

# CHAPTER IV

## DATA ANALYSIS AND INTERPRETATION

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### 4 Data Analysis and Interpretation

#### 4.1 Introduction

This chapter presents the analysis of students' attitudes towards dramatization in learning English. The data were collected through a questionnaire administered to 75 B.A. B.Ed students across four years at RIE Bhopal. Responses were analyzed as frequencies and percentages, and findings were interpreted considering the research objectives.

#### 4.2 Questionnaire Sections

Section A: 10 general opinions on dramatization in English learning

Section B: 5 perceived benefits

Section C: 5 perceived challenges

Each item used a 3-point Likert scale: Agree (A), Neutral (N), Disagree (D).

#### 4.3 Respondents' Demographics

Year	Number of Students	Percentage of Total
1st	8	10.7%
2nd	7	9.3%
3rd	35	46.7%
4th	25	33.3%
Total	75	100%

#### 4.4 Data and Analysis

##### 4.4.1 Objective 1: Students' Attitudes Toward Dramatization

Item	Agree (%)	Neutral (%)	Disagree (%)
1. Effective method	78.7	16.0	5.3
2. Should be part of classes	74.7	18.7	6.6
3. Better vocabulary	81.3	12.0	6.7

4. Grammar less boring	69.3	20.0	10.7
5. Natural expression	72.0	16.0	12.0
6. Conducted regularly	68.0	21.3	10.7
7. Develop teamwork	85.3	9.3	5.4
8. Enhance listening skills	78.7	13.3	8.0
9. Pronunciation accuracy	74.7	16.0	9.3
10. Remember new words	80.0	14.7	5.3

The data reveals overwhelmingly positive attitudes towards dramatization. Agreement levels range from 68% to 85.3%, indicating strong student support. Particularly high agreement on teamwork (85.3%) and vocabulary learning (81.3%) underscores dramatization's effectiveness. Disagreement remains below 13% for all items, demonstrating a broadly favorable perception of this method.

#### 4.4.2 Objective 2: Influence on Motivation and Interest

Item	Agree (%)	Neutral (%)	Disagree (%)
4. Grammar less boring	69.3	20.0	10.7
12. Motivate to use English outside	72.0	18.7	9.3
13. Build confidence	81.3	12.0	6.7

Students reported that dramatization significantly enhances motivation and interest. Confidence-building (81.3%) and motivation for language use outside the classroom (72.0%) are notably high. This suggests that dramatization promotes both intrinsic interest and language application beyond academic settings.

#### 4.4.3 Objective 3: Perceived Benefits of Dramatization

Item	Agree (%)	Neutral (%)	Disagree (%)
11. Gain fluency	77.3	14.7	8.0
12. Motivate outside use	72.0	18.7	9.3
13. Build confidence	81.3	12.0	6.7
14. Provide creativity	78.7	14.7	6.6
15. Understand culture	69.3	20.0	10.7

Respondents perceive several benefits of dramatization. High agreement on fluency (77.3%), creativity (78.7%), and confidence (81.3%) illustrates that students view drama as a powerful tool for language skill enhancement. Even cultural understanding, at 69.3%, is widely acknowledged.

#### **4.4.4 Objective 4: Perceived Challenges of Dramatization**

Item	Agree (%)	Neutral (%)	Disagree (%)
16. Makes anxious	42.7	29.3	28.0
17. Wastes time	20.0	34.7	45.3
18. Discipline issues	24.0	30.7	45.3
19. Hard for weak students	34.7	28.0	37.3
20. Lacks clear instructions	26.7	33.3	40.0

The main challenge identified is student anxiety (42.7%). Other concerns such as time-wasting and discipline issues have low agreement (20–26.7%) and high disagreement, suggesting they are not widespread problems. Overall, benefits outweigh perceived challenges.

#### **4.4.5 Objective 5: Attitudes and Engagement Relationship**

Item	Agree (%)	Neutral (%)	Disagree (%)
6. Conducted regularly	68.0	21.3	10.7
7. Develop teamwork	85.3	9.3	5.4
2. Should be part of classes	74.7	18.7	6.6

Data shows strong engagement correlating with positive attitudes. Students who believe dramatization should be a part of classes also report enjoying teamwork (85.3%) and favor regular sessions (68.0%). These findings suggest that favorable attitudes lead to active participation.

### **4.5 Summary**

Analysis revealed strong positive attitudes among B.A. B.Ed students towards dramatization as a method of English learning. Benefits like fluency, confidence, and motivation are widely acknowledged. Although some challenges (e.g., anxiety) exist, they are outweighed by positive

perceptions. Findings support integrating dramatization as a regular part of English pedagogy at RIE Bhopal.