



EFFECTIVENESS OF THEATRE TECHNIQUE ON ENGLISH COMMUNICATIVE COMPETENCE AMONG SECONDARY SCHOOL STUDENTS

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Abstract: *The Indian Education Commission reported that education must serve as a 'powerful instrument of social, economical and cultural alteration necessary for the realization of goals'. It is the process of becoming an educated person, which means having access to optimal state of mind regardless of the situation a person is in and being able to identify accurately, think clearly and act effectively to attain self-selected goals. But the schools and Universities encourage traditional teaching methods that only provide knowledge and do not develop thinking skills, such as critical thinking, imaginative thinking, effective communication, reasoning and application of acquired knowledge. This traditional method promotes repetition and memorization of facts, concepts and theories hence it is a burden as well as boring for the learners. The use of theatre technique can make English language learning interesting and learner-oriented. Using drama in the English classroom is foster the acquisition of meaning full, fluent interaction in the target language. It helps to the acquisition of new vocabulary and structure, and improved sense of confidence in the students in his or her capability to learn the target knowledge. Drama puts the teacher in the role of stage setter in the learning process and the learner can take more and more responsibility for their own learning. present study highlight the effectiveness of theatre technique teaching method on communicative competence in English among secondary school students is significant, thus the importance of the study emerged.*

Key Words: *English Competency, Theatre Technique, Innovative Teaching Method, Communication Skill.*

1. INTRODUCTION:

Theatre in education (TIE) started in 1965 as a project undertaken by the Belgrade theatre in Coventry. At that time the 1960's was at a point of conversion. A universal movement of protest and change was there, and all types of revolt were forming. All aspects of society were affected by this, including education and theatre. Theatre in Education' (TIE) presents a new approach to attractive young people in education on issues related to health, welfare and society. Evaluations have exposed that the devastating majority of students demonstrate enjoyment .Through watching educational theatre, are receptive and attentively, and can correctly identify the educational messages being portrayed. TIE has been useful to a wide range of educational topics with children, as well as environmental issues, substance use, accident prevention, abuse, neglect abuse and bullying, social issues, nutrition, disability awareness, as well as medical and educational difference. The purpose remains to deliver a wide range of subjects and topics in a unique and engaging way, theatre in education today has evolved and offers as far more diverse approach to much greater range of subjects, and is delivered in many different forms. Present days many teachers are making use of drama to enhance learning for the benefit of children. The struggle and frustration that comes with old learning can be avoided by TIE methods. Theatre in Education is the art of teaching pupils, not just academic lessons, but life lessons. It is making the pupils see things differently than sitting in the class room.

2. Literature Review:

Creative Drama Technique



Improvisation: Improvisations are scenes that are designed in advance, but the action and dialogue are performed impulsively in the moment. A spontaneous performance by acting, creating scenes on an idea or a story by an actor or a team of actors is called improvisation.

Role-Playing: The children perform out a life problem and take part in different roles in the situation. Role play refers to an act of particular character or a person and acting it without a partner taking someone else's role.

Sense Memory Improvisation: These exercises highlight the five senses -vision, smell, sound, touch, and taste - and also work on sound and visual perception. We experience life through our senses, and seeing and hearing are essential tools for reading and reading comprehension.

Radio Drama: Similar to script reading with the addition of other sound effects, the painting of the mental picture is important.

Applied Drama: Applied drama is an umbrella term for the wider use of drama practices in a specific use of drama practices in a specific social context and environment.

Jarrah (2019) had undertaken a study named as 'Impact of Using Drama in English on Life skills and Reflective thinking. The experimental process was used and the study sample consisted of (100) students from the 10th grade at the Emirates National School in Abu Dhabi. The result reported that drama in education has an impact on life skills as it develops students' reading and numeracy skills, enables them to identify the strengths and weaknesses of their personality, and to connect study and application in the real life. The researcher recommended that the teacher should focus on the development of students' abilities to deduce the problems posed solutions through the available information on the nature of the problem and traits.

In a study by Barreto (2014) drama in the classroom can help language development of all students in order to achieve English proficiency. Engaging in learning experience through drama activities without stress increase motivation for participation in the classroom activities -within the context of drama speaking, learning skills are fostered in peer -group, teacher- learner interaction, which beneficial for reading and writing it help to develop language proficiency.

3. Objective:

- To find out whether there exist significant difference between the mean post -test scores of Communicative test in English of experimental group and control group for the total sample.

Hypothesis

- There is significant difference between the mean post- test score of communicative test in English of control group and experimental group.

4. Method:

Design Selected for the Study

The design selected for the present study was the quasi experimental design with pre-test, post -test Non Equivalent groups design. Because of the in convenience in random assignment of subjects in the treatment and non-treatment groups, exact classes for selected as two groups for the present study. The design of the study illustrated as follows:

Y1 X Y2

Y3 C Y-

Population

Secondary school students

Sample for the Study

The sample of the study consists of 33 students in Experimental Group and 33 in the Control Group. Both group of experimental and control group include two divisions of standard IX students drawn from KHMHS Valakkulam (Malappuram District.)



4. Material :

Tools Used for the Study

1. Lesson transcript for teaching through ‘Theatre Technique Teaching method’
2. Lesson transcript for teaching through existing teaching strategy.
3. Test for communicative competence in English.

5. Analysis :

Table 1

Descriptive Statistics of English Communicative Competence Post-test Scores of Control Group

Group	Total Sample	Mean	Mode	Median	Standard Deviation	Skewness	Kurtosis
Control Post-test	33	52.09	45	53	6.507	-0.3406	0.462

As the result showed in the table value of Mean, Median and Mode are 52.33, 45, 53 respectively. The mean is lower than the value of median and higher than mode, this indicates that the distribution is negatively skewed. Then the difference between mean, median and mode is showed slight difference that implies the distribution is near to normal. So it can be calculated that the selected sample is representation of the population. The kurtosis of the sample is 0.462 is higher than the value of 0.263 is indicating that the distribution is leptokurtic.

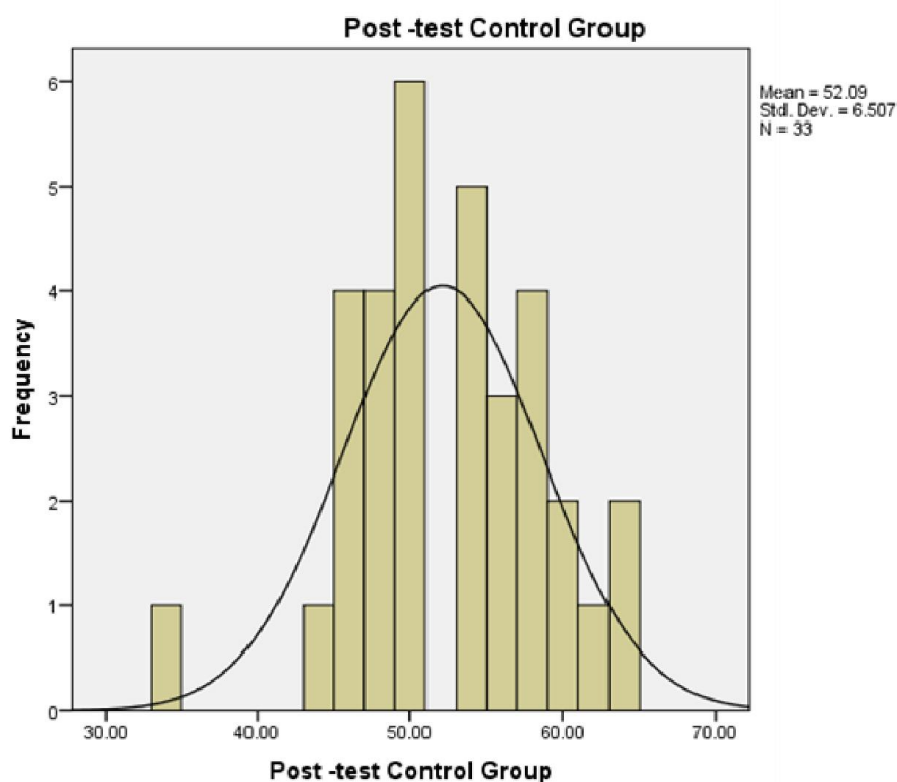


Figure 1. Graphical representation of the distribution of the post-test scores of control group

Table 2

Descriptive Statistics of Gain Scores of English Communicative Competence of Control Group

Group	Total Sample	Mean	Mode	Median	Standard Deviation	Skewness	Kurtosis
Gain Score Experimental	33	9.12	6	9.00	5.017	0.621	1.856



As the result showed in the table value of Mean, Median and Mode are 9.12,6 are respectively. The mean is higher than the value of median and mode.

This indicates that the distribution is positively skewed. Then the difference between mean, median and mode is showed slight difference that implies the distribution is near to normal. So it can be calculated that the selected sample is representation of the population. The kurtosis of the sample is 1.856 is higher than the value of 0.263 is indicating that the distribution is leptokurtic.

Table 3

Test of Significance of the Mean Scores of Gain Scores between Experimental and Control Groups

Experimental Group			Control Group			t-value	Level of Significance
M ₁	SD ₁	N ₁	M ₂	SD ₂	N ₂		
25.12	11.062	33	9.12	5.017	33	7.567	0.01

The obtained t-value as shown in Table for the mean gain scores is greater than the tabled value required for significance at 0.01 levels. This suggests that there significant difference groups. So the gain dissimilar in the mean gain scores of experimental and control performance of the experimental and control groups are high mean gain scores for the experimental group over control group for the total sample is noticed. This revealed the superiority of the experimental group over the control group in the case of gain scores.

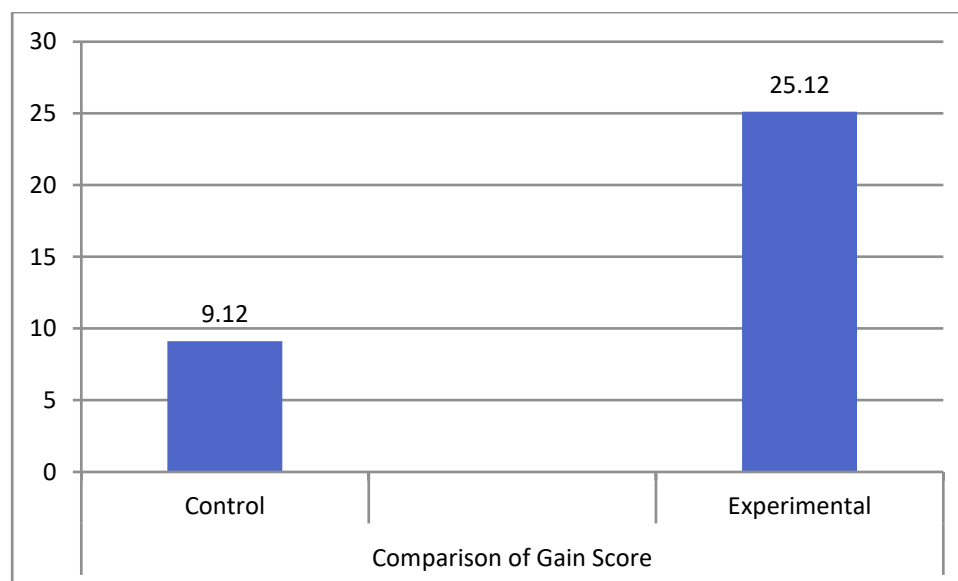


Figure 2. Graphical representation of the Comparison of mean scores of control group and experimental group

Summary of the Mean Comparison to Total Sample

The result of the t-test conducted for comparison of the mean pre-test, post-test and gain scores for total sample between experimental and control groups were summarized and presented in table 4.

Table 4

Summary of t-value for the Pre-test, Post –test and Gain Scores for Experimental Group and Control Group (Total Sample)

Variable	t- value
Pre-test	.434
Post-test	7.452
Gain scores	7.567



The result shows that the t- values in the table indicates the t-value obtained for pre-test is not significant difference. This implies that the experimental and control groups were similar in their performance in pre -treatment test.

The t-value obtained for post- test is found significant difference, it can be inferred from the result that Theater Technique strategy differentiates the experimental group and control groups. Through the comparison the changes of the experimental group is evident. The table also suggested that the obtained t- value for the gain scores for the total sample is found to be significant.

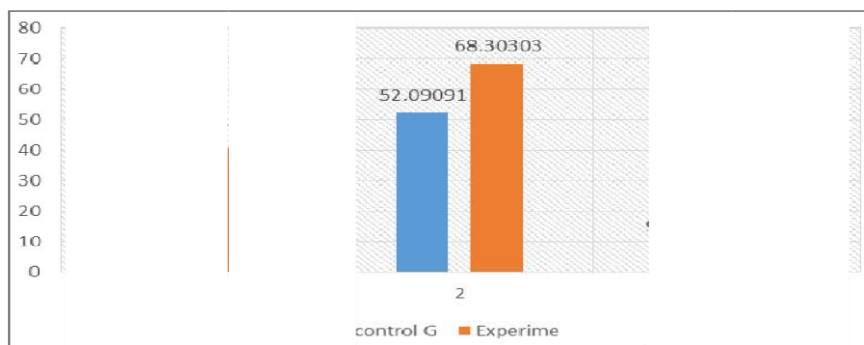


Figure 3. Graphical representation of the mean comparison of pre-test scores, post-test scores and gain scores of Experimental groups and Control groups.

6. Major Findings of the Study :

No significance difference found between mean pre-test scores of experimental and control groups . Both of the groups were found equivalent in terms of pre-test scores. t-value of test of significance for pre-test scores is 0.434. But Significant difference in the mean post-test scores between experimental and control groups for total sample. The obtained t-value is 7.452. The values obtained for test of significance of difference between means of experimental and control groups for post-test and gain scores for total sample were highly significant. There for we can conclude that the learners taught through the new method of teaching theater technique strategy have achieved more than that of the control group in English communication competency.

7. Conclusion & Suggestions :

It holds several implications for instructional interventions such as teaching students 'how to be more aware of their learning process and product as well as how to regulate the learning process for more effective learning.

- The program influenced the level of communication competence in English so it is suggested that the school curriculum should be reshuffled.
- Theatre activities will be very effective in enhancing communication skills. so, it is recommended that theatre activities are to be used in teaching process by all the teachers in all subjects at secondary level especially the English medium classes
- In order to implement Theatre Technique in teaching at secondary level, it is very important that teachers should also be aware of the Theatre activities and be able to use them in their teaching. There for, it found that teachers should also be trained.
- Accelerate the acquisition of meaningful and fluent interaction in the target language.
- It also affords the learner to the assimilation of a whole range of pronunciation and prosodic features in a fully contextualized and interactional ways.

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