

ABSTRACT

Oral skills help in verbal communication. There is need to communicate with more skills than with just the use of language. Use of drama is one way of ensuring effective communication especially in the classroom environment. In Kisumu East Sub- County the mean score of English fluctuated between 2.9 and 5.0 between the years 2010 and 2013. This trend was blamed on students' poor mastery of oral skills. Drama can make up for what language fails to achieve especially in the learning of oral skills. The relationship between participation in drama and achievement in English oral skills in Kisumu East Sub County was yet to be established and the purpose of this study was to establish that relationship. Objectives of the study were to: determine the extent of use of drama in the teaching of oral skills, establish extent of student participation in drama, establish the relationship between students' participation in drama and their achievement in English oral skills and establish the difference in the mean scores between the drama active and the drama inactive students. A conceptual framework on relationship between participation in drama and achievement in oral skills was used in the study. Descriptive survey and correlation designs were adopted in the study. The study population consisted of 83 form four English teachers, 3182 form four students and 1 sub county quality assurance officer in Kisumu East Sub County. Stratified sampling was used to select 200 students and 28 teachers while saturated sampling was used to select the only Sub County Quality Assurance Officer. Data was collected by the use of questionnaires, document analysis guide and interviews. Face and content validity were ascertained by experts from the School of Education. A pilot study consisting of 8 teachers and 40 students was conducted in order to ensure reliability of instruments using a test retest method which revealed a reliability coefficient of between 0.7 and 0.8 Quantitative data was analyzed using descriptive statistics in form of frequency counts, and percentages. Chi square goodness of fit and two sample t-test with equal variance were the inferential statistics done. The study findings revealed that there is an average extent with a mean of 3.49 in the use of drama by the teachers of English oral skills. The mean of perceived student participation in class was to an average extent with a mean of 3.15 while the mean of perceived student participation out of class was to a low extent of 2.95. There is a statistically positive relationship between perceived participation and achievement. The drama active had a statistically significant higher mean of 54.99 than their drama inactive counterparts who have a mean of 50.12. The study concludes that in class and out of class participation contributes to achievement of English oral skills. This study recommends that the extent of use of drama be to either a very large extent or to a large extent as opposed to the current average extent of usage. The findings may be used to inform policy makers, school managers and teachers of English on the importance of employing drama to achieve in English oral skills in secondary schools in Kisumu East Sub County.