

THE APPLICATION OF SCRIPT ANALYSIS APPROACH TO IMPROVE DRAMA PERFORMANCE AMONG SECOND-YEAR UNIVERSITY STUDENT IN CHINA

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ABSTRACT

The purposes of this study were to compare drama performances before and after the application of script analysis and to investigate students' satisfaction with its use in drama performance classes among second-year university students in Sichuan Province, China. The study employed a whole cluster random sampling to select a research sample from a second-year class. The first research objective was achieved through pretest and post-test, which assessed the drama performance of second-year students using paired-samples t-tests. The second research objective was addressed through questionnaire that examined students' satisfaction with the use of script analysis, analyzed using means and standard deviations. The results revealed a significant improvement in students' drama performance, with a mean difference of 6.23 points between pretest and post-test scores. Furthermore, students expressed a high level of satisfaction with the implementation of script analysis in their drama performance classes. Therefore, this study demonstrated the effectiveness of the script analysis approach in teaching drama performance.

Keywords: Script Analysis, Drama Performance, Students' Satisfaction, Second-Year Students

INTRODUCTION

In recent years, the concept of drama performance education as a kind of quality education is indeed getting more and more recognition, and an increasing number of people recognize the role of drama performance teaching in improving people's quality and aesthetic education (Ting, 2022). The drama performance program in colleges and universities plays a vital role in developing students' aesthetics, understanding of traditional culture, artistic cultivation, and mental health.

With the gradual attention and rapid development of Chinese drama education, the drama education courses in colleges and universities are also improving and innovating with the times. However, there are some problems in the current university theater education curriculum system.

The method of script analysis is derived from the Stanislavski system of acting. Analysis is the beginning of creation, and only with full understanding and analysis can an actor properly begin to create (Ning, 2017). The method of script analysis is mainly through the students' own analysis, to truly recognize and perceive the inner core of the script, the rich spiritual world under the expression of words.

As mentioned above, this paper was to test that would the use of script analysis help improve drama performance of second-year university Chinese students by comparing students' achievement before and after applying it in drama performance teaching and to investigate students' satisfaction with the use of it as well.

RESEARCH OBJECTIVES

1. To compare the drama's performance of the second-year students in the university before and after using script analysis approach.

2. To investigate the students' satisfaction of the second-year students in the university after using script analysis approach.

LITERATURE REVIEW

1. The university of China

China's higher education system has experienced rapid growth, providing students with a diversity of educational opportunities, with different types of schools and institutions each with their own unique missions and characteristics, which together make up the diverse landscape of Chinese education. Chinese universities are categorised into undergraduate and specialist colleges and universities according to their level of instruction (Jie & Dexiang, 2022).

Chinese university curricula are designed to develop well-rounded individuals and provide them with a solid academic foundation and practical skills to succeed in their future careers, and this diverse education system reflects the continuous development of Chinese higher education and its efforts to adapt to diversified needs.

China's university education is committed to cultivating talents with international competitiveness, which play an important role in the era of globalization. As technology continues to advance, teaching methods and techniques are also evolving. Modern universities make full use of information technology to provide online learning and blended education to meet the needs of different students.

2. Drama Performance Course

Professional drama performance courses have always been a key area for training performing artists and art practitioners. The Drama Performance courses are designed to develop a broad and in-depth range of theatre skills and knowledge to provide students with a solid foundation for their future acting careers.

China's higher art education has been greatly enriched and developed,

and performance is undoubtedly a popular major in recent years. On the one hand, this is due to the prosperity of national cultural undertakings, and the people's pursuit of the spiritual level is constantly improving. On the other hand, due to the continuous development of the drama and film industry, more and more young people, guided by the "idol role" and "dream of performance", have flocked to study performance in the army of art examination (Chengyu, 2021).

The main characteristics of drama performance are manifested in the form of performance, the way of creation, the time of performance and so on. Stanislavski's approach to drama performance has a profound impact on learning and teaching. This thesis focuses on the approach of script analysis proposed by Stanislavski to emphasise the actor's ability to analyse the script and to enhance the basic performance qualities of the student, Stanislavski's approach can help students to better delve into their roles in drama performance learning and teaching to improve their performance skills.

3. Basic qualities of students' drama performances

The qualities of an actor cover a wide range of aspects, including innate

conditions, poise and temperament formed by life experiences, living quality, intellectual level, cultural and artistic cultivation, professional skills and ethical standards.

On the contrary, the professional qualities of an actor are more demanding than in any other profession, because an “actor” who does not possess the necessary creative qualities of an actor will not be able to go further along the path.

4. Script Analysis Approach

4.1 Sources of Script Analysis

Konstantin Stanislavski was one of the pioneers in the field, and his theory of performance emphasised two key aspects of the actor’s professional training: the actor’s creation of roles and the actor’s self-cultivation. Among other things, he emphasised in-depth study of the script when training actors. He believed that the actor should delve into the emotions, motivations and inner world of the character by carefully analysing the script. This analysis requires the actor to study the character’s background, emotional shifts and conflicts in order to better understand how to create a realistic character.

4.2 Specific approach content

According to the script analysis approach proposed by Konstantin

Stanislavski, the specific script analysis approach includes the following:

- 1) Period background
- 2) Defined situation
- 3) Facts, Events, Passages
- 4) Conflicts
- 5) Thematic Ideas
- 6) Character Relationships
- 7) Penetrating action and

the highest task

- 8) Structure and Genre of

the script

According to the content of the specific approach to script analysis, the character image depicted in the script is the basis for the actor’s re-creation. Although actors can use their own rich life materials to recreate, this recreation can only be carried out on the basis of the literary image created by the playwright, and cannot be separated from the whole script. And in the analysis of a play, every element is indispensable.

CONCEPTUAL FRAMEWORK

The independent variable of this study is the method of script analysis and the dependent variable is the improving the students’ drama performance basic qualities and students’ satisfaction. Following is the illustration of the study’s conceptual framework:

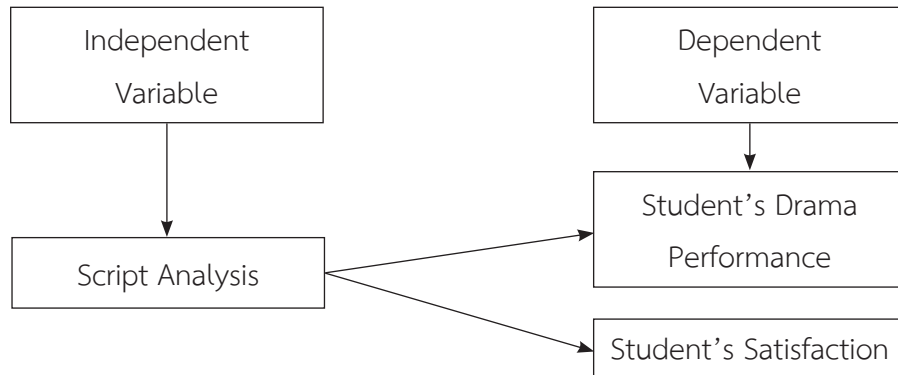


Figure 1 Independent and Dependent Variables

METHODOLOGY

This study applied a quantitative approach to collect the data, including a pretest and a post-test to assess second-years university Chinese students' basic ability of drama's performance, and then

a questionnaire to indicate their satisfaction with the use of script analysis approach to improve their basic ability of drama's performance. Figure 2 below describes the research design of the study.

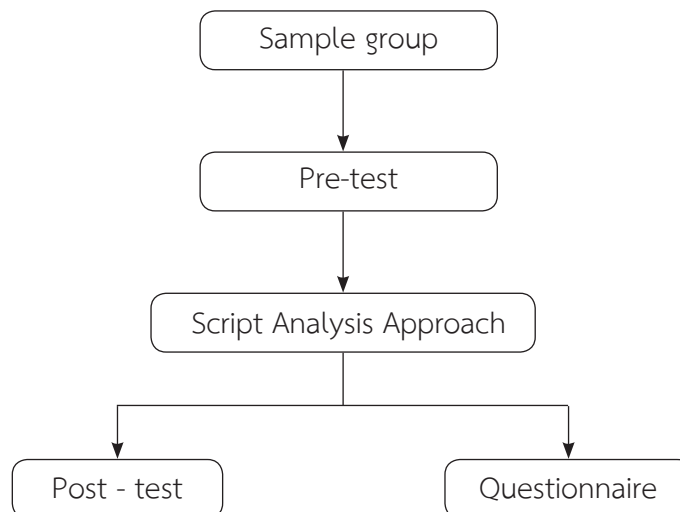


Figure 2 Illustration of Research Design

Participants

The subjects of the study were the second-year students of the College, these students are between 18-19 years old, there are 20 classes in a grade, which is the total number of students 600 who are mixed gender and ability. The researcher used the cluster random sampling technique to select one class with 30 students out of 20 classes as the sample group.

Research Instruments

The instruments utilized in this study comprised lesson plans, a drama performance ability test and its rubric, and a student satisfaction questionnaire.

1. Lesson Plans

The researcher prepared four lesson plans that applied script analysis over the course of one month (one lesson plan = 90 minutes). The four lesson plans contain a total of eight content areas for script analysis and are designed in four steps, that is 1) Study and analyze the role of the actors and determine the roles of each student; 2) Discussion and Sharing; 3) Presentation; and 4) Summarize and Analyse the results.

2. StudenDrama Performance

Skill Tests

Using script analysis for the basic ability test of drama performance, the researcher conducted a series of questions about the basic ability of drama performance around the four scripts, Home, Thunderstorm, Villa for Sale, and Main Character Debut, and then asked them to present the segments from the scripts. A drama performance skill test form was used, and the test criteria rated the subjects in five areas: 1) character base, 2) through action and top task, 3) grasp of style and genre, 4) on-stage communication, and 5) subtext. These five test criteria are derived from the instructional objectives. The growth rate of the scores was analyzed by comparing the scores before and after the use of the script analysis approach.

3. Students' Satisfaction Questionnaire

The questionnaire investigating student satisfaction with the use of script analysis approach in the teaching of drama performance contained three sections: 1) interest and motivation, 2) engagement and 3) the effect of script analysis on student learning. The questionnaire consists of 15

statements (5 statements per part) and uses a five-point Likert scale system ranging from 5 to 1. (5) Strongly agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly disagree.

4. Validity and Reliability of Research Instruments

In this study, in order to ensure the validity of the content of the lesson plans, they were analyzed using Item Objective Congruence (IOC), The Item Objective Congruence Index, developed by Rovinelli & Hambleton (1977), is a procedure used for test development to assess content validity during the development phase of a project. (Turner & Carlson, 2009). To validate the lesson plans in this study, three experts were invited to review the lesson plans and complete the IOC form. In this study, the validity coefficients of all research instruments were higher than 0.67, indicating the content validity of them were acceptable.

Moreover, the reliability of satisfaction questionnaire was tested

using Cronbach Alpha through SPSS. Cronbach Alpha ranges from 0 to 1. Higher values imply items with greater agreement. The items are sufficiently consistent at the value of 0.7 and above to suggest the measure is reliable. In this study, the Cronbach Alpha coefficient was 0.74, indicating that satisfaction questionnaire was reliable.

Data Analysis

1. Analysis of Drama Performance Test Scores

As shown in table 1, paired-sample analysis of the test scores showed positive results. The pretest mean is 10.73 with a standard deviation of 2.80; the post-test mean is 16.97 with a standard deviation of 1.50. The pretest and post-test mean differ by 6.23, indicating an increase in the post-test mean. The obtained significance value (p) was 0.000, which was lower than 0.05 ($p < 0.05$), indicates a statistically significant increase in the post-test score compared to the pretest score for the sample group.

Table 1 Sample t-test

Paired Sample Statistics						
	n	Mean	Std. deviation	Mean difference	T	p-value
Pretest	30	10.73	2.80	6.23	-16.17	.000**
Post-test	30	16.97	1.50			

Figure 3 below compares the mean scores for the pretest and post-test, which are 10.73 and 16.97 respectively. The mean score on the post-test was higher than that on the pretest. The post-test

mean score is greater by 6.23 points compared to the pretest mean score. Therefore, it can be concluded that each participant progressed and scored higher on the post-test.

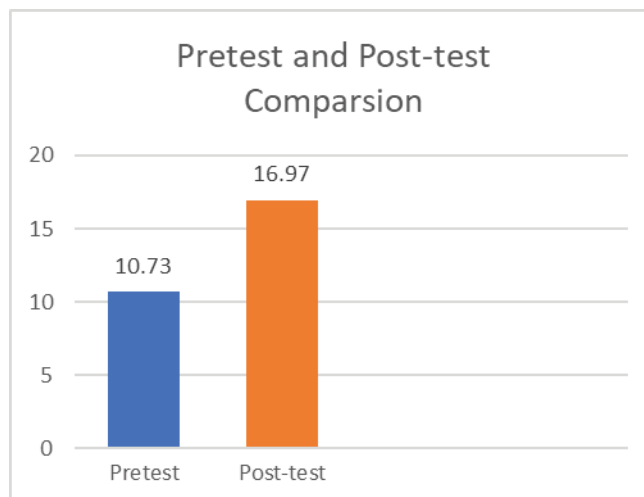


Figure 3 Comparison of Pretest and Post-test Mean

2. Analysis of Satisfaction Questionnaire

For this study, to collect quantitative data and study students' perceptions about the use of script analysis approach in Drama performance classes, a five-point Likert scale was used, where 1-Strongly Disagree and 5-Strongly Agree. The questionnaire consisted of 15 items divided into 3 parts: Part A: Interest and Motivation; Part B: Engagement; and Part C: The effect of script analysis on student learning. Descriptive statistics (mean and standard deviation) were used

to analyze the survey results. In the mean interpretation, 5-4.01 is the highest level, 4-3.01 is the high level, 3-2.01 is the medium level, 2-1.01 is the low level, and ≤ 1 is the lowest level.

A questionnaire was administered to all 30 (N=30) study participants. From the table 2 below, it can be seen that the mean scores were 3.92, 4.27, and 4.45 for part A, part B and part C respectively, which were all at the highest level. The overall average was also at the highest level with the figure of 4.21.

Table 2 Questionnaire of the Sample Group

	N	Mean	Interpretation
Part A	30	3.92	High
Part B	30	4.27	Highest
Part C	30	4.45	Highest
Total	30	4.21	Highest

Part A - Interest and Motivation: Most students agreed that learning drama performance using script analysis approach is interesting and enjoy the teacher's teaching style in drama performance class using script analysis, which were both at the highest level with the mean score of 4.03. which denoted the 'Highest' level of mean score range on a Likert scale.

Part B - Engagement: It is clear that most of the students are willing to use scripted analysis to learn more with the highest mean score of 4.53. Therefore, the researcher concluded that scripted analysis increased student engagement.

Part C: The Effect of Script Analysis on Student Learning: Most students affirmed that script analysis help improve their drama performance skill and would be beneficial to their future Drama performance learning, which were both at the highest level with the mean score of 4.60. In terms of the average mean score of this part, which was 4.45 falling in the highest level, it could be determined that script analysis would enhance students' drama performance.

In summary, Part C has the highest mean score, with a mean of 4.45 and a standard deviation of 0.61. Part A and Part B had relatively lower mean

scores with the average score of 3.92 and 4.27 respectively. Nevertheless, considering the overall mean score of 4.21, the researcher was convinced that most students had a positive satisfaction with the use of script analysis in drama performance learning.

RESULTS CONCLUSION AND DISCUSSION

As stated above, this study generated two main conclusions:

1) The application of script analysis helped improve the second-year students drama performance in Sichuan province, China.

2) Students had positive satisfaction with the use of phonics instruction in drama performance lesson.

In the discussion that follows, the results would be presented in detail, along with an explanation of how they addressed the research questions that were put forth for this study.

1. Students' Drama Performance Test Achievement

1) The statistical analysis of the paired samples t-test for the drama performance scores showed that the mean score of the post-test (16.97) was higher than that of the pretest (10.73), with a mean difference of 6.23. The mean score of the post-test was higher, indicating that script analysis has a positive

effect on students' drama performance learning.

2) All participants scored higher in the post-test than in the pretest with score disparities ranging from 4 to 11 points.

The above quantitative data analysis directly revealed the students' improvement in the post-test. Therefore, the results of this study clearly indicated that the use of script analysis effectively improved the drama performance of second-year Chinese university students in Sichuan Province, China. The data collected from this study was reassuring as well. The results of the study showed that using script analysis to learn drama performance had a significant impact on improving drama performance skill. Kai (2017) studied script analysis in the teaching of drama directing and he found that there was a positive shift in the students' learning styles, and more importantly, a significant improvement in their drama performance skills, and a significant increase in the students' ability to interact with each other. Haozhong (2011) studied the instructional approach to student script analysis and the results were the same as in this study, demonstrating that successful implementation of script analysis improved students' understanding and skill proficiency

in drama performance. Data analysis showed that students' drama performance improved after using script analysis.

2. Students' Satisfaction

The second objective of this study was to investigate students' satisfaction with the use of script analysis in drama performance lesson. Quantitative data concerning this objective was collected through a questionnaire containing 15 items, which were further divided into three parts:

Part A: Interest and motivation.

Part B: Engagement.

Part C: The effect of script analysis on student learning

1) The data from Part A of the questionnaire showed that students had the highest level of interest and motivation with the use of script analysis ($\bar{X} = 3.92$, $SD = 0.78$). Students agreed that using script analysis to learn drama performance was interesting and motivating.

2) The data from Part B of the questionnaire showed that students had the highest level of satisfaction in terms of engagement when using script analysis in drama performance lessons ($\bar{X} = 4.27$, $SD = 0.71$), indicating that script analysis could engage students in learning drama performance.

3) The data from Part C of the questionnaire showed that students

consented to the idea that script analysis had a positive impact on the effectiveness of their drama performance learning and gave it the highest level of satisfaction ($\bar{X} = 4.45$, $SD = 0.61$), implying that students affirmed script analysis helped improve their drama performance.

Thus, the above quantitative data analysis directly revealed students had a positive satisfaction with the use of script analysis in drama performance learning.

Recommendations

1. Recommendations for Implementation

1) The application of script analysis in improving drama performance of Chinese students in the second-year of university is considered to be effective. However, the implementation time of script analysis in this study was limited. In order to obtain more information, it is recommended that schools consider extending the time for implementing and implementing script analysis in their regular drama performance courses. The results may vary.

2) Script analysis has proved to be beneficial to improving the drama performance skills of Chinese students in the second-year of university. Therefore, script analysis should be encouraged

in teaching drama performance in other grades as well.

3) The success of script analysis in learning drama performance suggests that this method can also be used to teach other subjects, such as reading comprehension in language textbooks and analysis of broadcasting texts.

2. Recommendations for Future Research

Considering some of the limitations of this study, the researcher had recommendations for future research.

1) This study was limited to 30 Chinese students in their second-year of university at a school in Sichuan Province. Therefore, similar studies could be conducted at different grade levels, for example, elementary school, middle school, high school, and university, or with larger samples in different regions of China, which would be useful for replication and would help to validate and assure the validity of the conclusions of this study.

2) This study was limited to one segment of the script, and further research could include the study and analysis of the entire script.

3) Investigating research into drama performance on the study of drama learning for skills other than script analysis,

such as analyzing the differences between stage and film performances, the different ways in which script analysis can be used for stage and film performances, and understanding the wider implications of script analysis, could lead to a fuller understanding of the benefits of script analysis in the drama performance learning environment.

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