupils should be taught how to construct a sentence before they are taught how to construct a paragraph as there is no way they can learn to construct paragraph without knowing how to construct a sentence.

Pupils should be told by the teacher the main parts of a paragraph and the main parts of a sentence so as to assist them to write good compositions and even to demonstrate how to write the body of a narrative composition. Donald (2000) argues that teachers are reminded that our modelling is not enough. Therefore teachers are to give models of narrative to their pupils so that they can learn through imitation in narrative composition even if this   extends to their essay writing in other subjects like literature in English, Geography or History. All these have got sections which are written in essay form and for any essay, there must be an introduction, body and conclusion, if it is to be a sound and comprehensive essay.

2.3.3. THE CONCLUSION

Barbara (2015) maintains that at the end of every story there is a resolution. Thus when one is concluding an essay, in this case being a narrative, the audience should also feel that this is a conclusion through learning a lesson or entertainment There are many ways in which the writer can conclude his or her writing inclusive of leaving the audience in suspense as this further creates curiosity on the part of the reader.

2.4. WHY NARRATION IS INSEPARABLE WITH DESCRIPTION

Barbara (2015) contends that narration and description occur together more often than not because writers do not think of the descriptive language as well as narrative

language, instead they just write therefore it is hard to find a narrative that does not include some descriptive details'

It is evident from the above argument that what makes the pupils to describe instead of simply narrating is the fact that narration and description occur together more often than not. This is not that description is better than narration but due to the fact that that these are inseparable especially in terms of language.Haryanti (1999) concurs by saying learners have low appropriate vocabulary to write a particular composition. Thus the teacher is expected to teach his or her pupils appropriate vocabulary for descriptive and for a narrative. The teacher needs to explain in unambiguous terms the difference between a descriptive and a narrative so that the pupils cannot confuse these two.

A variety of books or articles written in descriptive language and those written in narrative language (novels) should be provided by the teacher to enhance the pupils understanding of the difference between the two types of writing. The teacher should make use of the narrative and descriptive writing to highlight the difference between these two and finally the pupils themselves should be encouraged to read widely so as to enhance their vocabulary both in narrative and descriptive writing so that whenever they are given either type of writing, they do the proper thing.Neupane (2014) argues that motivation is the main determinants of writing a narrative composition. This means that a learner who lacks that intrinsic motivation will always have problems in creating interesting narrative composition.

2.5.WHAT ARE THE CHARACTERISTICS OF A NARRATIVE COMPOSITION?

Each form of writing, be it a descriptive, argumentative, business letter, friendly letter it has got its own features which distinguishes it from other types of writing. The same applies to a narrative type of writing. It has got its own unique characteristics which makes it different from an argumentative or a speech. Word Press (2008) argues that a narrative is characterised by characters with defined personalities or identities, dialogue is often included, tense may change to the present or future and finally descriptive language is used to create images in the reader's mind.Gaetz,Lynne

and Suneeti also argue in the same manner that a narrative is characterised by dialogue, which is a quote that was part of a conversation that will liven the narrative Defoe (2012) argues that a narrative is characterised by a narrator, plot, setting characters and the themes. Thus what is clear in these two statements is that for a narrative to be worth its salts it must have some characters, in a story these are the people or objects who interact or which interact in order for the story to develop. These people or these objects as they interact they promote what are called events and these events will eventually lead to the climax of the story where the underlying problems will be solved. It is not always the case that the problems or issues in a narrative are settled in the climax(highest point of the story) thus without these characters which can be people or objects a story cannot be said to be a narrative.

Deducing, from the above statements by Word Press (2008) and Defoe (2012) it becomes very clear that a narrative is characterised by a setting which refers to the actual place where the events are taking place. Setting can be in terms of time or in terms of place for example in terms of time when the narrator says "it was the year 2008 when things were tight "or in terms of place when the narrator says "the mysterious events took place in the village of Mzaravane,thus a narrative without a setting is not interesting at all because usually setting is included or highlighted in a narrative so that the reader is in position to link the events in a story (narrative)to the events which took place during that time when the narrative was written,for example in the example the researcher gave that it was the year (2008) The reader is in a position to recall what took place during that time and if the narrative is talking about the plights that were faced by people during that time ,the reader is able to understand the narrative The other thing that is important in terms of setting is that setting can change. It is not always fixed. At one point the story can take place at Mzaravane, the next moment in a river and the next moment on a mountain. It is up to the writer.

Sosnowski (2016) argues that characters and setting are story telling elements that give life to the narrative itself. In other words why most writers write dull stories(narratives) is because of poor selection of character and setting. A character must wear relevant character traits and a setting must enhance interest and understanding.

There is also a mention of a narrator as one of the characteristics of a narrative meaning without a narrator, a story loses its taste of narrative as the narrator is the one who unfolds the events either from his imagination or his previous experiences.

Reed (2010) argues that a crucial element of any work of fiction is the narrator, the person telling the story (this is not the same as the author, the person who wrote a story). Thus when a narrative lacks a narrator it loses to be a sound narrative. Because the narrator is the one who must tell us almost everything especially when he or she is the first person narrator that is the one who witnessed what he or she is narrating about. Also by knowing the narrator the audience is in a position to decline or link the events of the narrative to what they know about the narrator. Reed (2010) goes on to say the reader may be able to pin downspecific aspects of the narrator's identity (age, religion, region, race, gender, stated in the text.) thus a narrator is very important in a narrative.

2.6. CHALLENGES FACED BY THE PUPILS WHEN WRITING A NARRATIVE

Form four pupils seem to be having problems when it comes to a narrative writing yet a narrative seem to be the simplest form of composition writing as compared to speech, report, or argumentative writing which seem to be so difficult.

Morgan (2001) argues that pupils have a problem when it comes to starting a narrative and this is usually because they have launched into the writing without prewriting This is true because in most cases pupils are given inadequate time to write a composition. A teacher goes into the classroom teaching for thirty minutes and the remaining five minutes is for pupils to write a narrative if it is a composition lesson. In other words pupils are not given adequate time to write a narrative where they will plan (prewriting) before writing a narrative they will submit. Morgan (2001) goes on to say brainstorming works best if you don't sensor your thoughts, write down every idea you think of, even if you are certain it won't end up in the essay. Thus getting started is the major problem that affects pupils when writing a narrative.

Goth et al (2010) argue that effective writing involves sophisticated higher order cognitive skills such as synthesis of ideas, crucial thinking and self-regulation. They

go on to say because writing because writing itself is complex, learning to write poses significant challenges to students. Cummings also opines the same thing when he talks of cognitive academic language proficiency as compared to basic interpersonal communication skills This shows that writing has something to do with the cognitive level of individual l(pupil) as sided by Harmer(2008) when he says writing will depend as most other things do on the pupils age, level learning style and interest, The pupil whose cognitive level is low will have some challenges when it comes to narrative writing but the one whose cognitive level is high will have less problems when writing a narrative. Ur (1996) concurs by saying a motivated learner who is willing and eager to invest effort in learning can write better as compared to the one who is reluctant. This also makes one to understand that when a teacher gives all the pupils in her class the same topic for a narrative he/she won't be doing justice as pupils cognitive level differs. Each pupil must have his on her topic which is line with his/ her cognitive level.

2.7.WAYS OF TEACHING NARRATIVE AT ORDINARY LEVEL

Margie (2012) argues that most students do not intend to write boring stories. They just hear the word story, think easy and proceed from there like anything, therefore if the teacher wants his or her students to learn how to write a narrative he or she must teach them in the classroom. This makes one to quickly understand that at times pupils fail to write interesting narratives not because they fail but they fail because they are not properly taught. In other words these pupils do not know what a narrative is, they do not know the characteristics of a narrative such that when approached by a stranger asking them what a character, setting, plot narrator is as opined by Sosnowiski (2016) on the characteristics of a narrative, they can be surprised, thus there is need for teachers of English to teach learners how to write a narrative especially form fours and never to take or assume that they were taught how to write a narrative since primary level. They have to be taught until it sticks to their minds.

Red Clay (2014) argues that our students love to hear narrations…they are held by a good story in the same way that our ancestors in the hundreds of years ago gathered around the fire and listened to a tale woven from words. Red Clay (2014) goes on to say as teachers this interest can be used to help students learn to writeand the key is student interest. Red Clay(20140 puts it clear that some of the problems that pupils

face in terms of writing a narrative is lack of interest. Once interest is kindled pupils will always write interesting narratives .Red Clay(2014) suggest that teachers should watch movies with the pupils in order to arousethis interest.This is soas to enable pupils to imitate what they have seen, heard and put it in writing.

On the same note, Cleary (1990) in Silver (20070 argues that those students who are not favoured by their teachers for their good writing abilities may develop defence to protect their self-esteem meaning to say there is need for teachers of English to constantly arouse interest even if pupils are not making it in narrative composition writing so as to motivate them. Also, teachers of English as a way of boosting interest on the part of pupils in order to like writing narrative should come up with interesting activities. Red Clay (2014) suggest that one pupil will say one word at a time towards the construction ofthe story. Second round, one pupil tells a sentence towards the construction of a story. And finally one pupil gives a paragraph. All this is meant to arouse interests on the part of the pupils in order to write meaningful narratives.

What becomes clear is that pupils lack interest in writing narrative whilst teachers fail to teacher and they are also fail to arouse quick interest on the part of the pupils and this has greatly affected performance as far as narrative writing is concerned.

2.8.THE PRINCIPLES OF TEACHING COMPOSITION WRITING

For theteachers ofEnglish to be effective in teaching a narrative composition, they have to follow some basic principles which include among others, the composition topic taking into consideration the children'slevel of development, teachers should give topics which form fours are familiar to. Also children should be given adequate time to properly prepare for the task and a variety of approaches should be used in teaching a narrative composition.

This implies that the teacher should consider first and foremost the level he or she is teaching. This will assist him or her in the choices of topics to be taught to the pupils. When the pupils are given topics which are at their level, they easily comprehend what they are expected to do. (Gwarinda 1993).

This suggests that children should be given topics which touch on their experiences. Pupils should be taught from the known to the unknown, from the simple to complex. When teaching a narrative writing the teacher should first of all give the pupils opportunity to narrate about an event within the classroom before they could narrate about something outside the classroom. (Mwasmwenda, 1995)

The teacher should use oral work to drill language patterns such as narrative terms. The preparation also extends to the ideas of the topic and logical arrangement of the ideas and in this case the teacher should teach his or her pupils to brainstorm their ideas before writing. When pupils have acquired narrative terms, they will be able to narrate the events they once saw or create one which is well sequenced and with proper narrative terms. Examples of the drills may include substitution tables. (Gwarinda 1993)

Children should be given different topics at different times if the pupils write a narrative composition about one and the same thing or topic, they are de-motivated, that is they lose concentration. This calls for the teacher's creativity and imagination in choosing the topics that cover a wide range of children's experiences.

The teacher also should be democratic enough to give pupils opportunities to come up with their own topics in narrative compositions. By so doing the teacher makes the pupils feel valued and hence strive by all means to write very interesting compositions. (Mutasa and Wills 1994)

The teacher therefore is advised to mark these compositions even though the topics came from the pupils. The researcher is saying so because in most cases he sees teachers failing to mark the pupil's compositions with the topic coming from them (teachers) what if the topic comes from the pupils, is even worse.

The teacher should always sustain interest in learning. The use of one and the same method will make the teaching of the composition writing dull and boring. Different methods motivate pupils in learning, thus this makes the pupils to concentrate when the teacher is teaching and hence determining pupils from fidgeting during lessons. (Kasambira 1993)

2.9. SUMMARY

This chapter focused on the literature that is related to the topics under study which are problems faced by pupils in writing a narrative. It defined what narrative writing is. The characteristics of a narrative composition were highlighted as well as the challenges faced by pupils when writing a narrative were also discussed. Ways of teaching narrative writing were also alluded to in this chapter. The next chapter focus on the methodologies that the researcher employed to collect data for this project

CHAPTER THREE
RESEARCHMETHODOLOGY

3.0. INTRODUCTION

This chapter dealt with the procedures and the methods that the researcher used to collect data. In this chapter the research design, target population, sampling techniques, sample size, research instruments, protesting or pilot study, validity and reliability of the instruments, data collection procedures, data analysis plan as well as ethical considerations are discussed.

3.1. RESEARCH DESIGN

A research design can be viewed as a plan, which indicates the strategies or actions the researcher will use or perform to induct his or her research. Bickle (1992) argues that a research design is the researcher's plan on how to proceed in terms of collecting data. The design constitutes the blueprint for collection, measurement and analysis of data. It is a plan and structure of an investigation to obtain answers to the research question. The researcherused the descriptive design. Johnson and Christensen (2012) argue that descriptive research is suitable for learning about opinions, beliefs and attitudes of individuals. Bell (2010) also relates that surveys are concerned with opinions and attitudes of people and after obtaining information from a selected number of people, the research findings can then be inferred to the whole population.

Thus the researcher used descriptive survey so that he can be in a position to obtain the opinions of the participants on why form four learners fail to write a narrative composition, as well as their attitudes towards the concept. Once this is established, it will be easy for the researcher to realise the problems that form four faces in writing a narrative and hence the researcher can generalise the findings.

3.2.POPULATION AND SAMPLE

Polit and Hungler (2000) define a population as the total of all the individuals who have certain characteristics and are of interest to the researcher. Best and Khan (1993) view a population as any group of individuals who have one or more characteristics which is common that are of interest to the researcher. Therefore, a population refers

to everyone who must be included in a research but due to factors such as time, accessibility to reach everyone it becomes very difficult to reach the whole population. In this project or research the population comprised all secondary schools in Bulilima District, both boarding and Day schools. They are fifteen in total.

3.3. SAMPLINGPROCEDURES

A sample is a subset of a population. Brickle(1996:133) defines a sample as' a subset of a population selected to partake in the study. It is a fraction of a whole selected to partake in the study'. This is important because it is very impossible for the researcher to study the whole population and then come up with authentic or accurate results. Thus, there is need for a researcher to choose from the population what is called a sample and this sample must be a representative sample so that the researcher can be able to generalise the findings to the whole population to enhance external validity.

In this research, the researcher selected three schoolsin Bulilima District. One was a boarding school,the other one a semi boarding day school and the other one a totally rural school. Three teachers of English in each school and two teachers that teach form fours as well as twenty form four students that is ten boys and ten girls from each school were chosen randomly to assist with data. Questionnaires were used in both teachers and students whilst interviews were used in teachers only.

Creswell (2009) defines an instrument as a device used to collect data such as a questionnaire. Dean (2000) also views a research instrument as a technique for generating and accumulating data to be interpreted. Put simple, a research instrument is a tool that a researcher uses to collect information or data in orderto gain knowledge about a particular topic. Thus in this research, the researcher intends to use questionnaire and interviews.

3.4. RESEARCH INSTRUMENTS

The researcher employed questionnaires and interviews to obtain data fromthe participants. A total number of twenty questionnaires were administered in each school. The sample comprised three schools. Interviews were also conducted with teachers in the three schools.

3.4.1.QUESTIONNAIRES

Questionnaires were used in this study to obtain data from teachers and students on why form four pupils are failing to write a narrative composition.These questionnaires asked for information such as how knowledgeable the teachers are in terms of narrative composition, the teaching method they prefer to teach a narrative composition, their knowledge on the difference between a narrative composition and a descriptive one as well as their level of education. Questionnaires for students asked question such as how many times are they taught a narrative composition, what a narrative composition is, to outline the characteristics of narrative composition, what method were employed by their teachers to teach them a narrative composition.

Questionnaires were used in this study to collect data. Beihler and Snowman (2000) define a questionnaire as a list of questions submitted for replies that can be analysed for usable information. This means questionnaires are meant to obtain information from respondents through them answering structured questions on the paper.

In this research, the researcher used questionnaires for quite a number of advantages. Bell(2010) asserts that questionnaires increase reliability as an instrument of gathering data because of its greater impersonality, thus the researcher used questionnaires to collect information as they are easy to distribute and some information that the respondents cannot say by a word of mouth can be written down in a questionnaire.

Furthermore, the questions will be convenient in the sense that usually respondents are busy thus the researcher is in a position to leave questionnaires for completion later if the participants will be busy on that particular time. In that way it doesn't inconvenience both the researcher and the participants.

Questionnaires are a disadvantageous in that respondents have a tendency of not returning questionnaires to the researcher or simple losing the questionnaire and as a result this might affect the trustworthiness of the research. To curb such a problem the researcher will distribute questionnaires and give himself time to wait for them to ensure 100% return rate.

In coming up with the questions in the questionnaire, the researchertried by all means to avoid double barrelled questions.

3.4.2.INTERVIEWS

The researcher also used interviews to obtain data from the teachers and questions asked covered areas such as the teachers knowledge on the difference between a narrative composition and the descriptive one, the problems that teachers faced when marking a narrative compositions, whether there are libraries at their schools or not, the language they use in teaching a narrative composition, whether there is a language policy at their schools or not.

Christiansen (2014:80) define an interview as "conversation between the researcher and the respondents". Leedy(2004) also supports by saying an interview is a structural and systematic method whereby a researcher collects information directly from the respondents. Thus what becomes clear in these two definitions is that an interview calls for a researcher to prepare questions that he or she will ask the participants directly. In this case the researcher used the face to face type of an interview asCreswell (2009) argues that there are different types of interviews such as face to face, focal group discussion, telephone interview among others.

The researcher also used interviews as an instrument to collect data because of their merits. The interviewer can seek for further clarification where he or she feels she/he did not understand. Human beings by their very nature normally use non-verbal communication techniques to clarify what they mean by just utterances. Leedy (2014) reiterates that the interviewer can observe non-verbal behaviours of an interviewee. This will enhance interpretation on the part of the interviewer.

Interviews were also used because they provided first hand information of personal experience amongst the interviewees. Coolican(2009) points out that there is greater flexibility in that the interviewer can repeat or rephrase the questions so that they sound clearer to the interviewee.

The researcher conducted the interview in a conductive place/environment and the interview became fruitful. The interviewees chose a comfortable place and the

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researcher will try by all means to give them that latitude so that they respond honestly with open hearts and an open minds.

3.5. PILOT TEST

Pilot testing is trial whereby the instruments to be used to collect data are administered to a small number of population so that the researcher getas to know whether the responses answers the research questions or not (Christiansen 2014) Therefore, to ensure trustworthy of questionnaires and interviews since they are the ones to be used in this research, a pilot study wasadministered in other schools outside the study.

3.6. VALIDITY AND RELIABILITY

The researcher made sure that data collected was valid and reliable. Creswell (2009) defines validity as the extent to which the results of the findings of an evaluation procedure serve the particular uses for which they were intended. In other words validity puts more emphasis on the research being authentic in terms of findings or not. It should evaluate as it is meant to evaluate. In this contest the research will use the internal validity which Cohen (2011) use as seeking to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides naturally be sustained by the data. The researcher will make sure that a representative sample is chosen to enhance internal validity and threats such as hawthorn effect will be curbed.

On the other hand the researcher has chosen research instruments that are reliable. Reliability refers to the extent to which an instrument measures what it is supposed to measure regardless of when it is administered and give the same results. Nunan(1999) argues that reliability deals with consistency, dependability of the results obtained from a piece of research.

Thus to ensure reliability of these questionnaires and interviews, these instruments will be administered in three schools to ensure reliability unlike a situation whereby one school is used.

3.7. DATA COLLECTION PROCEDURES

The researcher was given a letter of intent from the Faculty of education at Midlands State University .After that the researcher took the same letter to the District Schools Inspector to sought for permission to go to schools to collect data and at school the researcher also introduced himself to the authorities of the schools thereby showing them proof of grant of permission by the DSI to collect data in schools. The researcher had no problems in being allowed to collect data at schools to be quite honest.

The researcher personally administered the questionnaires and also conducted interviews. The researcher distributed twenty questionnaires to the sampled form four pupils in each school and three to form four teachers of English in each school. The researcher well explained the purpose of the questionnaire and allowed the participants to ask questions patterning to how to answer the questionnaires. The participants agreed to fill in the questionnaires whilst the researcher was still around so he waited for them from both teachers and students.

On the part of the interview, the interviewees chose comfortable places as per individual where the interview took place. Some chose under trees, some in classrooms where there was no one while others preferred their offices. The researcher wills the conduct the interview. Interview questions will already be written down and the interview will ask them one by one until they are exhausted.

3.8 DATA PRESENTATION AND ANALYSIS

Data was analysed statistically and thematically. Statistically analysed data was presented using tables, graphs and pie chart while thematically analysed data was presented using themes or heading in order to make meaning out of it .John and Daucet(1996) argue that the researcher should take into account the objectives of the research to come up with the themes and Saunders (2009)also concur by saying data is raw facts which needs to be processed in order to be meaningful. The researcher analysed data from questionnaires and interviews and the finding were complimented in order to come up with authentic results.

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3.9. ETHICAL CONSIDERATIONS

Ethical considerations are very important especially when one is researching using human subjects. Human beings have rights which must never be infringed upon by the researcher as he or she try to carry out his or her research. Heaslop and Salibury(2007) defined ethics as a moral obligation which the researcher must fulfil to protect the participants from harm, unnecessary invasion of their privacy and protection of their wellbeing.

In this research, the researcher did not just go to school without permission from the District Schools Inspector. Permission was sought first and them the researcher then collected data from both the form four students and the form four teachers of English. The researcher made sure that he had the informed consent form with him whenever he went to schools to collect data.

The researcher made sure that anonymity and privacy of the participants was maintained through emphasising that they (participants) should not write their names on the questionnaires or to disclose their identity to the interviewer.

Participation in the study was voluntary through informed consent. The researcher did not force the participants but the participants voluntarily agreed to partake in the study.

3.10 SUMMARY

This chapter discussed the procedures and the methods that the researcher used to collect data. It also highlighted the researcher design, target population, sampling techniques. It also went on to discuss the sample size, research instruments, pilot testing. Validity and reliability of the instruments, data collection procedures, data analysis plan as well as ethical considerations were also discussed. The next chapter deals with data presentation and analysis.

# CHAPTER FOUR
DATA PRESENTATION ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

This section of the project presents data in the form of tables, graphs and pie chart as well as thematically. Data presented statistically was analysed, interpreted and presented in the form of graphs, tables and pie chart whilst data from interviews was analysed and presented in the form of themes that were drawn from the objectives and the main research questions.

4.1 PRESENTATION AND ANALYSIS

Raw data was analysed to meaningful information in the form of graphs, tables and pie chart. Data which was obtained through questionnaires and interviews was analysed, complimented and presented in the form of graphs tables and pie charts. Findings from interviews was analysed and presented thematically.

All of the teachers who completed the questionnaire had reached A' level with more than 50% having attained a degree and the rest having diploma in education – as illustrated by fig4.1
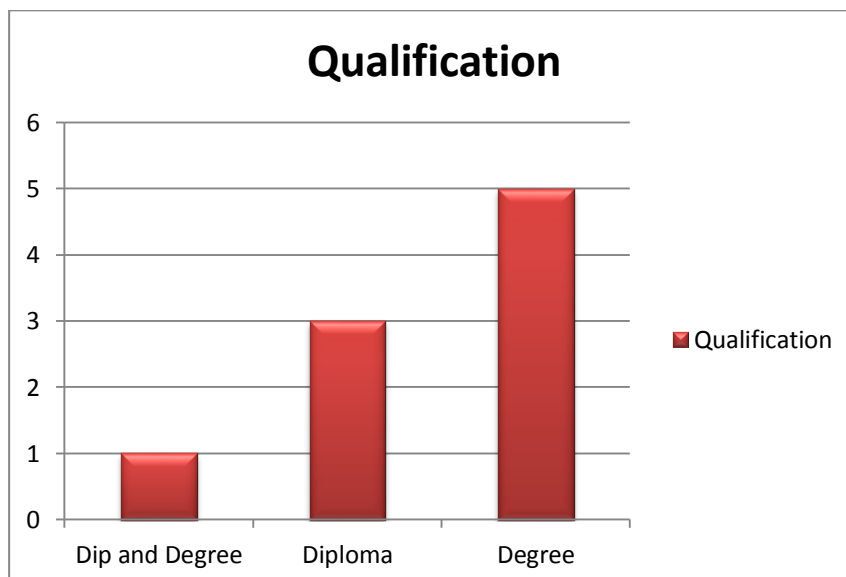
Fig 4.1:Teacher'squalifications

Six out of nine teachers enjoy teaching English language with only a third enjoying teaching literature in English. Therefore it cements the assumption that pupils are not doing well in narrative composition because teachers enjoy teaching language instead of literature which assist in the understanding of the characteristics of a narrative composition. This is illustrated by figure 4.2 below.
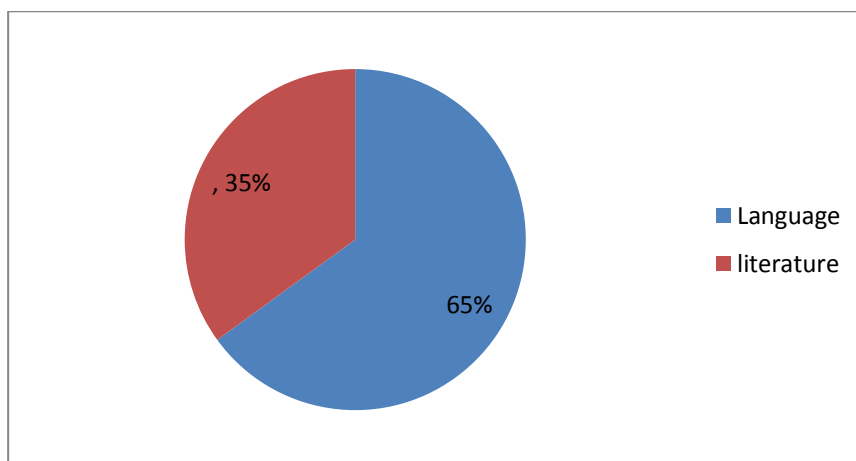
Fig 4.2:Number of teachers who like to teach English language and those who like to teach literature in English

The lecture method was the popular teaching method in teaching a narrative composition followed by the group work method, with the three phase approach being the least used method of teaching a narrative where only two out of nine teachers use it.

Table 4.1:Number of teachers and their preferred method in teaching a narrative composition

Teaching Method	Number of teachers
3 phase approach	2
Lecture	4
Group work	3

The three phase approach anchors the list of favourable teaching method as shown by table1. This is mainly due to its ability to crystallise narrative composition writing and

also that it gives room for brainstorming. It is also a least as evidenced by table one, the lecture method dominates in teaching the narrative composition. This is mainly because the lecture method exposes the teacher to individual students. It is also a time conscious method and also that it is a cheaper method which does not require a lot of resources.

Six out of nine teachers could not clearly distinguish between a narrative and descriptive. Most of them generalised a narrative composition as story telling whilst for a descriptive composition they took it from the word' describe.'

Teachers highlighted that the major short coming of pupils in narrative composition is lack of creativity with some having problems with grammar due to their background theycan't tell a story in English .Some highlighted the drawbacks of direct translation hampering the production of good narrative composition.

Table 4.2:Number of teachers whom their students know the characteristics of a narrative composition and those whom their students do not know

Some	Yes	No
7	2	0

All teachers alluded that pupils know the characteristics of a narrative composition as no teacher answered "no" when asked about their student knowledge of narrative writing. However, only two were confident that their pupils know the characteristics of narrative composition. The remaining 78% could not clearly outline whether they know or not as they said "some" of their students know. This also suggests that there is a greater number of pupils who do not know the characteristics of a narrative composition as the word "some" might be misleading and not quantitative.

From the nine teachers, five of them gave pupils a narrative composition after every fortnight. Three quarters of the remaining teachers gave them monthly, leaving only one who gave them weekly. The table below summaries these findings.

Table 4.3:Number of teachers and their frequency in giving narrative composition writing to pupils

	No of teachers
Fortnight	5
Weekly	1
Monthly	3

Six out of nine teachers think that the learners have a perception that narrative composition is very difficult. Only two out of nine think their pupils view it as the easiest, there was only one teacher who abstained from giving their students perception on this component, however it was difficult to ascertain   the real perceptions of students from the teachers because their responses were based on assumptions.

4.2. DISCUSSION

As figure 4.1 shows, there is enough evidence to support that the teachers are fully qualified to teach ordinary level as opined by Neupane (2014) that the untrained teachers cannot teach like the trained teachers as he or she might lack proper knowledge and will not be able to provide good ideas to write creatively and use different strategies and techniques to involve students in narrative writing. All the participants are seasoned ordinary level teachers with some combining that with junior classes. This indicated that the information obtained may be true as it comes from seasoned and qualified classroom practitioners.

Teachers highlighted that the major short coming of pupils in narrative composition is lack of creativity as captured by Gaetz, at al (2011) in narrative composition writing the narrator must be creative with the structure and organisation. Teachers also highlighted some as having problems with grammar due to their background as they could not tell a story in English. Some highlighted the drawbacks of direct translation hampering the production of good narrative composition.

Contrary to what Sosnowiski (2016) and RedClay(2014) said about the characteristics of a narrative composition, five out of nine teachers alluded that students do not know how to write a narrative composition based on the characteristics , as most of the teachers highlighted that students just write randomly without the setting, the use of characters and lacking creativity , however only four teachers teachers acknowledged that some of their students show some know how on the correct way of writing a narrative composition especially the very good students.The majority of the teachers think that the learners have a perception that narrative composition is very difficult.

4.1.2. INTERVIEWS FOR TEACHERS
The difference between a narrative and descriptive composition
Five out of six teachers failed to clearly distinguish between a narrative and a descriptive composition. Out of six teachers that were interviewed only one managed to explain the difference between these two types of compositions. This was evident when this interviewee said "a narrative composition is a piece of creativity which allows the student to be flexiblein coming up with a story whereas a descriptive composition is a piece of writing where students would be building visual images in the mind of readers and it is characterised by adjectives"

Three out of six teachers who showed ignorance in terms of the difference between a narrative and descriptive composition highlighted that;
Teacher one said; '*A narrative composition has something to do with narrating whereas descriptive composition has something to do with describing*'

Teacher two said; "*A narrative composition uses narrative terms whereas a descriptive composition uses descriptive terms*"

Teacher three said;"*Aaaaaaa, aaaaaa, a narrative composition I don't even know how to put it but is a story*"

This indicated that the majority of teachers of English language are having a problem in defining what are narrative composition is, more over a descriptive composition

and then the question would be what will the students do if teachers do not know what they are teaching. This was so because all the teachers just generalised what a narrative composition is.

When being asked about the problems they encounter when marking narrative composition, the following responses were obtained, "pupils normally lack creativity and also   encounters problems of grammar, tense. A few fail to address the topic" "some fail to use tense and the pronoun appropriately, some lack creativity and as a result they do not even write much "This showed that for students to understand the concept of a narrative composition they have to be creative enough in order to come up with very interesting stories, also these responses indicated that students need to address the topic as opined by Morgan (2011) that pupils have a problem in starting a narrative meaning they fail from the start in addressing the topic.

Availability of libraries at schools

In all three schools that the researcher visited for interviews it was only in one school where the interviewee highlighted that the library is there with alot of books but students do not want to read. "Yes we do have a library but the serious challenge we have is that our form four pupils do not want to visit the library, if they are forced to go to the library they pretend to be reading yet they are not and that is having serious repercussions on them especially on narrative composition writing and this calls for students to read a lot of novels"

This indicated that those students who go and read novels in the library or who borrow novels from the library perform better in narrative composition better as compared to those who are not reading novels. This also revealed that in those schools where there are no libraries pupils are having a hard time as they lack reading material that will assist them to boost their narrative composition writing skills.

LANGUAGE USED IN THE TEACHING OF A NARRATIVE COMPOSITION

Most interviewees were open that they usually use the indigenous language to drive in English language concepts as a way of teaching a composition and to teach a narrative composition in particular. "*If l teach English language or a narrative composition in*

English I will be wasting time l would rather not go to the class, if l use indigenous language feels some glimpse of life in the classroom"

If I use English to teach composition or a narrative composition, these form fours will stare at me, they won't participate but resort to vernacular and see the degree of participation in narrative composition writing.

'*I have discovered that these form fours will only grasp the concept of narrative composition if they are taught in their L1*'

'*It is not an joke to teach a narrative composition in English, sure l tell you*''

'*When teaching a narrative composition in English there is a problem*'

'*We need to boost their English vocabulary first so that we avoid teaching in vernacular*'

This revealed that these form four students are not exposed to English but highly exposed in indigenous languages meaning if they can be exposed to English they can do better.

LANGUAGE POLICY THAT EXIST AT SCHOOLS

When teachers were asked what language policy exist in their school, they were open to allude that any language that an individual is comfortable with can be used. In school A, teacher X highlighted that;

"*We do not have a language policy; any language can be used in this school*"

It was only teacher Z in school C who alluded that, "*We do not have a language policy parse here at school, but l have got my own language policy for my form four classes that as long as it is time for English no one speak in other language except English*"

It became very clear that these are all endeavours to assist form four students to move away from the basic interpersonal communication skills and use the cognitive academic languages proficiency especially with regard to narrative composition writing.

The findings revealed that teachers do not know the difference between a narrative composition and a descriptive composition as teachers just generalised a narrative composition as storytelling and a descriptive being taken from the term describe. The

The findings also went on to reveal that availability of libraries play a major role in assisting pupils grasp the concept of narrative writing as they would be more reading material to boost the vocabulary of pupils. Thisconcurs with Neupane (2014) who argues that learners need to be motivated to write narrative composition by being given adequate reading material. The availability of libraries will also mean vast reading material which in turn willsboost creativity on the part of the pupils as the pupils will gain the skill of being creative through reading other created work of arts. The language policy also proved that is a necessary booster when it comes to narrative composition writing as there is teacher Y argued that it is going a long way in making pupils understand narrative composition writing This made the researcher understand that a language policy plays a major role in making pupils understand a narrative composition in English. This language policy should be in favour of English if narrative composition writing skills are to be developed

4.3.2. QUESTIONNAIRES FOR STUDENTS

The questionnaires were distributed to form four pupils only.

Figure 4.4 belowshows that two thirds of the students said they were taught a composition once a week followed by eleven of the 60 who said they did it on a daily basis with the remaining suggesting that they did it fortnightly and per term, with fortnight having a slight edge over per term

This is evidenced by figure 4.4 below
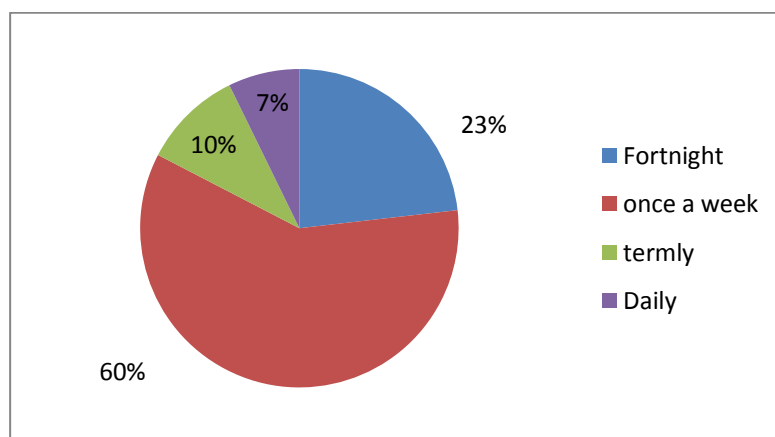
Fig 4.3:Frequencyin which form four students are given narrative composition by their teachers

The findings also showed that practise in narrative composition are high. This is cemented by the fact that the number of students who write a narrative composition once per week doubles those who write after fortnight as summarised by figure five below.
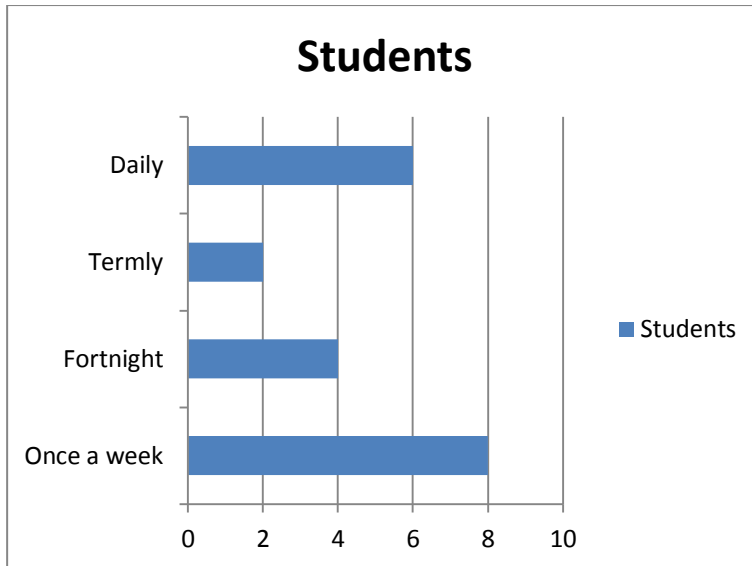
Fig 4.4: Frequency of narrative composition given to pupils

Seventy three percent of the students said they knew the difference between a narrative and descriptive composition. Of this 73% about half of them clearly distinguished the two types of compositionwith the remainder just generalising the difference using the terms narration anddescription. The remaining 27% of the students said they do not know the difference between a narrative and a descriptive composition. Eleven out of the sixteen who do not know the difference said they did not know the difference because it was difficult to understand while the remainder alluded that they were never taught.

Table 4.4: Those who knew the difference between narrative and descriptive composition and those who did not know

YES	NO
20	0
12	8
12	8
44	16

| Not taught	Difficult to understand
5	11

Thirteen out of twenty of the students failed to define what a narrative composition is. They did not even attempt to define it. A fifth of the students tried to define what narrative composition is as they highlighted characteristics such as setting and chronological order although they could not fully explain it. The remaining seven out of twenty of the students defined clearly what a narrative composition is as they alluded to all the characteristics of a narrative composition.

About 70% of the learners highlighted that the chief reason for their poor performance in narrative composition is that it is difficult to understand as postulated.Some of the remaining 30% alluded that poor performance is a result of teachers not clearly teaching a narrative composition with some saying lack of creativity, lack of interest in reading novels also contribute to the failure of form four to grasp the concept of a narrative composition.

Fifty five out of sixty students do not know the characteristics of a narrative composition as only less that 5% could clearly highlight the few characteristics. The rest were just guessing with some even leaving blanks because they did not know.

It was not clear which method of teaching the students preferred as lecture and group work methods almost at par with lecture method having a slight edge over group work of about 52:48.

As evidenced by figure 4.5 below.
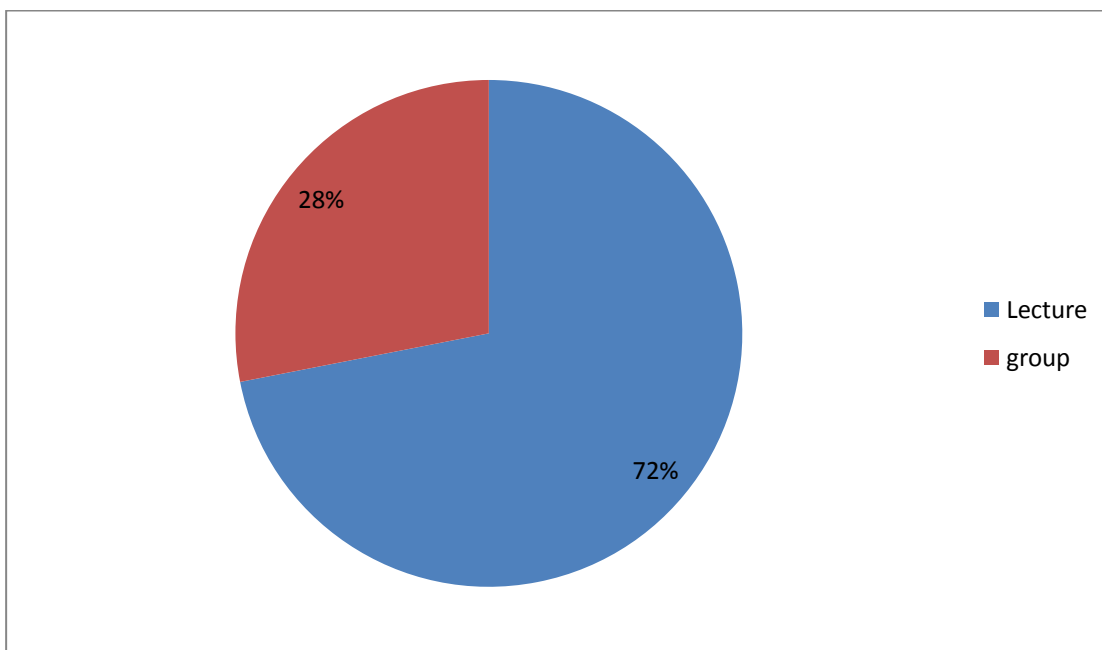
Fig 4.5: Teachers and their preferred methods

Half of the learners said that their teachers used story telling as an intervention strategy to assist learners to grasp the concept of narrative composition. A third said their teacher used movie watching instead, with group work being the least favourable technique or strategy used by teachers to help in overcoming the difficulties of narrative composition writing .Five of the sixty students did not put an intervention strategy used by the teacher suggesting that their teacher still stick to their lecture or group work method.

4.3. DISCUSSION

The finding concur with earlier findings of Barbara (2015) that form fours are failing to write a narrative composition because they do not know the difference between a narrative composition and a descriptive one. In other words when pupils are given a narrative composition to write they resort to descriptive composition writing and as a

result they lose everything. Pupils do not see any dividing line between a narrative composition and a descriptive one.

The findings also revealed that form four students do not know the characteristics of a narrative composition writing as postulated by Defoe (2012) .This revealed that most form four students are failing to write interesting composition because they do not know that a narrative composition is characterised by a narrator,plot,setting,characters and themes. This means that a student who is aware of these characteristic in writing a narrative composition will always do better.

Creativity was indicated as the major drawback of pupils in failing to write interesting narrative composition. This concurs with earlier findings byHaryanti (1999) that if the story is imagined, pupils ought to be very creative and imaginative so that they come up with good easily followed as well as easily understood narratives. Thismeans that a student who lacks creativity, in this context the form fours will always have some problems in coming up with interesting composition

4.4 SUMMARY

This chapter has presented and analysed data that was gathered through questionnaires that were distributed to teachers and students as well as interviews that were conducted to teachers of English only. Data was presented in the form of graphs, tables, pie chart as well as thematically. The next chapter deals with the summary of the whole research, the conclusions as well as recommendations.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter looked at the summary, conclusions and recommendations. It is a summary of the whole project and the conclusions that were drawn from the research. It also gives the recommendations based on the findings of the research. Some of the conclusions include that teachers lack knowledge of a narrative composition hence pupils fail it, teachers rarely use the three phase approach in teaching a narrative composition to name a few. The recommendations included among others that the head of schools should cause workshops to happen so that teachers are taught about narrative compositions as well as sourcing donors to assist in the building of libraries at school so that pupils can read novels to improve on narrative composition writing.

5.1. SUMMARY

Chapter one of this study focused on the background of the study where the research problem was traced from international level and the finally localised to Bulilima district in Plumtree. This chapter also highlighted the statement of the problem, purpose of the study, objectives of the study which included among others the justification why pupils fail to write a narrative composition, the research questions, significance of the study, limitations of the study, delimitations of the study, assumptions as well as the definition of key terms.

Chapter two focused mainly on the review of related literature. The term narrative writing was defined by Haryanti(1999) as the recounting of the series of an event with beginning, middle and an end. The differences between narrative composition writing and a descriptive writing were highlighted. This chapter also alluded to the main parts of a narrative composition and these were the introduction, body and a conclusion. Why narration is also inseparable with a description was also alluded to. The characteristics of a narrative composition were highlighted by Defoe(2012)as a narrator, plot, setting,characters and the themes. Chapter two also went on o to look at the challenges that form four learners fail when writing a narrative composition and these included among others lack of creativity. Finally ways of teaching a narrative

composition at ordinary level were also highlighted in this chapter as well as the principles of teaching composition writing.

Chapter three of this study focused on the methodology that was employed to come up with these findings. The research design was defined by Brickle(1992) as the researcher's plan on how to proceed in term of collecting data. The researcher used the descriptive survey as the research design and this assisted the researcher as he was in a position to generalise the findings. The target population was defined by Best and Khan (1993) as any group of individuals who have one or more characteristics which are common and are of interest to the researcher. The sampling procedures were also highlighted where the researcher randomly selected three schools in Bulilima district and twenty form four pupils and three teachers from each school were randomly selected to assist with data through questionnaires and interviews. How pilot testing was to be carried was also highlighted. This chapter also indicated how validity and reliability were to be maintained. It also in this chapter that data collection procedures starting with the letter of intent was indicated. It also highlighted that data was presented statistically and thematically using graphs, tables and pie charts and themes or headings respectively.Ethical considerations were also highlighted.

Chapter four was mainly on data presentation, analysis and discussion. Statistically analysed data was presented using graphs, tables and pie charts. Data from interviews was analysed and presented thematically. Firstly, the qualifications of teachers were analysed and the findings were presented in the form of a bar graph. The analysis of the preferred method when teaching a narrative composition followed next and the findings were presented using a table. In terms of the question 'how often do teachers give form four pupils a narrative composition, a table was used to present information and it was noted that most of the teachers gave composition writing fortnightly. The findings were also discussed in this chapter. This chapter also analysed interviews for teachers and upon being asked the differences between a narrative composition and a descriptive one all the interviewees showed ignorance. Teachers also highlighted that there were no libraries at school and no language policy existed. Questionnaires for students were also analysed and information presented in the form of graphs, tables and pie chart. Questions such as how often students were given narrative composition were analysed and information presented. Also the methods used by the teacher in

teaching them a narrative composition was also analysed and information presented in the form of a pie chart. The researcher also engaged in some discussions.

5.2 CONCLUSIONS

The research findings of chapter four on the problems faced by form fours in writing a narrative composition can assist the researcher to make the following conclusions;

This study proved through its findings that probably the form four pupils are failing to write good and interesting narrative compositions because teachers themselves lack knowledge on what a narrative composition is. This was evident when teachers were asked to define and failed thereby giving generalisation in terms of this it also became clear to the researcher that teachers also fail to read novels because despite the failure to articulate without a narrative composition is their responses were characterised by a lot of stops they never continuously flowed proving that students resemble their teachers.

The study also found out that the majority of teachers used the lecture method to teach a narrative composition.44% of the teachers stated that they prefer the lecture method and 33% highlighted that they prefer the group work method and the remaining 23% were the only one who used the three phase approach to teach a narrative composition yet the three phase approach should leave the highest number of teachers using it because of its effectiveness in training creativity on the part of pupils. In three phase approach introduction is taught first, they practice it before moving on to the teacher the body and conclusion therefore form four pupils are failing because they do not know what is expected of them in introduction, body and conclusion.

The study also highlighted that the majority of learners are writing a narrative composition after two weeks. This makes one to understand that form four pupils are failing in writing good narrative composition because they lack practise. It is also not possible to give a narrative composition to pupils fortnightly because it is not the only type of composition to be taught at school. Probably form four pupils write a narrative once per term or once per year and therefore it can be concluded that form four are failing due to lack of practise.

Both findings of the questionnaires and the interviews proved that both teachers and pupils do not know the difference between a narrative and descriptive composition. Therefore, form four pupils are failing a narrative composition because they shift to descriptive as they do not see any difference between these two types of compositions. In other words teachers are teaching a concept that they do not understand hence there is no way pupils can understand it because they are losing it from the start can losing it from the start.

The study found out that there are no libraries in other schools while in some schools libraries are available. The only problem is that form four pupils are reluctant to go to the library in order to read novels. As a result these form fours are failing to be creative in narrative writing because they do not read novels to boost their vocabulary. It also because themselves are also not good models in reading novels hence form four pupils see no purpose to enjoy reading novels hence failing to write good and well created composition.

5.3 RECOMMENDATIONS

The researcher recommends that the head of schools should advocate for workshop for English Language teachers in order for teachers to interact and discuss the types of composition and what they entail especially a narrative composition.

It should be a policy that research or projects like this one should be submitted to the district schools inspector's offices so that teachers who wish can have an access and then gain knowledge in this case of narrative composition writing.

The teacher colleges should emphasise on the three phase approach in teaching a narrative composition.

Teachers of English Language should attend to individual pupils' differences to assist them to understand narrative composition writing.

More literature should be availed publicly and at the school library so that both teachers and learners can read extensively to improve on narrative composition writing teaching.

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The researcher recommends that the school heads should look for donors to build libraries at school and to also look for donors in terms of novels as in private colleges.

The School Development Committee could embark on resource mobilisation for building a library and buying library books instead of purchasing a school bus.

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