

THE USE OF DRAMA IN TEACHING ENGLISH TO JUNIOR HIGH SCHOOL  
STUDENTS

A Thesis Presented to

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## ABSTRACT

This study used quasi-experimental, qualitative, and quantitative methods to examine the use of drama in teaching English to junior high school students in grades 7, 8, and 9 at Don Vicente Rama Memorial National High School.

The researcher sought to answer the following concerns: Differences between the pre-test and post-test scores of both control and experimental groups, challenges and opportunities, and approaches that were found engaging in the conduct of the study.

The results of the study showed the level of performance with and without drama in grades 7, 8 and 9 in both control and experimental groups. Grade 7 results in both control and experimental groups were below average and the mean gain was not significant. Grade 8 however in both control and experimental groups got above average in their pre-test and post-test scores. Grade 9 indicated higher mean gain in the control group than the experimental group.

Based on the results of the interview, drama offers opportunities for boosting self-confidence, increasing fluency, providing greater enjoyment, promoting team work, motivating study, developing cognitive growth, and enhancing self-involvement. It is also providing a fun-filled atmosphere. Based on the results of the interview, the use of drama in teaching and learning in the classroom sometimes fail for the reasons activities are sometimes irrelevant to the learner's need. Some activities are not suitable to all the class. It causes embarrassment and awkwardness in some situations especially among adult learners. There is no teamwork and cooperation within the group. There is a lack of materials and resources needed in the activity. Activities are

difficult to monitor both physically and verbally. Some students have a lack of confidence to perform in front of their peers. There are activities which are time consuming. However, these challenges could be solved if careful thought and planning are prepared in the classroom.

This study came up with instructional modules for the grades 7, 8 and 9. The modules were made by the collaborative effort of the Don Vicente Rama Memorial National High School (D V R M N H S) teachers, lesson plan experts. The format of the lesson plans was a "Detailed Lesson Plan" (DLP) format taken from the Department of Education. The topics are taken from the Curriculum Guide of the Department of Education Curriculum for Grades 7, 8, and 9. The modules were rigidly planned and checked for future use.

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## THE PROBLEM

### Statement of the Problem

This study examined the use of drama in teaching English to Junior high school students at Don Vicente Rama Memorial National High School, Basak, Cebu City. S.Y. 2018-2019.

Specifically, it answered the following sub-problems:

1. What is the level of performance achieved by the junior high school students in their English both before and after experimentation in both :
  - a. Control and
  - b. Experimental groups?
2. How are the pre-test scores different from post-test scores in their English language in both:
  - a. Control and
  - b. Experimental groups?
3. What challenges and opportunities are met by using drama with both:
  - a. Students and
  - b. Teachers?
4. What drama approaches are found effective for teaching and learning English?
5. How may an instructional module best be created using drama?