INTEGRATION OF DOU YIN MEDIA AND HEURISTIC TEACHING METHOD IN DRAMA PERFORMANCE ACHIEVEMENT OF GRADE 10 STUDENTS IN YUNNAN PROVINCE, CHINA

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This study aimed to use the integration of Dou Yin and the heuristic teaching method to improve students' performance and achievement in drama. The group consisted of 30 Chinese students in Grade 10 in Yunnan Province, China. Four lesson plans, a pre-test, a post-test, and a questionnaire were used to collect data, and descriptive statistical analysis and a paired sample T-test were used for analysis. The data were collected for a four-week period, and the teaching experiment was conducted in a middle school in Yunnan Province. Pre-test and post-test results showed an improvement in drama performance in the sample group, with a mean difference of 3.24 points between pre-test scores (=33.13, SD=2.88) and post-test scores (=36.37, SD=2.97). The data collected from the questionnaire show that all items in the questionnaire were highly evaluated. The majority of students in the sample group expressed positive satisfaction with the application of the integration of Dou Yin and heuristic teaching methods in drama performance learning. This study showed that the integration of Dou Yin and heuristic teaching methods provides a new teaching idea for learning drama performance.

Keywords: heuristic teaching method; Dou Yin media; drama performance; student satisfaction; senior one students
Introduction

With the development of technology, multimedia education has many advantages over traditional teaching. Liu (2020) points out that online education models can effectively break the limitations of space, time, and other factors in traditional teaching, ensuring greater flexibility in communication between teachers and students. Internet media can create a good interactive environment while enhancing classroom efficiency and promoting communication between teachers and students. It also increases students learning enthusiasm and interest. Dou Yin Media's live courses and video tutorials provide rich learning resources and have gained widespread recognition and support from students. Students generally consider using Dou Yin Media for learning as necessary and beneficial (Li & Li, 2022; Lei, 2021).

Li & Li (2022) believes that Dou Yin Media indeed broadens the path for students’ independent learning and has a positive impact on drama performers, contributing to their performance growth. Dou Yin Media has changed the traditional teaching model, broadened students understanding of drama performance, enhanced students autonomy in learning, met their individualized needs for performance learning, and enhanced the practicality and diversity of their learning in drama performance.

Based on the above information, this study aims to improve the drama performance abilities of grade 10 students in Yunnan Province. It will achieve this by using DouYin Media and the Heuristic Teaching Method. The purpose of this research is to demonstrate how to apply Dou Yin and the Heuristic Teaching Method in drama performance teaching, create new teaching methods using Dou Yin and the Heuristic Teaching Method, improve student satisfaction with learning drama performance, and enhance Chinese students drama performance achievement.

Research objectives
1. To compare grade 10 Chinese students achievement in drama performance using Dou Yin Media with the Heuristic Teaching Method.
   To investigate grade 10 Chinese students learning satisfaction with using Dou Yin Media with a Heuristic Teaching Method in Drama Performance.

Research hypotheses
The use of Dou Yin Media with Heuristic Teaching Method would help improve the performance of grade 10 Chinese students.
Chinese grade 10 students would exhibit satisfaction towards using Dou Yin Media with Heuristic Teaching Method in learning drama performance.

Conceptual framework of the study
In this study, the independent variables were the integration of Dou Yin Media with the heuristic teaching method.
Dependent variables included students’ drama performance achievement and students satisfaction with the use of Dou Yin Media with the Heuristic Teaching Method.
INTEGRATION OF DOU YIN MEDIA AND HEURISTIC

Independent Variable | Dependent Variables
---|---
The Integration of Dou Yin Media with Heuristic Teaching Method | Drama performance achievement
| Students leaning satisfaction

Figure 1 - Independent variable and dependent variables (made by co-authors)

Research design

This study employed a quantitative approach. The research design was as follows:
In this study, the researcher collected quantitative data through academic performance tests and surveys. The performance tests included a pre-test and a post-test, with the aim of comparing the drama performance scores of grade 10 art students before and after the integration of Dou Yin Media and a heuristic teaching method.
Additionally, the study investigated the satisfaction of grade 10 art students with the integration of Dou Yin media and heuristic teaching methods in drama performance classes.

Participants

This study applied a cluster random sampling method to select 30 students from the two drama performance classes for research. So thirty students from each class were selected as a sample group for the study.

Research instruments

The following three instruments were used to collect quantitative data for this study: These included four lesson plans, achievement tests (pretest and posttest), and a questionnaire.

Lesson plans

The researcher designed four lessons; each lesson was taught twice a week for a total of eight sessions, based on the four themes in the "Fundamentals of Stage Acting" national key textbook for higher art education during the "Ninth Five-Year" plan period (Li & Ge, 2021; Li, 2023; Hu, 2023). Two lessons were conducted per week for four weeks.

Drama performance tests

The drama performance assessment test was divided into pre-test and post-test phases, evaluating participants' capacity to shape theatrical characters and the coherence of their story creation.
The test was conducted through collaborative group efforts among students who were engaged in improvisational performances based on provided themes (Geng, 2022). The average scores before and after the test was computed by adding the scores from the two evaluators. This scoring standard incorporates four criteria:
1. Whether students were focused during the performance.
2. The coherence of the story arrangement.
3. The vividness of animal impersonations.
4. The harmony of teamwork among members. These criteria were assessed through pretest, posttest, and scoring.

Quantitative instrument
The researcher designed the students' satisfaction questionnaire for grade 10 Chinese students in Yunnan Province, China. This researcher designed a survey to gauge student satisfaction with the integration of Dou Yin media and heuristic teaching methods in drama performance classes. The questionnaire comprised 15 statements, divided into 5 levels. Each statement was evaluated using a 5-point Likert scale system: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly Disagree.

Validity and reliability
In this study, the researcher designed all research instruments to identify IOC data from three experts. All research instruments had a reliability coefficient of 0.67 or higher. To validate the reliability of the questionnaire, a Cronbach's alpha test was administered to 30 students who were not part of the sample group. The test computed their responses, yielding a satisfactory score of 0.833, which indicates statistical acceptability.

Analysis of drama performance test scores
The results show the participants' pre-test and post-test scores. As shown in the figure, the blue bars represent the pre-test scores, and the orange bars represent the post-test scores. Thus, it is clear that all participants improved in the post-test, affirming that the integration of Dou Yin and heuristic teaching methods improved students' drama scores.

The Fig. 2, 3 shows the average scores of the pre-test and post-test, which were 33.13 and 36.37, respectively. The average score of the post-test is higher than the average score of the pretest. The post-test scores were 3.24 points higher than the pretest. Therefore, it can be concluded that everyone improved and scored higher on the post-test.

Analysis of students' opinions
Out of the three sections, the second section had the highest mean score of 4.50 with a standard deviation of 0.59. The first section scored 4.49 with a standard deviation of 0.62, respectively. The first section scored 4.28 with a standard deviation of 0.62, respectively.

Therefore, with the highest overall mean score of 4.42, the researcher is convinced that the students are more satisfied with the integration of Dou Yin and heuristic teaching methods for teaching drama.
Conclusion and discussion

The statistical analysis of the sampling t-test of the distribution of grades showed that the mean score of the post-test (33.37) was higher than the mean score of the pre-test (33.13)
with a mean difference of 6.77. The standard deviations of the sample group for the pre-test and the post-test were (2.88) and (2.97), respectively.

The above quantitative data analysis clearly shows that the drama performance ability of Chinese 10th grade students in Yunnan Province was improved after using the integration of Dou Yin and heuristic teaching methods.

Discussion
As noted above, the study identified two important findings. The first finding showed that the integration of Dou Yin and heuristic teaching methods improved the dramatic performance ability of Chinese students in Yunnan Province, China. The second finding was that Chinese students in grade 10 showed positive satisfaction with learning drama performance using an integration of Dou Yin and heuristic teaching methods. The following description describes the findings in more detail and explains how they address the research questions presented in this study.

Students’ drama performance test achievement
The results show that the integration of Dou Yin and the heuristic teaching method can improve students' performance and scores in drama acting courses. The integration of Dou Yin and heuristic teaching methods has improved students' imagination and creativity in theater performances, and the more individualized curriculum has helped them become more comfortable in the classroom, as well as increase their confidence and interest. With the help of the integration of Dou Yin and the heuristic teaching method, students have become more independent thinkers and better at asking questions and solving problems! Integration of Dou Yin and Heuristic Teaching Methods
The average score of the post-test (36.37) was 3.24 points higher than that of the pre-test (33.13). From the data, we can see that students No. 9 and No. 18 showed the greatest improvement in their scores, with the post-test improving by 5 points compared to the pre-test. Therefore, we can conclude that the improvement of students' grades and scores indicates that the integration of Dou Yin and heuristic teaching methods has a positive impact on students' grades and scores in drama performance courses.

Li & Liu (2022) pointed out that the form of drama performance is in line with students' nature of loving games and performances, which enables students to learn in practice, make progress in experience, combine learning with entertainment, mobilize students' enthusiasm for learning, and improve learning efficiency.

Recommendations
Depending on the results and conclusions of the research, we make the following recommendations:
1) Grade 10 students in Yunnan Province successfully used the integration of Dou Yin and heuristic teaching methods to improve their drama performances. Therefore, it can be popularized in the teaching of drama performances in other schools.
2) It is recommended that other drama performance teachers try to teach drama performance with the integration of Dou Yin and heuristic teaching methods.
3) Schools can use the integration of Dou Yin and heuristic teaching methods for teaching other related subjects. Dou Yin can provide sufficient educational resources for
students' learning references. Heuristic teaching methods can cultivate students' independent thinking and learning abilities.

**Recommendations for future research**

Considering the limitations of the study, the following recommendations are for consideration by interested researchers prior to conducting similar studies in the future.

1) This research was limited to a group of 30 grade 10 Chinese students in Yunnan Province, China. Consequently, a comparison study with a larger sample could be made in a different area of China. This would be worthwhile for replication and would help to verify and ensure the reliability of the conclusions from the present study.

2) Due to time constraints, this study was only conducted for 4 weeks. Therefore, further studies over a longer period of time are necessary to obtain more accurate results.

3) Similar studies can be conducted in different places, different schools, and different grades. Further detailed research is needed in different regions of the country.

4) Using the integration of Dou Yin and the heuristic teaching method, similar research was conducted on other dramatic performance techniques. This has all sorts of consequences and benefits.

At the end of this section, all the details of the study have been listed. The results showed that the application of the Integration of Dou Yin and Heuristic Teaching Method has a significant positive impact on students' grasp of the basic elements of drama performance and their satisfaction with drama performance.

As a new type of education method, integration of Dou Yin and heuristic teaching methods gives drama performance teachers new teaching ideas and improves students' school efficiency and interest in drama performance courses.

Therefore, the combination of the integration of Dou Yin and the heuristic teaching method can help make teaching in drama and other fields more effective.

**References:**


Paper submitted 27 October 2023
Paper accepted for publishing 17 December 2023
Paper revised 04 January 2024
Paper published online 30 January 2024