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EFFECT OF DRAMA ON ENHANCING VOCABULARY LEARNING IN ENGLISH FOR SECONDARY SCHOOL STUDENTS IN YEMEN

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Abstract:

The present study entitled effect of drama on enhancing vocabulary learning in English for secondary school students in Yemen is an attempt to find out the impact of drama as a tool of teaching on improving vocabulary learning for students of secondary schools in Yemen. The participants of this study were 76 male students of 10th grade from secondary school in Taiz City; Yemen included rural and urban students with high and low socio-economic levels. The sample was selected randomly and divided into two groups, experimental and control groups. The researcher selected some vocabulary lessons from the English course syllabus of 10th grade. The experimental group students were taught through the drama method, whereas the control group students were taught by the traditional method. Pre and Post-tests were administered to explore the impact of drama on vocabulary. The researcher used the statistical techniques, namely descriptive statistics to analyze the collected data and describe the research participants and their level in vocabulary in English. This study took 21 working days with forty-five minutes a day for each group in the academic year 2018-2019. The results of the study indicated that drama has a significant effect on improving and developing vocabulary in English.

1.0. Introduction

Learning a language is one of the crucial factors in education all over the world. The methods of learning vary from age to age and from time to time, but the primary purpose of learning is still the same. Learning a foreign language depends basically on vocabulary and comprehension of the meanings of the words in the speech. English is an important language and has a significant role in the process of

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teaching and learning. (Mahesh, 2016) points out that English language is the way of international communication. (Hussain, 2018) indicates that English holds an vital position in all spheres of life. Learning such a language properly in Yemeni schools will improve the level of students in higher studies. It is observed that most of the students in Yemen who have completed their studies in schools could not express themselves in English efficiently. Learners learn best in various ways and at various times. Some of them learn better by using different techniques and materials rather than depending on one way of learning in the classroom.

Drama plays a significant role in fluency and communicative competence and also has great importance for language skills improvement by linking the dramatic context to real-life situations. (El-nady, 2000) points out that drama enables students to make an effort with language to make a connection between the idea and action. Drama allows students to create new ideas on their own, and no one controls them. It also enables the learners to communicate and train themselves in learning the aspects of communication. Through using drama in the classroom, students feel motivated to pay attention to the teacher because it brings entertainment to the class, and they have the opportunity to acquire language skills through using drama method in the class.

The role of students in the process of drama should be active and dynamic to make the educational process interesting. Some students do not prefer to participate or share their ideas; they only learn by listening, writing, and reading, while other students perform well in the class and can learn by doing and acting. Pupils are the subjects of drama in schools, and they are allowed to find out more about themselves and other people through performing and responding to drama. Physical participation in schools by the pupils will provide them not just what drama is, but also what it does and offers them a real possibility to explore their identities. In the drama process, the teacher should provide students with proper ways to encourage all students to take part in dramatization and do their roles to make the whole class understand the lesson meaningfully in the educational process. It is indispensable to know the previous knowledge of the learners before doing role activity. Students should take the responsibility to do their tasks based on their abilities.

Vocabulary is the cornerstone of communication and learning any language. Comprehension of vocabulary plays a crucial role in learning the English language meaningfully. According to Ur (2012: p. 60), "Vocabulary can be defined as the words in the language." If the students do not have the vocabulary to speak, it is difficult for them to express their ideas properly. In other words, if the learners would like to communicate and express ideas, they should have some vocabulary. Vocabulary is much related to the English language teaching-learning process. Alqahtani (2015) points out that teaching vocabulary is an essential aspect in language learning as long as languages depend on words. Teaching and learning vocabulary is essential to the practice of the English language. Without vocabulary, the learners could not express their ideas and communicate with others properly. Learning vocabulary is very compulsory in learning another language, and it can be developed and improved through reading a lot.

Teachers of English in Yemen focus on teaching grammar rather than vocabulary. Sometimes they teach vocabulary for students in the classroom by

using translation. Students feel very comfortable when the teacher uses his mother tongue (Arabic) in teaching. Teachers do not receive sufficient training in teaching English without using the mother tongue, and also they have no training on how to use drama as a method of teaching that helps them to develop and improve their skills in teaching. For most teachers, the Grammar Translation Method is still their primary means of teaching in schools. It is necessary for teachers to use non-verbal signals in explaining some events and vocabularies; this will encourage the students to follow the teachers and keep that event in their mind for longer. The students also will get the opportunity to develop their skills of thinking and creation. Teachers should know that it is not required to provide their expertise to their students in the classroom, to let them struggling with the problems, and finding answers. The teacher is just as a facilitator to create a suitable educational atmosphere for students and to provide them with directions.

2.0. Review of related literature

Drama is considered to be one of the effective ways to teach students in schools and educate people. According to Wessels (1987, p.7) "Drama is doing. Drama is being. Drama is such a normal thing. It is something that we all engage in daily when faced with difficult situations". Singh and et al. (2015) conducted a study in Malaysia to investigate the impact of oral proficiency in English in improving students' speaking skills and vocabulary in schools. The results of this study demonstrated that oral proficiency in English had improved students' speaking skills and vocabulary. This was observed through the pre and post-test scores on the population of the study. Also, the results provided English teachers with useful ideas and insights in teaching speaking skill in the class effectively.

According to the study of Moghaddas and Ghafarniae (2012) showed that drama provides learners with new vocabulary and expression, enables students to obtain reasonable pronunciation and intonation, encourages them to depend on themselves in learning, motivates the students to speak in public and gives them the chance to recognize the foreign language culture. The drama has the ability to make students expand their awareness, reduce their anxiety, and bring them back to reality through fancy actions in the class. Drama is a different tool for expressing human feelings. They concluded that using drama activities made a big difference in learning a foreign language. Hu (2011) conducted a study on using drama for ESL teaching. He pointed out that drama is a known method for teaching and learning language. Mime, role play, simulation, and improvisation are drama activities that help students to learn the language in the classroom and express their ideas and thoughts through these activities.

Drama enables the students to cooperate with others and provides them with the ability to develop their thoughts and creativity. Some teachers are confused about how to arrange the activities and use them in the classroom, some teachers could not control the class, and some teachers do not know how to structure the activities. So, drama techniques provide teachers with correct ways to be successful in their job. The most important thing the teacher should keep in mind that the students are at the center of the class rather than the teacher. Susanto (2017) states that teaching vocabulary using drama activities such as mime, role-play, improvisation, and gestures in the classroom help students to

connect their previous knowledge to a new thought and learn new vocabularies. Nation (2001) shows the bond between the knowledge of vocabulary and the use of language. They go together, that is to say, knowledge of vocabulary supports the use of the language, and also, the use of the language develops and improves the level of vocabulary acquisition.

3.0. Objectives of the Study

- To measure the level of the control and experimental groups of students of vocabulary in English at the beginning of the study.
- To investigate the effect of the drama method on developing vocabulary in English for Yemeni secondary school students after the treatment.
- To compare the results of the control group and experimental group before and after the treatment.

4.0. Hypotheses of the Study

- *Hypothesis I:* There is no significant difference between the Control group and the Experimental group in their mean Pre-test scores of vocabulary.
- *Hypothesis II:* There is a significant difference between the Control group and the Experimental group in their mean Post-test scores of vocabulary.
- *Hypothesis III:* There is a significant difference between Rural and Urban students in the Experimental group in their mean Post-test scores of vocabulary.
- *Hypothesis IV:* There is a significant difference between students with low and high socio-economic status in the experimental group in their mean Post-test scores of vocabulary.

5.0. Methodology

5.1. Method of the Study

This study aimed at finding out the effect of using drama as a tool of teaching on improving vocabulary in English for secondary school 10th grade students in Yemen. The participants were 76 male students of 10th grade. The experimental study was selected for this study. To determine the effect of drama on the academic achievement of students in vocabulary learning in English; students were divided randomly into two groups, with 38 students to each group, control group, and experimental group. This study took 21 working days with forty-five minutes a day for each group in the academic year 2018-2019.

5.2. Sample of the Study

The sample of the study was selected from public secondary school students at Taiz City, Yemen. The participants consisted of 78 male students of 10th grade ranging from 15 to 16 years old. The participants were urban and rural students with different socio-economic background based on their parents' income and level of education. They were divided into two groups, control group and experimental group and 38 students for each group. All the participants were informed about the purpose of this study, and they agreed to be volunteers in this study. The proportion of students who came from the rural area was 32, while

urban students were 44. Also, the proportion of high socio-economic level students was 42, and the low socio-economic level was 34 (Table 1).

Table 1
Distribution of the participants

Groups	Locality	Socio-Economic Status	Number of students
Experimental	Rural	High	9
		Low	7
	Urban	High	12
		Low	10
Control	Rural	High	10
		Low	6
	Urban	High	11
		Low	11
Total			76

5.3. Tools of the Study

For this study, the researcher prepared lesson plans and pre and post-tests to measure the achievement of students in vocabulary in English. The lesson plans and pre and post-tests were designed and constructed based on the English syllabus course for 10th grade students. After the discussion with experts in English language teaching, the researcher used the final lesson plans and pre and post-tests' items like tools for this study to collect data. A total of 11 vocabulary lessons were used in this study for both two groups as the material, and the researcher also was the instructor of the two groups.

5.4. Data collection procedures

Before the study, the researcher approached the concerned authorities of the ministry of education's office in Taiz City, Yemen, to get permission for conducting the study in public secondary school. Then, the researcher discussed with the principal and teachers of English in the school about how the study can be carried out properly in the school without any disturbance in the educational process. The researcher, with the help of teachers of English, selected 10th grade students to carry out his study. The researcher informed the participants about the purpose of the study, and it will include pre-test and intervention, and they were not informed about the post-test to avoid their memorization of the test.

In week 1, the researcher divided the participants into two groups, control group and experimental group based on their scores of English subject in the previous semester. Each group included rural, urban, low, and high socio-economic levels with 38 students for each group. The pre-test of vocabulary in English was used to all the participants of the study to measure their level of vocabulary in English. After collected the results of the pre-test from the participants, the researcher started the intervention. In other words, the researcher started teaching the two groups based on the lesson plans of vocabulary selected from the English course syllabus of 10th grade students. Control group students were taught by the traditional method, whereas the experimental group was taught by drama through providing students with

activities such as role-play, mime and improvisation in which students developed and improved their level in vocabulary acquisition. In week 2, the researcher continued teaching the selected vocabulary lessons for the two groups. In week 3, the researcher completed the lessons and administered a vocabulary post-test to all the participants to explore the differences between control and experimental groups' results in pre-test and post-test.

6.0. Results and data analysis

This study had a pre-test post-test control group design. The results of the pre-test and post-test were analyzed statistically. The results also were shown in the following tables to understand clearly the effect of drama and traditional methods as tools of teaching on developing vocabulary acquisition in English for 10th grade students of secondary school in Taiz City, Yemen.

Table 2

Test of significance for the difference between means of Pre-test scores of Vocabulary of Control group and Experimental group

Treatment groups	Number of students	Mean	Standard deviation	C.R.	Level of significance
Control group	38	10.11	2.58	0.07	Not significant at 0.05 level
Experimental group	38	9.82	2.81		

The data in Table 2 show that the calculated value of C.R. is 0.47 and is not significant at the 0.05 level. (C.R. = 0.47; $p > 0.05$). Since the mean of the control group does not differ significantly from that of the experimental group, control group and experimental group are more or less equal in Pre-test scores of vocabulary.

6.1. Tenability of Hypothesis I

Test of significance for the difference between means of Pre-test scores of Vocabulary of Control group and Experimental group revealed that there is no significant difference between the Control group and Experimental group in Pre-test scores of Vocabulary. Hence the null hypothesis formulated in this context is not rejected.

According to the data in Table 3, the obtained value of F is 179.79 and is significant at the 0.05 level. ($F = 179.79$; $p < 0.05$). This shows that the final mean scores of treatment groups differ significantly after they have been adjusted for the difference in the pre-test scores.

The significant difference between the means of the adjusted post-test indicates that the pupils of experimental and control groups differ significantly in their post-test scores of Vocabulary after they have been adjusted for the difference in the pre-test scores of vocabulary. Since the adjusted mean of the

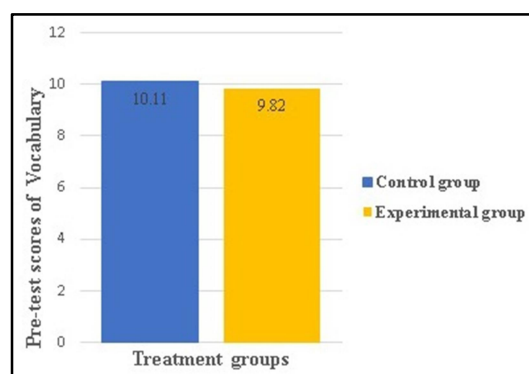


Fig. 1
Pre-test scores of Vocabulary of Control group and Experimental group

experimental group is significantly higher than that of the control group, the experimental group is superior to the control group in post-test scores of vocabulary.

Table3

Analysis of Co-Variance of pre-test and post-test scores of Vocabulary of Drama method group and Traditional method group

Source of variation	Df	SSx	SSy	SSxy	SSy.x	MSy.x	F
Among means	1	1.59	393.8	-25.04	393.75	393.75	179.79
Within groups	73	553.29	160.13	11.89	159.88	2.19	
Total	74	554.88	553.93	-13.14	553.62		

Table4

Adjusted means of post-test scores of Vocabulary of Drama method group and Traditional method group

Group	Number of students	Pre test	Post test	Adjusted Post test
Control	38	10.11	11.5	12.34
Experimental	38	9.82	16.71	16.9

Table5

Test of significance for difference between means of post- test scores of the vocabulary of rural and urban students in the experimental group

Locality	Number of students	Mean	SD	t	Level of significance
Rural	16	16.44	1.32	1.93	Not significant at 0.05
Urban	22	17.23	1.04		level

6.2. Tenability of Hypothesis II

Analysis of the Co-Variance of pre-test and post-test scores of Vocabulary of Drama method group and Traditional method group revealed that there is significant difference between the Drama method group and the Traditional method group in their Post-test scores of Vocabulary. Hence, the null hypothesis formulated in this context is rejected.

The calculated value of t is 1.93 and is not significant at the 0.05 level. ($t = 1.93$; $p > 0.05$). Since the mean of the rural students does not differ significantly from that of the urban students, both rural and urban students are more or less equal in their Post-test scores of vocabulary.

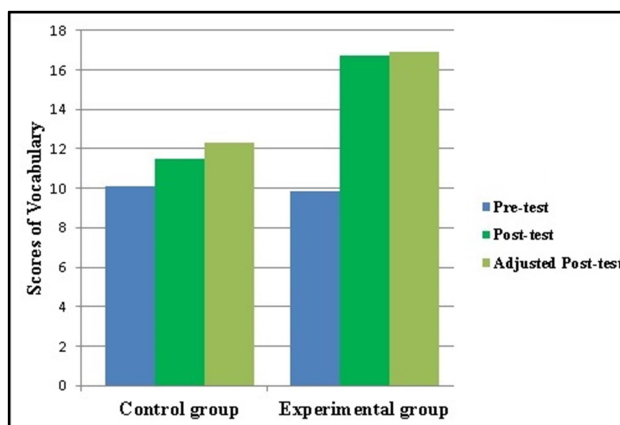


Fig. 2

Pre-test, Post-test and Adjusted Post-test mean scores of Vocabulary of experimental group and control group

6.3. Tenability of Hypothesis III

Test of significance for the difference between means of Post-test scores of the vocabulary of rural and urban students in the experimental group revealed

that there is no significant difference between Rural and Urban students in the experimental group in their Post-test scores of vocabulary. Hence the null hypothesis formulated in this context is not rejected.

The calculated value of t is 1.62 and is not significant at the 0.05 level. ($t = 1.62$; $p > 0.05$). Since the mean of the Low SES students does not differ significantly from that of the High SES students, both Low SES and High SES students are more or less equal in their Post-test scores of Vocabulary.

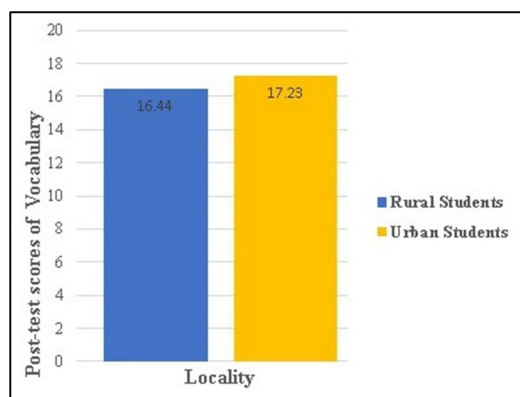


Fig. 3
Post-test scores of Vocabulary of Rural and Urban students in the Experimental group

Table 6

Test of significance for difference between means of post- test scores of vocabulary of Low SES and High SES students in the experimental group

Socio-economic status	Number of students	Mean	Standard deviation	t	Level of significance
Low SES	17	16.53	1.33	0.62	Not significant at 0.05 level
High SES	21	17.19	1.05		

6.4. Tenability of hypothesis IV

Test of significance for the difference between means of Post-test scores of the vocabulary of Low SES and High SES students in the experimental group revealed that there is no significant difference between Low SES and High SES students in the experimental group in their Post-test scores of vocabulary. Hence, the null hypothesis formulated in this context is not rejected.

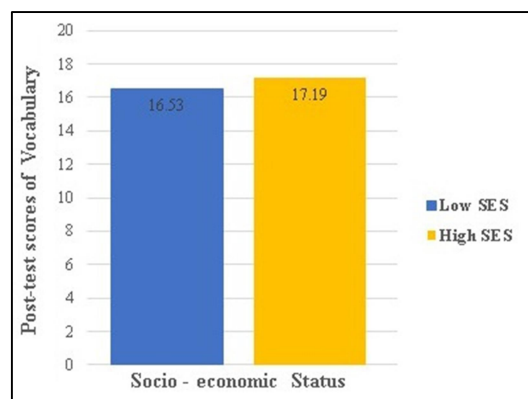


Fig. 4
Post-test scores of the vocabulary of low SES and high SES students in the experimental group

7.0. Discussion

This study was conducted to explore the effect of drama on improving vocabulary learning in English for secondary school students in Yemen. It can be seen from the results that there is no significant difference in the pre-test of the control group and experimental group students' achievement before the intervention. The mean of control group students in the pre-test of vocabulary is almost equal to the mean scores of the pre-test of experimental group students. The mean of pre-test scores of the control group in vocabulary was 10.11, and the mean of pre-test scores of the experimental group was 9.82 (Table 2; Fig. 1). This indicates that there is no significant difference between the two groups. This also shows that the students of the two groups have the same level of vocabulary before the intervention. This

result supports the result of Singh et al. (2015), which showed that no significant difference between the pre-test scores of the control group and experimental group students' in vocabulary before the intervention.

The results of the study also indicated that there is a significant difference between the mean scores of the post-test of the control group and experimental group students' achievement in vocabulary. In other words, the mean post-test scores of control group students was 11.5, and the mean scores of the post-test of experimental group students was 16.71 (Table 4; Fig. 2). This means that using drama as a tool for teaching vocabulary in the classroom is more effective than using the traditional method of teaching. The results of this study also support the findings of earlier studies carried out by Moghaddam and Ghafarniae (2012), Hu (2011), and Nation (2001), which revealed using drama in the classroom improves vocabulary. Data analysis of this study also indicated that there is no significant difference between the mean of post-test scores of rural and urban experimental group students in vocabulary achievement. The mean of post-test scores of rural students was 16.44, and the mean of post-test scores of urban students was 17.23 (Table 5; Fig. 3). This shows that no significant differences in post-test scores for the two groups. In other words, using drama in the classroom in teaching vocabulary skill has no effect on rural and urban students.

Results also revealed that there is no significant difference between the mean of post-test scores of the vocabulary of low socio-economic status and high socio-economic status students. The mean of post-test scores of low socio-economic status students was 16.53, and the mean of post-test scores of high socio-economic status students was 17.19 (Table 6; Fig. 4). This shows that there is no significant difference between low and high socio-economic status students' achievement in vocabulary. In other words, using drama in the classroom as a way of teaching vocabulary has no impact on low and high socio-economic level students. It is obvious that students can enhance vocabulary learning through the intervention of drama.

8.0. Conclusion

Drama is an essential and effective way of supporting creativity in solving problems, and effective communication is considered to be its main goal. It is a tool for making students work and live in changing situations and allows them to communicate and understand others in different ways. To conclude, teachers of English in schools should adapt proper vocabulary techniques to develop the level of learners in vocabulary. This study was conducted to explore the effect of drama on vocabulary learning in English for secondary school students in Yemen. After the analysis of the collected data, the results of the pre-test showed that there is no significant difference between control and experimental group students before the intervention. The results of the post-test indicated that there was a significant difference between the two groups after the treatment. In other words, the control group students did not show an improvement in vocabulary, while the students of the experimental group showed improvement. The analysis also showed that the students of urban and rural areas had the same level of vocabulary after the treatment as well as the students of high and low socio-economic status. Therefore, using drama as a tool of teaching was a more effective method in teaching,

developing, and improving vocabulary acquisition in English for students than the traditional method.

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