THEATRE TECHNIQUE CAN IMPROVE STUDENTS' ENGLISH LANGUAGE SKILLS IN THE CLASSROOM

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ABSTRACT

In order to achieve success, education must be used as a "strong weapon of social, economic, and cultural change," as the Indian Education Commission puts it. Teaching English as a foreign language falls short of its potential. The goal of oral English practice in the classroom is to help students become more comfortable using the language in a natural setting. The efficacy of the proposed research will be measured by how much the students improved their English language skills for communicating. So, we may infer that the students who were exposed to the novel approach of teaching theatrical technical strategy improved their English communication skills more than those in the control group.

KEYWORDS: Drama Techniques, Dramatization, English Language, Improvisation, Role-playing

INTRODUCTION

Character development is mostly dependent on a person's educational experiences. To improve one's life in all spheres of existence (social, economic, and cultural) is one of education's primary goals. Each and every person benefits from it, as they learn, make friends, and live better lives. Because of his social nature, man need constant interaction with others. What we mean when we talk about communicating is the act of passing on information, thoughts, and emotions from one person to another. Mastering one's communication abilities is crucial for maximizing their efficacy in interpersonal interactions. Skills in communication and related areas are included. An individual's intellectual, social, and civic development, as well as the value to society and one's own family, are all aided by their ability to communicate effectively, making this a crucial talent for students to master. "The capacity to utilize language to communicate in a culturally acceptable way to produce sense and fulfill social goal with effectiveness and fluency during lengthy contacts" is one definition of communication competence.

These skills are necessary for effective communication. Whether in the workplace or at a social event, improving one's communication skills may pay dividends in a variety of contexts. The key to a happy and successful life is effective communication. Effective leaders possess exceptional communication skills, both vocally and in writing. People's outlooks, habits, and worldviews may be shaped by the information they provide and receive via communication.

The ability to communicate effectively is the most crucial and fascinating aspect of learning a new language. Learning how to communicate is the primary objective of every language learning program. Yet, it may be hampered by a number of issues, such as timidity, a lack of self-confidence, fear of the judgment of others, laziness, and so on. It's not always easy to get over the difficulties some individuals have in communicating effectively in a foreign language, and that might cause them to give up or get disinterested in trying. The researcher experienced the issue of pupils' inability to communicate in English while witnessing students utilizing their native languages to cope with speaking tasks. Because of this, the study's primary motivation was to test the efficacy of an innovative approach to teaching English communication among secondary school students, namely via the medium of theater.

There is a social family of models that includes theatre method as a teaching tool. These methods highlight the importance of students interacting with one another and see cooperative behavior as academically and socially engaging for the class as a whole. There are several benefits to using theatre approach in the classroom, and it is widely accepted that students are more engaged with the material as a result. Experiential learning has been found to improve both student engagement with and retention of course material.

Learning strategies based on face-to-face interaction and spoken communication, which have been standard for decades, are gradually being phased out. Learning and doing via experience were the keys to reviving these older methods. Students were starting to do tasks together as a class. There was a need to branch out and experiment with other approaches, techniques, and topic areas, as well as to search for theatre in unexpected places. Those that initiated TIE were influenced by this shift. These were radicals who thought the status quo was unacceptable. They sought to effect social change by challenging accepted norms and assumptions, and they believed that theatre might be the medium through which this could occur. There was a need to tackle social issues that were both timely and influential on the audience. Through education, they established a connection between joy and delight and depths of the heart and mind.

LITERATURE ANDREVIEW

SamanMasoumi-Moghaddam et al (2018) This research set out to investigate how using drama and drama methods and practices in the context of teaching and learning English conversation may help to foster productive classroom settings for the acquisition of the language. Thirty undergraduates (both male and female) from Ardebil's public secondary and high schools who had taken English as a foreign language were surveyed for this research. Control and experimental groups were created. A Test-Retest was used to compare the two groups before and after instruction on the desired linguistic competencies. Two contemporary plays were taught and rehearsed in a classroom setting, and a second exam was given after students had had experience with these pieces of contemporary theatrical discourse. Participant observation (both direct and indirect) and interviews were employed to compile the data for this study. Data analysis found that the Control group did not exhibit any statistically significant gain in their English proficiency, whereas the Experimental group showed striking improvement in their English conversational skills by using dramatic speech.

LatéfaBessadet (2021) This research looks on the effectiveness of using dramatic methods in the classroom to teach English. Methods and techniques for establishing a classroom oriented toward the needs of EFL students are also discussed with the goal of improving their language proficiency. The study makes use of two different theatrical methods: a written play and improv. A teacher-researcher at Dr. MoulatTahar University in Saida, Algeria, studied first-year Master of English Literature and Culture students taking English as a foreign language in order to draw conclusions on how to improve their instruction. The results of this research show that incorporating dramatic arts into the English classroom has a wide-ranging, beneficial effect on students' growth as human beings. Insights on how exposing students to real-world challenges might help them unleash latent talents and conquer anxieties are provided. Collaboration-inducing activities, such as deliberation, compromise, and display.

Jarrah (2019)has performed a research called as 'Effect of Employing Drama in English on Life skills and Reflective thinking. The study's overarching goal was to determine how theatre education may improve students' critical thinking and life skills. One hundred tenth-graders from Abu Dhabi's Emirates National School were utilized as the study's sample, and the research technique was an experiment. The findings demonstrated that theater in the classroom had an effect on life skills by improving students' literacy and numeracy, helping them become more self-aware by highlighting their strengths and deficiencies, and helping them make the link between classroom theory and real-world practice. According to the study's recommendations, educators should help students learn to infer answers to questions about how to solve an issue from data about the topic's context and students' own characteristics.

Najami, Hugerat, Khalil and Hofstein (2019)did a research on "Effectiveness of Teaching Science through Theatre". The current research analyzes the performance of 180 10th-grade students (both boys and girls) at a middle-level school in Israel to compare the impact of studying chemical processes, light, and photosynthesis with and without drama. Prior to the instruction of each unit's material, exams were created and sent to students (pre-test). After presenting the material through dramatic readings and other traditional methods of instruction, the test was given again as a posttest. The results revealed that combining theatre and chemistry instruction improved both students' interest in and performance in chemistry by the end of the tenth grade.

Rawatee (2017)researched the use of drama in science classrooms using the island nation of Trinidad and Tobago as a case study. The purpose of this experimental research, which was carried out at a single public school in Trinidad, was to examine the impact of drama on the learning outcomes and attitudes of a group of advanced primary school scientific students. Although the control group got standard classroom teaching, the experimental group participated in drama-based exercises. During the course of two weeks, both classes studied a science unit named "Forces," which consisted of five sessions. Both groups were tested before and after therapy with an attitude survey towards science and an end-of-year assessment of their academic performance. Results showed that there was a statistically significant disparity between the groups' mean scores on the unit's achievement criteria. There was also a statistically significant

difference in favor of the experimental group in the mean ranking scores for attitudes towards science.

METHOLODOGY

The following details the resources, instruments, statistical strategy, and sample used in this investigation. A quasi-experimental approach was used. There were 33 pupils in the experimental group and the same number in the control group. Students from two different groups in grade 9 made up the sample and control groups.

All appropriate comparisons between the experimental and control groups were made using the test of significance of difference between means for a large independent sample.

To conduct this research, a quasi-experimental design with pretest and posttest was used. Planned use of non-equivalent groupings. The current investigation uses precise classes as the two groups instead of randomly assigning patients to the treatment and control groups.

The study's methodology was laid out as follows.

Y1 X Y2

Y3 C Y4

Where X is treatment group C is controlling group

Y1 & Y3 are pre- tests

Y2 & Y4 are post- tests

Two different sections of a single school's classes were chosen to serve as the study's experimental and control groups, respectively. There are a total of 33 pupils in both the experimental and control groups.

Table 1

Independent and Dependent Variable

Independent variable	Dependent variable
Methods of teaching	Communicative competence

Table 2

Details of Initial Sample Collected for the Study

	Experimental Group			Control Group		
	Boys	Girls	Total	Boys	Girls	Total
	15	18	33	12	21	33

The researcher uses descriptive statistics to examine test results for English communication ability to draw conclusions about the efficacy of various approaches to language instruction.

This method involves calculating students' communication skills' mean, median, mode, standard deviation, skewness, and kurtosis scores.

Table 3

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

Group	Total sample	Mean	Median	Mode	Standard Deviation	Skewness	kurtosis
Control Pre-test	33	42.36	45	45	6.244	-1.268	-0.4228

The table clearly demonstrates that the Mean, Median, and Mode are 82.24, 45, and 45. The median and the mode are both higher than the mean, which is a negative sign. Hence, the distribution is biased to the downside. Also, the discrepancy between the mean, median, and mode is small, suggesting a normal distribution. As this is the case, sample may be assumed to be accurate reflection of the whole. Sample kurtosis is less than the critical threshold of 0.263.

Table 4

Descriptive Statistics of English Communicative 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

From these numbers, we can deduce that the Mean, Median, and Mode are 52.33, 45.53, and 1. When the median is more than the mode and the mean is less than the median, we say that the distribution is negatively skewed. After that, we see that the mean, median, and mode are all quite close to one other, indicating that the distribution is close to normal.

Table 5

Descriptive Statistics ofGainScoresofEnglishCommunicativeCompetenceofexperimental Group

Group	Total Sample	Mean	Mode	Median	S.D	Skewness	Kurtosis
Gain Score Experimental	33	9.12	6	9.00	5.017	0.621	1.856

As can be seen in the table, the average, median, and mode values are 9.12, 9.00, and 6 points. Given that the mean is greater than both the median and the mode, we may say that the distribution is positively skewed.

Then, a little deviation from the mean, median, and mode indicated that the distribution was close to normal. In this way, it may be determined whether or not the chosen sample accurately reflects the whole population.

Table 6

Descriptive Statistics of Pre-test Scores of English Communicative Competence Test of experimental group

Group	Total sample	Mean	Mode	Median	S.D.	Skewness	Kurtosis
Pre-test Experimental	33	43.03	45	45	6.237	-0.3158	-0.9475

The table data demonstrates that the Mean, Median, and Mode all have values of 43.03.45. As the mode and median are both higher than the mean, we may conclude that the distribution is skewed in an unfavorable direction. When the disparity between the mean, median, and mode is small, it suggests that the distribution is close to normal.

Table7

DescriptiveStatisticsofPost-testScoresofEnglishCommunicativeCompetenceTestofexperimental group

Group	Total sample	Mean	Mode	Median	S.D	Skewness	Kurtosis
Experimental Post test	33	68.30	78	68	10.67	-0.9090	0.0843

The table's data indicated that the average, mode, and median were 68.30, 78.68, and 68. In this case, the mode is higher than the mean. That the distribution is negatively skewed was shown.

The fact that the gap between males and the mean is quite small further suggests that the distribution is close to normal. As a result, we may infer from the results that the sample is indeed indicative of the whole.

Table 8

Descriptive Statistics of Gain Scores of English Communicative Competence Test of Experimental Group

Group	Total sample	Mean	Mode	Median	S.D	Skewness	Kurtosis
Gain score Experimental	33	25.12	22	22	11.062	0.282	0.846

The table data shows that the mean, median, and mode all have values of 25.12. When the mean is greater than the median and the mode, it indicates a more skewed distribution in a positive direction. When the disparity between the mean, median, and mode is small, it suggests that the distribution is close to normal.

Comparison of Means

Here, we make an effort to compare the experimental and control groups' pre- and post-test and obtained scores for the whole sample on a measure of their English communication skills.

1. Comparison of Mean Pre-test Scores of English Communication Test for Experimental and Control Groups

The test of significant difference between means of large independent samples was used to compare and analyze the pre-test mean scores of the experimental and control groups. Samples from both the test and control groups were compared. The test of significant difference between means was applied to the mean and standard deviation of pre-test results for both groups. Table 9 shows the collected data and t-test results.

Table9

TestofSignificanceoftheMeanScoresofPre-testsbetweenExperimental and Control GroupsfortheTotalSample

	Experimental Group			Control group			t-value	Level of Significance
Pre Test	M_1	$S.D_1$	N_1	M_2	$S.D_2$	N_2		
	43.03	6.257	33	42.36	6.244	33	.444	NS

In the table, we can see that the t-value was much lower than the threshold of 0.05. Hence, there was no statistically significant difference between the two groups' mean pre-test scores on the tests of English communication competence.

The t-test suggests that the Experimental and Control groups' pre-test levels of English communication competence are similar, suggesting that the two groups' post-test levels of English communication competence are also similar.

2. Comparison of Mean Post-test Scores of English communication Competency for Experimental and Control Groups

The test of significance of difference between means of a large independent sample was used to compare the post-test performance of the controlled and free groups. All of the samples from the controlled and uncontrolled groups were compared.

Both groups' post-test means and standard deviations were calculated and analyzed for statistical significance. Table 8: Informational Outline.

Table 10

Test of Significance of the Mean Scores of Post-tests between Experimental and Control Groups for Total Sample

Experimental group			Control group			t-value	level of Significance
M_1	$S.D_1$	N_1	M_2	$S.D_2$	N_2		
68.30	10.670	33	52.09	6.507	33	7.452	0.01

The computed t-value is greater than the threshold established for the .01 level of significance, as shown in the table. As a result, there is a statistically significant disparity between the Experimental and Control Groups on the post-test

In terms of post-test scores measuring communicative competence in English, the results of the 't' test show that there is a significant difference between the Experimental and Control Groups.

Table 11

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	$S.D_1$	N_1	M_2	$S.D_2$	N_2		
25.12	11.062	33	9.12	5.017	33	7.567	0.01

The calculated t-value for the mean gain scores is larger than the tabular value necessary for significance at the 0.01 level. That there are notable differences between the groups is implied. Differential gains between the controlled and free groups may be calculated by comparing the two groups' mean gain scores. The average gain scores for the controlled group are much higher than those for the free group. This demonstrated that the experimental group fared better than the control group with regard to gain scores.

Table 12

Summary of t-value for the Pre-test, Post –test and Gain Scores for Experimental and Control Groups

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

The table's t-values reveal that there was no statistically significant difference between the two groups before the pretest. This suggests that there was no significant difference in pre-treatment performance between the Experimental and Control Groups.

As there was a statistically significant difference between the experimental and control groups on the post-test, we may conclude that the use of Theater Method was responsible for the observed difference. The comparison highlights the shifts in the comparative group. The derived t-value for the gain scores for the whole sample is likewise shown to be statistically significant, as shown in the table.

CONCLUSION

Two out of the three mean comparisons were statistically significant. Only when comparing the means of the experimental and control groups on the pre-test was there no statistically significant difference. After comparing post-test and gain scores for the whole sample, there was a statistically significant difference between the experimental and control groups. So, it can be concluded that the students who were exposed to the novel approach of teaching theatrical technical strategy had more success in developing their English language skills than the students in the control group. The resulting t-value was statistically significant.

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