

The utilization of drama activities in the enhancement of speaking skill

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Abstract

Drama has now become pedagogy with a pretty full component that combines including mind, body, feelings, as well as emotions to develop personalized interactions with real-life events for pupils to be engaged mostly in language acquisition. This study will investigate the benefits and drawbacks of incorporating drama into the learning and teaching of the language. The new drama is already suggested as an efficient approach for developing pupils' speaking abilities in teaching English. Drama, in general, delivers additional benefits, not just in terms of pupils' speaking skills, and in many other domains. Furthermore, various issues could develop throughout the high school drama language instruction approach. This study gives a critical examination of multiple empirical studies regarding drama techniques that have been used in the context of foreign language acquisition via cross-checking and then examining eclectically using various sources. Mostly to generalize, drama has always been undoubtedly valuable in language acquisition. However, various issues in its execution must be addressed in order to adequately meet educational targets. According to the evaluation results, several challenges that may arise during the application of drama are uncontrolled time management, the disorganized environment, the use of the original language, as well as status within schools.

So this study aims at determining the impact of Drama Activities on EFL preparing students' performance in order to improve their speaking skills; and determining the influence of Drama Activities in enhancing EFL preparing students' post-test performance at comprehension and production levels. Two groups of students were chosen for the study each of 30 students, an experimental which is taught by using drama activities and the control one which is taught by the traditional method; and it was found statistically that the performance of the first group is better than the second one.

Keywords: drama, activities speaking, , skill, foreign language.

استخدام فعاليات الدراما في تحسين مهارات التحدث

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الملخص

أصبحت الدراما الآن من ضمن علم أصول التدريس، وهي عنصر كامل إلى حد ما يجمع بين العقل والجسد والمشاعر، وكذلك العواطف لتطوير تفاعلات شخصية مع أحداث الحياة الواقعية للتلاميذ، ليشاركوا في اكتساب اللغة، ستبحث هذه الدراسة في مزايا وعيوب دمج الدراما في تعلم اللغة وتدريسها، تم بالفعل اقتراح الدراما الجديدة كنهج فعال لتطوير قدرات التحدث لدى التلاميذ في تدريس اللغة الإنجليزية، تقدم الدراما بشكل عام فوائد إضافية، ليس فقط من حيث مهارات التحدث لدى التلاميذ بل في العديد من المجالات الأخرى، علاوة على ذلك يمكن تطوير العديد من المهارات من خلال طريقة تعليم اللغة باستخدام الدراما في المدرسة الثانوية، تقدم هذه الدراسة اختباراً نقدياً لدراسات تجريبية متعددة تتعلق بتقنيات الدراما، التي تم استخدامها في سياق اكتساب اللغة الأجنبية عبر التدقيق المتقاطع ثم الفحص الانتقائي باستخدام مصادر مختلفة. لذا كانت الدراما دائماً ذات قيمة في اكتساب اللغة، ومع ذلك، يجب معالجة العديد من العوامل أثناء تنفيذها من أجل تحقيق الأهداف التعليمية بشكل مناسب، وفقاً لنتائج التقييم، فإن العديد من التحديات التي قد تنشأ أثناء تطبيق الدراما هي إدارة الوقت غير المنضبط، والبيئة غير المنظمة، واستخدام اللغة الأصلية، وكذلك الوضع داخل المدارس.

تهدف هذه الدراسة إلى تحديد تأثير الأنشطة الدرامية على تعلم اللغة الإنجليزية كلغة أجنبية لإعداد أداء الطلاب من أجل تحسين مهارات التحدث لديهم، وتحديد تأثير الأنشطة الدرامية في تعزيز تعلم اللغة الإنجليزية كلغة أجنبية لإعداد أداء الطلاب بعد الاختبار على مستويات الفهم والإنتاج، تم اختيار مجموعتين من الطلاب للدراسة كل واحدة من 30 طالباً، وهي مجموعة تجريبية يتم تدريسها باستخدام الأنشطة الدرامية والمجموعة الضابطة التي يتم تدريسها بالطريقة التقليدية، ووجد إحصائياً أن أداء المجموعة الأولى أفضل من الثانية.

الكلمات المفتاحية: دراما، فعاليات التحدث، مهارة، لغة أجنبية.

1. Introduction

Numerous studies have recognized drama's pedagogical merits, notably in order to enhance students' speaking abilities. To name a few, there are: Effendi (2015); Nanda (2016); Tseng (2018); Supriya (2018); Sirisrimangkorn (2018); Sukendro (2018); Ananto and Rusmiati (2018). Experts & Scholars have demonstrated how drama has a significant impact on pupils' speaking skills during the English educational process. Drama, according to them, seems to be a helpful approach for actively involving pupils in teaching-learning activities. As a result, they shed light on how drama might help pupils improve their speaking abilities mostly during the English education process. The majority of them claimed that, in addition to improving high school students' speaking abilities, drama had effective benefits for pupils.

On the other hand, Tseng achieved their observations, which demonstrated that the pupils' favorable remarks are not only a result of their improved language abilities but also of their increased consciousness, comprehension of the usage of suitable goal English language, as well as confidence obtained from cooperative learning. However, Tseng in his article "Developing Communicative Competence Through drama-based Projects in an EFL Classroom" (2018), also has published some data tables that have included pupils' opinions about their overall growth in foreign language skills, contextualized learning, as well as effects upon emotional components (Tseng, 2018, p. 60). These findings of the statistics tables are gathered through the use of questionnaires as well as semi-structured personal interviews. Furthermore, Effendi focusing on drama techniques employed to promote the great talent of speaking English, demonstrated that drama has proved to be useful in assisting pupils in increasing their speaking capacity to vocalize ideas rather than lacking drama. He distinguished the students' grades by using a randomized controlled experimental design with only an uneven control cohort (Effendi, 2015, p.71).

Because the goal of language education is to simplify language communication and community interaction, and because the expression is an art form, it is essential in all sectors of life. Oral expression is extremely important for human life, especially during

interactions with members of society in all aspects of life; thus, it is irreplaceable; since a person's need for him is comparable to his need for him. Expression is a manifestation of human activity, It is a translation of human thoughts, opinions, experiences, and feelings in all of its forms, and it can be claimed that expression is a general process in which individuals of the human species engage in diverse languages and environments .

The importance of teaching oral expression in the language demonstrates the importance of oral expression in the language itself; oral expression is a fundamental component of the organizers' curriculum for teaching English to non-native speakers. This field represents the practical and applied component of language learning, and it is one of the most significant aims of learning a foreign language. Because it represents the functional side of language, expressing thoughts, putting them out in ordered words, and aiding in the face of problems leads to self-confidence and self-reinforcement, most educators perceive the need to pay attention to oral expression, giving it tremendous importance in education. The goals of language teaching English at any level of education, in particular, are to increase the student's linguistic maturity to the point where he can communicate himself fluently, precisely, and clearly, which requires the preparation of situations. Appropriate education and a variety of teaching approaches allow the student to practice verbal and written expression.

2. Statement of the problem

The impact of dramatic activities on developing the speaking abilities of Iraqi students in the fifth year of middle school studying English as a foreign language was explored, because it is included in the literature subject in the approved curriculum book taught in Iraqi schools. The appropriate use of the English language is one of the difficulties that students face. For this reason, a variety of tactics are used, one of which is theatrical exercises. This technique addresses the problems students face in both productive language skills, especially reading and speaking. In addition, many teachers have noted that many Iraqi learners of foreign language lack the ability to speak English fluently (Al-Faki, 2015, p. 23). Moreover,

prep is indeed a crucial stage in which students are taught using cutting-edge approaches to improve their four skills in order to be well prepared for their future professional development and career as these abilities are essential for educated individuals in a variety of roles and stages.

3. The Study's Objectives

The following are the objectives of this study:

1. Determining the impact of Drama Activities on EFL preparing students' performance in order to improve their speaking skills.
2. Determining the influence of Drama Activities in enhancing EFL preparing students' post-test performance at comprehension and production levels.

The current research has two objectives. Its purpose is to investigate the influence of theatre activities on the improvement of pupils' speaking abilities as well as their motivations. However, these factors are linked since improving speaking abilities requires increasing students' enthusiasm and desire. Furthermore, the objectives could only be met in a suitable classroom setting, in which the students have been placed at the heart of the teaching procedure and an atmosphere of trust, low stress, as well as support, prevails.

This study will indeed be undertaken with the following more specific goals in mind: Create a learner-centered classroom environment; Encourage students to collaborate with one another via peer as well as group activities; Encourage pupils' creativity, critical analysis, and idea generation. Providing relevant and realistic circumstances in which students may learn new vocabulary and valuable phrases.

4. hypothesis

The following are some of the hypotheses put out in this study:

1. In the post-test, there is no statistically significant differences in the mean score of the experimental group, who are taught using the drama activities technique, and the control group who have been taught using the traditional strategy.

2. In the post-test, there is also no statistically significant differences in the mean scores of students in the experimental group and control group in terms of comprehension and production levels.

5. The Study Limits

The goal of this study has been to determine the impact of educational drama on the development of speaking skills (oral expression) and the accomplishment of English language students who are studying English as a foreign language in this region. The study's sample consisted of 60 pupils from the fifth preparatory school. The drama activities technique was used in the experimental group, whereas the standard learning strategy was used in the control group. During the academic year 2021-2022, this study is limited to female EFL students at Al-Jameaa High school for Girls in Baghdad, Iraq, one representing the experimental group who studied using the educational drama strategy, and the other representing the control group who studied in the traditional manner. And after extracting the students' findings, they were analyzed using statistical methods depicted in arithmetic means and standard deviations to compare the two groups: the experimental and the control.

6. Questions for Study

1- How can drama as well as drama practices assist EFL students in creating a suitable teaching environment to enhance the speaking skill?

2- How may drama as well as drama practices help students improve their communication skills at the comprehension and production levels.

7. The Study's design

The following study's original premise is that drama activities used in an EFL fifth preparatory classroom could help in the improvement of students' speaking skills. It will be accomplished by offering chances to practice previously learned language to

improve fluency, confidence, as well as non-verbal and verbal communicating abilities.

The existing study used two sample groups to explore the effect of drama strategies mostly in EFL classes: an experiments core group as well as a control group. This study group has been in the same class as that of the classroom, with whom the drama-based educational component has been used. These exercises attempted to develop pupils' speaking abilities, which was one of the key goals in this situation. The overall average age of the individuals in the study sample is about 17 years old. The study will carry out the following procedures in order to complete this research:

1. Establishing the study's questions and objectives linked to the issue .
2. Obtaining approval to conduct the research at Al-Jameaa High School.
3. Compiling a list of 60 female pupils
4. Providing pupils with a step-by-step guide to employing drama tactics.
5. This study uses a sample of (60) EFL female students from Al-Jameaa High School for Girls as the study's instrument.
6. Give the pupils a post-test to assess their equivalence .
7. Instruct each student to talk about their own subject and area of interest, followed by a group conversation .
8. Have used a rating scale to correct the tests .
9. Have used statistical software for social sciences to analyze the data (SPSS).

8.Theoretical background

8.1 The Meaning of Speaking

Speaking remains, without a doubt, the most vital and fascinating element of each language. This is the most perfectly natural, as well as a widespread method of social communication. However, People are talking more often than they write things, thus speaking is perhaps the most important aim for anyone learning a foreign language. Although this, it is frequently hampered by a

variety of characteristics including nervousness, a lack of self-confidence, shyness, the fear of being judged by others, laziness, etcetera. That's not always easy to overcome people's issues regarding speaking activities in foreign languages, which can cause stress, disappointment, discouragement, as well as a loss of enthusiasm for studying.

One of several abilities that pupils must develop when studying English has been speaking. Following are the main different definitions for speaking ability, According to Richard; when we chat, we are more likely to be getting things in life actually done, discussing ideas, having to work out certain world issues, as well as enjoying having a relationship. Whereas if pupils are fluent in English, it will be easier for them to effectively communicate as well as develop their ideas. Obviously speaking English fluently also aids students in gaining access to current knowledge in disciplines such as scientific methods, science & technology, and physical health (Richard, 2008, p. 19).

However, according to Cameron (2001)& Brown(2004); Speaking seems to be a creative talent in the organs and tissues for speech to communicate meaning that can be immediately and experimentally recognized: That description regarding speaking abilities has three key aspects.

"First, productive skill is meant the ability of a person to actively produce the language by coordinating the organs of speech such as the lips, tongue, teeth, vocal cords, larynx, and pharynx. Second, to express meaning means that the purpose of producing language in verbal communication is to deliver ideas and experiences so that the speaker can convey meaning to the listener and others. Third, being able to be directly and empirically observed means that the implementation of speaking can be directly heard or seen and empirically measured in the speaking process by looking at the correctness and effectiveness of the speaker". (Cameron, 2001, p. 40; Brown, 2004, p.140).

Iraq, being a developing country, has included English as a foreign language in its educational curriculum, which itself is taught from primary school to the university level. Being a good student is indeed not simple; such an obvious fact can be observed in almost any school grader, particularly in the fifth secondary class, who, despite having studied English for further than ten years, are still unable to communicate effectively in English both with their teachers in the classroom. Moreover, speaking becomes vital for them to practice their skill and knowledge, and also how to communicate ideas, and spell words correctly; in this situation, students' drive, and interest are critical in making the entire process for their comprehension go more smoothly. Since this information on the English topic has become so diverse, instructors are forced to pick the most appropriate approach, technique, as well as process in order to effectively accomplish the teaching goals, and also the media would stimulate pupils to learn. Thus, Pupils would admire the instructor who can simply deliver the topic. Additionally, That instructor might utilize a variety of approaches in the process of teaching and learning that assist the pupils' comprehension of the information being discussed. Moreover, Teachers must prepare numerous things while using this strategy, such as teaching materials, classroom organization, and several other facets, even though using an unsuitable strategy could indeed cause pupils to have difficulties comprehending the instructor's elaboration, implying that the teacher has been unable to teach all of them too.

Through foreign language education, speaking becomes an essential ability for communicative activities. When chatting with others or providing a one-sided conversation, humans participate in oral communication. This is a talent that people should possess in order to successfully convey their ideas and opinions in such a second language. The improvement of speaking abilities is not an easy task (Ugurlu, 2018, p.9). Speaking skills have been regarded to be the most challenging skill for students that play a vital part in effective communication, as well as foreign language acquisition. Since they can organize their language in advance, numerous people are terrified of committing mistakes when speaking foreign

languages. Other abilities, on the other hand, can be corrected or even sometimes changed (Khalil, 2018, p. 7). A variety of variables influence pupils' speaking abilities, including emotional elements (Aykaç, 2010, p. 33), anxiety about committing mistakes, stress, behavior, and attitude (Dogan, 2017), limited vocabulary, and lack of experience (Hüdür, 2018, p. 14).

8.2 What Do Dramatic Activities Involve?

Indeed the teaching and learning of the English language often do not achieve its objectives. Though after months or years in English education, students lack the confidence to use English effectively both inside and outside of the classroom. Even their own language learning outputs are usually confined to conducting exercises based upon school textbooks as well as knowing grammar, though separated from real-world communication. Thoughts, emotions, sentiments, appropriateness, as well as adaptability, are all part of true communication (Chauhan, 2004, p. 1).

Several aspects, including the subject, as well as the teacher's method, must impact the effectiveness of teaching and learning speaking skills. Drama seems to be a different way to help pupils enhance their speaking skills. Theater or drama skills may assist pupils in learning, and expressing themselves in both well-spoken, as well as written foreign languages. Drama is indeed a special activity to enhance the educational process highly interactive, engaging, communicative, as well as contextualized because pupils seem to be more involved through verbal language. Furthermore, "Interactive dramas", according to Cheng (2007), have been a language teaching activity wherein every class member takes on a separate character having particular aims and afterward communicates with several other pupils in a classroom to make coalitions along with achieving shared objectives. Moreover, Maley and Duff (1978) had also mentioned the virtues and applications of drama and also uses and values of it:

"Drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language. Therefore, it seems that existing strategies and methods for teaching English conversations to English as a Foreign Language (EFL) learners are inadequate for enhancing their competence in communication. Learners are forced to follow a set of artificial pedagogical curricula for learning English conversations. Real-life conversations like the one I propose (English drama) could be a perfect alternative for them". (Maley& Duff, 1978, p. 12).

So what were drama activities involved in schools particularly beneficial and significant? There are several reasons why they should be employed in a language school. The first and most crucial function of theatre is to improve speaking abilities. Mostly as Ulas (2008) points out:

"Although the drama has existed as a potential language teaching tool for hundreds of years it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront". (Ulas, 2008, p.877).

Even though the use of drama inside the classrooms seems relatively new, this was first used as a teaching & learning approach by other organizations (Ashton-Hay, 2005). Drama has been initially developed as a simulation practice for hiring new security officers by certain Prussian Military, and this whole tactic has been later adopted mostly by British Army called TEWTS "Tactical Exercises without Troops". However, In WWII, the United States began to employ theatre groups, simulations, as well as improvising, and also drama (Ashton-Hay, 2005). Furthermore, NASA started using these workouts as part of astronaut training during space flight, and numerous sports used them as well. Eventually, following the establishment of the "Communicative Approach" around the 1970s, drama events and activities have been brought into schooling (Ashton-Hay, 2005).

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It is no longer simple to pique learners' interest and enthusiasm in the classroom, therefore teachers employ a variety of strategies to encourage pupils to engage effectively in the educational process. Because it is not simple to pique students' interest and enthusiasm in class these days, teachers employ a variety of strategies to encourage pupils to actively engage in the learning process. That this so "dramatic activities" have become the type of tactic used in primary and secondary language schools, and their nomenclature can be perplexing. Moreover, Dougill distinguished between conventional drama, like that of the actual performance of the plays, as well as a variety of many other similar activities such as: "role plays, simulations, games, and songs". So the first is referred to as "Theatre", whereas the latter will be referred to as "Informal drama" (Dougill, 1987, p.1). Further, practically both these two domains, he argues, must not be considered independently because they are both "the imitation of an action", just as Aristotle indicated (Dougill, 1987, p. 3). Therefore both formally and informally theatre offers important skills for the English learning process, consequently both shall be referred to as "drama/ dramatic activities" within this study. Drama, even though readers really will observe, refers not just to the finished result, the performance, but rather to the whole language learning and teaching process (Phillips, 2003, p. 8).

8.3 Using Drama to Improve English Speaking Skills

Drama seems to be a technique for making learning increasingly active, interesting, conversational, and relevant. Acting is indeed a form of experiential learning. Drama methods could actually refer to most of the strategies used in conjunction with a dramatic speech to assist in the comprehension and actual performance of the content. Dramatic strategies connect body, brain, as well as emotions, motivating pupils via enabling pupils to learn and acquire language, they are using their own individual personalities plus feelings and experiences for language skills (Maley & Duff, 1978, p.6-7). In their book *Learning through Drama*, McGregor, Tate, and Robinson (1977) said that:

"Drama revolves around the process of behavior, through interpersonal response. In acting out, the individual himself is the prime medium of expression. Acting-out then is the exploration and representation of meaning using the medium of the whole person" (McGregor, Tate, and Robinson, 1977, P.16).

Because while acting out includes a "negotiation of meaning," pupils are forced to interact and participate (Ibid, P.17).

However, Various elements interact within the stages of studying new conceptual ideas and gaining language via drama. "Learning by doing" becomes one of the most crucial. By taking on various roles wherein students utilize language that makes meaning of concepts, dramatics allows students to acquire new languages as well as grasp new approaches. This idea whereby learning has been placed inside interactions, especially during the drama, seems to be another key addition to understanding the relationship between both the foreign language teaching and also theatre. EFL students are engaged with one another as well as with the instructor in strategies that place the meanings among those exchanges in this study. Within Sociological phenomena Contributions for fully understanding the English as well as Foreign Language Education, Richard Donato (2000) writes: "learning and development, including foreign and second languages, is situated". On the other hand, Faltis explains himself as follows:

"classrooms become sites of situated cultural and language practices, with learners joining together, sometimes in conflict, to negotiate new and developing meanings and understandings". (Faltis, 2006, p. ix).

Besides, in this regard, dramatic ideas, as well as second language acquisition theories, seem to be similar in that they can work together to produce settings that are conducive to language learning. Whenever it comes to creating conditions that are conducive to language learning, theatrical studies, as well as second language acquisition theories, have quite a lot of common ground.

9. Procedures and Methods

This study's sample includes (60) pupils from Al-Jameaa high school for girls in Baghdad, Iraq, who were selected from fifth grade. The experimental group is made up of thirty students, whereas the control group is made up of thirty students. This curriculum has been created primarily to help students improve their English language speaking abilities by using literature, especially literary works. These two dramatic works employed in this study have been inspired by Both playwrights of Arthur Miller's "Death of a Salesman" and Henrik Ibsen's "A Doll's House" which utilize language that might not be highly literary fiction and are more similar to normal conversation within those contemporary dramas.

Table (1): The Sample of this study

Groups	Section	Number of the students
Control	A	30
Experimental	B	30
Total		60

9.1 Methodology for the Study

To check the study's aims, the researcher employed the experimental technique, which is based on the experimental group being taught using a modern approach (educational drama), while the control group was taught in the traditional manner. Thus the control group (A), which corresponded to the class, did not participate in our drama-based program. The researcher seems to be able to distinguish the 2 groups mostly at end of the trial in this manner, allowing us to examine any significant differences between them. This control group would just have to stick to a more tight program to become well trained, and also ready for the final tests, which was a significant difference between the 2 study samples. Because the study groups had greater freedom, as well as less test stress, they seemed to have more time to put the new, and experimental procedures into practice.

A pretest has been administered to both the experimental (B) and control (A) groups. However, equalization has been the goal of the pre-test. The pre-test questions are based on the book "English for Iraq 5th preparation," whereby both groups have indeed studied. Because the calculated T-value is (0.15), which is less than the tabulated value (2.00), at the degree of freedom (58), the T-test results show that there are no statistically significant differences between the two groups in this variable, as shown in the table (2).

Table(2): The Pre-test (T-Test Value) of the Two Groups

Groups	No.of Students	Mean	SD.	T-Value		DF.	Level of significance
				Calculated	Tabulated		
Co. G.	30	38.50	7.48			58	0.05
Ex. G.	30	38.46	9.40	0.15	2.00		

The purpose of having equality within two main groups is really to neutralize secondary and controllable factors so that the resultant scores are not influenced by them (Good and Scates, 1976, p. 366). Moreover, This equivalence between both the 2 groups has been established, first before the experiment has been carried out. These data are collected from the school's accessible records.

9.2 The Research Instrument

An Evaluation test has been given to the two main groups in order to determine the objective language abilities that would be introduced to them. Those groups have been chosen to get education for a whole eight-week period. This study seems to have been a qualitative approach that lasted 8 weeks, and observed high school female students. Several exceptional, as well as common theatrical frameworks, were utilized to teach English dialogues during this period. Most group members have been questioned at various points throughout the research to get their opinions and comments. To discover whatever students, especially English pupils, felt about using theatre and drama approaches to assist them to acquire English dialogues with intercultural communication, students' thoughts have been utilized as direct input to shape the conception and construction of the program. Students' individual words have been utilized for direct feedback to guide the development and enhancement of classroom practices to better grasp what they regarded about using theatre as well as drama strategies to assist them to acquire English dialogues with literary texts. Theatrical and drama tactics practices, and observations of the participants' interactions with one other and even with their teachers have been integrated throughout this period.

As part of the research, all of the students have been questioned regularly to get their comments and answers. Both plays have been chosen for the experimental class: Arthur Miller's "Death of a Salesman", as well as Henrik Ibsen's "A Doll's House". However, the language within those two works is very simple and communicative, as well as simple to understand. Prior to actually beginning to utilize these two dramas within the classroom, the content& context of both have been discussed and explained to pupils even though they had been well-versed in both. Several protagonist names in the play have been assigned to pupils in order to encourage their interest in effectively carrying out their roles. Moreover, Students spent 10 to 15 minutes planning and preparing previously their roles before beginning to read and understand

their own portions or remembering them when the discussion has been brief.

Furthermore, the majority of the exercises were done in pairs or small groups as well as required physical activity inside the classroom. Because the pupils have been not used to performing in pairs or perhaps in teams, group structure occasionally caused issues. Furthermore, many of them do not like to be separated from their customary companions. Nonetheless, the groups have been swapped up in each class so that everyone got the opportunity to work with a new partner. It is indeed important in order to create a comfortable atmosphere of trust and self-assurance.

This experiment has always been performed during the morning studies at AL-Jameaa Secondary School for Girls in Baghdad, Iraq, during the second semester of the academic year 2021-2022. These various classes (Control & Experimental) have been chosen for this experiment. But they really are made up of students from the same school, who share mostly the same school environment, including "lighting, heating, size, noise effect, and the number of desks". According to Brown (1981), if such elements can be managed, one should take advantage of the chance to make the class more physically pleasant as feasible. As a result, the researcher has control over this variable (Brown, 1981, p. 193).

On the other hand, to fully control the variable of teacher personal bias through this experiment, the researcher instructs both the experimental, as well as control groups.

The experimental group's materials are including:

- Whiteboard markers in various colors, laptop
- A playwright's script
- A video camera is required
- Worksheets
- Some news
- Notebook for vocabulary
- color cards

instrument comprises the preparation of a Post-Test to assess the experiment's effectiveness. Additionally, McNamara believes that achievement assessments can be restricted to specific curricular content inside a topic. This can assist in assigning future features for a student to achieve. The fundamental purpose of an accomplishment evaluation is to assess if course goals were met at the end of the instructional time (McNamara, 2000, p. 6).

10. Analysis and Results

The experiment's implementation began at the end of February 2022. The pre-test was completed on that day. This study has been ongoing for ten weeks. The experimental group's lessons were scheduled as a four-hour pre-week. After that, the post-test was used. The drama activity technique was used to teach the experimental group.

Moreover, Both experimental, as well as control groups, take the Post-Test at the same time, at the same place, on the same day. Their test has been just 60 minutes long, and they only had 60 minutes to finish it. Several preparatory school teaching staff assisted the researcher in monitoring the classroom while simply explaining the research questions to the pupils.

All test results are evaluated to determine the amount to which preparatory pupils' performance is improved in order to meet the study's goals and validate the hypotheses.

First Hypothesis/ In The Post-Test, The Experimental Group's Mean scores were compared to The Control Group's.

In order to determine whether there is a significant difference between the experimental as well as control groups' mean scores mostly in post-test, overall mean scores have been acquired, and then constantly compared. According to statistics, the experimental group's mean score has been (77.43); while the control Group has become (60.16). There at the degree of freedom (58), the measuring t-value is (4.240); whereas the Tabulated T-Value is (2.00); at the level of significance (0.05). This shows that there is indeed a considerable difference in accomplishment between both the two Groups, with the experimental Group succeeding.

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Furthermore, As can be seen in table (3); the whole first hypothesis, that there is really no "significant difference in the mean scores of the experimental and control Groups" in the Post-Test, has been rejected.

Table (3)/ Achievement Test of The Experimental and control Groups: Students' Means Scores, Standard Deviation, and T-Values

Groups	No.of Students	Mean	SD.	T-Value		DF.	Level of significance
				Calculated	Tabulated		
Co. G.	30	77.43	15.79	4.240	2.00	58	0.05
Ex. G.	30	60.16	15.7				

Second Hypothesis/ In the Post-test, Evaluation of student achievement on the Comprehension and Production Levels

Mostly in Post-Test, the mean scores of The Experimental Group's Students' achievement at Comprehension level and even, at the production level have been computed and compared to see if there has been a significant difference between groups. The collected findings suggest that students' mean production scores were indeed (42.16); and their mean comprehension scores have become (35.26). As stated in the table (4), the computed T-value has been (7.801); as well as the Tabulated T-Value has been (2.00); at the degree of freedom (29); and also the level of significance (0.05). This Indicates that pupils' achievement at the Comprehension level differs significantly from their achievement at the Production Level, as well as for the advantage of the Production Level . As a result, as stated in table(4); this second hypothesis has been rejected.

Table(4)/ Achievement at the Comprehension and Production Levels Test of the Experimental group: Students' Means Scores, Standard Deviation, and T-Values

Groups	No.of Students	Mean	SD.	T-Value		DF.	Level of significance
				Calculated	Tabulated		
Production	30	42.16	9.27	7.801	2.04	29	0.05
Comprehension		35.26	7.10				

This study's results indicate that pupils mostly in the experimental group who were taught using an educational drama learning technique succeeded superior than pupils in the control Group who were taught using a standard technique. The range of educational materials created with the use of technology has been centered on interacting as well as exchanging experiences not just in the classroom but also in real-life situations.

11.Conclusion

The use of drama lessons offers demonstrable benefits for language acquisition. That enables pupils, particularly those who have a low vocabulary, effectively converse in a foreign or second language. However, drama activities help the students in several stages, not just in communication and language, and in kinesthetic learning. The drama may be highly beneficial in several aspects for developing students' communication ability. The whole study demonstrates the value of drama exercises in developing speaking ability.

The study's findings revealed that, there were statistically significant differences, in average scores between the experimental, and control groups in favor of the experimental group, which was studied using the educational drama method. The study suggested that, an approach be used. Teaching English language students the educational drama, in order to improve their speaking skills, in English subject (oral expressiveness) at school.

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