



EFFECTIVENESS OF DRAMA METHOD OF TEACHING AND ACHIEVEMENT IN LEARNING ENGLISH LANGUAGE AMONG STANDARD NINE STUDENTS AT COIMBATORE DISTRICT

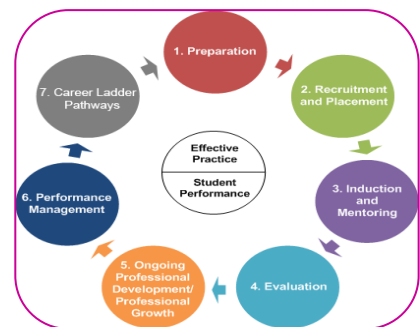
D. Geetha¹ and Freison K. Thomas²

¹MA, MEd. Assistant Professor, RVS College of Education. Sulur, Coimbatore.

²M.Ed.scholar , RVS College of Education, Sulur, Coimbatore.

ABSTRACT

Drama is a Method of Teaching proposed by Fannie and George Shaftel (1967). Drama is a technique in which students are presented with a real or artificial environment and they are exposed with some kind of case or situation and they need to exhibit the same in form of roles. The present study attempts to apply Fannie and George Shaftel (1967) Model to the Teaching of English Language. The study aimed to examine the effectiveness of drama method of teaching and achievement in learning English language among standard nine students at Coimbatore district. Experimental method was employed to study the effectiveness of drama method of teaching and achievement in learning English language among standard nine students. For this study a sample of 50 ninth standard school students were selected by the investigators using stratified random sampling technique. The findings reveal that there is no significant mean score difference between Control group and Experimental Group gain scores on the achievement in English language among Standard ninth students.



KEYWORDS : English Language, Drama, Human Activity, Behaviour & Cultural.

INTRODUCTION

Drama is a unique tool to explore and express human feelings. Drama is an essential form of behaviour in all cultures; it is a fundamental cultural human activity. Drama is the specific mode of fiction, event or thought represented in performance. The term comes from a Greek word meaning 'action' which is derived from the word meaning 'to do' or 'to act'¹. The enactment of drama is theater, performed by actors on a stage before an audience, presupposes collaborative modes of production and a collective form of reception. Drama is an activity which keeps our cultural heritage intact, it has many folk forms like Bhavai, telling of story by one two more persons using dialogues songs with or without a particular makeup dress and stage properties .In India there are many other forms of drama traditionally called Vesh, Khel, Akhyan Ramalila. The history of drama itself is ever-growing its performance that includes Indian mythology as well as needs of the society time to time.

OBJECTIVES:

The objectives of the study are:

- To find out the effectiveness of drama method of teaching and achievement in English language of ix standard students.

METHOD:

The investigators adopted experimental method to study the effectiveness of drama method of teaching and achievement in learning English language among standard nine students at Coimbatore district. For this study, samples of 50 ninth std students from RVS Matriculation schools which is situated in Sulur, Coimbatore district in Tamil Nadu were selected by the investigators using stratified random sampling technique. The sample was divided into two equal groups. The control group was taught English using traditional method and the experimental group was taught using drama method. Research tools were developed by the investigator. Criterion Referenced Test (CRT) was constructed and validated for pre- test and post-test of the students by the investigator.. T-test is used as the inferential statistical technique to find out the effectiveness of drama method of teaching and achievement in English language of ix standard students.

HYPOTHESES:

- There is no significant mean score difference between pre-test and post-test of the Control group on the achievement in English language among Standard ninth students.
- There is no significant mean score difference between pre-test and post-test of the experimental group on the achievement in English language among Standard ninth students.
- There is no significant mean score difference between Control group and Experimental Group gain scores on the achievement in English language among Standard ninth students.

TESTING HYPOTHESES:**HYPOTHESIS :1**

There is no significant mean score difference between pre-test and post-test of the Control group on the achievement in English language among Standard ninth students.

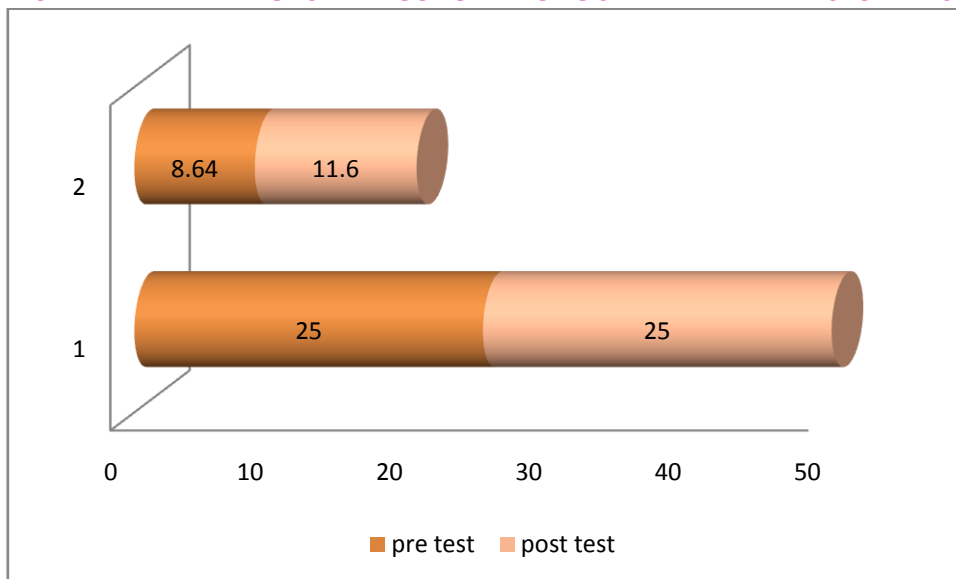
TABLE 1

Significant mean score difference pre-test and post-test of the Control group on the achievement in English language among Standard ninth students.

CONTROL GROUP	N	MEAN	STANDARD DEVIATION	Df	T-VALUE	P-VALUE	SIGNIFICANCE LEVEL
PRE TEST	25	8.64	5.090	24	8.487	0.00	S
POST TEST	25	11.60	4.406				

The pre-test of control group have 25 students. Their mean score is 8.64 and the standard deviation is 5.090 similarly, the post-test of control group have 25 students. Their mean score is 11.60 and the standard deviation is 4.406. The calculated t-value is 8.487. This is significant at 0.05 level. Hence, hypothesis 1 is rejected. This reveals that there is significant mean score difference between pre-test and post-test of the Control group on the achievement in English language among Standard ninth students.

CHART: 1 MEAN SCORE DIFFERENCE BETWEEN PRE-TEST AND POST-TEST OF THE CONTROL GROUP ON THE ACHIEVEMENT IN ENGLISH LANGUAGE AMONG STANDARD NINTH STUDENTS.



HYPOTHESIS :2

There is no significant mean score difference between pre-test and post-test of the experimental group on the achievement in English language among Standard ninth students.

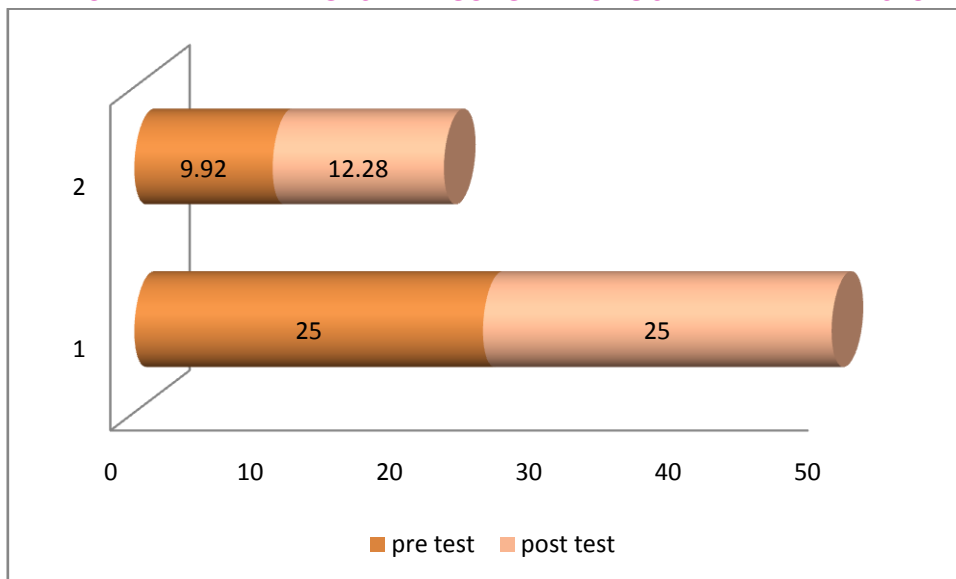
TABLE 2

Significant mean score difference between pre-test and post-test of the experimental group on the achievement in English language among Standard ninth students.

EXPERIMENTAL GROUP	N	MEAN	STANDARD DEVIATION	DF	T-VALUE	P-VALUE	SIGNIFICANCE LEVEL
PRE TEST	25	9.92	5.179	24	9.576	0.00	S
POST TEST	25	12.28	4.920				

The pre-test of experimental group have 25 students. Their mean score is 9.92 and the standard deviation is 5.179 similarly, the post-test of experimental group have 25 students. Their mean score is 12.28 and the standard deviation is 12.28. The calculated t-value is 9.576. This is significant at 0.05 level. Hence, hypothesis 2 is rejected. This reveals that the post-test of experimental group have 25 students.

CHART: 2 MEAN SCORE DIFFERENCE BETWEEN PRE-TEST AND POST-TEST OF THE EXPERIMENTAL GROUP ON THE ACHIEVEMENT IN ENGLISH LANGUAGE AMONG STANDARD NINTH STUDENTS



HYPOTHESIS :3

There is no significant mean score difference between Control group and Experimental Group gain scores on the achievement in English language among Standard ninth students.

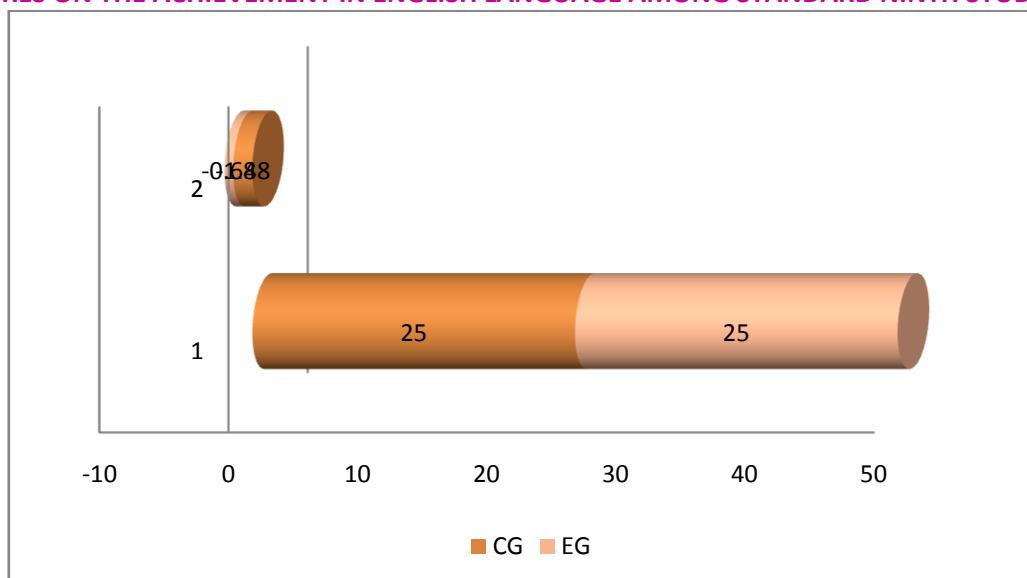
TABLE 3

Significant mean score difference between Control group and Experimental Group of gain scores on the achievement in English language among Standard ninth students.

GROUP	N	MEAN	SD	DF	T-VALUE	P-VALUE	SIGNIFICANCE LEVEL
CONTROL GROUP GAIN SCORE	25	.52	8.073	24	.322	.750	NS
EXPERIMENTAL GROUP GAIN SCORE	25	.68	6.884				

The mean gain score of control group is .52 and the standard deviation is 8.073 Similarly, the mean gain score of Experimental group is .68. The calculated t-value is .322. This is not significant at 0.05 level. Hence, hypothesis 3 is accepted. This reveals that there is no significant mean score difference between Control group and Experimental Group gain scores on the achievement in English language among Standard ninth students.

CHART: 3 MEAN SCORE DIFFERENCE BETWEEN CONTROL GROUP AND EXPERIMENTAL GROUP OF GAIN SCORES ON THE ACHIEVEMENT IN ENGLISH LANGUAGE AMONG STANDARD NINTH STUDENTS.



FINDINGS

The pre-test of the control group mean score is 8.64 and the standard deviation is 5.090. Similarly, the post-test of control group have 25 students. Their mean score is 11.60 and the standard deviation is 4.406. The calculated t-value is 8.487. This is significant at 0.05 level. Hence, hypothesis 1 is rejected and it is inferred that there is significant mean score difference between pre-test and post-test of the Control group on the achievement in English language among Standard ninth students.

The pre-test of experimental group have 25 students. Their mean score is 9.92 and the standard deviation is 5.179. Their post test mean score is 12.28 and the standard deviation is 12.28. The calculated t-value is 9.576. This is significant at 0.05 level. Hence, hypothesis 2 is rejected and it is inferred that the post-test of experimental group have 25 students.

The mean gain score of control group is .52 and the standard deviation is 7.693. Similarly, the mean gain score of Experimental group is .68. The calculated t-value is 6.884. This is not significant at 0.05 level. Hence, hypothesis 3 is accepted and it is inferred that there is no significant mean score difference between Control group and Experimental Group gain scores on the achievement in English language among Standard ninth students.

CONCLUSION:

Though the gain score of experimental group is higher than that of the control group, the difference is not significant. It implies that the effectiveness of drama method when compared to the conventional method is better. So teachers can use this method of teaching as one of the method to make the teaching learning process more interesting and effective.

BIBLIOGRAPHY:

- ❖ Anton Prochazka(2007) Drama in modern Language teaching , project book, Karl Eigenbauer, Egon Turecek.
- ❖ Barreto, E.A. (2014) "Educational drama and language acquisition for English proficiency". California State University, Los Angeles, ProQuest, UMI Dissertations Publishing 1554673.
- ❖ Blanch, E. (1974) "Dramatics in the Foreign-Language Classroom. ERIC Focus Reports on the Teaching of Foreign Languages", No. 23. ERIC Clearinghouse on Languages and Linguistics, New York, NY.. MLA Publications Center; 62 Fifth Avenue, New York, N. Y. 10011

-
- ❖ Golden, S. A. R. (2017). Attitude of Students and Teachers towards E-Learning-An Analysis. *Recent Research in Social Science & Humanities*, 1, 5-10.
 - ❖ Dupre, Barbara Jeanne (2006). "Creative Drama, Playwriting, Tolerance, and Social Justice". PhD dissertation, Language, Literacy, and Socio cultural Studies, The University of New Mexico 2006. UMI Number: 3220936.
 - ❖ Golden, S. A. R., & Regi, S. B. Mobile Learning: A Transformative Tool for Learning and Education.
 - ❖ Bolton G.M. (1992) New Perspective on classroom Drama Nelson Thones Ltd. London. P45.