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ABSTRACT
Kiswahili language is vital as a medium of communication in school and beyond in Kenya. However reading and writing skills are emphasized over listening and speaking skills (oral communication) yet learners will only be able to read and write what they can understand and speak. Therefore, this study investigated the influence of oral communication skills performance of Kiswahili composition in form three classes in Homabay Sub-County, Kenya.

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The study used communicative language teaching theory which is based on the communicative nature of language. Descriptive survey design was adopted in this study. Purposive sampling was used to select 64 Kiswahili teachers and 80 students. Data collection tools included teachers’ questionnaire, oral test and written test for students. Data was analyzed using descriptive statistical techniques and inferential technique involved linear regression models. The results revealed that the oral communication skills have a positive and significant influence on performance of Kiswahili composition. Descriptive statistics indicated that students who portray oral communication skills such as fluency in Kiswahili language, good pronunciation, properly uses of punctuation in speech and good command of Kiswahili vocabulary perform well in Kiswahili composition. The findings of the study are aimed at equipping teachers of Kiswahili language with strategies to improve Kiswahili composition using oral communication skills. This will directly reflect on performance of students in their respective schools.

1.0 Introduction
Oral communication is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either Formal or Informal. Examples of informal oral communication include: Face-to-face conversations, telephone conversations, and discussions that take place at business meetings. More formal types of oral communication include Presentations at business meetings, classroom lectures and commencement speech given at a graduation ceremony (Mwamba, 2009). 
Nabea, (2009) states that, the colonial oral communication policy in Kenya is important, putting into consideration the fact that it impacted greatly on post-colonial oral communication policy. Language is very important in our lives as it is the means by which people communicate. In the school curriculum, language plays a vital role in the learning process since all aspects of the curriculum depend to a greater or lesser extent on learners’ proficiency in all the

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language skills. Kiswahili language is vital as a medium of communication in school and beyond. The four main language skills usually developed are in the following order: listening, speaking, reading, and writing (KIE, 2006). This order means that reading and writing skills greatly rely on listening and speaking skills because learners will only be able to read and write what they can understand and speak. Consequently, oral work lessons which comprise the teaching of listening and speaking skills form the backbone to the teaching of Kiswahili.

Bwire, (2007) argued that the classroom teacher is responsible for developing learner’s proficiency in the language. Perrot, (1982) asserts that “as is the teacher, so is the teaching”. This is because it is the teacher who determines the mode of learning activities and learning material. Accordingly, teachers have a central role to play in the teaching of language and these calls for their efficiency. Moreover, it has been argued that listening is a skill that has been neglected in the Kenyan classroom (Kembo & Sure, 1996). This is partly due to the fact that there’s no listening (or oral test) in both KCPE and KCSE examinations. This is alarming in that any flaws in the teaching of listening and speaking skills can lead to flaws in the teaching of reading and writing skills and generally in learners’ proficiency in a language (Oseno, Barasa & Omulando, 2012).

Kiswahili language has made huge strides forward in its usage in Kenya. It has been entrenched in the Kenyan Constitution as both national and official language according to Republic of Kenya (2010). Republic of Kenya (1964/5) Further recommends the general spread of Kiswahili language, not only to provide an additional and specifically a vehicle for national coordination and unification, but also to encourage communication on an international basis not only within East Africa but also within the Eastern part of Congo (Zaire) and parts of Central Africa. The commission therefore, recommended the recognition of Kiswahili both as a unifying national language as well as a means of Pan-African communication over a considerable part of the continent. The commission also underscored the crucial role played by Kiswahili language as a tool for unification of a nation torn apart by colonialists, hence mutual co-existence.

Webb and Kembo (2000) argue that Kiswahili ranks highly in the cosmologies in Kenya and it’s spoken by 65% of the population. In addition, it’s the language used in parliament together with English, it is a medium of instruction in lower primary school, and currently a compulsory and examinable subject up to the end of the secondary cycle of education in Kenya. In post-secondary institutions like teacher training colleges, Kiswahili is a core subject too. At the higher institutions of learning, that is, universities, Kiswahili is one of the courses of study. To develop Kiswahili at university level, the University of Nairobi in 1967 established a department of linguistics and African languages in which Kiswahili was made a central subject of study. Mackay report (1981) recommended the teaching of Kiswahili at university and that Kiswahili be made a compulsory subject at the second university. Following this recommendation, a department of Kiswahili was established at Moi University in 1987 and Kiswahili was core to all undergraduates at that time.

In an increasingly competitive society, the minimum entry requirements into various courses in higher institutions of learning have gone up. Attaining higher grades at KCSE is of uttermost importance. Homabay County which will be the focus of this study has been performing dismally in Kiswahili. Examination analysis on the performance of the sub-county from Homabay county QASO’s office confirms this worrying trend of poor performance in Kiswahili language which is reflected in the dwindling mean score from 2012 to 2015. The study therefore, sought to investigate the influence of oral communication on performance of Kiswahili composition: a study of selected schools in Homabay Sub-County, Kenya.

1.1 Statement of the Problem

In Kenya, Kiswahili plays a crucial role in national development; according to the Kenyan constitution 2010, chapter two, the national language of the Republic of Kenya is Kiswahili and the official languages of the Republic are Kiswahili and English. In addition Kiswahili is a core compulsory and examinable subject for all candidates at KCSE according to the Kenyan curriculum. Kenyan education system is examination oriented, thus the release of KCSE examination results is used to judge prospective candidates by the grades of their certificates hence decisions are made on who proceeds to the next level of education.

Despite the critical role Kiswahili plays nationally, regionally and internationally, the existing curriculum does not give special preference to oral communication in Kiswahili and in annual examination there is no specific assessment rule for
oral communication skills in Kiswahili. Over the last four years, students’ performance in Kiswahili composition in Homabay sub-county has been dismal as confirmed by KCSE examination analysis obtained from Homabay county QASO’s office which depicts the situation as: 4.27(35.60%), 4.21(35.10%), 4.40 (36.70%), 4.20 (35.00%) and 4.42 (36.83%) for the years 2012-2015 respectively.

In national educational service [N.E.S] Kiswahili workshops attended by the researcher since 2012-2016, poor performance of Kiswahili has been attributed to teaching materials, teacher competence language policies and oral communication challenges. However, oral communication skill has not been researched and yet it is one of the factors that contribute to poor performance of Kiswahili especially the composition part. The study therefore, investigated the influence of oral communication skills on performance of Kiswahili composition.

1.2 Objectives of the Study
1. To establish oral communication skills that influence performance of Kiswahili composition in form three.

1.3 Research Questions
1. What are the influence of oral communication skills on the performance of Kiswahili composition in form three?

1.4 Hypothesis
This study sought to test the following hypothesis;

H01: There is no significant relationship between oral communication skills and performance of Kiswahili composition in form three.

2.0 Literature Review
2.1 Oral Communication Skills
Oral communication means using the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Shumin, 1997). Hismanoglu, (2000) gives an example of communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation, all of which are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication. Chen, (2005) declares that in real-life communication we use language to express what we mean however language is more than a tool for communication and it is also represents social and cultural background. Learning merely the target linguistic knowledge cannot successfully engage learners into real-life communications in the target culture, they also need to apply the target pragmatic competence, the capacity to incorporate cultural knowledge into language use and choose appropriate language in different socio-cultural contexts.

Mwamba, (2009) concluded that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Oral communication skills include: Producing the Kiswahili speech sounds and sound patterns, Using word and sentence stress, intonation patterns and the rhythm of the second language. Selecting appropriate words and sentences according to the proper social setting, audience, situation and subject matter, Organizing thoughts in a meaningful and logical sequence, Using language as a means of expressing values and judgments and Using the language quickly with few unnatural pauses (fluency). Nunan (1989) distinguish spoken language from written language. They point out that for most of its history. The teaching of language has not been concerned with spoken language teaching. This language comprises short, often fragmentary utterances, in pronunciation range. On the contrary, written language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Nunan (1989) also differentiate between two basic language functions, i.e. the transactional and the interactional functions. The former basically concerns the transfer of information. According to Nunan (1989) successful oral communication involves: the ability to articulate phonological features of the language comprehensibly, mastery of stress, rhythm, intonation patterns, an acceptable degree of fluency, transactional and interpersonal skills, skills in taking short and long speaking turns, skills in the management of interaction, skills in negotiating meaning, conversational listening skills (successful conversations require good listeners as well as good speakers), skills in knowing about and negotiating purposes for conversations and using appropriate conversational formulae and fillers. Moreover, he states that the teacher can apply the bottom-up-top-down approach to speaking. The top-down approach to speaking means that the learners begin with the smallest units of language, i.e. individual sounds, and move through the mastery of words and sentences to discourse. The top-down view, on the other hand,
proposes that the learners start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of the contexts to comprehend and use the smaller language elements correctly.

2.1.1 Communicative Competence
Bwire, (2007), communicative competence means learners ability to efficiently express what they mean in the target language and successfully achieve communications in real life situations. Communicative competence is the use of language in social communications without grammatical analysis. Meaning was more important than the structure of language and that the primary goal of language learning should be the development of communicative skills. Ybarra (2003) describes communicative competence as the knowledge that users of a language have internalized to enable them to understand and produce messages in the language. Naoko, (2002) defines communicative competence as the ability to understand others' messages and to convey one's message that presenting the view of communication as information exchange. Acar (2005) indicates that the theory of communicative competence has been taken as an aim within the communicative approach, an aim of making a nonnative communicatively competent in the target language. Communicative competence means the learner’s ability to use the language in terms of the following competencies:

Grammatical Competence: Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics. With regards to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress. Grammatical competence enables speakers to use and understand Kiswahili language structures accurately and unhesitatingly, which contributes to their fluency (Shumin, 1997).

Discourse Competence: Learners must develop discourse competence which is concerned with relationships. In discourse, whether formal or informal, the rules of cohesion and coherence, which aid in holding the communication together in a meaningful way. In communication, both the production and comprehension of a language require one's ability to perceive and process stretches of discourse (Shumin, 1997). Naoko (2002), describes discourse competence as cohesion and coherence.

Sociolinguistic Competence: Naoko (2002) defines sociolinguistic competence as the ability to use a language appropriately in different contexts. Shumin (1997), views that Knowledge of language alone does not adequately prepare learners for effective and appropriate use of the target language. Learners must have competence which involves knowing what is expected socially and culturally by users of the target language, that is learners must acquire the rules and norms governing the appropriate timing and realization of speech acts. Understanding the sociolinguistic side of language helps learners know what comments are appropriate, know how to ask questions during interaction, and know how to respond nonverbally according to the purpose of the talk.

Strategic Competence: Naoko (2002), notes that strategic competence is knowledge of verbal and non-verbal communication strategies. Strategic competence, which is the way learners manipulate language in order to meet communicative goals. Strategic competence refers to the ability to know when and how to take the floor, how to keep a conversation going, how to terminate the conversation, and how to clear up communication breakdown as well as comprehension problems (Shumin, 1997). Also Gilfert et al. (1999) describe strategic competence as a social appropriateness and fluency.

2.1.2 Oral Interaction
According to Omulando (2009) interaction involves the emotions, creativity, agreement, disagreement, people waiting patiently to get in a word, sighing, nodding, and gesticulating and so on. Interaction is not waiting to be asked a question. Interaction is not giving a short, one-sentence answer to this question. McDonough (2004) define interaction as a process referring to ‘face-to-face’ action. It can be either verbal, channeled through written or spoken words, or non-verbal, channeled through touch, proximity, eye-contact, facial expressions or gesturing etc. Oral interaction may facilitate second language learning by providing learners with information about grammatical of their utterances, drawing their attention to language form in the context of meaning, and to produce more complex or accurate target language forms.
Karani (1996), noted that being able to interact in a language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant
topics by using learner-learner interaction as the key to teach language for communication, because communication derives essentially from interaction. According to and Ybarra et al. (2003), teachers are confronted with the challenge of dormant students in the classroom and what can be done to encourage the non-participators to interact in a meaningful way. Teachers should offer Kiswahili language-rich environment in which students are constantly engaged in language activities. Learners need to be able to interact with each other so that learning through communication can occur. Klancar (2006) proposes that learners in the communicative classroom should get as many speaking opportunities as possible and their speaking time should slowly but steadily rise so as to prepare them for various communicative situations. A teacher-centered classroom would never provide the opportunities for the students to interact. The classroom, thus, must be a non-threatening environment where students are eager to communicate and where the focus is on the process of learning, not on error correction. Errors should be viewed as a natural part of the learning process, never as a drawback (Mwamba, 2009). Nunn (2002) determines that diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. In addition, non-linguistic elements such as gestures and body language/posture, facial expression, and so on may accompany speech or convey messages directly without any accompanying speech. The selection and design of tasks to practice interactive ability which simulates real-life language use is important to any course that includes the aim of improving ability in spoken interaction. Just as providing interactive tasks can never be sufficient in itself to develop conversational ability, merely following a textbook is unlikely to stimulate small-group interaction. This interaction is important because it contributes to gains in L2 acquisition (Ghaith, 2003). An interactive task should require students to exchange information, opinions, attitudes, but not for its own sake. There should be a real purpose each participant should need to find something out from the others in order to complete the task Nunn (2002). Interaction among learners lets them expand, and elaborate their ideas in order to convey and/or clarify intended meaning. Wamitila (2002), discusses that student who is in the process of learning Kiswahili need help to develop their oral skills as a foundation for becoming literate. They need an environment where they can talk not only with their teacher, but also with their peers. Kayi (2006) asserts that many linguistics and ESL teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication.

2.1.3 Accuracy and Fluency of Oral Communication

Brown (2003) defines fluency as “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions.” In second and foreign language learning, fluency is used to characterize a person’s level of communication proficiency, including the following abilities to: Produce spoken language easily. [i.e. to talk without awkward pauses for a relatively long time], Speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar, Communicate ideas effectively and Produce continuous speech without causing comprehension difficulties or a breakdown of communication. Oseno, Barasa, and Omulando (2012), indicates that fluency is an essential requirement for communicative competence. Asato (2003), states that speaking activities often focus on providing opportunities for improving oral fluency and a person is said to be a fluent speaker of a language when he can use its structures accurately. Sometimes, fluency is defined in contrast to accuracy, “which refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently”. Fluency can be understood, not in contrast to accuracy, but rather as a complement to it. Teachers can promote fluency by doing five things in their classrooms; Encouraging students to go ahead and make constructive errors, Creating many opportunities for students to practice, Creating activities that force students to focus on getting a message across, Assessing student's fluency not their accuracy and Talking openly to the students about fluency. Murunga (2013), view that one of the challenge in teaching oral communication in Kiswahili is finding effective ways to help students improve their fluency. Teachers need to help students to improve not only
Accuracy but also true communicative abilities. Fluency is not an absolute issue that students either have or do not have. Instead, fluency is a relative issue, even for native speakers who also vary in their fluency. Fluency is a matter of degrees, some degree of fluency can probably be achieved at all levels of language proficiency. Omar (2001), adds that to help developing accuracy, we correct student's errors, offer constructive criticism and suggestions, and provide remedial exercises when necessary. He adds that interactive communicative tasks based on a pair/group participation pattern give learners the opportunity to engage in meaning and focused interaction where they must both comprehend and produce the target language”.

3.0 Research Design and Methodology
The study was based on communicative language teaching theory which is based on the communicative nature of language. The objectives of the study was to establish the influence of oral communication skills on performance of Kiswahili composition in form three, in Homabay Sub-county, Kenya. Descriptive survey design was adopted in this study as it is considered to be the most appropriate because it describes existing situation, of students’ with oral communication difficulties. Stratified sampling was used to select 1 boys' school, 3 girls' schools and 16 mixed schools proportionately. Purposive sampling was used to select 64 Kiswahili teachers and 80 students. Data collection tools included teachers’ questionnaire, oral test and written test for students. Data was analyzed using descriptive statistical techniques that include frequency count, mean and percentages, while inferential technique involved linear regression models. Data presentation was done using frequency distribution tables, bar graphs and pie-charts.

4.0 Findings of the Study
4.1 Oral Communication skills and its’ Influence on Performance of Kiswahili composition
The study sought to establish the effects of oral communication skills on performance of Kiswahili composition. To achieve this objective the respondents were first asked to state their perception of the importance of oral perception of the importance of oral communication skills in relation to performance in Kiswahili composition. The responses are presented in table 4.1.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
</tr>
</tbody>
</table>

The findings in table 4.1 reveal that 30% (19) of the teachers stated that oral communication skills are not important as per students' performance in Kiswahili composition is concerned. However the majority of the teachers 70% (45) stated the oral communication skills was important in the performance of Kiswahili composition. This implies the critical role played by Kiswahili.

Responses on the effect of oral communication skills on performance of Kiswahili composition is shown in table 4.2. From the table, it is instructive to note that 75 % (48) of the respondents stated that students who are fluent in Kiswahili language perform well in Kiswahili composition whereas 25% (16) disagreed. There were 65% (42) of the respondents who stated that mastery of Kiswahili speech sound and Patten (pronunciation) affect performance of Kiswahili composition and 30% (20) disagreed. Table 4.2 also shows that all 100% of the teachers agreed that student who properly uses punctuation of words in speech performs well in the Kiswahili composition while 90% (58) of the teachers agreed that good command of vocabulary in oral communication translate in use of good vocabulary in Kiswahili composition. The other 10% (6) remained neutral on this item. However, 55% (35) of the teachers disagreed that a student who uses word and sentence stress, intonation patterns and the rhythm of the Kiswahili properly perform well in Kiswahili composition while 35% (22) agreed with the statement and 10% (6) remained neutral.

Further, majority 70% (45) of the teachers disagreed that students who have good oral interaction using Kiswahili language perform well in Kiswahili composition while 30% (20) agreed with that statement.

Table 4.2 Influence of OC Skills on Performance of Kiswahili Composition

<table>
<thead>
<tr>
<th>Period</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>10</td>
<td>10.0</td>
</tr>
<tr>
<td>February</td>
<td>20</td>
<td>20.0</td>
</tr>
<tr>
<td>March</td>
<td>30</td>
<td>30.0</td>
</tr>
<tr>
<td>April</td>
<td>40</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.2 Regression Statistics
In addition, the researcher conducted a simple linear regression analysis so as to test the relationship between oral communication skills and performance of Kiswahili composition. The researcher applied the Statistical Package for Social Sciences (SPSS Version 20.0) to code, enter and compute the means of the items measuring oral communication skills. Hypothesis testing was based on standardized coefficients beta and p-value. The results from table 4.3a below, shows that the study linear regression model had a coefficient of determination ($R^2$) of 0.875. This means that 87.5% variation of performance in Kiswahili composition is explained or predicted by oral communication skills. The table also reveals that the F-value of 548.437 with a p value of 0.00 significant at 5% indicate that the overall regression model is significant, hence, the independent variable (oral communication skills) was significant in predicting dependent variable (performance in Kiswahili composition). The results of table 4.3c showed that the standardized coefficient beta is 0.936, this implies that 93.6% of the variation in academic performance is due to oral communication skills.

Table 4.3a: Model Summary

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted Square</th>
<th>R Std. Error</th>
<th>of Change Statistics</th>
<th>R Change</th>
<th>Square</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.936*</td>
<td>.875</td>
<td>.874</td>
<td>.50538</td>
<td>.875</td>
<td>548.437</td>
<td>1</td>
<td>78</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Oral communication skills

Statement | SA F | A F | N F | D F | SD F | Total F

Students who are fluent (continuous speech) in Kiswahili perform well in Kiswahili composition.
Mastery of Kiswahili speech sound and Patten (pronunciation) affect performance of Kiswahili composition.
A student who uses word and sentence stress, intonation patterns and rhythm of the Kiswahili properly performs well in Kiswahili composition.
Students who have good oral interaction using Kiswahili language perform well in Kiswahili composition.
How students use punctuation of words in speech affects how he/she punctuate word in the Kiswahili composition.
Good command of vocabulary in oral communication translate in good vocabulary in Kiswahili composition.
b. Dependent Variable: Performance of Kiswahili Composition

Table 4.3b: ANOVA

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>140.078</td>
<td>1</td>
<td>140.078</td>
<td>548.437</td>
<td>.000b</td>
</tr>
<tr>
<td>1 Residual</td>
<td>19.922</td>
<td>76</td>
<td>.255</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>160.000</td>
<td>79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Kiswahili Composition
b. Predictors: (Constant), Oral communication skills

\[ Y = a + \beta X \]
\[ Y = 0.735 + 0.936X \]

Table 4.3c: Coefficient of Estimates

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>B: .735</td>
<td>Std. Error: .169</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>1.459</td>
<td>Std. Error: .062</td>
<td>4.346</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Performance of Kiswahili Composition

4.3 Hypothesis Testing

\[ H_0: \text{There is no significant relationship between oral communication skills and performance of Kiswahili composition.} \]

The results of table 4.3 showed that the significance is 0.02 which is less than \( \alpha = 0.0.5 \). Since \( p \) value < 0.05, the researcher rejects the null hypothesis and conclude that, oral communication skills have a positive and significant influence on performance of Kiswahili composition.

5.0 Conclusions

The study intended to find out the influence of oral communication skills on the performance of Kiswahili composition. The study was carried in Homabay sub-county, Kenya. The units of analysis for the study were the teachers of Kiswahili in form three classes and form three students. The study was conducted in 20 secondary schools in Homabay sub-county. The researcher came to the following conclusions concerning oral communication skills and performance of Kiswahili composition; The results of multiple regression as presented in table 4.6 revealed that the standardized coefficient beta and \( p \) value of oral communication skills were positive and significant (\( p \)-value = 0.02 which is less than \( \alpha = 0.05 \), (beta = 0.936, \( p < 0.05 \)). Thus, the researcher rejects the null hypothesis and conclude that, oral communication skills have a positive and significant influence on performance of Kiswahili composition.

It is instructive to note that Majority of the teachers and students agreed that oral communication skills is important in the performance of Kiswahili composition. Oral communication skills such as fluency in Kiswahili language, mastery of Kiswahili speech sound and Patten (good pronunciation), properly uses of punctuation in speech and good command of Kiswahili vocabulary perform well in Kiswahili composition affect performance of Kiswahili composition. However, majority of the teachers indicated that, uses of stress, intonation patterns and the rhythm and good oral interaction of the Kiswahili language does not translate to good performs in Kiswahili composition.

6.0 Recommendations

Based on the findings of this study, the following recommendations are made in order to improve performance of Kiswahili composition using oral communication skills. The recommendations are made to education policy makers, curriculum planners and the syllabus implementers.

1. The curriculum planners should lay equal stress on speaking skills as on writing skills as they prepare the Kiswahili syllabus.
2. Given that it is in Kiswahili literature lessons where students mostly participated orally, it is recommended that the teaching of Kiswahili language be more closely tied to
the teaching of Kiswahili literature. This is likely to provide learners with “live” and rich communicative experiences in which Kiswahili is used in varied styles and registers.

REFERENCES