

The Effect of The Acting – Role Technique in The Evaluation of The First Intermediate Stage in Reading Subject

Athesis

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One of the new educational techniques is the acting – role in reading subject. Such technique depends upon the simple acting – roles within the classroom. The students act their roles with much vitality. Through this technique, the lesson will be more active in addition the students effectively and interestingly will understand the lesson.

The research aims to know the influence of the acting role technique in the evaluation of the intermediate school student in reading subject.

The research is intendedly limited to two intermediate and secondary schools in Baquba, Ashnona city and AL-Abara village which belong to the office of education in Diala. These schools are Um Salama secondary school for girls and Blatt AL-Shuhadaa intermediate school for boys. The sample was taken from the first stage in both schools of 2001-2002 and the seven subjects from the reading subject and textual book of the first stage.

The sample of the schools reached (55) secondary and intermediate schools and distributed as follows: (25) intermediate schools, (29) secondary schools, (24) boys schools, (21) girls schools and (10) gathering schools. The sample involved two sections from Um Salama secondary school for girls. Section A represented the imperial group which was selected randomly and was taught according to the acting role technique. While section B represented the controlling group which was taught according to the normal technique.

The total number of the students were (64) students; (34) students of the imperial group and (30) students of the controlling group. While Blatt AL-Shuhadaa school contained three sections of the first stage. Section (A) was selected randomly to be the controlling group and section (B) to be the imperial group. The total number of the students were (66) students; (34) students of the controlling group and (32) students of the imperial group. Some alternations were controlled to both groups as the Arabic marks of the same student, of the sixth stage in the primary school 2000-2001, the studying evaluation of the sample's parents and the students's age. The researcher planned some studying schemes of the seven subjects and exposed them to some experts.

The experiment continued for (10) weeks; started from 10th, Oct., 2001 and finished in 25th, Dec., 2001.

The series of tests were applied which depend on the accurate pronunciation, exact stresses, the vocabulary's meaning and the general meaning. These tests were adopted on the both groups (imperial and controlling) by the T-Test for two independent samples, person connecting factor and K-test.

The results of the study proved that the group which studied the reading by the acting role technique is more successful than the group which studied the same subject by the ordinary technique. The difference was of statistical signal in 0.05. thus we can refuse the previous zero supposition which asserted that there is no difference of statistical difference between the imperical and controlling group who study reading by the acting role technique and by the normal technique.

The results showed a rheunces of statistical signal from the imperical group (boys) in 0.05 level which proves the progressing level of the imperical group members (boys) was studied reading by the acting role technique upon the controlling group members who studied reading by the normal technique.

Therefore, we can refuse the second zero supposition which asserts that there is no difference of statistical signal between the boys who studied reading by the acting role technique and the boys who studied reading by the normal technique. Also these results exposed statistical signal differences for the imperical group (girls) in 0.05 level which proves the progressing level of the imperical group members (girls) who studied reading by the acting role technique upon the controlling group members (girls) who studied reading by the normal technique. Thus, we can refuse the third zero supposition which asserts that there is no difference of statistical signal between girls who studied reading by the acting role technique and the girls who studied reading by the normal technique.

Suggestions and recommendations:-

- 1- The necessity of using the acting role technique in studying reading as an influential technique.
- 2- Encouraging Arabic language teacher to depend on the acting-role technique in their teaching.

As a continuity of this study, the researcher suggested the following:-

- 1- Making another similar study in other branches of Arabic language.
- 2- Making another similar study in the secondary school.