EFFECT OF THESPIANISM SKILL TO STUDENTS' PERFORMANCES IN DRAMA CLASS FOR YEAR 3

Rowena A/P Moses & Tajularipin Sulaiman

Abstract- In the recent studies we can see that most of the teachers are trying to be innovative and creative in teaching practices, and one of the strategies that was mostly experimented was role play strategy. They were using this role play strategy to not only experiment the student's behaviour, performances, and social life in general but also to look at teachers' performances, capabilities and on how to improve their teaching skills. Many students still find difficulties in understanding the course just by learning it in a traditional way, which means like memorizing, reading, and using just texts to understand. Especially in drama studies, students will mostly need to come out of their shell to express their skills and talents. Students also will need to take on another role or pretend to be somebody they are not and act out their true feelings. The aim of this study is to evaluate the effectiveness of thespianism (drama) skill to students' performances in drama class for year 3. A quasi-experimental was carried out and a pre-test and post-test was used to two different groups. The sample of the reflective feature of role play teaching strategy is Year 3 Drama students in Eaton International School in Jade Hills. Two classes were taken for sampling, the first class as for the 'experimental group' and the other class is for the 'control group'. Each drama classes that were chosen contains 20 students. The total students from the two drama classes are about 40 students. During the application session, the role play strategy was used for the experimental group and traditional way of teaching for the control group. The analysis of data then gathered by the teacher. According to the post test results can be seen that using the role play strategy which is the techniques of thespianism skills has a great positive impact on students' performances in drama test.

Keywords- Role play, teaching strategy, drama performance, drama skills

1.0 INTRODUCTION

Role play strategy gives a great impact in the classroom teaching and learning. Role play is advisable to be used more in the classroom because it is student centered and it also relates with students' life experience which involves their behaviour. In 20th century schools and teachers were focusing more to traditional way of teaching. Although still we do feel comfortable with traditional ways of learning and teaching such as memorizing concepts, reading from text, analyzing from the text or book, but we still do need some innovative and creative changes in teaching as we are already in 21st century. According to Ministry of National Education (2003), we need to create

Rowena A/P Moses, Universiti Putra Malaysia. (Email address: rowenamoses56@yahoo.com).
*Tajularipin Sulaiman, Universiti Putra Malaysia, (Email address: tajulas@upm.edu.my).

a teaching environment which allow students to develop their critical thinking, push their boundaries in showing their true talents, sharpen their thinking skills and help students to actively participate in class activities. Oyabu (1999) has said that drama as one of the role play strategy is a best activity that creates an environment where students don't be passive or silent but instead they speak and listen to each other.

1.11 Thespianism skills in teaching

Thespianism skills is an activity that is related to theatre and drama. Thespianism can also be called as drama activity or techniques. It allows students not only to evaluate, research or understand what is being taught or studied, but also get to learn the culture around, attitudes, values and the ideas of others. Applying thespianism skills or activity also intensify their communication skills, and help them express themselves better in words and in actions as well. According to Bahar (2006), thespianism skills/activity also develops students' way of thinking, accepting ideas of opinions and to make comparisons. Thespianism skills/ drama activity has been widely used in many areas such as mathematics, science studies, social studies, music arts and drawing. So many studies have taken taken place previously with the method of thespianism skills. Kilic and Ogur (2005), has experimented the implementation of drama method in science education on the academic performance of the students. The result of the study shows that the drama method has given a positive impact on the students' academic results in science and technology classes. Not only that, but the drama method has also brought up students closer together and has grab their attention during their learning in the classroom. Since role play activities such as drama activities, thespianism skills involvement in students has brought up positive results. The researcher decided to have empirical study with the Year 3 Drama students. The aim of this study is to evaluate the use of the drama method which is the thespianism skills on students' performance in Year 3 Drama class.

2.0 REFLECTIVE FEATURE OF ROLE PLAY TEACHING STRATEGY (THESPIANISM SKILLS)

The sample of the reflective feature of role play teaching strategy is Year 3 Drama students in Eaton International School in Jade Hills. The teacher took two classes for sampling, the first class as for the 'experimental group' and the other class is for the 'control group'. Each drama classes that were chosen by the teacher contains 20 students. The total students from the two drama classes are about 40 students.

3.0 MATERIALS USED FOR THESPIANISM SKILL TEACHING

In teaching drama lesson through role play strategy, the materials used by the experimental group was the cards containing different types of roles to be practiced in the classroom. Whereas the control group of students were taught in a traditional way method on how to develop a role. The students in the control group were not given any card containing roles. Below are the procedures used to teach the experimental groups by using the cards containing different types of roles.

Procedures of using the cards for the experimental groups.

Present the topic which is developing a role. Use drama song to warm up in the beginning of the lesson. Experimental groups need to present and discuss the card containing different roles. Teacher will mime and act the roles from the cards using different acting techniques to the experimental group. Then the remaining cards will be given to the experimental group of students. Teacher will ask them to act out the title of the role given in the cards. So, each group will choose a card and discuss among each other on how to develop a role. Through this, students will be working together on how to develop a role by using the materials given by teacher. Time will be given for the students to prepare. Then, each group from the experimental group must present in front of their peers.
Through their performances of acting their roles, teacher will observe and monitor the students. Once their presentations end, teacher will discuss and evaluate each group's performance with the fellow students. So, this is how role play strategy has taken place on teaching 'How to develop a Role' in drama class.

Traditional way method teaching for controlled group

For the controlled group teacher will be using the traditional way of teaching which is lecture method. Teacher will be giving an oral presentation to the control group on role developing topic. This controlled group of students will not be given any cards containing roles for students to working group to do their presentation on developing a role. So mostly, teacher will only direct this group to learn through memorization, understanding, critical thinking and decision- making skills.

Pre-test and Post-test

The teacher developed a test to measure the effectiveness of role- playing strategy in teaching Drama and to compare to the traditional method used in the classroom. The test took place before and after the progress of role- playing strategy took place.
Both the experimental group and the control group were taught by the same teacher. The test was 50 minutes, students were asked to develop a role and act it out to the teacher with the right techniques and method. There were two tests given. One is the pre- test which was conducted at the start of this programme to ensure that there are no

significant differences between the two chosen experimental and control group in their knowledge and understanding in developing a role in Drama class. The test was evaluated by the Drama teacher and the comments were carefully recorded for comparison. The value for the pre-test was (0.80), whereas the alpha value for the post-test was (0.83), which specify that the questions were highly dependable. The score of pre-test and post-test were calculated and the results of experimental and control groups were compared.

TABLE 1: RESULTS OF PRE-TEST

	Group	N	Mean	S.D	Std.E mean
Pre-test	Experimental Group	20	28.5	8.3	1.86
	Control Group	20	27.5	8.1	1.80

TABLE 2 RESULTS OF POST-TEST

	Group	N	Mean	S.D	Std.E mean
Post-test	Experimental Group	20	36.0	10.2	2.28
	Control Group	20	32.6	9.2	2.06

Findings

TABLE 3 THE ANALYSIS FOR STUDENTS' ACHIEVEMENT IN POST-TEST

	F	Sig	t	df	Sig. (2-tailed)	Mean difference	Std. Error Difference
Post-test	46	50	2.25	38	0.03*	7.10	3.14

Table 3 shows that there was a significant difference between the results of the experimental group and control group. So, it is clearly stated that there are significant differences in students' performances on developing a role which was taught by the traditional method and also with role play strategy which is using the implementation of thespianism skills in their lesson.

Conclusion and results

In the pre-test we could see that there is no significant difference between the experimental group and the control group. Thus, in the post test which is after using the drama method on the experimental groups in the class, we could see an increase in the student's academic performance. In the pre-test both experimental and control groups used the same teaching approach, method and they were given the same oral presentation on how to understand the topic of developing a role. Before the post test, experimental group was given role play cards to

practice and understand on how to develop a role, while controlled group were not given any kind of role play cards to practice or do any drama activities. Both groups demonstrated and learn on how to develop a role in two different ways. Experimental group used the thespianism skills to develop a role, whereas controlled group did not use any kind of drama method to learn on how to develop a role. Control group were fully dependent on the teachers' explanation and oral presentation. The finding shows that the analysis for students' achievement in Post-Test show the mean difference of 7.10. From that we could see that using the thespianism skills as a teaching method improves the experimental group student's academic performance in Year 3 Drama class. This is because experimental group were educated through experience and comprehension so they were more likely to understand the topic better could not forget the information that they have studied. Control group were more to traditional way of learning, so they were educated through oral presentation and memorization which did not involve the students physically during the lesson. Using drama skills or method such as thespianism is one of the best ways to expects for better results in students' performance since it is a student entered activity. The ability of teachers to understand students' needs can also help develop motivation and potential of students (Sulaiman, Kuppusamy, Ayub, & Rahim, 2017). We as teacher should encourage more of this kind of student centered activity in teaching practices to help students to be an individual who can think independently, not afraid to speak up, able to work in a team, ready to perform and not be passive. It is concluded that role playing is a useful strategy for teaching, and it allows students to discover the insights about themselves and others. Lastly would like to suggest more effort is needed for independent research on the role play activities to be given to the students. This will result in better and improve both the teacher and students learning and performance.

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