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The Impact of Using Drama on 6th Graders' Speaking Skills and Their Attitudes toward EFL in Jenin District

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The Impact of Using Drama on 6th Graders' Speaking Skills and Their Attitudes toward EFL in Jenin District

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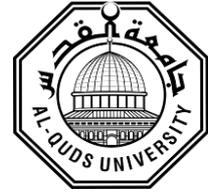
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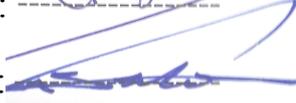
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Dedication

I would like to dedicate my work:

To my beloved parents, who have been my source of inspiration and gave me strength when I thought of giving up. Thank you for teaching me to believe in God, in myself, and in my dreams.

To My wife (Ibtihal), for her encouragement, endless love and guidance, who taught me to be patient and successful. Anything good that has been is a result of her guidance and love.

To my lovely children Nassamat, Abed Al-Jabbar, and Elaf whose love gave me the strength to achieve my goal. They have carried with me the hardships of processing this work and kept quiet many times in order to offer the suitable atmosphere. Their smiles were a source of energy that drove me to work long hours without boredom. You have made me stronger, better, and more fulfilled than I could have ever imagined.

Finally, to my amazing brother (Adel) and sister (Salsabeel), who supported me until the completion of this work. I love you to the moon and back.

Mu` taz Qabaha

Declaration

I certify that this thesis, submitted to Al-Quds University for the Master`s degree in education, is the result of my own work in design and research, except were otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signed

Name: Mu` taz Abed Al-Jabbar Shaker Qabaha.

Date: 22 / 07 / 2019

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The researcher

Mu'taz Abed Al-Jabbar Shaker Qabaha

Abstract

The present study aimed at investigating the impact of using drama on 6th graders' speaking skills and their attitudes toward English foreign language in Jenin district.

The study was applied on a purposeful sample of 6th graders in governmental schools in Jenin district in the academic year 2018/2019. The sample of the study included (93) students (51 males and 42 females) at Faquaa Secondary Boys' School and Faquaa Secondary Girls' School. Students were assigned to experimental and control groups, the experimental groups were taught through using drama strategy, while, the control groups were taught through the ordinary method.

The researcher prepared an oral speaking test with a scoring rubric, and a questionnaire for measuring attitudes. Content validity and reliability were established for the two instruments, it was 0.75 for the questionnaire and 0.8 for the oral speaking test with a scoring rubric. The experiment lasted five weeks, a pre post-test was performed using oral speaking test with a scoring rubric and a questionnaire to measure the impact of using drama strategy.

The findings of the study showed that there were statistically significant differences in students' speaking skills due to gender and in favor of the female group. Moreover, The results of the study also showed that there were statistically significant differences in students' attitudes toward English foreign language due to the method and in favor of experimental group.

The researcher recommended the necessity of implementing drama in teaching speaking skills for better outcomes. Moreover, training programs should be offered to train teachers on using drama, and new studies should be conducted on different variables and subjects.

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Chapter One

1.1 Background

Learning English language is essential for many people who consider it as an international language because it is the language of economics, sciences, and many others fields. In order to learn English, learners must master the four skills (listening, speaking, reading and writing).

By speaking, the human beings can express ideas, messages, information, thoughts and opinions to each other. In this way, pupils at schools can also express their feelings through speech. Moreover, others will depend on speaking skills to express their points of view (Fitri et al, 2016).

Speaking is a worthwhile skill for native and non-native speakers; so learning to speak English is a significant part of learning a second or a foreign language; and success is measured based on different criteria, some of which are: pronunciation, fluency, accuracy, vocabulary, and grammar. Consequently, speaking is the most difficult skill and one of the four language skills, so persons who learn the language are indicated as speakers of that language. The major goal of teaching English is to provide pupils with the capacity to utilize English efficiently and properly in communication (Leong & Ahmadi, 2017).

Palestinians learners face many problems in learning English such as the speaking skill which affects the learners' achievement and motivation towards leaning the foreign language. They cannot convey a simple message in English because they lack the confidence while speaking English. There are several reasons for this problem; some are related to the learner, teacher, the methods, and the material itself that might be a reason

for this problem. So, it is important to find a way to help both teachers and learners to overcome this problem (Juma, 2016).

Drama is a mixed type of art in which the individuals reflect the human circumstances, imagination, reformation and conversion. It presents meaning in a double process as a cognitive existence: one is reality and the other is imaginary (Gundogan et al, 2013).

Drama is "a key component in English language training; it not only develops the four language skills in English, but also enables learners to realize meaningful learning acquisition" (Tezi, 2010, p.2).

According to previous studies, drama is a powerful and influential learning method for learners in an interactive manner. This method can enhance the language skills of learners, including reading, writing, listening, and especially speaking, by providing an innovative and stimulating context (Güzel, 2017).

Using drama in learning English language can motivate learners to learn English with a positive attitudes toward English and enjoy learning the language (Siririmangkorn& Suwanthep, 2013).

In his study, El-Nady (2000), mentioned (3) reasons for applying drama as an effective tool in teaching the English language:

First, drama offers supportive intellectual and emotional environments that promote pupils to think and apply their communication skills.

Second, a teaching method based on drama can enhance long-term vocabulary retention and could improve students speaking ability.

Third, drama gives students an opportunity to learn, use, and practice the foreign language as a communication tool (Ishak, 2009).

Therefore, this study will identify the impact of using drama on 6th grader's speaking skills and their attitudes toward EFL in Jenin District.

1.2 Statement of the Problem

Through his working as an English teacher for more than 8 years, the researcher noticed that learners face common difficulties in speaking English as a foreign language such as:

1-Vocabulary: many learners try to talk orally about their ideas but they miss the important vocabulary so it becomes difficult to say what they're thinking.

2- Pronunciation: for nonnative speakers, English words can be difficult to pronounce in addition to the "rhythm" and intonation of the sentence.

3- Confidence: some students feel nervous and are afraid of making a mistake while speaking English because they worry too much about grammar, and also they have negative attitude towards English language.

That means using drama and drama activities have positive advantages on language learners because it helps them to communicate effectively through verbal and non-verbal communication such as: body movements, gestures and facial expressions. There are also a number of other factors which make drama a very powerful tool in the language classroom. Try thinking about the ways in which reading a dialogue aloud from a textbook is different from acting out that same dialogue. One will find that the list is along one. This is because drama involves children at many levels, through their bodies, minds, emotions, language, and social interaction. In addition, using drama in the classroom is useful to develop pupils' speaking skills; it removes fear and anxiety from learning English language and creates positive attitudes among learners. This problem forced the researcher to look for and apply suitable methods in class to solve those problems until he noticed that drama is one of the most effective ways to improve students' performance. The study aims to find out the impact of using drama on 6th graders' speaking skills of and their attitudes toward English as a foreign language in Jenin district. So the main question of the study is:

What is the impact of using drama on 6th graders' speaking skills and their attitudes toward EFL in Jenin district?

1.3 Purpose of the Study

This study aims to investigate the impact of using drama on 6th graders' speaking skills and their attitudes toward EFL in Jenin district attributed to the method of teaching, gender and the interaction between them.