



The Insights of Using Creative Drama in Learning Speaking Skills for the 7th graders in Jenin city: A case study

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Abstract. Speaking is one of the essential skills in the English language. In learning speaking, students practice some techniques such as creative drama, since drama activities can afford students an opportunity to use language to express numerous emotions, to solve problems, and speak English fluently. This paper, intended to find out The Insights of Using Creative Drama in Learning Speaking Skills for the 7th graders in Jenin city. This Study used a full qualitative method, the participants were 10 students who had used drama as a technique in speaking class. The researcher got the data from interviewing the 7th graders. The result of this study showed that the Insights of creative drama technique is effective in Learning speaking skills. The results of interviews with ten students indicate that they have a positive perception about using creative drama in speaking class and it increases their self-esteem in speaking.

Keywords: creative drama, speaking skills, seventh graders, qualitative method

Introduction

One of the most powerful instruments for developing communication and thought skills is imaginative drama. A student is focused on the use of innovative drama strategies in the classroom, in which the learning process results in the students' production of any curriculum. The teaching method of creative drama helps students cultivate and strengthen their divergent abilities for thought, imagination, communication, and matures their abilities for oral and written communication. The use of creative drama enriches the imagination and ability of the students to act or pretend as a way to improve academic, emotional, and interpersonal goals (Froese, 1996). The idea of imaginative dramatics also encourages the production of their language and vocabulary while enhancing cognitive processes at high levels. It is also worth noting that the use of creative drama for educational purposes has been the goal of many studies conducted with interactive drama strategies to promote the following: instruction, acquisition of language and acquisition of skills (Zaghloul, 2018).

Speaking is usually a valuable skill as people use it for various tasks and purposes to communicate. One significant purpose of learning English is to be able to effectively communicate in English. Speaking requires the development of a basic type of communication skills, according to Bygate (2001). Speaking capacity also refers to the ability to function in the language that is normally defined in terms of the ability to speak the language (Nunan, 1999). It is seen as an essential method for learners to effectively express meaning and communicate. Various communicative exercises were used to improve the ability of learners to communicate (Siririmangkorn, 2018).

Statement of the Problem

The ability to speak a foreign language is seen as an essential trait of successful learners of languages. Many eighth-graders, however, are unable to use English for successful communicative purposes or express themselves efficiently, and some learners cannot effectively express their feelings or thoughts. The lack of opportunities to use English in authentic communicative ways and, in addition, English teachers use the conventional way of teaching the English language may be an important reason. While the classroom is an important place to use language for learners, it seems like learners have fewer opportunities outside the classroom to use language. Harmer (2007) also suggested some beneficial exercises to enable learners to practice their English as follows. Firstly, by rehearsal, students will be motivated to practice speaking outside the classroom. Secondly, by giving input on the tasks they are working on or supporting when they have language difficulties, lecturers may assist the students. Ultimately, students should be interested in good speaking events that will inspire them to play an active role in the speaking class. In addition, the drama is used as a way of inspiring students to speak English in a meaningful context and through interesting communicative practices (Sirisrimangkorn, 2018).

LITERATURE REVIEW

Drama

Drama is useful for teaching and learning English because it provides learners with language skills and the growth of language skills (Stewig&Buege, 1994). According to Chauhan (2004), in order to connect in a meaningful way, students use their own personal store of language when they act and interact. Therefore, students have opportunities to develop their language skills and oral communication. Drama contributes to the growth of the speaking fluency of learners. Hillyard (2016) also noted that drama offers the drilling and use of 'divided focus' for learners. In doing this, the attention of learners is not only based on precision, but also other physical activities. The goal of teaching English through drama is not to transform students into professional actors, but to help students learn and rehearse the language in its context (Banerjee, 2014). In addition, drama encourages a safe and engaging atmosphere for English learning. There are also research to support the benefits of drama on the language abilities of learners. Firstly, Banjaree (2014) concentrated on the findings of using drama in the classroom for teaching and learning language and communication skills. The findings showed that in the classroom, using drama made learning experiences meaningful and enjoyable. In addition, teaching English through drama is a valuable method to enable learners to interact meaningfully. In another study, the impact of dramatized instruction on the speaking capacity of EFL learners was calculated by Khosronejad and Parviz (2013). The findings of the study showed that dramatized teaching has a positive influence on the speaking abilities of learners. Drama is seen as a primary aid to the development of communicative skills that are an integral part of the ability to communicate. In addition, drama is helpful to learners as it helps learners to become more self-confident in their use of English by learning organizational language and real-life circumstances. Next, a comparative study was conducted by Manjooran and Resmi (2013) involving the use of theatrical performance to develop the communicative skills and trust of an English language learner's classroom. The analysis found that the students who received the guidance through the theatrical performance developed their communication skills than those students who did not get the theatrical

performance in the control group. The findings show that drama practices can be used to develop the language skills of learners. In addition, they may be inspired by drama activities to use the target language. To sum up, both project-based learning and drama are useful for improving the language learning of learners. They are used to encourage the language abilities of learners, including speaking skills. Integrating project-based learning and drama is beneficial for both English teaching and learning, as integration provides learners with opportunities to use language and allows them to focus on language in an active learning environment through communicative activities.

Creative Drama

Several research has been carried out exploring the use of artistic drama as a means of teaching. The goal of this study is to explore the degree to which development in communication and thinking abilities is successful when pedagogically utilizing drama. Bayley (2002) described thought skills as important skills for self-development. It is by reasoning that the information they get is interpreted and processed by students. Learn the ability to gather accurate data and formulate findings as a basis for decision-making. Karakelle, (2009) also suggested that exposing students to creative drama causes their thinking habits to shift, increase their interest, lead them to new discoveries, and more opportunities for learning. In addition, Çokadar and Yılmaz (2010) studied the use of creative drama and found that the engagement, interaction, and harmony that occurs as part of the phase of creative drama greatly enhances the comprehension of environmental concepts by science students, positively directing them to improve their learning. The creative drama is an efficient teaching tool for use when teaching students at all stages of formal education, according to Adıgüzel, & Timuçin, (2010). Indeed, Kay (2010) suggested that universities increase the number of training sessions on how to use creative drama in the classroom, focusing on the potential importance of creative drama, presenting it as a fun and student-centered approach to be embraced while teaching. Bayraktar and Okvuran (2012) explored the usefulness of creative drama and suggested that, as part of their basic education, it motivates students to develop self-reflection and creative thinking skills that can be built alongside their writing skills. Partab (2012) proposed, espousing an alternate viewpoint, that the primary importance of drama in education is that it offers entertainment and psychological help, reducing the anxiety of students. In addition, he believed that creative drama would build knowledge of the culture, providing a greater understanding of the problems of learners. Similarly, Aydeniz and Ozcelik (2012) recorded that the use of drama improves the communication skills of students, benefits group discussions and reduces shyness, exploring the social aspect of using drama in the classroom. In addition, they acknowledged that drama provides an opportunity for students to clearly articulate themselves, thus improving their level of academic achievement. Furthermore, Aykac's (2013) research supported the view that creative drama enhances the capacity of students to express themselves, noting that it can increase their self-confidence by offering an ability to interact effectively and thereby creating internal satisfaction within individuals. The most recent research was the one carried out by Sengul (2016).

Speaking skills and Drama



The ability to speak English is one of the most important skills for language learners to develop and improve, especially in an academic environment (Morozova, 2013). Many students struggled to have a discussion and share their feelings (Romlah, 2018). In general, in four subjects of skills and their critical thinking during the learning process, students are intended to be better in the classroom (Gilang&Nadia, 2019). Speaking is often the verbal use of language and a means by which people connect with each other (Fulcher, 2003). It's the most difficult skill people need to communicate in everyday circumstances. Typically, speaking is usually the skill in a spoken language to tell something. Actually, it is about translating concepts into words to help us understand the sense that is being expressed (Nasser &Rais, 2014). There are three main explanations for making students speak in the classroom, according to Harmer. These are opportunities to practice real-life speech in the safety of classrooms, to try to use any or all of the language they know, and to have opportunities to enable the various fundamentals of the language (Bsharat & Barahmeh,2020).

Speaking is used, for example, to explain something or another, to provide important information, and to ask and provide resources, and so on, to provide orders or to tell something. There are several variables that make speaking one of the essential skills that English learners can master. Effendi (2015) believed that speaking is the fundamental tool in daily life for education and the most valuable skill. It also implies that those who study English are supposed to use English as a medium of communication in their everyday lives. Speaking requires communicative success and other essential elements, such as pronunciation, intonation, grammar, vocabulary, etc., as a productive language learning ability. Speaking plainly and confidently will gain an audience's attention, providing the speaker with the ability to make the message known. Additionally, speaking teaching focuses on making students involved and imaginative. Nowadays, every school needs the objective of teaching speech to develop the communicative skills of students so students should be able to use these skills in their everyday lives. It is necessary to talk in the learning process to help the ability of students to use the language. Speaking has made an important contribution to learners as one of their language skills. With regard to the significance of speaking capacity, it is doubtful why speaking in English was stipulated as the required subject to be taken by all English students in the department. The speaking topic was split into speaking 1, speaking 2, speaking 3 and public speaking to make it more detailed learning based on the provisions of the English Department. Therefore, all English learners have to take these subjects with respect to who they are. Indeed, in speaking class, most lecturers who teach speech class make several attempts to compel students to speak English well. They use many different and interesting methods to inspire students to engage and practice their ability to communicate, such as using storytelling, role-playing, and drama. As mentioned by Kayi (2006), creative thinking is encouraged by storytelling. It also allows students to express ideas in the format of start, development, and end, including the characters and the setting of a story. Students will say riddles or jokes as well. For example, the teacher can call a few students to say short riddles or jokes as an opening at the very beginning of each class session. This not only explores the ability of the student to talk, but also to get the class's attention. The teacher offers learners knowledge such as who they are and what they think or feel about role-play activities. Drama is one of the tools that can be used to teach voice. The use of drama in the language classroom enables the teacher to present the target language in an involved, communicative and contextualized way, Mattevi (2005) said. There are two very basic aspects of drama, which are action and dialogue, and these are very important in studying foreign

languages. In speaking classes, there are several researchers who have used drama techniques, such as in this previous review. The previous report, *The Impact of Using Drama Technique in Teaching Speaking Skills to Second Semester Students of Islamic Economics at UNISNU Jepara*, was researched by Effendi (2015). The outcome showed that drama activities will give students the ability to use language to convey different feelings, solve problems, make choices and socialize. Finally, drama, as suggested by Aldavero (2008), allows students to communicate in foreign languages, even those with minimal vocabulary. The use of drama is a good solution to solve the problem of teaching speaking, because drama can create more interesting, engaging and enjoyable classrooms, since drama can provide an opportunity to grow the students' imagination. It also offers a chance for critical thought, too. There are several techniques that can be enhanced by the writer selecting the last technique in the speaking class. The researcher believes that using drama in speech class is necessary to enhance the ability of students to communicate, since the purpose of these activities is to train the imagination of students. It is not an easy job, however, to teach speaking, especially in school. The success of speaking teaching is determined by several factors, such as the instructor, the subject, and the teacher's strategy.

The Purposes of Creative Drama as (Randall, 1967) summarized it:

1. It may provide possibilities for activities that call on the creativity and imaginative abilities of the child, ultimately contributing to an artistic understanding of movement and perception.
2. It encourages children to play with movement and gain faith in body techniques, there is a clear connection with creative dance here, and with drama can be used most of the movement analysis and language associated with creative opportunity. Both subjects are based on fundamental movement.
3. No pressure is placed on individuals in communal dramatic action, allowing them to lose self-consciousness and to advance at their own pace.
4. If properly used, it will help children to adapt to life conditions and develop their knowledge of them by acting them out.
5. It can lead to a later stage in the drama; the ability to share in others' lives, and then to share with others again. An audience with trust and abilities, what they have felt.
6. It typically prevents the exhibitionists' and bullies' behaviors, and encourages those with abilities behaving more subtly to emerge and flourish. The college clowns rule so many classroom plays,
7. This creates possibilities for joint effort.
8. Creative drama skills can lead to trust in scripted or improvised drama with related advantages with special abilities such as design and color, speech and gesture, and so on.
9. It can provide the opportunity for the TV villains, the movie cowboys, the endless shooting and killing of young boys to play out many of the more negative aspects of current life (Randall, 1967).

Research Questions

The present study seeks to answer the following main question:

- What are the Insights of Using Creative Drama in Learning Speaking Skills for the 7th graders in Jenin city?

Significance of the Study

This research will provide insightful perceptions of the use of creative drama for 7th graders in Jenin city in learning speaking skills, as well as how creative drama can be used to enhance the speaking skills of 7th learners. In addition, it can contribute to the teaching practice on how to improve the speaking skills of 8th students. There are, however, few studies available that concentrate on how to incorporate the benefits of creative drama into learning English. Finally, it may provide teachers with applicable teaching situations using creative drama.

OBJECTIVES OF THE STUDY

The study seeks to discover the following objectives:

- To discover the Insights of Using Creative Drama in Learning Speaking Skills for the 7th graders in Jenin city.

Dimensions of the study

- Academic dimension

This study focused on the insights of using creative drama in learning speaking skills for the 7th graders in Jenin city.

- Human dimension

The study is concerned with the 8th students at Al- Eman secondary private school in Palestine in Jenin city.

- Time dimension

The study was conducted within the first semester of the scholastic year for 2020 -2021.

METHODOLOGY

A. Design of the Study

The purpose of a research design is to provide a structure for data collection and analysis processes (Bryman, 2008). The choice of a research design is "based on the nature of the research issue or problem being addressed, the personal experiences of the researchers, and the study audiences" (Creswell, 2009). Thus, the present study employed full qualitative study to investigate



the insights of using creative drama in learning speaking skills for the 7th graders in Jenin city for ten 8th students (5 females and 5 males).

B. Instrument

For the purpose of the study, interviews were used to explore Insights of Using Creative Drama in Learning Speaking Skills for the 7th graders in Jenin city.

RESULTS AND DISCUSSION

This study proved that using creative Drama in learning speaking skills for the 7th graders in Jenin city has a positive insight for learning speaking skills for the 7th graders. The results were clear by answering the questions for the interview.

Interview questions

1. Do you enjoy using drama techniques such as role-play in learning to speak English? if yes, explain, please?
2. Did your English teacher use drama as a technique in teaching speaking? if it is yes, how?
3. Which do you prefer traditional way or drama in learning speaking? why?
4. Do you have any problems in speaking class while playing drama? Mention this, please.
5. Do you think the drama will boost your ability to speak? And if so, how?

Interview Transcribed

Respondent A

1. Yes, I enjoy it because it strengthens my English, it increases my self-confidence, and my friend may divide me in the language, so she helps me and we produce something wonderful
2. Yes, because it increases our language skills, increases our knowledge, increases the spirit of cooperation and trust between us
3. A drama that learns to speak because it helps to understand the script, it is fun, interesting and the audience is watching
4. Yes, there is, but it is few because it is more positive than the negative. The positives: increased self-confidence, learned new words, increased cooperation, and confidence, as for the negatives: distraction in speaking and wasting time
5. Yes, our ability to speak increases because it is in new words and it can increase confidence and build a person with a strong personality. About my experience: If I did not speak the English language perfectly, but when we created a kind of drama, it helped me to understand and increase my English words.

Respondent B



1. Yes, because learning to speak English is better, and enjoy learning while learning and making it easier for us through drama.
2. Yes, through theater and dividing the students into groups and cooperating with some to speak the English language.
3. Drama, because it facilitates learning and helps the person improve his English.
4. No
5. Yes, my ability to speak will be enhanced through the student's cooperation with each other. Each student will help each other to improve his English.

Respondent C

1. Yes, it strengthens my language in speaking fluently in the English language, raises my spirits, and encourages me to learn the English language
2. Yes, by making a play and dividing the students into groups/groups.
3. Drama, helps improve my English speaking and speaking fluency, and helps me have confidence in myself, and teaches me improvisation.
4. no
5. Yes, because I learn from my colleague who is better than me in speaking in English, and my colleague helps me to learn.

Respondent D

1. Yes, I will be able to imagine myself in the place of the character, which makes me understand the material better.
2. Yes, we have represented ourselves in multiple plays.
3. Of course, the way of the drama, because it contributes to understanding a single piece.
4. No, I think that I have problems, for example, I can memorize and understand the material somewhat
5. Of course, it will enhance my ability to speak, for example when we perform a play or a conversation, a person may make a mistake and another person helps him, which leads to benefit in some words.

Respondent E

1. I absolutely do, it makes learning more enjoyable and effective, in addition to that, it strengthens my speaking skills, and makes me speak fluently.
2. Yes, my English teacher always uses this technique as a way to teach us, we sometimes sing songs, and other times we act and make plays.
3. I prefer learning through drama, it gives me the passion to learn new things and discover new concepts, also it strengthens the relationships between me and my classmates, and makes me a confident English speaker.
4. No, I don't, I used to feel shy when I was younger, but now as long as I understand the language, I don't have any difficulties using it, at all it's great and it improves my accent.
5. Yes of course, whenever you have someone to practice your speaking skills with, your pronunciation improves and you both learn from each other, (in general) all your English skills improve (speaking vocabulary, grammar, comprehension, listening) all it's literally fantastic.

Respondent F



1. Yes, because it improves my skills and increases my experience; Because if I made a mistake, someone would answer me for my mistake, but if I was alone (in the traditional way), and if I made a mistake, there is no one to answer me for my mistake, so I do not know my mistake if I made a mistake, and it is possible that I will continue with the mistake.

2. Yes, doing activities, competitions, and conversations between students, this thing increases the student's self-confidence and improves his skills.

3. Drama method, because teaching becomes more entertaining and easier for the student to understand and assimilate because the student has an experience so everything is easy for him.

4. Yes, because I feel a little nervous but it is a beautiful and entertaining thing.

5. Yes, because the student tries something himself and gets used to it, the use of educational drama improves the student's skills, no matter how weak his language is.

Respondent G

1. Yes I do, it's such an amazing way to learn through and it makes me excited to learning and makes learning more interesting.

2. Yes, my teacher always uses drama to make us understand lessons in a better way, she encourages me to learn using this technique.

3. Drama, no doubts, it's way more exciting and enjoyable, it also strengthens the relations between me and my colleagues.

4. No actually, but sometimes I feel shy in the beginning especially when I'm performing in front of a big audience.

5. Yes, absolutely, because when I speak with my partners and colleagues my English improves, and it gives me a better accent, and we can't ignore its importance in building and increasing my self-confidence.

Respondent H

1. Yes, listen because it increases my skills, intelligence, and pronunciation of the dialect in the English language

2. Yes, I used it as a method to teach speaking because it helped me understand and analyze a text so I was able to produce something great and get a full score.

3. Learning in speaking because builds a person who does not have the personality into a strong person and his personality is strong. When he grows up and goes to university, he helps him with education a lot and ease of dealing with people

4. Yes, there is a problem, but it is very few in relation to the positives. The positives are many, but a few negatives of the negatives waste time and lack of achievement. The positives strengthen the language, encourage cooperation, and contribute with friends.

5. Confidence because it increases a person's self-confidence and strength and may encourage him to enter and win contests.

Respondent I

1. Yes, because I can inspire the material better and have fun with my friends
2. Yes, we did a lot of plays, where the teacher divided us into groups and each group represented a play, or for example when we read the lesson in the form of dialogue
3. Of course, drama in education, because being with my friends, which makes me more social
4. Yes, it is possible to laugh while we seriously have to act
5. Yes, because I will be trained to speak the language, which makes me speak better and gain more information

Respondent J

1. Yes, it gives us enough time to spend with friends."
2. Yes, they give us different roles depending on the personality of each student and then present them in our way to the class."
3. Drama because they gain new skills and give us the ability to communicate better in social and personal terms.
4. Sometimes you can be in the text reader or recount them.
5. Yes, by forming a wider imagination while asking the questions.

Main Results for the Interview:

The following themes were the main themes taken from the 7th graders' answers.

No.	Question	Participants responses
1.	Do you enjoy using drama techniques such as role-play in learning to speak English? if yes, explain, please?	Participants' responses showed that drama techniques increase their ability to speak English and they enjoy learning and it improves self-confidence for them.
2.	Did your English teacher use drama as a technique in teaching speaking? if it is yes, how?	Participants' responses showed that the English teacher uses drama as a technique in teaching speaking through groups, acting, plays, singing, and conversations.
3.	Which do you prefer traditional way or drama in learning speaking? why?	Participants' responses showed that the drama is better than the traditional way for many reasons such as they speak English fluently,

		gain new skills, increase interaction between them and make learning English exciting and more enjoyable.
4.	Do you have any problems in speaking class while playing drama? Mention this, please.	The majority of the participants' responses showed that there aren't any problems in speaking class while playing drama but some of the participants' responses showed that they face problems such as shyness, feeling nervous especially when they performing in front of their classmates.
5.	5. Do you think the drama will boost your ability to speak? And if so, how?	Participants' responses showed that the drama will boost their speaking skills, also drama improves their accent, they can cooperate and help each other to practice speaking skills.

Discussion for the participants' responses':

The majority of the participants' responses declared that creative drama is fun, effective, and increases social skills in learning the English language as Erbay&Doğru, 2010, Momeni, Khaki, &Amini, 2017) mentioned in their studies. In addition, the participants' answers showed that the creative drama approach had a significant effect on students' speaking skills. In addition to what the creative drama technique meant, learners can improvise by exchanging roles with their community members as seen in his study in Adiguzel, 2017, participants often go with learning by doing and experiencing as Chalmer, 2007 said improvisations and remnants of life are found in (Baldwin& Fleming,2003). The participants also showed that, as stated in Ulubey&Gozutok, 2015, the creative drama method helps students to participate effectively in the learning process and increases their motivation for learning, self-confidence, and courage. also, the creative drama technique that develops the different characteristics of pupils marks a positive contribution to their cognitive and effective improvement. Thus the participants indicated the usefulness of the creative drama method has exposed that this method enhances students' academic success as Biyikli&Yagei,2015; DikmenliVardar,2015; Fleming, Merrell&Tymms,2004; Francis,2007; Ulubey&Gozutok,2015; Walker, Tabone&Weltsck,2011)and increase their attitudes towards learning (Ceylan,2014; Debrelı,2011; Hendrix, Eick&Shannon,2012; Ormanci&Ozcan,2014;&Ulubey, 2018).

Conclusion

The purpose of carrying out this study is to investigate the insights of using creative drama in learning speaking skills for the 7th graders in Jenin city. The aim population of this study was targeting ten students of both genders (males and females) in the 7th graders for the scholastic year, 2020-2021. The present study discovered a number of findings in this context. The study showed that using creative drama in learning speaking skills plays a constructive role in the



learning process by improving the student's speaking skills. Moreover, the study also showed the insights of creative drama on the self-confidence of the students.

Limitations of the present study

This study, like all studies, has limitations. The study was conducted only in one school namely, Al-Eman secondary private school where the researcher works as an English teacher. Consequently, this may make the study's scope is limited and its results cannot be generalized to other students in other schools. Furthermore, the study did not employ more research methods for data collection such as questionnaire, observations, etc.,

Recommendations and suggestions

Based on the findings of the study, the following recommendations and suggestions are made:

- Creative drama should be taught as the main part of the Palestinian curriculum in teaching and learning the English language.
- Creative drama method should be progressively used as a teaching method in other workshops for the English teachers and students as well.
- Longitudinal studies should be conducted to identify the effect of creative drama in teaching and learning speaking skills
- More qualitative studies are recommended to be conducted to investigate the insights of using creative drama in learning speaking skills in more depth as well. Finally, the researchers recommended using creative drama in learning speaking skills for the Ministry of Education to adopt it in the Palestinian curriculum.

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Appendix (A) shows the questions of the interview

Dear Student: The following questions are part of a research project. Your contribution is highly appreciated. Your responses will be strictly confidential and will be used for the completion of the research only.

1. Do you enjoy using drama techniques such as role-play in learning to speak English? if yes, explain, please?
2. Did your English teacher use drama as a technique in teaching speaking? if it is yes, how?
3. Which do you prefer traditional way or drama in learning speaking? why?
4. Do you have any problems in speaking class while playing drama? Mention this, please.
5. Do you think the drama will boost your ability to speak? And if so, how?