Effect of Adapting Scripts on Learner Achievement in Reading Skills in Secondary Schools in Kisumu County, Kenya

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Abstract: *Adapting scripts from literary materials provide an interactive learning experience which promotes reading proficiency amongst learners. Learners interact actively with the text by activating and utilizing schema for effective comprehension. Likewise, proficiency in reading provides learners with indispensable skills to thrive in academic excellence. The study examined the effect of adapting scripts on learner achievement in reading skills in secondary schools. The study was anchored on Lev Vygotsky socio-constructivist theory which emphasizes on active learning and social interaction. Quasi experimental; pre test, post test control groups design was adopted in which eight sub county day public secondary schools in the peri-urban region of Kisumu County were purposively selected. Respondents were 426 learners of form three of which 205 were randomly assigned to experimental while 221 to control study groups and 19 teachers were purposively selected. Primary data was collected within eight weeks through reading skills assessment tests, questionnaires, teacher interviews and focus group discussions for learners. The results revealed a statistically significant relationship between reading skills and adapting scripts. The experimental group participants realized higher scores than the control group with remarkable improvement on comprehension and rhetoric structures. Based on the findings, the study concluded that adapting scripts enabled learners enhance reading skills. The study suggested further research on learners in other school categories.*

Keywords: adapting scripts, background knowledge, characterization, main idea, plot, reading skills

1. Introduction

Adapting scripts form literary texts is an interactive reading activity which incorporates reading, writing, and thinking skills. Learners are presented with an imaginative outlet for expressing information they have learned from literary texts. According to Drew and Sorheim (2009), main source of input to produce writing is reading which can be achieved by the strategy of adapting scripts. In practice, engaging learners to adapt scripts from literary texts improves reading competence. Kabita (2015) study on instructional strategies used to enhance reading comprehension in primary schools within Starehe Sub-county of Nairobi County noted that learners had difficulty in arriving at comprehension. However, Merga (2017) asserts that effective comprehension can only be realized when learners actively engage in appropriate strategies during the reading process.

Vasinda and McLeod (2011) asserted that scripts adapted from popular literature motivate learners to read original literary texts in class reading. Buttressing this contention, Hsui (2011) reported that adapting scripts provides learners with a purpose for reading. One purpose for adapting scripts is full comprehension of literary text by learners manipulating language structures. Emphasizing on the purpose of full understanding of literary text, Mahmoudi (2017) writing on activation of schemata on learners' listening comprehension skills posited that learners need to activate and relate with background knowledge fully. In support, Kulo and Omulando (2014), writing on reading English comprehension in Kenyan secondary schools, acknowledged that utilization of

background knowledge enables learners to relate own experiences with literary texts.

Reeves (2010) revealed that in a teacher's daily experiences, instruction adapting scripts yields new insights into the teaching of language. This is because it provides insights into teaching of reading skills by providing teachers with new pedagogical strategies. Agreeing to these sentiments, Milosevic (2007) noted adapting scripts was becoming popular in United States of America among teachers who focused on raising learners reading achievement. Using adaptive scripts is a behaviourist paradigm by which instruction progresses logically and stepwise. As noted by Abdelaal and Sase (2014) step-by-step process supported through adaptive scripts triggers critical thinking enabling learners connect and explore deeper meaning with the text and gather information required. Visser (2013) asserted that the personal interaction and connection with the text enhances understanding of the text by enabling activation of background knowledge as learners identify themes, relate with events and characters and understand varied language structures.

2. Literature Review

According to Solak and Altay (2014) the teacher should provide guidance on what the literary text is talking about through main idea instruction. In support, Bwire and Roy-Campbell (2015) acknowledged that adoption of main idea reading strategy enables learners to draw attention to the content of the literary text. In practice, learners in class are supposed to give attention to the most relevant information

in literary text when main idea reading approach is utilized. In addition, Duncan-Owens (2009) asserted that when learners are guided adequately, they end up critically reading the literary text given in order to discover the specific information to be included in the scripts. Wulandari and Narmaditya (2016) argue that guidance from teachers enables learners to recall background knowledge. Due to recall of background knowledge main ideas can be used in teaching learners summary skills.

According to Boudah (2013) the important part in understanding main ideas is use of inferential skills by learners reading in between the lines. Adoption of inferential skills in reading enables learners to figure out all pieces of a text and understanding how to integrate. Tsou (2011) observed that when adapting scripts from popular literature, learners engaged interactively to extract main ideas. Extraction of main idea full of action should be accompanied by understanding the message in literary texts in a summarized form. According to Sargusingh (2008), writing a summary through main idea instruction was the dominant strategy for teaching comprehension in secondary schools. Consequently, Karabag (2015) writing on opinion of learners in using readers' theatre technique in teaching History observed participants retrieved main information.

Holt (2015) argues that discussion on events happening in literary texts greatly impacts on the amount of learner conversation and concurrently reduced teacher talk. Increased learners talk would substantially result in improvement in reading skills. Echoing Holt (2015) sentiments, Brabham and Villaume (2000) assert that discussions enables learner's emotions connect with aspects in the text for effective responses through relating with themes. In agreement, Kafipour and Jahansooz (2017) focusing on engaging learner's interest on comprehension acknowledged that discussions motivate learning literary texts.

Promoting learner's involvement according to Brabham and Villaume (2000) enables linking of authors intended meaning to personal experiences. During discussions learners interact deeply with the text in order to recast, adapt or modify the message into an active reconstruction of the plot. Appreciating the role of discussions, Mwoma (2017) in an article on learner's reading ability among rural Kenyan communities asserted that it plays a critical role in reading comprehension in early primary schooling. Scholars as noted by Holt (2015) have established that triggering content background knowledge is enhanced through discussions. Therefore through discussions learners can relate individual experiences with others at the same time with events in literary texts during teaching of English comprehension in secondary schools.

Brainstorming according to Wilson (2013), enables learners think in new ways through adaption of ideas from classmates in comprehension class. Accommodation of ideas from classmates encourages generating skills for solving task during teaching comprehension in secondary schools. Hsui (2011) writing on integrating language processes acknowledged that when learners brainstorm on

characters to be involved in scripts, personal imagination is enhanced. In practice brainstorming characters builds secondary school's learner imaginations and actions in relation to individual experiences in comparison to ideas in literary texts. On the other hand, Sabatin (2013) asserted that knowing about learners' information regarding cultural schema through brainstorming was useful in teaching English comprehension in secondary schools. Getting to understand learners' cultural background knowledge enables teachers to explain issues in literary text bearing in mind diversity present within a class. In addition, Kabilan and Kamaruddin (2010) argued that through brainstorming characters, learners synthesize and visualize information triggering understanding of story line through reading literary texts.

According to Al-Haq and Al-Sobh (2010) adoption of script writing enables learners read effectively resulting into increased retention of materials from literary text. Adoption of script writing provides an opportunity for readers to move beyond words and sentences to discourse. Written text is like a conversation between the reader and the author. In practice, reading for comprehension builds a mental representation of written language for the readers to decipher the meaning of the text at different levels. Writing scripts as a strategy for instruction offers learners an imaginative outlet for expressing the information they have learned from literary texts. Guo (2012) writing on using authentic materials for extensive reading to promote proficiency asserted that readers can decipher meaning at word level, sentence level and text levels.

Adams, Farris, Patterson, Santiago and Secrist (2007) asserted that creating scripts utilize higher levels of metacognitive skills among secondary school learners. As a strategy, this enables learners to have an effective comprehension of text as various schemata are activated. Rere (2012) writing on language and text features argued that moving towards discourse enables learners to be equipped with knowledge of certain textual properties and strategies that would guide reading. Formal schemata require readers to use structural information to enable them organize message in the text for facilitating meaning making process. According to Grabe (2009), text structure information includes recognizing and attending to several discourses-signalling systems. In adopting script writing, the teacher should ensure that learners are aware of textual structures that would enhance understanding of specific literary text. According to Demir (2012), when writing scripts, learners should make sure that what has been paraphrased contains comprehensive and precise information. In practice paraphrasing should end up in another expression from the initial statement or paragraph although similar in information.

3. Methodology

The study adopted a quasi-experimental pre-test post-test control group design to determine the influence of adapting scripts on achievement in reading skills. The target population was form three learners and teachers of English in secondary schools. Purposive sampling was used to arrive at eight public sub county secondary schools

situated in the peri-urban area in Kisumu County to ensure homogeneity. Four schools were assigned randomly to experimental and other four to control study groups. The experimental groups used a 40- minute designed lesson plan, four lessons a week for a period of eight weeks and participants worked in groups assigned by teachers. Participants in the experimental groups were guided on reading strategies and adapted scripts from the class literary set text; an aspect that was controlled in the control study groups. The study triangulated collection of data as a way to strengthen validity and reliability (Mugenda, 2009). The research instruments were designed, developed and piloted and verified for reliability before actual data collection. Data was analyzed using Statistical Package for the Social Sciences (SPSS) version 23. Inferential statistics by use of Pearson's correlation and multiple regressions was used to test the study hypothesis at α at 0.05 significant levels. Research ethics was considered before commencement of the study.

4. Findings and Discussions

Main idea Instruction and achievement in Reading Skills

Main idea instruction entails reading the literary text critically in order to discover specific information by outlining them and understanding how those identified pieces work together. . The study thus sought to establish whether teachers used main idea instruction as shown in Table 1.

Table 1: Teachers' rating of use of Main idea instruction

Study groups	Occasionally	Frequently	Total
Control	6	3	9
Experimental	4	6	10
Total	**10(52.63%)**	**9(47.36%)**	**19**
Mean			2.58

The findings in Table 1 show that n=10 (52.63%) of the teachers occasionally used main idea instruction while n=9 (47.36%) frequently used main idea instruction. Results indicate a mean M=2.58 an indication that teachers frequently used main idea instruction which enabled learners identify themes in the texts as a result of having understood what they were reading. This was an indication that learners were able to interact deep with the text to obtain necessary information. The findings corroborate with results from learner questionnaire where n=180 (87.8%) agreed that main idea instruction was effective in achievement in reading skills while n=25(12.19 %) disagreed to that effect.

The findings are supported by views of participants who reported that they were able to extract main ideas which summarized chapters in the text. The revelation by these participants revealed that comprehension was realized because they were able to obtain the required information. Supporting, this view, teachers expressed that main idea instruction enabled learners know the events that were happening in literary texts.The findings are supported by what was observed in class when participants were able to identify themes discussed in the text and supported with related information from the text was later used to write summaries of the chapters as class assignments. However, some participants experienced difficulty in distinguishing main idea from supporting ideas as observed in control study groups. Failure to obtain main ideas may be as result of minimal utilization of top down processing that would enable learners read between the lines and piece information together as a whole. Therefore, it is prudent to conclude that main idea instruction is necessary for learners to master main concerns discussed in text for the overall understanding of the text.

Similar results were realized by Solak and Altay (2014) who observed significant effects on learners reading comprehension when instructed with main idea strategy although the participants in this study were at intermediate level. Moreover, Karabag (2015) observed that participants were able to obtain relevant information which reflected understanding of the text. This implied that main idea instruction enabled participants identify themes in the text which informed on the important ideas happening in the text hence comprehension was realized.

Discussion of Plot and achievement in Reading Skills

Discussion of plot in texts facilitates activation of content background knowledge which informs on events taking place in the text and subsequent mastery of content because learners relate personal experiences with that in the text thereby enhancing comprehension. The study sought to find out whether teachers engaged learners in discussion of plot during reading instruction. The results are illustrated in Table 2.

Table 2: Teachers' rating of use of Plot discussion

Study groups	Occasionally	Frequently	Total
Control	-	9	9
Experimental	1	9	10
Total	1(5.26%)	18(94.73%)	19
Mean			3.11

The findings in Table 3 revealed that majority of the teachers n=18(94.73%) engaged learners in discussion of the plot while n=1(5.26%) occasionally used discussion of plot. The findings also reveal a mean M=3.11 indicating that teachers frequently used discussion on plot which enabled learners activate content schema for effective

comprehension. This result corroborate with findings from learners questionnaire as n=163(79.51%) of the learners agreed that discussion on plot enhanced reading skills, while n=42(20.48%) disagreed which implied that majority of the learners benefited from discussions of plot which activated their content background knowledge and enabled them understand events in the story as depicted with the mean M= 3.08. These findings were supported by reports from teacher interview and FGD which revealed that both teachers and learners reported that discussions of plot enabled understanding of events in the text because learners were able to relate with events in the text. In addition, views of participants were confirmed in the experimental study groups where learners discussed on events in the text in order to gain information for writing scripts during the lessons. The revelations from these participants show that learners understood events in the text when discussions were conducted in the class compared to independent silent reading.

Findings in this study concur with Alshehri (2014) who observed that participants demonstrated a high level of understanding because they were able to connect their own experiences with events happening in the text. This connection is a result of learner's ability to activate and relate content schema in the reading process. The results corroborate with findings by Alfaki and Siddiek (2013) who revealed that learners' comprehension was realized when they activated and related background knowledge with the content of the text. Similarly, Al Asmar and Javid

(2018) observed that participants were able to understand information relayed in texts. However, contrary to the findings, Clewell (2013) observed that learners did not attain comprehension because they did not have any concern in activating background knowledge as they did not regard it important. On the other hand, activating relevant background knowledge through discussions promote active reading which includes creating connections to personal experience with those in the text in order to arrive at intended meaning. Therefore, teachers should assist learners activate relevant background knowledge through discussions of plot to enable effective reading to be realized.

Brainstorming characters and achievement in Reading Skills

Brainstorming encourages learners to generate varied ideas in order to come up with a possible common understanding of the text through creative thinking which reflects mastery of information.During brainstorming, active learning is promoted because learners activate cultural background knowledge to synthesize and relate with characters' actions and roles depicted in the text for effective comprehension.

The study sought to establish how often teachers engaged learners in brainstorming characters. The findings are illustrated in Table 3.

Table 3: Teachers' rating of use of Brainstorming on characters

Study groups	Occasionally	Frequently	Total
Control	-	9	9
Experimental	1	9	10
Total	1(5.26%)	18(94.73%)	19
Mean			3.00

Findings revealed that majority of the teachers n=18(94.73%) engaged learners in brainstorming on characters while n=1(5.26 %) occasionally used brainstorming of characters in the text. The findings also revealed a mean M=3.00 indicating that teachers frequently engaged learners in brainstorming characters which enhanced comprehension of the text as learners are able to connect their own experiences with those of the characters. The results from teachers are confirmed by findings from learners 'questionnaire which revealed n=164(80.8%) of learners agreed that brainstorming characters had a positive effect on their achievement in reading skills, while n=41(20.0 %) disagreed. In addition, learners were able to activate cultural background knowledge which enabled them relate with experiences, emotions and actions of the characters and consequently effective comprehension as depicted by the mean M=3.07. This finding was supported by views conveyed by participants on the how brainstorming characters enabled them master information in the text.

Similar findings were realized by Kabilan and Kamaruddin (2010) as learners were able to visualize information in the text when they related with characters. Similarly Sabatin (2013) observed a significant difference in performance in

reading comprehension between participants who utilized cultural background knowledge and those who did not utilize any knowledge. The findings indicate that learners related with the experiences of characters in the text when engaged in brainstorming as cultural background knowledge was activated which enabled them relate personal experiences with those of characters thus helping them understand roles played by specific characters to relay the authors intended meaning. Brainstorming creates an active classroom which makes learners accountable for their own understanding of the text by activating and utilizing cultural schema. On the other hand, Mahmoudi (2017) findings depart from results in the present study as participants did not utilize cultural schema thus comprehension of unfamiliar texts was inhibited. However, activating cultural schema enhances deeper understanding of characters actions and emotions and subsequently authors' purpose is realized.

Script Writing and achievement in Reading Skills

Script writing increases knowledge of varied sentence structures because learners connect and explore deeper meaning through manipulating language structures thereby enhancing understanding of literary texts and inter-

textuality. Script writing provides a purpose for reading which results in effective comprehension because learners have to accomplish the task of writing an informative script. The study established whether teachers engaged learners in writing scripts from the texts. The results from teacher's questionnaire are illustrated in Table 4.

Table 4: Teachers' rating of writing scripts

Study groups	Occasionally	Frequently	Total
Control	9	-	9
Experimental	10	-	10
Total	19(100.0%)	-	19
Mean			1.47

The results in Table 5 illustrate that all the teachers n=19(100%) occasionally engaged learners in script writing revealing that learners did not activate rhetoric schema to enable them manipulate sentence structures. This was confirmed with the rated mean M=1.47 which shows that teachers rarely used the strategy. In support, this was revealed in items in pre-test where majority of learners were not able to rewrite sentences correctly as instructed indicating that they lacked skills to synchronize ideas with different sentence structures. Moreover, results in Table 4 are backed by revelations in control study groups that writing activities assigned to learners after reading were based on summary writing but not script writing. This implied that script writing was a new concept to teachers. While one teacher reported that script writing adapted from a novel was a strategy she had never heard of, another expressed fears of learners considered struggling with reading coping with demands of adapting scripts. The teacher further suggested that adapting scripts favoured average and high performing learners. This revelation suggests that learners should be treated at individual level and supported by engagement in strategies that would enable them utilize formal schema.

However, after the intervention findings from participants in experimental study groups revealed that n=153(74.63%) of the learners agreed that engaging in script writing enhanced performance in reading skills while n=52(23.36 %) disagreed. Findings in indicate that learners were able to manipulate sentence structures in the text by rating the mean M=3.11 which portrayed that they understood the content in the text. Furthermore, participants were able to interact with the text in order to obtain relevant information for writing a script. The findings were supported by scripts written by participants during lessons and views of participants who echoed the sentiments of many others in experimental study groups. Furthermore, teachers revealed that learners were able to understand different sentence structures when they adapted scripts from the texts. The views of the participants were also reflected in the improvement in the item of rewriting sentences in the post-test, although individual differences

were observed due to different linguistic ability of the participants. The findings suggest that learners may generally be aware of syntactic information but may fail to access it consistently if formal schema is not activated.

Findings in this study corroborate with observations by Tsou (2011) where learners understood ideas and language structures in the text when required to adapt scripts. Similarly, Jeon and Lee (2013) revealed that sixth grade learners improved in writing skills and reading comprehension when they were exposed to writing scripts. Writing scripts requires utilizing formal schema which enables understanding of language in literary texts in order to paraphrase them into scripts. Learners develop and utilize higher levels of metacognitive strategies proved for effective comprehension in order to manipulate language in their own sentence structures by changing continuous prose into dialogue. This calls for active participation in the reading process because editing during script writing and group feedback provide opportunities for learners to further gain understanding of both the language structure and content. The implication of the findings is that participants were able to critically examine the text in order to distinguish exact words spoken by individual characters. Moreover, writing scripts was engaging and enabled participants exploit different sentence structures by converting them into scripts which confirmed mastery of information in texts.

Relationship between adapting scripts and achievement in Reading Skills

The study objective was achieved by testing the null hypothesis; there is no statistically significant relationship between adapting scripts and learner achievement in reading skills in secondary schools. Pearson's correlation and multiple regression was run to figure out how the two groups correlate and whether main idea instruction, discussion on plot, brainstorming on characters and writing scripts predicted achievement in reading skills as shown in Table5.

Table 5: Computed model of Adapting Scripts

Model		Multiple weights		Regression			Correlation with Reading skills
		B	Std Error	Beta	t	Sig.	
Constant		13.197	2.193		6.017	0.000	
Main idea		4.193	0.662	0.371	6.329	0.000	0.578
Discuss on Plot		0.769	0.512	0.085	1.502	0.135	0.445
Characterization		2.669	0.612	0.253	4.363	0.000	0.560
Writing scripts		2.851	0.485	0.305	5.879	0.000	0.462

Notes R^2 =.537, (p<.05)

The findings in Table 6 revealed that there was a positive relationship between reading skills and main idea instruction, discussion on plot, brainstorm on characters and writing scripts. Furthermore, the multiple regression model with the four variables statistically significantly predicted achievement in reading skills, $F_{(4,200)} = 57.892$ $p<0.005$ R square $=0.537$ because all the four variables added statistically significantly to the prediction, $p<0.005$. The model equation from Table 6 was computed as $y=13.197+ (4.193*$ main idea instruction$) + (0.769*$ discuss on plot$) + (2.669*$ characterization$) + (2.851*$writing scripts$)$. Since p was< 0.05, the null hypothesis was rejected while alternate hypothesis was accepted. The findings revealed that there was a statistically significant relationship between adapting scripts and achievement in reading skills, however, discussion on plot on its own was found not to be a significant predictor to reading skills as ($p=0.135$) and did not contribute significantly to the multiple regression model. This implied that relating with the events in the text alone does not result to effective understanding of the text. Therefore, reading the plot and discussion should be accompanied with other strategies like understanding main ideas, relating with characters and exploring language structures.

The R-square statistic that measures the strength of the input variable in influencing the output variable was 0.537. This implied that the model with input appropriateness score explained 53.7% of the reading skills scores. Therefore, main idea instruction, discussion on plot, brainstorming on characters and writing scripts had a positive linear regression weights implying that if learners are able to identify main ideas, relate with events, experiences, actions and emotions of characters and write scripts then they were expected to achieve in reading skills.

5. Conclusions

Adapting scripts enable learners become active participants in the reading process as they interact with the text to extract main and informative ideas for the script. This is realized when learners activate relevant content schema that enable them relate with experiences. In addition learners activate and utilize cultural schema which enables them understand and relate with emotions and actions of different characters in the literary text. Furthermore, learners manipulate language structures as they create a dialogue and narration from the text that depicts the author's intention thus confirming effective mastery of information and enhanced reading skills amongst learners in secondary schools. The study therefore concluded that adapting scripts enhanced achievement in reading skills in secondary schools. The study recommends further research in other school categories like boys or girls only.

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