



Article Type: Research Article

Article Ref. No.: 21022800542RF

<https://doi.org/10.37948/ensemble-2021-0301-a015>



ROLE OF DRAMA ON ENHANCING ENGLISH WRITING SKILL FOR SECONDARY SCHOOL STUDENTS IN YEMEN

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Abstract:

The present study is an attempt to find out the impact of drama as a tool of teaching on improving writing skill for school students in Yemen. The participants of this study were 76 students of grade 10 from public secondary school in Taiz city, Yemen. The sample was selected randomly and divided into two groups, experimental and control groups. The researcher selected some writing lessons from the English textbook prescribed for grade 10. The experimental group students were taught through drama method whereas the control group students were taught by the traditional method. Pre and Post-tests were used as tools for data collection to explore the role of drama on writing skill. The researcher used the statistical techniques namely descriptive analysis (Mean and Standard Deviation), ANCOVA and t-test to analyse the collected data. The results of the present study indicated that teaching writing skill through drama was more effective than teaching through the traditional method. The findings of the study also showed that drama has a significant role on improving English writing skill for secondary school students in Yemen.

Keywords: Effective, Participants, Significant, Teaching, Textbook

1.0 Introduction:

The domination of English language grows and develops faster and faster day by day. According to Boyles, (2012: 1) "Good English teaching is not just about what is taught, but also about how it is taught". Using drama as a tool of teaching in schools is not a new idea but it has been using since the ancient period in different countries and the main purpose of using drama in the classroom is not only to teach students how to act and perform but to use it as a method to teach different subjects in different areas. Drama is a part of real-life and permits learners to practice their roles in teaching-learning process to understand the real situations around them easily and enables them to improve their critical thinking and creativity. It also works to increase awareness and thinking about how to find out solutions for some problems and encourages students to ask questions and express their feeling freely.

Writing is considered as one of the important skills of four basic language skills. It needs an awareness of using punctuation, vocabulary, grammar and spelling. Writing skill is not an easy skill and it is a process of coherence and intelligence. Writing process acquires creating ideas and more knowledge on how to use vocabulary, grammar, punctuation and spelling. According to Aslam (2008)

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It helps students to learn a second language, reinforces the grammatical structure, idioms, and vocabulary that they have learnt in the class. Also, writing involves thinking on the part of the writer, his constant eye movements, use of hand and brain which help in the learning of the language. (117)

Writing enables us to communicate with anyone who is not in front of us. Teaching writing skill in English is different from teaching other language skills, namely speaking, listening and reading. It is not an easy process to acquire it like speech. In other words, we can acquire our mother tongue in our home without instruction while it is difficult for writing to acquire in this way. Students find writing skill very difficult because it can be done in an organized way and it needs much practice. In writing classes, teachers should motivate learners to create ideas and write about them as possible as they can. The teachers also have to encourage and help the students when they start writing to write anything that comes to their minds without focusing on errors and mistakes. This will increase the confidence for learners. The Learners also should keep in their minds the following steps when they write an essay or something else. These things are writing correct sentences, selecting proper words, correct spelling of the words, using proper grammar and putting the ideas in order.

2.0 Review of related literature:

To find out the relation between English writing skill and drama, some studies have been carried out by researchers to explore the effect of drama on teaching English writing skill. To start with, Gray (2002) carried out a study to determine the impact of the drama process on writing skill. The participants of the study were five classroom students. The investigator and the students read "Where the Wild Things Are". The teacher created a wild setting and assigned wild roles to the students to perform. The students showed the teacher their feelings about the journey, jungle and activity. The students also discussed with the teacher the new things they had got from the activity. Then the teacher asked them to write down their experiences. The results showed that the students had a great interest in writing. Yun (2011) explains how drama activities play a role in writing classes. For instance, teachers give students a topic about immigrants and ask them to study and discuss it. Teachers ask students to find out literature about this topic and then motivate them to perform the experiences of immigrants. Yun adds that students are able to write and discuss the topic from different views. Therefore, Yun found that drama activities develop and improve the level of students' understanding and comprehension. They also provide students with entertainment. Bayraktar and Okvuran (2012) aimed to investigate the impact of creative drama on improving writing skills for fifth-grade students. The analysis of the collected data indicated that the creative drama has a significant role in developing writing skills for school students.

Erdogan (2013) conducted research to investigate the effect of drama on writing skill. The sample of the study was 24 pre-service teachers. The participants of the study wrote different activities based on creative drama method. Interviews and questionnaires were used to collect data for the research. The findings of the study indicated that writing skill and the attitudes of the participants towards drama method had been developed and improved by using creative drama method. Albalawi (2014) investigated the impact of drama on students' creative thinking. Participants of the study were 47 intermediate level female students. They were divided into experimental and control groups. Torrance Creativity Test was used for the pre- and post-tests. After the analysis of the study, the findings showed that there was a statistically significant difference between the experimental group and the control group in terms of creative thinking.

Furthermore, Khaemba (2014) conducted a study to find out whether drama pupils' competence showed better communicative competence in speaking and writing skills of English language than non-drama pupils in Kenya. The researcher carried out his research with the implementation of

speaking and writing test and questionnaire for the teachers to collect data. The findings of the study showed that there is a significant difference between drama and non-drama pupils in the achievement of communicative competence in speaking and writing skills. Drama pupils performed better than non-drama learners in communicative competence and the teachers' responses to the questionnaire regarding the impact of drama on communicative competence in English language were positive and they showed interest in using this method in their classes. Drama has a great role in improving learners' communicative competence in English language and also it enhances speaking and writing skills for the learners and this has been noticed by the investigator at the end of his study.

According to Nurhayati's study (2016), drama enables learners to be more self-confident to express and produce ideas and thoughts. The findings also revealed that drama is an effective way of developing writing performance for learners and also promotes "emotional intelligence skills" (50). In the same context, Bataineh and Na'em (2017) conducted a study in Jordan to explore the effect of drama-based instruction on writing performance for secondary school students. A quasi-experimental was carried out for the study. The participants were pre-tested in the beginning of the study to measure their level in writing. Then, they were treated and post-tested. The findings of the study showed that there is a statistically significant difference in students' performance in writing. That is to say, using drama activities in the classroom has an important and significant role in developing and improving writing skill for school students better than using the traditional way of teaching in the classroom.

3.0 Objectives of the study:

- To know the level of the participants in writing skill before the intervention.
- To find out the role of drama on developing writing skill for Yemeni secondary school students after the treatment.
- To compare the results of control group and experimental group in writing skill before and after the treatment.

4.0 Hypotheses of the study:

H1: There is a significant difference between control group and experimental group in their mean pre-test scores of writing skill

H2: There is a significant difference between control group and experimental group in their mean post-test scores of writing skill

H3: There is a significant difference between Rural and Urban students in the Experimental group in their mean Post test scores of writing skill

H4: 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 writing skill

5.0 Methodology:

5.1. Method of the study:

This study is a quantitative study. It attempts to find out the role of drama on improving English writing skill for secondary school students in Yemen. The researcher conducted an experimental study and followed a before-and-after with control design including pre-test and post-test techniques to find out the relationship between the independent variable (drama) and the dependent variable (students' achievement in writing skill). To explore the role of drama on the academic achievement of students in writing skill, the participants were divided into two groups

with 38 students in each group, the control group and experimental group. The investigator administered a pre-test for the participants to measure the level of students in writing skill. Then, some writing lessons were selected from the English textbook prescribed for grade 10 to be taught for the two groups. The control group students were taught the selected writing lessons by the traditional method whereas the experimental group students taught the same lessons by drama. After the intervention, the post-test was implemented to find out the differences between the two groups' achievement at writing skill. The study was conducted in the academic year 2018-2019 and it took 22 working days.

5.2. Sample of the study:

The participants of the present study were 76 male school students selected randomly from a public school, Taiz city, Yemen. They were secondary school students ranging from 16 to 17 years old, coming from urban and rural areas with different socio-economic levels. They have the same educational level in English based on their achievements in English subject in the previous semester. These students were divided into two groups equally, 38 students as the control group and 38 students as the experimental group. The following table shows the distribution of the participants of the study.

Table 1: Distribution of the participants

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

Source: Computed by the author

5.3. Tools of the study:

For the present study, the investigator used the following tools for data collection which are the following:

- 1-English textbook prescribed for grade 10 and English teacher book provided by the Ministry of Education.
- 2- Lessons plans and activities for teaching through the traditional and drama methods were prepared by the researcher for providing intervention to the control group and experimental group.
- 3- Pre and post-tests were constructed and developed by the investigator to measure the level of students in English writing skill.

6.0 Data Analysis and Interpretation:

The collected data of the pre-test and post-test were analyzed using appropriate statistical techniques for meaningful interpretation. Descriptive statistics such as Mean, Median, Mode,

Standard Deviation, Skewness and Kurtosis were used to show the distribution of scores on the variable of writing skill for control group and experimental group students. The results also were shown in figures and table below to understand clearly the impact of drama on developing writing skill for school students of grade 10 in Taiz City, Yemen.

6.1. Distribution of pre-test scores of control group in writing skill:

On the right side, the figure shows the mean scores of pre-test of writing, the standard deviation and the number of students of the control group. On the left side, it represents the frequency count of students while the bottom line shows the value of pre-test for writing skill. The students are 38 and they got different scores in the pre-test. In other words, as it is shown in the figure that 7 students got 4 scores out of 20 while no student got 5 and 7 scores. Also, the figure shows that 2 students got 6 scores, 8 students got 8 scores and 2 students got 9 scores out of 20. Also, 7 students got 10 scores, 11 students got 12 scores and one student only achieved the highest score 14.

6.2. Distribution of pre-test scores of experimental group in writing skill:

This figure on the right side shows the mean scores of pre-test of writing skill, the standard deviation and the number of students of the experimental group. On the left side, it represents the frequency count of students while the bottom line shows the value of pre-test of writing skill. The students are 38 and they got different scores in the pre-test of writing skill. That is to say, as it is indicated in the figure that 7 students got 4 scores out of 20 while no student got 5 scores. Also, the figure shows that 3 students got 6, 2 students got 7 and 4 students got 8 scores out of 20 scores. No one scored 9, 11, 13, 14, and 15 scores while 12 students got 10 scores, 8 students got 12 scores out of 20. Finally, the figure shows that 2 students only got 16 scores out of 20 which are the highest scores in the figure.

6.3. Distribution of post-test scores of control group in writing skill:

This figure on the right side includes the mean scores of post-test of writing skill, the standard deviation and the number of students of the control group. On the left side, it represents the frequency count of students while the bottom line shows the value of the post-test of writing. The students are 38 and they got different scores in post-test after the treatment. In other words, as it is shown in the figure that 9 students got 10 scores out of 20 while 11 students got 11 scores. Also, the figure shows that 11 students got 12 out of 20 scores while 4 students scored 13 out of 20. Finally, the figure shows that 3 students got 14 scores out of 20.

6.4. Distribution of post-test scores of experimental group in writing skill:

This figure on the right side shows the mean scores of post-test of writing skill, the standard deviation and the number of students of the experimental group. On the left side, it represents the frequency count of students while the bottom line shows the value of the post-test of writing skill. The students are 38 and they got different scores in the post-test of writing after the treatment. That is to say, as it is revealed in the figure that 5 students got 14 scores out of 20 and 2 students got 15 scores. Also, the figure shows that 10 students got 16 scores, 8 students got 17 scores and 10 students got 18 scores out of 20 scores. Finally, the figure shows that one student got 19 scores and 2 students scored 20 out of 20.

6.5. Distribution of pre-test means of control and experimental groups in writing skill:

The control and experimental groups were compared with respect to their achievement in writing skill using the pre-test. The statistical measures, namely Mean, Standard Deviation, C.R value and level of significance were computed on the pre-test scores on writing skill. The description is given below.

Table 2: Test of significance for difference between means of pre-test scores of writing of control group and experimental group

Treatment groups	Number of students	Mean	Standard deviation	C.R.	Level of significance
Control group	38	8.89	2.95	0.07	Not significant at 0.05 level
Experimental group	38	8.95	3.23		

Source: Computed by the author

The calculated value of C.R. is 0.07 and is not significant at 0.05 level. (C.R. = 0.07; $p > 0.05$). Since the mean score of the control group does not differ significantly from that of the experimental group. Hence it can be seen that the control group and experimental group are more or less equal in their pre-test scores of writing. It means that the students of the control and experimental groups are having almost the same level of writing skill before the intervention.

6.6. Tenability of hypothesis I:

Test of significance for the difference between means of pre-test scores of writing for the control group and experimental group revealed that there is no significant difference between the control group and experimental group in the pre-test scores of writing. Hence the null hypothesis formulated in this context is not rejected.

6.7. Comparison of pre-test, post-test and adjusted post-test scores of writing skill for control group and experimental group:

The control and experimental groups were compared with respect to their achievement in writing skill using the pre-test, post-test and adjusted post-test. The statistical measures, namely pre-test, post-test and adjusted post-test scores of writing skill for control group and experimental group were calculated and given below.

Table 3: Adjusted means of post-test scores of writing of drama method group and traditional method group

Group	Number of students	Pre test	Post test	Adjusted Post test
Control	38	8.89	11.5	11.5
Experimental	38	8.95	16.71	16.71

Source: Computed by the author

The significant difference between the adjusted post-test means indicate that the pupils of the experimental and control groups differ significantly in their post-test scores of writing after they have been adjusted for difference in the pre-test scores of writing. Since the adjusted mean of the experimental group is significantly greater than that of the control group. Hence it can be seen that the experimental group is superior to the control group in post-test scores of writing.

6.8. Tenability of hypothesis II:

Analysis of Co-Variance of pre-test and post-test scores of writing of drama method group and traditional method group students revealed that there is significant difference between the drama and traditional methods group students in their Post-test scores of writing. Hence the null hypothesis formulated in this context is rejected.

6.9. Comparison of post-test scores of writing skill for rural and urban students in the experimental group:

Rural and urban students in the experimental group were compared with respect to their achievement in writing skill using the post-test. The statistical measures, namely Mean, Standard Deviation, t value and level of significance were computed on the post-test scores on writing skill. The description is given below.

Table 4: Test of significance for difference between means of post test scores of writing for rural and urban students in the experimental group

Locality	Number of students	Mean	Standard deviation	t	Level of significance
Rural	16	16.75	1.56	0.13	Not significant at 0.05 level
Urban	22	16.68	1.55		

Source: Computed by the author

As shown in table 4 that the calculated value of t is 0.13 and is not significant at 0.05 level. ($t = 0.13$; $p > 0.05$). Since the mean score of rural students does not differ significantly from that of the urban students. Hence it can be noticed that both rural and urban students are more or less equal in their post-test scores of writing. It means that using drama as a tool of teaching writing skill in the classroom has a similar effect on the rural and urban students of the experimental group

6.10 Tenability of hypothesis III:

Test of significance for the difference between means of post-test scores of writing for rural and urban students in the experimental group revealed that there is no significant difference between the rural and urban students in the experimental group in their post-test scores of writing. Hence the null hypothesis formulated in this context is not rejected.

6.11 Comparison of post-test scores of writing skill for low and high socio-economic status students in the experimental group:

Low and high socio-economic status students in the experimental group were compared with respect to their achievement in writing skill using the post-test. The statistical measures, namely Mean, Standard Deviation, t value and level of significance were computed on the post-test scores on writing skills. The description is given below.

Table 5: Test of significance for difference between means of Post test scores of Writing 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	16.71	1.52	0.02	Not significant at 0.05 level
High SES	21	16.71	1.58		

Source: Computed by the author

As shown in table 5 that the calculated value of t is 0.02 and is not significant at 0.05 level. ($t = 0.02$; $p > 0.05$). Since the mean score of the low SES students does not differ significantly from that of the high SES students. Hence it can be noticed that both low and high socio-economic status students are more or less equal in their post-test scores of writing skill. It means that using drama as a tool of teaching writing skill in the classroom has a similar effect on the low and high socio-economic status students of the experimental group.

6.12 Tenability of hypothesis IV:

Test of significance for the difference between means of post-test scores of writing for the low and high socio-economic status students in the experimental group revealed that there is no significant difference between the low and high socio-economic status students in the experimental group in their post-test scores of writing. Hence the null hypothesis formulated in this context is not rejected.

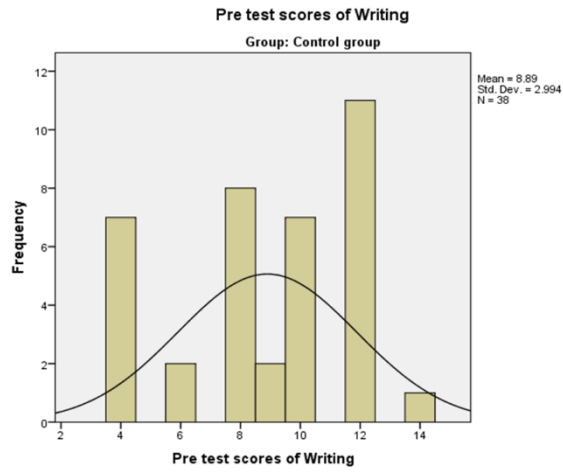


Fig. 1: Histogram of pre-test scores of writing for control group (Source: Computed by the author)

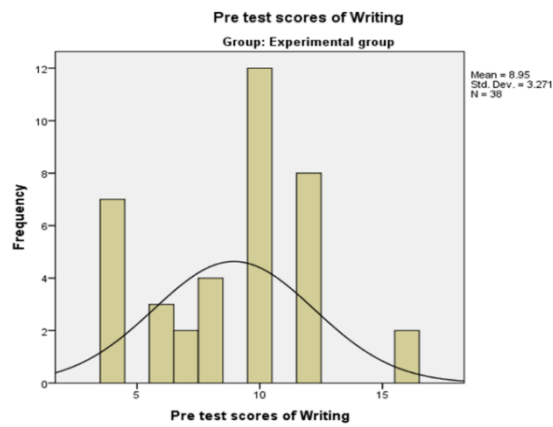


Fig. 2: Histogram of pre-test scores of writing for experimental group (Source: Computed by the author)

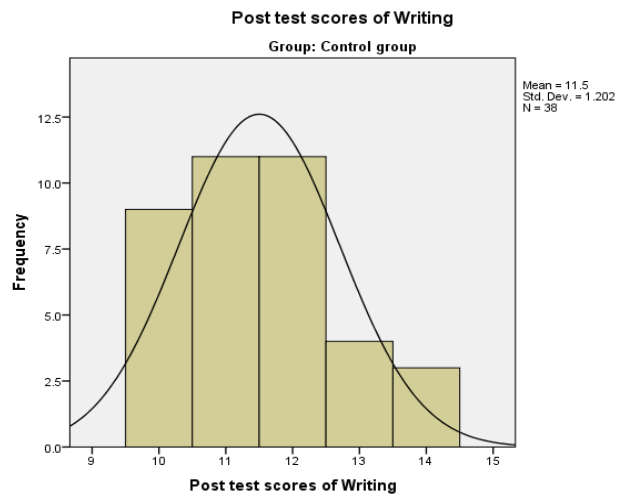


Fig. 3: Histogram of post-test scores of writing for control group (Source: Computed by the author)

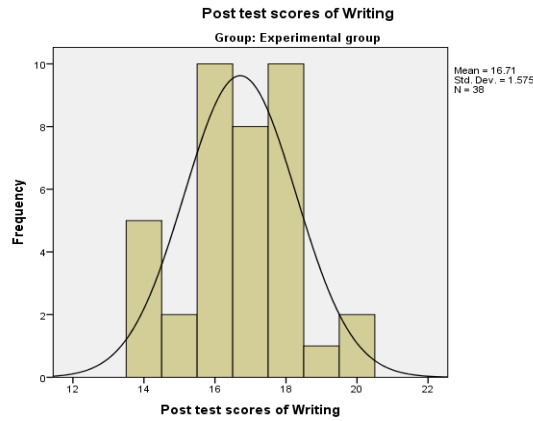


Fig. 4: Histogram of post-test scores of writing for experimental group (Source: Computed by the author)

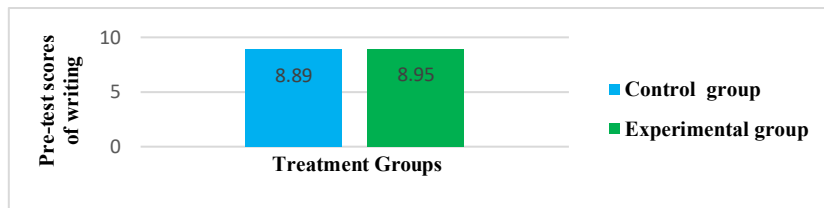


Fig. 5: Pre-test means of writing for control group and experimental group (Source: Computed by the author)

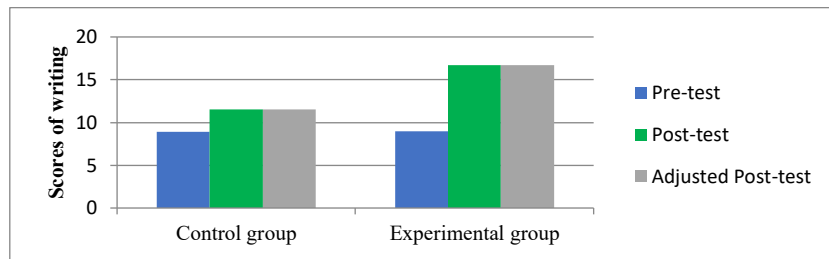


Fig. 6: Pre-test, post-test and adjusted post-test mean scores of writing for experimental group and control group (Source: Computed by the author)

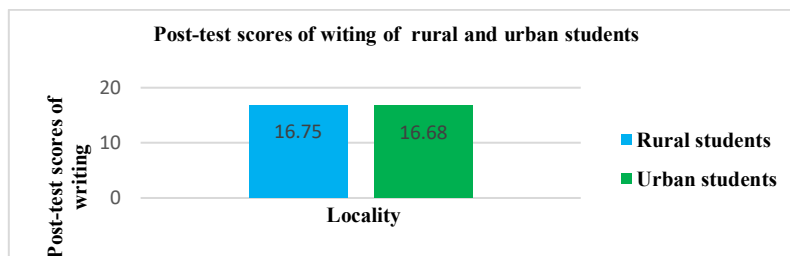


Fig. 7: Post-test means of writing of rural and urban students in the experimental group (Source: Computed by the author)

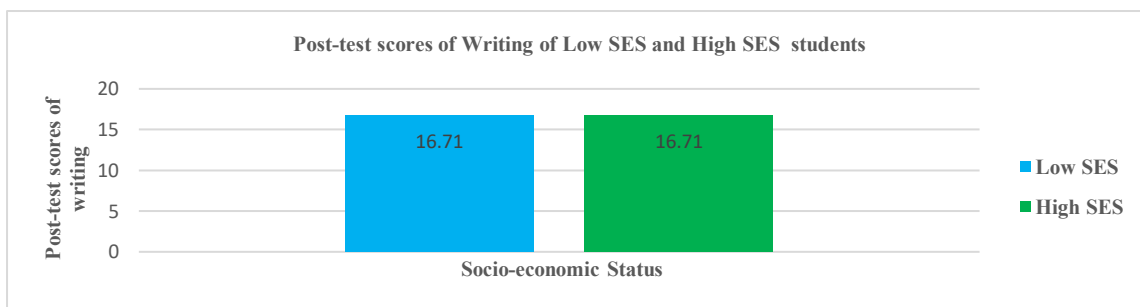


Figure 8: Post-test means of writing of low ses and high ses students in the experimental group (Source: Computed by the author)

7.0 Conclusion:

To conclude, teachers of English in schools should find out proper writing skill techniques to develop the level of learners in writing. This study was conducted to explore the role of drama on writing skill 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. Also, the results of the post-test indicated that there is a significant difference between the two groups after the treatment. In other words, the control group students did not show an improvement in writing skill while the students of the experimental group showed that improvement. The findings of the study also showed that the students of urban and rural areas had the same level of writing skill after the treatment as well as the students of high and low socio-economic status. Therefore, the role of drama is more effective method in developing and improving writing skill for students than the traditional method. Finally, using drama in the classroom enables students to participate actively in the learning process and improves their abilities and attitudes towards writing skill.

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