District Institute of Education & Training Tinsukia

Action Research

Session 2024- 2025

Title of the Action Research

"A Study on the impact of Story Telling and Role Play to understand the comprehension mentioned in the text of Lower Primary level Classes"

Investigator

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Certificate

This is to certify that Dr. Nayanmoni Phukan, Lecturer DIET Tinsukia has worked under my guidance and supervision for her action research "A Study on the impact of Story Telling and Role Play to understand the comprehension mentioned in the text of Lower Primary level Classes". This study is an authentic and a bona fide research work.

Signature

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Title of the study: A Study on the impact of Story Telling and Role Play to understand the comprehension mentioned in the text of Lower Primary level Classes

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A Study on the impact of Story Telling and Role Play to understand the comprehension mentioned in the text of Lower Primary level Classes

1.0 Introduction:

Comprehension is a fundamental skill in language learning, enabling students to understand, interpret, and engage with texts. However, many students in lower primary classes struggle to comprehend complex texts, hindering their academic progress and motivation. Traditional teaching methods often focus on rote learning and memorization, neglecting the importance of creative and interactive approaches to learning.

Storytelling and role-play are two innovative pedagogical tools that have been shown to enhance comprehension, engagement, and motivation in language learners. By harnessing the power of narrative and imagination, these approaches can help students develop a deeper understanding of texts and improve their language skills.

This action research study aims to investigate the impact of storytelling and role-play on comprehension in lower primary classes. By exploring the benefits and challenges of integrating these approaches into the English language curriculum, the study seeks to contribute to the development of innovative and effective teaching methods that enhance student learning outcomes.

2.0 Need and Justification:

The need for this study arises from the challenges faced by lower primary students in comprehending texts of language subject. Despite the importance of comprehension in language learning, many students struggle to understand and engage with texts, leading to poor academic performance, decreased motivation and interest in learning, limited vocabulary and language skills.

This study is justified for several reasons:

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5.0 Identification of the problem:

Problems:

i. Lack of Engagement: Students are showing decreased interest and engagement in reading and language activities, leading to a negative impact on their motivation and self-esteem.

ii. Limited Vocabulary: Students are struggling to understand and use vocabulary effectively, hindering their ability to comprehend complex texts.

Consequences:

i. Academic Underachievement: Students may fall behind their peers, leading to decreased academic confidence and motivation.

ii. Language Deficits: Students may struggle with language skills, leading to difficulties in other subject areas and future academic pursuits.

iii. Negative Impact on Motivation: Students may become disengaged and demotivated, leading to a negative impact on their overall well-being and self-esteem.

By identifying these problems and consequences, the study explored potential solutions, such as the use of storytelling and role-play, to enhance comprehension in lower primary classes.

6.0 Probable causes of the problem:

The following can be probable causes of the problem are:

i. Lack of Student Engagement: Students may not be motivated or engaged in reading and language activities, leading to a lack of comprehension.

ii. Inadequate Assessment and Feedback: Assessments may not accurately measure students' comprehension skills, and feedback may not be provided in a timely or effective manner.

iii. Limited practical demonstration: Proper story telling with body movements, hand gestures, voice modulations as well as toy-based pedagogy is less practiced.

iv. Diverse language background: Tinsukia district is covered with different section of people. Due to diverse language background, their proficiency in understanding comprehension mentioned in the text of Lower Primary level Classes may impact students' ability to develop comprehension skills.

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7.0 Methodology:

a. Selection of Samples:

The students of class III of Kadamani L.P School, Tinsukia was selected as sample of study. Total 20 number of samples were selected using random sampling method.

b. Sources of Baseline-data:

Past experience during school visits, rhymes, recitation, story-telling and role play by oral presentation and basic interaction and communication.

c. Tools of Data collection:

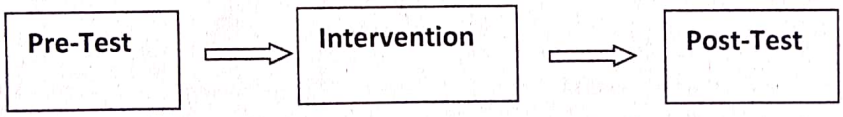
Picture story cards and books, low cost toys for story-telling and useful and appropriate properties for role play.

Moreover, Oral and examination for pre-test and post-test, rating scale for compilation of data (5 point- Excellent, very good, good, average and below average) and observation schedule for qualitative analysis.

d. Research Design:

Out of the three-research design namely- Survey design, Experimental design and Quasi-Experimental design, the investigator has selected the quasi-experimental design for the study.

The block diagram of the quasi-experimental design is given below:



e. Data Analysis:

The collected data will be analyzed in the following forms: a) Tabulation of data b) Graphical representation

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8.0 Action details and time chart:

Sl no	Name of the Action	Tools	Method	No. of days
1.	Preparation of pre-test	Test items	Analysis and synthesis	7
2.	Pre-test	Test items	Oral Test	4
3.	Analysis of pre- test	Story-telling and role play	Analysis	6
4.	Preparation of strategies for intervention	Demonstration/ Recording/ TLM/ Chart/ story books/ blackboard/ Online resources	Analysis and systematization	7
5.	Intervention	ICT resources/Exemplary notes and resources on accurate pronunciation and repetition of story-telling and roleplay with proper body and hand gestures, voice modulations	Discussion, Demonstration and practice repeatedly with proper body and hand gestures, voice modulations, intonation and stress	60
6.	Recapitulation	Intervention points	Discussion and feedback	6
7.	Post- test	Test items	Oral test	4
8.	Analysis, report making	Analyzing using rating scale, writing, data compilation and comparison, DTP. etc	Analysis, simple statistical method	6
			Total No. of days:	100

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9.0 Procedure of Intervention:

After the result of the pre-test, intervention was duly provided. As part of the intervention process demonstration of story-telling and role play are duly adopted to understand the comprehension mentioned in the text of Lower Primary level Classes. Remedial measures included story books, cards, toys and model. Important words were written on the blackboard with proper drawing and appropriate designed toys. The students were instructed to tell story of their own choice as well as to compose a story based on a desired theme with action group-wise and individually. Presentation and performance of the story and roleplay in their mother tongue so as to build their confidence in expressing has been encouraged. Audio-video equipment were taken to make the class interesting and fun learning. During the time allotted for intervention the students were engaged in effective practice through worksheets and extensive oral practice with ICT intervention to solve the problem of inability to understand the content of the text and mode of expression. Hence, story-telling and role play with action, dialogue throwing with proper pronunciation, voice modulation, stress and intonation are truly practiced.

10.0 Analysis and Interpretation of the result (data):

Data analysis is considered as an important step and heart of the research work. After collection of data with help of relevant tools and techniques, the next logical step, is to analyze and interpret data with a view to arrive at empirical solution to the problem. The data analysis for the present study was done quantitatively with the help of percentage. The statistical techniques have been used for analysis of collected data. Tabulation and bar diagram used to make clear and analyze the data to find out the results. On the basis of the pre-test the following data were received

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TABLE 1: Analysis of data of PRE-TEST

Sl. no	Code name of student s	Q-1 (6)	Q-2 (4)	Q-3 (5)	Q-4 (5)	Q-5 (5)	Q-6 (5)	Total Marks 30	% of marks	Parameters
1	A	3	3	5	3	4	3	21	70	Good
2	B	3	3	4	2	3	3	18	60	Good
3	C	3	3	4	3	3	3	19	63	Good
4	D	3	3	3	3	3	3	18	60	Good
5	E	2	2	1	1	1	2	9	30	Below Average
6	F	2	0	1	1	1	2	7	23	Below average
7	G	2	0	1	2	1	1	7	23	Below average
8	H	2	1	1	1	1	1	7	23	Below average
9	I	2	0	1	1	2	2	8	26	Below Average
10	J	2	3	2	3	2	2	14	46	Average
11	K	2	3	2	2	2	2	13	43	Average
12	L	3	2	2	2	2	2	13	43	Average

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13	M	1	2	1	2	3	3	12	40	Average
14	N	4	3	3	3	3	4	20	67	Good
15	O	2	1	1	1	2	2	9	30	Below average
16	P	2	1	1	2	2	2	10	33	Below Average
17	Q	1	0	1	1	2	2	7	23	Below average
18	R	1	3	2	2	2	3	13	43	Average
19	S	3	2	3	3	3	3	17	57	Good
20	T	2	1	3	3	3	3	15	50	Average

On the basis of the post-test the following data were received –

TABLE 2: Analysis of data of POST- TEST

Sl. no	Code name of students	Q-1 (4)	Q-2 (4)	Q-3 (5)	Q-4 (6)	Q-5 (6)	Q-6 (5)	Total Marks 30	% of marks	Parameters
1	A	4	4	3	5	5	5	26	87%	Excellent
2	B	4	4	4	5	6	5	28	93%	Excellent
3	C	3	4	4	5	5	4	25	83%	Very good
4	D	3	4	5	5	5	4	26	87%	Excellent
5	E	3	3	3	3	3	3	18	60%	Good

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6	F	3	2	3	2	3	3	16	53%	Average
7	G	2	2	3	2	3	3	15	50%	Average
8	H	2	1	2	2	2	2	11	37%	Below Average
9	I	2	2	3	4	3	3	17	57%	Good
10	J	4	3	4	4	4	4	23	77%	Very good
11	K	4	3	4	5	4	4	24	80%	Very good
12	L	4	3	4	5	4	4	24	80%	Very good
13	M	3	3	3	4	4	4	21	70%	Good
14	N	4	4	4	5	5	5	27	90%	Excellent
15	O	4	2	3	4	4	3	20	67%	Good
16	P	4	3	3	4	4	3	21	70%	Good
17	Q	3	3	4	4	4	3	21	70%	Good
18	R	3	4	4	3	3	3	20	67%	Good
19	S	4	4	3	5	4	4	24	80%	Very good
20	T	4	3	4	5	4	4	24	80%	Very good

Rating Scale				
Below Average/poor (below 40%)	Average (40-55%)	Good (Above 55-70 %)	Very Good (Above 70-85 %)	Excellent (Above 85%)

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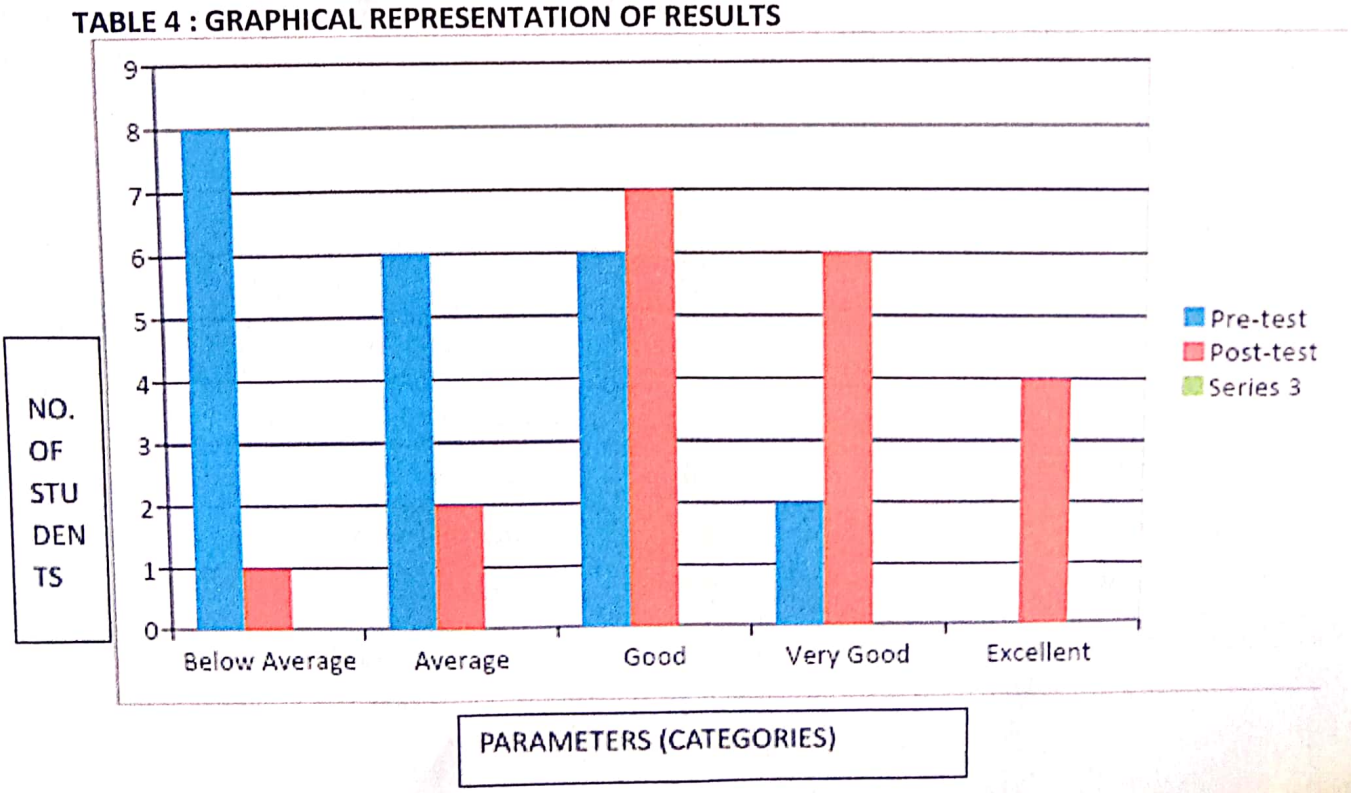
TABLE 3: TABLE FOR COMPILATION OF DATA

SL. NO	PARAMETERS (CATEGORIES)	PRE-TEST RESULTS	POST-TEST RESULTS	REMARKS
1	Below Average	8	1	Better Performance
2	Average	6	2	Better Performance
3	Good	6	7	Improvement
4	Very Good	2	6	Better Performance
5	Excellent	0	4	Positively Increasing
TOTAL STUDENTS		20	20	

TABLE 4 : GRAPHICAL REPRESENTATION OF RESULTS



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11.0 Findings:

a) **Positive aspect**

On the basis of the result given above we can see that the students of class iii have improved considerably in the post-test compared to the pre-test. In the pre-test 8 students were categorized under below average category due to their poor performance. But, after intervention only one trainee remains the same. The student will need special care. Similarly, after intervention number of students in average category also decreased in post-test. On the other hand, no of students in 'Good' category in pre-test was 6 which is increased to 7 after intervention. 4 students under good category successfully moved to excellent after gaining proper intervention and regular practice.

b) Negative aspect

From the analysis we have also seen that there are still 1 student in below average and 2 in the average category. We can find these probable reasons for their poor performance –

- Irregular attendance of students during intervention period
- Lack of attention during classroom transaction
- Mother-tongue influence

12.0 CONCLUSION:

It may be concluded that the objectives on which the study was based on are almost fulfilled. As a result, the students of class III of Kadamani LP School, Tinsukia improved their story telling and role play skill by which their understanding level of comprehension of the text mentioned are properly understood. The students have been able to realize the utility of practice and the importance of the correct

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pronunciation and understanding of words for expression and interaction. Moreover, it can be suggested that a more extensive and regular practice opportunities would further enhance their communicative competence. From the above findings we may conclude that the hypothesis is proved to be successful. So, if any teacher adopts this intervention strategy then they will also be able to solve the problem in this manner.

The key findings also include,

1. Improved Comprehension Skills: Storytelling with a clear objective or goal enhances children's comprehension skills, especially when accompanied by activities like drawing, acting out the story, re-telling, asking questions, and meaningful discussions.
2. Enhanced Engagement: Storytelling attracts children's attention, motivates them to learn, and helps develop their language skills.
3. Better Retention: Using picture stories and discussing the content assists children in understanding and learning new vocabulary, leading to better retention.
4. Developmental Benefits: Storytelling and role-play help children develop essential skills like critical thinking, problem-solving, and communication.
5. Using Picture Stories: Picture stories positively impact kindergarteners' reading comprehension and vocabulary development.
6. Telling Stories with a Clear Objective: Storytelling with a clear goal improves comprehension skills, especially when accompanied by activities.
7. Encouraging Active Participation: Encouraging children to participate in storytelling through activities like acting out the story, re-telling, and asking questions enhances their comprehension skills.
8. By incorporating storytelling and role-play into early childhood education, teachers can create engaging and interactive learning experiences that foster improved comprehension skills and overall developmental benefits.

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13.0. PROBABILITY OF FUTURE STUDY

i. The impact of storytelling on literacy development

ii. The role of roleplay in storytelling

iii. The benefits of storytelling and roleplay

14.0 Money budgeting:

Table 5: Table depicting money budgeting

Sl.No	Area of cost	Quantity	Estimated Cost
1	A4 Plain Paper Bundle	1	500
	Chart Paper	20	200
	Colour Pencils	30	300
	Pencil+Pen	40	200
	Eraser+Sharpner	20	100
	Picture Story Books	20	2000
	Flash cards	20	1000
	Materials for toy making	60	2000
2	Printing Cost (PreTest Question Paper)	30	100
	PrintingCost (PreTest Question Paper)	30	100
	DTP (Typing)	3	500
	Printing and binding	3	700
	Xerox	100	300
3	Transportation Cost		12000
	Total Cost		20,000

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References:

1. The Storytelling Animal: How Stories Make Us Human" by Jonathan Gottschall.
2. "Storytelling with Children" by Nancy Mellon.
3. "Role-Play for Children: A Guide for Teachers and Parents" by Karen M. Hart.
4. "The Power of Play: Learning That Lasts a Lifetime" by Susan G. Solomon.
5. "Early Childhood Education: An International Perspective" by Rebecca S. New.
6. The Art of Storytelling" by John Walsh.
7. "Dramatic Play in the Early Years" by Sue Grieshaber.
8. "Storytelling in Early Childhood" by Teresa Crestani.
9. "Play-Based Learning in the Primary School" by Sue Rogers.
10. "The Storytelling Handbook" by Angela Heap.

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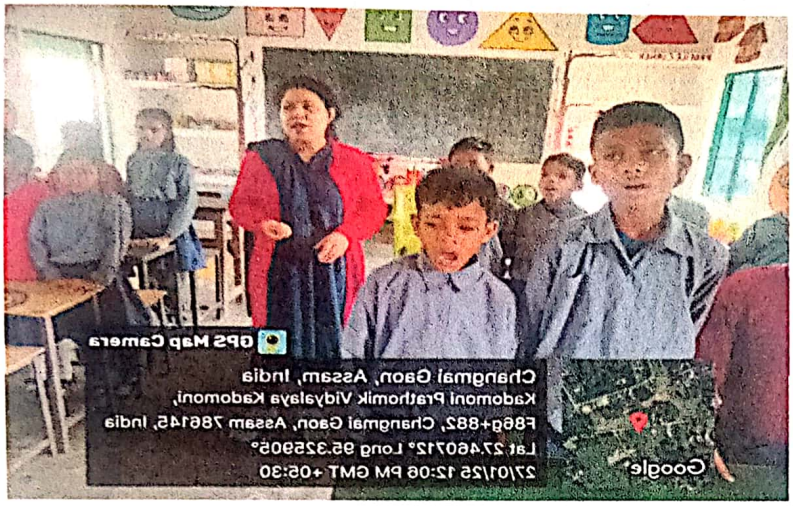
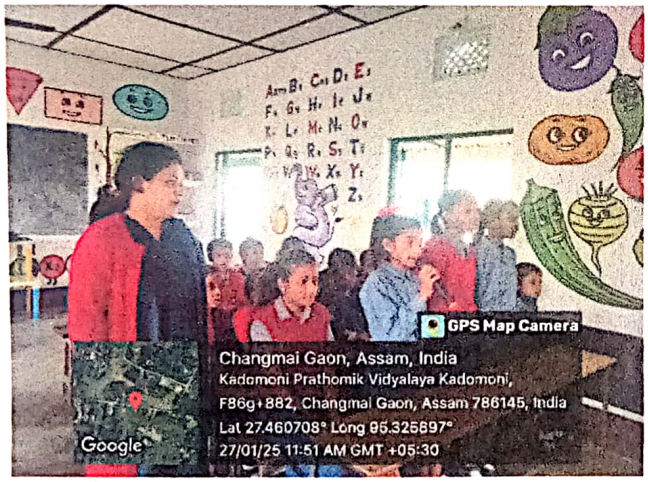
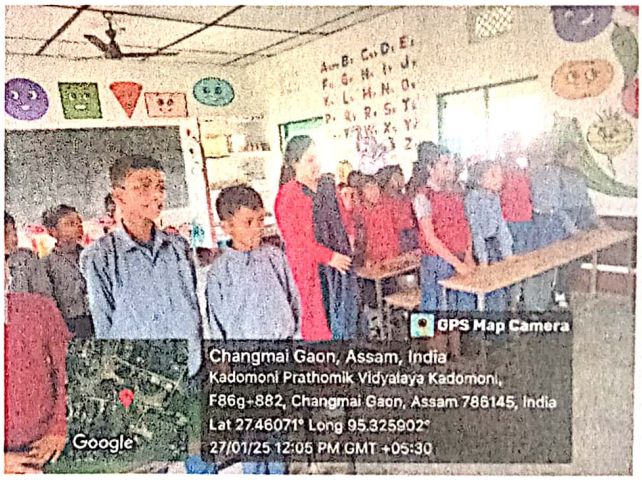
Appendix

Annexure: Photographs

The following are some glimpses captured during the conduct of the action research in Kadamani L.P School, Tinsukia







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