Using Dramatization for Enhancing Primary School Students' Oral Skills

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Abstract

The aim of our research is to employ and use dramatization in the classroom for students, including facilitating teaching and learning Dramatization aims to enhance students' interaction with educational materials by delivering them in an interesting and stimulating manner. It helps foster social interaction and cooperation among students, develop communication and critical thinking skills, and foster self-confidence and the creative expression of ideas. The main purpose of a dramatization is to enable the participants to experience, understand, and communicate, in a new and exciting manner, what is being dramatized. The application of dramatization in classrooms can achieve several positive outcomes for students, including: **Stimulating understanding and retention:** Students can better remember concepts and educational materials when they engage in dramatization rather than simply discussing or reading about them. **Enhancing language skills:** Dramatization helps develop language skills—reading, writing, speaking, and listening—through active participation in written texts and oral communication. **Fostering social interaction:** Dramatization contributes to enhancing cooperation and communication among students, and it can aid in building positive social relationships within the classroom. **Developing emotional skills:** Dramatization can boost self-confidence and facilitate positive expression of emotions, as well as help in developing stress management skills and dealing with social situations. **Promoting creativity and critical thinking:** Students can utilize creativity in embodying characters and events in dramatization, thus enhancing critical thinking and the ability to analyse and think outside the box. After application of dramatization method, there was a great enhancement of students' oral skills.

Key Words: Add 3 to 5 key words.

- Dramatization
- Primary school students
- Oral skills.

1. Introduction:

Learning to speak in a second language (L2) is often judged to be the most vital of the language skills. In fact, many L2 classes devote much of their time to developing students' oral proficiency. Bachman (1990) for example, proposed two main components to oral communicative competence: organizational and pragmatic Organizational competence includes grammatical (e.g., vocabulary, morphology, syntax) and textual competence (e.g., discourse genres). Pragmatic competence is composed of illocutionary competence (e.g., requests, promises, offers), and sociolinguistic competence (e.g., sensitivity to language register, dialect). We take into account all these aspects –and consider context as suggested by Hymes' (1972) conceptualization of communicative competence – in our use of the term oral language development.

Learners have many problems, especially in oral communication. When they try to express themselves orally, they only pronounce isolated words and disconnected sentences making their production poor and meaningless. Since speaking is required in academic and professional performances, the lack of oral production skills becomes a serious disadvantage when compared to private school students. Gutiérrez D. 2005

A programme of dramatization has the potential to improve the oral comprehension skills and attitudes of children with low socio-economic backgrounds. Drama is one avenue that allows teachers to tap into potential that cannot be brought to fruition by the conventional methods of mainstream education. The integration of specific drama strategies into the educative process offers the following benefits: - enhancement of children's internal motivation, - active participation in learning, which has a positive effect on the development of cognition, - a specific targeting for the development of higher order cognitive skills, and, -the emphasis on interaction and creativity fosters positive self-concepts. Timms, H. 1992

It is a group of concepts and theories which explain the relations among the variables in the scope of study and their relation to other related phenomena. It also includes the previous studies and similar research to the problem under study, and it clarifies the relation between these studies and the suggested topic to show the contribution of the research. Here is an example of a previous study: Omran study (1992): "Increase of sea level and withdrawal of the shoreline in Nile Delta". This study dealt with the relation between the increase of sea level and the withdrawal of the shoreline in Damietta and Rashid River mouth. It concluded that the expected increases in sea level will have deep negative impacts on the stripping speed of the coastal environment, the drowning of the wet and lowlands, and the increasing of salt in lake water and coastal underground reservoirs

2. The Theoretical Framework:

A. **Personality and developmental characteristics of primary school students:** The composition of a child's education begins with the primary school. Primary school plays an integral part in building better humans out of students. The most important reason for primary schooling is developing basic skills. With an introduction to skill learning, a child learns the basic fundamentals of communication and cooperation. In primary school include social skills, communication skills, logical thinking, cultural and polite communication, and self-directed learning skills. These skills contribute to the development of students' social interactions, self-esteem, and self-development.

In a study conducted by Yu, Y., & Zhang, Y. (2021) aimed to study the personal and developmental characteristics of personality types of primary school students in a cross-sectional sample of 10,366 Chinese children. The personality record of elementary school students was used to assess the personality of elementary school students. Latent profile analysis (LPA) was used to classify the personality types of elementary school students. One-way noses were used to explore personality characteristics of personality types, and Shi square tests were used to check grade and gender differences in personality types for elementary school students. The results showed that elementary school students could be divided into three personality types: flexible, over controllable, and uncontrollable. Flexibility gets the highest scores, while people with poor control get the lowest scores across all five dimensions of the personality (intelligence, consciousness, deviance, reconciliation and emotional stability). Personality controller outcomes were between the two other types, with decreased emotional stability. With the increase in grade level, the proportion of pupils with lack of supervision in primary schools showed an overall upward trend and reached a maximum in grade 5. Overall, the proportion of pupils with flexibility in primary schools has shown a downward trend. The highest proportion of adaptable students was in the second grade and the lowest was in the fifth grade. Girls were much more resilient than boys.

☐ **Main problems of the primary school students:** Individuals might encounter difficulties adapting to circumstances that are new to them. Primary school, being a fresh setting for children as they separate from their families during early childhood, introduces numerous unfamiliar situations for the child. Consequently, it's highly probable for children to encounter challenges in adapting to school life.

In a study conducted by Widikasih et al., (2021) aimed to examine what problems experienced by elementary school students in online learning based on these problems. There are 8 problems experienced by elementary school students in online learning during the pandemic, including the lack of comfort of students when attending online learning, low digital literacy skills of students, students have not been able to adapt well, students do not have adequate learning tools, lack of availability of supporting costs, students difficult to understand the subject matter, and low learning motivation. This research is expected to positively influence the improvement of the implementation of education and was expected to be a foundation in the development of science and technology education.

In another study conducted by Wolke et al., (2000) to discuss the association between direct and relational bullying and behaviour problems among primary school children, its results revealed that all children involved in direct bullying have significantly increased overall behaviour problems, hyperactivity, behaviour problems, scores of peer problems, and lower scores of positive social behaviours compared to those not involved in bullying (neutrals).

In another study conducted by Blader et al., (1997) to examine the prevalence and incidence of sleep problems and their associations among primary school children. Primary school students, especially in the mornings, slept the most important part of the problem.

B. **Oral skills (definition & significance):**

Awareness of oral proficiency among advanced English as Foreign Language (EFL) learners is widely recognized as a primary objective in language learning. However, many learners overlook the complexity of achieving both accuracy and appropriateness in spoken English, which entails mastering various linguistic and non-linguistic elements. Understanding what constitutes successful foreign language speaking necessitates consideration of native speakers' language knowledge and usage. Native speakers' competence in language, often termed as "communicative competence," encompasses grammatical, discourse, sociolinguistic, and strategic components, each comprising

various features crucial for effective communication. The degree to which speakers have command over these features influences their success in communication. In recent years, particular emphasis has been placed on sociolinguistic and strategic components, with some researchers asserting the paramount importance of strategic competence. Strategic competence enables speakers to compensate for gaps in linguistic and sociolinguistic knowledge, empowering them to navigate various communicative situations effectively.

Gràcia, M., Alvarado, J. M., & Nieva, S. (2021).

Oral presentations have been shown to be extremely successful with respect to improving learners' skills, and increasing their autonomy. For example, Girard, Pinar and Trapp (2011) found that using oral presentations in their classroom lead to greater class interaction and participation, an increased interest in learning, and noticeable improvements in their students' communication and presentation skills. King (2002) adds that oral presentations have been shown to help bridge the gap between language study and language use; that presentations require students to use all four language skills in a naturally integrated way; and that presentations have been shown to encourage students to become active and autonomous learners.

For most language teachers the five major benefits of using oral presentations in the classroom: They are student-centred, they require the use of all four language skills, they provide students with realistic language tasks, they improve students' motivation. Another benefit of oral presentations is that they require students to use all four language skills; writing, reading, speaking, and listening. Most teachers recognize the spoken component of presenting, as students are required to speak when giving their presentations. However, properly structured academic presentations also require students to research and plan out their presentation. This requires students to use their L2 reading and writing skills. Students also have the opportunity to practice their writing skills when they are asked to give presentations that include some type of visual component. When they are preparing for these presentations, students will have to write out the appropriate information on their poster or in their PowerPoint slides. Finally, students have the opportunity to practice their listening skills when they act as the audience members for the other groups' presentations.

Brooks, G., & Wilson, J. (2015).

C. **Dramatization (definition, significance & our experience):** Most Grade 5 English Second Language learners find it difficult to utilize their oral skills whenever they attempt to respond to English questions or engage with English content during lessons. Dramatization has been identified as one of the teaching methods that can be employed to address this challenge, particularly when teaching English oral proficiency to ESL learners to enhance their oral skills. Dramatization is the type of activity where children adopt roles and enact them, using it as a means to understand themselves and their environment better. Through pretending to be someone or something else, kids can discover fresh avenues for self-expression, exchange thoughts and concepts, and experience various perspectives.

Using dramatization to teach English oral skills to ESL learners can help reduce fear and stress, creating a comfortable environment for learning. This method allows students to explore their creativity and become more confident in speaking English. It's a student-centred approach that helps learners feel more comfortable using English in real-life situations. Therefore, incorporating drama activities such as games, role-plays, improvisation, and puppetry in ESL classrooms helps learners feel relaxed and enjoy the learning process (Minh, 2016).

Consequently, this aids learners in overcoming their fear of speaking English in front of their peers, ultimately improving their English-speaking skills.

In short, dramatization helps students learn by doing, improving their ability to speak English confidently.

Mahlaba, L. N., & Ntshangase, S. Z. (2023).

When we started using dramatization to teach our students, we saw amazing outcomes. Our students didn't just learn well, they also had a lot of fun in class. They got fully involved in the lessons by acting, playing different roles, and doing various dramatic activities. The happiness and excitement in the classroom spread to everyone, showing how much our students enjoyed themselves. Not only did dramatization help them grasp the lessons better, but it also made them more confident. Seeing our students so happy and involved confirmed that using dramatization was a great teaching method.

3. Methods of Research and the tools used:

First, we conducted interviews with teachers, administrators, and students at the school, aiming to understand the students' weaknesses and how to improve them.

After identifying their problems, it became clear that using dramatization is the optimal and appropriate method to address those issues, increase their participation more effectively in the classroom, and also to facilitate understanding of the lessons in an easier way.

We divided the students into two groups, Group A (Experimental Group) and Group B (Control Group), then conducted a pre-test on each group to determine their levels.

After that, we used dramatization in many activities, including the maze game. We explained and clarified how to play the game and its purpose. The students started cooperating, playing, and integrating together in the classroom. The results were more than satisfactory, as the game brought joy to the students' hearts.

The interview with them included questions such as:

- What are the difficulties students face during lesson explanation?

- Which part of the lesson do students struggle the most to understand?

- Are there any attention distractions inside the classroom?

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In pre-test step:

We began by giving the students an introduction to the topic to engage their prior knowledge and interest. Following this, the students were given a pre-test consisting of 10 multiple-choice questions aligned with the learning objectives. The purpose of this pre-test was clarified to the students, emphasizing that it was not an assessment of their abilities but rather a measure of their starting point.

Subsequently, the researcher identified areas of weakness among the students based on the pre-test results, such as lack of oral skills

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Here are some other examples of dramatization activities that we have implemented with the students: Acting out scenes from the stories or novels that the students are studying. Conducting simulations of various social situations to enhance communication skills. Writing and performing short theatrical scenes on topics of interest to the students. Organizing competitions or role-playing games to promote collaboration and interaction among students. Presenting short plays or performances for the class. Holding discussions involving role-playing to gain a deeper understanding of the subject. Training students in physical expression and expressing emotions through movement and acting exercises. Developing theatrical projects related to their current studies, such as re-enacting a historical event or presenting a social issue.

Indeed, we implemented all those activities exclusively in Group A (Experimental Group) without applying any to Group B (Control Group), aiming to compare between the two models and monitor the research results. After completing the activities, we administered a post-test to both groups to assess the progress made by the students.

In post-test step:

We informed the students that the test was designed to enhance their oral skills and urged them to exert their best effort. Following this, post-test materials were distributed, mirroring the format of the pre-test. This allowed the researcher to gauge the students' progress in oral skills after using dramatization.

Subsequently, the researcher compared the pre-test and post-test scores to assess overall improvement in oral skills. Additionally, areas requiring further instruction were identified, and individual as well as collective strengths and weaknesses revealed by the tests were analysed.

We then provided feedback to the students, emphasizing their progress and areas for enhancement. The goal of both pre-tests and post-tests is to evaluate progress and inform instructional strategies. Offering feedback and fostering a supportive learning environment can motivate students and enhance their involvement in improving their oral abilities.

The participants consisted of (40) students in 5th primary stage, enrolled in Mahmoud Sami Amer School. The sample is divided into two matched groups (a control group and an experimental group).

It turned out that Group A (Experimental Group) students understood the lessons excellently, and their grades improved significantly. As for Group B (Control Group) students, their results remained similar to their previous ones after explaining the lessons in the traditional way, indicating minimal change.

4. Results of Research

In the research, we administered a pre-test before the treatment, followed by post-tests after the treatment, aiming to determine if there was a significant enhancement in students' oral skills following the implementation of dramatization method.

Table 1: Descriptive statistics of experimental group learners' pre-test-score:
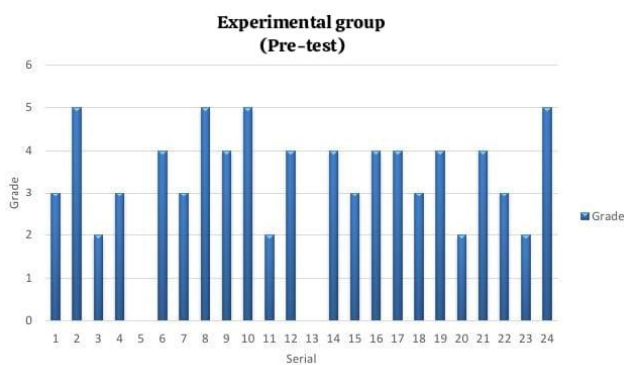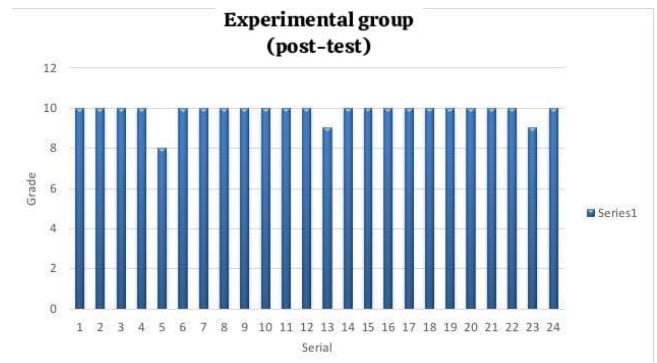

The arithmetic mean of the pre-test for Group A	3.25
Standard error of group A (pre-test)	0.28393
Standard deviation of group A (pre-test)	1.39096

**Table 2: Descriptive statistics of control group learners' pre-test-score:**
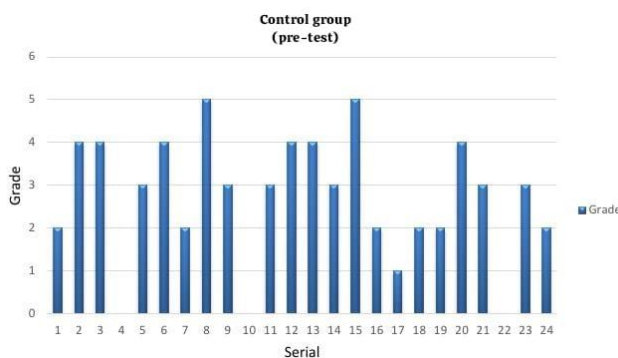
The arithmetic mean of the pre-test for Group B	2.70833
Standard error of group B (pre-test)	0.29781
Standard deviation of group B (pre-test)	1.45898

Table 3: Descriptive statistics of experimental group learners' post-test-score:

The arithmetic mean of the post-test for Group A	9.83333
Standard error of group A (post-test)	0.09829
Standard deviation of group A (post-test)	0.48154

Table 4: Descriptive statistics of control group learners' post-test-score

Control group
(post-test)
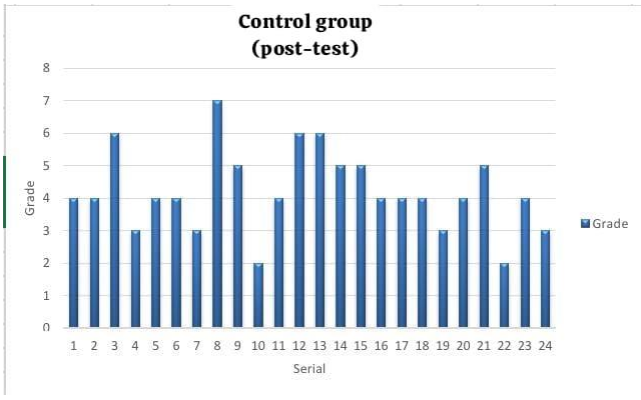
The arithmetic mean of the post-test for Group B		4.20833
Standard error of group B (post-test)		0.25523
Standard deviation of group B (post-test)		1.25036

The outcomes of both the pre-test and post-test demonstrate an overall positive reception towards utilizing dramatization for enhancing oral skills. A significant majority of students expressed agreement regarding the benefits of dramatization method, stating that it aids in improving their oral skills and fosters communication skills.

In light of these results, it is advised that educators incorporate dramatization method into their instructional approach to familiarize language learners with the materials and facilitate the improvement of oral skills. Additionally, the researcher suggests that forthcoming studies delve into the potential challenges and obstacles associated with enhancing oral skills through dramatization method.

5. Interpretation of Results

The clarification and explanation of the improvement in grades initially being low and subsequently improving, and how it occurred through the application of dramatization methods:

"At the outset, it's worth noting that the initial grades were low, reflecting the students' initial proficiency levels and the challenges they faced in grasping oral language skills. However, as we implemented the tailored educational activities designed to enhance these skills, we witnessed a gradual improvement in grades over time.

The improvement in grades can be attributed to several key factors. Firstly, the interactive nature of the activities encouraged active participation and engagement among students, fostering a deeper understanding of the subject matter. Through activities such as role-playing, group discussions, and dramatization, students were actively involved in using and practicing oral language skills in real-life contexts.

Secondly, the tailored approach to teaching allowed for personalized instruction based on the individual needs and learning styles of students. By addressing specific areas of weakness identified in the initial assessments, we were able to provide targeted support and guidance to help students overcome challenges and improve their performance.

Furthermore, the continuous feedback and assessment provided throughout the implementation of dramatization activities allowed for ongoing monitoring of students' progress. This facilitated timely interventions and adjustments to teaching strategies as needed, ensuring that students remained on track towards improvement.

Overall, the improvement in grades can be attributed to the effective combination of interactive teaching methods, personalized instruction, and ongoing assessment and feedback. By actively engaging students in meaningful learning experiences and providing targeted support, we were able to facilitate significant progress in their oral language skills, ultimately leading to improved grades and overall academic achievement."

6. Conclusion

This study concludes that utilizing dramatization method has a positive impact on enhancing oral skills among a group of students at Mahmoud Samy Amer Language School. Through the administration of pre-tests and post-tests using dramatization method, we observed that students' oral skills significantly improved. They demonstrated enhanced comprehension and a quicker grasp of materials compared to their previous performance. Moreover, they were able to overcome challenges such as lack of self-confidence, connecting to speech, and making presentations encountered during using dramatization method.

Furthermore, this research underscores the benefits of employing dramatization as a method to bolster students' oral proficiency. Dramatization in education cultivates active engagement, promotes critical thinking, and enhances language development, making it a powerful tool for holistic student growth.

7. Acknowledgement

towards initiatives that aid students in enhancing their knowledge.

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